



SUPPORTING ADOLESCENTS AND THEIR FAMILIES IN EMERGENCIES (SAFE)

Curriculum for Adolescent Boys



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To download the **Supporting Adolescents and their Families in Emergencies (SAFE) resource package**, please go to: www.rescue.org/resource/supporting-adolescents-and-their-families-emergencies-safe

Comments, feedback and further questions are gratefully received by the IRC's Violence Prevention and Response Unit: VPRUmailbox@rescue.org

DISCLAIMER

The content and conclusions in the Supporting Adolescents and their Families in Emergencies (SAFE) resource package are those of the authors; they are not official information of the United States Government and do not represent the views or positions of the United States Agency for International Development or the United States Government.

CONTENTS

INTRODUCTION	5
What is SAFE?	5
Where does this curriculum fit into the SAFE Resource Package?	6
What are the core modules and sessions for adolescent boys?	7
How do you use the session plans?	10
What is the recreational and creative time?	12
What kind of activities could happen during this time?	12
How can adolescents be encouraged to take the lead in recreational and creative activities?	13
What do you need to do before delivering the SAFE Curriculum for Adolescent Boys?	13
How do you create a safe and supportive environment for participants?	13
How do you ensure physical and emotional safety during the recreational and creative time?	14
How do you manage a challenging situation during a SAFE session?	15
How should you handle disclosures and make referrals?	16
Games and Icebreakers Menu	17
MODULES	18
MODULE 1 – Getting Started	19
Session 1 – Welcome to SAFE!	20
Session 2 – Safety and Support	27
Session 3 – Staying Healthy	35
Session 4 – What Makes a Boy?	43
Illustrations for Energizer/Game	50
MODULE 2 – Our Emotions	56
Session 5 – Understanding Our Emotions	57
Session 6 – Managing Our Emotions	63
Session 7 – Coping with Stress	71
Illustrations for Energizer/Game	79
MODULE 3 – Our Relationships and Choices	83
Session 8 – Friendships	84
Session 9 – Healthy Relationships	92
Session 10 – Communication and Resolving Conflict	100
MODULE 4 – Our Changing Bodies	108
Reminders and Guidance	109
Session 11 – Puberty	111
Session 12 – Understanding Reproduction	120
Session 13 – Making Decisions about Sex	127
Session 14 – Safe Sex and Pregnancy	137
Resource 1: Changes in Puberty	149
Resource 2: The Menstrual Cycle	151
Resource 3: Contraception	153
Resource 4: Condom Use	156

Resource 5: Sexually Transmitted Infections (STIs)	157
Handout 1: The External Reproductive Body Parts of a Female	161
Handout 2: The Internal Reproductive Body Parts of a Female	162
Handout 3: The Internal and External Reproductive Body Parts of a Male	163
Handout 4: Menstruation and the Ovulation Cycle	164
MODULE 5 – Our Safety	165
Reminders and Guidance	166
Session 15 – Understanding Violence	168
Session 16 – Responding to Violence and Accessing Support	179
Handout 5: Types of Violence	185
CLOSING SESSION	186

INTRODUCTION

This curriculum is for **SAFE facilitators**, who are responsible for delivering the **SAFE Curriculum for Adolescent Boys** and supervising the associated recreational and creative time. It is intended to be used in conjunction with the SAFE Implementation Guide, alongside the SAFE Curriculum for Female and Male Caregivers.

Before starting sessions with adolescent girls and boys, *all* SAFE facilitators must have completed the SAFE Core Facilitator Training. It is also expected that SAFE facilitators receive prior training in core concepts of gender-based violence and child protection.

Before delivering Module 4, *all* SAFE facilitators must complete the SAFE Facilitator Training – Adolescent Sexual and Reproductive Health. It is strongly recommended that SAFE facilitators also receive Save the Children's 1-day training in **Psychological First Aid** for child practitioners.

> What is SAFE?

Supporting Adolescents and their Families in Emergencies (SAFE) is a protection and psychosocial support program designed to increase the capacity of humanitarian actors to reach and engage adolescent girls and boys, and their female and male caregivers, in the early phase of a response. The program model is represented below:

SAFE Goal: Adolescent girls and boys (ages 10-19) are safer, more supported, and equipped with positive coping strategies in acute emergencies.

HOW?

BY WORKING DIRECTLY WITH ADOLESCENT GIRLS AND BOYS

- **Providing them with essential information** about important topics such as healthy, hygiene and personal safety
- **Connecting them to support services** such as child protection or gender-based violence workers or health care
- **Encouraging participation and development of social and emotional skills** to help them deal with stress and difficult situations
- **Creating space and time** for them to express themselves and strengthen relationships with peers and trusted adults

BY CONTRIBUTING TO A SAFE AND SUPPORTIVE ENVIRONMENT FOR ADOLESCENT GIRLS AND BOYS

- **Working with female and male caregivers** to develop their understanding of how to protect and support their adolescents and make them aware of available services
- **Co-facilitating the program with community volunteers and collaborating with community leaders, other sectors, and service providers** to increase their knowledge of the needs and interests of adolescent girls and boys affected by crisis and to strengthen referrals

GUIDED BY THE SAFE PRINCIPLES:



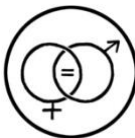
Do no harm



Build on strengths and resilience of adolescents



Non-discrimination and inclusion



Gender equality



Adolescent participation



Collaboration

Where does this curriculum fit into the SAFE Resource Package?

The SAFE Resource Package is made up of the following components, as listed below:

SAFE RESOURCE PACKAGE

CURRICULA FOR ADOLESCENT GIRLS AND BOYS

- Two life skills curricula: one for girls and one for boys, with guidance to tailor content for ages 10-14 and 15-19
- 5 modules; 16 sessions (2x/week):
 1. *Getting Started*
 2. *Our Emotions*
 3. *Our Relationships and Choices*
 4. *Our Changing Bodies*
 5. *Our Safety*

CURRICULUM FOR FEMALE AND MALE CAREGIVERS

- Complementary to adolescent curriculum
- 8 weekly sessions include:
 - Caregiver stress and coping
 - Adolescent development and sexual and reproductive health
 - Psychosocial needs and support
 - Healthy choices and relationships
 - Protection and response to violence

IMPLEMENTATION GUIDE

- Program model and theory of change
- Advocacy and collaboration with other sectors and services
- Guidance and tools for participatory assessment, design, implementation, and transition
- Monitoring and evaluation

TRAINING AND CAPACITY BUILDING

- 3-day core facilitator training
- 1-day facilitator training on caregiver content
- 1-day facilitator training on adolescent sexual and reproductive health
- Recommended further training (e.g., staff care and Psychological First Aid)

What are the core modules and sessions for adolescent boys?

MODULE	SESSION	LEARNING OUTCOMES <i>By the end of the session, boys will be able to...</i>
1 – GETTING STARTED	1 – Welcome to SAFE!	<ul style="list-style-type: none"> Summarize the goal and content of the SAFE program Identify rules and agreements that will contribute to a sense of safety and trust Present information about themselves, including their interests, skills, and support network
	2 – Safety and Support	<ul style="list-style-type: none"> Identify safety risks in their community Describe different risks faced by boys and girls in their community List trusted people and places who can provide support when needed
	3 – Staying Healthy	<ul style="list-style-type: none"> Name examples of positive personal and environmental health and hygiene practices Explain the link between good hygiene and preventing the spread of diseases
	4 – What Makes a Boy?	<ul style="list-style-type: none"> Understand the difference between sex and gender Identify their own assumptions regarding gender labels and stereotypes Recognize that gender inequality can undermine the wellbeing of both girls and boys
2 – OUR EMOTIONS	5 – Understanding Our Emotions	<ul style="list-style-type: none"> Identify different emotions and describe how to recognize them Predict their emotional reactions in difficult situations Identify healthy and unhealthy ways to express their emotions
	6 – Managing Our Emotions	<ul style="list-style-type: none"> Identify the “triggers” that can cause strong emotions Identify examples of unhealthy ways to express difficult emotions Explain ways to prevent a difficult emotion from becoming a negative behavior
	7 – Coping with Stress	<ul style="list-style-type: none"> Identify physical, emotional, mental, and behavioral signs of stress Understand healthy and unhealthy ways of coping with stress Determine their preferred techniques for coping with stress

3 – OUR RELATIONSHIPS AND CHOICES	8 – Friendships	<ul style="list-style-type: none"> Recognize some of the characteristics of positive and negative friendships Explain the importance of good listening skills in a friendship Describe the difference between open and closed body language
	9 – Healthy Relationships	<ul style="list-style-type: none"> Identify the characteristics of healthy and harmful behavior in intimate relationships Define informed consent and explain how to practice it in relationships
	10 – Communication and Resolving Conflicts	<ul style="list-style-type: none"> Identify thoughts and feelings that can lead to aggressive or violent behavior Discuss alternatives to aggression and violence in friendships and relationships Explain and demonstrate basic conflict resolution skills
4 – OUR CHANGING BODIES	11 – Puberty	<ul style="list-style-type: none"> Describe physical and emotional changes that boys and girls experience during puberty Identify different expectations that society has of adolescent boys and girls
	12 – Understanding Reproduction	<ul style="list-style-type: none"> Identify the main parts of the male and female sexual and reproductive health system Explain how the main parts of the male and female sexual and reproductive health system relate to sex and reproduction Demonstrate a basic understanding of menstruation as a normal and healthy aspect of the female reproductive system, including challenges faced by girls and women
	13 – Making Decisions about Sex	<ul style="list-style-type: none"> Identify and discuss different reasons why people decide to have or not have sex Recognize the importance of good information to help us make decisions about sex Explain the meaning of informed consent and coercion in relation to sex Demonstrate key social and emotional skills, including communication, teamwork, and focusing attention
	14 – Safe Sex and Pregnancy	<ul style="list-style-type: none"> Describe basic family planning strategies, including contraception and abstinence Recall basic information about types of contraceptive methods, including how to correctly use a condom Identify ways to reduce their risk of getting or passing on a sexually transmitted infection

5 – OUR SAFETY	15 – Understanding Violence	<ul style="list-style-type: none"> • Recognize that boys can be both victims and perpetrators of violence • Give examples of how it feels to be violent and to have violence used against them • Recognize different forms of violence (physical, emotional, sexual, economic) and identify some of their consequences
	16 – Responding to Violence and Accessing Support	<ul style="list-style-type: none"> • Recognize reasons that prevent us from responding to violence • Analyze changing safety risks for boys and girls and develop an updated safety plan • Identify services or individuals who can provide support to respond to risks in their community
CLOSING SESSION		<ul style="list-style-type: none"> • Review what they have learned in the SAFE program • Understand that they and their SAFE peers are a part of a community • Identify and set achievable goals for the future based on lessons from SAFE

Beyond these learning objectives, the SAFE curricula contain activities designed to reinforce social and emotional skills. Social and emotional skills enable the wellbeing, empowerment, and success of adolescent girls and boys. Learning such skills has been shown to mitigate the effects of adversity by providing young people with the tools to focus, manage their emotions, interact with others, resolve conflict, and make responsible decisions. It has also been shown to improve capacity to learn.¹

Through participation in SAFE, adolescent girls and boys demonstrate the following social and emotional skills:

1. Attention and Memory
2. Understanding and Managing Emotions
3. Coping with Stress
4. Knowing Yourself and Self-Confidence
5. Communication
6. Building Relationships
7. Teamwork
8. Conflict Resolution
9. Informed Decision Making
10. Problem Solving

How do you use the session plans?

The SAFE session plans follow a consistent structure to guide co-facilitators through each session and increase familiarity and confidence with the materials. The components of a session plan are outlined below:

Session Title: This includes the module and session titles and specifies the target group—girls or boys.

Session Summary: This section is only for facilitators—you *should not* read it aloud to the adolescents.

- Learning outcomes

Learning outcomes are an essential part of any session plan. They provide a clear statement of what the participant will know and be able to do by the end of the session. Learning outcomes refer to observable and measurable knowledge, skills, and attitudes.

- Length of the session
- Resources required for the session
- Tasks to be completed in advance

Instructions: This marks the start of the session that you will read and reference to deliver the content.

Every session is divided into 6 sections, and times are provided for each section.

	SECTION	WHY IS THIS IMPORTANT?
1	WELCOME AND REVIEW	<ul style="list-style-type: none">• To establish consistency and safety for participants at the start of each session• To check participants' understanding of what they learned in the last session and to provide space for comments and questions
2	ENERGIZER/ GAME	<ul style="list-style-type: none">• To lift the energy in the room and focus the group• To introduce and practice core social and emotional skills
3	INTRODUCE THE TOPIC	<ul style="list-style-type: none">• To introduce participants to the basic concepts that the session will address
4	ACTIVITIES	<p>This is the core content of the session. It includes a range of facilitation approaches (e.g., art, drama, discussion, debate) designed to:</p> <ul style="list-style-type: none">• Develop participants' understanding of new concepts• Enable participants to practice new skills• Learn through having fun with peers
5	CHECK IN/ SESSION REVIEW	To check for questions or concerns before ending the session
6	CLOSING AND TAKE-HOME MESSAGES	To encourage participants to apply their learning at home or in the community if appropriate

Guidance on Timing:

The majority of sessions are designed to last 1.5 hours. Several sessions in Modules 1, 4, and 5 are slightly longer due to the topic. Facilitators should make their best effort to deliver sessions within their total time, using the suggested times for each section of the session as a guide to keep you on track. If a session is running longer:

- Pay attention to the group's energy level and focus, as adolescents may disengage or get distracted if activities last too long
- Take a short break or use an energizer if needed
- Ask the adolescents if they prefer to use some of the recreational and creative time to complete the session, or to stop and continue where they left off next time.

Each SAFE session plan includes step-by-step instructions and suggested scripts for presenting the content and facilitating the activities and learning. If you prefer, you can use your own words to explain each point instead of reading directly from the page. The session plans include instructional key words to help you identify what you need to do (e.g., when to explain a point, ask a question, divide the group into pairs or small groups, encourage a discussion, etc.).²

- **DO:** These instructions help you run the activity and stay organized.
- **SAY:** This is what you should say to the participants, usually to introduce a new topic or idea. It can be used like a script if helpful.
- **EXPLAIN:** This is detailed information that you should share with the participants.
- **ASK:** These are questions to ask the participants to get them thinking about and discussing a topic in more detail, and to check what they already know. Remember to always give the participants time to answer the question and follow up if they do not understand.
- **KEY MESSAGES:** These are summaries of important learning points that should be covered before moving on to the next activity.
- **FACILITATOR NOTES:** These give you specific guidance on a topic or an activity (e.g., how to address potential challenges or further adapt content for different age groups). You *should not* read them aloud to the participants.

Use of Illustrations:

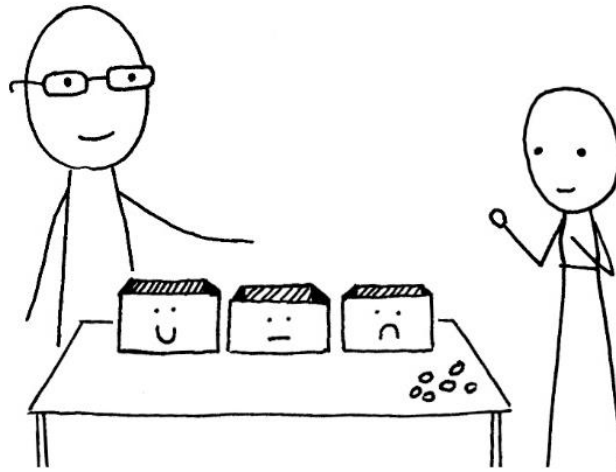
- The session plans include illustrations to support facilitation. These illustrations are tools that can be used in three ways:
 - To help you as the facilitator to understand the key aspects of an activity and to explain them to the group.
 - To help participants understand new or complicated concepts. You can copy these visual images onto a flipchart, which can be helpful when there are language barriers or low literacy.
 - To help facilitate discussion among participants. You can print copies and pass them out to the group.
- These simple black-and-white line drawings are designed for easy replication and contextualization. You can add hair or a head scarf, adjust female and male characters, or add any other details to make the illustrations more appropriate and engaging.

Resources and Handouts: Please find resources and handouts at the end of this curriculum.

- **Resources** are for your use or reference as facilitators. They include forms that may need to be printed and filled out, guidance on handling certain situations, and additional factual information to assist you if there are questions, primarily for Module 4.
- **Handouts** are for participants and are primarily images to help explain certain topics and facilitate discussion.

All of the sessions will require **Feedback and Evaluation Kits**, which should include:

- **A comments “box”** for feedback, which could be a large envelope or other non-transparent and closable bag or small container with paper/pens;
- 3 small containers (e.g., boxes or bags)—one labeled with a **smiley face**, one with a **neutral face**, and one with a **sad face**; and enough pebbles/counters for each boy.



What is the recreational and creative time?

- Following each SAFE session, the program offers 1 hour of optional recreational and creative time for adolescent girls and boys.
- This is a supervised but unstructured time where adolescents can take the lead, organize themselves, and identify what they would like to do or learn.
- It is important to be realistic about what activities are possible in this time. Adolescent girls and boys should be consulted about their preferences during the planning stages of SAFE to ensure there is time to prepare in advance.

What kind of activities could happen during this time?

- **Physical activities**, such as games or sports.
- **Creative activities**, such as music, art, drama, crafts, or storytelling.
- **Educational activities**, such as a space to read, develop practical skills like first aid, or explore a topic or skill of their choice. *Note: After participating in a formal session, it is important that educational activities are only included in the recreational and creative time if requested by the adolescents. It is crucial to engage with other sectors or specialists to provide quality and relevant learning.*
- **Civic participation opportunities**, such as the development and delivery of community action/project ideas, or active engagement opportunities for adolescents to contribute to emergency response efforts.

Please refer to the SAFE Implementation Guide for further suggestions and resources.

How can adolescents be encouraged to take the lead in recreational and creative activities?

- Adolescents could help facilitate appropriate recreational and creative activities and content, such as a football match or craft session.
- Different interests should be recognized, and different activities could happen at the same time, with the adolescents helping to coordinate.
- If there are strong personalities within the program, facilitators may want to ask for different volunteers in each session to help lead activities.
- When an activity is not possible due to lack of equipment or space, discuss this with the adolescents and involve them in finding solutions or alternatives.

What do you need to do before delivering the SAFE Curriculum for Adolescent Boys?

- ☐ Review the session plans and discuss any content that may need to be further adapted for your context. If needed, discuss any concerns or changes with your manager.
 - Divide the tasks in the session plan with your co-facilitator.
- ☐ Ensure that you have completed the preparatory tasks in the session plan summary. These include printing handouts, preparing flipchart sheets, ensuring that the required materials (as well as basic refreshments) are available for the session and recreational and creative time.
- ☐ Check with your team for any contextual issues that might affect attendance or the delivery of the session, such as security concerns, bad weather, etc.
- ☐ Consider the specific needs of your participants based on age, gender, social group, or the presence of any adolescents with disabilities.
 - Prepare the space in an adolescent-friendly way, including putting the chairs in a circle or ensuring that mats are in a shaded area.
- ☐ Check that the service map is up-to-date and familiarize yourself with the referral pathways and assigned caseworker for the group/location.
- ☐ Gather the components of the **Feedback and Evaluation Kit** and place the feedback/comments container and pens/paper in a corner, or a more private area of the venue. Put informational materials related to **organizational feedback mechanisms**—such as reporting sexual abuse and exploitation—next to the feedback kit.

How do you create a safe and supportive environment for participants?³

Facilitators are responsible for creating a safe and supportive environment for adolescent girls and boys. It is important to respect them and show them that their opinions are important. They will feel safer when they are valued. By getting to know each participant and building those connections, adolescents will be reminded what safety, respect, and care look like, particularly when they are living in situations of violence and chaos.

Facilitators should make an extra effort to support **menstrual hygiene management** (MHM) by providing information, having the necessary sanitary items available in each session, and advocating for improved adolescent-friendly MHM services as needed.

Good facilitation is a key ingredient in creating a safe and supportive environment. As a reminder, a good facilitator:⁴

- ☐ **Prepares well** for every session.
- ☐ Makes an effort to learn each participant's name and reaches out to **connect with each participant** in every session.

- ☐ Pays attention to **age and gender** and is aware of the needs of participants.
- ☐ Demonstrates **flexibility, open-mindedness**, and a **positive attitude**.
- ☐ Demonstrates **good communication skills** and keeps time.
- ☐ Is **patient** and **respectful**. Participants should be invited, not demanded, to talk and share.
- ☐ Promotes **gender equality** and challenges comments, behaviors, and attitudes that are harmful and limiting to adolescent girls and boys.
- ☐ Promotes active engagement and participation and understands the **importance of having fun!**
- ☐ Is careful **not to make promises** or raise expectations that cannot be met.
- ☐ Always ensures the **safety** of participants.
- ☐ Regularly refers to the **Group Agreements** created in Module 1 Session 1 and emphasizes the meaning and benefits of **confidentiality**.
- ☐ Follows the agreed **reporting and referral procedures** if participants are at risk or require further support. Ensures that adolescents understand the procedures as well as the conditions under which the things they discuss during the sessions may be shared with others.
- ☐ **Reaches out to other facilitators** and/or their manager for support or guidance.

Remember! You do not need to be an expert in every topic. Your role is to create a positive and supportive learning environment. The foundation of good facilitation is listening and asking questions. Therefore, you should take the time to listen to the adolescents in your sessions and help them explore and understand each topic with questions.

How do you ensure physical and emotional safety during the recreational and creative time?

- ☐ The **Group Agreements** created in Module 1 Session 1 also apply to the recreational and creative time. Ask the adolescents if any additional rules are needed for this time to ensure each person's safety and inclusion. Consequences should be clearly communicated and reinforced.
- ☐ Facilitators should always **remain visible and engaged** during the recreational and creative time—this means actively observing the interactions to be able to respond to bullying or conflicts or if additional support services are needed.
- ☐ Facilitators should be prepared for emergencies. A **first aid kit** should be available on site. If an incident occurs, facilitators should follow their organization's protocol to respond, document, and communicate the incident, including to the caregivers of the adolescent involved.

NOTE: Caseworkers play a critical role in the implementation of SAFE and the provision of individual support to adolescents and caregivers. A child protection and gender-based violence (GBV) caseworker must be assigned to each SAFE group/location and be available to receive referrals and follow up on individual cases.

How do you manage a challenging situation during a SAFE session?

Remember!

- The disruption, loss, and violence associated with humanitarian crises can affect adolescents in different ways.
- Nearly all adolescent girls and boys are likely to demonstrate some initial changes in their behaviors, emotions, thoughts, and social relations. **This is normal.** It is important to remember that most adolescents will get better and will learn how to cope.
- Adolescents girls and boys react to challenging circumstances in different ways. Some may have more resilience and recover quickly. Others may have more difficulty functioning and require specialized support.
- Adolescent girls and boys may respond differently to violence and abuse because of their background or the way they have been raised. Because of their gender, they also experience different types of violence and abuse with different consequences.
- The presence of **supportive, caring adults and peers** can make a significant difference for adolescent girls and boys coping with distress.

If a challenging situation arises during a session, remember that most incidents can be managed *within* the session and can contribute to the whole group's learning experience while also ensuring proper individual follow up. For example, participants might:

- Display or discuss harmful coping skills, such as aggression or violence, self-harming behavior/suicidal thoughts, and alcohol or drug use.
- Reject information due to its sensitive nature, such as sexual and reproductive health.
- Disclose personal experiences of harm or violence.

If any of these things happen:

- ☐ Address, rather than ignore, issues as they arise, even if the topic is difficult.
- ☐ Do not tell the boy that he is "wrong." There are no right or wrong answers. Instead, ask him what the benefits or risks are of a suggestion or issue they share.
- ☐ Talk to the group about the importance of confidentiality and refer to the Group Agreements.
- ☐ For disclosures related to violence, refer to Module 5 Reminders and Guidance.
- ☐ After the session, follow up with the participants involved (either as a group or individually, depending on the issue) to check that they are feeling comfortable and to see if any actions need to be taken. Ask for support from a supervisor if help is needed responding to particular issues.

There may be times when the situation is more serious or urgent and cannot be managed inside the group. SAFE facilitators may need to respond immediately to a situation that arises. This might include cases where:

- An adolescent boy is highly distressed.
- An adolescent boy discloses something that needs to be followed up on immediately.
- An incident is disruptive to the group.

In these cases, SAFE facilitators should:

- ☐ Nominate one facilitator to continue with the session or lead an activity or game, while the other facilitator deals with the situation in a more private area away from the group.
- ☐ Recall the principles of psychological first aid and apply them as appropriate in the situation.
- ☐ When the facilitator who has left the room returns to the group, check in with the participants to see if they are comfortable and whether they have any questions about the incident.
- ☐ Debrief with your co-facilitator *and* a supervisor to assess what follow-up actions are needed.

How should you handle disclosures and make referrals?

- Any disclosure of violence must be taken seriously.
- You must maintain **confidentiality** and treat all concerns with **sensitivity**.
- If an adolescent expresses interest in accessing a service, **your role is to ask if they would like to speak with someone on the SAFE team who is responsible for connecting them to services**. This will generally be a supervisor or caseworker assigned to the group, and it is that person's responsibility to obtain consent and make a referral.
- Facilitators are not caseworkers and, therefore, should not be dealing with individual cases. Your role is to ensure that after a disclosure occurs, the situation is handled in a way that does not cause further harm or draw negative attention to the person who discloses. **The action you must take is to raise the situation with your supervisor.**

GAMES AND ICEBREAKERS MENU⁶

Below are additional game ideas. Before using any of the games, make sure that it is appropriate for the context. If you would like even simpler ideas for games and icebreakers, the [UNICEF Adolescent Kit Energizer Cards](#) are a great resource.

The Wave: Form a straight line with boys standing behind each other. The leader starts off making an arm motion; the group members repeat this motion one at a time, immediately following each other, to make a wave. See how fast they can go. The leader can change the motion and the pattern of the wave.

Group Lap Sit: The group will start standing in a circle, shoulder-to-shoulder. Everyone then turns to the right and puts their hands on the shoulders of the boy in front of them. The group will need to work together to communicate. On the count of 3, everyone is instructed to sit on the knees/lap of the boy behind him. If this is done too quickly, group members will fall over. Once completed, the group may wish to try to walk in this formation. This is a dynamic activity that will make the group feel a great sense of accomplishment when successfully completed!

Human Knot: Boys stand shoulder-to-shoulder in a circle, placing both hands in the center. When the leader says, “Go,” everyone grabs someone else’s hands, being careful not to grab both hands of the same person or the hands of someone right next to them. Once everyone is connected, the object is to untangle the knot, without releasing the grip, except for permissible pivoting, as long as the boys’ hands continue to touch.

Animal Game: Give slips of paper to each member of the group. Write the name of an animal on each slip (maximum 3-4 different animals, depending on the size of the group). Hand the papers out at random. After you count to 3, each person should make the sound of the animal on their paper and find the other members of their animal group. The first group to find each other the quickest wins.

Samuel Says: Boys stand in a circle and listen carefully to the instructions. When the facilitator says, for example, “Samuel says kneel down,” the boys should do what Samuel says. But if the facilitator says, “Put your hands on your lower back,” the boys shouldn’t do that because Samuel didn’t say that! If a boy moves when the facilitator doesn’t say, “Samuel says,” then he is out. The game continues until a single boy remains.

Act How You Feel Today: Ask the boys to stand in a circle. Each boy will take a turn to act out how he is feeling today. For example, if he is feeling tired, he can give a big yawn. If he is excited, he can jump up and down. If he is happy, he can laugh. The only rule is that they cannot use words to say how they feel. The facilitator can start off first so that the boys can see how the game works.

Exchanging Faces: Ask the boys to stand in a circle. One boy will start. This first boy will make a face or action to his neighbor on his right. The neighbor will make the same face and action back to the first boy. Then he will turn to his neighbor on his right and make a different face/action. That neighbor will make the same face and action back to the second boy and then turn to his neighbor on his right and make a different face/action. The game will continue until all boys make the faces or actions.

Note: This can be done two times or more, until the boys get better at the game.

MODULES

MODULE 1

GETTING STARTED

MODULE 1

GETTING STARTED

SESSION 1

Welcome to SAFE!

SESSION SUMMARY

LEARNING OUTCOMES	By the end of this session, boys will be able to... <ul style="list-style-type: none"><input type="checkbox"/> Summarize the goal and content of the SAFE program<input type="checkbox"/> Identify rules and agreements that will contribute to a sense of safety and trust<input type="checkbox"/> Present information about themselves, including their interests, skills, and support network of adolescent girls and boys based on their gender
DURATION	1 hour 30 minutes
RESOURCES REQUIRED	<ul style="list-style-type: none"><input type="checkbox"/> Flipchart, colored markers, tape<input type="checkbox"/> Colored pens or pencils<input type="checkbox"/> A4 paper (more than enough for all)<input type="checkbox"/> Feedback and Evaluation Kit (refer to the Introduction for instructions on what the kit should include)
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"><input type="checkbox"/> Review the session plan.

INSTRUCTIONS

> Welcome (10 minutes)

1. **SAY:** Welcome to the first session of SAFE. We are so happy you have decided to join this program and we are excited to spend the next few weeks together. This is going to be a safe and fun place where you can access information, learn new skills, and make new friends.
2. **ASK:** We want to start each SAFE session with a quick activity that you enjoy, such as a song, dance, or body warm up. Does anyone have any suggestions?

FACILITATOR NOTE: Take a suggestion from the boys for this. If they are not sure, use one that is widely known in the culture and ask them to think of one for the following session.

3. **SAY:** Some of you may know each other, while others may be meeting for the first time. We are going to go around the room to learn a bit more about each other.
4. **DO:** Have everyone stand in a circle. One by one, each person should share their name, their favorite color, and their favorite thing to do in their spare time.

> Energizer/Game – “Line Up!” (10 minutes)

1. **DO:** Ask everyone to gather in the middle of the room.
2. **EXPLAIN:** We are going to give you some categories, and you will line up in the correct order. Your goal is form your line as quickly as possible and then we will check if the order is correct.
3. **DO:** Give the categories one at a time. Below are some examples, or you may choose your own categories that would work well in the context.
 - In order of **height** – shortest to tallest
 - In order of **birth month** – January to December (*be aware that this will not work in contexts where boys' birthdays are unknown*)
 - In order of **shoe size** – smallest to largest

FACILITATOR NOTE: If the boys are finding the game too easy, have them complete the task silently. You could also time them and challenge them to beat their previous times.

4. **ASK:** Besides getting to know each other better, what skills did you need to successfully and quickly form your line?
If not mentioned, share these examples: teamwork, listening, cooperation, communication, attention, etc.

> Introduce the topic (10-15 minutes)

1. **EXPLAIN:**

- SAFE is a new program for boys and girls your age. It's designed to help you feel safer and more supported, as we know there are many changes happening in your lives.
- By participating in these sessions, you will gain useful information about safety and health, and develop practical social and emotional skills that we hope will help you in difficult situations. SAFE sessions are a place to have fun and connect with boys your age and talk about the things that matter to you.
- An important part of SAFE is making sure that you know about the services and support networks that are available in your community and how to access them.

2. **ASK:** Does anyone know what a **facilitator** is?

3. **EXPLAIN:**

- A facilitator is someone who listens to you, gives you information, and can guide you when you need support. We will be your facilitators during SAFE. As facilitators, we promise to be kind to you, encourage you, help keep you safe, and connect you with other support you might need.
- The SAFE Curriculum for Adolescent Boys covers several topics designed for boys your age. Through fun activities and discussions, we will cover topics that affect your daily lives, like **what it means to be a boy** in this community. You will learn how to understand and **manage your emotions and stress**, and think about **friendships, healthy relationships**, and **good communication**. You will learn about your changing bodies, including **hygiene** and **reproductive health**. You will also learn how to **stay safe** and think about how you can respond to violence.

4. **ASK:** Are there any topics that you would like to learn about that were not mentioned? *(These can be written on flipchart paper and addressed later if you and your co-facilitator do not have the answers now. Make a note to share them with the SAFE team).*

5. **SAY:** SAFE sessions take place twice each week on *<insert days/times that this group meets>*. Before starting these sessions, we checked with you and your caregivers which days and times would work best, but we know that things can change. So, if you have any concerns about the days or times, please let us know now and we will talk with you at the end of this session.

6. **EXPLAIN:**

- Sessions will be between 1.5-2 hours long. It is important for you to attend the sessions regularly as each topic builds on the previous topics and we do not want you to miss any important learning.
- After each session, we will have 1 hour of recreational and creative time *<insert the location where that will take place>*. This time is optional, but we really encourage you to attend. It gives you the chance to decide what you want to do (for example, you could play sports and games, make things, learn new skills, have discussions, or organize activities around issues that matter to you).
- If you are worried about whether you can attend, we are very happy to speak with your parent or caregiver to explain why it is important for you to attend.
- An important part of the SAFE program is to involve female and male parents and caregivers in sessions of their own, so they can better understand the experiences of boys and girls your age in your community and develop their skills and knowledge.

7. **DO:** Check for questions.

> Activities (45 minutes)

Activity 1: Group Agreements (10 minutes)

1. **ASK:** What is a **safe space**?
2. **EXPLAIN:** A safe space is welcome to and inclusive for all boys of all abilities and backgrounds. It is a place where everyone feels comfortable expressing themselves and participating fully without fear of judgment, harassment, or violence. Deciding on “**Group Agreements**” can help create a safe space, as they encourage actions and attitudes that help us participate and feel included.
3. **DO:** Ask boys to share their ideas for the Group Agreements. Write them on flipchart paper using different colored pens. If the boys cannot read/write, ask them how they would like to document their Group Agreements. For example, they could choose to use drawings or symbols to illustrate their agreements.

FACILITATOR NOTES:

- If any important points are missing, ask for the group's permission to add them, explaining why you think they are important: confidentiality, punctuality, respect for each other's ideas, having one voice at a time, sharing only what you want to share.
- For **confidentiality**, explain that if something is shared that could threaten a boy's life or could harm them or someone else, it will be reported to a caseworker who will follow up. Also explain that confidentiality helps the boys build trust between each other, which can lead to stronger friendships.

4. **DO:** Read the list/symbols or illustrations aloud to acknowledge and include those who cannot read. Then ask the group to choose a way to show that they agree with the Group Agreements. For example, they could put their hands up or put a tick or mark on the flipchart sheet. The facilitators should also demonstrate their agreement in the way the group chooses.
5. **EXPLAIN:**
 - Some of the topics we discuss may be quite sensitive and some of you may have personal experiences you want to share. If any of you would like to talk to us individually about any problems in your life, we are here to listen.
 - Because some topics can be sensitive, it is important not to discuss personal experiences that other boys share in this safe space outside of this group. This is because we do not know what could happen if that information is shared.
 - We will keep the Group Agreements sheet on the wall for every session so we can help each other to remember them.

Activity 2: I Am, I Have, I Can (25 minutes)

FACILITATOR NOTE: Keep these drawings safe at the end of the session, as they are used again in Module 1 Session 4.

1. **EXPLAIN:** We are going to do an activity to get to know more about each other and ourselves. It is called, “**I am, I have, I can.**”

2. **DO:** Show the boys a flipchart sheet with the following 3 sections drawn on it –

I HAVE	I AM	I CAN

3. **EXPLAIN:** The middle column is called, “**I am.**” There are many things we can say about ourselves to describe who we are.
4. **ASK:** What are some ways to describe ourselves by finishing the sentence, “I am....”? *(Take a few suggestions).*
If the boys are not sure, share these examples: a boy, a brother, a son, a citizen of <insert country name>, a friend, etc.
5. **EXPLAIN:** The left column is called, “**I have.**” All of us have people and things that can help us.
6. **ASK:** What are some ways to describe what we have by finishing the sentence, “I have....”? *(Take a few suggestions).*
If the boys are not sure, share these examples: friends, SAFE, family, etc.
7. **EXPLAIN:** The right column is called, “**I can.**” All of us have things that we are able to do, not just in the future, but right now. These might be skills and talents.
8. **ASK:** What are some ways to describe what we can do by finishing the sentence, “I can....”? *(Take a few suggestions).*
If the boys are not sure, share these examples: play football, support my friends, cook, play basketball, draw, make clothes, grow vegetables, etc.
9. **DO:**
- Hand out a piece of A4 paper to each boy and give them colored pencils or pens to divide the page into 3. If they want to, they can write their names or make a mark to note which paper belongs to them. They can use pictures or words, or both.
 - Explain that we will spend 5 minutes on each word, starting in the middle with, “**I am.**” They should draw or write anything to show who they are. They will have a chance to explain their drawing at the end.
 - Then ask them to focus for 5 minutes on the left picture, “**I have,**” and draw or write what they have around them (people or things).
 - Then ask them to focus for 5 minutes on the right picture, “**I can,**” and draw or write the things that they can do.
 - After the boys have completed their drawings, ask them to put them up on the wall.
 - Invite a few boys to share what their drawing means.

KEY MESSAGES:

- *Your posters give us an idea of who you all are. When we look at each poster, we see the **strengths of each person** in our group. When we look at them together, we see the **strengths of our whole group**.*
- *When you created them, you thought about your skills and talents and what you are good at. It is always important to remember all the good things about yourself, because they remind us that **we can succeed** at what we try.*
- *This activity brings us together, helps us learn more about each other, and lets us celebrate who we are and what we are capable of!*

Activity 3: The Sun Shines On (10 minutes)

FACILITATOR NOTES:

- If chairs cannot easily be moved, you can use a piece of tape on the floor to mark the spot for each person (or use a shoe).
- Be aware of any boys who would struggle with this game, for example, due to a disability. Be ready to adapt the game to be inclusive of everyone.

1. **DO:** Ask everyone to sit in a circle and make sure there is nothing on the floor.
2. **EXPLAIN:**
 - One person will stand in the middle. For the first round, it will be a facilitator.
 - We need to keep each other safe, so remember the Group Agreements we just agreed to.
 - The person in the middle says: “**The sun shines on anyone who...**” and then finishes the sentence with something that is true for them. For example, “The sun shines on anyone who is wearing something blue,” or, “The sun shines on anyone who likes to play football.”
 - If that statement is also true for you, you must get up and move across the circle to find a new seat or a place to stand. The one rule is that you cannot stay in your own place and you cannot move to the place immediately beside you.
 - While those people are moving, the person in the middle tries to get a seat or place on the edge of the circle, which leaves someone new in the middle who starts again by saying, “The sun shines on anyone who...”
3. **ASK:**
 - What skills do you need to use to do well in this activity?
If not mentioned, share these examples: attention, quick thinking, and social skills (making new friends, getting to know one another).
 - Why are these skills important ones to have? When do you need to use attention or social skills in your everyday life?

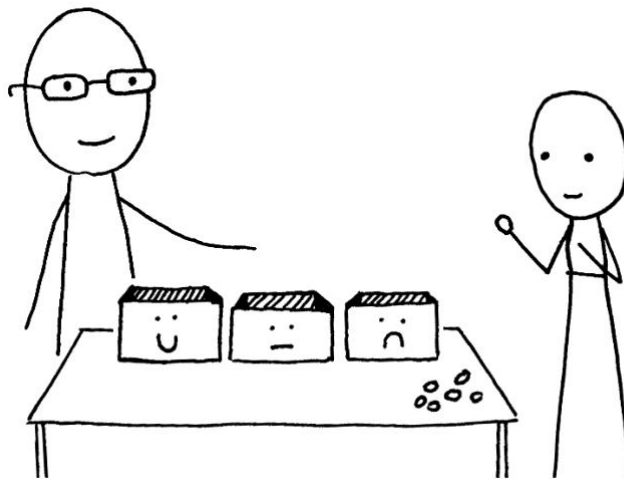
> Quick session review (5 minutes)

FACILITATOR NOTE: Be sure to have information regarding local services and opportunities that are available to boys before suggesting this. It is important not to raise false expectations.

1. **SAY:**
 - An important part of SAFE is sharing information and helping to connect you with available services, support, and opportunities.
 - You are welcome to talk to us after any of the SAFE sessions if you would like more support.

> Closing and take-home message (5 minutes)

1. **ASK:** What are you looking forward to most in the SAFE program? *(Depending on the time, you can ask everyone, or just ask for hands up and take a few ideas).*
2. **DO:** Remind boys of the weekly meeting times and let them know that the next session will run a bit longer, closer to 2 hours.
3. **EXPLAIN:**
 - At the end of each session, we will do a **quick evaluation** to give you a chance to express your opinion on the session. We welcome your honest opinion and encourage you to answer from *your* perspective—even if it is different from your peers' opinions.
 - In addition to this evaluation activity, we always have a **comment box** available for you to share your thoughts or concerns. This feedback is important to us and we will take it seriously. You do not need to include your name—that is your choice. Ask a friend if you need help writing your comment.
4. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions.
 - Encourage everyone to stay for the recreational and creative time if they can, reminding them that it is a chance to relax, have fun, and get to know each other better.



MODULE 1

GETTING STARTED

SESSION 2

Safety and Support

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify safety risks in their community <input type="checkbox"/> Describe different risks faced by boys and girls in their community <input type="checkbox"/> List trusted people and places that can provide support when needed
DURATION	2 hours (remind boys that this is a longer session and make time for a short break or game if needed)
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> A4 paper <input type="checkbox"/> 1 or 2 small balls <input type="checkbox"/> Colored pens and pencils <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit <input type="checkbox"/> A sturdy box or folder to store safety maps and other drawings throughout SAFE
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Draw a rough outline of the community on flipchart paper with key things placed on the map (e.g., school, health center, market, etc.) for Activity 1. <input type="checkbox"/> Draw the safety plan on flipchart paper for Activity 2. <input type="checkbox"/> Obtain a list of available adolescent boy-friendly services in the community.

INSTRUCTIONS

> Welcome and review (5 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. DO:

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).
- Remind the group that today's session will be a bit longer than usual and take 2 hours.

2. ASK:

- Can anyone tell me what we learned about during our last session together?
- Did anyone **share what they learned** with a family member or friend? How did it go?

> Energizer/Game – “Name Game” (5 minutes)

1. EXPLAIN:

- We are going to play a quick name game to help us remember the names of everyone in the group.
- Please stand in a circle. I'll give one person a ball.
- That person calls out the name of someone across from them in the circle and throws the ball to them. That person catches the ball and calls out someone else's name and passes the ball to them.
- We'll keep going until everyone has had the ball and it reaches the original person again.

2. DO:

- Encourage the boys to say the name of the person loudly and to remember the order of who they caught it from and who they threw it to.
- Repeat the same order a second time, this time faster, or add in another ball if the group is finding it easy.

3. ASK:

- What skills do you need to use to help this activity work successfully?
If not mentioned, share these examples: memory, attention, teamwork.
- When would memory skills be useful in your daily life?
If not mentioned, share that it would be useful to remember instructions they're given or lists of things they need to do.

> Introduce the topic (5-10 minutes)

1. SAY:

- Let's imagine that a sister and brother, Layla and John, have recently arrived in this community. They are about the same age as you. Because they are new, they do not know their surroundings and are not sure which areas are safe and which are not safe.
- Some of their new friends would like to help them.
- One idea they have is to **draw a map**. On this map, they could show them which places are safe and accessible for boys and girls, and which places are not safe.

2. ASK:

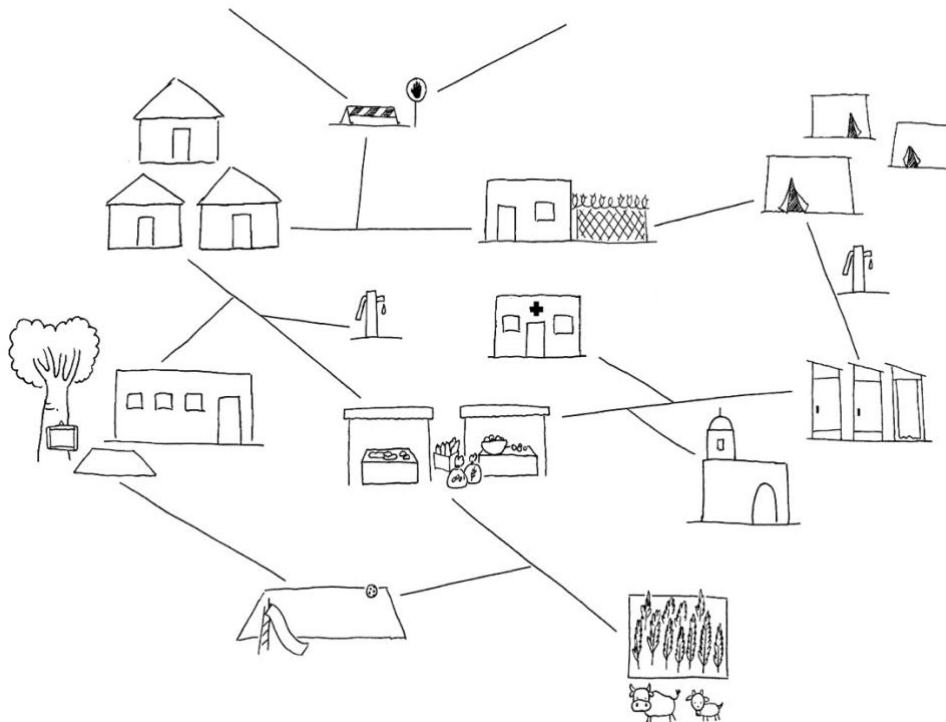
- How could the map be helpful to Layla and John?
If not mentioned, share that it will help them to know the area quickly and become more familiar with which places are safe to go to and which ones to avoid.
- What kinds of things should they put on the map to help them?
If not mentioned, share these examples: places they might pass on their way to and from home to reach SAFE, places they might visit regularly, and all the places they know to be unsafe.
- How would the map look different for John than for his sister?
If not mentioned, share that risks for girls and boys are different. Certain public spaces are used more by girls/women and other places more by boys/men, and some places by both.

> Activities (1 hour 30 minutes)

Activity 1: Safety Mapping (40 minutes)

FACILITATOR NOTES:

- Remember to keep all safety maps and plans at the end of the session and throughout SAFE, as you will need them again in future sessions.
- The following is an example of a safety map to give you ideas of how to draw a map for your community:



1. **SAY:** We are now going to create maps of our community that could help John. We are going to think about which **places or areas are safe and accessible for boys**, and which places are less safe.
2. **DO:**
 - Divide the boys into groups based on how close they live to each other. Keep each group to a maximum of 5-6 boys so they can all easily access the map.
 - Give each group a piece of flipchart paper and 4-5 different colored marker pens.
3. **SAY:** Imagine you are on top of a big hill, seeing your community from above. Where are the places you visit and the roads you walk on?
4. **DO:**
 - Show the boys the map you prepared in advance.
 - Ask all of the boys to put their homes on the map first.
 - Then ask them to think about where they go when they leave their homes, and add those places to the map.
 - Finally, ask them to draw or mark *all* the places they see along the way as they go from their home to other places.

FACILITATOR NOTES:

- We ask them to put their home on the map to acknowledge that boys also face violence in the home, not just outside.
- For the younger group, you could share a general list of locations in their community for them to choose from and add to (**contextualized for your context**). The boys in the older group should be able to generate their own list of locations.
- Examples may include: food markets, places of worship, schools, cafes or tea shops, community centers, distribution points, laundry area or water points, relatives' homes, sports fields, etc.

5. **DO:** When they have finished drawing, develop a key for the following questions so that the boys understand what the different colors or symbols mean.
6. **ASK:**
 - Which areas in the community might boys your age not feel safe?
They should put an "X" on those places.
 - Are there different times of day when a place is safe or unsafe?
They should mark these with a different color or symbol to show day and night (e.g., a sun or moon).
7. **DO:** Once they have finished, ask them to mark the places where they as boys feel safe and mark them with a tick (✓).
8. **ASK:**
 - What makes the places you marked with a tick (✓) safe for boys?
 - What makes the places you marked with an "X" unsafe for boys?
 - Why are some places safe or unsafe at different times of the day or night?
 - How do you know when you feel safe or unsafe?
 - Do you think that the safety situation will get better or worse over the next few months, and why?
9. **SAY:** Now let's spend a few minutes thinking about where on this map girls your age might feel unsafe. Using a different color, mark an "X" in the places that are not safe for girls.
10. **ASK:** Is safety in the community the same for girls as for boys? If not, what are some of the reasons for these differences?

Activity 2: What Can Make Us Feel Safer? (30 minutes)

1. **SAY:** It is important for everyone to feel safe and secure. Now we will try to develop a safety plan to help boys in your community feel safer. Let's think about some of the common risks identified on all the maps.
2. **DO:** Show the group the table below, written on a flipchart sheet. (*Read the title of each column out loud to be sure that those who cannot read understand the questions*).
3. **ASK:** What are some of the common risks from your maps?
4. **DO:** Take the risks one at a time and fill in the columns. (*Always read aloud the title of the column/question you are working on to include those who cannot read*).

FACILITATOR NOTES:

- Solutions should come from the boys, not from the facilitator.
- For the younger group, the facilitator may need to suggest solutions if the boys are unable to do so. But always check if it is realistic for the boys (based on age and resources) and if boys feel comfortable with the suggested solution.

Safety Plan Example:

Who or what is the risk?	Where and when is the risk?	Who are the (trusted) people and where are the places that could provide support? What actions can they take? (Refer to the service map / information if needed).	What safety risks do we want to raise awareness about with the community? What should facilitators follow up on?

FACILITATOR NOTES:

- Be aware of the time and limit the number of risks discussed to the time that you have.
- Make sure that the solutions suggested by boys are realistic for them to act on. For example, if boys do not have a cell phone, calling the police might not be possible.
- Make a note of any individual risks identified by the boys and refer them to the caseworker.
- Document any risks that boys would like facilitators to follow up on and raise them in the next SAFE team weekly meeting to agree on next steps. Those follow-up actions should be communicated back to the boys in the following sessions.

5. **SAY:**
 - We have identified some safety risks that we want to raise awareness about in the community. If you want to discuss this further, we can use the recreational and creative time after this session to come up with some ideas.
 - It is important to know that even if a boy is at risk of or experiences harm, this does NOT mean that it was his fault. The person who causes harm to a boy has the choice to do it or not.

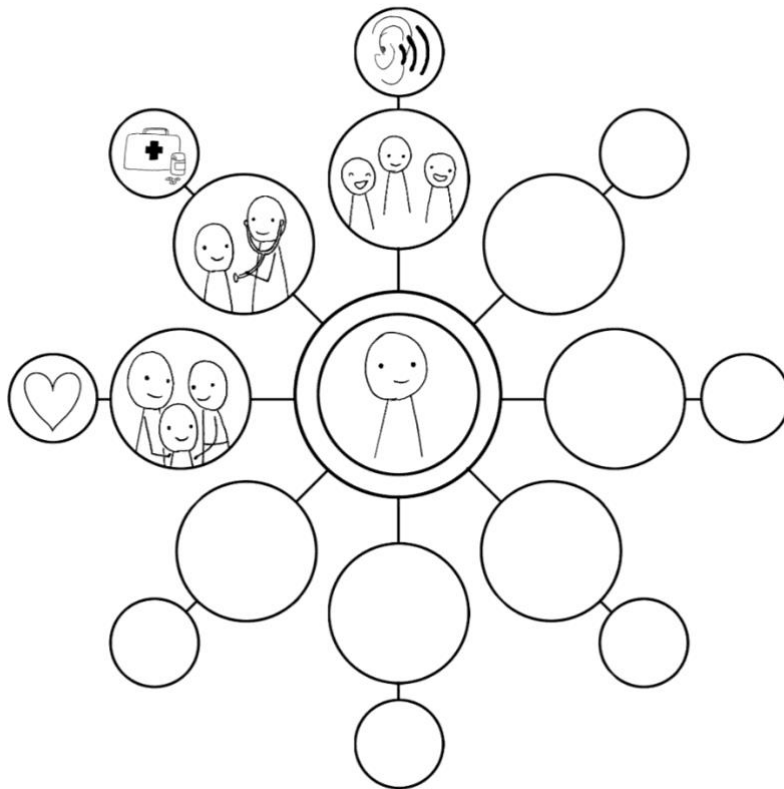
Activity 3: Who Do I Trust? (20 minutes)

1. **SAY:** Now that we have talked about our communities and ways that boys your age can be safer and supported, we are going to think about your own network of support.
2. **ASK:**
 - What is a trusted person?
 - *A trusted person is someone you can go to when you need support, advice, or need to discuss something that is bothering you.*
 - What are the qualities of a trusted person? What does a trusted person do?
If not mentioned, explain that a trusted person:
 - *Cares about your safety and happiness.*
 - *Provides help if they can or helps you to get help when asked.*
 - *Makes time to listen or talk with you when needed.*
 - *Never harms you physically or emotionally.*
 - *Keeps your thoughts private/confidential when you ask them to.*
3. **SAY:** Some boys may not have someone in their lives who can do all the things we described. Some boys may still be deciding who this person could be. That's OK. We are going to think about who these people might be or what we want this person to be like.
4. **DO:** Draw a large diagram, which we will call, "**circles of trust**," on flipchart paper and ask the boys to stand up and gather around the flipchart.
5. **EXPLAIN:**
 - Now that we know what a trusted person looks like, we are going to think about all the different people we trust. We are also thinking about *places* you trust, like a community or health center, where you might go if you need help.
 - On this diagram, which we will call, "circles of trust," you are in the middle.
(Point to the middle circle and draw an outline of a person, along with the word "me").

6. **ASK:**

- What do you think the circles around you represent?
 - *These are trusted people and places you go to for advice or support. For example, for me, these might be <insert some of your own examples, such as a friend, parent, sibling, health worker, etc.>.*
- What do you think the circles on the outside represent?
 - *They are “how” or “what” that person or place can support you with. We may trust different people for different things. For example, you may trust your best friend with a personal secret, but not trust them to give you medication if you are sick, because they are not a health care worker.*

FACILITATOR NOTE: If needed, you can copy the examples in this diagram to help the boys understand what they need to draw in the circles –



7. **DO:**

- Hand out a piece of A4 paper and pencils/pens to each of the boys. Ask them to copy this diagram, with a small picture of **themselves** in the middle circle.
- Ask them to fill in some of the circles around them with **people or places they trust**. They can draw a very simple picture or symbol, or they can write—whichever they prefer.
- Finally ask them to fill in the outer circles with symbols or pictures that explain **what** that person or place does for them or **how** it helps them.
- While the boys are drawing, **move around the group** to make sure they understand.
- If there is time, ask the boys to show their circles of trust to the person next to them. They can feel free to add any new ideas to their circles of trust.

8. **EXPLAIN:** This circles of trust picture is yours to keep. You can keep it with you at home or we can keep it with us.

> Quick session review (5 minutes)

1. **DO:** Remind the boys to –
 - Use the skills they learned in the safety planning exercise to identify and plan for new risks.
 - Go to their trusted person or people for support when needed.
 - Let us know if they would like to talk more outside of the session about any concerns or questions. Caseworkers are available and they are good at supporting boys when they have a problem. They will keep this information confidential and not share it with anyone as long as it does not put you or someone else at risk of harm.
 - Be aware of services in this community that are available and accessible to adolescent boys. *(Have a list of these services on the wall, or as a handout, but remember to read it aloud for those who cannot read).*

> Closing and take-home message (5 minutes)

1. **EXPLAIN:** We have talked about some challenging issues today, so we are going to shake out our bodies to get rid of any tension or worry we might be feeling.
2. **DO:**
 - Demonstrate quickly shaking out your legs one at a time, then quickly shaking your arms one at a time, then shake your whole body. Count to 5 or 10 aloud for each shake.
 - Ask them to copy you when you repeat it, counting aloud so everyone does it together.
 - Finish by getting everyone to stretch as high as they can, followed by a group clap.
3. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
4. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time and remind them that they can keep working on their safety plans or circles of trust if they want to.

MODULE 1

GETTING STARTED

SESSION 3

Staying Healthy⁷

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name examples of positive personal and environmental health and hygiene practices <input type="checkbox"/> Explain the link between good hygiene and preventing the spread of diseases
DURATION	1 hour 40 minutes (remind boys that this is a longer session and make time for a short break or game if needed)
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> Colored pencils <input type="checkbox"/> A4 paper – white or colored <input type="checkbox"/> For Optional Activity 2: Myths about Sleep – 1 paper labeled, “TRUE,” and 1 paper labeled, “FALSE” <input type="checkbox"/> Posters of handwashing techniques, how water is contaminated, how contaminated water makes us sick (if relevant), and how germs come from feces⁸ <input type="checkbox"/> Soap, water, and a bowl if needed <or a locally relevant alternative to soap, e.g., ash> <input type="checkbox"/> If available, basic hygiene kits for boys to take home <input type="checkbox"/> Attach the safety maps drawn in Session 2 to the wall, for reference during the Session Review <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Adapt the stories in the Energizer for your context, to be sure that they are useful and relevant. <input type="checkbox"/> Adapt the scenarios and learning points in Activity 3 for your context, to be sure that they are useful and relevant.

FACILITATOR NOTES:

- If this community is affected by certain diseases, infections, or other health and hygiene problems, ask the SAFE program manager to contact a health or water, sanitation, and hygiene (WASH) expert to get information and advice that can be shared with the boys.
- If useful for your context, invite staff from a WASH project to provide information about safe water management, including identifying safe water sources and purifying water.
- In both cases, this might be written or visual information, or experts could be invited to talk to the boys during the recreational and creative time.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. DO:

- Start with a quick opening activity chosen by the boys. It could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone **share what they learned** with a family member or friend? How did it go?

> Energizer/Game (5 minutes)

FACILITATOR NOTE: Two stories are provided below, one for the younger group (ages 10-14) and one for the older group (ages 15-19). You should not read out both.

1. **DO:** Read this story to the group and ask the question at the end of the story.

FOR THE YOUNGER GROUP (ages 10-14):	FOR THE OLDER GROUP (ages 15-19):
John noticed that many people around him were getting sick. Members of his own family/group were complaining about being hot, having headaches or stomach aches, and feeling very tired. He also noticed that sometimes there wasn't enough water around to wash his hands or clothes. People had to wait in long lines to take a shower. He wondered if the difficulties getting water had something to do with the sickness that people were experiencing. ASK: Why do you think people were getting sick?	John noticed that some of his family and neighbors were getting sick with stomach aches and diarrhea. There were problems with security in the camp where he lives, which means that sometimes people don't feel safe using the toilets/latrines at night as they have to walk a long way to get to them and the lighting is not good. So instead some people have been relieving themselves near their shelters. ASK: Why do you think people were getting sick?

> Introduce the topic (5 minutes)

1. **SAY:** Today we are going to learn about personal and environmental hygiene. Human beings need to live in a clean and safe environment to be healthy.
 - **Hygiene** is the practice of keeping ourselves and our surrounding environment clean, especially to prevent illness or the spread of diseases.
 - **Personal hygiene** is the practice of keeping our bodies clean and healthy (inside and out) as well as our clothes, hair, and the personal items we use for grooming.
 - **Environmental hygiene** is the practice of providing and accessing clean water, disposing of waste properly, and keeping the areas where we live clean and safe.
2. **EXPLAIN:** Keeping healthy can sometimes be challenging, especially when we have to travel or stay somewhere that is not our permanent home. Today we are going to think about ways to keep ourselves healthy and promote good hygiene in this group and at home.

> Activities (1 hour 10 minutes)

Activity 1: Taking Care of Our Bodies (20 minutes)

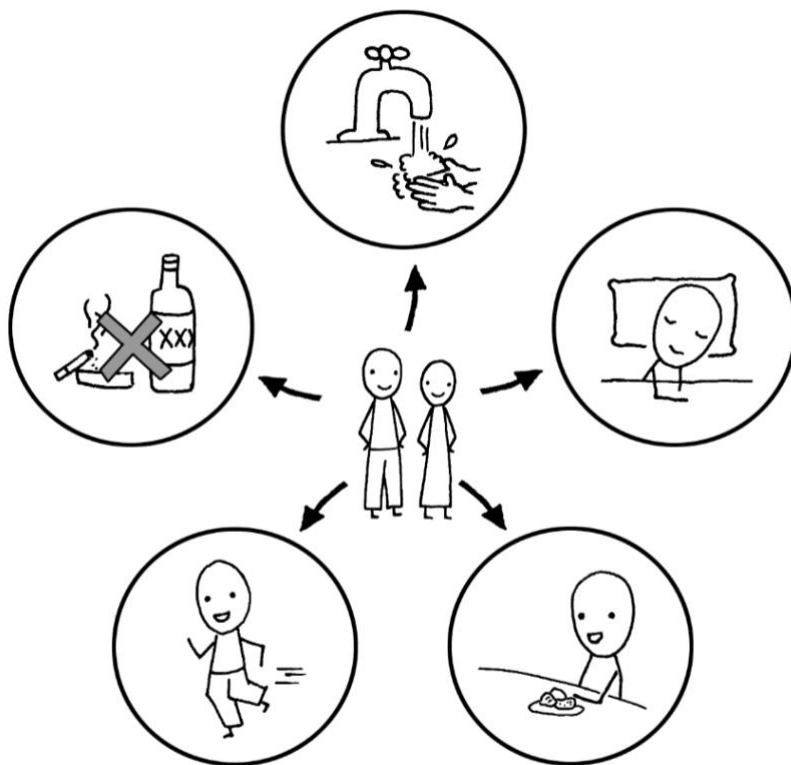
1. **SAY:** In difficult times, we sometimes forget or are not able to take care of ourselves because we are busy thinking about other things, or we do not have the equipment or facilities to take care of ourselves as we usually would. But it is very important that we take care of ourselves, both our bodies and our feelings.
2. **ASK:** Why is it important that boys take care of themselves even during difficult and uncomfortable times?
3. **EXPLAIN:** It is important that we try to continue taking care of ourselves so that we can stay healthy and strong during this time.
4. **DO:**
 - Split the boys into 4 small groups and hand out a sheet of flipchart paper and colored pencils or pens to each group.
 - Ask the boys to draw a boy in the middle of the paper and imagine that he is in a new environment. While they are drawing him, they should discuss this question –
5. **ASK:** What are some things this boy can do to stay healthy and strong in his new environment?
 - *They can choose to write down their ideas, draw them as pictures around the boy, or just talk about them.*
6. **DO:** Give the boys 10 minutes for this task, then ask them to present their ideas to the wider group and write them on the flipchart paper to keep a record.
 - *Be sure to highlight any points that could be harmful or do not promote good health. You can do this sensitively by asking the group for the pro's and con's of the idea that has been suggested.*

If not mentioned, share these points:

- **Wash your hands** – It's important to wash your hands with soap and water when you can to help protect yourself from germs.
- **Keep your body clean and hygienic** – When possible, shower and wash your body and hair, wear shoes or slippers, cut your nails, brush your teeth, and comb your hair. After using the toilet, clean yourself well to avoid spreading germs.
- **Sleep** – Your body and brain need sleep. Getting enough sleep helps you stay healthier, feel less stressed and have better memory.⁹
- **Exercise** – Do some light exercise, such as taking a walk or playing a game with friends. This can make people feel better at times.
- **Avoid harmful substances** – Alcohol and drugs can be addictive and can negatively affect your body and mind.¹⁰
- **Stay hydrated** – Drink water as often as possible, ensuring that it is clean.
- **Eat regularly** – Depending on what is safe and available, it is important to get some good nutrition to give your body energy.

- **Get medical care** – If you do not feel well, get advice from a health professional as soon as possible.
- **Seek support and talk** – If you feel down or are struggling to cope, talk to someone you trust. Talking and sharing problems can sometimes help people to feel better.

FACILITATOR NOTE: If you are working with a group with low literacy, you may decide to draw pictures of these points as well as write a list. Here are some examples for you to copy –



7. **SAY:** Thank you for all your great ideas! We will see how many of these points you can remember at the start of the next session.
8. **EXPLAIN:** We will be talking about dealing with our feelings and with stressful situations, in a lot more detail in the next module.
9. **SAY:** If you need more information before those sessions, feel free to speak to one of us after this session and we will get you the information you need.

Activity 2: Hand Washing¹¹ (20 minutes)

If the topic of hand washing is well-understood and practiced, an alternative activity is provided below (Activity 2: Myths about Sleep).

FACILITATOR NOTE: You might decide that this activity can be done more quickly for the older group if they are already familiar with the learning points. In this case, 15 minutes should be enough to complete the session.

1. ASK:

- Why is it important to wash our hands properly?
If not mentioned, explain that good hand washing helps us maintain personal hygiene and keeps those around us healthy as well:

- Safe hand washing prevents diseases from spreading, such as diarrhea, typhoid, and skin diseases like scabies, and eye infections, etc.
- Safe hand washing before preparing or while eating food can reduce the risk of food poisoning because it helps prevent bacteria/germs from spreading.
- It may seem like a simple thing to do, but often we rush or forget to wash our hands thoroughly. This allows diseases to spread and make you and everyone around you sick.
- When should we wash our hands?
If not mentioned, share the following points:
 - Before, during, and after eating, preparing food, or feeding others.
 - After using the toilet or cleaning a baby's bottom.
 - Before and after you care for someone who is sick.
 - Before and after you treat a cut or wound, on yourself or someone else.
- We have talked about why and when we should wash our hands, but does everyone know how?
- How do you wash your hands when you are at home? What about when you are outside of your home?
- If soap is not available or it is too expensive, what else can you use?
- 2. **DO:** If possible, take everyone to the nearest hand washing point, or use soap, a bowl, and some water and demonstrate how to wet the hands, scrub them together at least 4 times with soap, rinse them with water, and shake them to dry, or dry them on a clean towel.
- 3. **EXPLAIN:** When washing our hands, we must always use soap. If soap is not available, use what is available such as *<include a locally relevant method here>* and water.
- 4. **ASK:**
 - Finally, if you are out and there is nowhere to wash your hands, what can you do to avoid spreading germs?
*If not mentioned, remind them **not** to put their hands on their face, especially their mouth or eyes, and to avoid touching other people or food items, until they can get somewhere to wash their hands properly.*
 - Can we commit as a group to washing our hands before and after every group meeting?

FACILITATOR NOTES:

- For the younger group, you might decide they would learn better by practicing washing their hands so that you can observe them and give them feedback.
- Water and soap should be made available at the SAFE venue to meet this commitment and ensure that the group does not increase the risk of disease and illness spreading.
- Add regular hand washing to the Group Agreements, which should be on the wall for every session.

ALTERNATIVE Activity 2: Myths about Sleep¹² (20 minutes)

FACILITATOR NOTE: There may be many reasons why adolescent boys are not able to get 9 hours of sleep. Be sensitive to the challenges in context that are beyond their control, such as crowded living conditions or added responsibilities to support their family. Use this activity to remind them of the importance of sleep, provide factual information, and discuss practical strategies they could use in their lives.

1. **EXPLAIN:** We've talked about sleep being necessary for staying healthy, but we also know that in difficult times it can be hard to get enough sleep.
2. **ASK:**
 - How many hours of sleep do you usually get per night?
 - What are some of the things that get in the way of your sleep now?

3. **DO:** On one side of the room, place a paper labeled, “**TRUE**,” and on the opposite side, a paper labeled, “**FALSE**.”
4. **EXPLAIN:** We will read out a number of statements. If you agree, walk to the “**TRUE**” side. If you don’t agree, walk to the “**FALSE**” side.
5. **DO:** Read the sign and make sure everyone understands. Encourage them to honor their own views and opinions instead of following others. Read each statement and give the boys enough time to move to their chosen side. Between each statement, ask for a few volunteers to explain why they moved where they did. Then provide the correct answer.
6. **SAY:**

1. **Adolescents your age only need a few hours of sleep at night.**
False – Most adolescents need around 9 hours of sleep every day.
2. **Getting enough sleep improves your ability to deal with stress and solve problems.**
True – Getting enough sleep improves your mood and makes it easier to manage stress. A good night of sleep improves memory and attention.
3. **Having trouble falling asleep is not a problem.**
False – If you have trouble falling asleep every night, it can be a sign that your body and mind are experiencing stress and other difficult emotions. This can be bad for your health. Talk to your parent or a trusted person to get support and improve your bedtime routine.
4. **If you missed sleep during the week you can catch up during the weekend.**
False – Missing sleep during the week and catching up on weekends creates an irregular sleep schedule and confuses our bodies. If possible, it is better to have a healthy sleep routine. This means going to bed at the same time every night and waking up at the same time every morning.
5. **Avoid drinking caffeine (coffee, sugary beverages, or energy drinks) in the afternoon and evening.**
True – Stimulants like coffee, soda, or energy drinks can give you a temporary boost when you are tired, but they will interfere with your ability to fall asleep and get restful sleep. Caffeine, smoking, alcohol, and drugs can all cause sleep problems.

7. **DO:** After you have read and briefly discussed all of the statements, bring the group back together.
8. **ASK:**
 - Did any of this information surprise you?
 - What are some practical strategies you could use to improve your sleep habits?
 - How can you support each other?
9. **SAY:** Sleep helps to fuel your brain and body. **Young people your age need more sleep**—around 9 hours every day—because your bodies and minds are growing quickly. And while the challenges you are facing can make it hard to have a regular schedule and get enough sleep, some of the ideas you’ve come up with today can help.

Activity 3: Spreading Good Health and Hygiene Practices (30 minutes)

1. **EXPLAIN:** In this activity, we are going to think about situations in the community where people may need help to follow good hygiene practices.
2. **DO:** Divide the boys into 4 groups and go to each group to tell them their scenario.
3. **EXPLAIN:** In your groups, create a short role play (1-2 minutes long) to demonstrate the best response for the situation you have been given. You can pick the characters and the details of the story. You will have 5-10 minutes to prepare your story and role play.

FACILITATOR NOTE: Before the session, review these scenarios and their learning points and adapt if necessary, to be sure they are relevant to your context.

SCENARIO 1: Your younger brother always defecates in public near where your family is living and eating. He says that it is quicker than going to the latrine/toilet.

SCENARIO 2: You are out with a friend when she says she is thirsty. She sees an empty bottle lying on the floor, so she picks it up and takes it to a nearby water source to collect some water to drink.

SCENARIO 3: Your sister wants to eat some of the leftovers from yesterday's meal. You notice that the food wasn't covered up and there are a lot of flies around the food.

SCENARIO 4: Your friend's mother says that she has been feeling unwell for a few days, with a headache and some diarrhea, but she does not want to go to a health facility.

4. **DO:** After 10 minutes of preparation time, invite each group to perform their story for the rest of the group. After each role play, ask the other groups to consider these questions

5. **ASK:**

- Why is this a risky situation for good health and hygiene? What could happen next?
- What did the characters in the story do to spread good health and hygiene practice?
- Is there anything else that you would recommend if you came across this situation in your own life?

FACILITATOR NOTE: Allow them to be as imaginative as they want, but make sure they keep to the objective of the activity. Take note and clarify if the characters in the scene are not following good health and hygiene practices—for example, forgetting to wash their hands or using practices based on misunderstandings about what causes disease, etc.

If not mentioned, share these learning points for each scenario:

SCENARIO 1 – Always use a latrine or toilet to stop the spread of diarrheal disease. All feces carry germs and are dangerous, so they should be disposed of properly. If there is no toilet or latrine, they should be safely buried away from areas of human activity. Always wash your hands after defecating or urinating to avoid spreading germs.¹³

SCENARIO 2 – Water should always be collected in clean containers. If you use dirty containers, you risk contaminating the water, which makes it unsafe to drink. Dirty, contaminated water can harm you and your health.¹⁴

<Include here the locally appropriate methods of water treatment, such as boiling, chlorination or filtration, and locally realistic cleaning methods for containers.>

SCENARIO 3 – Keep food in clean, covered containers to protect it from insects and animals. Flies can easily contaminate food because they carry germs (for example, by landing on feces and then landing on your food). Germs on food can be swallowed and cause illness.¹⁵

SCENARIO 4 – Diarrhea can be very dangerous because it causes dehydration and fluid and nutrient loss. It is important to get advice from a trained health care worker before it becomes very serious.¹⁶

> Quick session review (5 minutes)

1. **SAY:** Let's take a moment to think back to the safety maps that we drew in the last session. (*Point to them on the wall*). Please stand up and gather around the map.
2. **ASK:** Based on what we have discussed today, are there any places on your maps where you have concerns about health or hygiene issues and why?
3. **DO:** Write their ideas on flipchart paper.

> Closing and take-home message (5 minutes)

1. **SAY:**
 - Between now and the next session, try talking with your family/the people you live with and your friends about good health and hygiene practices, such as hand washing and storing and transporting water safely.
 - Ask your family and friends if they know how important these things are, and if they can suggest ways to increase healthy practices at home and in the community.
 - We will invite you to share your experiences at the start of the next session.
2. **EXPLAIN:**
 - If any of you would like to, you could use the recreational and creative time after this session to design a hygiene poster for this venue to promote handwashing. Or you could continue with your "good health" pictures from the first activity. (*Paper and colored pens or pencils can be made available*).
 - As usual, we will finish with a quick evaluation to check what you thought of this session.
3. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time if they can.

MODULE 1

GETTING STARTED

SESSION 4

What Makes a Boy?¹⁷

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the difference between sex and gender <input type="checkbox"/> Identify their own assumptions regarding gender labels and stereotypes <input type="checkbox"/> Recognize that gender inequality can undermine the wellbeing of both girls and boys
DURATION	1 hour 30minutes
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> Small ball <input type="checkbox"/> Illustrations of females and males undertaking a range of roles (<i>at the end of this session plan</i>) <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Pictures on the wall from Module 1 Session 1 (Activity 2: I Am, I Have, I Can) <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> For the Energizer, print out or replicate on flipchart paper the illustrations of men and women doing the same profession (<i>at the end of this session plan</i>).

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. **DO:**

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. **ASK:**

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone **share what they learned** with a family member or friend? How did it go?

> Energizer/Game (10 minutes)

1. **DO:** Ask the boys to stand in a row against one side of the room. Explain that they should walk slowly towards you and when you shout out the name of a specific job or role, they should STOP walking and shout, "**female**" or "**male**," or "**both**," depending on **who they think does that job** –

- Doctor
- Farmer
- Government worker
- Teacher
- Homemaker / Someone who takes care of the home
- Parent

2. **DO:** After each role/job, take a moment to hold up the picture of a female and male both doing the role. Do that one by one for each role. Once finished, ask the following questions –

3. **ASK:**

- Which roles did we think were for females, which ones for males, and which one for both?
- Why did we make those assumptions?
- Why is it important to STOP, to control ourselves, and to think before we act or speak?

4. **EXPLAIN:** Stopping and thinking before we act helps us to make better decisions.

> Introduce the topic (15 minutes)

1. **SAY:** In our first session, we did an activity called, "I Am, I Can, I Have."
2. **ASK:** Does anyone remember what we did for that activity?
3. **DO:** Point to their pictures on the wall.

4. **EXPLAIN:** In that activity, one of the things we all had in common for “I am” was, “I am a boy.” In the girls’ group, one thing they all had in common was, “I am a girl.” This is just one part of our identity, but it is an important part. So today we are going to think about what it means for us.
5. **SAY:** We will start with a story about what it means to be a young man or young woman in our community.

STORY

- **SAY:** I want to tell you a story about a couple called Nadia and Emmanuel. Nadia is married to Emmanuel and she is pregnant.
 - **ASK:** Can Emmanuel also get pregnant? Why not? (*No, because he does not have the organs to carry a baby in his stomach.*)
- **SAY:** Emmanuel and Nadia also have a baby boy who is 2 years old. Nadia gives their son milk from her breast.
 - **ASK:** Can Emmanuel also give their son milk from his breast? Why not? (*No, because he does not have the body parts to produce milk.*)
- **SAY:** Emmanuel goes to work every day and comes home at 7p.m.
 - **ASK:** Can Nadia also go to work? Why yes? Or why not?
- **SAY:** Nadia does go to work, two days a week. When she goes to work, a family member looks after the baby.
 - **ASK:** Is the family member male or female? (*Either. Both males and females can look after a baby.*)
- **SAY:** Nadia cooks dinner for the family. Their favorite thing to eat is rice and vegetables.
 - **ASK:** Can Emmanuel also cook? Why yes? Or why not?
- **SAY:** Emmanuel does cook, especially on the days that Nadia goes to work. Emmanuel prepares dinner on those days, and Nadia cooks dinner on the other days. With a small child at home and two parents working, it can be hard to find time for other household chores. On the weekend, the rest of the chores, like laundry and cleaning, need to get done.
 - **ASK:** Who can take care of chores in the house? Why Nadia, or why Emmanuel, or why both?
- **SAY:** Nadia and Emmanuel split the chores between them. This way, it takes less time to do them and they have more time to play with their child.

6. **EXPLAIN:** There are some differences between what women or men can do and this is because of their **sex**, which is biological.
7. **ASK:** What are some of the biological differences (differences in their bodies) that Nadia and Emmanuel have?
If not mentioned or if there is confusion, share these points:
 - *Women/Nadia – can breastfeed, get pregnant, menstruate, have genital organs, including ovaries and a vagina*
 - *Men/Emmanuel – have genital organs, including a penis and testicles*
8. **EXPLAIN:** Then there are things they can both *do*, but maybe only one does. This is related to their **gender**, which is decided by society and the community. These things can change over time and are different in different cultures and countries.
9. **ASK:** What were the things that Nadia and Emmanuel could or could not do based on their gender?
If not mentioned or if there is confusion, share that both can cook, both can clean, both go to work, and both look after children.
10. **EXPLAIN:** It is possible for men to cook meals, clean the house, take care of babies, and raise children. In some societies, women and men share childcare and household responsibilities equally. **Gender roles** are behaviors, attitudes, and actions that society feels are appropriate or inappropriate for a girl, boy, woman, or man, according to cultural norms and traditions. They are defined by the community in which people live and not by the biology (or sex) of women or men.
11. **ASK:** Since the emergency or crisis, have you noticed the roles of women and men changing? How? Have the roles of girls and boys changed? How?

> Activities (45 minutes)

Activity 1: Gender Roles and Inequality (20 minutes)

1. **DO:** Ask the boys to spread out and find their own space in the room.
2. **EXPLAIN:** We will say a time of day, and everyone should quickly act out what they would usually be doing at that time of day –
 - *A weekday morning*
 - *A weekend lunchtime*
 - *A weekday afternoon*
 - *A weekday evening after dinner*
3. **ASK:** In your examples, what did you spend most of your day doing? Were you all doing similar things or different things?
4. **EXPLAIN:** Now we are going to do the same activity, but this time you are going to think about what the girls your same age would be doing at that time of day.
5. **DO:** Repeat the same list –
 - *A weekday morning*
 - *A weekend lunchtime*
 - *A weekday afternoon*
 - *A weekday evening after dinner*

FACILITATOR NOTE: Encourage boys to reflect on how their **gender**—and the roles and expectations around being a boy or being a girl—are directly linked to the differences in their day and their everyday realities from that of girls.

6. **ASK:**
 - What were the major differences between a girl's day and your own day?
 - Why are there differences?
7. **SAY:**
 - Girls and boys are often told that they should do particular things or act in a certain way because of their "gender." For example, people might say, "boys should play sports," "girls should cook." These statements are called, "**gender labels**" or "**gender stereotypes**."
 - Labels or stereotypes suggest that a girl or boy will like to do certain things or behave in a certain way because of their gender. But they do not recognize that we all have our own individual talents and preferences, and that all boys are *not* only "one way."
8. **ASK:** How do our families influence our ideas about what girls and boys should be doing? How does the media (television and the internet) influence these ideas?
9. **EXPLAIN:** In some places, girls might not be allowed to go to school, because they are girls, but boys can. And boys may be forced to go to work when girls are made to stay at home. This means girls and boys are not treated equally. We call this **gender inequality**.

10. ASK:

- How do you feel about those differences in the days of girls and boys your age?
- Is there anything you would change about what girls and boys normally do during their day?
- Do you think that you as boys could benefit from helping girls? Why?

- 11. SAY:** Contributing to the responsibilities at home or in the community can lead to a happier and healthier home for everyone living there. Life is not easy, and we need each other's care, support, and help. Caring and loving words are wonderful, but actions show that one cares much more. **Showing girls that you care about them**, by contributing and helping them, can improve relationships and increase support and opportunities for both boys and girls. It is important to remember that you have control over your own actions and that every action is your choice.¹⁸

KEY MESSAGES:

- *Gender labels or stereotypes can be hurtful for boys and girls. They can even stop us from being true to ourselves, sharing our emotions, or asking for help because of the expectation to behave "like a man."*
- *Becoming aware of how gender labels negatively impact both men and women is the first step to thinking about how to challenge them and promoting more equal gender roles in your lives and communities.*

FACILITATOR NOTES:

- Notice how the group responds to the discussion of stereotypes. Boys will often come to the group with ideas about what men and women can do based on their local culture and traditions.
- Do not shame boys but encourage consideration of gender stereotypes and how it may impact them and the girls in their community, as they transition to adulthood.
- Also acknowledge other stereotypes that may exist in the given context based on categories such as ethnicity, religion, age, marriage status, etc.

Activity 2: Gender Stereotypes (25 minutes)

1. **DO:** Ask the boys to stand in a circle and select two sounds—one that represents agreement and one that represents disagreement. For example, agreement could be clapping, and disagreement could be "tutting" or booing.
 - *Practice the two sounds together so that everyone understands.*
2. **EXPLAIN:** We are going to read out a few statements. We want you to think about whether your community AGREES with or DISAGREES with the statement by making the sound for agreement or disagreement. Choose the sound based on what you think is the most common belief in your community—even if you don't agree with it.
3. **DO:** Read the statement and then listen to the reaction. Ask a few volunteers to explain why they think their community agrees or disagrees with the statement. Then move on to the next statement.

FACILITATOR NOTE: The below statements reflect both common gender stereotypes and gender equality and more equal gender norms. The goal of the exercise is to get boys thinking about these various gender stereotypes—and most importantly, about how they are harmful to individuals and to society.

4. **DO:** Ask the boys to sit back in the circle and have a discussion.

STATEMENT EXAMPLES:

- | | |
|--|---|
| • Boys should not cry. | • Caring for children is also men's responsibility. |
| • Boys and girls are equally smart. | • Girls should not play sports. |
| • Women should do what men tell them to do. | • Boys can be scared. |
| • Men should control decisions for the family. | • Girls are meant to be quiet and look nice. |

5. **SAY:** Girls and boys in all communities are trained to fit into gender roles, by being rewarded for certain kinds of behaviors and rejected for other kinds of behaviors. As we talked about earlier, these gender roles create **inequality** between girls and boys. We see that often boys and men are given more freedom and more privileges in society than girls and women.
6. **ASK:** What do you think about this inequality? How do you think this inequality is harmful to girls and boys?
If not mentioned, share that it puts pressure on girls and boys to behave a certain way or do certain things that they may not want to do. It denies them of opportunities.
7. **EXPLAIN:** But as we said before, these gender roles are defined by society and not by biology, and they can limit girls and boys from being true to themselves or accessing opportunities.
8. **ASK:**
- If a boy expresses emotions, does this make him less of a "man"? What could be good about boys expressing their emotions?
 - If a girl has strong opinions, does this make her less of a "woman"? What could be good about girls having strong opinions?
9. **EXPLAIN:** Gender roles and expectations can change, and they can be challenged. When we become more aware of the roles that are imposed on girls and boys, we also become more aware of our own behaviors. We may also notice that these gender roles don't feel comfortable, or that there are male figures in our lives who do things differently—like cooking or showing emotion—and they are happy and satisfied. We can begin to realize that **we have the power to challenge and question our own beliefs.**
10. **ASK:** Are there ways that we can challenge these gender roles in a safe way? Are there trusted people in our lives with whom we can talk about this?

FACILITATOR NOTE: These ideas about gender and gender equality may be very challenging or controversial within the boys' culture. Encourage them to start by challenging their own beliefs and attitudes around this. They should only start challenging the attitudes and beliefs of their peers or other trusted people if they can do so safely and without putting themselves at risk.

11. **SAY:**

- Within the SAFE program, **boys and girls receive the same opportunities.** During our time with you, we welcome you to talk about what you as an individual want to do, what you like, and what you think, based on who you are and not on your gender label as a boy.
- We can change these gender labels by starting with ourselves and thinking about how we label other people because they are a girl, boy, woman, or man. Before we say something or think something about somebody else, we can start by asking ourselves, "**Would I say this if that person was the opposite gender?**"
- After the session, you might like to look back at your "**I am, I can, I have**" pictures on the wall and think about whether there is anything that you would like to add to the way you describe yourself.

> Quick session review (5-10 minutes)

1. **DO:** Tell the boys to stand in a circle and ask for a volunteer to begin. Give him the small ball.
2. **EXPLAIN:**
 - Throw the ball to someone. The person who receives the ball will start his sentence with, “*I think _____ and I feel _____.*”
 - You can finish the sentence however you like, to reflect on the session and also to help you express yourself.
 - Then throw the ball to another person in the circle who has not received the ball yet, until everyone has spoken.

FACILITATOR NOTE: If the boys make statements that reflect gender roles or stereotypes as discussed above, accept the statement but also prompt them to add something else.

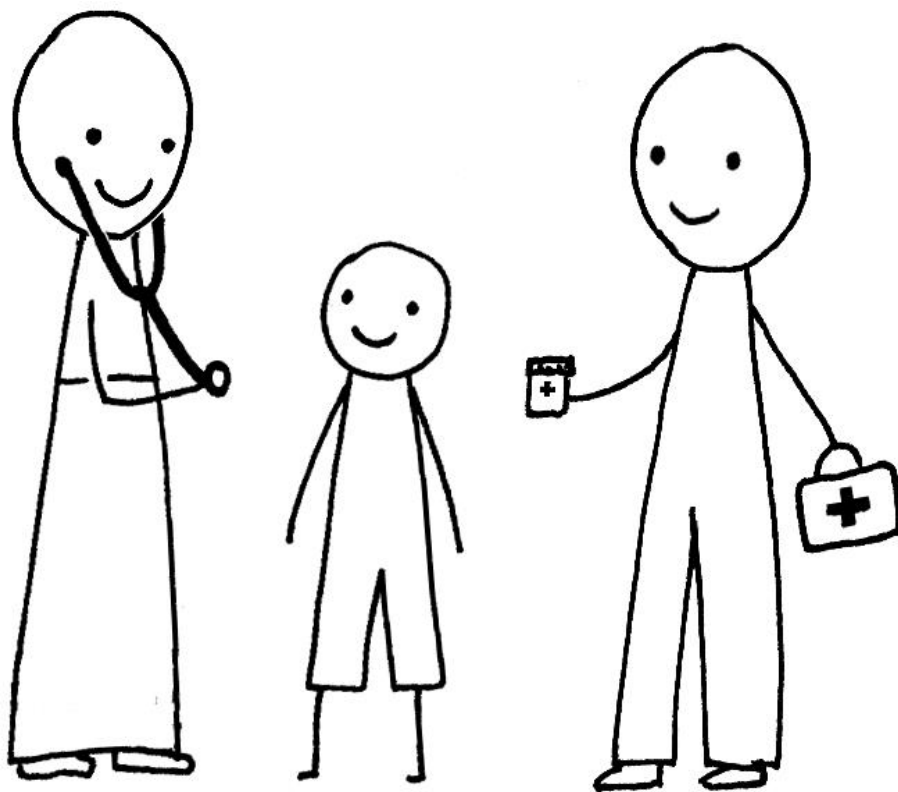
> Closing and take-home message (5 minutes)

1. **SAY:** Before the next session, try to be aware of the ways in which you, your peers, or others in the community put labels on girls, women, boys, or men. You can share your observations when we meet next time.
2. **DO:** Remind the boys that if they want to talk to someone about any issue they are facing at any point before/during/after the session, there are trained male staff who are available to listen.
3. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
4. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time.

ILLUSTRATIONS FOR MODULE 1 SESSION 4

Energizer/Game

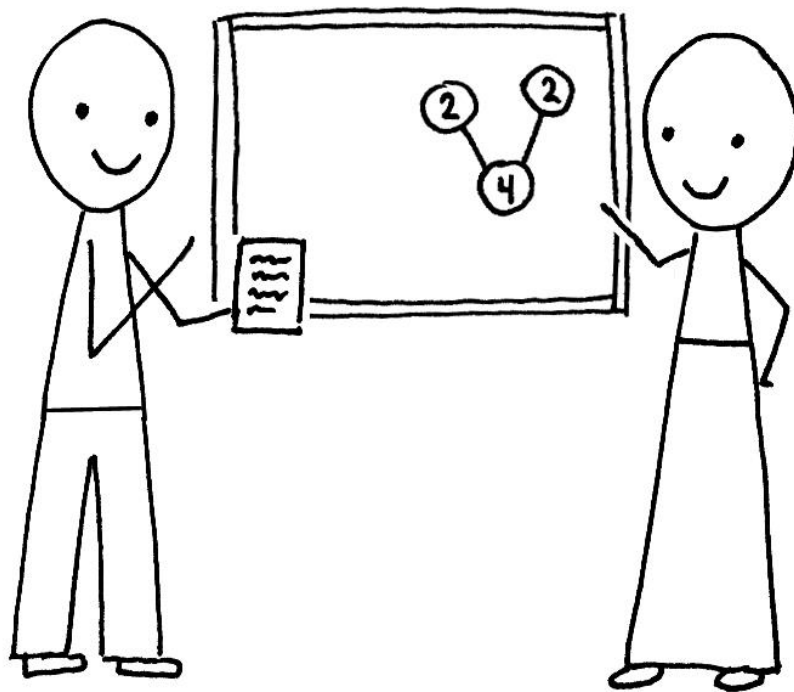
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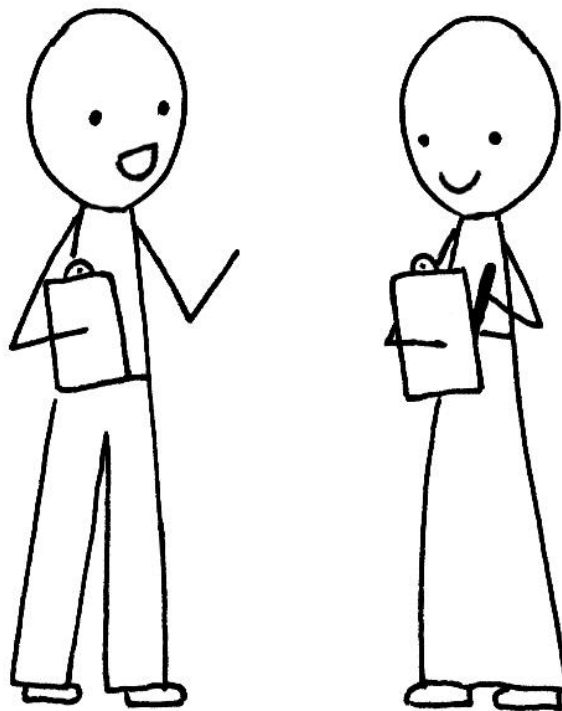
FARMERS:



TEACHERS:



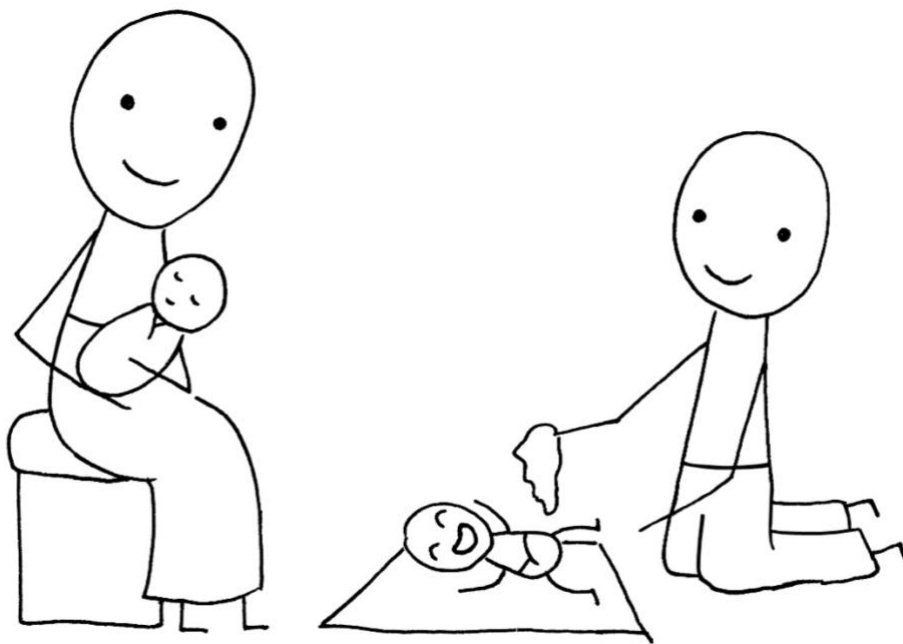
GOVERNMENT WORKERS:



“HOMEMAKER” / TAKING CARE OF THE HOME:



PARENTING:



MODULE 2

OUR EMOTIONS

MODULE 2

OUR EMOTIONS

SESSION 5

Understanding Our Emotions

SESSION SUMMARY

LEARNING OUTCOMES	By the end of this session, boys will be able to... <ul style="list-style-type: none"><input type="checkbox"/> Identify different emotions and describe how to recognize them<input type="checkbox"/> Predict their emotional reactions in difficult situations<input type="checkbox"/> Identify healthy and unhealthy ways to express their emotions
DURATION	1 hour 30 minutes
RESOURCES REQUIRED	<ul style="list-style-type: none"><input type="checkbox"/> Flipchart, colored markers, tape<input type="checkbox"/> A4 paper (at least 1 sheet per boy)<input type="checkbox"/> Group Agreements on the wall<input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"><input type="checkbox"/> Review the session plan.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. DO:

- Welcome everyone to the second module, which is focused on our emotions! Make sure you show a lot of enthusiasm for being back together.
- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone **observe gender roles in their community** or **share what they learned** with a family member or friend? How did it go?

> Energizer/Game – “Fruit Salad” (10 minutes)

FACILITATOR NOTES:

- Make sure that nothing is on the floor in the circle that someone might fall over.
- Be aware of any disabilities in the group and adapt or change the game to be sure that everyone can participate.

1. DO:

- Ask the boys to create a circle of chairs or benches and sit down.
- Ask boys to call out 3 examples of local fruits and then go around the circle giving everyone the name of 1 fruit they need to remember. For example, mango, pineapple, orange, mango, pineapple, orange, mango..., etc.

2. EXPLAIN:

- One person will stand in the middle (*facilitator first to demonstrate*) and their goal is to get someone's seat so that that person must stand in the middle.
- You will call out the name of a fruit—for example, “pineapple!”—and then all the “pineapples” must stand up and move to another seat in the circle.
- Some important rules: If your fruit is mentioned, you cannot stay seated, you cannot move to the seat next to you, and there must be no running or pushing. (*Remind everyone of the Group Agreements*).
- Finally, the person in the middle can also choose to shout out, “Fruit Salad!” which means that everyone needs to move to a new seat.

3. ASK: What skills do you need to use to stay sitting in this game?

If not mentioned, share these examples: listening, attention, awareness of your environment, respect for each other, and the agreements you had made as a group.

> Introduce the topic (10 minutes)

1. **ASK:** What are some examples of feelings you have every day or from time to time?
If not mentioned, share these examples: boredom, humiliation, shyness, pain, disappointment, safe, confusion, fear, anger, fulfillment, hopelessness, hope, indifference, happiness, sadness, excitement, pride, missing somebody, grief.
Add other examples if you think they are relevant for this group/your context.
2. **EXPLAIN:** These are all examples of things we feel. These are our emotions.
3. **ASK:** Why is it important to understand our feelings?
 - *Emotions can tell us when something is wrong, or if we're happy, or when we don't trust someone. Knowing and listening to your emotions is very important!*
4. **SAY:** Sometimes we, as boys, are expected to hide and control our emotions. This can be harmful to us. We should be encouraged to express our emotions in a way that is healthy for us and those around us.
5. **ASK:**
 - If somebody feels sad, what does that look like in their bodies? How would we notice it?
If not mentioned, share these examples: tears, trembling lips, frowning.
 - If somebody feels happy, what does that look like in their bodies? How would we notice it?
If not mentioned, share these examples: smiling, laughing, arms open, standing tall.
6. **EXPLAIN:**
 - Young people your age often experience emotions more intensely than younger children or adults. This is because of the changes that are happening in your **environment** (such as who you spend time with, new responsibilities) and your **body**, which we will talk about more in later sessions. These changes lead to new feelings and behavior.
 - You have also experienced a change/crisis/emergency in your environment that may affect how safe you feel and may have changed what was "normal" in your life. **It is completely normal to be feeling different in this situation.** Other people in your life, like your family and community, might also be affected and feel different, because this is a new situation for them too.
7. **DO:** Tell the boys that you will read some examples and you want them to snap their fingers if they agree with or have experienced some of these changes themselves –
 - Your mood can change quickly and drastically.
 - You feel more unsure about yourself or the way you look.
 - You feel pressure and fear regarding your future.
 - You are more interested in the opinions of your peers and friends than your family's opinions.
 - You have felt some romantic feelings or attraction/curiosity towards others.
8. **EXPLAIN:**
 - In this session, we will practice identifying and expressing our emotions in a healthy way.
 - Managing your emotions will help you adapt to the changes in your environment that the crisis has caused.

> Activities (45 minutes)

Activity 1: Comfortable vs. Uncomfortable Emotions (20 minutes)

FACILITATOR NOTES:

- The goal of this activity is to identify and understand the difference between comfortable and uncomfortable feelings.
- Review and adapt the story, including the names and gender of the characters, for your context. For example, if it would be more appropriate to have the story about 2 boys who are friends, please adapt accordingly. This story will be read again in Session 6 Activity 2.

The Story of Feelings:

1. **SAY:** Every day we experience a wide range of emotions. Some of these can be comfortable and easy to experience, while others can be uncomfortable or difficult to have. For example, when a boy has an argument with his sister, this can make him feel angry or annoyed.
2. **ASK:**
 - Can anyone name some examples of a comfortable or good feeling?
If not mentioned, share these examples: happy, confident, safe, loved.
 - Can anyone name some examples of an uncomfortable or difficult feeling?
If not mentioned, share these examples: sad, angry, afraid, lonely.
3. **EXPLAIN:** I will tell you a story about a boy called Jean-Pierre and a girl called Stephanie, who are friends. I want you to listen carefully and try to identify the **emotions** that Jean-Pierre and Stephanie are feeling throughout the story. When you hear a comfortable feeling, like “happy,” snap your fingers. And when you hear an uncomfortable feeling, like “sad,” stomp your feet on the ground.
 - *Demonstrate these actions.*

FACILITATOR NOTES:

- For younger boys (ages 10-14), read the story slowly, emphasizing the words that relate to a feeling that are in **bold**.
- For older boys (ages 15-19), you could increase the difficulty by reading faster and putting less emphasis on the emotion words so that the boys use more listening and attention skills.

4. **DO:** Remind the boys of the actions for the first 2 emotions by demonstrating.

Jean-Pierre and Stephanie have been friends since childhood; their families are neighbors. Growing up, Jean-Pierre and Stephanie would feel **excited** to see each other, especially when they played football together. These days, Jean-Pierre has not been playing with Stephanie as much. Stephanie is **confused** about this, and she feels **lonely**. She misses the **happiness** she felt before. Jean-Pierre feels **guilty** for not playing with Stephanie, but he is **afraid** that his friends will make fun of him for playing football with a girl. Stephanie never judged or pressured Jean-Pierre like his new friends do; he always felt **safe** around her. Jean-Pierre tries to apologize to Stephanie, feeling **hopeful** that she will forgive him. At first, Stephanie is **surprised** to see Jean-Pierre. Then she shouts at him to leave her alone; she did not realize how **angry** she was with him for ignoring her. This makes Jean-Pierre feel **sad** and a little bit **angry**. But today, she decides to give him a second chance, and they play football again. They both feel **relieved** that things are back to normal, and they are **grateful** for their friendship.

5. **ASK:**
 - How did you identify or recognize the emotions in the story?
 - Did you agree with others on which emotions were comfortable or uncomfortable?

- Which emotions were difficult to sort as comfortable or uncomfortable?
An example is “surprised,” which can be both comfortable and uncomfortable.
- Why is it important to recognize an uncomfortable feeling?
If not mentioned, explain that recognizing an uncomfortable feeling like anger or sadness is the first step to managing it, so it does not build up and feel worse over time.
- Do you think boys and girls express their emotions differently? How so?

KEY MESSAGE: *It is important to know that while uncomfortable feelings are completely normal and healthy, they can lead to problems for ourselves and others when we do not express them appropriately.*

6. **SAY:** Now that we have thought about a range of different emotions, let’s think about how different scenarios can make us feel those emotions, and how we express them.

Activity 2: How We Express Emotions (25 minutes)

FACILITATOR NOTES:

- The goal of this activity is to understand that there are healthy/ productive and unhealthy/ unproductive ways to express our emotions.
- For the younger group, prepare simple, contextually appropriate scenarios in advance, as they may struggle to think of their own.

1. DO:

- Divide the boys into groups of 4.
- Ask each group to think of a scenario that could lead to some kind of emotional reaction. If they are struggling, give 1 or 2 examples from the following scenarios:
 - **Davide** loved school and was at the top of his class. One day when he came back from school, his parents were waiting to talk to him. They told him that he must stop going to school and start working to bring in money for the family. Davide was so angry.
 - **Jean** was spending time with his friends; they were laughing and joking. One of Jean’s friends made a joke about his family that insulted him. Jean was about to lose his temper.
 - **Emmanuel** was really sad; he wasn’t selected to be on the football team. He was really looking forward to playing.
- The groups should prepare **two short role plays** of the scenario—one showing an example of a **positive** way of expressing the emotion, and another showing a **negative** way of expressing the emotion.
- Give the groups 5 minutes to prepare and move around the groups to ensure they understand the task.
- Ask each group to present its scenarios, and then have a discussion in the whole group.

2. ASK:

- How did your group demonstrate the two different ways of expressing the emotion you chose?
- What were the different results in the two scenarios? Why do you think the results were different?
- Based on these role plays and what you already know, how can you identify examples of how uncomfortable emotions are expressed in an unhealthy way? And a healthy way?
If crying is mentioned, explain that crying can be a normal way to express different emotions. In the moment, it is healthy because it relieves stress and brings us back to a state of calm afterwards.
- What are some of the things people might do when they express uncomfortable emotions in a negative way?
If not mentioned, share these examples: hurting someone, being mean to others, ignoring people, hurting oneself, not sharing feelings.

KEY MESSAGES:

- *In some places, showing emotion or crying can be perceived as a sign of weakness, especially for boys. Expressing emotions is natural and necessary for both boys and girls. When boys do not find ways to express their difficult emotions, they can end up feeling nervous or sad.*
- *They might also start expressing these difficult emotions through anger, aggression, or violence, because these might be more acceptable for boys in their society. Expressing difficult emotions with anger does not make the feelings go away and can cause harm to you and others.*
- *You may not have control over what emotions you feel, but **you are always responsible for the actions you take when you express what you feel.***
- *It is very important to express your feelings in ways that do not cause harm to yourselves or to others.*

> Quick session review (5 minutes)

1. DO:

- Ask the boys to turn to the person next to them and take a couple of minutes to share 1 key lesson that they learned today. This is also a chance for them to discuss if they have any questions.
- When they have finished discussing, ask the pairs if they have any questions and make a note if they do, so you can follow up now or in the next session.

> Closing and take-home message (5 minutes)

1. **SAY:** Between now and the next session, try to think about how you are feeling by noticing how your body feels. If you notice any new feelings, we will invite you to share them at the start of the next session.

2. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.

3. DO:

- Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
- Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
- Encourage everyone to stay for the recreational and creative time.

MODULE 2

OUR EMOTIONS

SESSION 6

Managing Our Emotions

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the “triggers” that can cause strong emotions <input type="checkbox"/> Identify examples of unhealthy ways to express difficult emotions <input type="checkbox"/> Explain ways to prevent a difficult emotion from becoming a negative behavior
DURATION	1 hour 30 minutes
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> String or something to make a line across the room <input type="checkbox"/> Pens <input type="checkbox"/> A4 paper cut in half, with enough pieces for each boy to have 2-3 halves <input type="checkbox"/> A small ball <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Adapt the list of “Skills for Managing Strong, Difficult Emotions” for your context—remove and/or add skills as appropriate.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

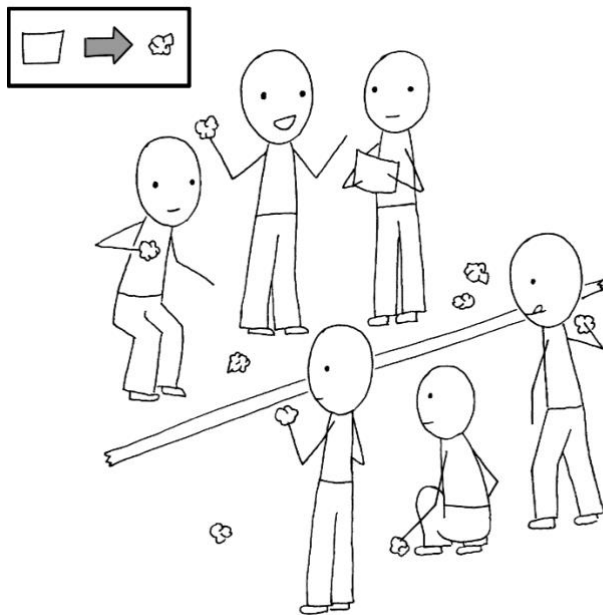
1. DO:

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone take notice of **how their body was feeling** since our last session or **any new emotions** that came up?

> Energizer/Game – “Get Rid of It!”¹⁹ (5-10 minutes)



1. **EXPLAIN:** We are going to play a game before we introduce today's topic.

2. DO:

- Give each boy 2-3 pieces of paper and a pen and ask them to write or draw a different emotion or something they are struggling with on each piece of paper. Then ask them to roll each piece of paper into a ball and hold onto them.
- Use string or tape to divide the workshop space into two sides with a line down the middle. Divide the boys into two teams and ask the teams to stand on opposite sides of the line, a few paces from the line.
- Before starting the game, set an alarm for 1 minute on your phone or use a clock.

3. EXPLAIN:

- When I say, “Go,” everyone must throw their paper balls across the line into the other half of the space. Each team has to stay on its own side of the line at all times and should not aim the balls at each other—you just need to get your balls across the line.

- Remember the **Group Agreements!**
 - The aim of the game is for your team to have as few balls as possible on your side, so you need to try and move the balls to the other side.
 - When the time is up, we will check how many paper balls are on each side. Then we will collect the balls and throw them away.
4. **ASK:** What do you think this game has to do with our emotions?
 5. **EXPLAIN:** Sometimes we try to ignore our emotions and “throw them away,” as we did with the paper balls, without dealing with them properly. But the emotions are likely to come back to us if we do not deal with the situation.

> Introduce the topic (5-10 minutes)

1. **ASK:** What were some of the emotions that we talked about in the last session that you deal with in your everyday life?
2. **EXPLAIN:**
 - You brought up a range of different emotions that you deal with. Some of them were strong, difficult emotions that may have resulted from all the changes that have happened around you.
 - *Include a sensitive reference to the emergency/crisis if appropriate.*
 - In this session, we will start by focusing on understanding how we react in different situations, and then we will talk about how to deal with expressing our strong emotions, like anger, anxiety (nervousness), hopelessness, or guilt.
 - Some of these emotions can feel very uncomfortable, but they are a normal part of being human, especially when we experience fear, loss, disrespect, ridicule, stress, or pain.
3. **ASK:**
 - Why do you think it's important that we learn how to manage our reactions to our emotions?
If not mentioned, share that if they are not managed, emotions can sometimes lead to bad reactions or decisions.
 - Why do you think it is important to tell people in our trusted support network how we think and feel?
4. **EXPLAIN:**
 - It helps them to understand how we are feeling, and they might be able to offer calming words, or helpful support. If we do not share our feelings, people might misunderstand the way we are behaving, and they might not respond to us in the way that we need.
 - Remember that sometimes, even our strong **positive** emotions need to be managed—for example, laughing at a funny joke in a class or group setting when it might be disruptive to the learning of your peers and the facilitators.

> Activities (45 minutes)

Activity 1: Triggers and Reactions²⁰ (15 minutes)

FACILITATOR NOTES:

- The goal of this activity is to identify the “triggers” that cause strong emotions. Boys will reflect on how they react when they feel these emotions.
- Choose emotions that are relevant for boys in your context and that the boys in the room will understand based on their age. Think about emotions that the group has already mentioned.

1. ASK:

- Who can tell me what a “**trigger**” is?
 - *A trigger is something that causes us to feel something strong. It usually comes from the outside, such as from another person or the environment. For example, when someone says hurtful words to me, it makes me angry. In this case, the hurtful words are the “trigger.”*
- Who can tell me what a “**reaction**” is?
 - *A reaction is the way we respond to a trigger and the way it made us feel. The response could be an action, a behavior, or statement. For example, when someone says hurtful things to me, I lose my temper and scream or cry.*

2. DO:

- Check that these words and concepts are understood.
- Ask everyone to stand up and form a circle. Count around the circle—1, 2, 1, 2, 1, 2, 1, etc. Ask all the #1’s to step into the circle and turn to face a #2 standing on the outside of the circle.

3. EXPLAIN:

- In each round of this exercise, I will read out loud the beginning of 2 statements—the first is the *trigger*, and the second is the *reaction*.
- To begin, the #1’s will describe the trigger that causes that emotion, and then the #2 opposite them will do the same thing. For example, if the trigger sentence starts, “I feel happy when...,” you might finish it with, “I have a good meal.”
- Then the #1’s will describe the reaction to their trigger sentence. For example, “When I feel happy, I am nicer to my family and friends.”
- When both boys in the pair have said their trigger and reaction, I will clap and the #1’s will move to their right until they are facing a new person. Then I will read a new trigger statement, so you will need to listen carefully. (*Continue playing until all statements have been discussed in the pairs*).

TRIGGERS AND REACTIONS: EXAMPLE STATEMENTS

- | | |
|--|---|
| 1. <i>Trigger:</i> I feel very happy when ____
<i>Reaction:</i> When I feel happy, I ____ | 4. <i>Trigger:</i> I feel anxious when ____
<i>Reaction:</i> When I feel anxious, I ____ |
| 2. <i>Trigger:</i> I feel angry when ____
<i>Reaction:</i> When I feel angry, I ____ | 5. <i>Trigger:</i> I feel hopeless when ____
<i>Reaction:</i> When I feel hopeless, I ____ |
| 3. <i>Trigger:</i> I feel safe when ____
<i>Reaction:</i> When I feel safe, I ____ | 6. <i>Trigger:</i> I feel powerful when ____
<i>Reaction:</i> When I feel powerful, I ____ |

4. DO: Ask everyone to take a seat.

5. **ASK:** Thinking about the “triggers” you shared with your partners just now:
- How did it feel to think of triggers that give you **positive feelings** (e.g., happy, proud, safe) OR **uncomfortable feelings** (e.g., angry, sad, anxious)?
 - Can you control the external triggers that cause you difficult or uncomfortable feelings?
 - Can you control your reactions to the triggers?
 - What are some examples of ways to express your emotions that can lead to **negative** situations?
 - What are some examples of ways to express your emotions that can lead to **positive** situations?

KEY MESSAGES:

- *When a trigger causes you to have a strong, uncomfortable or difficult emotion, you can STOP and THINK before you ACT. This will help you predict the consequences of your actions before you act and will help you control your reactions.*
- *For all of these emotions, you have the power to choose how to react, or how you will deal with that emotion. You are responsible for how you express your emotions.*

Activity 2: Understanding and Managing Difficult Emotions²¹
(30 minutes)

FACILITATOR NOTE: If you adapted this story in Module 2 Session 5, please refer to that adapted version in this exercise.

1. **DO:** Ask everyone to stand up and shake out their body—their arms, hands, legs, feet—to release any tension that they are feeling as we talked about all these emotions. Then ask everyone to sit down again to start the activity.
2. **ASK:** Do you remember the story we told you in the last session about Jean-Pierre and Stephanie?
3. **EXPLAIN:** We are going to read it again and focus on the difficult or uncomfortable emotions that Jean-Pierre is feeling.
4. **DO:** Read the story to the group, while they listen.

Jean-Pierre and Stephanie have been friends since childhood; their families are neighbors. Growing up, Jean-Pierre and Stephanie would feel **excited** to see each other, especially when they played football together. These days, Jean-Pierre has not been playing with Stephanie as much. Stephanie is **confused** about this, and she feels **lonely**. She misses the **happiness** she felt before. Jean-Pierre feels **guilty** for not playing with Stephanie, but he is **afraid** that his friends will make fun of him for playing football with a girl. Stephanie never judged or pressured Jean-Pierre like his new friends do; he always felt **safe** around her. Jean-Pierre tries to apologize to Stephanie, feeling **hopeful** that she will forgive him. At first, Stephanie is **surprised** to see Jean-Pierre. Then she shouts at him to leave her alone; she did not realize how **angry** she was with him for ignoring her. This makes Jean-Pierre feel **sad** and a little bit **angry**. But today, she decides to give him a second chance, and they play football again. They both feel **relieved** that things are back to normal, and they are **grateful** for their friendship.

5. **ASK:**

- What are some of the difficult or uncomfortable emotions that Jean-Pierre is feeling in the story? Can you explain why he feels them?

If not mentioned, share these points:

- He feels **guilty** for not playing with Stephanie.
 - He feels **afraid** of his friends making fun of him for playing football with a girl.
 - He feels **sad** and a little bit **angry** when she shouts at him to leave her alone.
- Do boys your age sometimes feel sadness, guilt, or fear?
 - What situations can make them feel that way?

*If not mentioned, share these examples: If a boy loses something that is important to him, he may feel **sad** about the loss; if a boy lies to his parents about something, he may feel **guilty** for being dishonest; if a boy is being bullied by other boys, he may feel **fear** about seeing them.*

6. **SAY:** We are often told that these emotions are not acceptable for boys or men to have, even though they are natural human emotions. This relates back to our gender and the gender labels that society places on boys. Because we are told this, we may not have learned how to express them in a healthy way, or how to deal with them.

7. **DO:** Divide the boys into 4 groups and assign one strong difficult emotion to each group: **Anger**, **Guilt**, **Sadness**, and **Fear**.

8. **EXPLAIN:**

- In your group, think about the word you have been assigned and discuss what it means and what it looks like. How can you tell if someone is feeling that emotion?
- Then think of an example of a time you saw this emotion expressed by boys or men in your lives, either at home or in the community.

FACILITATOR NOTE: Particularly for the younger group (ages 10-14), or those who have had their education interrupted, you may need to check that they understand what the 4 words mean so that they are able to complete the task. You and your co-facilitator can go to each group individually to check.

9. **DO:** After about 10 minutes, ask the boys to come back to the large group and sit in a circle.

10. **ASK:**

- What were your thoughts and feelings while doing this exercise?
- Did your group members agree on the definitions and examples of the emotion?
- Was it easy or difficult to think of examples of how these emotions are shown by boys or men around you? Why?

11. **SAY:**

- Nobody can avoid having problems or situations that cause these difficult emotions. The main challenge is how we deal with these emotions, and we can do that in different ways.
- We will now look at the examples of how this emotion is expressed and decide if each is healthy or unhealthy, and why.

FACILITATOR NOTE: Before the small groups share their feedback, remind the boys about their Group Agreement on confidentiality. Also, remind the boys that they should not use the name of the person or people in their examples. A general description is fine.

12. DO:

- Ask each group to present their assigned emotion and to share 1-2 examples of how they have seen men around them show or manage this emotion. They can act this out if they like!
- Ask the boys if their examples are healthy or unhealthy.
Unhealthy examples could include: anger = using violence; sadness = shouting, screaming, or using drugs or alcohol to forget; guilt = avoiding the situation or becoming aggressive; fear = using violence to hide the fear.

13. ASK: When we think about how these emotions are expressed, who is affected? When someone expresses strong, difficult emotions in unhealthy ways, does it affect just the person or also others around them?

14. SAY: Sometimes boys and men express these emotions in damaging ways that can cause emotional or physical harm to themselves, to others, and to those who care about them. Let's now identify some skills for managing our strong, difficult emotions in a healthy way.

15. DO: Ask the boys to turn to the person next to them and give them a couple of minutes to discuss the main strategies they use to try to manage these strong, difficult emotions (anger, fear, guilt, and sadness) in a healthy way.

FACILITATOR NOTES:

- When we talk about managing uncomfortable or difficult emotions in a **healthy** way, we mean ways that make us feel calmer and that do not cause harm or distress to ourselves or others.
- If a boy shares an example of an **unhealthy** way to manage uncomfortable emotions, it is very important that you challenge it sensitively. To do this, it can help to ask the whole group for their thoughts on the suggestion and encourage them to think about its pro's and con's.

16. DO:

- Give them 2-3 minutes, then ask for some examples and write them on flipchart paper.
- Share with the boys the following skills (which should have been updated to reflect skills that are positive and appropriate for the context) that can also be used to deal with these emotions positively and avoid harm.
 - *Write them on flipchart paper as a reminder if the group is literate.*

SKILLS FOR MANAGING STRONG DIFFICULT EMOTIONS:

- Take 10 slow, deep **belly breaths** by breathing in through your nose and out through your mouth, filling up your belly.
- **Count to 10** (or backwards) before reacting.
- **Take a short walk** (away from the trigger) or do some physical exercise.
- **Talk to yourself** and say, "Calm down / take it easy / ignore it / let it go..."
- As you are deciding what to do, **consider the consequences** and ask yourself, "What will happen to me / the other people involved if I do that?"
- **Sing or listen to a song** that helps you relax.
- If possible, **express your feelings to a friend or trusted person** who will listen or offer advice.
- **Read a book or do something creative**, such as drawing.

- Ask the boys to return to their small groups and think about 2 skills they could use in the examples they gave about strong, difficult emotions.
- *OPTION:* If appropriate for the group, ask them to create a very short role play demonstrating how the skills could be used in their real-life examples.
- After a few minutes, ask each group to share the 2 skills they think would work well or present their short role play.

> Quick session review (10 minutes)

1. **DO:** Ask everyone to stand up and form a circle.
2. **EXPLAIN:**
 - We are going to gently throw a ball across the circle. When you catch the ball you will share two things:
 - One thing you learned in the session
 - One question you still have about expressing and managing emotions (if any!)
 - The activity will end when everyone has caught the ball and shared their two answers.
3. **DO:** Either answer the questions now or write them on flipchart paper for follow up in the next session.

> Closing and take-home message (5 minutes)

1. **SAY:** Before our next session, teach something you learned, like a new technique for managing strong emotions, to someone in your life outside this group.
2. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
3. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time.

MODULE 2

OUR EMOTIONS

SESSION 7

Coping with Stress

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify physical, emotional, mental, and behavioral signs of stress <input type="checkbox"/> Understand healthy and unhealthy ways of coping with stress <input type="checkbox"/> Determine their preferred techniques for coping with stress
DURATION	1 hour 30 minutes
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> Pens <input type="checkbox"/> Printed pictures showing 4 categories of signs/symptoms of stress: physical, mind, emotional, behavioral <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Adapt the stories for your context. <input type="checkbox"/> Print out or replicate the 4 illustrations at the end of this session plan—physical, mental, emotional, behavioral—and display one on each wall in the room. <input type="checkbox"/> Check if there are local services available for the boys if they need more support to manage their stress.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. DO:

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone **share what they learned** with a family member or friend? How did it go?

> Energizer/Game – “Belly Breathing”²² (10 minutes)

FACILITATOR NOTE: For this exercise, one facilitator should lead and explain the instructions, while the other facilitator is in the circle doing the exercise to make the boys comfortable and more confident with the instructions.

1. **DO:** Ask the boys to get into a comfortable seated position or they can lie down on the floor on their backs if space is available.
2. **EXPLAIN:** We are going to start the session with an activity to help us relax our body and focus our mind, so listen to my instructions and do what I say –
 - You can choose to close your eyes or keep them open, whichever helps you feel relaxed. We are going to breathe out all the difficult and uncomfortable feelings in our bodies together and replace them with warm, happy feelings that make us feel good.
 - Take one deep, slow breath in through your nose like you are smelling a flower and want the smell to last as long as possible. Then breathe out deeply and slowly out of your mouth. Slowly feel your belly expand as you breathe in deeply. As you exhale, feel your belly deflate.
 - On our next inhale, feel all the difficult and uncomfortable things come together out of your fingertips, arms, feet, legs, head, and neck, and fill up your belly—making it bigger with the breath. Let the breath out forcefully, so you hear a sigh as you breathe out. Feel the difficult things come up out of your belly and leave your body.
 - Do 2 more breaths like this, breathing in to gather all the difficult things together, and exhaling to get rid of them.
 - Inhale deeply feeling your body swell up with warm, happy feelings washing over your belly, chest, neck, and head. Feel the warm, happy feelings spread out through your shoulders, arms, and fingertips. Feel the warm, happy feelings go down through your legs, feet, and toes. Feel your entire body fill up with warm, happy feelings.
 - Allow yourself to feel the warmth and continue to breathe more and more happiness into your bodies.

3. **SAY:**

- Pause now and breathe normally, but don't speak.
- Begin to bring yourself back to the present. Focus on your breathing—in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them, and be aware of your body in this room.

4. **DO:** Take a few seconds, allowing the boys to take 2-3 breaths.

5. **ASK:**

- How do you feel after this activity?
- Did you notice any changes in your body after doing the activity?
- How/when can you use this activity to relax in your life?

KEY MESSAGE: *This activity helps you to relax your body and focus your mind. It can help you to calm down and release some tension and difficult feelings. It can help you think about how your body is feeling and even get you focused before the session begins.*

> Introduce the topic (5-10 minutes)

1. **SAY:** I want to tell you a story about my friend Samuel –

Samuel has been facing a lot of pressure recently. Since moving to this new location, he has started a new school and a new afternoon job at the market. He does not know many people here and has to make new friends. He also has to help his younger brother and sister since his parents are not here. Samuel loves school but has to catch up on the lessons he missed while he was moving. This pressure from school and at home is making Samuel feel worried, and sometimes he gets headaches or feels a lot of weight on his shoulders.

2. **ASK:**

- What is Samuel experiencing?
*If not mentioned, share that the feeling of pressure or having so much to worry about is called “**stress**.”*
- Have you heard of stress before? What does stress mean to you?

3. **EXPLAIN:**

- When we are stressed, we can feel tension or pressure, usually because of the challenges we face. When we feel pressure, our body sometimes behaves differently from how it normally behaves. People might also feel or think differently from how they normally would.
- Stress is not always bad. Sometimes, the pressure that we feel can help motivate us to work hard or keep us safe. For example, if a lion appeared, we would feel stressed and we would run! Or if we had a lot of work to do in the farm and evening time is approaching, we might feel stressed and work faster to complete it. But this kind of stress only lasts for a short time.
- Stress that lasts for a long time or that creates lots of strong feelings can have a bad effect on our development. It might make it harder for us to focus, do a task or job, or communicate or work with others. In the long run, stress that lasts for a long time can prevent us from leading successful or healthy lives. For that reason, this is the type of stress we want to learn to manage.

> Activities (45 minutes)

Activity 1: Signs of Stress²³ (15 minutes)

FACILITATOR NOTES:

- The goal of this activity is to identify the **physical**, **emotional**, **mental**, and **behavioral** signs of stress.
- Make sure the four images at the end of the session plan are posted on the walls—one in each corner of the room.
- Be aware of the age group in the room. For the younger group, you might decide that some of the signs of stress are too complicated and leave them out.
- Be aware of follow up or referrals that might be needed.

1. **ASK:** How do you know when you are stressed? What are the signs that show you when you or someone is stressed?
 - *Probe for examples that include different signs of stress: **physical**, **emotional**, **mental**, and **behavioral**.*
2. **EXPLAIN:**
 - Everyone please stand up.
 - We will list some signs that indicate stress and we want you to walk to the picture on the wall that represents that sign.
 - These signs will either be **physical** (relating to the body), **emotional** (affecting how you feel), **behavioral** (behavior someone does that can be observed), or **mental** (affecting your mind or thoughts).
 - *Take the group to each of the pictures and explain which sign it represents, so everyone understands.*
3. **DO:**
 - Read aloud the signs of stress, one at a time.
 - *Choose randomly from the different categories to make it more challenging.*
 - After they have chosen an image for each sign, give the correct response.
 - This activity should be fast paced to keep the group engaged and it should be played until they have chosen a category for all the signs.

SIGNS OF STRESS	
PHYSICAL <ul style="list-style-type: none">• Muscle tension• Stomach problems like nausea or diarrhea• Cold/sweaty hands• Tiredness• Headaches• Indigestion• High blood pressure• Neck, back, or joint pain	EMOTIONAL <ul style="list-style-type: none">• Anxiety• Fear• Anger• Easily annoyed• Hopelessness• Helplessness• Impatience• Depression• Nervousness• Guilt

BEHAVIORAL	MENTAL
<ul style="list-style-type: none"> • Urge to cry or run away • Change in appetite (feeling more or less hungry than usual) • Trouble sleeping • Angry outbursts • Aggression or violence • Struggling to complete tasks • Avoiding friends and family • Change in sexual interest • Increased use of caffeine, tobacco, alcohol, or drugs 	<ul style="list-style-type: none"> • Poor attention • Feeling confused • Disorganized thoughts • Forgetting things quickly • Difficulty making decisions • Nightmares • Disturbing thoughts

4. **EXPLAIN:** When someone is experiencing stress, they do not need to show all these signs. They usually experience a few signs.
5. **DO:** Gather everyone back into the circle, sitting or standing.
6. **ASK:**
 - What surprised you about how we experience the effects of stress in the body?
Give the boys 1-2 minutes to think about the following questions privately –
 - Based on the examples we talked about, how do you think *you* experience stress? Are you aware of the things in your life that cause you stress?
 - What are some ways that you can identify when / if you are feeling stress?
7. **SAY/ASK:** Think of the adults (parents, caregivers, older siblings) or peers in your life who may be under stress –
 - What signs of stress have they shown?
 - How does it affect you when the people around you are stressed?
 - How do they deal with their stress, if at all?

KEY MESSAGES:

- *Sometimes we may be experiencing signs of stress, but we think we are sick or tired. For example, some things are hard for our minds to deal with, such as stress or grief, so they show themselves as physical symptoms like a stomach ache or headache. It is good to notice these symptoms, because then we can start to deal with them.*
- *We previously mentioned that crying is a normal and healthy way to express emotions in the moment, including when we feel stress. But crying is not an effective technique for managing stress in the long term. In the next activity we will talk about other coping strategies for managing stress.*

Activity 2: How to Cope (30 minutes)

FACILITATOR NOTES:

- The goal of this activity is to share and become familiar with coping strategies to reduce stress, through a story.
- Be aware of boys sharing ways to cope that could be harmful to them or others. If it happens, it is important not to ignore it. One approach is to ask the group, “What are the pro’s and con’s of this coping strategy?” so that you can highlight the risks involved. It is very important not to be judgmental about the coping strategy. Otherwise the boy will not feel comfortable talking about it.

1. **EXPLAIN:** In order to manage our stress, we need to respond to the signs of stress in our bodies and behaviors. If we try to avoid them or ignore them, it can be like trying to push a ball down into water.
2. **ASK:** Does anyone know what happens when you try to push a ball that is filled with air down in water?

If not mentioned, explain that the harder and deeper you try to push a ball down, the stronger and more forcefully it pops back up again.

3. **EXPLAIN:** Trying to ignore those difficult feelings or signs of stress is like trying to push a ball down in water—the feelings and memories will pop up stronger. Remind the group of the game we played with the paper balls at the start of the last session—if you avoid or throw away your problems, they usually find their way back to us.

4. **ASK:** Who can tell me what it means to “cope”?

If not mentioned, share that coping is the process of adapting to a new life situation, managing difficult circumstances, trying to solve problems, or seeking to reduce or accept stress or conflict.

5. **EXPLAIN:** In this activity, we will practice some coping techniques that we can all use in our daily lives.

6. **DO:**

- Divide the boys into groups of 5 and ask them to discuss and share with each other how they currently manage their stress.
- Give them 5 minutes and then take ideas for how to cope with stress from each group and write them on flipchart paper.
- If they are not mentioned, add the ideas from the “Coping with Stress Toolkit” below. Take the time to explain them if the group does not understand.

COPING WITH STRESS TOOLKIT:24

FACILITATOR NOTE: *Please review these suggestions before reading them to the group to ensure that they are locally appropriate.*

- Do the **belly breathing** and other activities that help you relax.
- **Talk about your feelings** or distressing thoughts/memories with a friend or adult whom you trust.
- Take a **short walk**.
- Do a **physical activity** or exercise, like playing football.
- Participate in a **calming spiritual practice**, like praying.
- **Avoid focusing on the problems** you can’t control.
- **Laugh:** Think of a funny story, share a joke with a friend.
- Look for the good things around you and the **people who make you happy**.
- **Self-Talk:** Talk to yourself about what you are feeling and what you can do to feel better.
- **Count to 5 or 10** while breathing.
- **Calming object:** Find an object that makes you feel calm when you hold it in your hand.
- **Do something you love**, like singing or dancing.

7. **EXPLAIN:** You might notice that some of these methods are like the techniques for managing emotions in the previous session. This is because strong, uncomfortable emotions can be symptoms of stress, so we deal with them in a similar way.

8. **ASK:** What might unhealthy coping methods look like and why are they unhealthy?

If not mentioned, share these examples: using drugs or other substances, physically harming or having thoughts about physically harming oneself or others, taking on risky behaviors, etc.

9. EXPLAIN:

- These kinds of coping methods may make us feel better in the moment, but they are often harmful to us or others, and they do not help us handle the stress in the long term and may make you feel worse.
- If you or anyone you know is using these unhealthy coping strategies and you would like support, you can talk to us at the end of the session. We understand and will not judge you or make you feel bad about it.
- Even when we feel that we have very little control in our lives, we can find some things on the list we have made that we can do to help ourselves manage our stress.

10. SAY: We will now go back to our friend Samuel, who we heard about at the beginning of this session.

11. EXPLAIN: In this game, you will listen to a story about Samuel's very stressful day, but thankfully Samuel has found some ways to cope with his stress.

12. DO:

- Ask the boys to stand up and form a close circle.
- Explain that you will read a story.²⁵ When they hear something that causes Samuel stress, they should take one step towards the center of the circle (*this should tighten the space between them*). When they hear Samuel using a coping technique, they should take a step back (*this should widen the space between them*).

FACILITATOR NOTES:

- To help you as you read the story, the symbol “*” represents feeling stress, and the symbol “~” represents coping.
- **For the younger group**, you may need to read the story more slowly and pause at the points when you expect a response.
- **For the older group**, if you want to make it more challenging, you could read the story more quickly, without pauses.

Samuel woke up in the morning to his mother shouting at him* to get out of bed and go to the market. When Samuel's mother left the room, he sat up and took three slow, deep belly breaths~. He went to have breakfast, but his little siblings ate all the breakfast and there was none left for him*. Samuel helped his mother quickly but could not go to the market as he had to get ready for his SAFE group session. It was his first day and he was nervous about meeting new people*. As he walked to the session, he felt frustrated that he did not have time to go to the market*. He tried not to think about it and soon enough his short walk was making him feel better~. When he arrived, he was quiet at first and then he met someone who plays football in the neighborhood, and he was fun to talk to~. When Samuel got home, he shouted at his brother for no reason*. He made himself a sandwich and drank some tea~, and he realized he was just hungry, so he apologized to his brother for shouting at him~...

13. ASK:

- How did it feel when you stepped closer into the circle? And when you stepped away?
If not mentioned: Having a lot of stress can feel like the space around you is getting tight and uncomfortable, or you are swelling from the inside. Using coping strategies can help you feel as if you are releasing some of that tightness and getting more space to relax and breathe.
- Were any of the stress management techniques in the story new to you? Could you try them?
- How and when will you try out the new techniques?

> Quick review session (5-10 minutes)

1. **ASK:** In a moment of stress, how can you remember to use a healthy coping method from the toolkit we created?
2. **DO:** Going around the circle to hear from everyone, ask the boys to share:
 - 1 coping strategy that they think will work for them
 - 1 coping strategy they do not think will work for them

> Closing and take-home message (5 minutes)

1. **DO:** Challenge the boys to try the coping strategy they have doubts about before the next session.
2. **EXPLAIN:**
 - Stress is a very normal reaction to a big change, transition, or difficult life experiences. You are not alone in this feeling.
 - If you are experiencing stress that is not being relieved by your coping strategies, you could reach out to your support network of trusted people that we talked about in Module 1. You can also speak to one of us.

FACILITATOR NOTE: If there are local services that could provide the boys with support to manage their stress, share that information here.

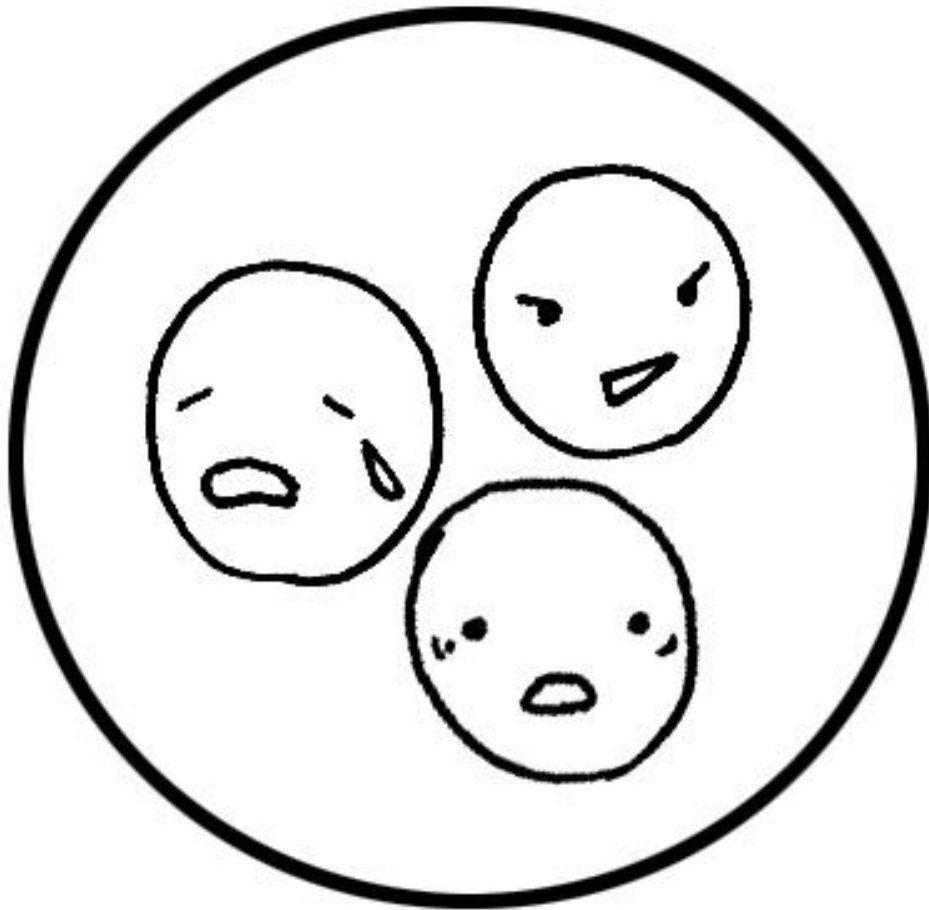
3. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
4. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time.

ILLUSTRATIONS FOR MODULE 2 ACTIVITY 2

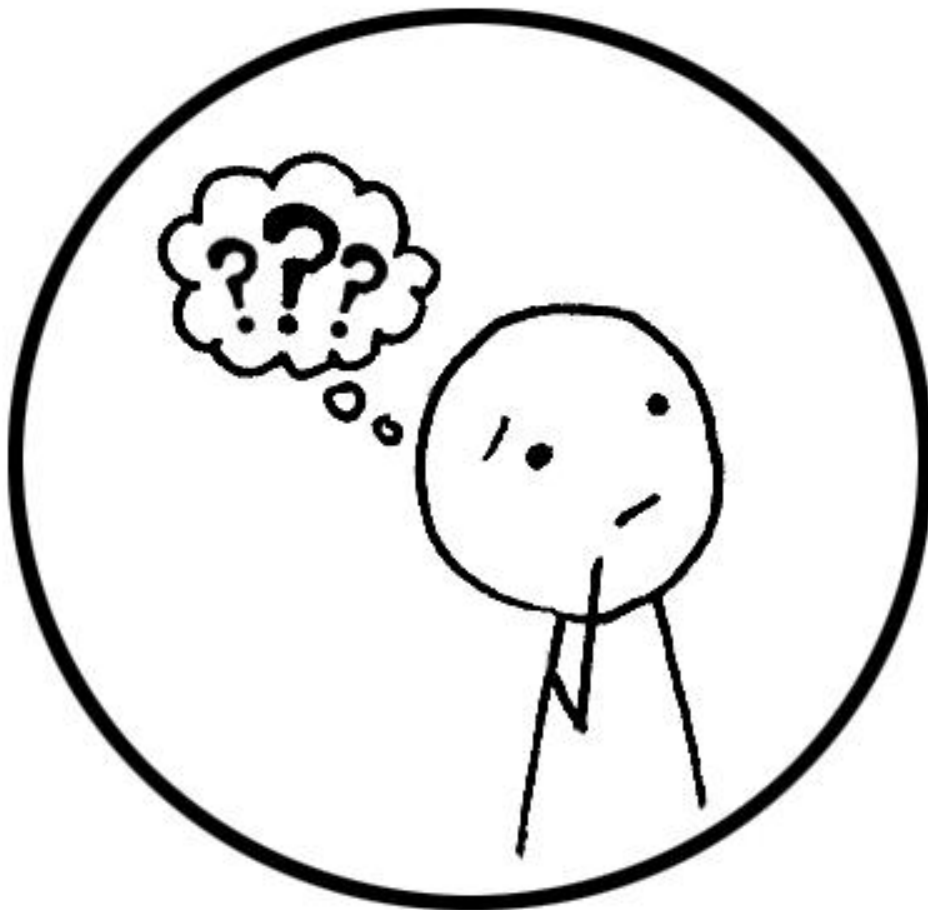
Physical:



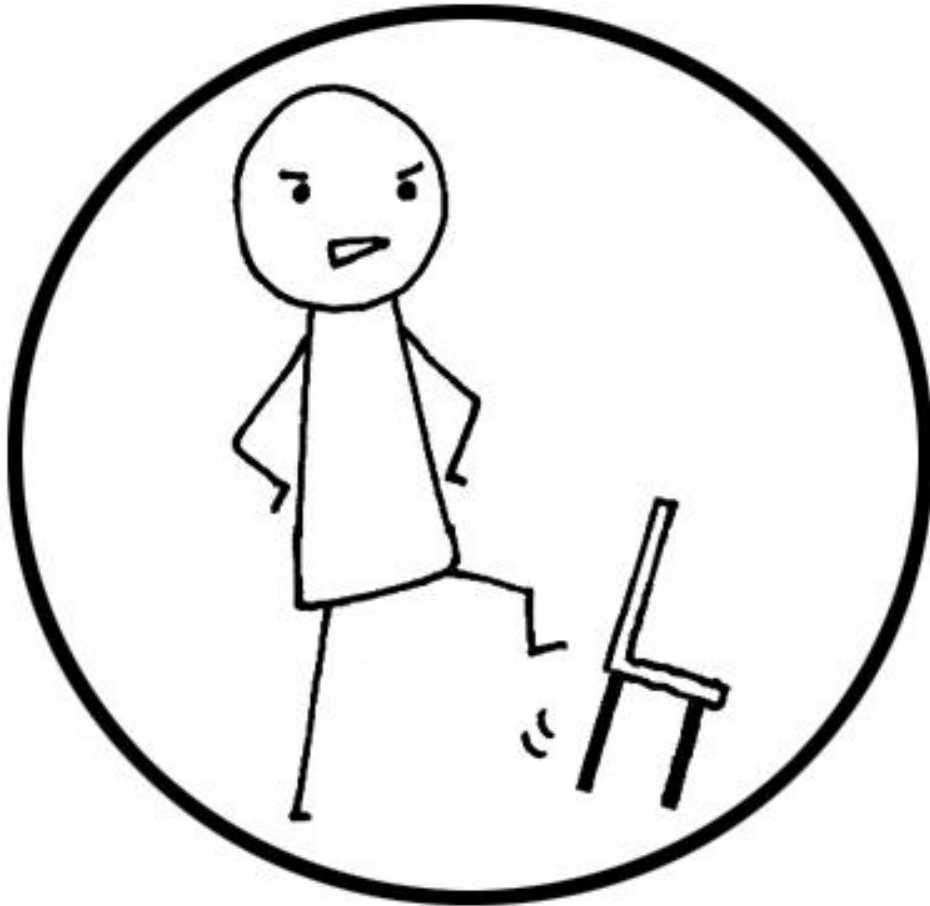
Emotional:



Mental:



Behavioral:



MODULE 3

OUR RELATIONSHIPS AND CHOICES

MODULE 3

OUR RELATIONSHIPS AND CHOICES

SESSION 8

Friendships

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize some of the characteristics of positive and negative friendships <input type="checkbox"/> Explain the importance of good listening skills in a friendship <input type="checkbox"/> Describe the difference between open and closed body language
DURATION	1 hour 30 minutes
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> A small ball (or make a ball by crumpling 1-2 used pieces of paper) <input type="checkbox"/> Paper (enough for each boy) <input type="checkbox"/> Pens/pencils (enough for each boy) <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Adapt the statements in Activity 2 for your context.

INSTRUCTIONS

> Welcome and review (10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. DO:

- Welcome everyone to the third module, which focuses on our relationships! Make sure you show a lot of enthusiasm for being back together.
- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone **try a coping strategy** that they were skeptical about since our last session? How did it go?

> Energizer/Game – “Two Truths and a Lie” (10 minutes)

1. **DO:** Divide boys into groups of 4 or 5.
2. **EXPLAIN:** Each boy will take a turn sharing 3 things about himself that the group does not know. Two of them must be **true** and one of them should be **false**. The other group members must try to identify the false one.
3. **DO:** Give the groups 5 minutes for everyone in their group to speak and then ask everyone to come back to the whole group circle.
4. **ASK:** What skills did you practice in this activity?
5. **EXPLAIN:** In this activity, you practiced communication skills by sharing things about yourself, listening carefully, and noticing body language. This will help us get to know each other and build trust in this safe space together.

> Introduce the topic (5 minutes)

1. **SAY:** In today's session, we are going to talk about our relationships with our friends and what makes us a good friend to others.
2. **ASK:** What do friends do for each other?

If not mentioned, share these ideas:

- *Friendships can help support us in a new place and when we are going through a difficult time.*
- *Friends can help take care of each other.*
- *Sometimes friends can also hurt each other or encourage us to do harmful things.*

> Activities (50 minutes)

Activity 1: My Friends (30 minutes)

FACILITATOR NOTES:

- Talking about emotions and showing you care might be difficult for boys in some cultures where they have not had much practice and where cultural ideas of masculinity may limit their emotional expression.
- If this activity is challenging, consider splitting the boys into pairs to discuss first, before sharing back to the larger group. You can also acknowledge that it is difficult to talk about feelings and that in these group sessions we will practice doing this and support each other until it becomes easier.
- If you think it would support the group, you could ask the group why expressing emotions could be positive. Or you could share a personal story of when you talked to a friend and received their support because you felt upset and explain how that helped you.

1. **SAY:** Today we are going to think about how we can make our friendships stronger.
2. **DO:**
 - Ask each of the boys to take a moment to think about who they are friends with. Some of these may be new friendships, some may be old friendships. We may also be missing friends from where we lived before, who are not here with us in this new place.
 - Divide boys into groups of 5 or 6.
 - Hand out a piece of flipchart paper and some pens to each group.
 - Ask each group to draw a picture of two friends in the middle of the paper.
3. **EXPLAIN:** We want you to think about the following questions and decorate the picture by drawing small pictures (or writing words) to describe these friends –
 - What activities do these friends do together?
 - What are some of the ways that the friends show that they care about each other?
4. **DO:** After 5 minutes, bring everyone back into the whole group and stick the pictures up on the wall where everyone can see them. Ask the following questions, allowing time for answers between each one.
5. **ASK:**
 - What are some ways in which friends have shown that they care for you since you arrived here? What are some ways friends have shown they care for you before you arrived?
 - What are some of the ways that you show that you care for your friends?
 - When your friends are having a hard time, if they are hurt or worried about something, how do you feel?
6. **SAY:**
 - Often, we show we care by doing something for our friends and spending time together. We can also show we care by listening to them and being concerned about how they are feeling.
 - This can help us build strong relationships with our friends.
 - This is true for boys as well as girls. Sometimes we think that boys cannot or should not talk about how they are feeling. But this is not true!
 - Everyone benefits from sharing problems and having a kind friend listen to them. This group is an important place where we can build friendships and spend time sharing and talking about some of the difficult things that are happening.
7. **DO:** Ask the boys to go back into their small groups and hand out another sheet of flipchart paper and some pens to each group.

8. EXPLAIN:

- We are now going to spend a few minutes thinking about the ways our friends can sometimes hurt us with their behavior.
- You are going to draw another picture, but this time it will be of a boy who looks unhappy, and you will draw images or add words about when a friend has done something or said something that hurt you.

9. ASK: Does anyone have any questions?

10. DO: After 5 minutes, bring everyone back into the whole group and hang the pictures on the wall where everyone can see them. Ask the following questions allowing time for answers between each one.

11. ASK: What are some of the ways our friends can hurt us by what they say, what they do, or what they encourage us to do?

If not mentioned, share these examples: bullying, teasing, name calling, laughing at us, beating us up, pushing us, shouting at us, encouraging us to take drugs or alcohol, encouraging us to break the rules or stay out late when it's not safe, encouraging us not to go to school, and even encouraging us to have unprotected sex.

12. SAY:

- Thank you for sharing those hurtful experiences. I am sorry that you have been hurt by friends in the past.
- It is important for our friendships to be respectful and to not make us feel uncomfortable or unsafe. But we know it can be hard to say, "No," when we are feeling pressured.

13. ASK: What are some ways we can try to stand up to friends who are pressuring us to do things that we don't want to do?

Try to have the boys come up with their own solutions, but if not mentioned, share these examples:

- *Confidently say, "no," "not today," or "not for me."*
- *Use humor to reduce pressure or attention.*
- *Move away from the situation.*
- *Bring a friend who supports you along if you know it will be a situation with pressure.*

14. SAY: In a later SAFE session, we will talk more about communication skills and strategies to resolve conflict. For now, if you have been hurt by your friends and need support, make sure you share that with one of your new friends here and try to spend time with friends who are respectful and supportive.

15. ASK: Can everyone here agree that we will *not* behave in any of these harmful ways in the future?

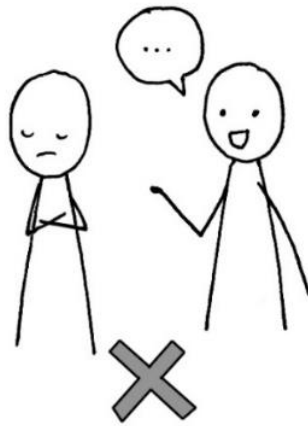
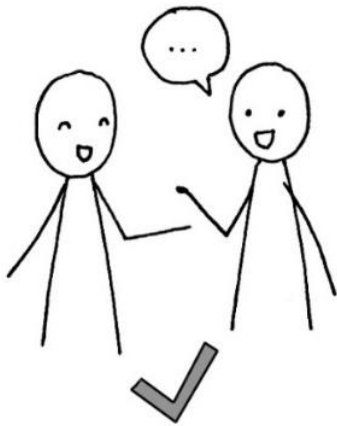
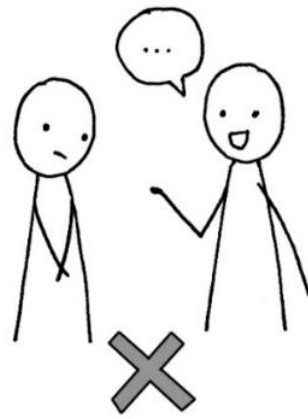
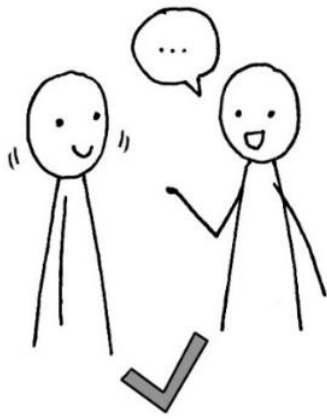
Activity 2: Listening Shows We Care (20 mins)

FACILITATOR NOTE: If encouraging eye contact and using the body language in this activity is not appropriate for your context, please use the alternative activity below: "Active Listening."

1. **SAY:** Often we show we care by doing something for our friends and spending time together. We can also show we care by listening to them and being concerned about how they are feeling. This can help us build strong relationships with our friends. Let us look at the way we use our body to show others that we are listening.
2. **ASK:** How can we show someone that we are listening to what they are saying?
3. **DO:** Ask two boys to volunteer to come to the front of the group. Quietly tell them (so *the larger group cannot hear*) that one boy should tell a story and the other boy will act like he is not listening.
4. **ASK:** What did you notice about the body language of the boy that was not listening?
If not mentioned, introduce the idea of "closed body language," including arms folded, looking down or away, no eye contact.
5. **DO:** Ask two boys to volunteer to come to the front of the group to repeat the scenario. Quietly tell them that this time the boy needs to show how he is a good listener.
6. **ASK:** What did you notice about the body language of the boy who was listening?
If not mentioned, introduce the idea of "open body language," including eye contact, unfolded arms, nodding in agreement.
7. **DO:**
 - Divide the boys into groups of 3 or 4 and ask them to create two still images using their bodies (no movement). One is a scene where some members of the group are showing **open body language**, and the other is a scene where they are showing **closed body language**.
 - After 3 or 4 minutes, ask each small group to show their still body images to the group.
If they have not covered all of them, or if they are confused, share these examples of open and closed body language:

OPEN:	CLOSED:
<ul style="list-style-type: none">• Smiling• Eye contact• Nodding• Facing the other person• People are close to each other	<ul style="list-style-type: none">• No eye contact• Showing no emotion• Directing body away from the person• Rolling the eyes• People are not close to each other

FACILITATOR NOTE: If the group does not understand these concepts, you can demonstrate the different types of body language with your co-facilitator or draw them on flipchart paper using the following examples.



8. **ASK:** How can this information help you in your communication with others?

If not mentioned, share these points: It can help you to build strong friendships and also to understand when someone is listening to you.

***ALTERNATIVE* Activity 2: Active Listening²⁶ (20 min)**

1. DO:

- Divide the group into pairs. Let the pairs sit down facing each other. Let them decide who is #1 and who is #2.
- Tell all the boys to start talking to their partner about any subject they wish, at the same time, so that they are both talking. The boys should try to make their partner listen to them.
- After 1 minute make a sound (drum or whistle or clapping) to show that everyone should stop talking.

2. ASK: How did you feel about your partner not listening to you?

3. DO:

- Now instruct the #1's to talk to the #2's. This time the #2's should keep quiet but pretend not to be interested at all in the story that #1 is telling them. Ask them to show their boredom, be distracted, or even show disapproval (shaking their heads, for example).
- After 1 minute, make a sound (drum or whistle or clapping) and let them change roles. Now #2's are the ones to do the talking and the #1's pretend not to listen.
- Again, stop them talking after 1 minute and ask how the boys felt about the other person not being interested in their story. And ask how it felt to show no interest at all while the other person was talking—did you hear the story?
- Now ask the #1's to talk to their partner again. This time, #2 is really listening and really showing interest in their partner.
- After 1 minute ask #1 and #2 to change roles and perform the activity.

4. ASK:

- How did you feel now that somebody was listening to you?
- Can you describe the difference between listening carefully to your partner and not being interested in listening at all?

5. SAY: Friendships are about interacting and communicating with each other. In this exercise, we used words, but not only words. Lots of messages are communicated without words.

6. ASK: How can you communicate without words? What are some examples?

If not mentioned, share these examples: paying close attention, nodding your head, etc.

> Quick session review (5-10 minutes)

1. **DO:**

- Ask the boys to stand up and gather by the wall to look at the first pictures they drew today about friendship. Ask them to think about all the ways that friends can show they care, while you mention some of the ideas they have drawn.
- Ask the boys to stand in a circle. Go around the circle so everyone can mention one quality they want to improve so they can be a better friend to others.

2. **EXPLAIN:** Remember that one thing you can do as a good friend is to **listen carefully** to your friends when they share a problem. You can show you are listening with your body. Act out some of the good qualities of listening as a reminder.

> Closing and take-home message (5 minutes)

1. **SAY:** Until we meet again, practice your listening skills. Next week we will talk about how it went and any changes you saw in your friendships as a result.

2. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.

3. **DO:**

- Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
- Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
- Encourage everyone to stay for the recreational and creative time.

MODULE 3

OUR RELATIONSHIPS AND CHOICES

SESSION 9

Healthy Relationships

SESSION SUMMARY

LEARNING OUTCOMES	By the end of this session, boys will be able to... <ul style="list-style-type: none"><input type="checkbox"/> Identify the characteristics of healthy and harmful behavior in intimate relationships<input type="checkbox"/> Define informed consent and explain how to practice it in relationships
DURATION	1 hour 30 minutes
RESOURCES REQUIRED	<ul style="list-style-type: none"><input type="checkbox"/> Flipchart, colored markers, tape<input type="checkbox"/> Pens<input type="checkbox"/> A small ball<input type="checkbox"/> Group Agreements on the wall<input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"><input type="checkbox"/> Review the session plan and contextualize where necessary.<input type="checkbox"/> Prepare two large signs—one labeled, “HEALTHY,” and one labeled, “HARMFUL”.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. **DO:**

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. **ASK:**

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone **practice their listening skills** with a family member or friend? How did it go?

> Energizer/Game – “Say Something Positive” (10 minutes)

1. **DO:** Ask the boys to stand in a circle and start throwing a ball gently across the circle.

2. **EXPLAIN:**

- The objective of this game is to pass the ball between each other without letting it fall.
- If the ball drops, then the person who threw it and the person who did not catch it should each say something positive about what they appreciate in the other person and then sit down. The ball is passed to another person and the game continues.
- There is no need to drop the ball intentionally in order to say something nice. Keep passing the ball quickly and unpredictably and it will drop naturally.

3. **DO:** If the group does not understand, demonstrate, and then keep playing for 5-10 minutes or until everyone has sat down.

4. **EXPLAIN:** In this activity, you used good teamwork to stop the ball from falling. You also felt good about yourselves when someone said something nice. It strengthens our relationships when we can show each other appreciation.

> Introduce the topic (5 minutes)

FACILITATOR NOTES:

- **For the younger group**, be aware that they will probably be most comfortable talking about intimate relationships in terms of the future, so you may want to change the way you introduce this session. There is also an **alternative scenario** for Activity 1 that explores a relationship between two brothers.
- Be aware that members of the group may still be deciding who they are attracted to and what they want their future to look like. That is normal and acceptable.
- Nobody should be asked to share their feelings or opinions if they do not want to.

1. EXPLAIN:

- In today's session we are going to talk about the relationships we have or will have in the future with an intimate partner. Intimate partners include girlfriends, boyfriends, wives, and husbands.
- Not everyone starts having relationships at the same time and some of you may feel that you are too young or not interested in a romantic relationship. But it is good to think about the kind of relationship we would like to have in the future and what qualities we are looking for in a partner so we can find someone who is right for us and build a strong, respectful relationship.
- We will be talking more about intimate relationships in Module 4 – Our Changing Bodies. In the meantime, you are welcome to talk to the facilitators after the session if you have any questions or concerns.

> Activities (45 minutes)

Activity 1: When We Are Together (35 minutes) – see ***alternative*** activity below for younger age groups

FACILITATOR NOTES:

- Remember to adapt the statements for your context—for example, by changing the names.
- It is important to ensure that this discussion is culturally appropriate for your context.
- Pay attention to age—the younger group may find some of the statements very uncomfortable or abstract to discuss.

1. **DO:** Put up the “**HEALTHY**” sign on one wall and the “**HARMFUL**” sign on the opposite wall.
2. **EXPLAIN:** In this activity we are going to think about the characteristics of healthy or harmful intimate partner relationships.
3. **DO:** If needed, check that the group understand the two words, “healthy” and “harmful.”
4. **EXPLAIN:** We are going to read out some statements that describe Adam's relationship with his girlfriend, Sara. After each statement, move to the sign that best represents the statement. In other words, does it describe a healthy or harmful relationship?
5. **DO:** Pause after each statement and ask one or two boys to explain why they think this behavior is healthy or harmful. Create space for the boys to discuss without providing them with the right answers yet.

- *Adam tells Sara how special she is and how much he cares about her.*
- *Adam tells Sara that she should leave school and stay at home because school is not a place for girls.*
- *Adam sometimes touches Sara in a way that makes her feel uncomfortable.*

- *If Adam and Sara have a disagreement, Sara uses the silent treatment and will not talk to him for days.*
- *Adam knows that his wishes and goals are more important than Sara's.*
- *Adam does not mind when Sara spends time with other girls and boys even when he is not with her.*
- *Sara spends a lot of time with Adam's family, but he refuses to spend time with hers.*
- *After an argument, Sara tries to leave but Adam stops her by blocking the doorway.*
- *Adam takes care of Sara when she is feeling sick.*
- *Adam knows Sara does not want to have sex yet, but he still tries to persuade her.*
- *A few times when they fought, Adam lost his temper and hit Sara. But each time he felt very guilty and apologized a lot and even bought her a gift.*
- *Adam and Sara feel like they can share things with each other, but they also feel like they can keep some things private.*
- *Adam sometimes makes comments about Sara's looks that make her feel bad.*

6. DO/ASK:

- Divide the boys into small groups and ask them to discuss this question: **How do you think Adam would behave if he has a healthy relationship with Sara?**
- After a few minutes, ask for some ideas from each group.
If not mentioned, share these points: He would be respectful, loving, kind, safe, non-violent, supportive, accepting, open, trusting, communicative, etc.
- Then ask the small groups to discuss this question: **What are the different ways Adam behaved in the statements that were harmful to Sara and their relationship?**
- After a few minutes, ask for some ideas from each group.
If not mentioned, share these examples: controlling her, physically hurting her, pressuring her to have sex, being disrespectful, not treating her as an equal, etc.

7. ASK:

- Is there a relationship between two people whom you admire that has some of the qualities we discussed about healthy relationships (e.g., respectful, loving, good communication)? Would anyone like to share an example?
- Think for a moment about this question: When you start a relationship, what word would you want to use to describe how you treat your partner?

***ALTERNATIVE* Activity 1 – “Brothers” – for younger boys (35 minutes)**

1. **DO:** Put up the “**Healthy**” sign on one wall and the “**Harmful**” sign on the opposite wall.
2. **EXPLAIN:** In this activity we are going to think about the characteristics of healthy or harmful relationships between two brothers.
3. **DO:** If needed, check that the group understand the two words, “healthy” and “harmful.”
4. **EXPLAIN:** We are going to read out some statements that describe a relationship between two brothers. **Amadou** is 17 and **Musa** is 13. After each statement, move to the sign that best represents the statement. In other words, does it describe a healthy or harmful relationship?

- *Amadou tells Musa that he is a kind and trustworthy person.*
- *Amadou tells Musa that he should leave school because he’s not clever and won’t succeed.*
- *Amadou sometimes slaps or pinches Musa in a way that makes him feel uncomfortable.*
- *If Musa tells Amadou a secret, Amadou does not share it with anyone.*
- *If Amadou and Musa have a disagreement, Musa will refuse to talk to him for days.*
- *Amadou helps his brother practice his football skills.*
- *Amadou thinks his wishes and goals are more important than Musa’s.*
- *Amadou listens to Musa when he is feeling sad.*
- *Musa sometimes takes Amadou’s special football without asking him.*
- *Amadou stands up for Musa when other children tease him.*
- *A few times when they fought, Musa lost his temper and hit Amadou. But each time he felt guilty and apologized.*
- *Amadou takes care of Musa when he is feeling sick.*
- *Amadou knows that Musa does not want to smoke cigarettes, but he still tries to persuade him.*
- *Amadou sometimes makes jokes about Musa’s looks that make him feel bad.*

5. DO/ASK:

- Divide the boys into small groups and ask them to discuss this question: **How do you think Amadou would behave if he has a healthy relationship with Musa?**
 - After a few minutes, ask for ideas from each group.
If not mentioned, share these points: he would be respectful, loving, kind, non-violent, supportive, accepting, open, trusting, etc.
 - Then ask the small groups to discuss this question: **What are the different ways Amadou behaved in the statements that were harmful to Musa and their relationship?**
 - After a few minutes, ask for some ideas from each group.
If not mentioned, share these examples: trying to control him, causing him physical and emotional pain, pressuring him to do something he doesn’t want to do, being disrespectful, etc.
6. **SAY:** Although this situation is about two brothers, many of the characteristics of a healthy or harmful relationship also apply to romantic or intimate relationships.

7. **ASK:**

- Is there an interaction or relationship between two people that you admire that has some of the qualities we have discussed of healthy relationships (e.g., respectful, loving, good communication)? Would anyone like to share an example?
- Think quietly for a moment about this question: In the close relationships you have—or in the future when you start an intimate/romantic relationship—what word would you want to use to describe how you treat your partner?

Activity 2: Introduction to Consent (10 minutes)

FACILITATOR NOTES:

- It is important to ensure that this discussion is culturally appropriate in your context.
- There are two variations of this activity for the different age groups. Within the younger group, be aware that the experience of a 10-year-old will be very different to that of a 14-year-old. If you think that the older version would be acceptable for the younger group, we encourage you to include it.



FOR THE YOUNGER GROUP (ages 10-14):

1. **ASK:** Has anyone heard of the word “**consent**”? What does it mean?
2. **EXPLAIN:** Consent is when someone gives permission for something to happen or agrees to do something.
3. **ASK:** Can anyone think of an example in your own lives when you would need to give your consent or permission for something to happen?
4. **EXPLAIN:** One example might be that your friend or brother wants to borrow your jacket. To do so, they ask you first if they can borrow it. You can then choose whether or not to give your consent for them to borrow it.

FOR THE OLDER GROUP (ages 15-19):

1. **ASK:** Has anyone heard of the word “**consent**”? What does it mean?
2. **EXPLAIN:** Consent is when someone gives permission for something to happen or agrees to do something.
3. **ASK:** Can anyone think of an example in your own lives when you would need to give your consent or permission for something to happen?
4. **EXPLAIN:** We are going to consider one more scenario for Adam and Sara.
5. **SAY:** Adam touches Sara and she feels uncomfortable because she did not want to be touched and when Sara told Adam that, he didn't stop. This means **she did not CONSENT** to being touched. This is abuse.

5. **EXPLAIN:** Another example is when your friend wants to play with your toy. They ask you and you say, "No." Your friend then pushes you and takes it by force without your consent.
6. **ASK:** Is this a healthy relationship?
7. **SAY:** Consent is very important when we talk about romantic relationships like Adam's and Sara's. So let's think about one more scenario for Adam and Sara. Adam touches Sara and she feels uncomfortable. She says, "Stop," but he doesn't listen or stop.
8. **ASK:** Did Sara consent, or give her permission, for Adam to touch her?
9. **SAY:** No, she did not consent to being touched. Therefore, this is abuse and it is not acceptable.

KEY MESSAGES:

- *We must always respect each other. Asking for consent before having any kind of physical relations with a partner is an important action to show respect.*
- *Getting each other's consent to have sex is how we can feel safe together and build a healthy and happy relationship.*
- *Consent is NOT possible if one or both people are under the influence of drugs or alcohol.*

6. **ASK:** What does the word consent mean to you?

KEY MESSAGES:

- *When we are in a relationship, it is very important that we always respect each other. Asking for consent before touching each other sexually is an important action to show respect. When both partners consent to have sex, then we can feel safe together and build a happy and healthy relationship.*
- *Consent should be enthusiastic and ongoing. If you talk about having sex and agree, but then one of you changes your mind, that's OK! It's always ok to say when you don't feel comfortable. Your partner should **always** respect your decision.*
- *Consent is NOT possible if one or both people are under the influence of drugs or alcohol.*

ASK: Does anyone have any questions about consent?

> Quick session review (5-10 minutes)

1. **SAY:** We learn how to treat each other in relationships from the people around us. Sometimes we may see men dominating and controlling women. Maybe we have even seen a man hurt his partner. However, this is never acceptable behavior. It is harmful.
2. **EXPLAIN:** Even if we do not feel old enough or ready for a romantic relationship, it is important to think about how we will treat our future partner and how we will want to be treated.
3. **ASK:** Do you think that we have a choice about how we treat other people?
4. **EXPLAIN:**
 - Boys and men can choose to treat their partners with respect and be loving partners. Sometimes girls and women may accept being treated badly by their partners. However, after our discussion today about healthy and harmful relationships, we know that **everyone deserves to be treated with respect**.
 - It is important to remember that we can always choose to act differently and be loving and kind, not harmful or hurtful.
 - You can support your sisters or female friends to choose healthy relationships by supporting them if they share that their partner is hurting them or that they feel unsafe or pressured to have sex. We should never encourage girls to stay in a harmful relationship.
5. **DO:** A lot has been covered here, so check if there are any questions.

> Closing and take-home message (5 minutes)

1. **SAY:** This week, notice the different relationship behaviors that you see around you. Think about whether they are healthy or harmful behaviors. If your friends are talking about or treating their girlfriends in a harmful way, see if you can share with them what you learned this week about being a good partner.
2. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
3. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time.

MODULE 3

OUR RELATIONSHIPS AND CHOICES

SESSION 10

Communication and Resolving Conflict

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify thoughts and feelings that can lead to aggressive or violent behavior <input type="checkbox"/> Discuss alternatives to aggression and violence in friendships and relationships <input type="checkbox"/> Explain and demonstrate basic conflict resolution skills
DURATION	1 hour 30 minutes
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> Pens <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Write the conflict resolution steps on flipchart paper for Activity 2.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. **DO:**

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. **ASK:**

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone **observe any healthy or harmful behaviors** since the session, or perhaps **share what they learned** with a family member or friend? How did it go?

For the older group:

- **ASK:** Did any of you talk to a friend about treating their partner with more respect and kindness? How did it go?
- **EXPLAIN:** Resistance is common when we talk to our friends about trying out new behavior, so don't worry if your friend did not want to listen. You can also show them the benefits of healthy relationships by being a role model and demonstrating how to be a good partner or friend.

> Energizer/Game – “Back to Back”²⁷ (10 minutes)

FACILITATOR NOTES: Remember, safety first! If there is any child with a disability, be sure to modify the energizer so that everyone can participate and feels included.

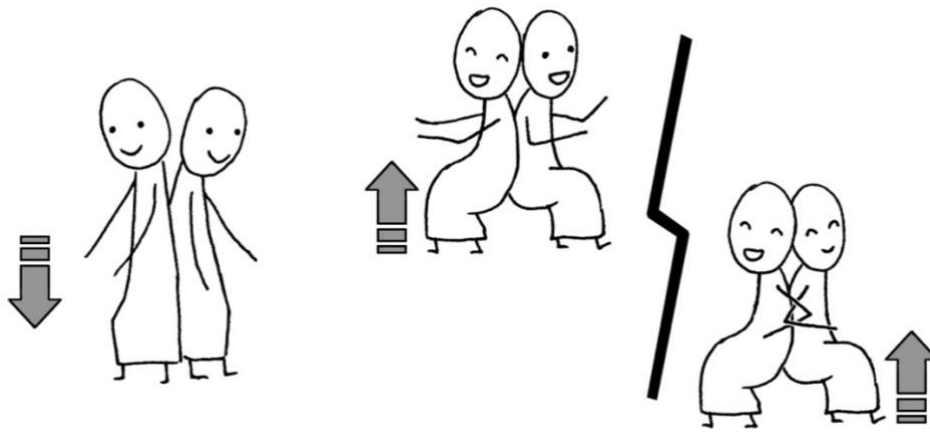
1. **DO:**

- Ask the boys to get into pairs with someone who is approximately the same height and weight.
- Ask them to stand back-to-back with their partner, with their knees slightly bent and their backs fully resting against each other.

2. **EXPLAIN:** The goal of each pair is to squat down as far as possible, while staying back-to-back and without losing their balance. You can do this by gently pushing backwards against each other.

3. **DO:**

- Before starting, remind the boys of the Group Agreements, especially in terms of respecting each other.
- Once the pair has squatted down, ask them to stand up again, still back-to-back, supporting each other by leaning on the other person's back.
- If they are struggling to balance, recommend that it might help to interlock their arms.



4. **ASK:** To encourage reflection about this activity, ask the following questions:
 - How did you find this activity?
 - What did you need to do to make this work?
 - How does this relate to relationships between people?
5. **EXPLAIN:**
 - This activity is about trusting one another and working together. To develop healthy relationships, we must build trust, just as we are doing in this group as we spend more time together.
 - Sometimes, it can be challenging to build trust, especially if we disagree with each other. But as you will see in this session, it is an important skill in conflict resolution.

> Introduce the topic (5 minutes)

1. **EXPLAIN:**
 - Today we are going to talk about disagreeing with our friends or intimate partners. We are going to practice some skills that help us resolve conflicts without using violence.
 - Many of you have experienced a lot of changes in your lives recently and sometimes you might feel overwhelmed or frustrated. It is important that we identify how we are feeling so that we can choose to calm down rather than be violent and hurt someone else. This will help us build healthy relationships.
2. **ASK:** Do you think it's OK to disagree with other people?
3. **EXPLAIN:**
 - It is completely natural to disagree with each other sometimes, but part of building strong relationships is being able to manage our disagreements with other people in a healthy way, without hurting others.
 - So today we will practice identifying when we are feeling upset and choosing to work things out and find a solution with our friend or intimate partner.

> Activities (45 minutes)

Activity 1: Reviewing Emotions (20 minutes)

1. **SAY:** In this activity we want you to remember what we learned about our emotions in the last few sessions.
2. **DO/ASK:**
 - Ask the boys to get into pairs and think about a recent argument they had with a friend or intimate partner where they got angry, shouted, or were violent. Ask them to discuss:
 - What happened?
 - Can you remember what you were thinking?
 - How was your body feeling during the argument?
 - What emotions were you experiencing?
 - Give the pairs a few minutes to discuss. Then ask for some of the pairs to share their experiences if they are comfortable doing so.
3. **EXPLAIN:**
 - In our past sessions, we have talked about some difficult emotions, including being angry and hurting other people.
 - In this module we've thought about what happens when we experience those emotions with our friends or in romantic relationships. When you get angry and shout or use physical violence, you might be doing some of these things:
 - **Thinking** harshly and blaming others
 - **Feeling** frustrated, ashamed, embarrassed
 - **Feeling different body sensations:** hot, clenched fists, tight jaw, stomach ache
4. **SAY: Violence is never OK.** We can always choose a different action. No matter what we are feeling, we always have a choice about what we do.
5. **ASK:** Who can remember the ideas that we discussed in our previous sessions about ways to calm down and manage uncomfortable emotions and stress? What non-violent actions can you choose, when you are angry or upset?

If not mentioned, share these examples: go for a walk, count to 10, do some physical activity to burn off some of the stress, listen to music, sing a song, read a book, do some deep breathing and relax your muscles, talk to a friend, etc.
6. **EXPLAIN:** When we are feeling angry, there is always an alternative to violence. But it is important to remember that it is **not only what we do**, but also **what we think** that can help us avoid hurting other people.
7. **DO:** Ask the boys to think about a time when they might have shouted or used physical force against a friend or romantic partner. If they are comfortable sharing, ask for examples of what they were thinking at the time.

If not mentioned, share these examples: "He/she is disrespecting me, I need to show him/her who is boss," "He/she deserves it," "I must show her/him that I'm the strongest, I'm in charge," or "When I'm angry I can't control what I do."
8. **ASK:** What thoughts could you focus on when you are angry to help you avoid hurting others?

If not mentioned, share these examples:

 - *It is never ok to hurt other people.*
 - *I respect others. No matter how other people behave, I choose not to be violent.*
 - *I am a kind person. I don't hurt others.*
 - *My girlfriend / friend / sister doesn't deserve to be hurt just because I've had a bad day.*
 - *I don't have to be the boss. I can let others know how I am feeling.*

9. EXPLAIN:

- These kinds of thoughts can help us respect each other, build healthy relationships, and avoid hurting others. Our thoughts are very powerful, as what we **think** influences what we **do**.
- Instead of creating conflict, you can create a connection with the other person by helping them understand how you are feeling when you are angry or stressed.

10. ASK: What can you say to the other person when you are upset?

If not mentioned, share these examples: I'm feeling angry right now, I've had a bad day, I feel disrespected, can we talk about what happened?

Activity 2: Conflict Resolution²⁸ (25 minutes)

FACILITATOR NOTE: Notice that there are two versions of the story—one for younger groups and one for older groups.

- 1. EXPLAIN:** In this activity, we are going to learn methods of resolving conflict, including communication and negotiation. We will start with an example of a conflict between two friends.



FOR THE YOUNGER GROUP
(ages 10-14):

"Two boys are playing together, but they want to do different things. One wants to play with a ball and the other wants to watch a movie. They have been discussing what to do for a while and both are beginning to feel frustrated and heated up. They are beginning to think negative thoughts and blame each other for being selfish. One of them has clenched his fists and the other one is looking away."

FOR THE OLDER GROUP
(ages 15-19):

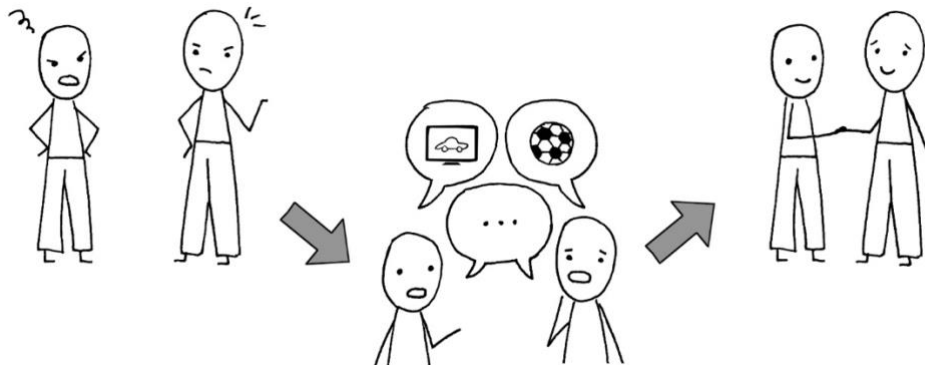
"Two older boys are spending time together. They are talking about what they want to do together this weekend. One boy wants to watch a new movie, the other boy wants to go out and wants his friend to come with him so he can try out a new activity, football. They have been discussing what to do this weekend for a while and both are beginning to feel frustrated and heated up. They are beginning to think negative thoughts and blame each other for being selfish and difficult. One of them has clenched his fists and the other is no longer speaking and is looking away."

- 2. SAY:** Now let's use what we learned earlier about recognizing how we are feeling and choosing to calm down, change how we are thinking, and connect with the other person.

3. DO:

- Ask for two volunteers to act out the beginning of this disagreement. (*Remind them of the story if needed*).
- Shout, "Pause!" and ask the actors to freeze in their positions.
- Then ask the rest of the group, "What are the different ways these two boys can address this problem?"
- When someone has an idea, ask him to come up and change places with one of the boys and act out his solution.
- After the role play, ask the boy, "What did you do differently? What were you thinking?"

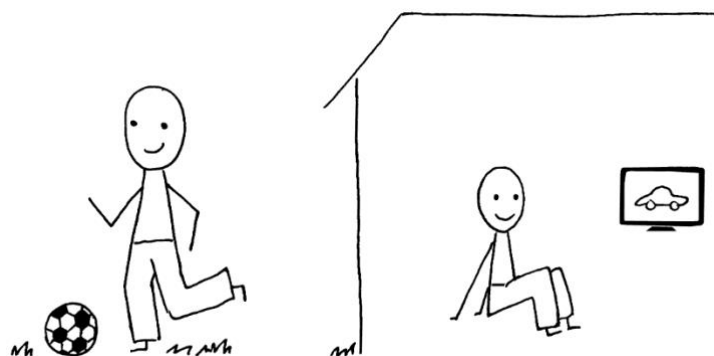
4. **SAY:** In addition to calming down and choosing to be respectful and non-violent with each other, we also need skills to help us to resolve problems together.
5. **EXPLAIN:** Here are some steps that can be used to resolve a conflict. (*Write them on flipchart paper if the group is comfortable reading*).
 - Identify the problem that caused the conflict.
 - Both parties should acknowledge and communicate what you are feeling, and what you both need.
 - Agree to a solution together, which might include:
 - Agree to disagree
 - Compromise
 - Agreement
 - Make a deal
 - Seek adult help



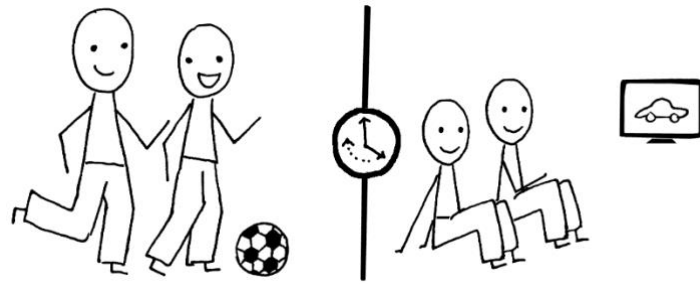
FACILITATOR NOTE: If the boys, especially the younger group, do not understand the 5 solutions, take the time to explain them by using examples, acting them out with your co-facilitator or drawing the examples of solutions on flipchart paper.

- **Agree to disagree** – Play separately.
- **Compromise** – Play one game for half the time and the other for the other half.
- **Agreement** – Play one of the games.
- **Make a deal** – Play one game today, and the other tomorrow.
- **Seek adult help** – Ask a caregiver/teacher what to do.

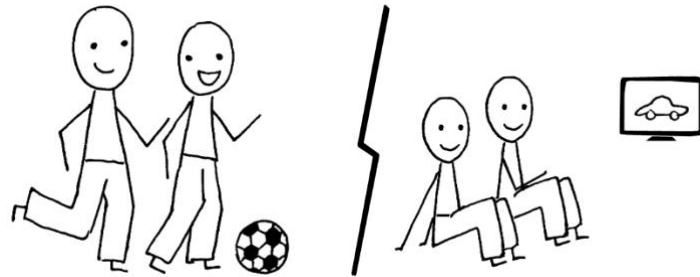
AGREE TO DISAGREE:



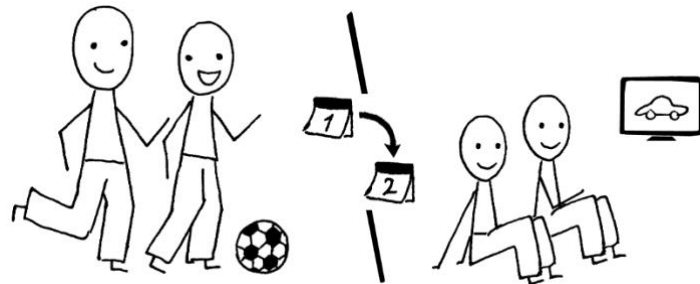
COMPROMISE:



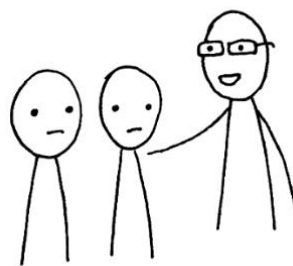
AGREEMENT:



MAKE A DEAL:



GET ADULT HELP:



6. **DO:**

- Divide the boys into pairs. Ask each pair to use the argument in the story (Note: older boys should come up with a new argument for the role play) as the start of their role play, and then try 1 or 2 of the above solutions. They should think about which one they were most satisfied with.
- Bring the pairs back into a large group and ask 2 or 3 pairs to share back their role play without saying which solution they chose.
- After each one, the rest of the group can try to identify what type of solution was chosen (*e.g., agree to disagree, compromise, agreement, make a deal, or seek adult help*).

> Quick session review (5-10 minutes)

1. **SAY:** Today we learned how to become aware of our feelings before we get into a conflict or hurt someone, and how we can always choose a different action than being violent. We also learned how to find different solutions to a problem to resolve a conflict.
2. **ASK:** Can you remember the 5 different solutions for a conflict? Who can remember them all?
You are looking for: agree to disagree, compromise, agreement, make a deal, get adult help.
3. **DO:** Check for any questions or concerns.

> Closing and take-home message (5 minutes)

1. **DO:** Before the next session, ask the boys to practice thinking differently, calming down, and sharing with the other person how they are feeling, rather than choosing to be violent or aggressive. If they have any disagreements, they can practice finding solutions.
2. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
3. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time.
 - Remind the group that the next four sessions from Module 4 – Our Changing Bodies will be about 15-30 minutes longer than the usual sessions to give enough time to cover the content. If the boys have any concerns about staying for the additional time, ask them to speak to the facilitators.

MODULE 4

OUR CHANGING BODIES

MODULE 4

OUR CHANGING BODIES

REMINDERS AND GUIDANCE²⁹

Before starting Module 4:

- ☐ **Training:** All facilitators delivering this module must have completed the SAFE Facilitator Training – Adolescent Sexual and Reproductive Health.
- ☐ **Plan ahead:** Familiarize yourself with the session plan and check with your co-facilitator if there are topics that may require extra support, or with which you feel less confident.
- ☐ **Caregiver / Community Engagement:**
 - Ensure that SAFE Curriculum for Female and Male Caregivers, Session 4 – Adolescent Development and Puberty and Session 5 – Adolescent Sexual and Reproductive Health have been delivered to female and male caregivers.
 - Reach out to the caregivers of SAFE adolescent boys and community members—especially of younger adolescents—to remind them of the topics that will be covered in this module and the importance of their adolescent girls and boys learning this information. Take time to help sensitize them to the issues and answer questions or discuss concerns.
- ☐ **Trust:** Building trust before these sessions is crucial. For this reason, this content is not introduced until Module 4 – Our Changing Bodies.
- ☐ **Get advice:** Talk to a supervisor to get advice on how to tackle sensitive topics. Ask for help when needed. When seeking advice, remember to respect girls' and boys' privacy and do not share information about them with others.
- ☐ **Language:** Think about how to explain sensitive terms to the boys. Where possible, use the correct terminology rather than slang to avoid confusion or misunderstandings.

During the sessions:

- ☐ Be prepared to deal with shyness.
- ☐ Remind the boys of the Group Agreements and confidentiality.
- ☐ Before giving information, first establish what the boys know. They may be able to explain it in a way that other boys understand better.
- ☐ Provide the boys with accurate and factual information.
- ☐ Set limits: There may be the feeling of embarrassment in answering the questions that boys ask. Be honest and tell them if you are unable to answer their questions. But make sure their questions are answered, even if a member of staff or a caseworker needs to be brought in to answer them.
- ☐ Check in with the boys during the session to be sure they are happy to continue to the next topic. Don't proceed without their agreement.
- ☐ If the answer is not known, be honest. Try to find the answer for the next session.
- ☐ Do not push the boys to answer questions they are not comfortable with.
- ☐ Do not ask the boys direct questions related to their personal experience. If they share their personal experiences, thank them for sharing.

At the end of each session:

- ☐ Ask the boys if anything remains unclear.
- ☐ Give them the opportunity to give feedback and suggestions in a confidential way. For example, if they are comfortable writing, they could write down their feedback anonymously, or they could talk to you individually after the session.
- ☐ Remind them of confidentiality and the Group Agreements.

MODULE 4

OUR CHANGING BODIES

SESSION 11

Puberty

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe physical and emotional changes that boys and girls experience during puberty <input type="checkbox"/> Identify different expectations that society has of adolescent boys and girls
DURATION	1 hour 30 minutes
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> A4 paper (enough pieces for everyone, plus some spare) <input type="checkbox"/> Colored pencils/pens <input type="checkbox"/> Up-to-date service mapping information about local sexual health services for adolescent boys <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Set up a circle of chairs or mats on the floor with enough space for all boys and facilitators to be in a circle. <input type="checkbox"/> Confirm availability of up-to-date service mapping information about local sexual health services for adolescent boys. <input type="checkbox"/> Review <i>Resource 1: Changes in Puberty</i> (for facilitator reference only).

FACILITATOR NOTES:³⁰

- The content of the sessions in this module will be considered controversial in some cultures and settings, as it empowers boys to know about their own sexual health and wellbeing. These concepts may not even be discussed among close family members or caregivers at home.
- To ensure that we “do no harm,” facilitators should take great care to prepare for the delivery of this module in terms of the content chosen and how it is delivered, and ensure that consent has been obtained through discussions with caregivers.
- The more comfortable you are with the content, the more comfortable the boys and the female and male caregivers will feel as well. You may need to spend more time reviewing the material and concepts for this module than you have done with other modules, especially if they are unfamiliar to you.
- Always use the correct terminology for body parts and functions, be clear about how the male and female reproductive systems work, and be honest about the impact of reproductive health risks.
- Use positive body talk. Now is the opportunity to model positive self-image to the boys.

INSTRUCTIONS

> Welcome and review (10 minutes)

FACILITATOR NOTE: This is a good opportunity to check boys’ understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. DO:

- Welcome everyone to the fourth module, which focuses on our changing bodies! Make sure you show a lot of enthusiasm for being back together.
- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone **practice their communication skills** since our last session? How did it go?

> Energizer/Game – “Confidence Boost”³¹ (10 minutes)

1. DO:

- Divide boys into 2 groups. Instruct one group to sit and the other group to stand. Ask the seated group to close their eyes or face away from the other group. Boys who are standing will walk around or behind the sitting boys.
- Read the following instructions to the standing group. Explain that they can approach more than one seated person, and encourage them to approach different people for each prompt to ensure everyone is included and appreciated.

- ☐ Give a pat on the back to someone you would like to get to know better.
- ☐ Tap the shoulder of someone who seems confident or sure of himself.
- ☐ Pat the back of someone who makes his own decisions and sticks to them.
- ☐ Give a pat on the arm to someone who works well with others/in a group.
- ☐ Tap the shoulder of someone who is recognized and respected in their community.
- ☐ Tap the shoulder of someone who has a skill or talent you admire.
- ☐ Tap the head of someone who is beautiful inside and out.
- ☐ Tap the head of someone in the group who you would like to talk to more.
- ☐ Give a pat on the back to someone whose intelligence you admire.
- ☐ Tap the head of someone who is a good friend.
- ☐ Pat the back of someone who makes you laugh.
- ☐ *Add more praises and confidence-boosting statements that are context appropriate.*

2. **DO:** After a few minutes, ask the standing boys to sit down to swap with the previous sitting group, then repeat or continue the phrases for the new groups. In both rounds, continue the activity until everyone seated has been tapped by someone else. Then ask all boys to return to their seats.

3. **ASK:** How did you feel when the other boys tapped you?

If not mentioned, share these examples: good, happy, proud, confident.

4. EXPLAIN:

- Sometimes, we may feel unhappy with ourselves. Maybe we don't feel beautiful, smart, or skilled—especially when we are growing and changing. In this activity, our friends helped remind us of our strengths and what they like about us. You too should recognize that you have strengths, qualities, and values that you can be proud of. It is also good to recognize that we have some areas that we can improve.
- Knowing ourselves and valuing ourselves is called **self-confidence**, or self-esteem. Having high self-confidence means that we believe in ourselves. This helps us to achieve our goals and improve our relationships.

> Introduce the topic (10 minutes)

FACILITATOR NOTE: Please use the content below that is tailored for the age group with which you are working.



FOR THE YOUNGER GROUP **(ages 10-14):**

1. **EXPLAIN:** We are going to start with a short story.
2. **SAY:** John just turned 12 years old and recently he has been feeling different. He noticed his body is looking different. John doesn't know who he can talk to about this. He doesn't know if this is normal or if other boys experience this at his age.
3. **ASK:** What do you think is happening to John?
4. **EXPLAIN:**
 - Today we are going to talk about the changes we experience in our body as we grow up. These are both changes that we see and changes that we feel. We know that we can sometimes feel shy when it comes to talking about these changes, but it is important that we talk about them because it is a natural part of growing up and not something to be ashamed of.
 - Around the world, boys go through changes in their body and how they think about things. When young boys go through these changes it is called, "**puberty**." They are changing from a boy to an adult.
 - This does not mean that boys are adults yet. The time it takes for boys to fully develop emotionally and physically can go well beyond 18 years old. Even if boys look older or like men on the outside, there are still many changes taking place that are unseen, including changes in the brain.

FOR THE OLDER GROUP **(ages 15-19):**

1. **EXPLAIN:** We are going to start with a short story.
2. **SAY:** John has just turned 16 and he has gone through some physical changes during the past few years. He is struggling to control his emotions. One day he feels happy, and the next day he feels angry and impatient with his family and friends, but he doesn't know why.
3. **ASK:** What do you think is happening to John?
4. **EXPLAIN:**
 - Between ages 10-19, everybody goes through the change from child to adult.
 - This does not mean that boys are adults yet. The time it takes for boys to fully develop emotionally and physically can go well into their adult years. Even if boys think that on the outside they look like the older men and boys they know, there are still many changes taking place that they don't see, including changes in their brain.
 - The changes that boys and girls go through is called, "**puberty**." Today we are going to learn about some of these changes, including those that we see and feel. We will also briefly think about the changes that girls are going through.
 - Many boys here may have already experienced some changes, so you will already have plenty of information for the next activity.

5. **SAY:** We understand that these topics are sometimes difficult or embarrassing to talk about, but we are in a respectful environment where we can feel safe in sharing our opinions. However, remember that no one should feel that they must share anything if they do not want to.
6. **ASK:** Can somebody remind us of the Group Agreements that we created for these sessions?
Allow boys to explain the agreements on behavior and confidentiality, and add or reinforce the key points if necessary.

> Activities (50-60 minutes)

Activity 1: Puberty

Part One: What Is Puberty? (30 minutes)

FACILITATOR NOTES:

- Be aware that younger boys may be uncomfortable talking about some of the examples, particularly in relation to developing interest in sexual activities or intimate physical development.
- Be prepared for questions during these discussions. To support you in your responses, refer to Resource 1: Changes in Puberty for information and pictures that you could copy on flipchart paper.
- If the information you need is not provided in the resources, or if you do not feel confident or comfortable explaining it, tell the boys that you will find out the answer and get back to them. The question(s) can then be discussed with your supervisor, who may consult a health care professional.

1. **ASK:** Has anyone heard the word, “puberty”? What do you think it means?
2. **EXPLAIN:**
 - Puberty is the name for the time when we experience physical, social, and emotional changes and developments as we move from being a child to an adult.
 - Many of these changes are associated with the body’s transition to sexual and reproductive maturity, when our bodies develop the capacity to have children.
 - It happens gradually between ages 10-19, but this can vary from person to person. Some go through puberty earlier than others.
3. **ASK:** Why is it important to learn about physical changes (in our brains and bodies) and social and emotional changes during puberty?
4. **EXPLAIN:** To know our body and understand the changes happening in it. To understand what is normal and what is not. To know how to take care of our physical and mental health. To be able to deal with the expectations that our society/community has of us as we transition into adulthood.
5. **DO:**
 - Divide the boys into groups of 3 or 4 and hand out flipchart paper and pens to each group.
 - Ask the groups to draw an adolescent boy who is around their age.
 - Ask boys to mark on the drawing where changes are happening to boys during puberty, specifically where we can visibly observe the changes on or in our bodies. They can circle the area or draw an arrow.
 - After 5 minutes, ask the small groups to share their drawings with the rest of the boys and highlight the changes they have noted.
 - Each group should take no more than 1-2 minutes to present. Ask boys not to repeat what other groups have already mentioned.
 - When the boys have explained their drawings, add the items on the list below if they have been missed:

- Boys get taller and gain weight.
- Boys grow hair in their genital region, underarms, face, chest, legs, etc.
- Boys' voices get deeper.
- Boys' skin can get oilier and develop pimples or acne.
- Boys may become interested in masturbation, sex, and sexual activities, and have new physical responses to someone they are attracted to, such as erections.

6. SAY:

- Aside from physical changes, let's also think about changes in emotions during puberty.
- To help us, we can think back to the discussions we had about our emotions and about our own experiences.

7. DO: Ask the boys to turn to the person sitting next to them to discuss this question for a couple of minutes.

8. ASK: What social and emotional changes can happen during this time in a boy's life? *(Take an idea from each pair if possible, to check understanding).*

If not mentioned and if relevant for your context, share these examples:

- *Boys may develop different interests or hobbies.*
- *Boys may have changing moods, feel easily annoyed, angry, or sad.*
- *Boys may feel shy or embarrassed easily.*
- *Boys may want to spend less time with family and more time with friends.*
- *Boys may worry about their bodies and the way they look.*
- *Boys may feel curious about love.*
- *Boys may want to be alone more or be more independent.*
- *Boys may feel pressure from their friends to behave in a certain way.*

9. ASK: Has anyone heard the word, "**hormones**"? Can you tell us what they are?

10. EXPLAIN:

- During puberty, your body releases something called, "hormones," which are chemical messengers. They make your body grow from a boy's body into a man's body.
- Hormones come from our brain. They are natural and lead to all the physical and emotional changes we have discussed.

KEY MESSAGES:

- *All of these physical and emotional changes are normal.*
- *Everyone grows at their own pace, some earlier, some later.*
- *It is important not to tease others who may grow earlier or later.*
- *Young people often feel uncomfortable or self-conscious because of the changes in their bodies.*
- *Sometimes these changes may be new and interesting, but other times they may be hard and confusing.*
- *Sometimes it can help to know other boys who are going through many of the same things.*

Part Two: Girls (10-15 minutes)

FACILITATOR NOTES:³²

- It may not be appropriate to draw an outline of a girl in relation to puberty. It depends upon the cultural context in which you are delivering this session.
- But it is important to include a discussion about the changes and developments that girls experience during puberty, so the connection to their physical role can be made during the discussions about reproduction in the following sessions.
- Decide in advance with your supervisor and colleagues if you will use a picture or just have a discussion.

1. **SAY:** Now, let's take a moment to think about some of the physical and emotional changes that girls around your age experience in puberty.

2. **DO:**

- Ask the boys to discuss in their small groups for a few minutes and think of examples of physical and emotional changes that girls experience during puberty.
- If appropriate, draw a simple outline of a girl on flipchart paper.
- Ask for feedback from the small groups of physical and emotional changes.
- If using a picture, mark the changes they mention on the outline with a circle or an arrow.
- If the changes are emotional, either write the change or if the group has low literacy, draw a simple image or symbol to represent the change.

If not mentioned, share some examples of physical and emotional changes that girls experience during puberty.

- **Physical** – Girls will start to menstruate/have their period; their breasts grow and they may gain weight; their pelvic bones and hips will grow; they grow hair in their genital region, underarms, and legs; they may get acne; they may become interested in masturbation, sex, and sexual activities; and they may have new physical responses to someone they are attracted to.
- **Social and Emotional** – Girls may experience changes in mood or disposition; they may want to be more independent; they may want to spend less time with family and more time with friends; they may worry about their bodies and the way they look; and they may feel shy or easily embarrassed.

Part Three: Different Experiences of Puberty (10-15 minutes)

1. **ASK:** At what age do these changes start to happen for boys and girls? How long do they last?

2. **EXPLAIN:**

- Puberty can start as early as age 8 and last into the early 20s for boys and girls.
- Girls often experience changes related to puberty earlier than boys do.
- It is important to remember that puberty is a gradual process and happens at different times for every person.

3. **ASK:** Does everyone experience the same things?

4. **EXPLAIN:**

- Changes occur in each boy and girl at a different time; some start earlier and some start later. This is normal.
- Boys will have genitals of different shapes and sizes, as well as more or less hair on their face and bodies, and so on. This is all normal.
- Some changes are associated with the body's transition to sexual and reproductive maturity. Other changes are associated with our mood, feelings, emotions, behavior, and how people treat us.

5. **ASK:** What about the expectations that our society (parents, friends, teachers, leaders, neighbors, etc.) has of boys and girls around your age? Can you think of some examples of expectations?

If they do not understand the question, explain that we are looking for examples of what people expect in terms of the way they should act, the activities that they participate in, their appearance, their responsibilities and duties, etc.

6. DO:

- Ask them to gather in groups of 2 or 3 to discuss this question for a couple of minutes.
- Take some ideas from each group and write them on flipchart paper. Read them aloud to include those who cannot read.

7. ASK: Which of these examples apply to just boys or just girls?

8. DO: Underline or circle the girls' and boys' examples using two different colors.

- *Tell the boys which color is for boys and which is for girls, so even if they cannot read, they can see that there are many differences.*
- *Explain that the examples that are not underlined or circled can apply to both girls and boys.*

9. ASK: Do you have other examples of ways in which boys and girls are treated differently during puberty?

10. DO: Add them to the list.

If not mentioned, ask if any of these examples are relevant to the boys and other girls and boys their age, and discuss which apply more to girls, more to boys, or both:³³

- *More or less freedom to move about in public spaces*
- *More responsibility to start earning money*
- *More responsibilities in the home, such as household chores or childcare*
- *More pressure to dress in a way that covers or displays the body*
- *More or less social mixing between girls and boys*
- *Increasing pressure to experiment with alcohol, drugs, and other substances*
- *Coming-of-age rituals, including harmful and non-harmful practices*
- *Increasing social pressure to gain sexual experience*
- *Increasing social pressure to prepare for marriage*
- *More opportunities for leadership at school and in the community*
- *Social pressure to succeed in sports*
- *Greater likelihood of being removed from school by parents*
- *Exposure to sexual harassment*
- *Increased likelihood of sexual exploitation (for example, when men pressure girls to have sex by offering gifts, money to cover school fees, etc.)*

11. SAY: While there are some similarities, girls and boys experience puberty differently. Aside from the biological differences, there are many different social expectations and rules for girls and boys of this age. Girls may face more barriers to participation in social life and have fewer choices than you as boys do. This is because of gender and gender inequality.

12. ASK: Thinking back to our session on gender, how is gender inequality linked to puberty?

Because of gender inequality, the experience of puberty results in different choices, expectations, and pressures on girls than boys.

> Quick session review (5-10 minutes)

1. **SAY:** We have covered a lot of information today. For some of you, it may have been a reminder of what you already knew. For others, it may have been new. Let's take a moment to think about what we learned today.
2. **ASK:**
 - What are **3 physical changes** that occur during puberty?
 - What are **3 emotional changes** that occur during puberty?
3. **SAY:** You are welcome to ask questions now if there are any topics that you would like to understand better, or you can talk to us after the session if you have questions or concerns you would like to discuss privately.

> Closing and take-home message (5 minutes)

1. **SAY:** Before the next session, ask the boys to reflect on what they have learned and to think about any questions they have about puberty. They can ask them in the next session or talk to the facilitators privately.
2. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
3. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time.

MODULE 4

OUR CHANGING BODIES

SESSION 12

Understanding Reproduction

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main parts of the male and female sexual and reproductive health system <input type="checkbox"/> Explain how the main parts of the male and female sexual and reproductive health system relate to sex and reproduction <input type="checkbox"/> Demonstrate a basic understanding of menstruation as a normal and healthy aspect of the female reproductive system, including challenges faced by girls and women
DURATION	1 hour 45 minutes (remind boys that this is a longer session and make time for a short break or game if needed)
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> <i>Handouts 1, 2, 3, and 4</i> – 1 copy of each handout for every 2 boys <input type="checkbox"/> Up-to-date service mapping information about local sexual health services for adolescent boys <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan, discuss any cultural sensitivities, and make the necessary adaptations before the session. <input type="checkbox"/> Set up a circle of chairs or mats on the floor with enough space for all boys and facilitators to be in a circle. <input type="checkbox"/> Draw up large versions of <i>Handouts 1, 2, and 3</i> on flipchart paper to make it easier to point to the areas you are discussing. <input type="checkbox"/> Print the <i>handouts</i> – 1 copy of each handout for every 2 boys. <input type="checkbox"/> Confirm availability of up-to-date service mapping information about local sexual health services for adolescent boys. <input type="checkbox"/> Discuss with female colleagues the challenges of managing menstruation for adolescent girls in the local context and adapt Activity 2 accordingly.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. DO:

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone think of any new **questions about puberty** that they would like to ask us today?

> Energizer/Game – “Who Is the Leader?” (10 minutes)

1. DO:

- Ask everyone to stand in a circle and ask for a volunteer.
- Ask the volunteer to step outside the room for a moment, so that they cannot hear/see what is being discussed in the group.
- While the volunteer is out of the room, ask another volunteer to choose a simple action, such as a wave, a marching movement, a jump, or a clap.
- Explain that when the leader starts a movement, everyone in the circle should copy it as quickly as possible.
- The task of the volunteer outside the room will be to stand in the middle of the circle and guess who the leader is. So, it is very important that the boys do not make it obvious who they are watching to guide the movements!
- Explain to the leader that he can change the movement whenever he likes.
- Invite the volunteer back into the room and ask him to stand in the center of the circle. Explain that he has 3 chances to guess who is starting the movements.
- After 3 guesses (or less if he successfully identifies the leader), repeat the game so other boys get a chance to guess or be the leader.

2. ASK:

- If you were a leader, what skills did you need to use to fool the person guessing?
- If you were the person guessing, what skills did you need to use to identify the leader?

> Introduce the topic (5 minutes)

1. SAY:

- Our “private parts” *<or use a local phrase the boys would be familiar with that is not offensive for genitalia and reproductive organs>* are made up of our reproductive organs.
- Both males and females have reproductive organs.
- One of the male reproductive organs that we will all know is the **penis**, and the one for female reproductive organs that we may have heard of is the **vagina**.
- But there are also reproductive organs that we don't ever see because they are inside of our bodies.

2. EXPLAIN:

- It is important to remember that reproductive health is part of our overall health, and we must make sure we take care of all parts of our health, including **physical health**, **emotional health**, and **reproductive health**. To do this, we need to understand our reproductive organs.
- The pictures we are going to look at today may look funny or strange, but all boys and girls have these parts. It's completely normal and it's very important for us to learn about they work, how to protect them, and keep them healthy.
- For those of you whose parents are attending the SAFE sessions for caregivers, they have also talked about the changes that happen in the bodies and brains of young people in puberty and how they can be supportive and help you stay healthy. If your caregiver is not in SAFE but you would like them to have more information, please talk to us after the session.

> Activities (1 hour 10 minutes)

Activity 1: Reproductive Health System (45 minutes)

FACILITATOR NOTE: Always use the correct terminology for body parts and functions and be clear about how the male and female reproductive systems work.

Male Reproductive Organs

1. **DO:** Pass out *Handout 3: The Internal and External Reproductive Body Parts of a Male* (1 copy for every 2 boys) and talk the boys through the following ideas. Point to the different areas on your own copy of the handout or on a larger version drawn on flipchart paper.
2. **EXPLAIN:**
 - The two main organs that are visible outside of a boy or man's body are the penis and the testes.
 - The testes are two round organs that make sperm. Sperm are tiny male cells that are needed in order to make a baby, together with the woman's egg.
 - The scrotum is the pouch of skin that holds the testes and keeps them at the right temperature to make sperm.
 - Sperm pass through ducts, such as the vas deferens, where it mixes with fluids produced by the glands. The fluids provide the sperm cells with nutrients. The mixture of sperm and fluids is called semen.
 - The urethra is the opening at the tip of the penis where urine comes out. Once a male goes through puberty, the urethra is also where semen comes out. Semen contains sperm.
3. **SAY:** External organs all look different. They come in many different shapes, sizes, and even colors. This is normal. If you are experiencing any discomfort, seek advice from a health care worker. There is no need to worry about your body not looking exactly like the diagrams.

Female External Organs

1. **SAY:** To understand reproduction, it is important that we also understand the female reproductive system. So now we will talk about the external and internal organs that girls and women have.
2. **DO:** Pass out *Handout 1: The External Reproductive Body Parts of a Female* (1 copy for every 2 boys). As you talk through each part, point to the different areas on your own copy of the handout or on a larger version drawn on flipchart paper.
3. **SAY:** The female organs that are outside of the body are the external organs. These include the two folds of skin called the labia, the clitoris, the urethra, and the vagina opening.

4. EXPLAIN:

- The labia have two sets of skin called the outer and inner lips. The labia cover and protect the vaginal opening.
 - Near the top of the lips, inside the folds, is a small tube-shaped part called the clitoris. The clitoris is very sensitive and the part that gives pleasure to women when they are intimate with their partner. This part of the organ is covered by a hood that protects the clitoris, as it is very sensitive.
 - The urethra is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small and can be hard to find by touch or sight. It is right above the opening to the vagina.
 - The vagina opening allows menstrual blood and babies to come out of our bodies.
- 5. SAY:** Just as with boys and men, female external organs all look different. They come in many different shapes, sizes, and even colors. This is normal.

Female Internal Organs

- 1. DO:** Pass out *Handout 2: The Internal Reproductive Body Parts of a Female* (1 copy for every 2 boys) and talk the boys through the following ideas. Point to the different areas on a larger version drawn on flipchart paper.
- 2. SAY:**
- The uterus is in the lower part of the abdomen (belly). Along with the uterus there are other organs that are involved in making a baby.
 - The vagina is the part of the female organ that meets the male reproductive organ (penis) during sexual intercourse.
 - There is also a small almond-shaped gland called the ovary. There are two ovaries, one on each side of the uterus.
 - Each of these ovaries contains lots of tiny egg cells.
- 3. ASK:** Do you know why these egg cells are so important?
- 4. EXPLAIN:**
- They are the cells that could become babies.
 - Just like tiny egg cells in a girl's body, boys have tiny sperm cells in their bodies.
 - During sexual intercourse, that is, when the penis enters the vagina, it is possible for the female's egg cell to meet the male's sperm cell, combine, and eventually grow into a baby inside the uterus.
 - The combined cell is called an embryo.
 - That is when we say a woman is pregnant.
 - At the end of pregnancy, the vagina can stretch wide enough to allow a baby to pass through. It is a tube that connects the uterus to the outside of the body.
- 5. ASK:** Why do you think it is important for boys and girls/young men and women to know the name and function of both male and female reproductive organs?
- 6. EXPLAIN:** Even if you are not ready to start having sexual relationships now, understanding your partner's and your own sexual and reproductive systems is important to have a positive sex life in the future. This includes talking and agreeing together to have sex, feeling safe, and listening to each other if one of you wants to stop, and discussing together what type of contraception to use to prevent unplanned pregnancies and sexually transmitted infections, including HIV (Human Immunodeficiency Virus). With this knowledge, you will be able to understand what is normal, what is not, and when to seek medical services.

FACILITATOR NOTE: For sensitivity and safety, we encourage you to collect all the handouts and store them safely at the end of the session. If someone would like to keep his copy, that is for you to decide based on your context. A safe option would be to make them available for the boys to look at during the SAFE sessions and recreational and creative times.

Activity 2: Menstruation (25 minutes)

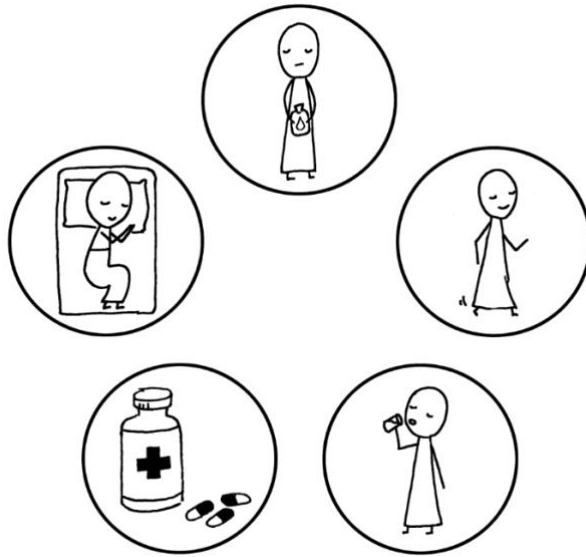
FACILITATOR NOTE: In case you are asked questions that go beyond the content of this session, refer to *Resource 2: The Menstrual Cycle*, which contains extra information and answers to some frequently asked questions. This resource is only for facilitator reference.

1. **SAY:** Now that we have talked about how babies are made, we are going to talk about how this process is related to girls' and women's periods/menstruation/<or *insert locally understood, non-offensive term for menstruation here*>. As we mentioned in the last session, starting to menstruate is a very important part of puberty for girls.
2. **ASK:** Can anyone tell me what a period/menstruation/<*insert locally understood, non-offensive term for menstruation here*> is?
3. **DO:** Pass out *Handout 4: Menstruation and the Ovulation Cycle* (1 copy for every 2 boys). You may also want to display the flipchart drawing of *Handout 2: The Internal Reproductive Body Parts of a Female* if it helps to explain this section more clearly.
4. **SAY:**³⁴
 - Every month, a girl's body prepares to be pregnant and builds a comfortable environment in the uterus to grow a possible baby.
 - When a girl or woman does not get pregnant at the end of the monthly cycle, the body discards the preparations that have been made in the uterus.
 - So, menstruation is the process in which blood and tissue from the uterus is released through the vagina on a monthly cycle.
 - This process lasts an average of 5 days but varies from girl to girl.
 - Menstruating is a very natural and normal part of a girl's and woman's life, but sometimes it can cause discomfort and pain. For example, some girls experience stomach pain or cramps, headaches, moodiness, sore breasts, bloating, back pain, and tiredness. All of this is normal.
 - Most girls get their period between 11 and 13 years old, though it can start anywhere from ages 8-16.
5. **ASK:** How does your community view menstruation?
 - *This question might be harder for the younger age group to answer if they are not familiar with menstruation. If they cannot answer, move on to the next question on challenges as this encourages them to empathize.*
6. **DO:**
 - Take some ideas if anyone is comfortable sharing.
 - Divide boys into groups of 3 and ask them to discuss the following question:
7. **ASK:** What do you think are some issues or challenges for girls in your community when they are menstruating, especially in this time of crisis?
8. **DO:** After a few minutes of discussion, ask for feedback from any group who would be willing to share.
 - *Be aware that they might not be comfortable talking about this topic, so you can encourage feedback but do not force it.*

FACILITATOR NOTE: Discuss the following examples of issues and challenges with your female colleagues before the session and adapt them for your context/the target audience.

If not mentioned, share these examples if relevant for your context:

- *Emotional changes*
- *Mild to severe pain in their abdomen/cramps*
- *Tiredness*
- *Not having access to suitable sanitary products to keep their clothes clean, for example, cloth or pads that she can wear to catch the blood*
- *Embarrassment*
- *Isolation—girls might feel unable to take part in their usual activities*



9. ASK: Why is it important for boys to understand menstruation?

If not mentioned, share these points: So they can be supportive and aware of the changes and challenges that their girls may be experiencing.

KEY MESSAGES:

- *Menstruation is a sign that an adolescent girl is healthy and growing.*
- *It is a natural part of becoming an adult woman.*
- *It is not a disease or a sickness, and there is no reason to feel shame.*
- *Just because a girl has her period, it does not mean she is ready to become a mother. In fact, it can be dangerous to a girl's health if she becomes pregnant at an early age.³⁵*

> Quick session review (5-10 minutes)

1. **SAY:**

- We have covered a lot of information in this session. Before we finish, we want to leave a few minutes for you to ask any questions that you still have or to let us know if you want more information on any of the points we discussed.
- These are subjects that are not often openly discussed, so it is completely natural that you have questions or that you want things explained in more detail.

2. **EXPLAIN:** In the next session we will continue to discuss our bodies, our sexuality, and our health. So, thinking about what we have discussed today, feel free to bring more questions to our next session.

3. **DO:** If there are sexual health services available in the community and they are accessible to adolescent boys, explain to the boys how and where they can access them.

> Closing and take-home message (5 minutes)

1. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.

2. **DO:**

- Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
- Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
- Encourage everyone to stay for the recreational and creative time.

MODULE 4

OUR CHANGING BODIES

SESSION 13

Making Decisions about Sex

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and discuss different reasons why people decide to have or not have sex <input type="checkbox"/> Recognize the importance of good information to help us make decisions about sex <input type="checkbox"/> Explain the meaning of informed consent and coercion in relation to sex <input type="checkbox"/> Demonstrate key social and emotional skills, including communication, teamwork, and focusing attention
DURATION	1 hour 45 minutes (remind boys that this is a longer session and make time for a short break or game if needed)
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> “AGREE” and “DISAGREE” signs <input type="checkbox"/> Scenarios for older boys (for Activity 2) written on separate pieces of paper <input type="checkbox"/> Up-to-date service mapping information about local sexual health services for adolescent boys <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Set up a circle of chairs or mats on the floor with enough space for all boys and facilitators to be in a circle. <input type="checkbox"/> Prepare 2 pieces of paper – one labeled, “AGREE” (or a tick - ✓) and the other labeled, “DISAGREE” (or a cross - X). <input type="checkbox"/> Review the scenarios for older boys in Activity 2: Part 2 and adapt as needed for your context. <input type="checkbox"/> Write the scenarios for older boys in Activity 2 on separate pieces of paper – ONLY IF the boys can read. <input type="checkbox"/> Collect up-to-date service mapping information about local sexual health services for adolescent boys.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. **DO:**

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. **ASK:**

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone think of any **new questions about reproductive health** that they would like to ask now?

> Energizer/Game – “Pass the Beat”³⁶ (10 minutes)

1. **DO:** Ask the boys to form a circle. Demonstrate the following explanation while you talk.

2. **EXPLAIN:** I am going to face and make eye contact with the person on my left, and we will try to clap our hands at the same moment. Then, he will turn to the left and clap hands at the same time with the person next to him. We will “pass the beat” around the circle. Let’s try it now and remember to make eye contact and try to clap at the same time.

3. **DO:**

- As the rhythm builds up, you can call out, “**faster**” or “**slower**,” to increase the speed.
- Once the handclaps have passed around the circle, explain that we will now make the rhythm go faster and faster.
- Start passing the beat around the circle, from one person to the next. Remind people to keep it going, even if it stops for a moment when someone misses the beat.
- When the first round of handclaps is complete, start a new round.
- Now start *sending additional rounds of handclaps around the circle, chasing the first*.
- Eventually you should have three or four beats going around the group at the same time.

4. **ASK:** How did you find that game? What happened if you stopped concentrating?

5. **EXPLAIN:** We played this game as a reminder that we know we are giving you a lot of new information in these sessions, so it’s important that you **pay attention throughout**, so you don’t miss out!

> Introduce the topic (10 minutes)

FACILITATOR NOTES:

- For the younger group, be aware that they will probably be most comfortable talking about intimate relationships in terms of the future, so you may want to emphasize that point.
- If an individual or group feels uncomfortable with this topic, that is natural. But be sure to remind them why it is important to discuss. For example, so they are prepared for the future and can protect themselves, so they have the information they need to make decisions, etc.
- Be aware that boys may still be deciding who they are attracted to and what they want their future to look like, which is normal and acceptable. Nobody should be asked to share their feelings or opinions if they do not want to.

1. EXPLAIN:

- The topics we will cover today are **sexuality** and **decision making about sex**. We understand that they are sensitive topics and some of you may feel shy about discussing them.
- This is a safe and supportive space for learning and discussion, but no one should feel that they must speak if they are not comfortable. It is your choice.

2. ASK:

- Which of our Group Agreements should we remember for this type of session to help us feel comfortable and safe participating?
- Are there any new agreements that you would like to add to our list for this session?

3. DO: Remind the boys that if they want to talk to someone about any of the topics or issues they are facing at any point before/during/after the sessions, there are male staff available who can listen to them and offer support.

4. EXPLAIN:

- When we talk about dating or courtship, this means social interaction with others who become romantic or who may become sexual partners. In some places where arranged marriage is common, people may get married without courting or dating.
- Maybe you do not feel ready or interested to be involved in romantic or sexual relationships. That's completely natural, but we think this is important information for you to have for when you do feel ready.
- Sometimes people who are dating or married find that they are physically attracted to each other and both may desire sexual contact, which may include holding hands, kissing, caressing, or other intimate activity. When there is trust, respect, and care between two people, these experiences can be wonderful and exciting.

5. ASK: Can anyone tell me what sexual intercourse is?

If not mentioned, explain that when we talk about sex or sexual intercourse, we often refer to the act of a penis penetrating a vagina. But there are other types of sexual intercourse. Oral intercourse involves the mouth at or on a partner's sex organ. Anal intercourse involves insertion of the penis into a partner's anus.

6. EXPLAIN:

- As we mentioned in the last session, pregnancy happens when an egg from a woman, and a sperm from a man, meet together inside a woman's body. This can happen when a man and woman have sexual intercourse and the man's penis goes inside the woman's vagina.
- Today, we are going to discuss some of the reasons people decide to have sex or not to have sex. There are many different circumstances and feelings that influence people's decisions about whether or not to have sex. Sometimes people can have mixed feelings.
- We will also discuss ways for couples to communicate about sex because sometimes it can be uncomfortable discussing these things with your partner.

KEY MESSAGE: *Developing comfort and confidence in talking about sex is part of growing up and helps us communicate things more clearly with our partners.*

> Activities (1 hour 10 minutes)

Activity 1: Why We Do or Don't Have Sex³⁷ (25 minutes)

FACILITATOR NOTES:

- Put up the **Agree**/✓ and **Disagree**/X signs on opposite walls before you start the exercise. If there is low literacy, use the tick and cross symbols rather than words.
- It is important to ensure that this discussion is culturally appropriate for your context.
- Also be aware that the younger group may be less confident about discussing the statements.
- Be very aware of the personal experiences of the boys and the potential distress that may be triggered by the statements in this activity.
- Boys should feel welcome to take a break or talk with a member of staff if they want to, or you should follow up with them discreetly after the session.

1. EXPLAIN:

- We will read out some statements. They are value statements, which means there is no right or wrong response to any of them.
- On one wall, we have put a sign that says, “**AGREE**,” or has a tick (✓) on it. On another wall, we have put a sign which says, “**DISAGREE**,” or has a cross (X) on it.
- For each statement, if you agree, you should move to the side that says “**AGREE**” If you disagree, you must move to the side that says “**DISAGREE**.”
- You need to choose one side or the other, even if your view is somewhere in between the two sides. Make sure that you follow what you believe, and not just where the other boys move.
- After each statement, we will ask for a couple of volunteers from each side to explain their choices before moving on to the next statement.

FACILITATOR NOTE: In preparing for this activity for the older boys, choose a maximum of 4 statements to read out to ensure there is enough time for discussion.



FOR THE YOUNGER GROUP **(ages 10-14):**

- Having sex is the only way to show that you are a “real man.”
- A lot of boys have sex because they feel expected to do so.
- If a girl loves her boyfriend, she should show it by having sex with him.
- Even if a girl is married, she can refuse to have sex with her husband.

FOR THE OLDER GROUP **(ages 15-19):**

- Having sex is the only way to show that you are a “real man.”
- A lot of boys have sex because they feel expected to do so.
- If a girl loves her boyfriend, she should show it by having sex with him.
- It is okay to offer someone money for having sex, if they need the money.
- Even if a girl is married, she can refuse to have sex with her husband.

2. ASK:

- Why is it important for a young person to think clearly about the reasons for his choice to have or not have sex?

If not mentioned, there are many different reasons for young people to choose to have or not to have sex, including a sense of comfort, safety, for pleasure, and to protect one's health.

- What kinds of problems or misunderstandings can result from these differences in reasons?
3. **SAY:** Often people are not aware of all their motivations and feelings or have not taken time to think about their situation and what they want to happen.
 4. **ASK:** What are some ways that we can become more aware of what is going on, how we feel, and what we want and do not want?

If not mentioned, explain that we can talk privately to someone we trust, we could write in a journal, or we could take time to think honestly about what we want and why.

KEY MESSAGES

- *As we have discussed, it is always a good idea to get advice from a trusted adult when you have questions or concerns.*
- *Friends and peers may have some information because they are often experiencing similar challenges, but sometimes it may not be accurate or may be based on rumors.*
- *There are many myths and misinformation about sex. If you are unsure about information you have heard, seek out more information from a trusted source.*
- *Puberty is a time when the body is becoming an adult and preparing for you to have a family of your own. However, just because you are capable does not mean that you are ready to have sex or have a baby with your partner. Instead, appreciate being young and accept that the changes happening to your body are natural.³⁸*

Activity 2: Sexual Consent and Checking In³⁹ (45 minutes)

Part One: Sexual Consent (15 minutes)

1. **SAY:** It is important to remember that people can say no to sex or any other sexual behavior whenever they want.
2. **ASK:** Can anyone remember what we called it when you or someone else gives their permission for something to happen?
If not mentioned: consent.
3. **EXPLAIN:**
 - As we discussed in the session on Healthy Relationships, **sexual consent** means agreeing to participate in a particular sexual behavior.
 - Both individuals must agree to do something, and if one person does not want to, they are not giving their consent. Consent is NOT possible if one or both people are under the influence of drugs or alcohol. This is extremely important because any sexual act without consent is considered sexual assault and it may be against the law.
 - Even if someone has begun with foreplay (activities done before sex, such as kissing and touching) or begins to have sex and then changes their mind, it is their right to stop. Girls and boys in relationships and even marriage have the right to say no to any sexual behavior. **No one should make a person do any sexual behavior against their will.**
 - Being comfortable communicating what you want or do not want during sex is important in helping to create a mutually respectful and responsible sexual relationship.
4. **SAY:** When a person makes someone else feel forced to do something that they don't want to, they may be coercing them.
5. **ASK:** What are some examples of "**coercion**" when it comes to sex?
If not mentioned, share these examples:
 - *Making you feel like you owe them sex. For example, because you're in a relationship, you've had sex before, they spent money on you, bought you a gift, or you went home with them.*
 - *Reacting negatively (with sadness, anger, or resentment) if you say, "No," or don't agree to something.*

- *Manipulating the fact that you are in a relationship, saying things such as, “Sex is the way to prove your love for me,” or “If I don’t get sex from you, I’ll get it somewhere else.”*
- 6. **SAY:** Sexual coercion is “the act of using pressure, alcohol or drugs, or force to have sexual contact with someone against his or her will” and includes “persistent attempts to have sexual contact with someone who has already refused.”
- 7. **ASK:**
 - Do you have any questions about what this means?
 - Can give some examples of this? (*without sharing names*)

If not mentioned, share these examples:

 - *Sexual coercion could be someone verbally pressuring or manipulating you, or someone physically forcing you to have contact with them.*
 - *It can be verbal and emotional, in the form of statements that make you feel pressure, guilt, or shame.*
 - *A person can also be made to feel forced through more subtle actions.*
- 8. **SAY:** Everyone, but particularly men and boys, who often have more power than women and girls, has a responsibility to ensure that their partner wants to have sex and is enjoying it.
- 9. **ASK:** What are some ways we make sure that our partner wants to have sex and is enjoying it?

If not mentioned, share these ideas:

 - *Directly communicating with our partners through conversation to express whether we want sex or want to continue with it.*
 - *But we must also be aware that sometimes our partners give us non-verbal signals that show that they may not be comfortable or having fun.*

Part Two: Scenarios (30 minutes)

FACILITATOR NOTES:

- The following two activities provide alternatives for the younger (ages 10-14) and older (ages 15-19) groups.
- Choose the activity for the age group that you are working with and follow the instructions. Then continue to the Quick Session Review section of the session plan.
- Do not do both activities.

FOR YOUNGER BOYS (ages 10-14) – *For older boys see next page*

Practice Scenarios (30 minutes)

1. **SAY:**
 - Now we are going to think about a few scenarios that might arise between a young couple when talking about sex.
 - In all these scenarios, Person 1 wants something from Person 2, but Person 2 does not want the same thing.
 - Based on what we have just discussed about consent and coercion, we are going to think about what is happening in each scenario, and if anything should be happening differently.
2. **DO:**
 - Ask the boys to work with the person sitting next to them for this activity.
 - Read the statements out loud one at a time. Each time, give the pairs a couple of minutes to discuss the scenario and consider if there are any issues with what is happening between the couple and how they could be resolved.

- After each discussion, ask 2 or 3 pairs to share their responses.
- Then share the debrief discussion points if they have not already been mentioned.

SCENARIO 1: A couple has agreed to wait to have sex, but one person in the couple is now feeling impatient as their friends are already having sex. So, they tell their partner that they do not want to wait to have sex anymore.

Points to think about:

- *If a person has made their feelings clear about whether they do or do not want to have sex, it is important to respect that. Without the enthusiastic consent of both people, sex should not happen.*
- *Openly and politely expressing a change in feelings is absolutely fine, but it is important to be sure that coercive language is not being used. Someone should never be made to feel guilty or pressured in order to have sex.*
- *An open and respectful conversation would be a very important starting point in this situation.*

SCENARIO 2: It is a couple's first time having sex and they are discussing whether they should use condoms or birth control. One wants to use protection, but the other does not.

Points to think about:

- *If a person has made their feelings clear about how they want to have sex, it is important to respect that.*
- *Even if someone is consenting to have sex, they have a right to be clear how they want it to happen and should not be made to feel guilty or embarrassed to express their needs.*
- *We will talk more in the next session about why it is very important to use protection when having sex.*

SCENARIO 3: One person in a couple tells the other that if they do not have sex with them now, they will leave them to find someone else who does.

Points to think about:

- *If a person has made their feelings clear about whether they do or do not want to have sex, it is important to respect that. Without the enthusiastic consent of both people, sex should not happen.*
- *Someone should never be made to feel guilty or pressured in order to have sex.*
- *An open and respectful conversation would be a very important starting point in this situation.*

3. ASK:

- What was it like to do this exercise?
- Was it helpful to think about these scenarios?
- How can you prepare for starting or having a difficult conversation about sex with your partner?

4. EXPLAIN: To help you prepare, you could practice ahead of time, speak to a friend, or discuss any questions or concerns with a health care provider.

KEY MESSAGES:

- *In a healthy relationship, both people should be able to express themselves openly and listen to, appreciate, and accept the other person's needs.*
- *It is important to stick to what you believe in and the decisions you make, even if they're different from the people around you.*
- *Being in a relationship does not mean that a person must give up who they are and their own needs. Married girls and women also have the right to say, "No," to sex with their husband.*

- No one should do anything sexual in a relationship that they do not feel completely ready to do. Boys and girls can change their minds at any time, before and even during sex.

FOR OLDER BOYS (ages 15-19) – *For younger boys see page above*

“Checking In” Scenarios (30 minutes)

FACILITATOR NOTES:

- Be sure to adjust the scenarios in this activity for your context as needed. For example, it may be necessary for all of your scenarios to focus on sex in the context of marriage.
- If you make changes, be sure that your scenarios allow for discussion about the two questions: 1) Was consent established in this situation, and 2) How could the man have “checked in” with his partner to see if she was giving enthusiastic consent?

1. DO:

- On a piece of flipchart paper, draw a line down the middle to create two columns.
- Write **“SIGNALS TO CHECK IN”** at the top of the left column and **“CHECKING IN”** at the top of the right column (*see example below*).

2. ASK:

- What are some examples of signs that a person may be unsure about having sex?
 - *Write them in the left column.*
- What could a person say or do to check in with their partner to determine if this is something that they still want to do?
 - *Write the ideas in the right column.*
 - *After creating both lists, the flipchart should look something like this.*

If not mentioned, share the examples in the table below:

SIGNALS TO CHECK IN	CHECKING IN
<ul style="list-style-type: none"> • Unresponsive body language • Being withdrawn • Nervousness • Crying • No eye contact 	ASK: <ul style="list-style-type: none"> • “Are you okay with this?” • “I want you to enjoy this, too.” • “Is this still turning you on?” • “You seem nervous. Are you comfortable with this?” • “How is this making you feel?”

3. DO:

- Divide the boys into 3 groups and assign a scenario to each group. Ask them to move to different parts of the room.
- Go to each group and read out the scenario they have been assigned. You can also give them written copies if the boys are able to read.
- Ask each small group to break into pairs to discuss the following questions –

4. ASK:

- Was consent established in this situation?
- How could the man have “checked in” with his partner to see if she was giving enthusiastic consent?

SCENARIO 1: Ibrahim and Fatima have been married for two years. Sometimes Ibrahim gets home late, and Aisha is already sleeping. Ibrahim wakes Aisha up to have sex. Sometimes Aisha does not want to, but Ibrahim insists.

SCENARIO 2: Joseph asks his girlfriend, Angela, to come to his house to have sex, saying his parents are not home. Angela agrees. They get to his house and start kissing. However, when Joseph starts taking off her clothes, Angela realizes that she is not ready to have sex and tells Joseph to stop. They keep kissing. Angela says, "We shouldn't do this," but continues to touch Joseph in an intimate way. As they continue, Angela says, "This is a bad idea."

SCENARIO 3: Andrew and Patricia are not in a relationship and don't really hang out regularly, but they have sex from time to time. After not seeing each other for a while, Andrew invites Patricia over to his house and starts to kiss her but she is not very receptive. Andrew keeps saying, "Come on, you know why I invited you here." Patricia eventually gives in but isn't really participating and at one point just lies there. Andrew is confused because Patricia is usually very interested during sex.

5. DO:

- After 5 minutes, read Scenario 1 to the whole group and ask for a pair who discussed Scenario 1 to volunteer to share their ideas in response to two questions:
 - Was consent established in this situation?
 - How could the man have "checked in" with his partner to see if she was giving enthusiastic consent?
- Ask if anyone else has anything to add.
- Repeat this process for Scenario 2 and Scenario 3.

6. ASK:

- Thinking about all three scenarios, how was it trying to think of ways to check in on your partner and make sure they were comfortable with the situation?
- What are some of the fears that young women may have in being strongly vocal about what they do not want?
- Why is it important to ask for or confirm consent?
- How can confirming or affirming consent from our partner make having sex more fun or enjoyable?

KEY MESSAGES:

- *In a healthy relationship, both people should be able to express themselves openly and listen to, appreciate, and accept the other person's needs.*
- *It is important to stick to what you believe in and the decisions you make, even if they're different from the people around you.*
- *Being in a relationship does not mean that a person must give up who they are and their own needs. Married girls and women also have the right to say, "No," to sex with their husband.*
- *No one should do anything sexual in a relationship that they do not feel completely ready to do. Boys and girls can change their minds at any time, before and even during sex.*

> Quick session review (5 minutes)

1. **EXPLAIN:**

- The topic we discussed today helped us reflect on the many reasons people choose to have sex or not and how we can check in with our partners to make sure they are giving enthusiastic consent.
- Even if we do not feel old enough or ready for a romantic relationship, it is important to think about how we want to be treated in the future and how we will treat other people.
- Developing a high level of comfort, communication skills, and maturity in sexual relationships can take time and many young people may initially feel awkward or embarrassed to do so.
- Practicing how to talk about these issues in a safe space can help you overcome these barriers and learn to communicate about sex and sexual consent with greater confidence.

2. **SAY:** We are always available to talk after these sessions if you would like to discuss any of these issues.

3. **DO:** If there are sexual health services available in the community and they are accessible to adolescent boys, explain to the boys how and where they can access them.

> Closing and take-home message (5 minutes)

1. **SAY:** This week, think about the points we have discussed and if you have any questions or comments that you want to share. There will be time for that at the start of the next session.

2. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.

3. **DO:**

- Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
- Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
- Encourage everyone to stay for the recreational and creative time.

MODULE 4

OUR CHANGING BODIES

SESSION 14

Safe Sex and Pregnancy

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe basic family planning strategies, including contraception and abstinence <input type="checkbox"/> Recall basic information about types of contraceptive methods, including how to correctly use a condom <input type="checkbox"/> Identify ways to reduce their risk of getting or passing on a sexually transmitted infection
DURATION	1 hour 50 minutes (remind boys that this is a longer session and make time for a short break or game if needed)
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> “TRUE” and “FALSE” signs hung on opposite walls <input type="checkbox"/> Phalluses or bananas and condoms <input type="checkbox"/> Up-to-date service mapping information about local sexual health services for adolescent boys <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Set up a circle of chairs or mats on the floor with enough space for all boys and facilitators to be in a circle. <input type="checkbox"/> Prepare two signs for Activity 2 – “TRUE” and “FALSE.” If there is low literacy, you could use a tick ✓ (or a sheet of green paper) for “true” and a cross X (or a sheet of red paper) for “false.” <input type="checkbox"/> Enough phalluses or bananas and condoms for a facilitator demonstration and practice for the boys. <input type="checkbox"/> Review <i>Resource 3: Contraception</i>, <i>Resource 4: Condom Use</i>, and <i>Resource 5: Sexually Transmitted Infections</i> before the session – for facilitator reference only. <input type="checkbox"/> Confirm availability of up-to-date service mapping information about local sexual health services for adolescent boys.

INSTRUCTIONS

FACILITATOR NOTES:

- This session should be used with both younger and older boys where appropriate. Even though they might find it uncomfortable or embarrassing to discuss, it is very important information to keep boys—and their current or future sexual partners—safe and healthy.
- However, always consider your context carefully to assess whether this session could increase risk of negative repercussions for the boys or the SAFE program.
- If facilitators are comfortable to do so, and at the request of the boys, they can give more detailed information, for example, about sexually transmitted infections. If requested by the boys, you might decide to use the recreational and creative time to discuss this topic further.
- Before giving information about methods of contraception to boys, **first** check which options are available and accessible to boys and girls. Then provide the information accordingly.
- If possible, the preference would be for a trained sexual health professional to join the session or the recreational and creative time and be available to provide further information or private discussions.

> Welcome and review (5-10 minutes)

FACILITATOR NOTES:

- This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.
- Because there is a lot to cover, this session runs longer than others. This means that you may need to reduce the length of the recreational and creative time and add a break during the session. Be sure to explain this to the boys in advance.

1. DO:

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone think of **any new questions** that they would like to ask us now?

> Energizer/Game – “Whispers”⁴⁰ (5 minutes)

FACILITATOR NOTE: Think of a couple of sentences in advance that are positive and fun to get the group relaxed and enjoying themselves before a serious session. You may want to make the sentences more complicated for the older group. An example could be: “Every single boy in this group is special, strong, and belongs. But we could all improve our listening skills!”

1. **DO:** Ask everyone to stand up and form a line down the middle of the room.
2. **EXPLAIN:**
 - I am going to whisper a sentence quickly to the person at the front of the line. Then they will whisper it quickly into the ear of the next person, and so on and so on, until the last person hears the whisper from the person in front of them.
 - The last person then says what the sentence was to the whole group and checks to see if it's the same thing the first person started with. Most often, it isn't!
3. **SAY:** This game is a good reminder of the importance of listening skills and of not believing everything you hear, as stories can change the more people tell them! Also, spreading gossip and rumors that are private or false can end up hurting people and damage our relationships.

> Introduce the topic (5-10 minutes)

1. **SAY:**
 - In the last session, we talked about the reasons why people have sex and how to better communicate about sex.
 - In this session, we will talk about the consequences of unprotected sex and why the use of contraception is so important.
2. **ASK:** What could be some of the consequences of unprotected sex? (In other words, sex without contraception).
 - *Pregnancy, sexually transmitted infections, and HIV/AIDS, etc.*
3. **SAY:**
 - We will be talking today about specific actions you can take with your partner, such as using contraception, to increase your ability as a couple to decide when you have children and how many children you have.
 - We will also talk about sexually transmitted infections and explore how we catch them, how we know if we have them, what to do if we have concerns, and how to avoid them.
 - These topics can be difficult to talk about, but we are in a respectful environment where we can feel safe in sharing our opinions and learning important health information. You may choose not to participate or speak during any activity if you do not feel comfortable. You can also ask us questions privately after the session as we are here for you to talk to if needed.
4. **DO:** Review the Group Agreements if needed to be sure that everyone feels comfortable and understands the importance of confidentiality and respect.

➤ Activities (1 hour 15-20 minutes – without optional activity)

Activity 1: Family Planning and Contraception (30 minutes)

FACILITATOR NOTES:

- Be aware that you may have boys in this group who are already married, are parents, and/or are sexually active. Especially in the older group.
- Therefore, it is critical that you are sensitive to the range of sexual experiences in your group.
- Keep your language factual and without judgement or personal opinions so that all boys feel accepted and welcome in the group.

1. **SAY:** If you are planning to start a family in the future, you may already have ideas about the kind of family you would like.
2. **EXPLAIN:**
 - **There is no future family that is “right” or “wrong.”** Families can come together in different ways. Sometimes there are no children, one child, or many children. Sometimes there is one parent, two parents, several parents, or other family or community members acting as parents. Sometimes a family is not made up of children and parents, but people who come together and support each other.
 - **Women have the right to decide whether, when, and with whom to have children.** Some girls might want more children, others might want fewer children. Some girls might want to have children early in their lives, while others want to wait. These differences are OK. What is important is that girls should be able to decide.
 - For health reasons, it is **safer for girls to wait until at least age 18** to have children. We understand that this is not always what happens, but pregnancies before age 18 are more likely to result in complications for the girl and the baby.
 - If and when you do decide to have children with your partner, or if you already have a child, it is **safer to wait at least 2 years between pregnancies**. This helps a woman's body to recover and stay healthy and gives her time to care for her young baby with you before having another one.
 - Women and couples may choose to have as many or as few children as they want.
3. **SAY:** Sometimes, couples start having sex before they want to start having children.
4. **ASK:** If a girl or woman is having sex but isn't yet ready to have a child, what can she do to prevent pregnancy?
 - *Allow time for boys to answer and be sure to correct any misconceptions.*
 - *Correct answer: Use effective contraception.*

FACILITATOR NOTES:

- Be aware that the younger group is likely to be much less familiar with contraception and may be quieter or feel uncomfortable discussing this topic.
- If there is resistance, explain that this information is very important for them to know for the future so they can protect themselves and their partners.

5. **SAY:** Raise your hand if you have ever heard of **contraception** or **family planning**.
 - *This will give you an idea of the level of understanding in the group.*

6. **EXPLAIN:**

- Contraception, sometimes called family planning, refers to medicines or devices that a woman or girl, and sometimes a man or a boy, can use to prevent the woman or girl from getting pregnant during vaginal sex and to protect them from sexually transmitted infections.
- If you are having sex, it is important to use contraception as a safe and effective way to prevent pregnancy if you do not want to be pregnant.
- If you are not yet having sex, you should try to delay having sex until you are ready, if possible.

7. **ASK:** Have you heard of any methods of contraception? What have you heard about them?

- *Be aware of any myths or inaccurate information expressed by the boys here. Consult Resource 3: Contraception, or explain that you want to check the information before the next session.*

8. **DO:**

- Ask the group to stand up and explain that we are going to read out a few statements.
- After we read each statement, they need to decide if it is true or false. If they think it is true, they should move to the wall with the “**TRUE**” or green sign, and if they think it is false, they should move to the wall with the “**FALSE**” or red sign.
- After presenting each statement and giving the boys time to move, ask for a couple of volunteers to explain why they chose true or false. Then share the answer.⁴¹

	STATEMENT	TRUE OR FALSE
1	It is the man who decides what contraceptive method his partner should use.	FALSE: Girls and woman have the right to decide which method of contraception they want to use, because it is the woman whose body bears the burden of pregnancy and childbirth. It is a man's or boy's responsibility to discuss contraceptive use with his partner and support his partner's decision in what method to use.
2	It is safe for adolescent girls to use any modern contraceptive method they prefer.	TRUE: All contraceptive methods, if recommended by a trained health professional, are safe for adolescents to use, regardless of the number of children they have or whether they are married.
3	Using contraception can make a girl or woman sterile (unable to have children).	FALSE: Women and girls who use short-acting contraceptive methods, like the pill and injectable, or long-acting methods (like the implant or a device that a professional can fit in their uterus), are able to get pregnant when they stop using the method.

FACILITATOR NOTE: Make this information as interactive as possible by asking them what they already know and encouraging them to ask questions as you talk through the learning points.

9. **EXPLAIN:**⁴²

- Most contraceptive methods are for use by women and girls; only a few methods are used by men.
- There are many methods to choose from that are safe and effective for adolescents.
- Using contraceptives allows many people to enjoy sexual intimacy without worrying about unwanted pregnancy.
- Male and female condoms allow people to enjoy sex with less worry about sexually transmitted infections, which we will discuss later in this session.

- No contraceptive method is perfect, and every method has its own characteristics. Some methods vary in their effectiveness at preventing pregnancy. Some have side effects; others require a visit to a health clinic.
 - There are discreet methods (such as injections or devices that a professional can fit inside a woman's uterus) that can be used without drawing attention and would require fewer visits to the health facility.
 - Only male and female condoms offer protection from sexually transmitted infections and HIV. For extra protection, many couples use condoms in addition to another contraceptive method.
 - Women and girls may need to try different methods to find out which one works best for them.
10. **ASK:** What is the only 100% effective way to avoid pregnancy?
- *Not having vaginal sex is the only 100% effective way to avoid pregnancy.*
11. **DO:**
- Explain that if the boys would like to learn more about family planning or contraception, they are welcome to speak to the facilitators after the session.
 - If available and accessible for adolescents, provide boys with information about existing health services they can access to find out more about family planning and contraceptives.

Activity 2: Sexually Transmitted Infections (45-50 minutes without optional activity)

Part One: What are Sexually Transmitted Infections and How Do We Know If We Have One? (30 minutes)

FACILITATOR NOTES:

- To help you answer questions about sexually transmitted infections or to provide further information if requested, refer to Resource 5: Sexually Transmitted Infections.
- If there is a lot of interest from the group, an optional further discussion may be needed for the recreational and creative time to avoid making this session too long.

1. **SAY:** Now we are going to talk about infections that are passed from one person to another. This is important because they can affect a person's health.
 2. **ASK:**
 - Have you heard of any infections that are passed from one person to another?
 - Do you know how infections are passed from one person to another?

If not mentioned, share these examples:

 - **Common cold** – The cold virus spreads in the air through a sick person sneezing, coughing, or blowing their nose near you.
 - **Food poisoning** – Someone handling your food without cleaning their hands is one way you can get food poisoning.
 - **Measles/chicken pox** – These can be caught by touching someone's blisters. They can also be spread through the air through a sick person sneezing, coughing, or blowing their nose near you.
 - **Warts** – These can be caught by coming into contact with someone who has a wart, such as shaking hands or using the same clothing/towels over an extended period of time.
 3. **SAY:** These are the things (virus/infections) that people can catch in general. There are also infections that can be passed from one person to another during "intimate" or sexual interactions.
 4. **ASK:** Do you know what these might be?
- If not mentioned, share these examples: chlamydia, gonorrhea, syphilis, genital herpes, Hepatitis B, Hepatitis C, and HIV/AIDS.*

5. **EXPLAIN:** Sexually transmitted infections are a group of infections that are passed through sexual contact and the exchange of blood or other infected fluids. They are most often passed on during vaginal or anal sex. But they can also be passed on during oral sex and from an infected mother to her child during childbirth. For an infection to occur, one person must be infected and pass the infection to his or her partner.
6. **SAY:** So, let's think about how we would know if we have a sexually transmitted infection.



FOR THE YOUNGER GROUP
(ages 10-14):

7. **SAY:** There are things we can see or feel that may indicate we have a sexually transmitted infection and should see a health provider.

FOR THE OLDER GROUP
(ages 15-19):

7. **DO:**
 - Ask the boys to turn to the person next to them and brainstorm some things that they might see or feel that indicates they may have a sexually transmitted infection and may need to consult a health provider.
 - Give them a couple of minutes to discuss, then ask for suggestions. Confirm correct responses and clarify any questions/concerns.

8. **SAY:**

- Here are some examples of things that a boy or girl might see or feel if they have a sexually transmitted infection.⁴³ (*Write them on flipchart paper if the boys are able to read*).

Things you see or smell:

- Unusual discharge from the penis, vagina, or anus
- Sores, blisters, rashes, or warts on the genital area
- Blisters or sores in or around the mouth
- Unusual vaginal odor

Things you feel:

- Itching and redness in the genital area
- Burning pain when passing urine, feeling like you must urinate frequently
- Anal itching, soreness, or bleeding
- Abdominal pain
- Fever

- **Remember**, in some cases, people with sexually transmitted infections have NO symptoms and may not be aware that they have an infection.

9. **EXPLAIN:**

- Many common sexually transmitted infections—such as chlamydia, gonorrhea, and syphilis—can be cured by taking antibiotics (pills).
- Some are viruses and therefore cannot be cured, such as HIV and herpes. But it is very **important to address them**, as there is medical treatment that can help make them less severe.
- Sexually transmitted infections are very common and both boys and men and girls and women can get them. However, it's important to remember that many of the people who have sexually transmitted infections **can lead happy and healthy lives** so long as they manage their treatment correctly and always use safe sex practices.

10. **ASK:** Have you heard of something called Human Immunodeficiency Virus (HIV)? What do you know about it?

11. SAY:

- HIV is a virus found in humans that makes the immune system (our body's way of keeping us healthy and strong) not work properly.
- With a damaged immune system, the body is at greater risk of infections and diseases. The person becomes weaker and eventually develops AIDS.
- But if HIV is caught in time, there is treatment that can make it more manageable for someone to lead a happy and healthy life. This treatment is very expensive and not easily available in some places. So it is important to prevent HIV and get tested as soon as possible if someone suspects that they have HIV.

12. ASK: Do you know what AIDS is? What have you heard about it?

13. SAY:

- AIDS is passed from one person to another. It does not just develop on its own. It is passed from contact with an infected person's blood, sexual fluids, or breast milk.
- AIDS is a condition where the body's immune system is destroyed by HIV. There is no cure for AIDS, which is why it's important for someone to get tested early if they suspect something. This way the HIV virus can be managed before it develops into AIDS.

14. ASK: Does anyone know the ways you can reduce the risk of getting or transmitting sexually transmitted infections (including HIV)?

- *If any myths or misinformation are shared here, it is important that you do not ignore them. Instead, provide the facts.*
- *Write their ideas on flipchart paper if they are comfortable reading.*

If not mentioned, share these points:

- *The best way to protect yourself from sexually transmitted infections is not to have sex.*
- *If you are sexually active, you can protect yourself by having sex only with an uninfected partner who has sex with you and no one else.*
- *If this is not possible, or if you do not know if your partner is infected or having sex with only you: For vaginal or anal sex, use condoms every time. Engage in other forms of sexual activity, such as using your hand to stimulate your partner.*
- *It is important to remember that treatment is prevention! If you had unprotected sex, get tested and treated as soon as possible. Do not hope that the infection will go away—in fact, it can get worse.*
- *If you have a sexually transmitted infection, tell your most recent sexual partners, if possible, so they also can get treatment.*
- *If available, protect yourself by finding out what vaccinations are available at your nearest health clinic.*

15. SAY: There are also a few other basic rules to stay safe and prevent infections:

- When getting any type of injection, be sure that the needle is new and clean.
- Don't share knives or razor blades with other people.
- When coming in contact with blood, don't touch it directly. Use gloves or plastic to clean or deal with a wound or cut.

16. ASK: Does anyone know what happens when a sexually transmitted infection is not treated?

If not mentioned, share these points: There can be many consequences, such as miscarriage during pregnancy, infertility (unable to have children), potential for sexually transmitted infection to be passed on to the baby during pregnancy.

KEY MESSAGES:

- *Unfortunately, when people have a sexually transmitted infection, they might not know they have one. This means a person can feel healthy but still have an infection, which is why they are so easy to catch and pass to others.*
- *Many people only discover that they have a sexually transmitted infection when a person they had sex with tells them, or they are examined by a doctor.*
- *For this reason, if you are having sex, it is very important to practice safe sex, to see a health care worker as soon as you have any concerns, and to encourage your partner to get treated too.*
- *We are here after every session if you have any concerns or questions that you want to discuss privately.*

17. **ASK:** Now that you know some of the symptoms you might experience if you have a sexually transmitted infection and/or had unprotected sex, where can you go if you have any concerns?
18. **DO:**
- If available and accessible to adolescent boys, remind the boys how and where they can access sexual health services in their community.
 - Explain that they can also talk to the facilitators.

FACILITATOR NOTE: If you want to include a break or energizer in this session, now would be a good time before starting the practical exercise.

Part Two: Condom Demonstration (15 minutes)

FACILITATOR NOTES:

- For this demonstration, the facilitator should use a phallus-shaped item (or a banana) and real condom.
- Refer to *Resource 4: Condom Use* for further information or pictures.

1. **SAY:**

- As we discussed earlier, using male condoms correctly and consistently during sex is an important way to protect yourself from getting a sexually transmitted infection. Condoms also help prevent pregnancy.
- It is important to know how to use condoms correctly, so we are going to demonstrate and then individually practice all the steps to take in order to correctly use a male condom.

2. **DO:** Demonstrate the process of putting on a condom correctly on a phallus or banana while you talk through the steps.

3. **EXPLAIN:**

Step 1: Condoms last a long time, but always check the expiration date on the wrapper. Open condoms carefully so you don't damage them—don't use your teeth or scissors.

Step 2: Make sure the condoms are ready to roll on the right way. The rim should be on the outside so it looks like a little hat, and it will unroll easily. You can unroll it a little bit before putting it on to make sure it's right-side out. If you accidentally put a condom on inside out, do NOT flip it around and reuse it. Get a new one.

Step 3: Pinch the tip of the condom and place it on the head of the penis. Leave a little space at the top to collect semen.

Step 4: Unroll the condom down the shaft of the penis all the way to the base.

Step 5: Have sex.

Step 6: After ejaculation, the rim of the condom should be held while the penis is being removed from the vagina to be sure that it does not come off. This should be done BEFORE the penis goes soft, so the condom doesn't get too loose and semen gets out. It is important to be careful not to spill semen back into the vagina.

**** Remember that you CANNOT reuse condoms so use a new condom every time you have vaginal, oral, or anal sex. It is common for a man to lose an erection while wearing a condom (the penis gets soft). When this happens just take the condom off and use a new one.**

4. **DO:**

- Ask the boys if they have any questions.
- Divide the boys into groups of 3. Distribute one banana and one condom to each group. Ask each boy to practice putting on a condom, using all the correct steps, on a banana. Move around the groups to verify the steps are being followed correctly and provide feedback, if necessary.

FACILITATOR NOTE: If any boys are uncomfortable taking part in this exercise, do not force them to do so, but ask them to pay attention to what others in their group are doing so they also learn. Even though it may be embarrassing for some, and especially for the younger groups, it is very important for them to understand.

OPTIONAL ACTIVITY

Part Three: Sexually Transmitted Infections/HIV Myths (20-25 minutes)

FACILITATOR NOTES:

- If there is time and if there is still interest and energy from the group, include this short exercise to tackle some myths about sexually transmitted infections and HIV.
- If you decide to run this activity, feel free to adapt the list to include other locally relevant myths about sexually transmitted infections or HIV. If so, prepare the answers in advance.

1. **DO:**

- Explain to the boys that you will read out a few statements about sexually transmitted infections. They should stand up when they hear a statement that is **true** and stay seated/sit down when they hear a statement that is **false**.
- Allow the group to respond to the statements based on what they believe. Take note of where boys stand up for statements that are not necessarily true or are built on myths or misconceptions.
- After each statement, invite the group to discuss why they thought a certain statement was true or false. Allow them to have an interactive discussion and challenge each other in respectful dialogue.
- After each discussion, clarify any remaining confusion or misinformation so that the group leaves with the facts.

	STATEMENT	TRUE OR FALSE
1	You can prevent sexually transmitted infections by using a condom during sex every time.	FALSE: Condoms greatly reduce transmission of infections, but they don't completely eliminate the risk. Condoms don't always cover the area that may be infected. But proper and consistent use of condoms greatly lowers the chances of spreading infections. Reducing the numbers of sexual partners and getting regularly checked for sexually transmitted infections also helps prevent their spread.
2	Many people in my community have sexually transmitted infections.	TRUE: Sexually transmitted infections are very common. Most of us will acquire at least one in our lifetime. About half of all sexually active young people will get a sexually transmitted infection by the age of 25. Most will not know it.
3	You can tell by looking at a person if they have a sexually transmitted infection.	FALSE: Many sexually transmitted infections have only mild, few, or no symptoms. They may take days, weeks, or even longer to show up. Many may never cause symptoms. Sexually transmitted infections are so common that anyone who has ever had sex may get an infection. It's not about being good, bad, clean, or dirty. It's about being normal and sexually active. You can reduce your chances of getting an

		infection by using condoms with all new partners and having regular sexual health checks.
4	You can get a sexually transmitted infection from toilet seats or from using the same latrine as someone with a sexually transmitted infection.	FALSE: Sexually transmitted infections are not transmitted from toilet seats. They are spread through direct (skin-to-skin) sexual contact or by coming into contact with infected body fluids during vaginal, anal, or oral sex.

2. **DO:** Remind the group of the importance of checking that the information they receive around sexual health is accurate, especially if it does not come from a trained professional. Explain that they can come to talk to you or the other facilitators before, during, or after any session if they have a question or concern.

> Quick session review (5-10 minutes)

FACILITATOR NOTE: These review questions can be used at the start of your next session if you have limited time remaining. If so, move straight on to the Closing and Take-Home Message section.

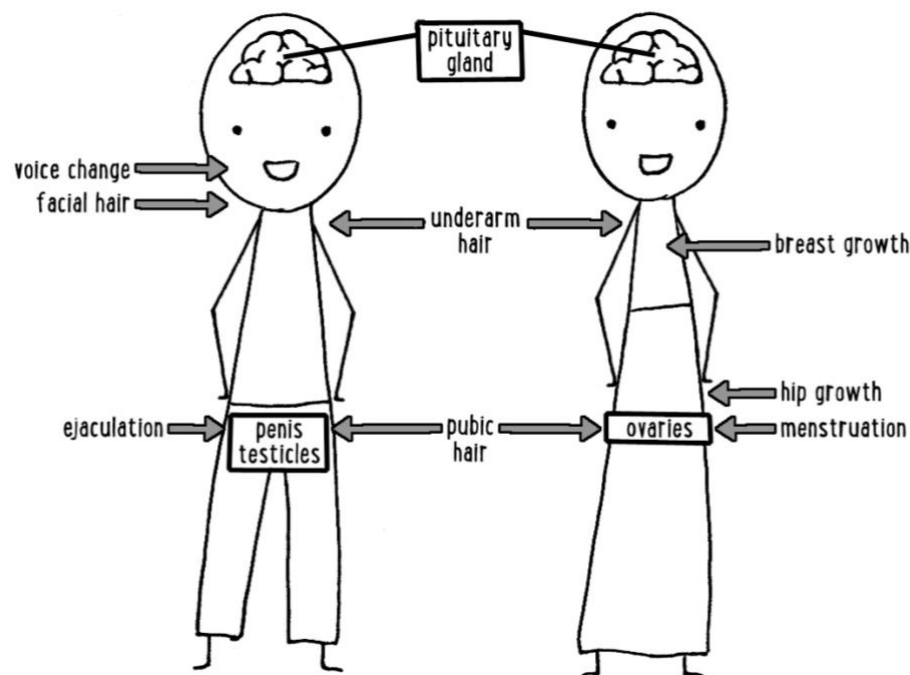
1. **SAY:**
 - We discussed a lot of things today, so let's take a moment to review the main points before we finish the session.
 - First, we discussed family planning and pregnancy.
2. **ASK:** If you decide to have sex, what did we say is a safe and effective way to prevent pregnancy until you and your partner decide if you want to have a baby?
 - *Using contraception correctly every time you have sex is a safe and effective way to prevent pregnancy until you and your partner are ready to have a baby.*
3. **SAY:** Then we discussed methods of contraception that we can use if we want to have sex safely and responsibly.
4. **ASK:** Can anyone tell me at least 2 methods of contraception that we talked about?
5. **EXPLAIN:**
 - Finally, we talked about infections that can be passed through sexual contact.
 - We discussed what they look and feel like, even though often someone could have a sexually transmitted infection but not show any signs or symptoms.
 - We also discussed ways in which we can reduce our risk of getting or passing these infections along to our partner.
6. **ASK:** Can you remember at least 3 ways to reduce your risk of getting a sexually transmitted infection or passing one to another person?

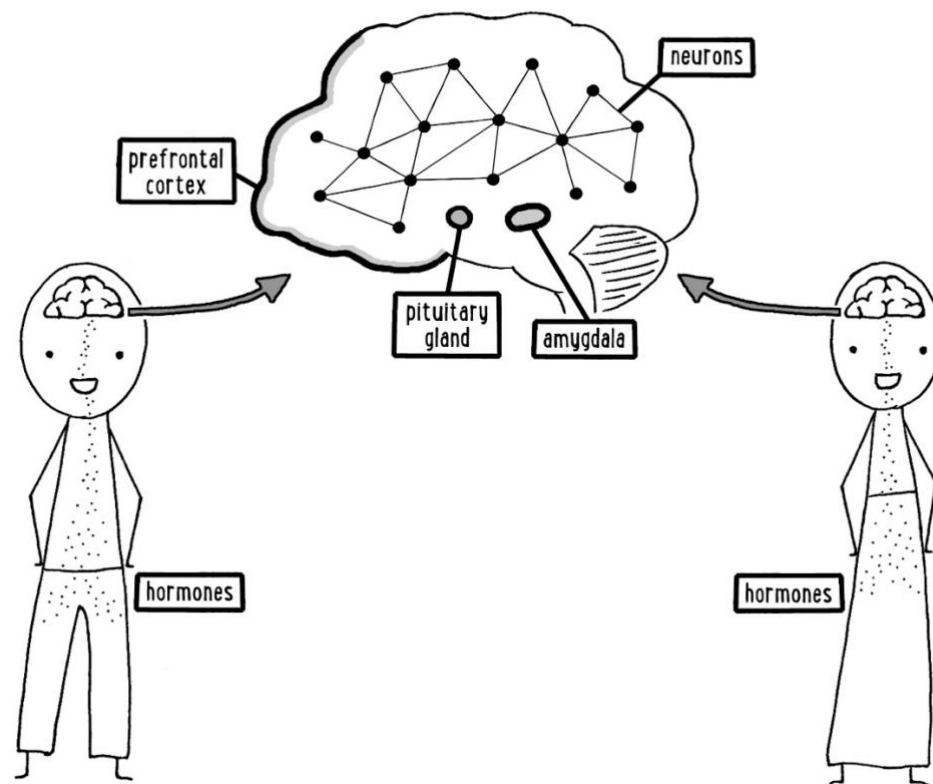
> Closing and take-home session (5 minutes)

1. **ASK:** What do you think are the most important take-home messages from this session?
2. **EXPLAIN:**
 - Girls and boys should be able to decide for themselves whether and when they want to have sex and whether and when they want to have children. Using contraception consistently and correctly is a safe and effective way to prevent pregnancy until you and your partner are ready to have a baby.
 - If you decide to have sex, it is very important to practice safe sex and to seek treatment at a health facility if you think you may have a sexually transmitted infection.
 - Anyone can get a sexually transmitted infection, as they are very common. No one should feel alone, embarrassed, or ashamed, as there are supports and resources available. You can talk with us after this session.
3. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
4. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time.

Resource 1: Changes in Puberty⁴⁴

- Hormones start from a place, deep in our brains, called the pituitary gland.
- Estrogen, progesterone, and testosterone are three of the most common hormones that create changes of puberty in boys and girls.
- Girls and boys both experience puberty, but the changes they see and feel are different.
- As girls and boys start puberty, girls increase their possibility of becoming pregnant.
- It is optimal for girls and boys to complete the physical and emotional growth during puberty and adolescence before they become parents. Getting pregnant earlier can be dangerous for the girl and the baby.
- The length of the physical and emotional stages of puberty is different for each girl and boy but can be anywhere between ages 9-18.





Resource 2: The Menstrual Cycle⁴⁵

- This may come as a surprise, but a woman's or girl's "monthly" cycle does not necessarily take place once a month.
- The average cycle time for most girls and women is 28 days, but a cycle may last from 21 to 35 days and still be normal. In any cycle, "day one" is the first day of the period, or the first day bleeding begins.
- If a girl has a short cycle, it's likely that she will have a period more often than once a month. However, if a girl's cycle lasts longer, she will have fewer periods in a year.
- Most girls get their first period between 11 and 13 years old, though it can start anywhere from the ages 8-16. Generally, a woman has about 480 periods (fewer if she has pregnancies) throughout her adolescence and adulthood until she reaches menopause (often around the early 50s), at which point, her periods stop.
- When learning about the menstrual cycle, it's helpful to know what parts make up a female's reproductive organs.

Ovulation

1. Pre-ovulation

Women and girls have two ovaries that contain thousands of eggs (ova). During this phase, hormones stimulate the development of eggs. At the same time, the soft lining (called the endometrium) of the uterus (the place where a baby can grow) starts to thicken.

2. Ovulation

This occurs when a mature egg (occasionally two) is released from the ovary. After the egg is released, it travels along the fallopian tube to the thickening lining. If sperm from a male fertilizes the egg, a baby develops. Ovulation usually happens around 10 to 16 days before the next period.

3. Premenstrual

After ovulation, hormones trigger the body to continue developing the lining of the uterus, in preparation for a fertilized egg. During this phase, if the girl/ woman become pregnant, the egg moves into the uterus and attaches to the lining. If there is no pregnancy, the lining of the uterus is shed through the vaginal opening.

4. Menstruation

The womb lining leaves the body through the vagina as a reddish fluid containing blood – typically about a quarter of a cup of blood (though it can seem like a lot more). This is the period, also called menses, and lasts 3-7 days. The first day of bleeding is day one of a girl's/ woman's period.

Frequently asked questions about menstruation:⁴⁶

What is menopause?

Menopause is when a female's menstruation ends. When this happens, females can no longer become pregnant. Menopause usually happens after age 45. But menopause can happen as early as 35 for some females, or as late as in the 50's for others.

What are eggs?

Eggs are made in a female's body. They are very tiny so you can't see them. They are one of the two main ingredients to make a baby.

Where are eggs produced?

Eggs are produced in the ovaries.

How does a girl know when her period is about to start?

Most girls begin menstruating between ages 9 and 16. The best way to know is to look for signs. Underarm hair and a whitish discharge/fluid from the vagina are signs that the period will start soon.

What if a girl's period never starts?

Periods will start sooner or later. However, if a girl reaches age 16 and has not yet had her first period, she should visit a health provider.

Can a girl get pregnant during her period?

Yes. Although it is not common, it is possible that a girl could be ovulating when she has her period.

Is menstruation painful?

Some girls experience cramping before or during their period that can feel like a stomach ache. This pain is usually not serious and can be treated with a pain reliever, exercise, a hot bath, or a hot water bottle. Sometimes rubbing the stomach can provide relief as well. A girl may also experience back pain, headaches, nausea, vomiting, and constipation. The pain usually lasts 2-3 days at the beginning of the period.

Can a girl shower when she has her period?

A girl can shower when she is on her period. There is no medical evidence to suggest that showering during your period will cause infertility or affect your periods in any way.

Resource 3: Contraception⁴⁷

FACILITATOR NOTE: Before giving this information to boys, first check which options are available and accessible, and then provide the information accordingly.

What is a contraceptive?

Contraceptives are used for preventing pregnancy. If a woman is having sex, she always runs the risk of getting pregnant. A contraceptive can be used to decrease the likelihood that a woman will get pregnant. However, the only 100% effective way to avoid pregnancy is to not have sex. This is called abstinence.

What is a condom?

A condom is the only contraceptive that prevents against pregnancy AND sexually transmitted infections. A male condom is a thin piece of latex that is worn on the penis. The male condom is far more commonly used than a female condom. A female condom is a sheath with a flexible ring at either end. One end is closed and inserted into the vagina; the other end is open and the ring sits outside the opening of the vagina.

How does the condom work?

- Condoms work by keeping semen (the fluid that contains sperm) from entering the vagina. The male condom is placed on a man's penis when it becomes erect, before any sexual contact. It is unrolled all the way to the base of the penis, while holding the tip of the condom to leave some extra room at the end. This creates a space for semen after ejaculation and makes it less likely that the condom will break.
- After the man ejaculates, he should hold the condom at the base of the penis as he pulls out of the vagina. He must do this while the penis is still erect to prevent the condom from slipping off. If this happens, sperm could enter the vagina and a female could become pregnant.

Condom Do's and Don'ts

- DO use a condom each and every time you have sex.
- DO use water-based or silicone-based lubricants.
- DO NOT use a condom more than once.
- DO NOT use two condoms at the same time. The friction between the condoms may cause them to tear.
- DO check the expiration date.
- DO NOT use oil-based lubricants (like petroleum jelly or baby oil). They can cause the condom to break.
- DO NOT use a condom if the individual condom packet is ripped.

What are other contraceptives?

- Other contraceptives include birth control pills, injections, implants, and IUDs.
- Birth control pills are taken every day by women to avoid getting pregnant.
- Women can also go to a doctor to get an injection once every few months to prevent pregnancy.
- Another option is a tiny implant or small object inserted under a woman's skin.
- An IUD is a small, T-shaped device that is inserted into a woman's uterus to prevent pregnancy. It should be inserted and removed by a health professional. Depending on the type of IUD, it can be left inside the uterus for 5-10 years.

How to choose the right form of contraception?

A woman must first visit a doctor to find out which option is best for her. Not all these options are readily available. The condom is one of the most widely available forms of contraception, which is why it is so common.

METHOD ⁴⁸	HOW WELL IT WORKS	HOW TO USE	PRO'S	CON'S
Implant	>99%	A health care provider puts the implant under the skin of the woman's upper arm	<ul style="list-style-type: none"> Prevents pregnancy for up to 3 years Private and discreet 	May cause spotting (light bleeding)
Hormone IUD	99%	A health care provider puts the IUD in the uterus	<ul style="list-style-type: none"> Prevents pregnancy for 3-7 years (depending on the IUD) May improve period cramps and bleeding Private and discreet 	May cause spotting (light bleeding)
Copper IUD	99%	A health care provider puts the IUD in the uterus	<ul style="list-style-type: none"> Prevents pregnancy for up to 12 years Can be used as emergency contraception Private and discreet 	<ul style="list-style-type: none"> May cause more cramps and heavy bleeding May cause spotting (light bleeding)
Male condom	82-98%	Use a new condom each time you have sex	<ul style="list-style-type: none"> Protects against HIV and other STIs Can be used with other methods to protect against HIV and other STIs 	Can break or slip off
Diaphragm	88-94%	<ul style="list-style-type: none"> Use diaphragm each time you have sex Must be used with spermicide 	Can be used for several years	Raises risk of bladder infection
Female condom	79-95%	Use a new condom each time you have sex	<ul style="list-style-type: none"> Protects against HIV and other STI Can be used with other methods to protect against HIV and other STIs 	May slip out of place during sex

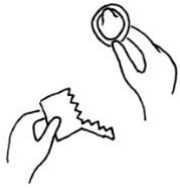




Injection	94-99%	Get an injection every 3 months.	Private and discreet	<ul style="list-style-type: none"> • May cause spotting and weight gain • May cause delay in getting pregnant after injections are stopped
Ring	91-99%	<ul style="list-style-type: none"> • Put a small ring into your vagina • Change the ring each month. 	<ul style="list-style-type: none"> • One size fits all • Can make periods more regular and less painful • Private and discreet 	May cause spotting in the first 1-2 months
Patch	91-99%	<ul style="list-style-type: none"> • Put a new patch on your skin once a week for 3 weeks • No patch during week 4 	Can make periods more regular and less painful	<ul style="list-style-type: none"> • Can irritate skin under patch • May cause spotting in first one to two months
Pill	91-99%	Take one pill each day	Can make periods more regular and less painful	May cause spotting in the first 1-2 months

Resource 4: Condom Use⁴⁹

Explain the 5 Basic Steps of Using a Male Condom

Important: Whenever possible, show clients how to put on a condom. Use a model of a penis, if available, or other item, like a banana, to demonstrate.

Basic Steps and Important Details

<p>1. Use a new condom for each act of sex.</p> <ul style="list-style-type: none"> • Check the condom package. Do not use if torn or damaged. Avoid using a condom past the expiration date. Do so only if a newer condom is not available. • Tear open the package carefully. Do not use fingernails, teeth, or anything that can damage the condoms. 	
<p>2. Before any physical contact, place the condom on the tip of the erect penis with the rolled side out.</p> <ul style="list-style-type: none"> • For the most protection, put the condom on before the penis makes any genital, oral, or anal contact. 	
<p>3. Unroll the condom all the way to the base of the erect penis.</p> <ul style="list-style-type: none"> • The condom should unroll easily. Forcing it on could cause it to break during use. • If the condom does not unroll easily, it may be on backwards, damaged, or too old. Throw it away and use a new condom. • If the condom is on backwards and another one is not available, turn it over and unroll it onto the penis. 	
<p>4. Immediately after ejaculation, hold the rim of the condom in place and withdraw the penis while it is still erect.</p> <ul style="list-style-type: none"> • Withdraw the penis. • Slide the condom off, avoiding spilling semen. <p>If having sex again or switching from one sex act to another, use a new condom.</p>	
<p>5. Dispose of the used condom safely.</p> <ul style="list-style-type: none"> • Wrap the condom in its package and put it in the rubbish bin or latrine. Do not put the condom into a flush toilet, as it can cause problems with plumbing. 	

Resource 5: Sexually Transmitted Infections (STIs)⁵⁰

Why are girls more at risk?

Women are at higher risk for and are more affected by STIs than men for several reasons. Differences in the female body makes it more difficult to find STIs in women. STIs have more serious consequences for women than for men. The risk of transmission is greater from a man to woman. Many women have little power to protect themselves in sexual situations. Additionally, because a man's sexual fluids stay inside a woman's body after sex, she is more likely to get an infection. Younger girls face even greater risk for STIs because they are more likely to suffer from tears in the vagina during sex.

Signs and symptoms of STIs

Most men can tell when they have an STI because there are usually clear signs. Women, however, can have STIs without knowing it, because there are often no signs. Sometimes only an experienced and trained health care provider can find signs of an STI in a woman. This is especially true during pregnancy, when many STI symptoms are mistaken for side effects of pregnancy. Sometimes it is necessary to examine samples of a woman's blood or vaginal discharge to find out if she has an STI and which type she has. For this reason, it is important to recognize the signs of an STI and to visit a doctor as soon as possible if the signs are observed or there is reason to believe that exposure to an STI has occurred.

STI prevention

The only completely effective way to prevent STIs is to abstain from oral, anal, and vaginal sex. Contact with another person's body fluid can result in STI infection. For people who have decided to engage in sexual activity, condoms can protect against many, but not all, STIs. For minimal protection, sexual partners can inspect their genitals, wash their genitals after sexual intercourse, avoid sex with multiple partners, and talk to each other about their sexual habits and health. Men can play a particularly important role in preventing STIs by maintaining monogamous relationships or using condoms to protect their partner and themselves. Maintaining a mutually committed relationship—meaning neither person has sex with anyone else—is a way of preventing STIs that requires the commitment of both partners. Men can show respect for their partners' health by limiting their sexual relations to one partner.

Bacterial Sexually Transmitted Infections

NAME	HOW IT'S TRANSMITTED	SYMPTOMS
Gonorrhoea	It is transmitted through sexual contact with the penis, vagina, mouth, or anus of an infected person. Ejaculation does not have to occur for gonorrhoea to be transmitted. It can also be spread from mother to baby during childbirth.	<ul style="list-style-type: none">• Most girls and women who are infected show no symptoms.• Some women experience pain during urination and vaginal discharge (milky white or yellow/ green).
Chlamydia	It is transmitted through sexual contact with the penis, vagina, mouth, or anus of an infected partner. Ejaculation does not have to occur for chlamydia to be transmitted or acquired. It can also be passed from mother to baby during vaginal childbirth.	<ul style="list-style-type: none">• Sometimes there are no symptoms• Vaginal discharge• Burning during urination• Women may experience lower abdominal pain, pain during intercourse, and irregular bleeding between periods.

Pelvic Inflammatory Disease	<ul style="list-style-type: none"> • PID occurs when bacteria move upward from a woman's vagina or cervix (opening to the uterus) into her reproductive organs. Many different organisms can cause PID, but many cases are associated with gonorrhoea and chlamydia. • Sexually active women in their childbearing years are most at risk, and those under age 25 are more likely to develop PID than those above 25. • This is because the cervix of teenage girls and young women is not fully matured, increasing their susceptibility to STIs that are linked to PID. 	<ul style="list-style-type: none"> • Dull pain or tenderness in the lower abdomen • Abnormal periods • Abnormal vaginal discharge • Nausea and/or vomiting • Fever and chills
Syphilis	<ul style="list-style-type: none"> • Syphilis is passed from person to person through direct contact with syphilis sores. • Sores occur mainly on the external genitals. • Sores also can occur on the lips and in the mouth. 	<ul style="list-style-type: none"> • The disease develops in three stages: • Stage 1: One or more painless reddish-brown sores on or near the genitals. • Stage 2: A skin rash develops anywhere on the body. Flu-like symptoms such as mild fever, fatigue, and sore throat appear. • Stage 3: Late-stage symptoms include brain damage, mental illness, blindness, heart disease, and death.
Vaginitis	<p>Vaginitis is included under this section on STIs because the infection can often begin after sexual contact with another person. There are also nonsexual ways of contracting this infection (e.g., using a diaphragm, being pregnant or in menopause, or taking antibiotics).</p>	<p>The symptoms of vaginitis can include itching, burning, pain, blood spotting, or there might be a change in discharge. The discharge might be heavier than usual, have an unusual "smelliness," be a different color (yellow, brown, grey), or have a thick or clumpy consistency.</p>

Viral Sexually Transmitted Infections

NAME	HOW IT'S TRANSMITTED	SYMPTOMS
Genital Herpes	<ul style="list-style-type: none"> You can get genital herpes by having vaginal, anal, or oral sex with someone who has the disease. You can get herpes from a sex partner who does not have a visible sore or who may not know he or she is infected. It is also possible to get genital herpes if you receive oral sex from a sex partner who has oral herpes. You will not get herpes from toilet seats, bedding, or swimming pools, or from touching objects around you such as soap or towels. 	<ul style="list-style-type: none"> Some people will develop painful blisters on the genitals or mouth. Other symptoms include headache, fever, muscle aches, and chills.
Human Papilloma Virus (HPV)	<p>HPV is transmitted through intimate skin-to-skin contact. You can get HPV by having vaginal, anal, or oral sex with someone who has the virus. It is most commonly spread during vaginal or anal sex. HPV is so common that nearly all men and women get it at some point in their lives. HPV can be passed even when an infected person has no signs or symptoms. You can develop symptoms years after being infected, making it hard to know when you first became infected.</p>	<ul style="list-style-type: none"> Genital warts are soft and usually flesh colored. They can be flat or raised. They can appear alone or in clusters. They are usually painless, but can cause itching, pain, or bleeding. They can appear on the vulva, vagina, anus, cervix, penis, or scrotum. They appear 1-8 months after infection.

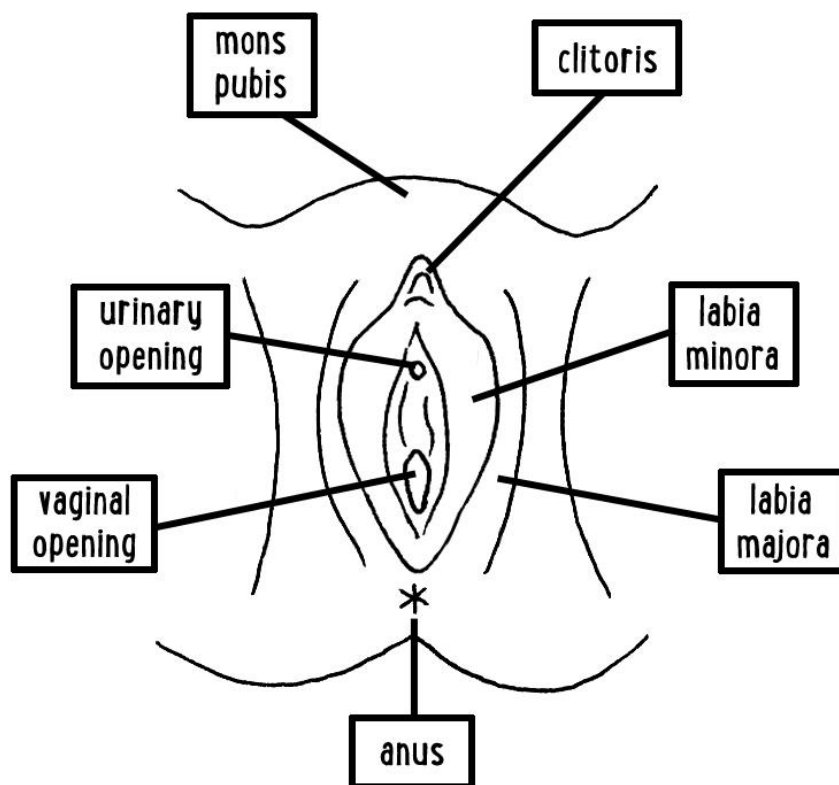
HIV/AIDS

HIV is a sexually transmitted virus that can turn into AIDs. It can spread when an infected person's blood mixes with another person's blood.

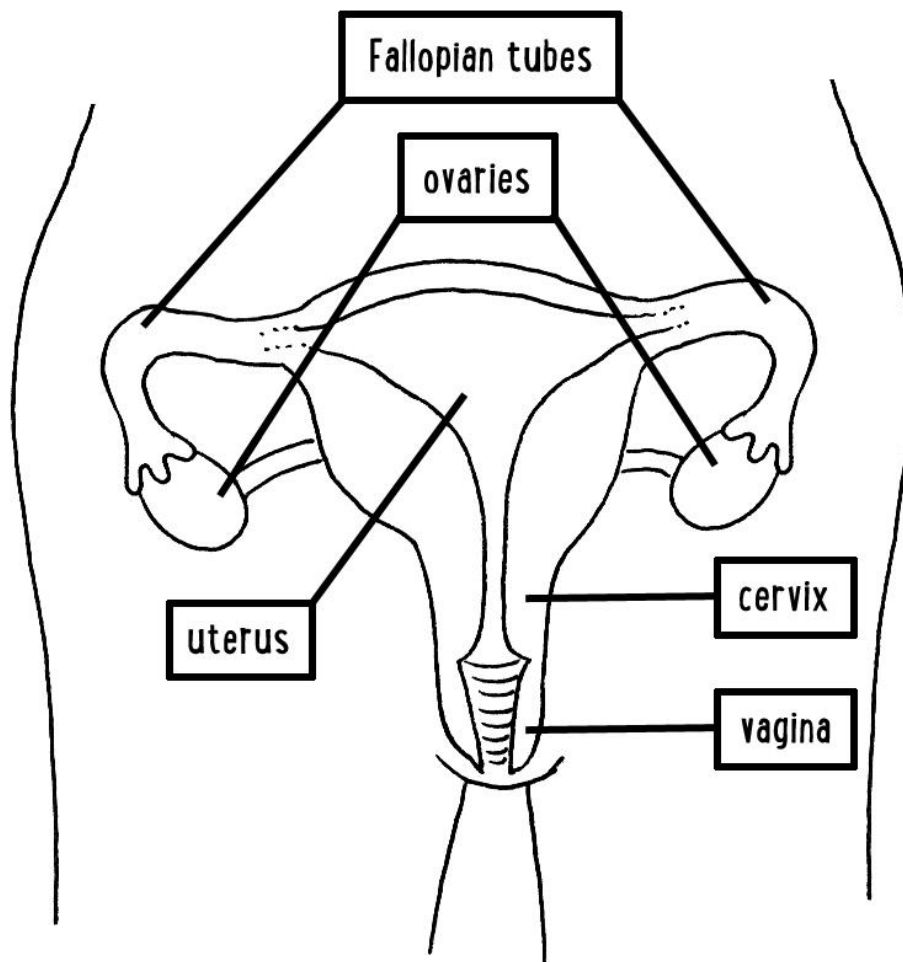
- If you have an open cut or wound and the other person has HIV, you are at risk of catching the virus.
- If you have sex with someone with HIV and do not use a condom, you are at risk of HIV.
- Some women who are pregnant can give their unborn baby HIV because they are providing nutrients to the baby from their body.
- Sometimes a woman with HIV can pass it to her baby through breastfeeding.
- HIV is different from other diseases like a cold, malaria, or typhoid because it does not pass through the air.
- You cannot catch HIV from being in the same room as an infected person or by hugging or touching that person.
- You cannot catch it from kissing someone.
- You cannot catch it from an infected person coughing or sneezing on us, or by drinking from the person's cup.

There are four ways to avoid getting HIV/AIDs:

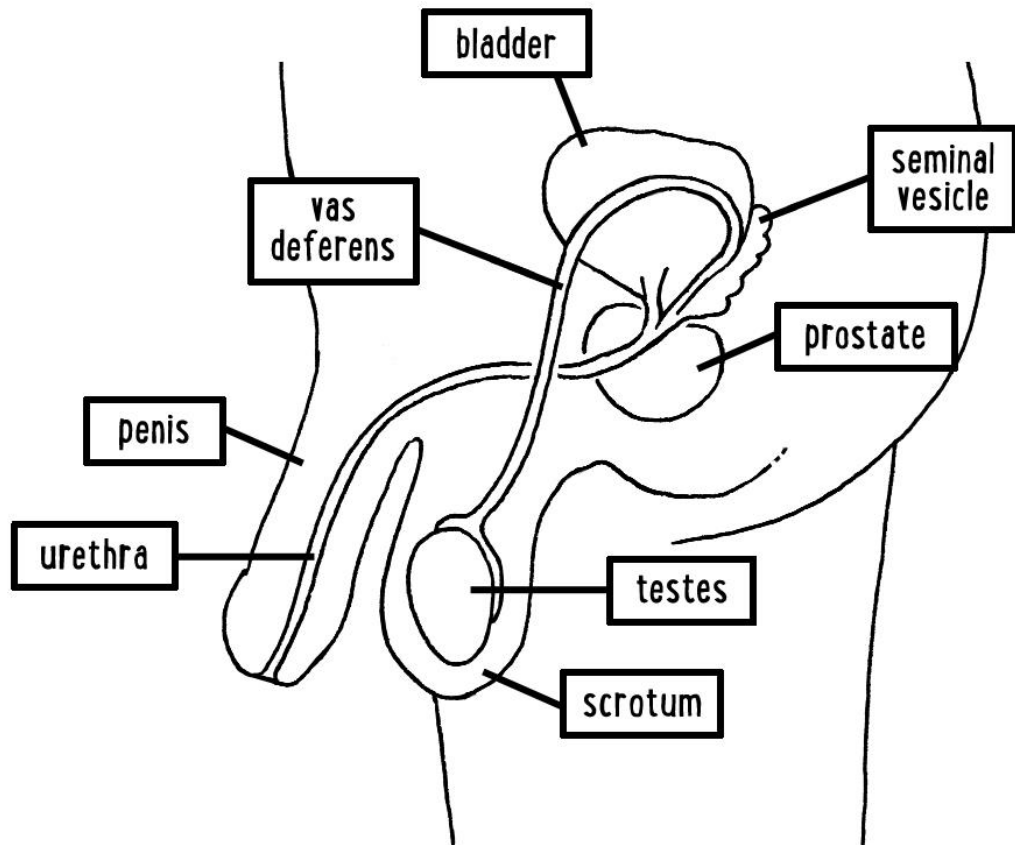
1. Wait to have sex.
2. Be in a mutually faithful relationship with an uninfected person where both partners have been tested.
3. Use a condom.
4. Never share needles or other medical equipment that could carry blood, such as razors, with others.



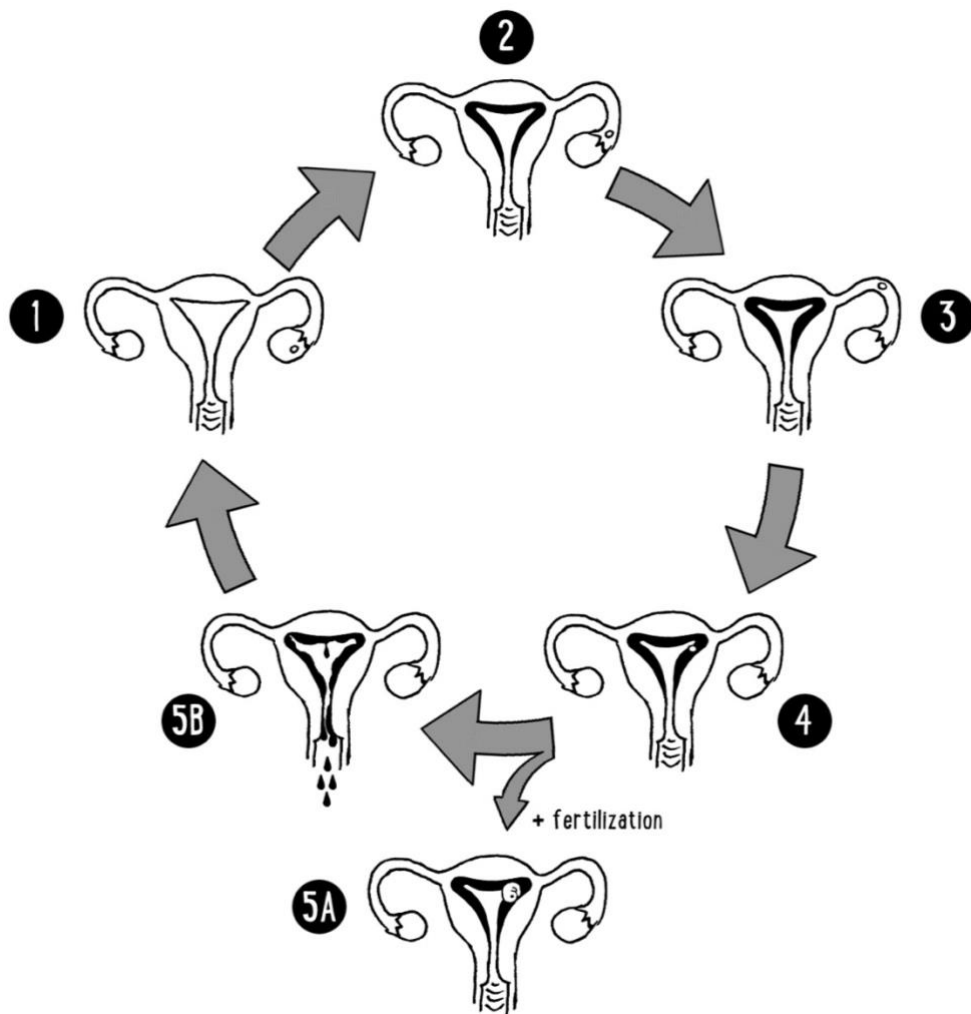
Handout 2: The Internal Reproductive Body Parts of a Female⁵²



Handout 3: The Internal and External Reproductive Body Parts of a Male⁵³



Handout 4: Menstruation and the Ovulation Cycle⁵⁴



1. The uterus is connected to the ovaries by fallopian tubes. Typically, one egg matures every cycle.
2. Once mature, the egg is released from the ovary and passes through the fallopian tube.
3. As the egg passes through the tube, the lining of the uterus thickens.
4. If the egg is fertilized, the lining of the uterus provides a home to a growing baby (5a)
5. If there is no fertilization (5b), the body sheds the uterus lining in the form of blood. Regular bleeding is part of a natural process for women and girls.

MODULE 5

OUR SAFETY

MODULE 5

OUR SAFETY

REMINDERS AND GUIDANCE⁵⁵

Due to the sensitivity of the issues addressed in Module 5, it is possible that boys may feel uncomfortable, be reminded of painful memories, or bring up personal experiences of being a victim or of using violence. Extra care and sensitivity are required from facilitators to ensure that adolescent boys are able to express themselves and participate in a way that feels safe to them, as well as to access the necessary support or protection.

During these sessions, watch out for the following and check in discreetly with boys at the end of the session:

- ☐ Boys behaving differently than usual
- ☐ Boys becoming withdrawn
- ☐ Boys bringing attention to themselves
- ☐ Boys seeking to justify violence or blame others
- ☐ Content of activity triggers a change in behavior

Tips for safety sessions:⁵⁶

- ☐ Be informed of the safety issues facing adolescent boys and girls in community and the services they can access.
- ☐ Have a caseworker available for both Safety sessions if possible.
- ☐ Understand the local and national laws regarding mandatory reporting. Clarify with your manager any ethical and legal considerations related to situations that may come up in discussions on violence.
- ☐ Emphasize confidentiality and the value of speaking with a trusted person and accessing support if they have experienced any form of violence.
- ☐ Notice if it is easier for boys to talk about violence they experienced outside, rather than inside, the home or the violence they have used against others. Boys may not wish to share details about these experiences, and they should not be pressured to do so.
- ☐ Being a victim of interpersonal violence is associated with committing acts of violence later in life. Helping boys to recognize the cycle of violence and to reflect on the pain that violence has caused them can be a part of interrupting the cycle of violence.
- ☐ When talking about violence they have committed, some boys make seek to justify themselves or blame the other person for being the aggressor. Gently challenge this behavior by engaging boys to identify alternative ways of thinking and behaving.
- ☐ In some contexts, there will be cases where boys as a group are forced to act violently against others. They may be forced to consume alcohol or drugs and/or face the threat of violence themselves.⁵⁷

Dealing with disclosures of violence in group settings:

If a boy discloses *having experienced violence*, facilitators should:

- ☐ Thank the boy for sharing and use healing statements, such as, “You are very brave for sharing this,” or “This is not your fault.”
- ☐ Remind boys that this is a safe space and refer to the Group Agreements as appropriate (e.g., no judgement, no blame).
- ☐ Change the topic from specific to general. For example, if a boy says he is beaten by his mother, say, “Some boys may experience violence in the home.” Follow up with, “If boys experience a similar issue, they can talk to a caseworker, and any boy can approach me after the session for more information.”
- ☐ Do not ignore what the boy said or change the conversation abruptly. Follow up with him at the end of the session in a discreet way.

If a boy discloses *having used violence*, facilitators should:⁵⁸

- ☐ Thank the boy for sharing his experience. Use empathy by saying, for example, “I imagine it has taken a lot of courage for you to share this your story.”
- ☐ Don’t minimize or justify the use of violence.
- ☐ Change the topic from specific to general. For example, if a boy says he badly beat a classmate who insulted him, say, “Some boys may use violence to resolve disputes.” Follow up with, “But no one has the right to hurt another person’s mind or body. We all have a right to be safe. Any boy can approach me after the session for more information.”
- ☐ Do not ignore what the boy said or change the conversation abruptly.
- ☐ Follow up with him at the end of the session in a discreet way.

After each session:

- ☐ Build in time at the end of each session to allow boys to approach you individually.
- ☐ Be available and open for discussion (and show this through body language and facial expressions).
- ☐ Be prepared to deal with any issues that may arise. For example, familiarize yourself with who to contact in case of emergency, who to refer the case to, and a list of other relevant services.
- ☐ Do not ask the boy to repeat his disclosure of having experienced violence again. Explain that there is someone available for him to talk to. If he agrees, facilitate the referral process by introducing him to the caseworker.

MODULE 5

OUR SAFETY

SESSION 15

Understanding Violence

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize that boys can be both victims and perpetrators of violence <input type="checkbox"/> Give examples of how it feels to be violent and to have violence used against us <input type="checkbox"/> Recognize different forms of violence (physical, emotional, sexual, economic) and identify some of their consequences
DURATION	2 hours (remind boys that this is a longer session and make time for a short break or game if needed)
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> Objects for trust walk – chair, stones, boxes, bottles, etc. <input type="checkbox"/> Two signs on A4 paper – “YES” and “NO” <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Understand in advance the types of violence boys (and girls) face in the community to be able to contextualize the discussions. <input type="checkbox"/> Review the referral pathways to determine whether there are sexual violence services in place for boys. <input type="checkbox"/> Adapt the scenarios in Activity 2 for your context if needed. <input type="checkbox"/> For Activity 2, prepare a flipchart sheet with the 4 types of violence and replicate the illustrations or print a few to be shared as handouts.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

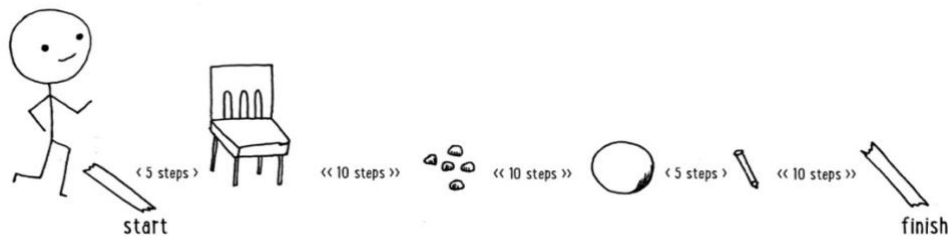
1. DO:

- Welcome everyone to the final module, which focuses on our safety! Make sure you show a lot of enthusiasm for being back together.
- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Does anyone have **any new questions** that they would like to ask us now?

> Energizer/Game – “Trust Walk” (10 minutes)



1. DO:

- Set up the game by placing objects as obstacles around the room. These can be chairs, desks, boxes, water bottles, books, etc.
- Explain that one partner, “the guide,” will slowly guide the other, “the walker,” whose eyes are closed or blindfolded, safely through an obstacle course. The person with his closed eyes will need to listen closely to his partner.
- The walkers will close their eyes. The guide stands next to the walker and gives verbal instructions to the walker to cross from one side of the room to the other, without touching one another.
- Then they will switch roles and go back the other direction.
- Ask everyone to stand back against the wall. With your co-facilitator, demonstrate the activity to increase the group's understanding and sense of trust.
- Divide the boys into pairs so they work with new people they don't normally work with.
- Before starting, remind everyone of the Group Agreements, especially respect and safety.

2. ASK:

- For the people who were blindfolded, what are the things that made it possible/impossible to trust your partner?
- For the person who was leading/guiding, how did you feel about being responsible for getting someone safely across to the other side?

3. EXPLAIN: In this activity, you used communication and teamwork to succeed. Some walkers trusted their partners to guide them safely, while others did not. Finding a trusted person is important to all of us, especially in a new environment. It allows us to feel safer, express ourselves with our trusted person, and have someone to talk to when there is something bothering us. We hope that these sessions have helped you to develop trust with each other.

> Introduce the topic (20 minutes)

Part One

1. EXPLAIN: In this module, we will be talking about safety and violence. We know that this can be a very sensitive topic, so we want to start by reviewing the Group Agreements to be sure that we feel safe and supported in these discussions.

2. ASK:

- Which Group Agreements do you think we need to remember today? (*Point to the sheet on the wall*)
All of them! But if not mentioned, the focus should be on confidentiality, respecting each other and our experiences, etc.
- Are there any other agreements you would like to add?
Consider sharing these ideas: We do not blame or judge those who experience violence, we do not force others to share their experiences if they are not comfortable, we do not boast about or encourage violence.

3. EXPLAIN:

- Confidentiality is very important but please remember that it is our responsibility to protect you and others. Therefore, if you disclose violence that you have experienced or have engaged in, we will need to follow up to be sure that you and others are not at risk of harm.
- If you want to talk more about any issues that are discussed today, please let us know as a caseworker is available to support you.
- Please remember that you do not need to share your opinions or experiences in this group unless you choose to. We understand that sometimes you just want to listen.

Part Two

FACILITATOR NOTE: Violence a very large and complex topic. In this session, we are focusing on interpersonal violence—that is, violence committed by one person (or in some cases a few people) against another person. This type of violence is usually about the abuse of power. Try to keep the conversation focused on this type of violence to avoid the topic becoming confusing or too broad.

1. ASK:

- What do you think “safety” means?
If not mentioned, share these points: being free from harm, danger, threats or risks, both inside and outside the home.
- Can anyone think of the types of harm, danger, threats, or risks that make people unsafe?
If not mentioned, share these points: war, conflict, lack of money, being homeless, violence, sexual assault, natural disasters, etc.

2. EXPLAIN:

- Today we are going to focus on violence that one person (or in some cases a few people) commits against another person. This usually happens when one person feels they have more power than another person and they use that power to harm someone’s body or hurt their feelings.
- This type of violence is something that boys might experience as victims, but it is also violence that boys and men may do to others.

3. ASK: Thinking back to the safety maps that you created in the first module:

- What are some examples of this kind of violence that boys face in this community and at home?
- How are they different from those that men face?
- How are they different from those that women and girls face?
- Are there any types of violence that are the same for both girls and boys? What are they?

4. EXPLAIN:

- Violence can happen to anyone—girls, women, boys, or men—but some types of violence are more common for boys, while others are common for girls. This is because of the gender labels that we talked about in the first module. But *all* types of violence can happen to both girls and boys.
- Sometimes, girls and boys might accept violence because they may not realize that it is a type of violence. It may be very common in the community, and therefore it is seen as normal.
- Other times, boys may not want to admit that they have suffered a type of violence that is usually done to women and girls because they are fearful of what people will say.
- We need to educate ourselves about different types of violence so we can know what it is if it happens to us and so we can also make sure we don’t do it to others.

5. ASK: We are not looking for names or personal details here, but what types of people (perpetrators or aggressors) are causing these risks to boys? What about to girls?

If not mentioned, share these examples: men, neighbors, strangers, caregivers/parents, etc.

KEY MESSAGES:

- *Because of their gender label, boys and men sometimes believe that they are more powerful and that they have the right to tell girls and women what they can and cannot do. Sometimes they do this by using violence, but this is harmful to girls, women, boys, and men.*
- *When people use violence, they usually say it is because the other person did something to annoy them or make them angry or the other person deserved it. But violence is always a choice.*
- *Remember that a caseworker is available to provide confidential support and help you recover from any form of violence we talk about today.*

> Activities (1 hour 10 minutes)

Activity 1: How Does Violence Make Us Feel?⁵⁹ (25 minutes)

Part One

1. **EXPLAIN:** The purpose of this activity is to understand how someone might feel if they experience violence.
2. **SAY:**
Christine was walking home from school one day when a group of boys started harassing her on the street. One of the boys tried to grab her by the arm and the others were laughing at her. When she ran home, she was so scared, she told her mother what had happened. Later that night, her mother and father told her that she is not allowed to go to school anymore because it is not safe. Christine was in shock and really upset.
3. **DO:** Ask the group to describe the person they imagined. Who is she? What are her hobbies? How does she spend her time? Does she have friends? What about siblings? How might she be feeling? Could this incident affect her future?
4. **ASK:** Why do you think it is important to imagine and try to understand how someone is feeling or what they are going through? How can this change the way we interact with others?
If not mentioned, share that it can improve our communication, reduce conflict, and create healthier, happier relationships.

Part Two

1. **EXPLAIN:** For the next activity, we are not asking you to give personal experiences, we are talking about boys in general.
2. **DO:**
 - Divide the boys into two groups. Group 1 will discuss types of violence that are **practiced against boys**. Group 2 will discuss types of violence that **boys practice against other people**.
 - After 3-4 minutes of discussion, ask for feedback from each group and write their ideas on flipchart paper (*divided into 2 columns*).
3. **EXPLAIN:**
 - Now, you are going to get into pairs and face your partner. Decide who is "A" and who is "B."
 - You are going to create a still image in your pair (like a photograph or picture).
 - "A" will create a still image that shows how boys feel when they practice violence against someone else. (*Remind them to think about the list they just came up with*).

- “B” will create a still image that represents how boys feel when violence is practiced against them. (*Remind them to think about the list they just came up with*).
- Give them 2-3 minutes to come up with their image and then ask one half of the room to freeze in their positions while the other half looks around the room. Then do the same with the other half of the room.

4. ASK:

- How did your images make you feel? How did you feel about your partner’s image?
- What makes people behave in violent ways?

FACILITATOR NOTE: While boys may mention anger as a reason for violence, ask them to think about how their power over girls or younger siblings results in violence. Even though they may feel angry, they may not choose to act in a violent way towards a community leader or someone else who holds power over them.

- In Module 3 – Our Relationships and Choices, we learned that we have control over our own actions and that every action is our choice. What then are some of the things we can do to make sure we do not respond to any situation using violence?
- How do we know if we are hurting someone else? What have we learned in earlier sessions about how boys and girls might show their emotions?
If not mentioned share that if our actions make someone else feel uncomfortable, scared, hurt or upset, we should question whether our action is a type of violence.
- In general, when we experience violence, who do we talk to about it?
- *Remind them of their trusted people.*

5. EXPLAIN:

- If boys are experiencing violence, they might be worried about people finding out and feel ashamed or feel that they will not be taken seriously. They might also feel that some forms of violence are normal for boys to experience. But boys should know that, in the same way that boys should not be violent towards others, other people should not be violent towards boys.
- If our friends tell us that they are experiencing violence, we should support them to seek help and be a good friend to them. We should not tease them.

KEY MESSAGES:

- **Anger is a normal emotion that everyone feels sometimes.** *The problem is that some people may confuse anger and violence, thinking they are the same thing and that violence is an acceptable way of expressing anger.*
- *While it may be difficult to control what makes us angry, we do have control over how we respond to what makes us angry. **Reacting with violence is a choice.***
- *Usually, we respond with violence in situations where we have more power over another person. For example, if a girl makes us angry, we might think it is acceptable to respond with violence. But we would not do this if it was our father—meaning we do have control over whether we behave in a violent way.*
- **The person who experiences violence is never to blame.** *People who are violent to others are responsible for their actions, even if someone made them angry or annoyed them. The person being violent always has a choice about how to respond.*

FACILITATOR NOTE: This could be a good time to take a short 5-minute break or do a quick energizer if energy is low or boys are becoming distracted.

Activity 2: Is This Violence? ⁶⁰ (45 minutes)

FACILITATOR NOTES:

- Have signs prepared for the volunteers with either “YES” or “NO,” or a tick (✓) or cross (X) if some of the group cannot read.
- Remember to adapt the scenarios for your context, including the names.

1. DO:

- Ask for two people to volunteer to be “1” (represents “yes”) and “2” (represents “no”) and ask them to stand on opposite sides of the room with their signs.
- You will read a list of scenarios, and as you are reading, the rest of the group should walk randomly around the room as you are speaking.
- Once you have finished reading each scenario, yell “Go!” and they will run to volunteer 1 (yes) or 2 (no) depending on whether they think the scenario describes a type of violence.
- After each scenario, clarify whether it is a type of violence and what type of violence it is. Take a moment to have one boy suggest how they think the person experiencing violence in the scenario feels.
- Then get them to continue walking quietly around the room again while you read the next scenario.

FACILITATOR NOTE: For younger boys, you may wish to reduce the number of scenarios to 3 or 4 at most.

SCENARIOS:

	SCENARIO	IS THIS VIOLENCE?
1	Eric and Marguerite have been married for two years. Sometimes Eric gets home late, and Marguerite is already sleeping. He wakes her up to have sex with her. Sometimes she does not want to, but even so, Eric insists. So she has sex with him, even though she does not want to.	Yes. <i>Type of violence = sexual</i> <i>How might this make Marguerite feel?</i>
2	Ibrahim and his friends see a beautiful girl walk past them on the street and they start making comments about how beautiful she is and about her body. When she ignores them, they start cursing at her.	Yes. <i>Type of violence = sexual</i> <i>How might this girl feel?</i>
3	Ahmad has just told his mother that he failed his mathematics exam, even though he spent several hours studying. His mother beats him and yells mean things at home.	Yes <i>Type of violence = physical and emotional</i> <i>How might Ahmad feel?</i>
4	William comes home late from work one evening and his wife Grace has not prepared dinner. He gets very angry and starts swearing at her and telling her she is useless.	Yes. <i>Type of violence = emotional</i> <i>How might Grace feel?</i>

5	Hassan is very quiet and shy and the boys at school bully him and constantly threaten him because he is not “manly” like the other boys. They gang up on him in the playground and beat him up.	Yes. <i>Type of violence = physical</i> <i>How might Hassan feel?</i>
6	Olu is 13 and works at a farm to help earn money for the family. The manager of the farm tells Olu that he will give him more hours if Olu does “favors” for him. Olu agrees at first but then realizes that the favors are sexual and Olu does not want to do that.	Yes. <i>Type of violence = sexual</i> <i>How might Olu feel?</i>

2. **SAY/ASK:** All the scenarios include a type of violence. Does that surprise you?

FACILITATOR NOTES:

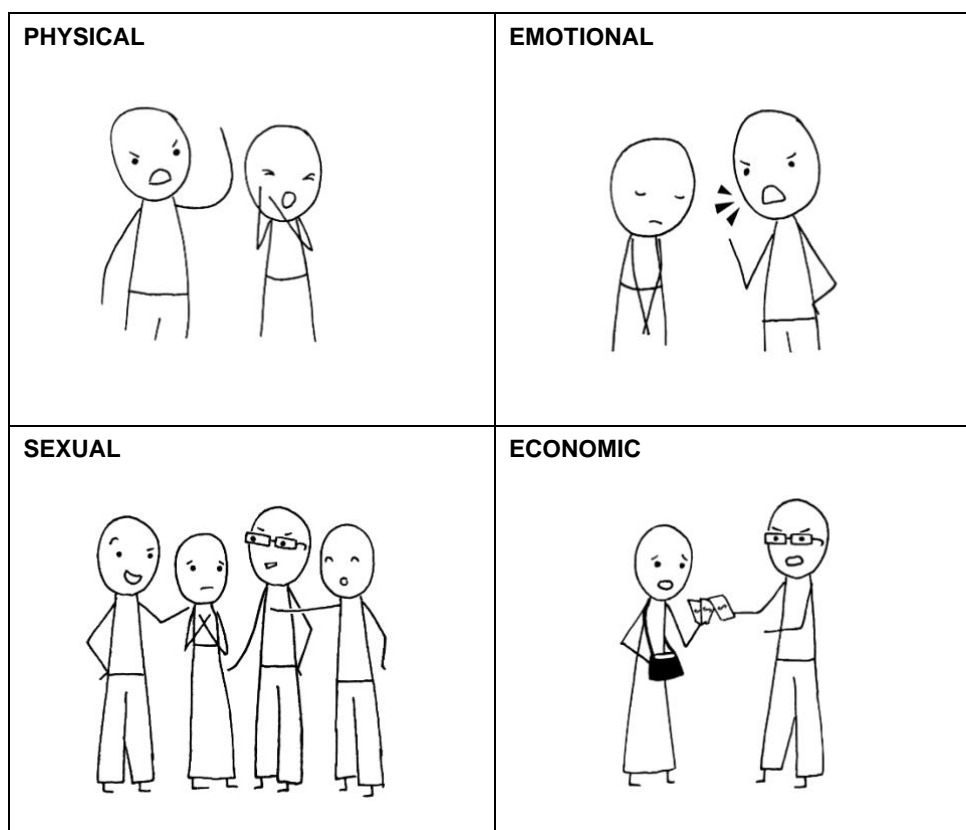
- Be aware that some of these scenarios might remind boys of personal experiences. Be sensitive to this and do not encourage them to speak if they do not want to. Follow up with individuals after the session if needed.
- Be prepared for boys to express views that excuse certain types of violence. For example, tolerating violence within a marriage. It is very important to sensitively challenge such views and present an alternative viewpoint, focusing on how violence affects people.
- The Key Messages below can help you to lead a practical debrief of this activity as they contain guidance and action points.

3. **ASK:**

- Who was to blame for the violence in each of those scenarios?
If not mentioned: The person who was violent was to blame.
- What should we do if someone we know is experiencing violence?
If not mentioned: We could ask them what we can do to help or support them.
- Does the community blame girls and boys for violence they experience?
If not mentioned: Yes sometimes, but they are never to blame. The person being violent always has a choice about whether to use violence or not.
- What do you think happened to the girls/women and boys/men in the scenarios after they experienced violence? (*What are the consequences, how do they feel emotionally, what happens to them physically, etc.*)?
- How does violence in the community make girls and boys feel?

4. **SAY:** Let's think about the different types of violence that we have mentioned.

5. **DO:** Divide a flipchart sheet into quarters with these labels: **physical, emotional, sexual, economic**. You can also replicate the illustrations below or print them as handouts (see *Handout 5: Types of Violence*).



6. **EXPLAIN:** Make sure everyone is clear on the meaning of each word before moving on. The younger group may need the definitions. But for the older group, you could ask them what they understand by each word.

- **PHYSICAL VIOLENCE** = Hurts the body
- **EMOTIONAL VIOLENCE** = Hurts the feelings and self-esteem
- **SEXUAL VIOLENCE** = Controls sexuality
- **ECONOMIC VIOLENCE** = Controls resources

7. **ASK:** Can anyone think of examples for each of these types?

- *Take them one at a time and write their suggestions in the relevant boxes.*
If not mentioned, include some of these examples (and any others from your context):
 - **PHYSICAL** – Hitting, pushing, slapping, pulling hair
 - **EMOTIONAL** – Saying bad words, threatened, shouting
 - **SEXUAL** – Unwanted kissing, unwanted touching, raping, forcing someone to remove their clothes, making comments about a girls' body, forcing a girl to touch your private parts, forcing someone to get married
 - **ECONOMIC** – Withholding money or resources, taking a woman's earnings without permission, denying opportunities for education or making an income, child labor

8. **SAY:** When we think about violence, we often think about physical violence. But violence comes in many forms and it is important to be aware of this so that we understand when we experience it or when we are responsible for it.

KEY MESSAGES (about the consequences of violence):

Physical and sexual:

- Boys and girls who experience violence might feel pain because of bruises, burns, cuts, bites, or bleeding, and it is important they are treated for this. **ASK:** Do you know where boys can receive treatment for this?
- If boys or girls experience sexual violence, they should seek help within 72 hours. Getting help **within the 72-hour time period is critical.** For girls, getting help within this time period can help to prevent pregnancy. For boys and girls, getting help within this time period can help to prevent sexually transmitted infections and HIV.

Emotional:

- Violence might make boys and girls feel a variety of emotions, such as sadness or loneliness. Or boys or girls might find it difficult to eat, sleep, or concentrate. Some girls and boys might feel no difference at all and there is no right or wrong way to feel.
- Boys and girls might worry about people finding out. They may blame themselves or think it is their fault. But those who experience violence are never to blame for what happens to them.

Recovering from violence:

- Receiving physical support as soon as possible can help survivors to recover from the potential physical consequences of violence.
- Talking to a trusted person about what has happened can also be helpful; a trusted person can help survivors think about their options for recovery.
- Caseworkers are also available to speak to girls and boys who have experience violence.
- Everyone deals with the consequences of violence in different ways. Some people may recover quickly, and others may not. There is no right or wrong way to recover.
- Remember, a boy's body belongs to him and no one has the right to hurt his body or mind. This is the same for girls. Her body belongs to her and no one has the right to hurt her body or mind. **We all have the right to be safe!**

> Quick session review (5-10 minutes)

1. SAY:

- The topic we discussed was difficult. But remember that even though there are safety risks for girls and boys here and in all communities, we have the power to tell a trusted person.
- We have educated ourselves about the different types of violence, so we know what it is if it happens to us and so we can make sure we do not do it to others. We also have a strong and positive support network with each other.
- From previous SAFE sessions and from today's discussion, we know how to better respond to emotions that might have in the past resulted in violence and we commit to not being violent moving forward.

2. DO: Ask the boys to stand in a circle and start passing a small ball around.

3. EXPLAIN: Throw the ball across the circle to someone who hasn't received it, and when you catch it, you should start a sentence with, "I am a boy/young man and I feel..."

- Boys can finish the sentence in whichever they like, to reflect on the session and to help them express themselves.

> Closing and take-home message (5 minutes)

1. **SAY:** Before next session, take the time to think about what we have discussed and feel free to bring any questions you might have to the next session.
2. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
3. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Encourage everyone to stay for the recreational and creative time.

MODULE 5

OUR SAFETY

SESSION 16

Responding to Violence and Accessing Support

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize reasons that prevent us from responding to violence <input type="checkbox"/> Analyze changing safety risks for boys and girls and develop an updated safety plan <input type="checkbox"/> Identify services or individuals who can provide support to respond to risks in their community
DURATION	2 hours (remind boys that this is a longer session and make time for a short break or game if needed)
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> Small ball <input type="checkbox"/> Chalk <input type="checkbox"/> Safety maps (saved from Module 1 Session 2) <input type="checkbox"/> Safety plans (saved from Module 1 Session 2) <input type="checkbox"/> Small stickers (4 different colors) <input type="checkbox"/> Group Agreements on the wall <input type="checkbox"/> Feedback and Evaluation Kit
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Adapt the scenarios in "Introduce the Topic" for your context. <input type="checkbox"/> Have the safety maps and plans ready from Module 1 Session 2 for Activity 2. <input type="checkbox"/> Write the headings for a new safety plan on flipchart paper for Activity 2. <input type="checkbox"/> Prepare an adolescent boy-friendly services poster/handout/list for the Session Review and Closing.

INSTRUCTIONS

> Welcome and review (5-10 minutes)

FACILITATOR NOTE: This is a good opportunity to check the boys' understanding of the content from the last session and to create a safe space for questions. If you need to refresh your memory, refer to the last session plan.

1. **DO:**

- Start with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. **ASK:**

- Can anyone tell me **what we learned about** during our last session together?
- Does anyone have **any new questions** that they would like to ask us about anything we've learned?

> Energizer/Game – “Invisible Wall”⁶¹ (5-10 minutes)

1. **DO:** Make a line with chalk or tape across the room and ask the boys to pair up.

2. **EXPLAIN** (*and demonstrate with your co-facilitator*):

- Stand on either side of the line, facing each other with toes close to the line.
- Raise your arms so that your palms are touching your partners' palms.
- When I say go, you will try to GENTLY but firmly push your partner back across the line. Each partner resists the other.
- The one who pushes the one over the line is the winner. All pairs do this at the same time. (*Give them about 10 seconds*).

3. **ASK:** Repeat this a couple of times, then ask the whole group:

- What is the purpose of walls and fences?
- Have you ever seen an invisible wall or fence?
- Do you think invisible walls exist?

4. **SAY:** Invisible walls can form powerful barriers that seem impossible to remove. Although invisible walls appear strong, they can be removed, one invisible stone or brick at a time. It takes patience and courage.

> Introduce the topic (10-15 minutes)

FACILITATOR NOTE: Remember to adapt the scenarios for your context before the session, including the names. For example, you may decide that these issues are not relevant, or that there are other more important issues that should be discussed.

1. **EXPLAIN:**

- In the last session, we talked about understanding the different types of violence girls and boys can experience.
- This session we will talk about how we can respond to this violence and update our safety plans.
- But to do this, it is important to understand the “invisible walls” that might stop us from being able to respond to violence.
- Although we cannot see invisible walls, they do exist and can be felt, just like you felt pushing against your partner in the last exercise.
- We are going to read out 3 short stories and after each one, we will ask you to think about these two questions –

2. **ASK:**

- What is it that makes the boy in the story hesitant to do something?
- What could he do in this situation?

SCENARIO 1: Mahmoud's friend has many girlfriends and is engaging in risky sexual activities. Mahmoud is worried about his friend and thinks that the way he is treating girls is not fair. He wants to tell his friend to take care of his health and be kinder to girls. But the "invisible wall" is stopping him from talking to his friend because his friend's behavior is considered "manly" and "macho."

SCENARIO 2: Robert hears his parents talking about getting his younger sister married. His parents think she should leave school and prepare for marriage. Robert thinks his sister will be happier if she stays in school and waits to marry. He wants to talk to his parents about this, but he feels an "invisible wall" that stops him from approaching them.

SCENARIO 3: John's family life is difficult. They struggle financially and his relationship with his parents is not easy. His friends tell him to join a gang operating in the area. His friend says that if he joins, he will get money and his parents will respect him. John wants to provide money for his family, but he is not convinced about joining the gang. He thinks it is a bad idea and he is scared, but the "invisible wall" stops him from saying anything.

> **Activities (1 hour 15 minutes)**

Activity 1: Safety Mapping & Planning⁶² (45 minutes)

1. **SAY:** Today we are going to go back to the safety maps we created in the first module and update them.
2. **DO:**
 - Hand out the maps and ask the boys to get back into the groups they were in for that session.
 - Ask them to spread out around the room and stick them up on the wall so they can gather around them standing up.
3. **ASK:** How do you feel looking at them now? Did you talk to anyone in your community about the safe and unsafe places you identified?

FACILITATOR NOTES:

- If the maps or risks and safety information previously shared by the boys were used outside of the sessions as a tool for advocacy or coordination, this is an opportunity to share that with the group.
- During this activity, one facilitator should take notes on the updates from the groups to share at the SAFE team weekly meetings. Let the group know that you will be doing this throughout to be sure they agree, explaining that the boys are the experts and we want to learn from them.
- Write on flipchart paper what the different color stickers mean so you do not forget (e.g., blue sticker = risk no longer there; red sticker = new risk).

4. **EXPLAIN:** We are going to update our maps by adding new risks we are facing and highlighting risks that are no longer there. We will also think about changes to the risks for girls.
5. **ASK:** How do you know when you feel safe or unsafe?

6. DO:

- Hand out a few stickers in one color to each of the groups. Ask each group to take a few minutes to look at their map and put a sticker next to any risk that is no longer there.
 - Ask each group to share 1-2 examples and explain why it is no longer there.
- Hand out a few small stickers in a different color to each of the groups. Ask each group to take a few minutes to look at their map and put a sticker where there is a new risk.
 - Ask each group to share 1-2 examples and explain why it is a risk and whether it is a risk for just boys or also for girls.
- Hand out a few small stickers in a different color and ask them to put them next to the places that are most unsafe or risky for girls.
 - Ask each group to share 1-2 examples and explain why it is an unsafe or risky place for girls.
- Finally, hand out a few small stickers in a different color and ask them to put them next to the places that are safe for girls.
 - Ask each group to share 1-2 examples and explain why it is a safe place for girls.
- Ask everyone to move around the room and have a quick look at each other's maps. Then return to the circle.

7. DO/ASK: Facilitate a group discussion using the questions below. (*Take notes on key safety issues to be shared with the SAFE team during the weekly meeting*).

- Have there been any big changes in the places where it is safe and unsafe since we first did these maps?
- Are some places safe or unsafe at specific times of the day/week?
- Do you think that the safety situation will get better or worse over the next month, or the next year, and why?

Thinking about how our gender can affect our safety and opportunities to participate....

- Do girls have as much chance to move around outside the home as boys? Do girls and boys have equal access to public spaces?
- Is safety in public the same for boys as for girls?
- How does safety change as boys grow older? As girls grow older?
- What do you think about this? Is it fair?
- Are there women in decision-making roles in their community? What do they do?
- What are some ways we can increase the power of women and girls to make decisions? What are some specific actions we could take that help make power more equal between girls and boys in our lives?

FACILITATOR NOTES:

- Save your notes from the discussion to inform the work of protection/coordination structures or advocacy campaigns.
- This could be a good time to take a 5-minute break or do a quick energizer if the energy is low or boys are becoming distracted.

Activity 2: What Can Make Us Feel Safer? (30 minutes)

1. **SAY:** It is important for everyone to feel safe and secure. So now we will update our safety plan that we created in the first module based on the risks and changes we just discussed.
2. **DO:** Put the original safety plan up on the wall and quickly read through it so everyone is reminded, and you include those who cannot read.
 - *If anyone in the group is confident about reading and would like to present it themselves, welcome them to do so.*
3. **ASK:** Are these risks still up to date? Is the plan still working or do we need to change it?
4. **DO:** Write the changes on the sheet.
5. **EXPLAIN:** Now we are going to create an updated safety plan based on the new risks that you highlighted in the last activity.
6. **DO:** Put up a sheet with the safety plan headings written on like this:

Who or what is the risk?	Where and when is the risk?	Who are the (trusted) people and where are the places that could provide support? What actions can they take? (Refer to service map / information if needed).	What safety risks do we want our facilitator to follow up on?

7. **DO:** Ask for examples of 2-3 new risks to consider and take them one by one, filling in the flipchart sheet. (*Include at least one risk that relates to girls*).
8. **ASK:**
 - If we include risks that are related to girls, how can we involve girls in decision making about safety planning, instead of making decisions for girls?
 - How can boys break down “invisible walls” to improve their own safety *and* the safety of girls?
9. **DO:** Thank the boys for all their hard work and remind them to speak with their trusted people if they need support to deal with any of these risks. If safe to do so, distribute information, education, or communication materials.

FACILITATOR NOTES:

- Solutions should come from the boys, not the facilitators. The facilitators can propose a solution if boys are struggling, but always check if it is realistic and if they feel comfortable with it.
- It is important to make sure that the solutions suggested by boys are realistic and possible for boys to act on. For example, if boys do not have a cell phone, calling the police might not be realistic as a solution.
- Make sure that risks that require staff follow up are reported promptly to your supervisor and shared at the weekly meetings.

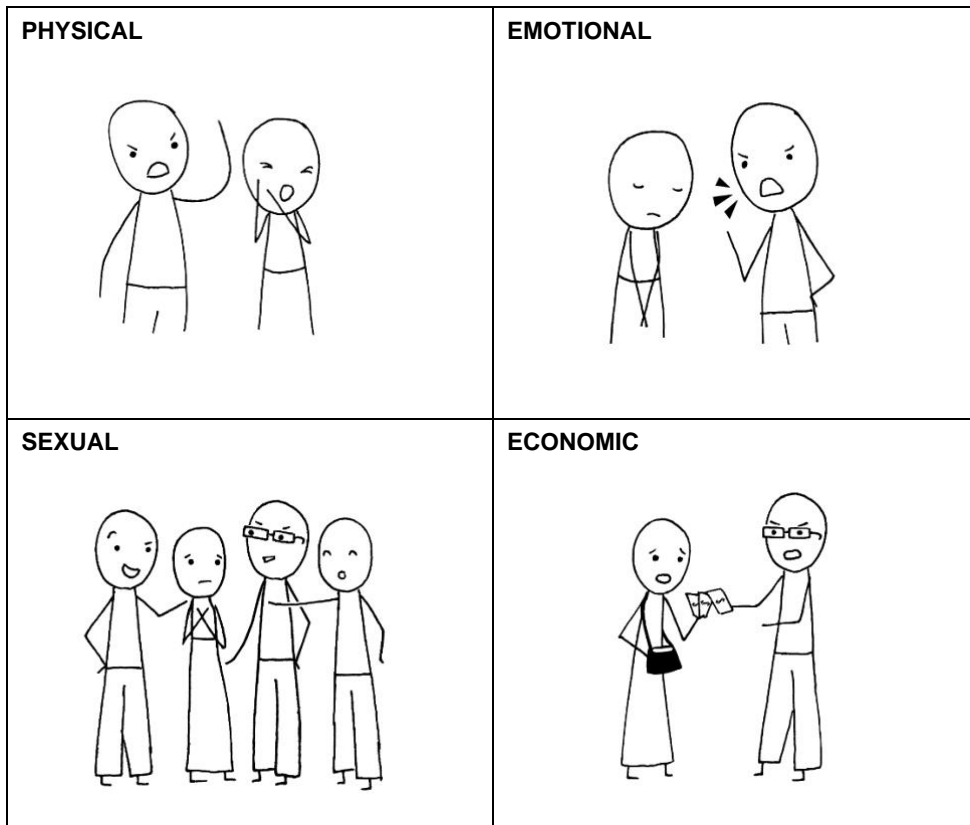
> Quick session review (5-10 minutes)

1. **DO:** Ask the boys to stand in a circle and start passing a small ball around.
2. **EXPLAIN:** Throw the ball across the circle to someone who has not received it yet. When you catch it, you should start a sentence with, “*I am a boy/young man and I feel...*”
 - *Boys can finish the sentence however they like, to reflect on the session and to help them express themselves.*

> Closing and take-home message (5 minutes)

3. **DO:** Remind the boys that if they want to talk to someone about any issue they are facing, there are caseworkers available to support them. They should not feel ashamed or embarrassed to seek advice.
2. **EXPLAIN:** As usual, we will finish with a quick evaluation to check what you thought of this session.
3. **DO:**
 - Give each boy a pebble and ask them to put it in the container with the **smiley face** if they liked the session, **sad face** if they didn't like it, and **neutral face** if they are undecided.
 - Welcome them to talk to you after the session if they would like to share any suggestions to improve the sessions and remind them about the comment box.
 - Remind the group that the next session will be the last one, so it is important that they do not miss it.

Handout 5: Types of Violence



CLOSING SESSION

SAFE Review and Looking Forward

SESSION SUMMARY

LEARNING OUTCOMES	<p>By the end of this session, boys will be able to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review what they have learned in the SAFE program <input type="checkbox"/> Understand that they and their SAFE peers are a part of a community <input type="checkbox"/> Identify and set achievable goals for the future based on lessons from SAFE
DURATION	2 hours (remind boys that this is a longer session and make time for a short break or game if needed)
RESOURCES REQUIRED	<ul style="list-style-type: none"> <input type="checkbox"/> Flipchart, colored markers, tape <input type="checkbox"/> Chalk <input type="checkbox"/> A4 paper – at least 6 pieces <input type="checkbox"/> Colored pens and pencils <input type="checkbox"/> Large pieces of paper for the “Tree of Hope” activity (A3 size or flipchart paper) – 1 per person
TO PREPARE IN ADVANCE	<ul style="list-style-type: none"> <input type="checkbox"/> Review the session plan. <input type="checkbox"/> Gather a list of available opportunities for adolescent girls and boys in the community (<i>this should be developed in advance and include activities from other international NGOs, NGOs, community-based activities, vocational training/skills development, etc.</i>) and be prepared to present this with specific details on how and when to enroll.

INSTRUCTIONS

> Welcome and review (5 minutes)

FACILITATOR NOTE: This may be a very hard session for some boys if they do not want the SAFE program to end. Be aware of this, acknowledge it, and affirm their achievements as much as possible.

1. DO:

- Welcome everyone to the closing session and thank them for being such engaged participants.
- Start as usual with a quick opening activity chosen by the boys. This could be the same as the one from the last session or something new, such as a song, dance, or exercise.
- Remind boys about the Group Agreements and highlight any that need extra effort or attention. (*The sheet should be visible on the wall*).

2. ASK:

- Can anyone tell me **what we learned about** during our last session together?
- Did anyone **share what they learned** with a family member or friend? How did it go?

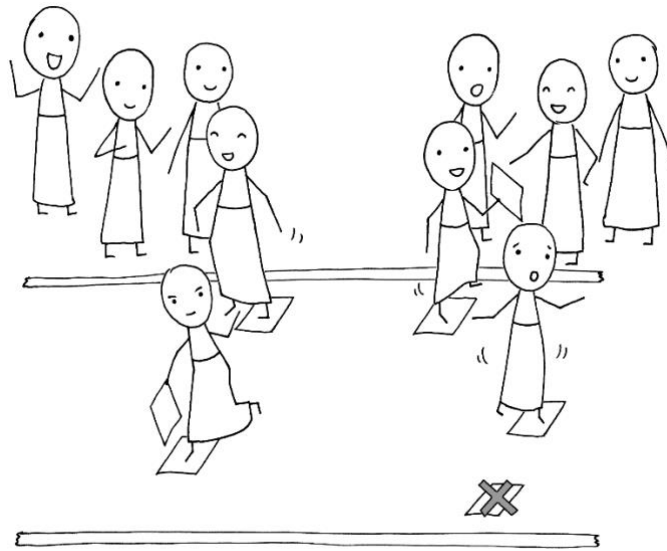
> Energizer/Game – “Crossing the River”⁶³ (15 minutes)

FACILITATOR NOTES:

- If the scenario of a fast-flowing river is potentially a trigger for any of the boys, change the scenario to a massive swamp or enormous mud puddle that they must get across.
- The boys will not be able to cross the river unless the two teams communicate. **Do not explain this to the boys before the activity begins—wait to see what they do.**
- Check the space that you plan to use for the “river” in advance to be sure that 3 pieces of paper would not be enough “stepping stones” for the team to cross it. The solution will be for the two teams to combine their resources and use all 6 stepping stones together.

1. DO:

- Divide the boys into two teams and explain that you will do a short activity on the topic of overcoming a challenge.
- Mark out a river on the floor using tape or chalk and ask all the boys to stand on one riverbank.
- Explain that the boys must get to the other riverbank quickly and they can only get across by using stepping stones (made of A4 pieces of paper). If they step off the stones/pieces of paper and touch the water, the stone will sink, and the facilitator will remove that stone. Then they will only have 2 stones to use, and so on.



- Hand out three pieces of paper (stepping stones) to each team and tell them to go.
 - Monitor the rules and quickly remove the stepping stones that sink.
2. **EXPLAIN** (*once the boys have crossed the river OR if they have found that they cannot cross the river*): There are often times in our lives where we can only succeed if we cooperate with other people. Sometimes it is hard to find a way forward, but we should never stop believing that it is there to be found.
 3. **ASK** (*after gathering the group back together for a debrief*):
 - How did your group approach the challenge?
 - What was the most difficult part of crossing the river?
 - What are some ways that your group worked together?
 - How could an activity like this be an example of something in our own lives?
 4. **EXPLAIN**: This game helps us to remember the importance of communication, creativity, reaching out for support, collaboration, and laughing with one another to overcome challenges.

> Activities (1 hour 30 minutes)

Activity 1: Quiz (20 minutes)

1. **SAY**:
 - We have spent several weeks together now, and we have really enjoyed getting to know you. We have talked about many different topics and gained a lot of new information.
 - As this is our last session of the current curriculum, we want to spend some time reviewing some of the key messages and skills we learned.
 - Try to think back to all the different topics that we covered to help you do well in this quick SAFE quiz!
2. **DO**: Divide the group into 4 teams and ask them to spread out.

FACILITATOR NOTES:

- The answers are available below to help you. Review them before running the quiz.
- Be sure to take answers from different teams throughout the quiz, so that even the quieter or less confident teams can be heard.
- Keep a note of the team scores.
- Have a prize ready for everyone at the end—for example, sweets.

SAFE MODULE	QUESTIONS	ANSWERS (for the facilitator)
GETTING STARTED	Name one of the Group Agreements we established in the first session.	Refer to original list of Group Agreements created by the group.
	Describe two qualities of a trusted person.	Facilitator can decide if the answer is acceptable. Examples can include: <ul style="list-style-type: none"> • Cares about your safety and happiness • Provides help if they can, or helps you to get help when asked • Makes time to talk to you when needed • Never harms you physically or emotionally • Keeps your thoughts confidential when you ask them to
	What is one example of gender inequality?	Facilitator decides if answer is correct. For example, in some places, girls might not be allowed to go to school, but boys can. This means girls and boys are not treated the same (equally) and girls are treated unfairly. We call this gender inequality .
OUR EMOTIONS	Give two examples of feelings or emotions.	Facilitator decides if answer is correct. Can include: Boredom, humiliation, shyness, pain, disappointment, safe, confusion, fear, dissatisfaction, anger, fulfilment, hopelessness, hope, indifference, happiness, sadness, excitement, pride, missing somebody, grief
	What is one technique we can use to manage strong, uncomfortable or difficult emotions?	Belly-breathing: Take 10 deep breaths by inhaling and exhaling slowly, filling up your belly. Count to 10 (or backwards). Take a short walk (away from the trigger). Self-Talk: Tell yourself, “Calm down / take it easy / Ignore it / Let it go...”. If-Then Statements: As you are deciding what to do, ask yourself: What will happen to me / the other people involved? Sing or listen to a song that helps you relax. Talk to a friend: If possible, express your feelings to a friend who would listen/offer advice.
	What are three signs that someone is feeling stress? These can be	Physical <ul style="list-style-type: none"> • Muscle tension • Stomach problems like nausea or diarrhea • Cold/sweaty hands

	physical, emotional, behavioral, or mental.	<ul style="list-style-type: none"> • Tiredness • Headaches • Indigestion • High blood pressure • Neck, back, or joint pain <p>Emotional</p> <ul style="list-style-type: none"> • Anxiety • Fear • Anger • Easily annoyed • Hopelessness • Helplessness • Impatience • Depression • Nervousness • Guilt <p>Behavioral</p> <ul style="list-style-type: none"> • Urge to cry or run away • Change in appetite (feeling more or less hungry than usual) • Trouble sleeping • Angry outbursts • Aggression or violence • Struggling to complete tasks • Avoiding friends and family • Change in sexual interest • Increased use of caffeine, tobacco, alcohol, or drugs <p>Mental</p> <ul style="list-style-type: none"> • Poor attention • Feeling confused • Disorganized thoughts • Forgetting things quickly • Difficulty making decisions • Nightmares • Disturbing thoughts
Our Relationships and Choices	What is one form of open body language that shows someone you are listening?	<ul style="list-style-type: none"> • Smiling • Eye contact • Nodding • Facing the other person • People are close to each other
	<u>TRUE or FALSE:</u> In a healthy relationship, both partners are kind and trust each other, they have equal decision-making power, and both partners are non-violent.	TRUE.
	What is one way to resolve a conflict and agree on a solution?	<ul style="list-style-type: none"> • Agree to disagree • Compromise • Agreement • Make a deal • Seek adult help
	Name three changes that happen to our	<p>Boys:</p> <ul style="list-style-type: none"> • Get taller and gain weight

Our Changing Bodies	bodies during puberty?	<ul style="list-style-type: none"> • Grow hair in genital region, underarms, face, chest, legs, etc. • Voices get deeper • More sweat, skin becomes greasy, acne • Possible interest or engagement in sex and sexual activities Girls: <ul style="list-style-type: none"> • Breasts grow and may gain weight • Start menstruation • More sweat, skin becomes greasy, acne • Pelvic bones and hips will grow • Grow hair on face, genital region, underarms, legs, around nipples • Secretions from the vagina • Possible interest or engagement in sex and sexual activities
	<p>What is the word for when you give your permission for something to happen?</p> <p>For example, if someone agrees that they want to have sex, they give their <.....?></p>	Consent
	Name two possible consequences of having sex <i>without</i> a condom.	<p>Examples may include:</p> <ul style="list-style-type: none"> • Pregnancy • Catching a sexually transmitted infection • Contracting HIV/AIDS
Our Safety	<p>TRUE or FALSE:</p> <p>Forcing girls to do anything sexual against their wishes is a form of violence and is never acceptable.</p>	<p>TRUE.</p> <p>A girl's body belongs to her and no one has the right to hurt her body or mind.</p> <p>If a girl or boy is experiencing any type of violence from anyone, she/he should remember it is never her fault. A girl/boy can tell a person she/he trusts about what is happening. This includes a trained member at the SAFE space.</p>

	Where are two places in the community where girls / boys feel safe?	This should be based on the safety maps created by the boys.
	Name one safety risk in the community and who can help us or where we can get help to deal with this risk?	This should be based on the safety plans created by the boys. <i>Note to facilitator: Use this as an opportunity to reiterate the importance of the trusted people and places they can go to for support.</i>

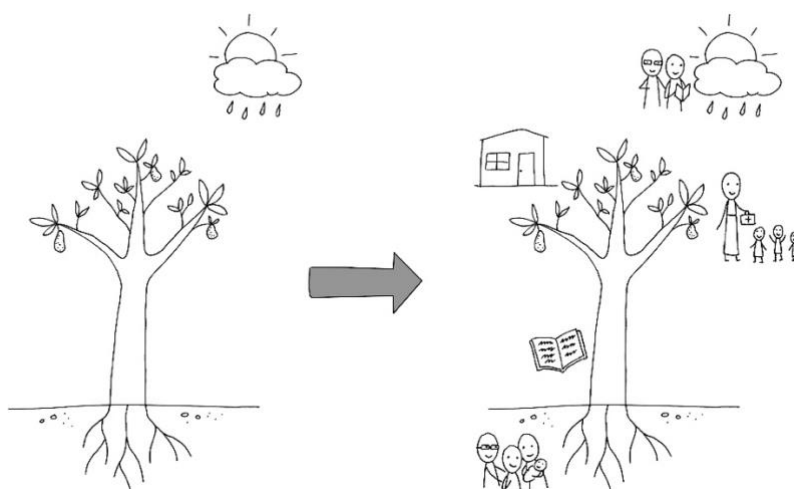
3. DO:

- Add up the points for each team, then add them all together and announce the score for the whole group—so that **everyone is a winner!** Hand out the prizes to everyone.
- Congratulate them on all the important information and skills they have learned and encourage them to share this information and apply it in their daily lives.

Activity 2: Tree of Hope⁶⁴ (1 hour)

FACILITATOR NOTE: Be sure to have information prepared regarding further opportunities that are available to the group after SAFE, including **how** and **when** they can engage with those opportunities. If there are no opportunities available, be honest. It is very important not to raise false expectations.

1. **SAY:** Now we are going to draw our “future tree” or “Tree of Hope.”
2. **DO:** Hand out a large sheet of paper and some pens or colored pencils to everyone.
3. **EXPLAIN:**
 - I will describe each part of the tree to you and you need to draw it.
 - We don’t expect it to be perfect so don’t worry if you’re not an artist!
 - We will include the ground, roots, trunk, branches, leaves, and maybe even fruit of the tree. You can also put in a background for your tree such as a forest, sky, or other things.
 - **The tree represents you and your hope for the future—as you would like things to be.**



4. **DO:** Allow enough time between each section for the boys to complete their drawing but be aware of the amount of time you have available for the whole activity.

5. **SAY:**

- **ROOTS** – Start by drawing the **roots** of your tree. What are your roots? What has given you a strong foundation to grow from? Your culture, community, family?
- **TRUNK** – Now draw the **trunk** of your tree. How can you make it strong and healthy? The trunk represents your strengths—the qualities that you have inside that help you to grow, such as your skills, knowledge, beliefs, or religion. What are your strengths? What skills have you learned in SAFE?
- **BRANCHES** – Next draw the **branches** of your tree, growing up towards the sunlight.
- **LEAVES AND FRUIT** – Now draw the **leaves** on your tree and if you would like, the **fruit**. Your leaves and fruits are your goals, hopes, and dreams for the future. How will you help these leaves and fruits to grow? What steps will you take?
- **SUN, WATER, AND SOIL** – Think about the things a tree needs to grow: **sun, water, good soil**. Add these to your picture. Consider, what are the things and who are in the people in your life that are helping you to grow?

6. **DO:**

- Ask the boys to take a moment to consider their trees. Encourage them to draw anything else they would like or add words. Remind them that they can represent their friends and family in their drawings if they haven't done so already.
- Ask the boys to break into small groups of 3-4 boys each to share their trees. Remind the boys to provide encouraging feedback and support after each member shares his tree.
- After a few minutes, ask if anyone would feel comfortable sharing his tree drawing with the whole group?
- If someone volunteers, ask him to briefly describe his tree. Remind the rest of the group that they can ask questions or make comments.

7. **EXPLAIN:** Now it's time to make our forest, so let's stick them all up on the wall together or lay them next to each other in the middle of the space.

8. **DO:** If appropriate, take a photo of the group together with their trees and remind everyone that they can take their tree with them after the session if they would like.

9. **SAY:** Just as we are part of families and communities, our trees together make a forest.

10. **ASK:** What do you think or feel when you see this forest?

11. **SAY:** Trees in forests protect each other from winds and storm, making it harder for any tree to fall down.

12. **ASK:** How can we support and protect each other after these sessions come to an end?

13. **DO:**

- Inform the boys that although this phase of the SAFE program has ended, there are other opportunities for boys their age. Present the list of available activities and details on how to enroll and offer support in helping to link boys with these opportunities.
- Remind them that if they are interested in talking to someone who has been trained to provide additional support to girls/boys and their families, they should check with the facilitators at the end of the session.

Activity 3: Appreciation Circle (10 minutes)

1. **DO:** Bring the group into a one big circle.
2. **SAY:** We will now close this session by showing our appreciation and gratitude to one another. Appreciation is recognizing positive behavior.
3. **DO:**
 - Ask for a volunteer to start. They will look at the person to their left and say their name and something they appreciate about them. For example, “John, I appreciate that you waited for me each week and walked with me to SAFE.”
 - Encourage the group to focus on recent positive behaviors.
 - Have everyone clap together at the end and express your appreciation for the group on behalf of the facilitators. *Optional:* Give each participant a certificate of completion.

> Monitoring & Evaluation (5 minutes)

<Facilitators to decide the method in advance with M&E focal point>

Inform the group when and how the adolescent post-survey will be filled in, and if it is planned, when the Focus Group Discussion will take place.

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