



# TRAINING MANUAL



## FOR GIRLS' & BOYS' CLUBS ON SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV) PREVENTION AND RESPONSE



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## Abbreviations

<b>GATE</b>	Girls' Access to Education
<b>GBV</b>	Gender-based violence
<b>HIV</b>	Human immunodeficiency virus
<b>JSS</b>	Junior secondary school
<b>SRGBV</b>	School-related gender-based violence
<b>STI</b>	Sexually transmitted infections

## Introduction

School-related gender-based violence (SRGBV) in Sierra Leone continues to pose a dire threat to school children, particularly adolescent girls, preventing them from realising their full potential in all aspects of their developmental stages. Victims of SRGBV are unable to concentrate in school resulting in poor learning outcomes, feel unsafe and lose interest in attending school to the extent that they drop out altogether. Such problems shall not be ignored, as they also contribute to physical and reproductive health repercussions like early and unwanted pregnancy and sexually transmitted infections (STIs) including HIV, in addition to serious implications on their psychological and emotional well-being. As the abuse suffered at the hands of teachers, classmates and members of the community can leave long-lasting negative effects that cannot be reversed, it is our fervent hope that this training manual, which was developed as part of the Girls' Access to Education (GATE) programme, would be utilised to protect adolescents in and around junior secondary schools (JSS) from SRGBV and all forms of violence. The GATE programme is funded by UK Aid from the British people through UNICEF and implemented nationwide by the Ministry of Education, Science and Technology and nine Non-Governmental Organisations.

### Overview of the manual

This training manual is to be used by school and peer mentors in JSS to support school children to enhance their skills on interpersonal communication, coping, conflict management, critical and creative thinking and decision-making in order to help them prevent and respond to SRGBV. The role of school mentors is to build trust, act as counsellors and identify serious child protection issues needing attention and referral to appropriate child service agencies, while the peer mentors are the focal persons of running the girls' and boys' clubs. These clubs provide safe and supportive spaces where the students can build a network of peers and trusted adults to access various information and share experiences, while freely expressing themselves.

The training manual contains participatory activities drawn from the Sierra Leonean National Life Skills Manual for Adolescents "I am somebody!" and the USAID Doorways I Student Training Manual on SRGBV Prevention and Response, which are practical, relevant, age-appropriate and gender-sensitive. The activities involve group discussions and role plays covering a variety of scenarios. For instance, Sissy Aminata, a fictional character that is repeatedly referred to throughout the activities, plays a role of a "wise aunty" who has the ability to provide answers to sensitive questions elicited by both girls and boys. Therefore, school and peer mentors are encouraged to facilitate dialogue and positive engagement, as the girls' and boy's clubs should be spaces where young people can foster good character, self-awareness and healthy relationships with their peers.

### Delivery of the training

The training manual comprises of the following key areas: (I) Mentoring, (II) Setting goals, (III) Gender, (IV) Violence against children, (V) Children's rights, (VI) Life skills, (VII) Healthy friendships and (VIII) Healthy bodies. If well utilised and disseminated by the school and peer mentors, students will be able to achieve the following by the end of the programme:

- Speak up and speak out with regards to issues affecting adolescents, particularly girls;
- Protect themselves from and respond to SRGBV;



- Strengthen coping mechanisms if they are abused;
- Develop healthy relationships with peers and adults;
- Know the changes they are going through as adolescents;
- Support each other to succeed in school and life.

The entire training requires approximately 44 hours to complete. The training modules are broken down into sessions of about 60 minutes each to be implemented in the course of an academic year. Since the manual follows a logical sequence, with each of the eight key areas building upon the knowledge and skills gained in previous ones, it is recommended that the school and peer mentors deliver its entirety in sequential order. The training is highly participatory in nature and requires ample time for the students to build, reflect upon and practice new skills. The activities should be conducted in single-sex groups in order to provide a safe space for students, particularly adolescent girls to speak up and speak out with regards to issues that affect them. However, the manual includes activities that can be done with mixed groups, bringing participants from the girls' and boys' clubs together to exchange their views and learn from each other. Detailed instructions, objectives, and the main discussion points are explained at the beginning of each session. Content information for facilitators is found in boxes throughout the manual. The peer and school mentors should review the materials needed for the training activities for each session and be well-prepared before they begin.

### **Comprehensive approach**

Addressing SRGBV is not a simple task, and it will require a lot of patience and creativity. Moreover, it requires a holistic approach with specific attention to gender equality and human rights. Although the students should be placed at the centre of the training, the school and peer mentors should make the effort to engage all stakeholders to work together to make schools safe. These stakeholders include teachers, parents, local authorities, the police, health and child protection agencies and all community members.

### **Suggested use of the manual**

First and foremost, the school and peer mentors are expected to be familiar with the basic concepts of violence, gender and human rights, and most importantly, have the ability to effectively communicate, interact and relate well with adolescents and young people. As the facilitators, the school and peer mentors should not act authoritative, judgmental or complacent, but rather be emotionally available and flexible to the students' needs. Key characteristics and elements of what make a good mentor are further covered in the first module, (I) Mentoring.

During the training, school and peer mentors are encouraged to connect with their fellow mentors and stay in contact so that while they are conducting these trainings, they can collectively brainstorm, build ideas and share problems. They can help each other to prepare for activities, anticipate issues they might encounter and together generate strategies on how they will address them.

On a final note, we want our adolescents to survive, thrive and transform, and we must remind ourselves that together we CAN support them in preparing for adulthood and consequently improve the lives of future generations. Let us create an enabling environment that upholds the rights and well-being of every adolescent and young person in Sierra Leone.

## I. MENTORING

In this module, students will learn about what mentoring is and why it is important. As those being trained will act as school and peer mentors in their school clubs, they will examine their own motivation for becoming a mentor and the goals of mentoring students/peers in order to support them succeed in school and life. They will discuss the role of mentors, the qualities needed to become a successful mentor as well as the do's and don'ts of mentoring. At the end of the module they will discuss how to establish a successful mentoring relationship with their students/peers. The role of mentors is one of support and encouragement to complement or supplement what may not be found at home and what is needed as children grow, mature and plan their futures. This module will equip school and peer mentors with the requisite knowledge in mentoring to enable them serve as mentors to their students/peers and others around them.

### 1 Introduction to Mentoring

#### OBJECTIVES:

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

- Define mentor, mentee and mentoring.
- Explain the importance of mentoring.
- Know their own motivation for becoming a mentor.
- Identify mentoring goals.



#### ACTIVITIES:

Activity	Content	Time
Activity 1	What is mentoring?	10 minutes
Activity 2	Importance of mentoring	20 minutes
Activity 3	Why becoming a mentor?	10 minutes
Activity 4	Mentoring goals	20 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (if no flipchart paper is available, A4 paper can be used instead), chalk/markers, tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

#### 1.1 Activity 1: What is mentoring?

##### INSTRUCTION:

1. Ask how many students have ever heard of the terms mentor, mentee, or mentoring. Through brainstorming ask students to define these terms.
2. Ask a volunteer to write the meaning of these key words on the blackboard/flipchart and read out. If students are not familiar with these terms, ask students to whom they could go for guidance and advice.
3. Comment on work presented.

**Mentoring:** The process through which one person acts as a role model and offers guidance and support to another person. Mentoring provides support and encouragement that may not be found at home and that is needed as children grow, mature and plan their futures.

**To mentor:** To advise or counsel someone.

**Mentor:** An adviser or role model.

➡ Often, a mentor is older and more experienced than the mentee. However, age or wisdom isn't always a factor in mentoring. It can occur when people have different life experience or interests. The mentor too often learns from the mentee. Peer mentors who are close in age to their mentees can also learn from each other.

**Mentee:** Someone who receives guidance or instruction from someone else.



#### DISCUSSION POINTS:

- Have you ever been in a mentoring relationship, either as a mentor or as a mentee with someone or know of others that have played this role?
- Do these relationships sometimes develop naturally, for example in families with aunts/uncles/older siblings/cousins?

## 1.2 Activity 2: Importance of mentoring

#### INSTRUCTION:

1. Divide students into small groups and ask them to discuss the following question:
  - Why is mentoring important?
2. Ask each group leader to write key points on the flipchart.
3. Ask a volunteer from each group to present their work followed by plenary discussion.
4. Comment on the work presented.

Here are some reasons **why mentoring is important**:

- Mentors act as role models
- Motivate boys and girls
- Provide advice
- Serve as tutors or support girls/boys academically
- Help girls/boys understand puberty and adolescence
- Help girls/boys excel and succeed in various ways as well as in their future career

#### DISCUSSION POINTS:

- Are there any points that surprise you or are new to you?
- Are there some that you don't agree with?
- Are there any other points that come to your mind that weren't mentioned in the presentations?
- Do we have similar or different views on the importance of mentoring?

### 1.3 Activity 3: Why becoming a mentor?



#### INSTRUCTION:

1. Ask students to take their notebooks and write down some notes to answer the following questions:
  - Why do you want to become a mentor?
  - What do you hope to get out of a mentoring relationship?
2. Ask students to share their answers with another participant (in pairs).
3. Ask volunteers to share their responses with the entire group.

It is important to understand **why you want to become a mentor** and what you hope to get out of a mentoring relationship. Usually, someone wants to be a mentor to

- Help others
- Have a role in their community or social circle
- Use own skills and share own experience to help others succeed
- Motivate/encourage others

### 1.4 Activity 4: Mentoring goals

#### INSTRUCTION:

1. In small groups, ask students to brainstorm on:
  - What should be the goals of peer mentoring in a school environment?
2. Ask students to write bullet points on the flipchart.
3. Ask a volunteer from each group to present their work followed by plenary discussion.
4. Discuss the work presented and add new ideas if they emerge while reviewing.

**Mentoring goals** may include some of the items from the list above, as well as the following:

- Provide support and encouragement that may not be found at home and that is needed as children grow, mature and plan their futures.
- Provide girls/boys with information and guidance that allow them to make good decisions.
- Enable and empower them to accomplish their goals and dreams.
- Foster friendships between girls and women, boys and men.

#### DISCUSSION POINTS:

- What are goals that might be specific to mentoring in a school context?
- Are we limited by the goals that we set?
- Can we add new goals?
- Can we change these goals? How? When? Why?

## 2 Being a Mentor



### OBJECTIVES:

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

- State a mentor's roles.
- Identify the characteristics of a good mentor.
- Identify the do's and don'ts of mentoring.
- Explain how to establish a mentoring relationship.

### ACTIVITIES:

Activity	Content	Time
Activity 1	Role of a mentor	10 minutes
Activity 2	What makes a good mentor?	10 minutes
Activity 3	Do's and don'ts	20 minutes
Activity 4	Key elements in establishing a mentoring relationship	10 minutes
Activity 5	Establishing a mentoring relationship	10 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipcharts (A4 paper), chalk/markers, tape, pens, A4 papers, scissors, pieces of papers.

**PREPARATION:** Arrange area so everyone can sit in a circle. Cut A4 papers into four pieces that can be distributed to students.

### 2.1 Activity 1: Role of a mentor

#### INSTRUCTION:

1. Hand out multiple pieces of chalk to different students.
2. Ask students to write on the blackboard one thing a mentor/role model has to be or do.
3. Then pass the chalk to someone else. Each participant can go up more than once but can only write one thing at a time. There should be several people at the blackboard at once.
4. After that exercise, have students read the findings.

Not all mentors play the same roles or have the same responsibilities. Below are some **roles commonly associated with mentors**:

- Act as role models.
- Help girls and boys cope with challenges at school, at home, or with their personal or physical development.
- Serve as liaisons between mentees, teachers, parents or care guardians.
- Assist girls and boys in dealing with problems (school, with friends, with family, etc.).
- Promote girls' and boys' confidence and self-esteem.
- Provide resources for girls and boys.
- Provide advice in making decisions.
- Organize activities for girls and boys, such as a career day or an HIV discussion.
- Expose girls and boys to new ideas, places or people.

- Advocate for girls' education and girls' rights; encourage the girls, their parents and community members to promote girls' education.
- Help others get access to information.

## 2.2 Activity 2: What makes a good mentor?

### INSTRUCTION:

1. Distribute pieces of papers to students and asks each student to write five qualities/ characteristics a good mentor should possess and post with tape on a flipchart or the blackboard.
2. Ask a volunteer to read some of the postings.
3. Comment on work presented.

Becoming a good mentor takes time and experience. Some people may be naturally skilled at talking to students/peers and motivating them to do well. However, most people need guidance and training before they become mentors. Below are some **characteristics of a good mentor**:

- Listens to mentees' concerns and doesn't do all the talking.
- Ask questions (without making the mentee uncomfortable).
- Doesn't judge (but provides constructive feedback or advice).
- Doesn't pick favourite students among mentees.
- Respects the mentees' confidentiality; does not repeat what is said in mentoring session outside the session unless it is for the safety of the child.
- Encourages mentee in her/his school work and goals.
- Empowers mentee to make good decisions and supports her/him.
- Helps mentees get information, find solutions to her/his problems, but doesn't tell her/him the answers or make decisions in their place.
- Respects the mentee's decisions.
- Helps develop mentee's strengths and skills.
- Refers mentee to other people or resources when necessary, such as health or social workers.
- Acts as a positive role model.
- Respects the mentee's ethnic and religious background.
- Shows interest in the mentee's life, activities and thoughts.
- Arrives on time for all mentoring activities.
- Talks on a level that the mentee can understand.
- Shares experiences with mentee (when appropriate).
- Advocates for the mentee at school, at home and in the community without breaching confidentiality of the mentee.

### DISCUSSION POINTS:

- Are there any other things that come to mind that make a good mentor?
- Is this a finite list?
- Can our list change?

## 2.3 Activity 3: Do's and don'ts

### INSTRUCTION:

1. Divide students into two groups.
2. Ask one group to brainstorm on the do's of mentoring while the other group brainstorms the don'ts of mentoring.
3. Ask each of the groups to act out their list in a series of short role-plays.
4. Ask the other group to guess the issues presented in the role-plays.
5. Ask a volunteer to record the items on the blackboard or flipchart.
6. Comment on the issues presented.

<b>Do's:</b> <ul style="list-style-type: none"><li>• Listen actively</li><li>• Show empathy</li><li>• Respect privacy</li><li>• Keep information confidential, unless it is for the safety of the child</li><li>• Maintain boundaries</li><li>• Honour expectations</li></ul>	<b>Don'ts:</b> <ul style="list-style-type: none"><li>• Don't listen</li><li>• Show no empathy</li><li>• Share information with others and gossip about the mentee</li><li>• Do whatever your mentee asks</li><li>• Give money to the mentee</li><li>• Do something you are not comfortable with</li></ul>
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## 2.4 Activity 4: Key elements in establishing a mentoring relationship

### INSTRUCTION:

1. Divide students into five groups and ask each group to explain one of the following key elements in establishing a mentoring relationship. Ensure students understand the basic concepts behind each:
  - Respect for privacy
  - Expectation of confidentiality
  - Maintaining boundaries
  - Honouring expectations
  - Encountering difficulties
2. Ask students to note their key points on a flipchart paper.
3. Allow a volunteer from each group to share the answers followed by plenary discussion.
4. Comment on the work presented.



## 2.5 Activity 5: Establishing a mentoring relationship

1. Ask each student to take out their notebooks and answer the questions below, which are relevant for establishing a mentoring relationship. Ask each participant to write a short response. Ask them to imagine that they are the ones being connected to a mentor.
  - Arrange the five key elements above in order of priority as far as it you are concerned.
  - Why would having a mentor be important to you?

- What expectations would you have for your mentor? (Example, do you want your mentor to assist you with schoolwork? Are you looking for career advice or advice on personal issues?)
  - What topic would you like to discuss with your mentor?
  - How often would you like to meet with or talk to your mentor?
  - What expectations do you have for yourself as a mentee?
2. Once students are done, call on volunteers to share some of their answers in plenary.
  3. Discuss the work presented. Underline the importance of talking about mutual expectations with a mentee and communication styles, places and frequency of visits, priority support needs of mentee.

Mentoring is the process of counselling or advising someone else. Mentoring provides support and encouragement that may not be found at home and that is needed as children grow, mature and plan their futures.

A mentoring relationship sometimes embodies characteristics found in a professional relationship (for example, between a teacher and student). However, it can also contain elements of friendship (peer to peer). A mentee and mentor have respect for each other and usually agree on certain guidelines for their relationship.

- Friendship
- Environment
- Respect for privacy
- Expectation of confidentiality
- Maintaining boundaries
- Honouring expectations
- Encountering difficulties



## II. SETTING GOALS

In this module, students will examine their hopes and dreams for the future and develop goals that will help make them a reality. Students will use a goal-setting guide to help them establish realistic and obtainable goals. Students will also identify and discuss obstacles they may face in reaching their goals and develop plans to overcome them. With a carefully planned personal goal, students are more likely to be successful, commit to their future, make healthy personal choices and be more resilient in the face of challenges. The process of establishing goals and an action plan to reach those goals develops problem-solving and decision-making skills, which contribute to self-efficacy and increased self-esteem. The goals set by students will be used throughout the rest of the modules. Students will be asked to reflect back on their goals as other topics are introduced.

### 3 My Abilities and Dreams for the Future

#### OBJECTIVES:

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

- Know own strengths, skills, and talents.
- Have a repertoire of dreams for their future.

#### ACTIVITIES:

Activity	Content	Time
Activity 1	I can	15 minutes
Activity 2	You can	15 minutes
Activity 3	My dreams for the future	30 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

#### 3.1 Activity 1: I can

#### INSTRUCTIONS:

1. Explain to the students that they will work in pairs (two people). Person A will ask: "What are you good at doing?" If students have trouble identifying this you can ask "What do you like to do best?" After person A said what he or she is good at, person B says: "Break it down." Explain that 'break it down' means to say all the things it takes to do what you are good at.
2. Give the following example:

FOR EXAMPLE:

*Morlai says: I am good at football.*

*You say: Break it down!*

*Morlai says: I can run fast. I can dribble. I can kick hard. I can think fast. I can plan where I am going to go. I am a good team player.*

3. Ask two volunteers to do a demonstration of the exercise for the group. You may need to ask questions to help the students break down their skills and talents. Some questions might be:
  - What else do you need to do? And what do you need to do in order to do that?
  - Does that require patience?
  - Do you have to think quickly?
  - Do you make the designs?
  - Do you learn quickly?
  - Can you do many things at one time?
  - How did you learn to do that?
  - Do you need to plan?
  - Do you need discipline to do that?
  - Is it easy for you?
4. Ask students to start the exercise with person A saying what he or she is good at doing.
5. After a few minutes, ask students to switch their roles and have person B say what he or she is good at doing.
6. Once students have finished, let them share with the group what they discovered from doing this exercise.

### 3.2 Activity 2: You can

#### INSTRUCTIONS:

1. Put students again in pairs but ask them to switch partners (not the same partner as in Activity 1).
2. They will repeat Activity 1 with their new partner. Encourage them to think about a new example that they are good at doing. Once person A has finished breaking it down, person B will acknowledge person A for the things he or she is good at doing.

#### FOR EXAMPLE:

*In the first activity, Posseh says: I am good at braiding hair.*

*You say: Break it down!*

*Posseh says: I can make beautiful designs. I have quick fingers. I am patient. I plan the time well. I finish what I start.*

**Now you say to her:** *Posseh, you make beautiful designs. You are patient and plan well. You finish what you start.*

3. Give them a few minutes to do this. Then ask them to switch the roles.
4. After person A and B complete the exercise, ask students whether anyone would like to tell the group what their partner is good at?
5. Let students share with the group what they discovered from doing this exercise.

### 3.3 Activity 3: My dreams for the future

#### INSTRUCTIONS:

1. Ask students to think about the question:
  - What is your hope or dream for the future?
2. Ask some volunteers to share their ideas with the group.
3. Tell them that, keeping the answer to that question in mind, they are going to do an activity where they will imagine themselves in the future. They do not need to write during the activity; they will have a chance to write in their notebooks when the activity is over.
4. Ask students to close their eyes and imagine themselves in the future. They can imagine themselves in 5 years, 10 years or even 15 years. Encourage them to be bold and be creative with the world that they are wishing for.
5. Students should keep their eyes closed as you ask the following questions, which will help them visualize their futures:
  - Where are you? Where are you living? Is it a village or a city?
  - What are the things that are making you happy?
  - What kind of work are you doing? What is your job?
  - What are you most proud of?
  - How is your future life different than it is now?
6. Give students 5–10 minutes and ask them to draw or write in their notebooks some of the things they imagined during the activity.



#### DISCUSSION POINTS:

- What did you learn about your future?
- How was it different? How was it the same? How did it make you feel? Why?
- What do our feelings tell us about our relationship to the future?
- Why would it be important to think about 5 or 10 years in the future?

## 4 Setting Goals

#### OBJECTIVES:

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

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



#### ACTIVITIES:

Activity	Content	Time
Activity 1	Setting goals	15 minutes
Activity 2	Steps to achieving goals	45 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks.

**PREPARATIONS:** Arrange area so everyone can sit in a circle. Write questions from Activity 2: Steps to achieving goals on a flipchart or blackboard.

## 4.1 Activity 1: Setting goals

### INSTRUCTIONS:

1. Ask students what they think a **goal** is. Write students' responses on the blackboard. After everyone has shared, give the definition of a goal.

A **goal** is an aim, purpose or desired result. It is something one focuses on and works toward achieving.

2. Explain that having goals will help them become the person they imagined in the previous activity. It will give them direction and purpose and can be encouraging when it comes with a solid plan.
3. Explain the difference between a **short-term goal** and a **long-term goal**. An example of a short-term goal is "I am going to pass my exams this term." An example of a long-term goal is "I am going to finish school and go to university."

A **short-term goal** is "I will pass my exams."  
A **long-term goal** is "I will go to university."

4. Explain that in order to reach their hopes and dreams for the future, they need to plan realistic goals. Point out that any goal worth achieving any important goal, takes work, but having a specific plan of action will help them achieve their goals.
5. Explain that they are more likely to achieve their goals if their goals are **SMART**.

**S-Specific** – You should know what you want to accomplish  
**M-Measurable** – You should be able to see your progress towards the goal  
**A-Achievable** – You should be able to achieve the goal  
**R-Realistic** – It should be something you can do  
**T-Time-bound** – You should set a time limit to reach the goal



6. Explain that usually it is necessary to have a series of small goals in order to reach larger goals. In the next activity, students will have a chance to make sure they come up with SMART goals.
7. Give the students five minutes to come up with a short-term and long-term goal. Tell student to write these goals in their notebooks.

## 4.2 Activity 2: Steps to achieving goals

### INSTRUCTIONS:

1. Explain that having a goal is important because it gives us purpose and direction and can keep us motivated. Being able to overcome difficult situations and recover from setbacks is important in achieving one's goals. Achieving a goal takes perseverance and determination because there can be distractions and deterrents, false starts. Remind students that they encounter obstacles daily. Remind them that they have already had to face obstacles in their lives, and they were able to overcome them.
2. Tell students to look at their goals. Tell them they are going to refine their goals and come up with an action plan that will help them achieve their goal planning.
3. Write the following questions on the blackboard or flipchart.

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

4. Review the following below to help students come up with SMART goals. These questions will also help students develop an action plan. This is an example of a short-term goal.
  - **Identify the goal:** Write one short-term goal and one long-term goal. "Pass my exams" is a short-term goal.
  - **What are some benefits of reaching my goal?** For example, "If I pass my exams, I will proceed to the next grade."
  - **What might stand in my way? What is stopping me? What challenges lie ahead?** For example, "If I have to work long hours in the fields, I may not have enough time to study."
  - **What do I need to learn or do? What steps do I have to take to reach the goal?** What do I also have to do to break through the barriers in my way? For example, "I need to register for the exams."
  - **Who will encourage me? Where can I get emotional, psychological, informational, and other kinds of needed support?** For example, "I know that my teachers really want me to do well and I will ask them to check my progress."

- **What will I need to do? What is my plan of action?** Break down big goals into year-by-year into sub-goals, then for the first year, break down the year goal into month-by-month then into actions for the first 1-3 months. For example, "I will need to study two hours a day."
  - **When will I achieve this goal?** For example, "The exam is in three months, so I will be finished on August 15."
5. Check with students to make sure they understand the assignment and the exercise.
  6. Give students some time to reflect on their goals using the questions above. Circulate through the groups and assist students in answering the questions. Student should write their answers in their notebooks.
  7. After students have completed the assignment, tell students to pair up with a partner and share their personal goals.
  8. After students share their goals in pairs, come back together as a whole group and allow some volunteers to share their goals. Remark to students that personal goal setting is personal and does not have to be shared but that it is good to get input and feedback from your supporters to help make sure your steps and timelines are realistic and for advice on going forward.

#### SESSION WRAP-UP:

- Having goals and identifying steps to reaching those goals are important so students can reach the futures they imagined. Also remind them that Goal Setting work is always in progress and should be adapted and adjusted as situation and context changes or as new opportunities open up.
- Explain that having a goal is important. It is also important to be resilient in achieving a goal this means knowing that there will be setbacks, preparing for them and responding to them with confidence. Achieving a goal takes perseverance and determination.
- Remind students that goals take work and it is normal to encounter obstacles. There are people who can help students with their goals, including peer mentors and their peers.

## 5 Achieving Your Goals

#### OBJECTIVES:

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

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

#### ACTIVITIES:

Activity	Content	Time
Activity 1	Obstacles to goals	30 minutes
Activity 2	Overcoming obstacles to goals	30 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

## 5.1 Activity 1: Obstacles to goals

### INSTRUCTIONS:

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

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

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

3. Divide the students into groups of three or four. Ask students to construct an ending to both Fatmata's and John's stories and answer the following questions:
  - What are Fatmata's and John's long-term goals?
  - What steps are needed to achieve those goals?
  - What obstacles may Fatmata and John face?
  - What are some ways that Fatmata and John can receive support to help them reach their goals?
4. When students are finished, have one person from each group present their version of the story and their responses to the questions to the whole group.

### DISCUSSION POINTS:

- How do you think Fatmata and John might have come about their dreams? Where did they become inspired to be a doctor and engineer? How could John have found out about engineering?
- How do family expectations influence Fatmata's and John's future? Can Fatmata and John go against their parents' wishes? Is there a way for them to help their families and reach their goals for the future?
- How did the fact that Fatmata is a girl influence her future? How did being a boy influence John's future?

- What are some support systems in the community that could help Fatmata and John reach their goals? (Be sure to include all sources of support, e.g., self, peers, school, home, community and national.)

## 5.2 Activity 2: Overcoming obstacles to goals

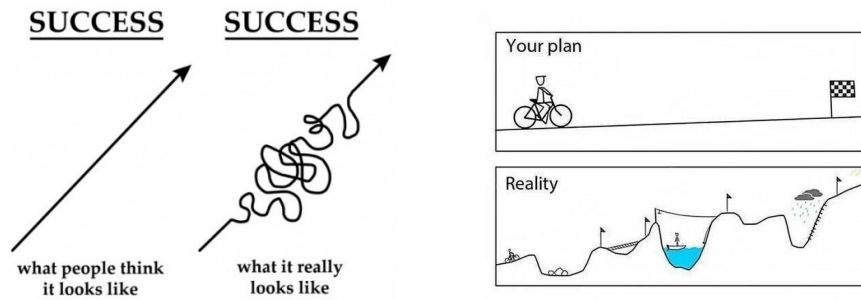
### INSTRUCTIONS:

1. Tell students to think about their long-term goal. What are some possible obstacles or challenges they might face in reaching their goal? List the answers on the blackboard or flipchart. Some possible answers:
  - Bullying
  - Provocation
  - Peer pressure
  - Being female and obstacles associated to being female
  - Being male or obstacles associated to being male
  - Pregnancy
  - Child marriage
  - Lack of opportunity
  - Lack of resources
  - Cultural and family pressures
2. Ask them whether they can think of any accomplishments in their past that they are proud of and if there were any challenges that made it difficult to achieve them.
3. Ask them what helped them overcome any challenges they faced to make the accomplishment they are proud of. List answers on flipchart. Use the following as prompts, if needed:
  - Trusting myself
  - Wanting to do better or be better or be like someone who achieved the same
  - Not accepting failure
  - Getting help from friends
  - Getting help from parents
  - Having a good teacher who believed in me
  - Identifying resources in the community to help me

### SESSION WRAP-UP:

- Inform students that everyone faces obstacles, but it is how they choose to deal with these obstacles that will help determine their future. Remind them that difficulties, challenges, obstacles are a part of success. They have probably already overcome many obstacles in their lives and demonstrated that they can overcome setbacks. They have the qualities within them to overcome challenges so they can reach their future goals.





1. Although there are many obstacles, there are also many support systems that can help them reach their goals. It is important to have support from friends, family and community and to ask for help when they need it.
2. Remind students that having high self-esteem, being comfortable with challenges will help them reach their goals and make decisions that are in their best interests. Tell them to remember that no matter what happens in their lives, they are special and have special qualities and talents.

### III. GENDER

## 6 Introduction to Gender

#### OBJECTIVES:

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

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

#### ACTIVITIES:

Activity	Content	Time
Activity 1	Sex versus gender	10 minutes
Activity 2	Gender box	50 minutes
<b>Total</b>		<b>60 minutes</b>

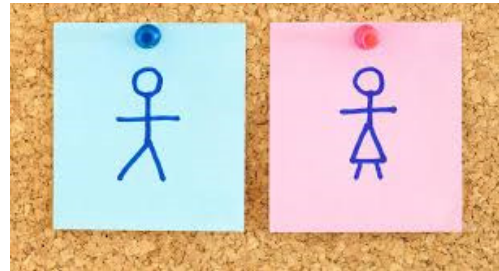
**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

### 6.1 Activity 1: Sex versus gender

#### INSTRUCTIONS:

1. Ask students the following questions:
  - Which **sex** are you, male or female?
  - How do you know which sex you are?
2. After students have shared their responses, explain sex.



**Sex** is determined by their body parts – boys have penises and testicles. Girls have vulvas, vaginas, and breasts.

Only females have organs and hormones in their bodies that enable them to menstruate, get pregnant, give birth to children and breast-feed. Only males have organs and hormones that produce sperm and make women pregnant. These differences are the work of nature and we cannot change them.

There are also undeniable physical differences that result from hormonal difference such as size and strength. However, physical strength doesn't equate to superiority for all roles and functions that people need to play in society.

3. Now, ask the students:
  - What is **gender**?

4. After students have shared their responses, explain gender.

**Gender** describes the differences in the way that men and boys and women and girls are expected to behave: their dress, the work they do, the way they speak and their status.

These differences are created by our culture and not nature, and we can change them.

5. Now, ask:

- What is **inequality**?

6. Explain inequality.

**Inequality:** Inequality means 'Not Equal'. Inequality is when one group gets treated differently than another.

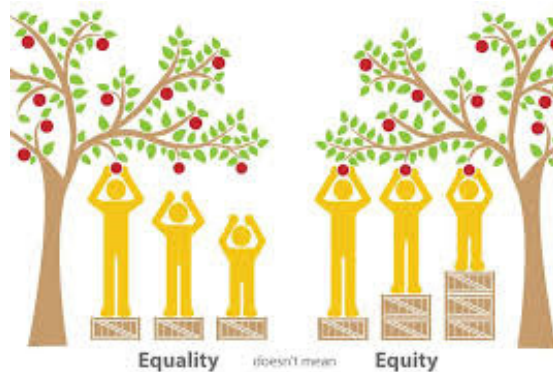
7. Ask:

- What is **gender inequality**?

8. Explain gender inequality.

**Gender inequality:** When men and women are treated differently in a way that benefits one group more. Generally gender inequality favours men/boys and gives them more power. It often gives men/boys better treatment. What gender inequality looks like in society and the community is when men/boys have access to better income and better conditions than women, women are held back (not going to school or participating in society), thought of as inferior, not as good, smart, able, etc.

9. Ask students to discuss this image.



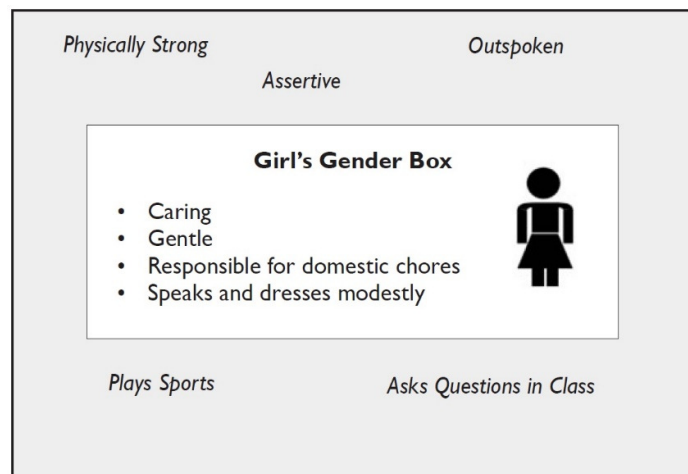
Equity: Giving everyone fair chances

**Gender equity:** Giving girls and boys, men and women equally chances to define and achieve their rights, happiness and success

## 6.2 Activity 2: Gender box

### INSTRUCTIONS:

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



### DISCUSSION POINTS:

- What qualities are girls supposed to have? For example, are girls supposed to be quiet (choose another appropriate relevant qualifier here as needed)?
- What qualities are boys supposed to have? For example, are boys supposed to be tough and not cry?
- What if a boy or girl acts out in a way that is outside the gender box? What happens to them? How are they treated by their families, peers and the community?

- What are some things girls are told they cannot do or have? For example, can a girl have her own motorbike, play sports, etc.? What are some of the things girls would like to do or have that are generally considered “boys’ things”?
- What are some things boys are told they cannot do or have? For example, can a boy be a nurse? What are some of the things boys would like to do or have that are generally considered “girls’ things”?
- Do you know any girl or woman who behaved differently than the expectations in the gender box? Do you know a man who behaved differently? How did they do it? What was the community’s or society’s reaction to them?
- How can these expectations influence your goals and dreams for the future? How can you handle these expectations and still achieve your goals?
- Have you ever treated anyone badly because he or she was acting differently than expected?

#### SESSION WRAP-UP:

- Both girls and boys are restricted in their behaviours, responsibilities and life choices because of culturally assigned roles and expectations. In the next session we will examine these roles and discuss alternatives.

## 7 Examining Gender Roles

#### OBJECTIVES:

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

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



#### ACTIVITIES:

Activity	Content	Time
Activity 1	Girls’ and boys’ daily schedules	30 minutes
Activity 2	Is there really a difference?	30 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 3	What job can I do?	20 minutes
Activity 4	What can students do?	40 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 5	Upside down (mixed group)	60 minutes
<b>Total</b>		<b>180 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, pictures of “a man”, “a man and a woman” and “a woman”, scissors, small pieces of paper.

**PREPARATION:** Arrange area so everyone can sit in a circle. Draw a picture of “a man”, “a man and a woman” and “a woman” on a three different A4 papers. Additionally, prepare small pieces of paper with foreign words written on it (e.g. ich verstehe nicht, no entiendo, ek verstaan nie, sielewi, eu nao entendo, non capisco, ik begrijp het niet). Prepare some



small pieces of paper as fake money (Le 5,000 and Le 10,000). For Activity 5, ask permission in a compound close to the school to conduct the activity.

## 7.1 Activity 1: Girls' and boys' daily schedules

### INSTRUCTIONS:

1. Ask students to think about how they spend their time, what things they do every day (e.g., playing with friends, studying, household chores), every week (e.g., going to the market) or less often (e.g., traveling to town/village, visiting friends).
2. Form two groups and ask them to create schedules showing what they do each day. Group A will create the schedule for girls and Group B will create one for boys.
3. Bring the groups back together to compare the schedules.

### DISCUSSION POINTS:

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

## 7.2 Activity 2: Is there really a difference?

### INSTRUCTIONS:

1. Sit in a circle. Go around the circle and ask each person to name a FEELING that people have. You can start by saying, "Sometimes people feel sad." Keep going until no one can think of any more feelings. Prompt them to come up with some of these:

Happy	Tired	Greedy	Quiet	Confident
Angry	Proud	Selfish	Powerful	Excited
Sad	Worried	Generous	Hurt	Dull
Disappointed	Strong	Surprised	Silly	Hungry
Afraid	Bullied	Confused	Unsure	Thirsty

2. Now, name a feeling and ask if only girls feel this feeling, or only boys, or both. For example: Raise your hand if you think only girls feel happy. Raise your hand if you think only boys feel happy. Raise your hand if you think boys and girls feel happy. Do this with all the feelings that were named.
3. Then, ask:
  - So girls and boys have the same feelings?
4. Now, go around the circle and ask them to name one thing people CAN DO. You can start by saying, "People can sing." Be clear – this is about what people are ABLE to do. Say, "It is not what they are EXPECTED to do. It is not what they may WANT to do. It is what they are

physically ABLE to do.” Keep going around the circle until at least 20 things people can do have been named. Encourage the young people to come up with some of these:

Dance	Play football	Sew	Jump	Walk
Run	Cook	Read	Write	Run a business
Wash	Plant	Farm	Clean	Drive
Ride a bicycle	Swim	Run a shop	Fish	Teach
Learn	Do mathematics	Pray	Solve problems	Nurse a child

#### DISCUSSION POINTS:

- What did we just learn? (*Boys and girls – and men and women – are ABLE to do most things in this world.*)
- Why do we think girls should only do some things, and boys only should do some things? (*Culture, tradition about gender roles.*)
- Why?
- What does the law in Sierra Leone say? (*The Constitution says women and men have equal rights!*)

### 7.3 Activity 3: What job can I do?

#### INSTRUCTIONS:

1. In the front of the room or area, put up the pictures of “a man”, “a man and a woman” and “a woman”.



2. Now, say: I am going to name some JOBS PEOPLE HAVE. When I name a job, go over to the picture that shows who you think should have this job. Some jobs include:

Farmer	Engineer	Nurse
Scientist	Brick maker	Business person
Tailor	Plumber	Okada rider
Market vendor	Architect	Vegetable seller
Auto mechanic	Teacher	Principal
Cook	Typist	Gardener
Maid	Dress maker	Accountant
Construction worker	Driver	Lawyer
Doctor	Priest	Chief

3. For each job, let the students move and then ask someone from each area (man, woman and man, and woman) why he or she made that choice.
4. After this exercise, ask students whether they know of any examples of men and women in Sierra Leone or other countries, who are having different jobs.

- **President** (Females have the job of president in Africa. In Liberia, the president is a woman, Ellen Johnson Sirleaf.)
- **Human Rights Leader** (The youngest winner of the Nobel Peace Prize – the world’s highest honor for those working for human rights – went to a girl, Malala Yousafzai.)
- **Cook** (Most of the cooks in hotels in Freetown are men.)
- **Doctor** (In Sierra Leone, we have female and male doctors.)
- **Business Owner** (Gladys owns popular juice bar, café and guesthouse, Oasis, in Freetown.)
- **Chief** (Ella Koblo Gulama was a Sierra Leonean paramount chief. She was also the first elected female Member of Parliament in Sierra Leone and all of Sub-Saharan Africa - in 1957. She was also the first Cabinet Minister in this part of Africa in Sir Milton Margai’s government.)
- **Government Minister** (The Minister of Health in 2013 was a woman, Miatta Kargbo. Dr. Abu Bakarr Fofannah was the Minister of Health in 2015.)

5. Then state clearly: Women CAN DO all of these jobs. The only obstacle is our ideas about what men and women should do.

#### DISCUSSION POINTS:

- Do you want this to change?
- How can this change?

### 7.4 Activity 4: What can students do?

#### INSTRUCTIONS:

1. Put the students into small groups.
2. Give each group a scenario to discuss what they would do in the situation and prepare a short role-play. Use the examples below or create additional scenarios that are applicable to their daily lives and culture:

##### For boys:

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

##### For girls:

- *When you reach JSS 2, you want to study science, but your teacher says that girls are not good at science and you should study social studies instead.*
- *Teachers are always assigning extra chores to the girls during class breaks while the boys play outside.*
- *Your father tells you to stop going to school because you will have to get married soon.*

3. Ask each group to perform their role-play.



4. After each role play, ask students the following questions:
  - What was the problem?
  - What actions were taken?
  - Was the problem solved at the end and how was it solved?
  - What else could they have done in this situation to solve the problem?
5. Allow discussion before moving to the next role play.

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

- Explain that changing gender roles or speaking up to adults takes courage. Courage is personal bravery in the face of fear and can be very difficult. Courage is needed to try new things, for example, gender roles. Boys and girls can work together to help each other and change gender roles.

### **7.5 Activity 4: Upside down (mixed group)**

#### **INSTRUCTIONS:**

1. Divide the group into girls and boys. Do not tell them why they have been divided this way.
2. Agree on activities students will perform (e.g. clean the compound, wash clothes, pound 'plasas').
3. For the first activity, go to a nearby compound, and ask all the students to do the activities that you have agreed on. After 3 minutes tell all the girls to stop, sit down and rest. Let the boys continue for 7 more minutes. If any of the boys refuse and harass the girls, put them in an area and tell them they can no longer talk. If some boys don't work, tell the other boys to harass them.
4. Return to your lesson room or area.
5. Now, pay the teenagers for their work with fake money. Give the girls ten times more than the boys. Do not pay the boys who stopped working early or who complained. If some of the boys complain too loudly, don't pay them at all.
6. Now, go over to the girls and give them the piece of paper with foreign words written on it and point to it like you are telling them to read it. Whisper to the girls to look like they are reading the paper. Tell them to nod like they understand what to do. Whisper to them that after you walk away, they should look at the paper again like they are reading. Then they should stand up, clap their hands three times and sit down again.
7. Go over to the boys and hand them the piece of paper with foreign words written on it. Say, "Read the instructions and do what it says." If the boys ask you or the girls what the instructions say, it is up to you or the girls to decide if you want to help.
8. Now tell the boys they have one small space in the room/area that they "own." Say, "You can do what they want in that space." Do this first, and make it seem special. Make it seem like you are giving them the best area.
9. Now, go over to the girls. Say, "You have the rest of the room or area. You can do what you want with it. You can even take the boys' space."
10. Let this get just to the point of chaos, and then bring everyone back together.

## DISCUSSION POINTS:

### Ask the boys:

- How did you feel when you had to work more than the girls?
- Did you hear anything being said about you while you were working?
- How did you feel about that?
- How did you feel about the girls just sitting there?
- Did you think it was fair?
- Did you think there was anything they could do to change the situation?
- If anyone was angry or frustrated, ask them why?
- Who were you angry with?

### Ask the girls:

- How did it feel to do just a bit of the work and relax the rest of the time?
- What did you think about the boys who were working?
- What did you think about the boys who were not cooperating?
- Did you care if it was fair?
- Did anyone want to help?
- If someone wanted to help, but didn't help, why not?

Ask the boys how they felt about doing a task when they could not read the instructions? This is a sensitive topic since many of the teens, boys and girls, will not be able to read:

- How did you feel?
- How did it feel to know the girls knew what to do?
- Did you feel it was fair?
- If you felt angry, what did you want to do?
- Who were you angry with?
- Was there anything you could have done differently?

Ask the girls how it felt to know what to do:

- How did you feel about the boys not knowing?
- Did anyone want to help them?
- Could you have helped them? How?

Now talk about the activity where the boys and girls got different space in the area or room. Ask the boys:

- How did you feel?
- How did it feel that the girls had power over all the space?
- Did you feel it was fair?
- If you felt angry, what did you want to do?
- Who were you angry with?
- Was there anything you could have done differently?

Ask the girls:

- How did the girls feel?
- Did you enjoy having the power?

- Did anyone want to help the boys? Why or why not?

Ask all:

- What does it feel like to feel powerful?
- What does it feel like to feel weak?

Ask the girls:

- What does it feel like to feel powerful, when you know the rules are in your favour? Do you care?

Ask the boys:

- How it feels to be without power when the rules are against you?
- Do you care?

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

- In some cultural contexts, girls are expected to perform household chores in addition to their schoolwork, which often places a heavier burden on them. Boys are allowed to play or are excused from house work because that is “girls’ work”. This can have detrimental effect on girls and their educational outcomes. Girls and boys can work together and help each other.
- Remind students that change begins slowly and with small steps. Students might feel constrained and a sense of injustice by gender norms but not feel badly. Students should realise that they have the power to change gender norms bit by bit by talking about them, finding solutions to them even if it is on a very small scale.
- Explain that attaching fixed and rigid roles to girls and boys can limit their opportunities to achieve what they want in life. Tell students they should keep their goals and dreams in mind and strive to achieve whatever they imagine.
- Connect back to how jobs are divided in the household. It is efficient that people have roles and assigned jobs so that all the work is done. That the work is done is the most important and that jobs are assigned equitably based on abilities and not on their sex.

## **8 Double Standards**

#### **OBJECTIVES:**

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

- Rethink our beliefs and judgments about girls and boys.
- Question double standards.

#### **ACTIVITIES:**

Activity	Content	Time
Activity 1	What do you think?	40 minutes
Activity 2	Where do you stand?	20 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Pictures of “a girl” and “a boy”, pictures with “Thumbs up”, “Thumbs down” and “Not sure” on it.

**PREPARTION:** Arrange area so everyone can sit in a circle. Draw a picture of a girl and write the name “Millicent” on it. Draw a picture of a boy and write the name “Sheka” on it. Draw pictures with “Thumbs up”, “Thumbs down” and “Not sure” on it.



## 8.1 Activity 1: What do you think?

### INSTRUCTIONS:

1. Divide the students into two groups. Make sure the groups are far enough apart so they cannot hear what is said in the other group. Do not tell them why they have been divided this way.
2. Go over to the first group and read them this story:

#### ***The Story of MILLICENT***

*Millicent’s friends sometimes teased her because she never had a boyfriend. They encouraged her to have sex with Momo. At 15, she was curious, but mostly she felt pressured by her friends. Millicent asked Momo out and they had sex. Most everyone found out that Millicent and Momo had sex.*

*Over the next two years, Millicent had sex with four other boys. One was a schoolmate. One was a neighbor. One she met at the market, and one she met through a friend. She enjoyed sex. Millicent knew she did not want to marry any of these boys. But she was nice to them. She never lied to them about her feelings. Having sex made Millicent feel attractive and important. Most of the time, Millicent was careful about using condoms. **But, one time she became pregnant.***

*Now Millicent is engaged to Ernest, a young man her family wants her to marry. She likes Ernest. But she does not like that she is not supposed to have sex until they marry in two years. When Millicent was visiting her cousin in Freetown, she ran into one of her old boyfriends. He wanted to have sex with her again, and Millicent thought, “Why not? Two years is a long time to go without sex.” Later she told one of her girlfriends, who nodded with understanding.*

3. After you have read the story, ask the group to discuss these questions:
  - What do you think Millicent’s peers think about Millicent?
  - What do the boys think?
  - What do the girls think?
  - How would people in her village describe Millicent?
  - How do you feel about Millicent?
  - Think of ways to describe Millicent.
    - Is she happy or unhappy?
    - Self-confident or insecure?
    - Honest or dishonest?
    - Respectable or not respectable?
    - Typical for a girl or unusual?

- Moral or immoral?
- Smart?
- Healthy?
- Going to be somebody?

4. Go over to the second group and read them this story:

***The Story of SHEKA***

*Sheka's friends sometimes teased him because he never had a girlfriend. They encouraged him to have sex with Rugiatu. At 15, Sheka was curious. But mostly he felt pressured by his friends. So Sheka asked Rugiatu out and they had sex. Most everyone found out that Sheka and Rugiatu had sex.*

*Over the next two years, Sheka had sex with four other girls. One was a schoolmate. One was a neighbor. One he met at the market, and one he met through a friend. He enjoyed sex. Sheka knew he did not want to marry any of these girls. But he was nice to them. He never lied to them about his feelings. Having sex made Sheka feel attractive and important. Most of the time, Sheka was careful about using condoms. **But, one time he got a girl pregnant.***

*Now Sheka is engaged to Zainab, a young girl his family wants him to marry. Sheka likes Zainab. But he does not like that he is not supposed to have sex until they marry in two years. When Sheka was visiting his cousin in Freetown, he ran into one of his old girlfriends. She wanted to have sex with him again, and Sheka thought, "Why not? Two years is a long time to go without sex." Later Sheka told one of his friends about it, who nodded with understanding.*

5. After you have read the story, ask the group to discuss these questions:

- What do you think Sheka's peers think about him?
- What do the boys think?
- What do the girls think?
- What "label" might they use to describe Sheka?
- How do you feel about Sheka?
- Think of ways to describe Sheka.
  - Is he happy or unhappy?
  - Self-confident or insecure?
  - Honest or dishonest?
  - Attractive or unattractive?
  - Respectable or not respectable?
  - Typical for a boy?
  - Moral or immoral?
  - Smart?
  - Healthy?
  - Going to be somebody?

6. Bring the two groups back together.

7. Now put up (or hold up) the picture of Millicent. Ask group one to describe her based on the story.
8. Now put up (or hold up) the picture of Sheka. Ask group two to describe him based on the story.
9. Now say that both groups heard the exact same story. Only group one heard about a girl and group two heard about a boy. All the other details were exactly the same.



#### DISCUSSION POINTS:

- Was the way Millicent was judged the same as the way Sheka was judged? If not, why not?
- What are real and different impacts/consequences of unprotected sex for boys and girls?
- Why do you think society has different standards (ways that it is okay to behave) for girls and boys?
- What do you think double standard means?
- Can you think of some double standards you see or experience?

A **double standard** is a situation where two people or groups are treated very differently from each other in a way that is unfair to one of them.

#### Examples:

- Girls who get pregnant cannot attend school, but boys who impregnate the girl can attend
- Girls “should” be virgins when they marry, but boys do not need to be
- Boys are favoured for education over girls
- In some religions men take several wives, but women can have only one husband
- Household responsibilities

#### SESSION WRAP-UP:

- Girls and boys have similar feelings about sex. They can make the same decisions but be judged and treated very differently and this is unfair. This is called double standard. They exist in many other areas of life as well, e.g. access to education, household responsibilities, and many more.

## 8.2 Activity 2: Where do you stand?

#### INSTRUCTIONS:

1. At the front of the room or area put up the picture of “Thumbs up” on one side, “Thumbs down” on the other side and “Not sure” in the middle.
2. Say that you are going to read something. When students agree with the statement, go to “Thumbs up”. When they disagree with it, go to “Thumbs down”. When they are not sure, go to the middle.
3. After each statement, ask one person from each area why he or she is standing there.
4. Ask whether they are using a double standard? Is that fair?



- Women are not as important as men.
- Men beat women as a way of showing love.

- All human beings are equal in value.
- Men have a right to demand sex from their wives whenever they want.
- Women have a right to demand sex from their husbands whenever they want.
- Women have a right to say 'no' if they don't want to have sex with their husband.
- A husband has a right to beat his wife when she makes mistakes.
- Women have a right to have equal share in the family's wealth.
- Boys and men should not have to do housework like cooking, washing, or cleaning; it's women's work!
- Girls and boys have the same right to play.
- Girls and boys have the same right to education.
- Women have a right to contribute their views in all matters that affect them.
- Women are responsible for raising children.
- Bride price makes women seem like men's property.
- Girls can be just as clever as boys.
- It is natural for a man to lose his temper if his wife disagrees with him.
- A girl has no need to go to school.
- A woman should start producing babies as soon as she is married.
- A girl of 14 is as ready to be a mother as a 24 year old.
- Only men should be president.
- If there is not too much money in the family, the boy should be educated before the girl.
- Girl child education is not a good investment.
- If a girl gets pregnant, it is always her fault.
- It is okay for an older man to marry a girl under 18 if he takes good care of her.
- Women should not be in government because they cannot be good wives and mothers at the same time.

## IV. UNDERSTANDING VIOLENCE AGAINST CHILDREN

This module deals with some of the core concepts and issues of this training programme. In particular, these sessions give students an opportunity to discuss what constitutes violence, and then narrow the focus to gender-based violence (GBV) and school-related gender-based violence (SRGBV). Students will define violence, draw examples of the violence they have seen in their communities and discuss violence at school. Students will learn how to report violence and who they can tell. They will describe what makes their school safe and welcoming and identify roles and responsibilities for various actors involved. Students will recognise that they have an important role to play in order to prevent and respond to SRGBV and make schools safer and more welcoming. Therefore, they will conduct a mapping of safe and unsafe areas in and around their schools and come up with a list of priorities for action. They will learn how to develop an action plan, which will be presented to the school leadership in order to make their voices heard and feed into the overall School Safety Action Plan.

### 9 Defining Violence

#### OBJECTIVES:

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

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

#### ACTIVITIES:

Activity	Content	Time
Activity 1	What is violence?	20 minutes
Activity 2	Types of violence	40 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 3	Gender-based violence	40 minutes
Activity 4	School-related gender-based violence	20 minutes
<b>Total</b>		<b>60 minutes</b>
<b>Total</b>		<b>120 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

#### 9.1 Activity 1: What is violence?

#### INSTRUCTIONS:

1. Students should form small groups.
2. Give each group a piece of flipchart and several markers so that students can draw simultaneously. Tell students to write the word “violence” across the top of the paper.





3. Ask each group to think about the word “violence” and then draw as many images that come to mind.
4. Ask each group to come to the front of the room and present what they have drawn or written to the whole group.
5. Ask students how they would define “violence” and note the ideas on the blackboard or flipchart.
6. Work with students until they have an agreed definition of violence.

#### DISCUSSION POINTS:

- What forms of violence against children do you know or have you experienced yourself?
- Which forms of violence occur more often?
- Why does violence against children happen?

## 9.2 Activity 2: Types of violence

#### INSTRUCTIONS:

1. Ask students whether physical violence is the only form of violence they know or whether there are other forms of violence?
2. Explain that violence falls into three categories (psychological violence, physical violence and sexual violence). Read each example of the three types of violence.

#### Examples of three types of violence

##### Psychological violence (invisible):

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

##### Physical violence:

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

##### Sexual violence:

- Rape (Unwanted and unconsented sex; adults can be in a sanctioned sexual relationship and there can still be rape)
- Unlawful sex (Adult sex with a minor, under 18 years; this implies age and power differentials and ABUSE of power)
- Indecent and unwanted touching and exposure

- Sexually explicit language, including sexually suggestive remarks or offers

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

#### DISCUSSION POINTS:

- What are the differences between physical and psychological violence? Can they hurt the same and do the same amount of damage? (YES) Is one less bad than the other?
- Is it possible that one act of violence could actually cross over into two or more types of violence? (The answer is yes. For example, girls can be humiliated by teachers in relation to their physical appearance (sexual violence or harassment) as well as their intellectual abilities (psychological abuse).)
- Which type(s) of violence are the most common in your community?

### 9.3 Activity 3: Gender-based violence

#### INSTRUCTIONS:

1. Ask students: What is gender-based violence (GBV)?

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

Often GBV is violence where the man or boy hurts the woman or girl because he has more power but GBV can also be inflicted on boys by women although this is rarer.

2. Divide the students into 3 groups. Go over to each group to tell them about their role-play.

**Group 1:** Ask group number one to create a short role-play where a girl in the family is often beaten by her brother. What do the other family members do?

**Group 2:** Ask group number two to create a short role-play where men and boys are always sent to prison when they beat a woman or girl. How is life different?

**Group 3:** Ask group number three to create a short role-play where a girl is forced to have sex with her teacher because he threatens her. What happens to the girl’s future? What about the teacher?

3. Give the groups a few minutes to prepare their role-play.
4. Then bring the groups back together and have each group perform their role-play.

## DISCUSSION POINTS:

- Boys beating boys for being too weak or not manly enough – is this also GBV?
- If the woman (or girl) who is beaten or raped were your mother or sister or daughter – what would you want for her?
- Ask the boys, how would you feel if you were beaten and raped for no reason?
- What would be different in this country if women and girls were no longer beaten?
- Beating should never be the means to solve problems. Everyone should work toward building a world where violence is unacceptable. Other ways of solving and differences should be used. What are these ways?

## SESSION WRAP-UP:

- Some people feel that in Sierra Leone culture it is “right” to beat a woman or girl. BUT IT IS AGAINST THE LAW.
- The CHILD RIGHTS ACT OF 2007, the SEXUAL OFFENSES ACT OF 2012 AND THE DOMESTIC VIOLENCE ACT make beating a woman or girl a CRIMINAL OFFENCE.

## 9.4 Activity 4: School-related gender-based violence

### INSTRUCTIONS:

1. Write “School-Related Gender-Based Violence” (SRGBV) on the blackboard or flipchart. Based on the definition of GBV and the word “school,” how would students define SRGBV? Record students’ comments on the blackboard or flipchart.
2. Refer students to the definition of SRGBV. Compare the students’ version with the definition:



**School-related gender-based violence (SRGBV)** is any form of violence or abuse that is based on gender roles and relationships. It can be either physical, sexual or psychological, or combinations of the three.

It can take place in the school, on the school grounds, going to and from school or in school dormitories.

This violence can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims as well as perpetrators.

Both educational and reproductive health outcomes are negatively affected by gender violence.

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

### **Examples of SRGBV**

#### Psychological:

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

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

#### Physical:

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

#### Sexual:

- Rape
- Any unwanted act, gesture, language, behaviour of a sexual nature
- Groping, touching, etc.
- Aiming sexually explicit language at a child
- Indecent touching and exposure
- Exposing pornographic material to children
- Asking for sexual gestures in return for better grades, help with school work or any other kind of exchange or bribery

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

- School is no place for any kind of sexual interaction, there should be no sexual interaction between teachers and students.
- There are different types of gender violence, and they all have an impact on students and their mental and social well-being.
- SRGBV has been occurring for a long time. In some cases, such as bullying or corporal punishment, students may have felt that they had no choice but to accept this type of treatment. This programme will provide students with the skills and tools to help prevent and respond to SRGBV.

# 10 Types of Violence That Affect Young People

## OBJECTIVES:

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

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

## ACTIVITIES:

Activity	Content	Time
Activity 1	Types of violence that affect young people	60 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 2	Whom can students tell	60 minutes
<b>Total</b>		<b>60 minutes</b>
<b>Total</b>		<b>120 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

## 10.1 Activity 1: Types of violence that affect young people

### INSTRUCTIONS:

1. Ask students to form small groups of three to four people.
2. Give each group one of the scenarios.

#### **Scenario 1**

*My name is Mohamed and I am 12 years old and much bigger than most young people my age. I am tall and muscular and the older boys hang out with me because I am their size and I am good at football. I like the older boys because they are popular and they know all the older girls in the school. Last month, an older girl approached me and said I was handsome and that if she were not dating this other guy, Manuel, that she would like me. I was so surprised by her comment and flattered, but I didn't say anything because I am shy around girls. The next day after school I was walking to the football field with all the guys when I noticed that we were taking a different route than usual. Also, the girl who told me I was handsome was walking with us, which was unusual. I didn't say anything to her because her boyfriend, John, was also with us. He is very jealous and easily angered. After a while out of nowhere, I felt someone jump on me and knock me to the ground. I could hear a girl screaming and I felt several fists on my head, back and face. I closed my eyes and hoped that I would live through this. At the end of the beating, John kicked me in the face and told me to never talk to his girlfriend again or he would kill me. John held his girlfriend up close to me so that she was looking right at my bloody face. I was crying and John asked her, "Who is the real man now?" I could not go to school for a week because my face was swollen. I lied to my parents about what happened. I am so frightened that John will kill me. I go to school alone and walk straight home after*

*school. I have lost all my old friends. I cannot believe I trusted them. I also quit the football team because some of those guys were on the team. They all turned on me. I am so lonely and afraid.*

### **Scenario 2**

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

### **Scenario 3**

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

### **Scenario 4**

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

### **Scenario 5**

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

### **Scenario 6**

*My name is Rashid. I come from a very large family. Last year my mother passed away and my father is the only one at home. My father is often gone because he sells goods in the market. I am the oldest boy and have to help my father take care of my family. I get up very early in the morning to tend to our garden and to make sure all my brothers and sisters are properly fed. After I am sure that everyone is taken care of, I get ready for school, which is very far from my house. It takes me almost an hour to walk to school. Sometimes when I arrive at school, I am already very tired because I have been working since before dawn. My teacher tells me I am a very strong boy, and he often makes me go do work in the fields at school, which causes me to miss some of the lessons. When I am present in class, I realize I have fallen behind because I missed the previous lesson. I do not want to go to school to do more work, I want to go to school to learn. How can I tell my teacher that I do not want to miss the lesson to work in the garden? I want to stay in the classroom and learn.*

3. Tell students to have one person in the group read the scenario out loud for the other members of the group.
4. Tell students to answer the questions below based on what is happening in the scenario.
  - What type(s) of violence is the young person in your scenario experiencing?
  - Do you think he or she is experiencing violence because of being a boy or girl? (What are the gender aspects of this incident of violence?)
  - What are the effects of this type of violence on the student in the scenario? What are some possible consequences of this violence if it goes unchecked?
  - Is this type of violence something that has happened in your school?
5. Ask students to write down some bullet points on a flipchart.
6. After the groups have finished, they should present a summary of their scenario. Remind students it is not necessary to re-read the scenarios, but use the questions to guide them, if needed.
7. Students should not have trouble coming up with possible consequences of violence, but be sure to mention the following:

- Students can have trouble concentrating, either in school or in their daily lives.
- Student can feel guilty or think the violence they experienced was their fault.
- Students can quit eating or sleeping.
- Students may not want to go to school.
- Students can feel confused and tricked or blame themselves for bringing bad behaviour on themselves when an adult abuses them, especially if it is a teacher or someone they trusted.
- Students can feel afraid to be alone with certain adults.
- In case a student experienced sexual violence, the student can be pregnant, drop out of school, contract STIs, etc.

8. Tell students that when they see acts of violence being perpetrated, they can help the person by telling a trusted adult. The concept of a trusted adult will be further discussed later.
9. Ask students when they think speaking up and telling a trusted adult is necessary. Point out that it is necessary any time they or someone they know is in danger.
10. Explain that sometimes it may be difficult to tell and they may be afraid of getting called a “run-mot” (tattletale) or experiencing violence themselves. Any time someone is in danger or is being hurt, students can help by having the courage to tell a trusted adult or help the person tell a trusted adult.
11. Review the *Tips for students to report violence*:

#### **Tips for students to report violence**

- When possible, speak to the perpetrator. There are many ways to tell the abuser that his or her violent behaviour is unacceptable. ‘I don’t want/like...’ ‘Stop doing ....’ ‘Please don’t...’
- Keep a record of incidents. For example, if anyone hits you or threatens you on the way to school, write down where it happens, the time and the date and save the information so you can later demonstrate how often it is.
- If a friend has experienced violence, you can support him/her by helping him/her find the words to confront the perpetrator and also by going with the friend to tell a trusted adult.
- Sometimes adults might dismiss you when you tell them you have been abused. That might make you feel bad, but you should keep trying until someone helps you. This can take courage.
- No one should ask you to look at nude or “sexy” pictures (or movies, tapes, etc.). If anyone asks you to look at anything that makes you uncomfortable, tell a trusted adult.
- If a teacher, principal or anyone at school asks you to come to meet after school or when no one is around, make sure you tell someone where you are going. You should tell your parents, another teacher or a classmate. If you feel too uncomfortable or something inappropriate happens, leave the premises.
- Be careful when accepting gifts or favours from teachers or other adults. Sometimes teachers or other adults could use this to attract you, and it could lead to sexual violence or abuse.
- If you have been abused or experience violence, never blame yourself. It is not your fault. You should talk to a counsellor or trusted adult to help you with your feelings.
- If you or another student has experienced violence, you should tell someone you trust and get help. You do not have to keep it a secret.
- You should always speak up when you feel as though you are in danger, ask to do things that you don’t like or if someone you know is in danger.



## 10.2 Activity 2: Whom can students tell

### INSTRUCTIONS:

1. Using the same scenarios from Activity 1, tell groups to come up with a plan for the student in the scenario. Their plan should include:
  - Whom the student could tell
  - Where the student should go for help
  - Who could go with the student
  - How the student can tell a trusted adult
2. Tell students to create a role-play, acting out the plan and demonstrating how to tell a trusted adult what happened to the student in their scenario. Tell students to think of any obstacles the student might face and include suggestions to help the student overcome them. For example, in Scenario 3, Alice told a female teacher what happened to her, but the teacher did not make her feel better. Alice should go to another teacher or tell another trusted adult until someone helps her.
3. Make sure each scenario is acted out as a role-play, and then come back together as a whole group.

### DISCUSSION POINTS:

- Whom did the student go to for help? Was the person helpful? Why or why not?
  - Did anyone go with the student?
  - Did the students in the scenarios show courage when they told what happened to them?
  - What can we do to help someone who has experienced violence or is afraid to tell someone what happened to him or her?
  - Why would someone keep quiet after having experienced violence and abuse?
  - Is there ever a time when you would be afraid that telling will cause you more harm? What could you do?
4. After the discussion, review the *Tips for supporting a friend who has experienced violence*.

#### **Tips for supporting a friend who has experienced violence**

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

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

### SESSION WRAP-UP:

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

## 11 How to Report Incidences of Violence

### OBJECTIVES:

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

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

### ACTIVITIES:

Activity	Content	Time
Activity 1	What is a trusted adult?	60 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 2	What should Nancy do?	30 minutes
Activity 3	Practice reporting violence	30 minutes
<b>Total</b>		<b>60 minutes</b>
<b>Total</b>		<b>120 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

### 11.1 Activity 1: What is a trusted adult?

#### INSTRUCTIONS:

1. Use Fatmata's story below to help students identify what is a trusted adult.
2. Read the story out loud or have the students do it as a role-play.

#### ***Fatmata's Story***

*My name is Fatmata and I am 11 years old. I walk the same way to school every day. It is the only way I can walk to school safely, because in the fields there are sometimes bandits and I*

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

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

#### **DISCUSSION POINTS:**

- Who was the trusted adult was in the story?
  - What makes someone a trusted adult?
    - Someone they know who will help them if they need help.
    - Someone they can talk to about anything, especially their problems, or if they are feeling scared, confused or uncomfortable.
    - Someone they feel happy being around.
    - Someone who listens to them and cares about their problems.
    - Someone who has helped them before.
    - Someone who would help them solve a problem, be understanding, get help and work to keep them safe.
  - How did the village elder help Fatmata?
  - How did Fatmata feel when the village elder helped her?
3. Tell students that if anyone approaches them or tries to hurt them, touches them in a way that makes them feel scared, uncomfortable or confused, or if they feel that they are in danger, they should tell a trusted adult immediately.
  4. Remind students that not all adults are trustworthy. They will learn more about what type of behaviour is not trustworthy in the next module.

- While there are adults who may try to harm them, there are also many adults who will help them. They should go to someone they feel comfortable and secure around. If anyone does anything to them that is not appropriate, they should go to a trusted adult for help.
- Tell students to make a list of possible trusted adults in their note books. While answers may vary, below are some possible responses:

Mother	Uncle	Police officer
Father	Neighbour	School mentor
Grandmother	Big brother/sister	Church person
Grandfather	Principal/headmaster	Friend's parent
Aunt	Teacher	Peer mentor

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

My three trusted adults are: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

## 11.2 Activity 2: What should Nancy do?

### INSTRUCTIONS:

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

*Dear Friend,*

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

- Tell students to take their notebooks and write a letter to Nancy telling her what she should do.
- After students have had a chance to write their letters, ask for volunteers to share their letters.
- Make sure the following points are mentioned:

- Nancy should not be afraid to tell a trusted adult. It was not her fault. No matter what, no one should blame Nancy. If the trusted adult is someone other than Nancy's parents, someone should contact her parents.
- The trusted adult will help her by going to the police. Nancy was raped by her teacher. Rape is a crime. The trusted adult should look for someone in the police unit who has

been trained to deal with sexual violence and abuse. The police will file a report against the teacher.

- The trusted adult should also take Nancy to a hospital or clinic for medical treatment and to collect any evidence needed by the police.
- The trusted adult should also tell the principal. The teacher should not be able to teach in the school anymore. Teachers are in school to help young people, not to hurt them.
- If possible, Nancy should also go to see a counsellor. The counsellor can help her process her feelings and understand it was not her fault. Talking to a counsellor will also increase her courage and help her be more resilient.

6. Conclude with the following points:

- Teachers and people from school should not ask students to clean their houses. Students go to school to learn, not to clean.
- Teachers and adults should always protect students. If they ever ask them to do anything that makes them uncomfortable, students have the right to refuse.
- Students should not be in isolated places at school or walking to and from school. They should always walk with a group or another student. Adults need to ensure children's safety. It is not the student's entire responsibility.
- If a teacher or anyone asks to look under students' clothes, they should not let that person do it.
- If a teacher or anyone touches them or gets too close, ask that person to move away. If it happens again, tell a trusted adult.

### 11.3 Activity 3: Practice reporting violence

#### INSTRUCTIONS:

1. Tell students it is not always easy to speak up and report violence. In this activity they are going to practice telling someone if they have experienced violence.
2. Have students create their own role-plays in which a young person experiences violence or abuse and reports it. Tell them to be sure to identify a trusted adult to whom they report the incident.
3. After students have had a chance to prepare the role-play, let each group present their role-play.

#### DISCUSSION POINTS:

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

#### SESSION WRAP-UP:

- Remind students that most teachers and other adults want to protect them from violence and would never do anything to harm them or make them feel unsafe. However, there are some adults who might try to touch them or treat them in a way that is not acceptable. They should never let an adult do anything to them that is harmful. They should tell a trusted adult as soon

as possible if they experience any type of violence. Tell students that we are going to talk more about how to identify behaviours that might be harmful.

- Reporting or telling a trusted adult is not easy. If the first person they tell does not believe them, they should keep on trying until someone does.
- Point out that no matter what happens, violence and abuse is not their fault. They should never feel ashamed or guilty. If someone tells them not to tell or threatens them or anyone they know, they should tell a trusted adult immediately.
- Tell students it can be very confusing when adults do something to them that makes them uncomfortable or afraid. Tell students that the programme is going to help them protect themselves and prevent violence. Tell them they are also going to practice saying “no” and telling people firmly what they want and do not want.

## 12 A Safe and Welcoming School

### OBJECTIVES:

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

1. Describe what makes schools safe and welcoming.
2. Identify safe and unsafe areas in and around schools and know why.
3. Identify priorities for actions and develop an action plan to address the problems.



### ACTIVITIES:

Activity	Content	Time
Activity 1	What makes our school safe and welcoming?	10 minutes
Activity 2	Who does what?	10 minutes
Activity 3	How do I report SRGBV incidents?	40 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 4	Mapping of safe and unsafe areas	60 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 5	Identifying priorities for actions	30 minutes
Activity 6	What should be done to create a safe and welcoming school?	30 minutes
<b>Total</b>		<b>60 minutes</b>
<b>Total</b>		<b>180 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalk/makers (green and red), tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

### 12.1 Activity 1: What makes a school safe and welcoming?

#### INSTRUCTIONS:

1. Ask students: “What makes a school safe and welcoming?”
2. Write the responses from students on the blackboard or flipchart.

Examples may include:

- No violent and abusive behaviours
- Teachers are not harsh
- Teachers do not give corporal, unfair and harsh punishment
- Presence of female teachers
- Teachers do not propose love to pupils
- No discrimination against girls or boys
- Availability of adequate sanitation
- Boys and girls support each other
- No bullying
- No sex/pay for grades and bribes
- Learners can express emotions and feelings
- Recreational activities
- Facilities are gender-responsive and well equipped (e.g. enough lighting)
- Availability of learning materials
- Availability of water and toilets

## 12.2 Activity 2: Who does what?

### INSTRUCTIONS:

1. Divide students into four groups. Each group will discuss the roles and responsibilities of one of the groups listed below with regards to creating and ensuring a safe and welcoming school.
  - Heads of schools
  - Teachers
  - Students
  - Communities/parents
2. Ask students to write bullet points on flipcharts.
3. Ask the groups to present their findings and encourage other students to add additional points that were not mentioned.
4. Comment on work presented.

Heads of schools	<ul style="list-style-type: none"> <li>• Ensure everyone knows how to make schools safer</li> <li>• Ensure teachers are not using corporal punishment in schools</li> <li>• Promote the engagement of students and parents to make schools safer</li> <li>• Identify actions that need to be taken by the school</li> <li>• Be a good role model and a champion for school safety</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Discuss with students issues around SRGBV</li> <li>• Establish school and classroom rules for students</li> <li>• Engage with children in girls' and boys' clubs to teach them skills to prevent and respond to SRGBV</li> <li>• Work with students to identify safe and unsafe areas in their school</li> <li>• Support students to come up with a priority list of actions for improving school safety</li> <li>• Support students to develop an action plan for improving school safety</li> <li>• Build trust with students and listen to their concerns</li> <li>• Ensure children are not engaging in risky behaviours</li> <li>• Support students in case they have become victims of SRGBV</li> </ul>

Students	<ul style="list-style-type: none"> <li>• Participate in girls' and boys' clubs to learn skills on how to prevent and respond to SRGBV</li> <li>• Participate in the mapping of safe and unsafe areas in their school and identify priorities for action</li> <li>• Engage with school leadership and teachers on school safety issues</li> <li>• Make suggestions to improve the safety in schools</li> <li>• Act as monitors and make note or report any violations in school</li> </ul>
Communities	<ul style="list-style-type: none"> <li>• Support children, particularly girls, to be in school and monitor their attendance</li> <li>• Participate in the management of the school and attend meetings</li> <li>• Ensure children are not engaging in risky behaviours</li> <li>• Adopt by-laws where necessary to protect children from harm</li> </ul>

### 12.3 Activity 3: How do I report SRGBV incidents?

#### INSTRUCTIONS:

1. Explain to students that the Ministry of Education, Science and Technology has just developed a **School Safety Guide**, which aims to ensure that measures are in place so that children in JSS, particularly girls, are safe in and around schools.
2. It talks about the various roles and responsibilities that were discussed under activity 1, but also about how and to whom students can report cases of SRGBV. Being able to report about SRGBV cases is part of making the school safe and welcoming.
3. In case students or their peers have become victims of SRGBV, there are two ways to report the incident in school:
  - a. **Reporting in person to any trusted adult**  
(e.g. heads of school, school and peer mentor) within the school community
  - b. **Reporting via the suggestion box**  
(students can report anonymously; students can include suggestions on how to improve the school as well as reports about incidents that have happened in school)
4. Divide students into two groups and ask them to discuss the advantages and disadvantages of the two reporting methods.
5. Ask the two groups to present their findings in plenary.
6. Discuss the group work and ensure the following points are covered.

Reporting in person	Suggestion box
<b>Advantages:</b> <ul style="list-style-type: none"> <li>• Report will not be distorted</li> <li>• Being able to express emotions</li> <li>• Teacher will show empathy</li> <li>• Teachers can provide direct support to you</li> <li>• Teachers can refer you to other service providers</li> <li>• Teachers can provide information on the next steps</li> <li>• It is quicker</li> </ul>	<b>Advantages:</b> <ul style="list-style-type: none"> <li>• It can be anonymous</li> <li>• Being able to express yourself in writing</li> <li>• Evidence from student (written report)</li> </ul> <b>Disadvantages:</b> <ul style="list-style-type: none"> <li>• Teachers will not be able to provide direct support</li> <li>• Teachers will not be able to refer you to other service providers</li> </ul>



<b>Disadvantages:</b> <ul style="list-style-type: none"> <li>• Need the courage to talk to someone about the issue</li> <li>• Risk of being exposed</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will not be able to provide you with information on the next steps</li> <li>• It takes longer</li> </ul>
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7. Ensure students that the person reported to must protect information received from or about the victim. The best interest of the victim should provide the basis for all decisions and actions taken.
8. It is the students' responsibility to protect themselves by taking the initiative to improve the safety of their schools and making reports if they are victimized by/suspect cases of SGRBV. The students have the RIGHTS and RESPONSIBILITY to do so.

#### DISCUSSION POINTS:

- Why would you/would you not report incidents of SRGBV?
- You see a SRGBV incidents happening in your school – what would you do?
- What other ways to report is available to you?
- Would you report cases to your parents/guardians or other community members?
- Sometimes (or often times) the perpetrators of GBV can be the very people whom you should be able to trust (parents, family members, teachers, etc.). In that case, what should you do?

### 12.4 Activity 4: Mapping of safe and unsafe areas in school

#### INSTRUCTIONS:

1. Working in single-sex groups, ask boys and girls to draw a map on a flipchart showing the major features of their school (such as classrooms, playgrounds, toilets etc.), as well as the roads and paths leading to their schools.
2. After drawing the map, ask the students to place green dots on places where they feel safe and red dots on places where they feel unsafe.
3. Ask the children to discuss the reasons of why they marked a place as safe or unsafe.
4. Note the reasons why students marked a place as safe or unsafe on the flipchart.



### 12.5 Activity 5: Identifying priorities for action

#### INSTRUCTIONS:

1. Ask students to look at the list of reasons from Activity 4 why students are not feeling safe in their school. Ask them to rank the issues based on what they think is most important and needs to be addressed urgently by their school (1 – being the most important, 10 – the least important).
2. Ask them to write the issues on a flipchart, starting with the most important issue.

## 12.6 Activity 6: What can be done to create a safe and welcoming school?

### INSTRUCTIONS:

1. Divide the students into three groups and ask them to refer back to the list of identified priorities of action from Activity 5.
2. Ask them to come up with an action plan for the top three issues listed. In the action plan, they should list step by step everything that should happen and by who.
3. List what each group (students, family, community, school) should do to help their school to address the problem.

<b>This is the issue our group has chosen:</b>	
<b>We chose this issue because:</b>	
<b>This issue affects:</b>	
<b>This is what we want to achieve:</b>	
<b>This is what has to happen for us to achieve our goal:</b>	
<ul style="list-style-type: none"><li>• <b>Students</b></li></ul>	
<ul style="list-style-type: none"><li>• <b>Family</b></li></ul>	
<ul style="list-style-type: none"><li>• <b>Community</b></li></ul>	
<ul style="list-style-type: none"><li>• <b>School</b></li></ul>	

4. After groups have come up with an action plan, have them share it with the larger group.

*Facilitator's Note: Together with the school mapping of safe and unsafe areas, this action plan should then be presented by the peer mentors (with support from the school mentors) to the heads of schools, Board of Governors, Community and Teachers Association, etc. for further discussion. The action plan developed by the students should feed into the overall School Safety Action Plan.*

## V. CHILDREN'S RIGHTS

This module gives an introduction to children's rights. Many people are not aware of their rights and often young people think of rights as something they will obtain as they get older. Information about rights has sometimes been misinterpreted as license to do whatever a person wants without regard for others and without taking personal responsibility for one's action. For that reason, in this module, children's rights are closely linked to responsibilities. In this module, students will define and explore children's rights on a basic and practical level. Students have already learned about SRGBV; now they will recognize SRGBV as a violation of children's rights. Finally, students will practice their skills through role-playing to say "no" to potential perpetrators of violence.

### 13 Laws, Rights and Responsibilities

#### OBJECTIVES:

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

- Know children's rights and responsibilities.
- Know laws that protect children and young people in Sierra Leone.
- Identify violations of children's rights related to school and education.
- Explain the responsibilities of people to support children's rights.
- Develop an action plan to respond to a rights violation.



#### ACTIVITIES:

Activity	Content	Time
Activity 1	What are children's rights?	40 minutes
Activity 2	Children have responsibilities too	10 minutes
Activity 3	Laws which protect children	10 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 4	Illustrate children's rights	60 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 5	Violations of children's rights	30 minutes
Activity 6	Who has the responsibility to uphold children's rights?	30 minutes
<b>Total</b>		<b>60 minutes</b>
<b>Total</b>		<b>180 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks, drawing materials if available.

**PREPARATION:** Arrange area so everyone can sit in a circle.

#### 13.1 Activity 1: What are children's rights?

##### INSTRUCTIONS:

1. Ask students: What do we mean when we say we have rights?

**Rights** are things or protections that are fair for a person to have, to do or to get. Usually, rights are protected by law.

2. Explain that Sierra Leone has signed an international law that protects children's rights. Sierra Leone's constitution and laws also protect children's rights, for example the Child Rights Act 2007, which is for each and every girl and boy in Sierra Leone under the age of 18, without exception.

#### **Child Rights Act 2007**

When the Child Rights Act 2007 talks about children's "rights", this means the treatment and the things that every child should receive. The Act includes the following 12 rights for children and many more.

- THIS IS THE LAW OF THE LAND. IT IS FOR EVERY PERSON IN EVERY COMMUNITY.
- A child is defined as anyone under 18 years old.
- Every child has a right to life, dignity, play, health, education and shelter from their parents.
- The parent must protect the child from neglect, discrimination, violence, and abuse.
- It is illegal for a parent to expel ('dreb') his or her child from the home.
- The minimum age for marriage is 18 years old.
- CHILD MARRIAGE IS AGAINST THE LAW.
- It is against this LAW to force a child to marry.
- It is against the law to promise a child in marriage.
- IT IS AGAINST THE LAW TO EVICT (DREB) A CHILD FROM THE HOME BECAUSE SHE IS PREGNANT.
- A parent may not force a child to work if it harms the child's health or education.

3. Go around the circle and ask each student to name a right children have in Sierra Leone.

<b>Rights</b>	<b>Responsibility of parents</b>	<b>Responsibility of the Government</b>
<b>1. The right to life and to grow and develop</b>	<ul style="list-style-type: none"> <li>• Do everything they can to make sure that their child survives and has the chance to grow and develop.</li> <li>• Make sure that their child receives the things he or she needs (including providing their child with proper health care, food, clothing and protection).</li> <li>• Offer good guidance to their child, look after that child and provide him or her with care and assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that there are trained people to work for children, like health workers, teachers, social welfare workers and development workers.</li> <li>• Make sure that there are sufficient facilities to care for children, like hospitals, clinics and schools.</li> <li>• Provide special Parenting Programmes so that every parent can receive support and advice on how to look after their child.</li> <li>• Help parents who have to work to look after their children properly by providing childcare services.</li> </ul>
<b>2. The right to have a name that has been legally registered</b>	<ul style="list-style-type: none"> <li>• Register the birth of their baby. Parents should have a birth certificate that shows the name of the child's</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that parents are aware of the importance of registering their child's birth.</li> </ul>

	<p>mother and normally the father's name too.</p>	<ul style="list-style-type: none"> <li>• Provide facilities where parents can register the birth of their child.</li> </ul>
<p><b>3. The right to live with your parents and family</b></p>	<ul style="list-style-type: none"> <li>• Provide a peaceful and caring environment for their child.</li> <li>• Make sure that there is somebody old enough and responsible enough to look after their child if they have to go away for any reason.</li> </ul> <p><u>Responsibility of every parent:</u></p> <ul style="list-style-type: none"> <li>• Live with their child and to make decisions about how their child is brought up and where their child lives.</li> <li>• Keep up a relationship with their child if the parent and the child don't actually live together.</li> <li>• Look after legal issues for their child, for example, if the child happens to own property or has other interests that need to be protected.</li> <li>• Nominate a person to look after their child (this person is called 'guardian') or to remove a person from that position.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that a child is only separated from his or her parents if a judge decides that it is the best thing for the child, for example, if the judge is worried that a child might be seriously mistreated by his or her parents.</li> </ul>
<p><b>4. The right to live in dignity and to be treated with respect</b></p>	<ul style="list-style-type: none"> <li>• Provide for the wellbeing of their children.</li> <li>• Provide all the things necessary for a child to lead a happy and healthy life.</li> </ul> <p><u>Responsibility of the head of every village or ward:</u></p> <ul style="list-style-type: none"> <li>• Deal with any issues that might affect the wellbeing of the children in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Support parents to look after the welfare of their children.</li> <li>• Support every local council to set up programmes and activities specially aimed at improving the wellbeing of children (e.g. providing places where young children can receive care, laying out areas where children can play safely, setting up health, education and development centres for older children).</li> <li>• Make sure there are service providers to work for children and to give advice on health and development to older children.</li> </ul>
<p><b>5. The right to receive a fair share of your parents' property</b></p>	<ul style="list-style-type: none"> <li>• Make clear arrangements to be sure that their children are able to inherit their property.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that the property to which a child is entitled goes to that child and is not taken by anyone else.</li> </ul>
<p><b>6. The right to be protected from war and violence conflict</b></p>	<ul style="list-style-type: none"> <li>• Make sure that their children are not recruited into any form of military service before they reach the age of 18.</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit no children into the army and permit no such recruitment.</li> <li>• Forbid the use of landmines or other weapons that are especially dangerous for children.</li> </ul>

<b>7. The right to take part in sports, in cultural and artistic activities</b>	<ul style="list-style-type: none"> <li>Make sure their children have the chance to take part in play, sport and other activities.</li> </ul>	<ul style="list-style-type: none"> <li>Provide facilities and opportunities for children to take part in a range of recreational activities.</li> </ul>
<b>8. The right to special care, education and support</b>	<ul style="list-style-type: none"> <li>Treat their disabled child with dignity and provide that child with the care he or she requires.</li> </ul>	<ul style="list-style-type: none"> <li>Help parents to care for their child.</li> <li>Provide support and education for children with a disability.</li> </ul>
<b>9. The right to say what you think should happen when adults have to take decisions that affect you</b>	<ul style="list-style-type: none"> <li>Listen to children's opinions and take them into account.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure that structures that deal with children, including family courts, child panels and child welfare committees, take into account children's views.</li> </ul>
<b>10. The right to be protected by the Government from having to do any kind of work that is dangerous</b>	<ul style="list-style-type: none"> <li>Prevent their children getting involved in any work that is harmful, including work in the family home or business.</li> </ul>	<ul style="list-style-type: none"> <li>Protect children from getting involved in harmful work.</li> <li>Punish anyone involved in exploiting children at work.</li> </ul>
<b>11. The right to be protected from torture and harsh treatment and punishment</b>	<ul style="list-style-type: none"> <li>Protect their child from all forms of harm.</li> <li>Use no violence against their children.</li> </ul> <p><u>Responsibility of village or ward heads:</u></p> <ul style="list-style-type: none"> <li>Listen to any complain about the mistreatment of children.</li> </ul>	<ul style="list-style-type: none"> <li>Set up structures to protect children from torture, harsh treatment or other forms of violence.</li> <li>Punish those responsible for mistreating children in any way.</li> </ul>
<b>12. Nobody under the age of eighteen is allowed to get married</b>	<ul style="list-style-type: none"> <li>Make sure their children do not get married before the age of 18.</li> <li>Make sure that nobody forces children into getting engaged, involves them in traditional marriage ceremonies or promises them for marriage in exchange for money or presents.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure that people respect this rule.</li> <li>Punish anyone who does not respect this rule.</li> </ul>

4. Explain that with rights come responsibilities. Students have rights, but they also have responsibilities to themselves, their peers, their parents and other adults.

## 13.2 Activity 2: Children have responsibilities too

### INSTRUCTIONS:

- Tell the students that it is not just parents and the government who have responsibilities. All children must enjoy their rights but they also have responsibilities.
- Ask the students what responsibilities they think children have and note their answers on the blackboard or flipchart.

The Child Rights Act mentions the following **responsibilities of children**:

- Children should respect their parents, their elders and others.
- Children should play their part in the family and care for their relatives and for other people too.
- Children should study hard.
- Children should be loyal to their country and to stand up for the good things in their community.

3. Explain to students that sometimes children get into trouble. Most of the time this trouble is not very serious but sometimes it can be. Serious or not, it is always important that children's rights are protected. The Child Rights Act explains how children should be treated before the law. The Act says that children below the age of 14 are not criminally responsible for their actions. This means that no child under 14 can be taken to court and tried for any kind of crime, including things like stealing money or destroying property. There are, however, other actions that can be taken to help a child under 14 to change behaviour and make sure that he or she does not do the same thing again. These include keeping the child busy at school.

### 13.3 Activity 3: Laws which protect children

#### INSTRUCTIONS:

1. Ask students who can name one of the Acts or Laws, except of the Child Rights Act 2007, they have talked about in other lessons?
2. Have the students recap these laws with these key points.

#### **The Domestic Violence Act of 2007**

- THIS IS THE LAW OF THE LAND. IT IS FOR EVERY PERSON IN EVERY COMMUNITY.
- It is against the law to harm a family member or someone who lives in your house or your compound.
- The law says domestic violence means doing or threatening to do any of these:
  - Physical or sexual abuse
  - Economic abuse (controlling person through limiting money, food, other basic needs)
  - Emotional, verbal, psychological abuse
  - Sexual Harassment – bothering someone again and again with sexual talk, touching, pressure
- Harm that:
  - Threatens someone's safety and health
  - Threatens someone's privacy, security
  - Threatens someone's dignity as a human being (i.e. harming someone's respect for oneself or the respect others have/can have for them)

#### **The Sexual Offences Act of 2012**

- THIS IS THE LAW OF THE LAND. IT IS FOR EVERY PERSON IN EVERY COMMUNITY.
- It is against the law for an adult (someone 18 or older) to sexually touch a child, which includes kissing, rubbing, or feeling the child's body.
- Any child under 18 years old cannot consent or agree to sex or sexual acts.
- Anyone who is 18 or older who has sex with a child is committing rape.
- A person convicted of these offences is liable to a term of imprisonment of 15 years.
- It is also against the law for an adult to sexually touch ANOTHER ADULT without the consent of that person.

### 13.4 Activity 3: Illustrate children's rights

#### INSTRUCTIONS:

1. Divide the students into twelve groups. Give each group one of the twelve rights to illustrate on a poster (flipchart). Tell the students that they are going to create informational posters that will be put up around the school to inform their peers about children's rights. Remind them to include information on responsibilities, too.
2. After everyone has finished, let the groups share their posters.
3. Put the posters up around the classroom and school.



*Facilitator's note:* This activity can also be done individually during the session or at home. Give each student one of the twelve rights to illustrate on an A4 paper.

### 13.5 Activity 5: Violation of children's rights

#### INSTRUCTIONS:

1. Tell students they are going to look at scenarios involving violations of children's rights to review what they learned about children's rights.
2. Divide students into small groups. Assign each group one scenario.

#### **Scenario 1**

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

#### **Scenario 2**

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

#### **Scenario 3**

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



#### **Scenario 4**

*Mohamed is always late for class. He works late at night, sometimes until 1 or 2 a.m., making bricks in a factory to help support his family and pay for his school fees. Sometimes when Mohamed gets home from work, he is too tired to do his homework. As soon as school is over, he goes straight to his job and never has the opportunity to play sports with the other children in his village. Sometimes he doesn't even want to go to school because the punishment he receives from his teacher is so harsh. She makes him stand in front of the class, and she twists his ear until it makes him cry. The teacher does this to most of the boys and says it will make them men.*

#### **Scenario 5**

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

3. Have the groups read and discuss their scenario and answer the following questions:
  - Have the student's rights been violated?
  - Which right has been violated?
  - How does this violation affect the student?
  - What can the student do in this situation? Are there any options to get help?
4. Ask each group to note bullet points on a flipchart.
5. After students have discussed the scenarios and answered the questions, they should report to the whole group.

#### **Scenario 1:**

- John is being deprived of his right to an education.
- He is also being deprived of his right to play.
- He is being deprived of his right to be protected from work that interferes with his education or is harmful to his health.
- Reinforce that children do have a responsibility to do chores at school, but not when the chore has a negative impact on a student's health or education as in the case here.

#### **Scenario 2:**

- Nancy is being deprived of her right to an education and right to live free of abuse.
- No one has the right to touch children in a way that makes them feel uncomfortable. Adults should always act in the best interests of children, and this means not violating them in any way or making them feel uncomfortable.

#### **Scenario 3:**

- Alice is being discriminated against because she is female. Refer back to the definition of gender equality.
- All children should be treated equally and encouraged to reach their full educational potential.

#### **Scenario 4:**

- Mohamed is being deprived of his right to an education and to live free from abuse and demeaning punishment.
- Mohamed is also being deprived of his right to play.

<ul style="list-style-type: none"> <li>• He is being deprived of his right to freedom from harmful work; the work is affecting his schoolwork and health because he does not get enough sleep.</li> </ul> <p><b>Scenario 5:</b></p> <ul style="list-style-type: none"> <li>• Rashid is being deprived of his right to an education.</li> <li>• Rashid is also violating the rights of the other students and his teacher by talking during the lesson and touching a girl's breasts.</li> </ul> <p>The most important point to make is that <b>SRGBV is a violation of children's rights.</b></p>
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### 13.6 Activity 6: Who has the responsibility to uphold children's rights?

#### INSTRUCTIONS:

1. Remind students that everyone has a responsibility to work together to uphold rights. Link back to the previous session in which the rights and responsibilities of adults and children were discussed. Inform students that this activity will examine the special responsibilities of all parties involved in protecting the rights of children.
2. Look at Scenario 2 from Activity 5. Have students brainstorm a list of solutions to the problems encountered in the scenario. They should consider the responsibilities of the:
  - Student
  - Family
  - Community
  - School
  - Government
3. After all the groups have had time to brainstorm, have them present their answers to the larger group.
4. Write their answers on flipchart paper. Use the following example to guide the discussion:

#### Scenario 2: Nancy

Right that was violated	Nancy is being deprived of protection from abuse and exploitation.
<b>Student</b>	She should speak up and tell someone that the teacher has abused her. She should find a trusted adult and not give up until she finds someone to help support her.
<b>Family</b>	Her family should protect her from abuse by the teacher. Her family can speak out against the perpetrator and say that this behaviour is not acceptable, notify the principal and ask that the teacher be reprimanded, fired, transferred, apologize to the girl.
<b>Community</b>	The community should make sure the school is safe and students are not being abused by teachers. The community can express that they will not tolerate unacceptable behaviour from teachers.
<b>School</b>	The school should ensure that teachers are not abusing the students. The school should take action against teachers that engage in unacceptable behaviour. The school should take allegations against children very seriously.
<b>Government</b>	The government should ensure that teachers are not abusing students. If a teacher is found guilty of abusing a student, he or

	she should be fired or prosecuted. The government should make very clear they will not tolerate unacceptable behaviour from teachers against children.
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#### SESSION WRAP-UP:

- Review the definition of rights in student-friendly language.
  - Rights are things or protections that are fair for a person to have, to do or to get.
  - Usually, rights are protected by law.
  - Everyone has the right to have his or her needs met, to be safe and to take part in decisions that affect him or her.
  - Everyone has rights, as well as responsibilities.
- Students have rights, but they also have responsibilities to themselves, their peers, their parents and other adults. It is easier to defend and protect the rights of people who are respectful themselves but even criminal have rights.
- SRGBV is a violation of their rights. There are people who will help them if they experience violence or abuse.

## 14 Your Body Is Yours

#### OBJECTIVES:

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

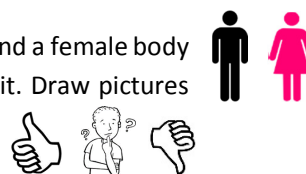
- Recognize sexual violence as a violation of children's rights.
- Differentiate "good touch" from "bad touch".
- Practice saying "no" if someone touches them inappropriately.

#### ACTIVITIES:

Activity	Content	Time
Activity 1	Good touch or bad touch?	20 minutes
Activity 2	Helpful phrases	40 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 3	Advice for Fatmata and John	30 minutes
Activity 4	Role-play saying "no"	30 minutes
<b>Total</b>		<b>60 minutes</b>
<b>Total</b>		<b>120 minutes</b>






**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks, scissors, pieces of paper, container, pictures with "Thumbs up", "Thumbs down" and "Not sure" on it.

**PREPARATION:** Arrange area so everyone can sit in a circle. Draw a male and a female body on a flipchart. Prepare pieces of paper with phrases from Activity 2 on it. Draw pictures with "Thumbs up", "Thumbs down" and "Not sure" on it.



## 14.1 Activity 1: Good touch or bad touch?

### INSTRUCTIONS:

1. Remind students that they are in charge of their own bodies. Tell them that no one ever has the right to make them do things they do not like or touch them in a way they do not like.
2. Tell them they are going to learn how to deal with anyone who abuses them. Explain that the exercise may be difficult and if they have any questions, they should come and talk to you in private.
3. Remind students of examples of violence that were discussed in earlier sessions.
4. Draw an outline of a male and female body (do not label body parts) on a flipchart. Put an X on places that are not OK for people to touch. Tell the students they are sometimes called private parts.  
5. In the front of the room or area, put the “Thumbs Up” picture on one side, the “Thumbs Down” picture on the other side and the “Not Sure” picture    in the middle.
6. Explain to students that when they think it is TRUE, they should go over to the “Thumbs Up”. When you think it is NOT TRUE (na lie), they should go over to the “Thumbs Down”. When they are not sure, go to the “Not Sure” picture.
7. Give the following examples:
  - *A daughter comes home from school and gets a good grade. Her father gives her a big hug. (OK)*
  - *A father is reading to his child and has his arm around his shoulder. (OK)*
  - *A boy touches a girl's breasts when she sits down next to him. (not OK)*
  - *A boy goes to play at his neighbour's house and an older girl grabs his private parts. (not OK)*
8. Explain that anything that makes them feel uncomfortable is “not OK” Tell them they should trust their feelings and listen to what their body tells them. Remind them that there are feelings that they may experience like an “oh, no” or sick feeling in their stomach. They should listen to that feeling.

## 14.2 Activity 2: Helpful phrases

### INSTRUCTIONS:

1. Tell students it is very important to practice saying “no” if someone touches them in a way that makes them feel uncomfortable.
2. Go around the room and let each student pull one of the phrases out of the container and read the phrase out loud.
  - *I feel bad when you touch me like that.*
  - *Stop touching me. It is not right.*
  - *Do not touch me. Leave me alone.*
  - *My body is mine! It is not yours to touch!*

- *If you touch me like that, I will tell my \_\_\_\_\_ (brother, mother, father, teacher, etc.).*
  - *Stop that! I do not like it.*
  - *Stop that! You do not have the right to do that.*
  - *It is not OK for you to touch me there!*
3. Tell students that these are just some of the phrases they can use if someone is touching them in a bad way. Give them time to copy them in their notebook.
  4. Next, tell students to get with a partner and practice saying the different phrases.
  5. Tell students that sometimes it can be difficult to say these things to an adult. However, remind them that they are in charge of their bodies and no one should touch them without their permission.
  6. Conclude by reading *Tips for Protecting Yourself*.

#### **Tips for Protecting Yourself**

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

### 14.3 Activity 3: Advice for Fatmata and John

#### **INSTRUCTIONS:**

1. Divide the group into small groups. Give each group the case studies for Fatmata and John.

### ***Fatmata's Story***

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

### ***John's Story***

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

#### **DISCUSSION POINTS:**

- What should Fatmata and John do next?
- What if you were Fatmata or John's friend? What would you do if they told you what happened?

## **14.4 Activity 4: Role-play saying "no"**

#### **INSTRUCTIONS:**

1. Remind students of the story of Nancy from one of the previous sessions. Re-read the letter from Nancy.

*Dear Friend,*

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

2. Tell students they are now going to act out the role-play, but this time they are going to practice saying "no" to the teacher.
3. There are five different scenarios and places in the role-play to say "no." Tell them to practice each one. Tell them they can add more if they like.



**At school**

- Teacher: "Come to my house, I need you to clean it."
- Student: \_\_\_\_\_.

**At the teacher's house**

- Teacher: "Come inside my house, I have a special gift for you."
- Student: \_\_\_\_\_.

**In the teacher's house**

- Teacher: "Oh, come inside my bedroom, I want to show you something."
- Student: \_\_\_\_\_.

**In the classroom alone**

- Teacher: "Let me touch your private parts. I think you will like it and it can be our secret."
- Student: \_\_\_\_\_.

**After school**

- Teacher: "If you tell anyone what I tried to do, I will hurt your little sister!"
- Student: \_\_\_\_\_.

**SESSION WRAP-UP:**

- Remind students that they are in charge of their own bodies. Tell them that no one ever has the right to make them do things they do not like or touch them in a way they do not like.
- Review Tips for Protecting Yourself.
- Remind students of the helpful phrases they learned to say "no."

## VI. LIFE SKILLS FOR PREVENTING AND RESPONDING TO SRGBV

### 15 Communication

#### OBJECTIVES:

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

- Define communication.
- Understand the power of action and the power of words.
- Learn how communication styles affect our lives.



#### ACTIVITIES:

Activity	Content	Time
Activity 1	What is communication?	5 minutes
Activity 2	Oh Aisha!	15 minutes
Activity 3	Communication styles	20 minutes
Activity 4	Active or aggressive?	20 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalk/markers, tape, pens, notebooks, scissors, pieces of A4 paper, A4 paper with with XXXXX, XX, 0 on it.

**PREPARATION:** Arrange area so everyone can sit in a circle. Write each emotion for Activity 2 on separate pieces of paper.

#### 15.1 Activity 1: What is communication?

##### INSTRUCTIONS:

1. Ask the students to explain what communication means and write their answers on the blackboard or flipchart.

**Communication** is when two or more people send and receive messages with each other. Communication can be out loud or through pictures, body movements or on our faces.

#### 15.2 Activity 2: Oh Aisha!

##### INSTRUCTIONS:

1. Ask for a volunteer. Take him or her aside so the others cannot hear or see you. Give the volunteer a piece of paper with an emotion.

<i>Exhausted</i>	<i>Confident</i>	<i>Ashamed</i>	<i>Bored</i>
<i>Confused</i>	<i>Embarrassed</i>	<i>Cautious</i>	<i>Surprised</i>
<i>Guilty</i>	<i>Happy</i>	<i>Depressed</i>	<i>Anxious</i>
<i>Angry</i>	<i>Frightened</i>	<i>Lonely</i>	<i>Shocked</i>
<i>Sad</i>	<i>Enraged</i>	<i>Jealous</i>	<i>Shy</i>



2. Tell students that they should not show this to the others. Explain that their job is to show the feeling on the picture by saying, "Oh Aisha" and NOTHING ELSE.
3. Bring the volunteer back and have him or her sit down and face the group.
4. The volunteer now says, "Oh Aisha," to show the feeling in the picture.
5. Ask the group to guess what emotion the volunteer is feeling.
6. Repeat with several others and different emotions.



When the group finds it easy to guess the feeling, and they all agree on the feeling, say: *"Using our voice can be a strong way to let people know how we feel."*

BUT, when they guess many different feelings, say: *"Sometimes we think we are sending clear messages, but it does not work well. People misunderstand us. Communication takes at least two people. Misunderstandings can happen between the sender and the receiver. No one is at fault."*

7. Explain that we can use our voice to show our feelings. This is one powerful way to communicate.

#### DISCUSSION POINTS:

- How else do we communicate?

### 15.3 Activity 3: Communication styles

#### INSTRUCTIONS:



1. Explain to students that we can communicate in different ways. Let's see how we communicate.
2. On one side of the room or area, put the picture with XXXXX. In the middle of the area, put the picture with XX. On the other side of the room or area, put the picture with 0.
3. Give everyone a piece of paper and something to write with.
4. Explain that
  - XXXXX means ALL THE TIME;
  - XX means SOME OF THE TIME and
  - 0 means NEVER
5. Tell everyone you are going to say something. When you say something that is true for them all the time, mark XXXXX on their paper. When it is true some of the time, write XX. When it is never true, mark 0.
6. Give an example: "I wash my hands before I eat."
7. Tell them to write XXXXX when they always wash their hands before eating; to mark XX, when they sometimes wash their hands before eating; and to write 0 when they never wash their hands before eating. Explain that every time they have to write the Xs or O on their paper every time you read a sentence.

8. Emphasise that THERE IS NO RIGHT ANSWER OR WRONG ANSWER. EVERYONE IS DIFFERENT and that they should not show anyone their answers.
9. When everyone understands, read one sentence. Tell them to write the number of Xs or 0 on their paper that tells what is true for them (always - XXXXX, sometimes – XX or never - 0). When they have done that, read the next sentence. (These are not questions.)

- Every time I see someone bullying another person, I tell the person who is bullying to stop.
- When my friend hurts my feelings, I tell him or her.
- When my friend makes plans with me and does not come or call me, I tell him or her I am upset.
- I say how I feel about things.
- I ask for help when I need it.
- I say no to friends who want me to smoke or drink.
- I do what I think is right.
- I do what I think is right, even if my friends don't agree.
- I stand up for my friends.
- When my friend asks me to lie for him or her, I say no.

10. Tell the students that we are going to talk about different styles of communicating.

**ACTIVE/FIRM/ASSERTIVE** (use the word most people understand)

You stand up for your rights without putting other people down. (Yu ebel tok).

You respect yourself and other people.

You are confident, but not pushy.

You are not afraid to talk about your feelings.

When we are active, we:

- Stand up for ourselves
- Look people in the eyes with respect
- Can say "yes" when we want to AND "no" when we want to
- Can say how we feel, what we want and what we need

**TOO QUIET/PASSIVE**

You do not stand up for your rights or what you need. (Yu shem for tok).

You give in to what other people want, even when you don't think it is right.

You keep quiet when something bothers you.

When we are too quiet, we:

- Cannot say "yes" when we want to AND "no" when we want to
- Cannot say our needs or wants
- Find it difficult to look people in the eyes
- Cannot stand up for ourselves

11. Now, ask them to look at their papers. They do not need to show anyone else what is on their papers, or tell anyone.
12. Explain that if they have many XXXXXs, their communication style is ACTIVE. If they have many 0s, their communication style is TOO QUIET and they can practice being more ACTIVE. If they have some Xs, you can practice being more ACTIVE.

## DISCUSSION POINTS:

- How do our communication styles affect us?

### 15.4 Activity 4: Active or aggressive?

#### INSTRUCTIONS:



1. Explain to the students that there is another type of communication style, which is called aggressive.
2. Ask them: What do we mean by aggressive communication?

#### AGGRESSIVE

You stand up for your rights, but don't care about other people's rights. (Fityay)

You make demands.

You are pushy.

You don't take time to hear what others have to say or how they feel.

When we are aggressive, we:

- Put other people down
- Are sometimes violent
- Attack with words or actions
- Bully
- Don't care what other people want

3. Ask for two volunteers to do a role-play. Tell the girl to play Kariatu's role and **behave too quietly**. Tell the boy who plays Abu Bakarr to **behave aggressively**. Be sure they understand how to communicate. Tell them the situation, so the others cannot hear:

*Kariatu is 16 years old. She has been dating Abu Bakarr, who is 19 years old for 6 months. They like to go to parties and dance. They like to kiss and hold hands. For 3 months Abu Bakarr has been telling Kariatu he wants more. Tonight Abu Bakarr has decided it is time for them to do the momi-dadi business. Kariatu does not want to, but does not want to lose Abu Bakarr.*

4. Introduce the actors and tell their ages.
5. After the role-play, ask the girl who played "too quiet Kariatu" how she felt. Ask the boy who played "aggressive Abu Bakarr" how he felt.
6. Now ask for two other volunteers. Take them off to the side and tell them both to do the same role-play, but to **communicate actively**.

## DISCUSSION POINTS:

#### Ask the group:

- How did Kariatu communicate this time?
- How did Abu Bakarr communicate?

#### Ask the girl, who role-played Kariatu:

- How did it feel to communicate that way?

#### Ask the boy, who role-played Abu Bakarr:

- How did it feel to communicate that way?

Ask the group:

- What was the difference in the two situations?
- What did Kariatu do or say in each situation?
- What happened when she was too quiet?
- What happened when she was active?
- What was the difference between Abu Bakarr's behaviour when he was active and when he was aggressive?
- Is it hard to communicate actively? If so, why?

#### SESSION WRAP-UP:

- **Being active/assertive** means delivering a message by honestly expressing thoughts and feelings; being direct and clear without putting down the right of others; and showing mutual respect.
- **Being passive/too quiet** means delivering a message without expressing true thoughts or feelings; or sometimes staying silent.
- **Being aggressive** means delivering a message forcefully, sometimes in a confrontational manner, without regard for other people's feelings.
- Give the students these tips:
  - Start sentences with "I".
  - Say what you want, feel or need.
  - Consider what the other person wants, feels or needs.
  - Look in the eyes of the other person with respect.
  - Be sure your voice and your body are saying the same things!
  - Remember, you have to take care of yourself!

## 16 Practising Active/Assertive Communication

**PREPARATION:** Arrange area so everyone can sit in a circle.

#### OBJECTIVES:

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

- Identify different ways of communicating: passively, aggressively and actively/assertively.
- Practice active/assertive communication.
- Describe how gender affects the ways boys and girls communicate.

#### ACTIVITIES:

Activity	Content	Time
Activity 1	Assertive communication	30 minutes
Activity 2	Practicing assertiveness	30 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 3	Communicating an assertive message	30 minutes
<b>Total</b>		<b>30 minutes</b>
<b>Total</b>		<b>90 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalkS/makers, tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

## 16.1 Activity 1: Active/assertive communication

### INSTRUCTIONS:

1. Read the following scenario to the students:

*Mary is standing in line to receive a snack that the school gives out to all the children in her school. She has been waiting patiently for almost 30 minutes and is very hungry. Just as she is given her snack, an older girl walks in front of her and snatches it away. Mary becomes very angry. What should she do?*

2. Tell students to join one of the following groups based on what they think Mary should do.

- **Group 1:** Mary should not do anything.
- **Group 2:** Mary should express her feelings directly to the girl, even if she is angry.
- **Group 3:** Mary should speak up calmly and tell the girl to give her snack back to her.
- **Group 4:** Mary should go and ask for help from a teacher or another adult.

3. Ask students to share their answers to the following questions within their groups.

- How will Mary feel after responding the way you described?
- How will the girl act if Mary responds this way?
- What is the worst thing that could happen if Mary responds in the way you described?
- What is the best thing that could happen if Mary responds this way?
- When should you get help in a situation?

4. As a large group, review Mary's choices again. Be sure to bring up the following points:

- **Group 1: This is a passive response.** Communicating passively means not expressing needs or feelings, or expressing them so weakly that they are not heard and will not be addressed. Remaining silent is often not the best choice. If Mary behaves passively by standing there and not saying anything, she will probably feel angry with the young woman and with herself for not saying anything.
- **Group 2: This is an aggressive response.** Communicating aggressively means responding in a threatening or offensive manner. An aggressive response may have a negative outcome. If Mary insults or threatens the girl, she may feel strong for a moment, but the girl and her friends may also respond aggressively and verbally or physically attack Mary.
- **Group 3: This is an active/assertive response.** Communicating assertively means making a request in an honest and respectful way that does not offend the other person. An assertive response is often the best way to communicate. If Mary tells the girl that she needs to get her own snack, she is not insulting her but merely stating the facts of the situation. The other people in the line will probably support her. Assertiveness is Mary's best chance of getting her food back.
- **Group 4: This is an active/assertive response.** Depending on the situation, getting help may be the best option if one's personal safety is at risk.

5. Ask the group if there is a time that passive communication is the better choice. Point out that being active/assertive is the best response in most situations, but students should always keep their safety in mind. Remind students that due to the way society expects girls to act, it is often more difficult for them to be active/assertive, since they are taught to be passive and accepting of what happens to them.

## 16.2 Activity 2: Practicing assertiveness

### INSTRUCTIONS:

1. Divide the students into three groups. Give each group a scenario to act out.
  - **Scenario 1:** *Mr. Kamara is one of Nancy's favourite teachers. One day he asks her to carry his books home to his house after school.*
  - **Scenario 2:** *Fatmata is 11 and her body is beginning to change. Whenever John, a boy at school, is with his friends, he shouts and makes fun of her body.*
  - **Scenario 3:** *Alice and Mohamed are boyfriend and girlfriend. They like to hold hands and once Mohamed kissed Alice. Mohamed has told Alice he is ready to have sex. Alice has told him she does not want to because she is not ready, but he keeps pressuring her.*
2. Ask each group to prepare two role-plays for each scenario—one in which the person in the role-play responds **passively**, the other in which the person responds **actively/assertively**.
3. After the groups have performed their role-plays, review the Discussion Points as a whole group.

### DISCUSSION POINTS:

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

## 16.3 Activity 3: Communicating an assertive message

### INSTRUCTIONS:

1. Introduce the *Five Steps to Communicating an Assertive Message*:

#### Five Steps to Communicating an Assertive Message

1. Explain your feelings. Say what has upset you and why.
  - "I felt \_\_\_\_\_ when you \_\_\_\_\_."

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

2. Go back to the role-plays in Activity 2. Divide students into pairs and give each pair a role-play to act out. Some groups will have the same role-play. Each person should practice using the Five Steps to Communicating an Assertive Message.
3. After students have finished, call several pairs to the front to share their role-plays and responses.
4. Explain that this way of communicating is very useful because it doesn’t embarrass the other person or blame them. By talking about their own feelings and experiences, they keep the lines of communication open and honest.

#### SESSION WRAP-UP:

- Conclude by pointing out that staying healthy and safe is directly connected to being active/assertive.
- Point out that students standing up for themselves is essential for staying healthy and not putting themselves at risk for HIV.
- Remind them of gender roles and how traditionally society expects women to be passive, so they must practice speaking up for themselves and not remain silent when they could be in danger.
- Also remind students that boys are expected by society to be aggressive, but being aggressive is not the same as being active/assertive.
- Being active/assertive must respect other people’s rights in addition to protecting one’s own rights.
- Different approaches to communication work best at different times. Generally, the active/assertive approach is best, but always keep personal safety in mind.

## 17 Managing Emotions

#### OBJECTIVES:

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

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



**ACTIVITIES:**

Activity	Content	Time
Activity 1	Exploring feelings	15 minutes
Activity 2	Sharing feelings	15 minutes
Total		30 minutes

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks.

**PREPARATION:** Arrange the area so all can sit in a circle. Write the start of the sentences from Activity 1 on a flipchart.

### 17.1 Activity 1: Exploring feelings

**INSTRUCTIONS:**

1. Tell students to individually complete the following statements in their notebooks.

- I am happiest when...
- I am saddest when...
- I hate it when...
- My greatest fear is...
- When I am happy, I...
- When I am sad, I...
- When I am angry, I...
- When I am frightened, I...
- Sometimes I feel...
- And when I do (feel like this) I...

2. Have students, in pairs, share their answers.
3. Have students, as a large group, share the results.

### 17.2 Activity 2: Sharing feelings

**INSTRUCTIONS:**

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



### SESSION WRAP-UP:

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

## 18 Problem Solving

### OBJECTIVES:

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

- Apply the problem-solving approach to solve problems.
- Identify people who can help them when they are having problems.
- Problem-solve solutions to real-life scenarios.
- Identify ways to resolve conflicts with others.



### ACTIVITIES:

Activity	Content	Time
Activity 1	Solving problems	40 minutes
Activity 2	Talking through a problem	20 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 3	Solutions role-play	30 minutes
Activity 4	Using an action plan to resolve a school problem	30 minutes
<b>Total</b>		<b>60 minutes</b>
<b>Total</b>		<b>120 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, pens or pencils, notebooks.

**PREPARATION:** Write the steps for the *Problem-Solving Approach* and the *Guidelines for an Action Plan* on the blackboard or flipchart.

### 18.1 Activity 1: Solving problems

#### INSTRUCTIONS:

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

2. Tell them not to write names on the pieces of paper and keep the descriptions as general as possible.
3. Collect the papers and read through the examples. Try to find examples of SRGBV. For the examples that aren't SRGBV, try to find a common theme and group them together.
  - **Psychological**—name calling, verbal harassment, teasing
  - **Physical**—hitting, forced labour, whipping, etc.
  - **Sexual**—unwanted contact from someone
  - **Other**—gossiping, exclusion from playing a game, etc.
4. Introduce the Problem-Solving Approach as a way to examine and work through a problem. Take one of the problems and go through the four steps as an example.

#### **Problem-Solving Approach**

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

5. Divide the students into four groups giving each group one problem from each of the themes: psychological violence, physical violence, sexual violence or other.
6. Ask students to brainstorm all the possible solutions to the problem. Encourage students to think of ways they can work together to solve the problem. They should have no trouble coming up with solutions, but use the following as prompts, if necessary.

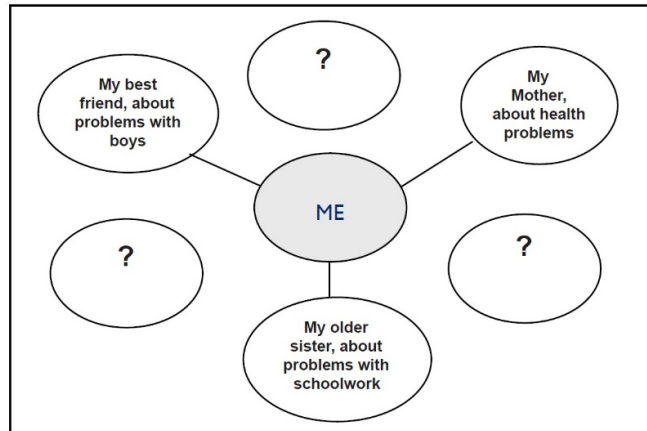
- **Verbal harassment**—avoid the person, confront the person, tell an adult
- **Hitting**—stay away from the person, talk to an adult
- **Unwanted physical contact**—stay away from the person, talk to an adult
- **Exclusion**—write a letter to the person telling him or her how they feel, confront the person using communication strategies they have learned

7. They should write their answers on a flipchart and choose one person from the group to present to the larger group.
8. Remind students that their safety always comes first, and that they should always turn to a trusted adult for difficult situations.

## 18.2 Activity 2: Talking through a problem

### **INSTRUCTIONS:**

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



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

### 18.3 Activity 3: Solutions role-play

#### INSTRUCTIONS:

1. Let students choose their own groups. Tell each group to choose one of the problems from Activity 1.
2. Tell them to prepare a role-play and use their communication skills, the Problem-Solving Approach and some of the other solutions discussed to resolve the problem.
3. Give the groups an opportunity to present their role-play.
4. Come back together as a large group for the Discussion Points.

#### DISCUSSION POINTS:

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

### 18.4 Activity 4: Using an action plan to resolve a school problem

#### INSTRUCTIONS:

1. In groups, tell students to pick one problem in their school that they think is very important and would be better solved as a group. The problem can be related to safety in schools.
2. Write the problem on a flipchart. List the causes and solutions to the problem.

3. Using the Guidelines for an Action Plan as a guide, each group should create a clear action plan, and include a timeline and indicate who is responsible.

**Guidelines for an Action Plan**

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

**SESSION WRAP-UP:**

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

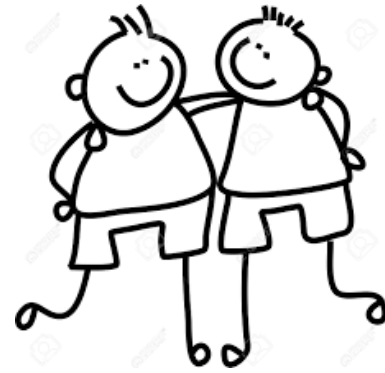
## VII. HEALTHY FRIENDSHIPS

### 19 What makes a good friend

#### OBJECTIVES:

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

- Describe qualities of a good friend.
- Identify how to help a friend.



#### ACTIVITIES:

Activity	Content	Time
Activity 1	What makes a good friend?	15 minutes
Activity 2	Giving help to a friend with a problem	45 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, A4 paper, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

#### 19.1 Activity 1: What makes a good friend?

##### INSTRUCTIONS:

1. Place students in small groups and ask students the following questions:
  - What makes a good friend?
  - How do good friends treat each other?
2. Tell students to think about someone they consider to be a good friend and say what qualities make him or her a good friend.
3. Select a few students to share their answers with the whole group. Write the answers on a flipchart.
4. After the groups have shared, summarize what makes a good friend.

#### 19.2 Activity 2: Giving help to a friend with a problem

##### INSTRUCTIONS:

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

6. Have each group present the letter and the advice to the larger group.
7. After everyone has presented, review the Discussion Points.

#### DISCUSSION Points:

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

#### SESSION WRAP-UP:

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

## 20 Boys and Girls as Friends

#### OBJECTIVES:

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

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



#### ACTIVITIES:

Activity	Content	Time
Activity 1	Boys and girls as friends	15 minutes
Activity 2	What do boys or girls fear about the opposite sex?	15 minutes
Activity 3	Boys and girls helping each other	30 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

### 20.1 Activity 1: Boys and girls as friends

#### INSTRUCTIONS:

1. Divide the group into single-sex groups of three to five students and have them brainstorm answers to the following questions:
  - What do you like about being friends with the opposite sex?

- What makes a good friendship with members of the opposite sex?
  - What don't you like in a friend of the opposite sex?
  - What behaviours or characteristics do not make a good friend?
  - How do people in your community feel about boys and girls being friends?
2. Point out that girls and boys can be good friends without having a physical or sexual relationship. Friendships between boys and girls help them to understand each other and can also improve gender relations throughout students' lives.
  3. In some societies, boys and girls are not allowed to spend time together before marriage because adults think it is inappropriate.

## 20.2 Activity 2: What do boys or girls fear about the opposite sex?

### INSTRUCTIONS:

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

## 20.3 Activity 3: Boys and girls helping each other

### INSTRUCTIONS:

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

### DISCUSSION POINTS:

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

### SESSION WRAP-UP:

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

## 21 Peer Pressure



### OBJECTIVES:

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

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

### ACTIVITIES:

Activity	Content	Time
Activity 1	Belonging to a group	15 minutes
Activity 2	What is peer pressure?	15 minutes
Activity 3	Resisting peer pressure	30 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks.

**PREPARATION:** Arrange area so everyone can sit in a circle.

### 21.1 Activity 1: Belonging to a group

#### INSTRUCTIONS:

1. Remind students of how belonging to a group can be helpful. You can refer to Session 18, Activity 4, when they worked together to create an action plan around a problem they were having.
2. Point out that belonging to a group is a natural part of growing up. Sometimes, however, boys and girls may feel pressured to do something they do not want to do to be accepted by the group. This is called peer pressure.

#### DISCUSSION POINTS:

- What are the advantages and disadvantages of belonging to a group?
- Can you share stories of how you have been influenced or pressured by your friends to do something you did not want to do?
- How did you resist the pressure?

### 21.2 Activity 2: What is peer pressure?

#### INSTRUCTIONS:

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



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

#### DISCUSSION POINTS:

- Who was exerting peer pressure in the scenario?
- How did he exert peer pressure?
- What could Jonathan do to avoid being influenced to do something he does not want to do? (Write the answers on a flipchart.)
- Why do you think John is exerting pressure on Jonathan?
- How do you think Jonathan is feeling?
- What are Jonathan's options? (Write the answers on a flipchart.)

### 21.3 Activity 3: Resisting peer pressure

#### INSTRUCTIONS:

1. Divide students into groups and give each group one scenario:

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

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

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

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

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

2. Tell students to come up with a role-play and act out resisting the peer pressure in the scenario. Remind them to use their assertive communication techniques and problem-solving skills.

**DISCUSSION POINTS:**

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

**SESSION WRAP-UP:**

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

## VIII. HEALTHY BODIES

It is important for young people to understand the changes that are happening to their bodies during puberty. In this module, students will learn about the changes, both physical and emotional, that young people go through during puberty. Some of the topics may be difficult to discuss and students may feel like laughing and giggling and that is OK. It is important to remain respectful and enable them to feel comfortable talking about their specific concerns. It is also important that students know the names and functions of all of their body parts so that students can take care of them and stay healthy. Both sexes should know about each other's reproductive organs. They should also know how the opposite sex changes during puberty and that it is a normal part of life. Furthermore, it is also important for students to know how to protect themselves from teenage pregnancy.

### 22 Body Changes in Youth

#### OBJECTIVES:

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

- Understand how maturity affects girls and boys, physically and emotionally.
- Learn that others may share the same feelings.



#### ACTIVITIES:

Activity	Content	Time
Activity 1	Body changes	30 minutes
Activity 2	Define adolescents	15 minutes
Activity 3	Feelings	15 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks, a picture of “a girl” and “a boy”, scissors, bag with paper strips with questions on it.

**PREPARATION:** Arrange area so everyone can sit in a circle. Take some paper and draw “a girl” and “a boy” on the paper. Prepare some questions around adolescents and body changes and write them on paper strips. Put those paper strips in the bag for Sissy Aminata.

#### 22.1 Activity 1: Body changes

#### INSTRUCTIONS:

1. Explain to students that when we change from children to adolescents (when we grow), we all go through the same changes. Even though we go through the same changes, we are each special in our own way – like we each made the paper into something different.

##### Define Maturity

- Maturity is the time in life when boys and girls bodies become sexually mature.

- It is when your bodies develop into adult bodies that can reproduce (make or have babies).
- Girls and boys also have many different feelings during maturity.
- Maturity happens because chemicals in the body, called “hormones” create physical changes. These hormones also affect our feelings.
- It is NORMAL.
- But sometimes it feels like you are the only one who feels this way.

2. Now, divide the group into two lines. Everyone in the line should be facing the front of the area. Hand a picture to the first person in the line on the left with the picture of the boy. Give the other line a picture with the girl.
3. Say that we are going to have a contest to see which line can come up with the most changes boys and girls go through when their bodies are maturing.
4. When someone names a change, pass the picture to the next person and go to the back of the line. And so on. No repeats.
5. If it is clear that they do NOT KNOW the changes, then stop the lines and gather in a circle and talk about the changes that happen.



	BOYS	GIRLS	FACILITATOR MESSAGES
<b>SKIN</b>	Face and back may get oily and get pimples.	Face and back may get oily and get pimples.	Usually gets better or disappears after some time. <b>NOTE:</b> Wash body and face at least once a day with soap and water to keep skin clean.
<b>PERSPIRATION (SWEAT)</b>	Body sweats more and odor may change or increase.	Body sweats more and odor may change or increase.	<b>NOTE:</b> Washing with soap and water and using deodorants helps reduce bad odor.
<b>HAIR</b>	Hair grows on legs, chest, face, and underarms.  Pubic hair (around genitals) grows and gets curly.	Hair grows on legs, and underarms.  Pubic hair (around genitals) grows and gets curly.	It is fine to shave, IF you always use a clean razor, shaving cream or soap to avoid infection. DO NOT share razor blades.
<b>BREASTS</b>	It is common for boys to develop swelling beneath their nipples.  About 50% of boys have some breast growth, <b>which is normal and goes away in a year or two.</b>	Breasts grow, swell, and may hurt a bit (usually begins when girl is 10 or 11 and continues for 4 to 5 more years)  Breast growth can start on one side, but will even out.	Let boys know swelling in their breasts will go away as they grow.  For girls, it is normal for breasts not to grow at the same rate or be exactly the same size.  <b>Note: Girls may have questions about wearing a bra</b> – it can be exciting or embarrassing (if she is one of the first of her friends to need a bra). She may be uncomfortable talking to her mother about it. Tell girls it is normal to begin

			wearing bras at different ages.
<b>BODY</b>	<p>Arms, legs, hands, and feet may grow faster than other body parts.</p> <p>Shoulders and chest grow wider. The body becomes more muscular and taller.</p> <p>Some people grow several inches in one year!</p>	<p>Arms, legs, hands, and feet may grow faster than other body parts. Girls get taller.</p> <p>Hips get wider.</p> <p>Body becomes rounder (due to weight gain in the stomach, hips, buttocks, and legs).</p>	<p>Boys and girls may experience uncomfortable growing pains (especially in their arms and legs) since their bones are growing faster than their muscles.</p> <p>Girls can reach their full height before boys. But, by the time puberty is done, boys will often be taller and weigh more than girls.</p> <p><b>Note:</b> For girls, it is <b>unhealthy</b> to go on a diet to try to stop this normal weight gain.</p>
<b>FEMALE ORGANS</b>		<p>Uterus (womb) and vagina grow.</p> <p>First menstrual bleeding (monthly period or menses), comes 2 or 3 years after breasts start developing. Many girls have irregular periods the first couple of years.</p>	<p>Secretion (or discharge) from the vagina is usually white or clear. This is normal; it helps the vagina stay healthy. If discharge is yellow, green or has a bad odor, visit a health centre.</p> <p>When a girl starts to menstruate (monthly bleeding), she can get pregnant (if she has sexual intercourse). She can also get pregnant before her first period, as she will have ovulated (released an egg) before her first period.</p> <p>Getting one's period does not mean a girl is ready for sex or should have sex.</p>
<b>MALE ORGANS</b>	<p>The testes and penis grow larger.</p> <p>About a year after the testes begin growing, a boy may experience ejaculation (release of white milky fluid called semen from the penis, also called "come").</p>		<p>When a boy begins to produce sperm, he can father a child, if he has sexual intercourse (mom-dadi bisnes) with a female.</p> <p>During this time, boys have sexual desires resulting in erections (or for no reason) – this is normal!</p> <p>Getting erections and ejaculating does not mean a boy is ready to have sex or should start having sex.</p> <p>Boys may wake up thinking they have soiled their bed or clothes.</p>

			<p>They may have sexual dreams. They can ejaculate at night without being conscious of it.</p> <p>Erections may cause embarrassment. Remember, most people won't notice erections. Suggest boys think of something difficult or unhappy to help the erection go down.</p> <p>Many boys are concerned about their penis size; a boy may compare his penis with his friends'. The size of a penis (erect or not) has nothing to do with manliness or ability to father children.</p>
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## 22.2 Activity 2: Define adolescents

### INSTRUCTIONS:

1. Ask students who is an adolescent?

**Adolescents** are young people who are between 10 and 19 years old. All through these years, we change and grow.

2. We just talked about the physical changes. Now we are going to talk about other changes – changes in our emotions, our feelings, how we express ourselves, even how we think. When we are growing up, it is very common to have new feelings. Ask students what are some of the new feelings they may have?

#### New feelings:

- Sexual desire
- Frustration
- Impatience
- Easily embarrassed
- Care very much what our friends think about us
- Want to be more independent
- May feel shy
- May feel sad more often or get hurt more easily
- May feel happy one minute and sad the next

3. When we are growing up, it is very common that we may want to try new things and act differently. Ask them for some examples.

#### Trying new things:

- Try djamba
- Try cigarettes
- Try alcohol
- Try sex
- Sometimes behave rudely

- Sometimes lack respect
- Change the way we dress
- Try perfume, make-up
- Listen to music
- Go to parties
- Dance

## 22.3 Feelings

### INSTRUCTIONS:

1. Ask the group to split into pairs.
2. Say: Each person has a minute to finish this sentence, while the other person listens.
  - I am so happy when \_\_\_\_\_.
  - The other person should ask: Why?
3. When both people have done this, ask them to finish this sentence:
  - I get so angry when \_\_\_\_\_
  - The other person should ask: Why?
4. When both people have done this, ask them to finish this sentence:
  - I am afraid that I \_\_\_\_\_
  - The other person should ask: Why?
5. When both people have done this, ask them to finish this sentence:
  - Sometimes I feel so frustrated when \_\_\_\_\_
  - The other person should ask: Why?
6. Bring the group back together to stand in a circle. Ask them whether anyone heard feelings that were familiar?
7. When we are growing up and becoming teenagers, we often feel alone. We can feel like we are the only one who feels something. But very often our friends are feeling the same thing, or going through similar situations.
8. Ask for a volunteer to go into the circle and finish one of the feeling sentences from above. Say to all the others: "If you have felt this way, clap three times."
9. The person in the center should then go up to another person in the circle and say: "I want to know how you feel." That person then goes into the circle and gives another example. Say to all the others, "If you have felt this way, clap three times."
10. Encourage others to give examples of different feelings.
11. Before they leave, tell them you would like them to think about any questions they have about this time in life. Tell them you will give the questions to Sissy Aminata, a wise aunty, who can answer them. Tell them you already have some questions from other children and teenagers in the Question Bag. Show them the bag. Show them that there are strips of paper with questions in it.
  - The questions can be about body changes, or sex or troubles with girlfriends or boyfriends or parents, or anything they want.
  - Tell them no one will know who asked the questions, but they will get answers.
  - As they leave, they can write down the question and put it in the Question Bag.
  - Tell them, in some lessons you will pull a question from the bag.

- No one will know who asked the question, because there are many questions in the bag from many different youth.

## 23 Female and Male Reproductive Parts

### OBJECTIVES:

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

- Learn about female and male sexual body parts.
- Learn about menstruation/wet dreams.

### ACTIVITIES:

Activity	Content	Time
Activity 1	Sissy Aminata	5 minutes
Activity 2	Girls' reproductive parts	35 minutes
Activity 3	Fact or myth	20 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 4	Sissy Aminata	5 minutes
Activity 5	Boys' reproductive parts	35 minutes
Activity 6	Fact or myth	20 minutes
<b>Total</b>		<b>60 minutes</b>
<b>Total</b>		<b>120 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks, scissors, pieces of paper and a bag.

**PREPARATION:** Arrange area so everyone can sit in a circle. Pieces of paper for students to write questions on it.

### 23.1 Activity 1: Sissy Aminata

#### INSTRUCTIONS:

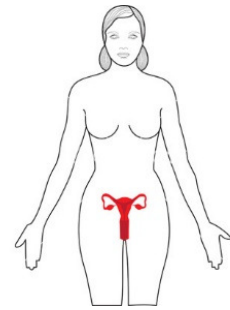
1. Take out a question from the bag and read it aloud.
2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.
4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.



## 23.2 Activity 2: Girls' Reproductive Parts

### INSTRUCTIONS:

1. Explain to the students that in this lesson they are going to learn about the female body parts that are involved in reproduction. It is an important life skill to know how their body works. It helps them to know when they are healthy, and when they are sick. It helps them know how to keep themselves healthy. It helps them to know how to prevent pregnancy.
2. Show the group the picture of the female reproductive parts and point to the different parts of the body.
3. Ask the following questions:
  - Does anyone know what is in the picture?
  - What does this part do?
4. If no one knows, point to the part and tell its name and what it does. Remember, the names of these body parts are difficult to say and remember. Be sure everyone understands what the body parts DO.



- **THE OVARIES** (One ovary on each side of the girl's body). Eggs are in the ovaries. Girls are born with thousands of tiny eggs in their two ovaries. Each month, one egg leaves an ovary. This is caused by hormones. It is called ovulation.
- **THE FALLOPIAN TUBES.** These are tubes that go from the ovaries to the uterus (womb). The egg goes through the tube to the uterus.
- **THE UTERUS.** The uterus is sometimes called the WOMB. It is where a baby will grow and develop. The lining of the uterus gets thick like a nest to get ready for a baby. If the girl has sexual intercourse, the egg may join with a sperm to make a baby. The baby grows in the lining of the uterus for nine months. If the egg does not meet a sperm, the uterus lining and the egg leave the body through the vagina through bleeding. This is the monthly period.
- **THE CERVIX.** The cervix is the opening to the womb from the vagina. It protects the womb from objects getting inside it. Sperm and blood can pass through the cervix, but things (like fingers or penises) cannot.
- **THE VAGINA.** This is the passage way from the outside of the female body to the uterus. When a penis ejaculates in the vagina, it is possible for the female to get pregnant.

5. After identifying these body parts and what they do, ask:
  - **Can anyone define menstruation, menses (or a monthly period)?**
6. Use the picture to explain menstruation by pointing to the ovary, and moving your finger along the fallopian tube to the uterus, and down through the vagina.

**Menstruation or menses** is monthly bleeding from the womb, when an egg and the lining of the womb leave the girl's body through the vagina. It is also called a monthly period or a period.

7. Explain to students that:

- After maturity, girls and women bleed through the vagina every month for three to six days. This bleeding is called menstruation, menses or a monthly period or just a period. It is normal and healthy. It shows that a girl is becoming a woman.
- Periods mean that a girl can become pregnant, but only if she has sexual intercourse. It does NOT mean the girl is ready to become pregnant.
- Most girls get their period between 10 - 16 years of age. It is normal to start at different ages.

**8. Ask: Why does menstruation happen?"**

**9. Explain to students that**

- Girls are born with thousands of tiny eggs in their two ovaries. Each month, one egg becomes ready and leaves the ovary. It is called ovulation.
- The egg goes through the fallopian tube to the uterus. The lining of the uterus gets thick like a nest to get ready for a baby.
- If the girl has unprotected sex, the egg may join with a sperm in the fallopian tube to make a baby. The baby grows in the lining of the uterus for nine months.
- If the egg does not meet a sperm, the uterus lining and the egg leave the body through the vagina through bleeding. This is the monthly period.
- A girl can get pregnant before she starts to menstruate because she releases an egg before her first period. If she has sexual intercourse at that time, she can get pregnant.
- Menstruation stops when a woman is pregnant. It starts again afterwards.

**10. Ask the girls what they know about menstruation.**

**11. Explain:**

- Some girls have pain during menstruation (called cramps) as the muscles of the uterus work to expel the egg and the lining.
- Exercises, deep breathing, rubbing the belly and back, and painkillers can help ease the pain.
- To keep clean, girls and women use something to catch the blood when they have their period:
  - Cloths (Pisis) – change these frequently, clean them with salt or soap, wash them well and dry them in the sun.
  - Toilet Paper -- If girls use toilet roll, they should take care that bits are not left in the vagina, because they can cause infection.
  - Sanitary towels – these are special towels made out of cotton wool. Girls may also use pieces of cotton wool, but should be careful that bits do not stay in the vagina.
  - Tampons – these are tubes of cotton wool, which are inserted into the vagina to capture the blood. Tampons MUST be changed regularly to prevent infection and should not be left in the body for more than 8 hours. On the last day of her period, a girl should check to be sure she does not leave a tampon inside. Using a tampon does NOT affect a girl's virginity.
- It is important to wash at least twice a day during periods.
- Girls should drink a lot of water and eat foods such as beans, green vegetables, peas, meat and fish during their period, to replace iron lost in the blood.

- It is normal for some girls to feel moody, sad or irritable just before their period begins.
12. Ask students whether there any questions about the female reproductive parts or menstruation. If students do not have any further questions or feel shy to ask them, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks. Write the question on a slip of paper and put it in the bag.

### 23.3 Activity 3: Fact or myth

#### INSTRUCTIONS:

1. Split the group into two teams.
2. Say to students that you are going to say something, and their team has to decide if it is a fact or a myth.” (You can say “na lay” for myth).
3. Give the team 1 minute to discuss. They should choose one person to give their answer. Give one point when the team gets it right.
4. Take turns between the teams and keep score.
5. Say:
  - *A girl cannot get pregnant if she has sexual intercourse when she is having her period. (MYTH –Sperm can live inside the female body for up to SEVEN days. If two people have sex while a girl is on her period, and she ovulates a few days later, she can get pregnant.)*
  - *A girl cannot get pregnant before she starts having her period. (MYTH – She can get pregnant just before she is going to start her period. A girl will ovulate before her first period.)*
  - *Once a girl starts having her period, she is ready to start having sex. (MYTH – A girl’s body is not ready for pregnancy until her late teens or early twenties. Pregnancies for girls under 18 are risky for the mother and the baby.*
  - *Some girls get their period for the first time when they are 9 years old. (FACT – Girls start their periods at different ages.)*
  - *If a girl does not get her period by the time she is 16, she will be barren (won’t be able to have children). (MYTH – It is normal for girls get their periods at different ages.)*
  - *Girls get their period every six months. (MYTH – Girls generally get their period once a month.)*
  - *Some boys get periods, too. (MYTH – Only girls get a monthly period.)*
  - *If girls use tampons (woolly cotton in the vagina to soak up the blood), they are no longer virgins. (MYTH – using tampons has no effect on virginity. A girl can only lose her virginity by having vaginal sex with a boy.)*
  - *Some girls can feel unwell, and have cramps when they have their period. (FACT - The uterus is pushing blood out of her body, and this can be uncomfortable. Paracetamol or another mild pain reliever can help.)*
  - *Girls should drink extra water and eat foods such as beans, green vegetables, peas, meat and fish during their periods, to replace iron lost in the blood. (FACT – Girls who have heavy bleeding may feel tired and weak, because they are losing iron in their blood. Good food and plenty of water can help.)*

- All girls get their periods at the end of the month. (**MYTH** – Girls get their periods about once a month. But it can come at any time during the month. It does not have to do with the moon, or the days of the calendar.)
- All girls get their period every 30 days. (**MYTH** – The average time between periods is 28 days. But it can be different for different girls, and even the same girl can have different amount of days between her periods. Some can get it every 21 days; some every 32 days. All can be normal. But if it comes very often (every 2 weeks, for example) girls should see a health professional. If it does not come for more than 5 weeks, girls should see a health professional.

### 23.4 Activity 4: Sissy Aminata

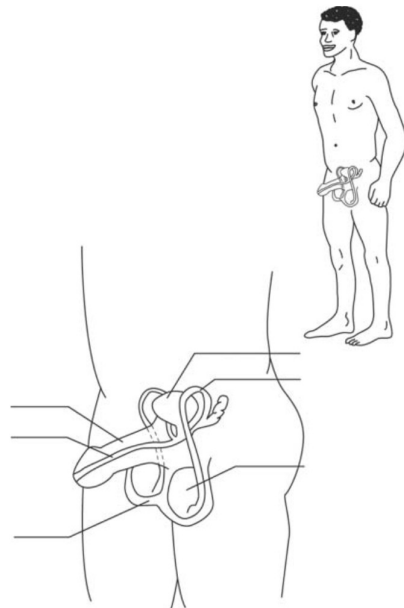
#### INSTRUCTIONS:

1. Take out a question from the bag and read it aloud.
2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.
4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.

### 23.5 Activity 5: Boys reproductive parts

#### INSTRUCTIONS:

1. Explain that in this lesson they are going to learn about the boys' body parts that are involved in reproduction. The parts we can see are called our genitals. It is an important life skill to know how their body works. It helps them to know when they are healthy and when they are sick. It helps them to keep healthy. It helps them to know how to prevent pregnancy.
2. Take out the picture of the boys' reproductive parts and body and show it to the group. Point to the different parts of the body and ask the following questions:
  - Does anyone know what is in this picture?
  - Does anyone know the names of these body parts?
  - Does anyone know what these parts do?
3. If no one knows, point to the part and tell its name and what it does.



**PENIS:** Male part that lets semen or urine leave the body. This part swells up when he gets an erection and is the part that goes inside the woman's vagina in sexual intercourse.

**SCROTUM:** Sack behind the penis that holds the testicles.

**SEMEN:** Fluid that leaves a man's penis when he ejaculates (comes). Sperm is in the semen.

**SPERM:** A male sex cell. When sperm meets an egg inside a girl's body, she can become pregnant.

**TESTICLES (TESTES):** Male reproductive glands (sacks), which produce sperm.

**URETHRA:** Tube that carries urine from the bladder (the place where urine is collected in the body) to the opening at the tip of the penis. In males, the urethra also carries semen when he ejaculates. Males cannot urinate and ejaculate at the same time.

4. Be sure they know the following:

**Erection** - When the penis is sexually excited, it fills with blood and becomes hard. (timap)  
If the penis is inside a girl, when it ejaculates, the girl can get pregnant. A girl can get pregnant if sperm comes into contact with her vulva. Sperm can seep out of the penis even before he ejaculates and if the semen comes into contact with the vulva, a girl can get pregnant.

**Ejaculation** – When the penis shoots out semen after sexual excitement and stimulation.

**Wet Dream** - When a boy's penis becomes erect and ejaculates while he is sleeping.

### Male bodies

5. Say:

- When a boy reaches maturity (usually any time from the age of 12 to 14), his hormones make his testes begin to produce sperm. A boy is not born with sperm, but once he begins to produce sperm, he will continue to do so all his life.
- The sperm passes through a long tube to the prostate.
- In the prostate, sperm mixes with a milky liquid to make semen. Semen is stored in the prostate until it comes out through the penis.
- It is important for a boy to take care of his testicles.
  - Do not wear tight underwear or sports clothing.
  - Clean the genital area (around the penis and testicles) at least once a day.
  - Protect the testicles when playing sports.
  - For any unusual bumps, sores, or tenderness on the genitals, see a health worker.
- An erection is when the penis fills with blood and becomes hard.
- Ejaculation is when semen comes out of a male's erect penis due to sexual excitement. A male does not have to ejaculate every time he has an erection. If he waits, the erection will go down on its own without causing any harm.
- When a boy begins puberty, his semen may be slightly clear or yellowish. As he grows into a man, he will make more sperm. His ejaculation will become whitish. When a male has sexual intercourse with a female, and ejaculates into the woman's vagina, she may become pregnant. A girl can also get pregnant if sperm comes into contact with her vulva.

Sperm can seep out of the penis even before he ejaculates and if the semen comes into contact with the vulva, a girl can get pregnant.

- When the penis is erect, it is difficult for a male to urinate, because a muscle closes off the bladder. He will have to wait until the erection goes down before he can urinate.
- Erections happen sometimes when boys think about sexual things. Sometimes erections happen for no reason.
- It is common for boys to wake up with an erection. When he sleeps at night, a boy's penis will probably get erect and go down about five to seven times. This is normal and healthy.
- If a boy has an erection, it does not mean he has to have sex. It will go away.

### Male Circumcision

6. Say:

- For males, circumcision is removal of all or part of the foreskin.
- It is often done right after birth.
- Sometimes it is done when a boy reaches puberty.
- Circumcised males have less chance of getting STIs.
- Circumcised males have 60% less chance of getting HIV than uncircumcised males.

### Wet dreams

7. Say:

- A wet dream is when a boy's penis becomes erect and he ejaculates while sleeping. This causes the boy's underwear or the bed to be a bit wet when he wakes up.
- Wet dreams are completely natural and normal.
- A boy cannot stop himself from having wet dreams.
- As he grows older, a boy will stop having wet dreams.

## 23.6 Activity 6: Fact or myth

### INSTRUCTIONS:

1. Split the group into two teams.
2. Explain that you are going to say something, and their team has to decide if it is a fact or a myth.
3. Give the team 1 minute to discuss. They should choose one person to give their answer. Give one point when the team gets it right.
4. Take turns between the teams and keep score.
5. Say:
  - *If a boy has an erection, he has to have sex or he will get sick. (MYTH - Erections can go down without having sex, or through masturbation. Either way, a boy will not get sick.)*
  - *When a boy starts having wet dreams, it is time for him to start having sex. (MYTH – Wet dreams are a sign a boy is beginning to mature. They are NOT signs that a boy is ready for sex.)*
  - *If a boy has an erection and does not ejaculate, sperm will collect and make his penis or testicles burst. (MYTH)*
  - *Boys should protect their genitals when they play sports. (FACT)*

- Boys who are circumcised get more STIs. (**MYTH** – boys who are circumcised have less risk of getting STIs. GIRLS who are circumcised have greater risks of getting STIs.)
  - Boys who have wet dreams are sex-crazy. (**MYTH** – most boys have wet dreams during puberty.)
  - If a boy is with a girl and gets an erection, he has to have sex or he will be in terrible pain. (**MYTH** – no one HAS to have sex. Erections can cause discomfort, but not pain. If an erection causes pain, the boy should go to a health center; he should NOT have sex.)
  - When a boy begins ejaculating, he is able to get a girl pregnant. (**FACT**)
  - If a boy does not start ejaculating by the time he is 14, he will never have children. (**MYTH** – boys and girls reach sexual maturity at different ages.)
  - Wearing tight pants can stop a boy from having erections. (**MYTH** – tight pants are not good for boys or girls, as they can interfere with the blood flow in their genitals. Tight pants can increase the collection of sweat and chances for infection.)
8. Ask the students whether anyone has questions about the lessons they want to share. Otherwise encourage them to leave questions for Sissy Aminata as they are leaving the lesson.

## 24 Menstruation – GIRLS ONLY

### OBJECTIVES:

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

- Learn how to care for self during menstruation.
- Be prepared to manage blood flow.
- Be prepared to manage pads/menstrual cloth (pisis).
- Learn how best to manage pain.
- Learn signs of menstrual problems and what to do.

### ACTIVITIES:

Activity	Content	Time
Activity 1	Sissy Aminata	10 minutes
Activity 2	Menstruation	10 minutes
Activity 3	Planning for your period	15 minutes
Activity 4	Period pain	10 minutes
Activity 5	Group work	15 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pen, notebooks, scissors, pieces of paper, a bag.

**PREPARATION:** Arrange area so everyone can sit in a circle. Prepare pieces of paper for students to write questions on it.

## 24.1 Activity 1: Sissy Aminata

**INSTRUCTIONS:**

1. Take out a question from the bag and read it aloud.
2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.
4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.

## 24.2 Activity 2: Menstruation

**INSTRUCTIONS:**

1. Ask whether anyone can tell the others what menstruation is?

**Menstruation** is monthly bleeding from the uterus.  
It happens when an egg and the lining of the uterus leave the girl's body through the vagina.  
It is also called a monthly period or a period.

2. Show the picture of female reproductive parts. Use the picture to explain menstruation by pointing to the ovary, and moving your finger along the fallopian tube to the uterus, and down through the vagina.
3. Ask the girls how they first found out about menstruation? Let many girls answer.
4. Explain that when girls don't know what menstruation is, sometimes they are afraid when they begin to bleed, not so? Some think they have a disease. Some girls even think they are dying. They see blood and they are afraid but this is not so. This is natural part of being a woman.

**DISCUSSION POINTS:**

- Is menstruation natural? (YES)
- Is it a part of growing into a woman? (YES)
- What can you do to help other girls be ready for menstruation?

### 24.3 Activity 3: Planning for your period

**INSTRUCTIONS:**

1. Have all the girls sit down.
2. Together, count to 21. When you get to 21, all stand up.  
Together, count to 21 again. When you get to 21, all sit down.  
Together, count again, faster. When you get to 21, all stand up.  
Together, count to 21 as fast as you can. When you get to 21, all sit down.





3. Ask:
  - If we counted to 21 again, what would we do? (Stand up)
  - And if we counted again, what would we do? (Sit down)
  - How did you know what to do?
  - How did you know when to do it?
4. We followed a pattern. Every time we got to 21, we did something, right? Were you ready to do something when we got to 21? Why? (*Because it happened before*) Some girls in our group already have gotten their periods. It is normal to get your period at different ages. Some girls get their periods when they are 9 or 10. Some get their periods when they are 15 or 16. It is all normal.
5. Ask the girls how often girls get their periods? What is the pattern?

**Period:**

- The typical length of time between the first day of one period and the first day of the next is on average 28 days.
- Bleeding usually lasts around 3 to 6 days.
- These might vary from girls to girl.
- It is all normal.
- A girls should see a health provider if:
  - She gets her period every 2 weeks.
  - She is bleeding heavy more than usual.
  - She bleeds longer than usual.
  - She does not get her period for more than 35 days.
- Girls should note the start and end date in a calendar or notebook so that they begin to see how long their period lasts and how long the period is in-between.

6. Ask the girls how they sometimes feel when their period is coming?

**Feelings during period:**

- feel grumpy
- get vexed easily
- feel tired or like crying
- get belly aches/pains
- sore breasts
- more spots (pimples) on the face

Girls have a PATTERN when they get their period. It comes about once a month.

7. Say that when they were counting, they were ready to do something when we got to 21, not so? So how can they be prepared for their period?

**How to prepare for their period:**

- Ask for money to buy pads
- Ask for 'lappa pisis' to use
- Carry pads or 'pisis' with you on the days when you MIGHT get your period
- Do not wait until you get your period to prepare
- BE PREPARED BEFORE IT COMES
- Carry plastic with you to put soiled pieces or pads
- Carry extra panties in case you need to change
- THINK AHEAD

- Where will you be able to wash your hands?
- Where can you throw soiled pads?

## 24.4 Activity 4: Period pain

### INSTRUCTIONS:

1. Ask girls:
  - Why do girls sometimes get ‘stomach aches’ when they get their periods?
  - Is it their stomachs that hurt?
  - What is hurting? (*the uterus or womb*)
  - Why?
2. Explain that menstruation is tensing or contracting to expel the lining of the uterus with the egg. It comes out as blood. It is like squeezing your fist and releasing it a bit, and squeezing it again. That’s what contraction looks like.
3. Ask the girls what they can do when they have menstrual pain?

#### What to do against menstrual pain?

- Drink more water. Sometimes girls feel like they have too much water inside when they have their period. Drinking more actually helps. It will make them urinate more and feel better. Eat less salt.
- Drink hot ginger tea.
- Drink hot tea with cinnamon.
- Warm a large stone by the fire, or take a stone that has been in the sun all day. Wrap the warm stone in towels or ‘lappa’. Lie down and put the wrapped stone on your belly.
- Eat papaya, cassava leaves and potato leaves – all have vitamins that help.
- Do not drink soda.
- Do not drink beverages with caffeine (energy drinks, coke, coffee)
- Get some exercise. Some girls feel better after walking.
- Follow your regular routine. Sometimes it helps to distract you.
- If you have bad pain, and you are able to get panadol or paracetamol, you can take this with plenty of water.
- If the pain is severe, go to a health provider.

## 24.5 Activity 5: Group work

### INSTRUCTIONS:

1. Divide the group into 3 smaller groups and ask them to go to different areas.
  - **Group 1:** *You are at church or a community gathering. One girl gets up and her friends notice she has her period. How do you help her?*
  - **Group 2:** *You are at a football match with friends. A ten-year-old girl goes to the toilet and comes out looking very upset and scared and starts running away. What should the other girls do?*
  - **Group 3:** *Come up with at least five ideas to make life easier when girls get their periods.*
2. Bring the groups back together. Have group one and two do their role-plays. Ask group three to present their ideas to make life easier when girls get their periods.
3. Before the end of the lesson, remind the girls they can leave questions for Sissy Aminata.

## 25 Menstruation – BOYS ONLY

### OBJECTIVES:

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

- Learn about menstruation.
- Find and practice ways to be supportive.

### ACTIVITIES:

Activity	Content	Time
Activity 1	Sissy Aminata	10 minutes
Activity 2	What is menstruation?	15 minutes
Activity 3	Period pain	10 minutes
Activity 4	Challenges girls face	10 minutes
Activity 5	Group work	15 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens notebooks, scissors, pieces of paper, a bag.

**PREPARATION:** Arrange area so everyone can sit in a circle. Prepare pieces of paper for students to write questions on it.

### 25.1 Activity 1: Sissy Aminata

#### INSTRUCTIONS:

1. Take out a question from the bag and read it aloud.
2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.
4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.

### 25.2 Activity 2: Menstruation

#### INSTRUCTIONS:

1. Ask students what menstruation is?

**Menstruation** is monthly bleeding from the uterus.  
It happens when an egg and the lining of the uterus leave the girl's body through the vagina.  
It is also called a monthly period or a period.

2. Show the picture of female reproductive parts. Use the picture to explain menstruation by pointing to the ovary, and moving your finger along the fallopian tube to the uterus, and down through the vagina.
3. Ask them how they first found out about menstruation? Let many boys answer.

4. Explain that when girls don't know what menstruation is, sometimes they are afraid when they begin to bleed. Some think they have a disease. Some girls even think they are dying because they see blood. This is a normal part of life it is not good nor bad.
5. Ask the boys the following questions:
  - Is menstruation natural? *(YES)*
  - Is it a part of growing into a woman? *(YES)*
  - Why do boys need to know about menstruation?
6. Let boys answer. Be sure you get these answers:

**Why do boys need to know about menstruation?**

- To support their sisters, friends, girlfriends and other females
- To understand challenges girls face
- To prevent teasing
- To understand fertility
- To avoid fear if blood is present during sex

7. Ask the boys how often girls get their periods? What is the pattern?

**What is the pattern?**

- Usually once a month, or once every 28 days
- Some get their periods more often.
- Some get their periods less often.
- It is all normal.

8. Ask the boys when a girl should see a health provider?

**Seeing a health care provider when:**

- She gets her period every 2 weeks
- She is bleeding heavy more than usual
- She bleeds longer than usual
- She does not get her period for more than 35 days

9. Ask the boys how girls sometimes feel when their period is coming?

**Feelings during period:**

- feel grumpy
- get vexed easily
- feel tired or like crying
- get body aches/pains
- sore breasts
- more spots (pimples) on the face

### 25.3 Activity 3: Period pain

#### INSTRUCTIONS:

1. Ask:
  - Why do girls sometimes get ‘stomach aches’ when they get their periods?
  - Is it their stomachs that hurt?
  - What is hurting? (*the uterus or womb*)
  - Why?
2. Explain that menstruation is tensing or contracting to expel the lining of the uterus with the egg. It comes out as blood. It is like squeezing your fist and releasing it a bit, and squeezing it again. That is what contraction looks like.
3. Ask the boys what they can do to be helpful when a girl has menstrual pain?

#### **They can suggest to the girl:**

- Drinks more water. Sometimes girls feel like they have too much water inside when they have their period. Drinking more actually helps. It will make them urinate more and feel better.
- Eat less salt.
- Drinks hot ginger tea.
- Drinks hot tea with cinnamon.
- Warms a large stone by the fire, or takes a stone that has been in the sun all day. Wrap the warm stone in towels or lapa and put the wrapped stone on her belly.
- Eats papaya, cassava leaves and potato leaves – all have vitamins that help.
- Does not drink soda.
- Does not drink beverages with caffeine (energy drinks, coke, coffee)
- Gets some exercise. Some girls feel better after walking or stretching.
- If the pain is severe, help her get to a health provider.

### 25.4 Activity 4: Challenges girls face

#### INSTRUCTIONS:

1. Ask the boys what challenges girls face when they get their periods?
2. Let the boys answer. Be sure you get these answers:

#### **Challenges faced by girls:**

- Money for pads
- Access to pisis
- Privacy to change
- Places to throw out the pads
- Access to soap and water after changing
- Privacy to wash pisis and dry them
- Pain
- Feeling unwell or moody
- Leaking blood
- Afraid they may be leaking blood
- Shame

## 25.5 Activity 5: Group work

### INSTRUCTIONS:

1. Divide the group into 3 smaller groups and ask them to go to different areas.
  - **Group 1:** You are at church or a community gathering. One girl gets up and her friends notice she has her period. How do you help her?
  - **Group 2:** You are at a football match with friends. A ten-year-old girl goes to the toilet and comes out looking very upset and scared and starts running away. What can the boys do?
  - **Group 3:** Come up with at least five ways boys can support girls when they get their periods.
2. Bring the groups back together. Have group one and two do their role-plays. Ask group three to present their ideas to support girls when they get their periods.
3. Before you end the lesson, remind the boys they can leave questions for Sissy Aminata. Write the question on a slip of paper and put it in the bag.

## 26 Fertility, Pregnancy and Teenage Sex

### OBJECTIVES:

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

- Understand male and female fertility.
- Learn how pregnancy happens.
- See sex from opposite point of view.

### ACTIVITIES:

Activity	Content	Time
Activity 1	Sissy Aminata	10 minutes
Activity 2	What is fertility?	20 minutes
Activity 3	Teenage sex - We say “yes” (mixed groups)	15 minutes
Activity 4	Teenage sex - We say “no” (mixed groups)	15 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks, scissors, pieces of paper, a bag, pictures with “Thumbs up”, “Thumbs down” and “Not sure” on it.

**PREPARATION:** Arrange area so everyone can sit in a circle. Prepare pieces of paper for students to write questions on it. Draw pictures with “Thumbs up”, “Thumbs down” and “Not sure” on it.

### 26.1 Activity 1: Sissy Aminata



### INSTRUCTIONS:

1. Take out a question from the bag and read it aloud.
2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.

4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.

## 26.2 Activity 2: What is fertility?

### INSTRUCTIONS:

1. Ask:
  - What does fertility mean?
  - Is fertility the same for girls and boys?


**Fertility is the ability to become a parent.**

- When a boy's body starts producing sperm, he is fertile.
- This happens during maturity.
- He will produce sperm all his life.
- Once a boy is fertile, he can make a girl pregnant any time he has unprotected vaginal intercourse with her.
- When a girl's body starts releasing eggs, she will be fertile once a month.
- One of her ovaries will release an egg at that time.
- This process will continue until the woman is in her 40s or 50s, when her body will stop releasing eggs.
- When she stops releasing eggs, she is no longer fertile.
- She will no longer menstruate.
- She will no longer be able to get pregnant.

2. Ask: What is fertilization?"

**Fertilization** is when a sperm and an egg meet.

We call this **CONCEPTION**. This is the beginning of pregnancy.

3. In the front of the room or area, put the "Thumbs Up" picture on one side, the "Thumbs Down" picture on the other side and the "Not Sure" Picture  in the middle.
4. Explain to the students that you are going to say something. When they think it is TRUE, they should go over to the "Thumbs Up". When they think it is NOT TRUE (na lie), they should go over to the "Thumbs Down". When they are not sure, they should go to the "Not Sure" picture.
5. Be sure teenagers know the facts!
6. Say:
  - *Girls always know when they are releasing an egg. (**NOT TRUE** – Some do and some don't. Girls cannot be 100% sure when they are releasing an egg.)*
  - *If girls have secretions, it means they are dirty. (**NOT TRUE** – all girls have secretions; some may not notice, though)*
  - *A girl can be fertile before her first period. (**FACT - TRUE**)*
  - *Boys with bigger penises are more fertile. (**NOT TRUE**)*
  - *Girls must be circumcised to be fertile. (**NOT TRUE** – most girls and women around the world are NOT circumcised)*

- If you have sex standing up, **CONCEPTION** (pregnancy) cannot happen. (**NOT TRUE**)
  - A girl can get pregnant without having sex. (**NOT TRUE**)
  - A girl can get pregnant without penetration. (**TRUE**)
  - Every time a boy ejaculates, he uses up some of his sperm. (**NOT TRUE** – boys will produce sperm all their lives)
  - When a boy has intercourse with a girl, he only ejaculates one sperm, so it is difficult for a girl to get pregnant. (**NOT TRUE** – he ejaculates millions of sperm each time he comes).
7. Explain that most girls and women have secretions (fluid from their vagina) almost every day. When girls are fertile, they are more likely to have secretions. But, a girl can get pregnant any time! A girl who has gone through maturity produces an egg once a month. The egg survives inside her fallopian tube for up to 24 hours. BUT, sperm can live inside a girl for up to 7 days!
  8. Take out the picture of Female Reproductive Parts. Ask the students “How do girls get pregnant?” Use your finger to point to the ovary. Show how an egg moves through the fallopian tube to the uterus.
  9. Explain to students that pregnancy can happen when a boy and girl have sexual intercourse where the boy’s penis is inside the girl’s vagina and he ejaculates (comes). When a boy ejaculates, millions of sperm swim up the girl’s vagina. The sperm go into her fallopian tubes, looking for an egg. If one sperm finds a ready egg, this is called **CONCEPTION**. If the fertilized egg sticks to the lining of the girl’s uterus, the girl is now pregnant. The fertilized egg will grow into a baby in nine months.

### 26.3 Activity 3: Teenage sex – We say “yes” (mixed groups)

#### INSTRUCTIONS:

Facilitator’s note: The following activity can be done with mixed groups but also with single-sex groups.

1. Ask the students: What is the legal age in Sierra Leone to have sex?
  - The answer is 18 years old.
  - Having sex with a girl or boy younger than 18 is against the law.
  - Anyone under 18 is considered a child.
  - Having sex with a child is against the law.
2. Ask: Why do you think we have this law in Sierra Leone?
3. Divide the group into boys and girls.
4. Go over to the boys’ group and say:
  - I want you to think of all the reasons why teenage girls have sex. Each boy should remember at least one reason.
5. Go over to the girls’ group and say:
  - I want you to think of all the reasons why teenage boys have sex. Each girl should remember at least one reason.
6. Bring the groups back together. Have the boys report to the girls why they think teenage girls have sex. Let the girls respond.
7. Have the girls report to the boys why they think teenage boys have sex. Let the boys respond.



8. Where the reasons the same? If not, ask open-ended questions about the differences. If they don't come up with many reasons, you can ask them about some of the reasons below. If they have named these reasons, do not repeat them.

**Possible reasons:**

- Peer pressure
- Lust
- Passion
- To show love
- Not to feel alone
- To feel loved
- To receive presents or gifts
- For money
- To feel independent
- To keep a boyfriend or girlfriend
- To feel like an adult
- To get pregnant
- To get a girl pregnant
- To prove he is a man
- To prove she is a woman

## 26.4 Activity 4: Teenage sex – We say “no” (mixed groups)

### INSTRUCTIONS:

*Facilitator's note: The following activity can be done with mixed groups but also with single sex groups.*

1. Divide the group into boys and girls. Go over to the boys' group and say:
  - I want you to think of all the reasons why teenage girls say no to sex. Each boy should remember at least one reason.
2. Go over to the girls' group and say:
  - I want you to think of all the reasons why teenage boys say no to sex. Each girl should remember at least one reason.
3. Bring the groups back together. Have the boys report to the girls why they think teenage girls say no to sex. Let the girls respond.
4. Have the girls report to the boys why they think teenage boys say no to sex. Let the boys respond.
5. If the group does not come up with many reasons, ask them about some of the reasons below. If they have named these reasons, do not repeat them.

**Possible reasons:**

- Personal and family ideas about behaviour
- To obey religious beliefs
- To stay in school
- Do not want to be a parent yet
- Do not want to get an STI, including HIV
- Not to feel guilty
- To avoid getting kicked out of the house

- To keep good reputation
- To reach education and career goals
- To wait till over 18
- To wait for marriage
- To protect health of teenage girl
- To protect health of baby
- Not to have responsibility of being a parent so young

6. Were the reasons the same? Chances are their reasons for saying no are very similar.
7. Ask the group if that makes it easier to say, “no” to sex.

## 27 Delaying Sex

### OBJECTIVES:

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

- See how unprotected sex affects the future.
- Think critically about sex.
- Learn about abstinence.

### ACTIVITIES:

Activity	Content	Time
Activity 1	The right time	20 minutes
Activity 2	Sissy Aminata	10 minutes
Activity 3	The right person	15 minutes
Activity 4	Choices, choices	15 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks, scissors, pieces of paper, a bag, A4 paper with “a baby” and another A4 paper with “a young child” on it.

**PREPARATION:** Arrange area so everyone can sit in a circle. Draw “a baby” and “a young child” on two separate A4 papers. Prepare pieces of paper to write questions on it.

### 27.1 Activity 1: The right time

#### INSTRUCTIONS:

1. Break the group into pairs.
2. Say that they are now going to talk a bit about their dreams. (What do you want to be? What do you want to see happen in your life?)
3. Ask each pair to take turns telling their partner what they want to be doing in 9 months. The other person should listen and ask, “Why?”
4. Then they should do the same thing, but this time say what they want to be doing in 3 years. The other person listens and asks, “Why?”
5. Bring the group back together.

6. Ask for a volunteer to come into the middle of the circle. Ask the student to share what he/she wants to be doing in 9 months. When his/her answer is NOT having a baby, give him/her the picture of the baby. Say: Now, you have a baby, will you still be doing what you hoped for? Why or Why not?
7. Do the same with several people.
8. NOW, ask for another volunteer to come into the middle of the circle. Ask him/her to share what he/she wants to be doing in 3 years. When his/her answer is NOT being a father of a small child, give him/her the picture of the two-year-old boy. Say: Now, you have a child, will you still be doing what you hoped for? Why or Why not?



#### DISCUSSION POINTS:

- What do we mean by “Elephant ed noto pikin load?”
- Before you have sex, think about what can happen?
- How is having sex going to affect your dreams?
- When is the RIGHT TIME to have sex?

## 27.2 Activity 2: Sissy Aminata

#### INSTRUCTIONS:

1. Read the letter from Gina to Sissy Aminata:

*Dear Sissy,*

*My boyfriend, Abdul is so jealous. He gets really angry if I even talk to another boy. Sometimes he looks like he is going to hit me. He says if we have sex, he will not be jealous anymore. He says he will know I am his alone, then. I feel say if I say no, he will force me. What should I do?*

*Gina, 15 years old.*

2. Ask students what questions would they ask Gina to help her decide what to do?
3. When they have given several questions, praise them, and give them Sissy’s answer.

*A: Gina, good question! How do you feel when Abdul gets angry? Do you think you should be able to talk to anyone you want to? Are you afraid of Abdul, Gina? Should you be afraid of someone who says he loves you? If you are afraid, Gina, what should you do? What if he hits you? Is it okay for someone to hit you? If you don’t want to have sex and he forces you, what do we call that? (RAPE) If Abdul rapes you, does he love you? What will you do if he rapes you? How would having sex change things? What could happen?*

*Gina, you know trust is a very important part of a healthy relationship. If your boyfriend is so jealous, he does not trust you. This does not mean you are doing anything wrong. It means he has a problem. If you are afraid he might hit you, there is another problem. A big, big one. If he forces you to have sex, and you don’t want to, THAT IS RAPE. RAPE IS AGAINST THE LAW.*

*IT IS A CRIME! HAVING SEX WITH A CHILD (LIKE YOU) IS AGAINST THE LAW. IT IS A CRIME. It sounds like you know the right thing to do – stop this relationship.*

### 27.3 Activity 3: The right person

#### INSTRUCTIONS:

1. Ask students to form small groups. Ask the girls/boys and ask them to come up with “perfect” boyfriend/girlfriend.
2. Tell them to come up with a list of all the qualities that boy/girl would have.
3. You can assist with these questions, if the girls/boys need help.
  - Is he/she a virgin?
  - Does he/she have any STIs?
  - Has he gotten girls pregnant before?/Has she gotten pregnant before?
  - Does he/she have a way to make money?
  - Is he/she responsible? Does he/she go to school?
  - How does he/she treat you?
  - Is he/she faithful?
  - Does he/she listen to you?
  - Does he/she think women should stay at home?
  - Is he/she caring?
  - Does he believe in beating women?/Does she believe it is okay for a man to beat his wife?
  - Does he/she want to help you have a good future?
4. Bring the groups back together.
5. Have each group present their ideas of a perfect sweetheart. Are they different? If so, ask why?

### 27.4 Activity 4: Choices, choices

#### INSTRUCTIONS:

1. Say: So, let’s say you think you are with the RIGHT PERSON. Your sweetheart is someone you love, trust, and respect. He or she has the same feelings for you. But you don’t want to have a child now. What are your choices?
2. In Salone, we say we have A, B, C choices. **Choice A is to ABSTAIN.** Ask students what abstain means?

<b>Abstain:</b> When we ABSTAIN, we choose NOT to have sexual intercourse.
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3. Explain that sometimes it is hard not to have sex when you feel strong desire. What can students do to avoid situations where it is too difficult to resist sex?
4. Ask the group to come up with ideas.

- |   |
|---|
| <ul style="list-style-type: none"><li>• Go out with a group of friends</li><li>• Stay in “safe” places (where you cannot be alone with your sweetheart)</li><li>• Make a commitment to each other to wait</li><li>• Have a code, when things are getting too “hot” – like “TIME OUT!”</li></ul> |
|---|

- Invite at least one other person to be with you and your sweetheart
- Stay away from drugs and alcohol, which can make it harder to resist sex
- Agree to do something else, like dance, run or some other physical activity

5. Ask: When we abstain, does that mean we cannot be close with our sweetheart?
6. Ask: What can couples do when they are together without having sexual intercourse?

- Hold hands
- Dance together
- Spend time with other friends
- Listen to music
- Touch each other with clothes on

7. Ask: What are the advantages of abstaining (A) from sex (not having sexual intercourse)?

- Prevent pregnancy 100%
- Prevent STIs 100%
- Girl's body can develop so she can be ready for pregnancy when she is older
- Person is ready to have a child – to be a mother or father
- Find the right partner
- Have fun with people, without fear
- Focus on school, or work or fun activities
- Stay true to your values
- Obey your parents
- Follow the law
- Keep yourself healthy

8. Say that some of them may have already had sex. Some may feel that they want to have sex and cannot wait until they marry or until they are 18. In the next lessons, they will learn about contraception – ways to protect themselves from pregnancy if they do have sex. They will also learn about protecting themselves from STIs including HIV.
9. Encourage students that if they have questions for Sissy Aminata about sex or contraception, they can write it on a piece of paper and put it in the bag.

## 28 Saying No & Being Faithful

### OBJECTIVES:

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

- Learn ways to say “no” to sex.
- Use critical thinking to decide about sex.

### ACTIVITIES:

Activity	Content	Time
Activity 1	Sissy Aminata	5 minutes
Activity 2	Saying “no” to sex	25 minutes
Activity 3	Sex and “B” – Be faithful	15 minutes
Activity 4	Critical thinking and sex	15 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks, scissors, pieces of paper, a bag.

**PREPARATION:** Arrange area so everyone can sit in a circle. Prepare pieces of paper for students to write questions on it.

### 28.1 Activity 1: Sissy Aminata

**INSTRUCTIONS:**

1. Take out a question from the bag and read it aloud.
2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.
4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.

### 28.2 Activity 2: Saying “no” to sex

**INSTRUCTIONS:**

1. Ask: Does abstinence (not having sex) sound difficult?
2. For some people it is not easy because they don’t know how to say “No.” For other people it is not easy, because they want to have sex.
3. Ask for two volunteers. Take them aside and tell them they are going to role-play this situation:



**Scenario 1:** Kande is 16. He has just come out of Poro and feels proud. He wants to have sex with his girlfriend, Aminata, who is 15. He thinks he should be able to have sex now that he is a man. Aminata wants to abstain (She wants to say “No.”), but does not know how. She is afraid of losing Kande.

4. Introduce the characters and say their age. Let the volunteers do the role-play.
5. After the role-play, ask the group:
  - What could Aminata have said to tell Kande no?
6. Ask for two volunteers. Take them aside and ask them to role-play this situation:

**Scenario 2:** Mariatu is 15. She goes to a party and meets Ali, who is also 15. They dance and have a good time. She wants Ali to be her boyfriend. She takes him outside and shows she wants to have sex. Ali wants to abstain (say, “No.”), but he is afraid Mariatu will think he is not a man and tell other people that.

7. Introduce the characters and say their age. Let the volunteers do the role-play.
8. After the role-play, ask the group:
  - What else could Ali have said to Mariatu to tell her he did not want to have sex with her?

### DISCUSSION POINTS:

- When is it difficult to say no to sex? Why?
- What can you do to avoid situations where it is difficult to say no?
- Give examples of how to say “no” to sex

#### Examples of saying “no.” to sex:

- No, I am not ready. I want to wait until I am older.
- I am not ready. If you love me, I am worth waiting for.
- I am sorry, but the answer is no. Please respect my wishes.
- The only 100% effective way to not to get pregnant or STIs is not to have sex. Think what could happen! The answer is no.
- I want to stay alive and help my parents and community. I do not want to die giving birth. I am too young for sex.
- I think sex before we get married is wrong. I do not want to go against my beliefs.
- We can never be 100% sure we won’t get pregnant. The answer has to be no.
- Let’s hug and kiss and touch each other, but stop at sex. Sex is a no.
- I want to stay in school. The answer is no.
- I am still a child. I don’t want to have a child.
- Too many teenage girls die giving birth. I am not going to be one of them.
- I am a child and you are an older person. Please respect my rights and leave me alone.
- I am not ready to be a father (or mother).

### 28.3 Activity 3: Sex and “B” – Be faithful

#### INSTRUCTIONS:

1. Today we are still talking about sex. The topic today is “B.” Ask the students who knows what B means when we talk about sex? (*It means “Be Faithful”.*)
2. Ask the students what it means to be faithful. Let the group discuss.

#### Be sure they know this:

- To be faithful is to only have sexual intercourse with one person.
- Being faithful also means being safe.
- Even if you have sex with only one person, you still need to be sure you are both healthy.
- You need to be tested for STI (like gonorrhea or HIV).
- You still need to use contraceptives to prevent pregnancy.

#### DISCUSSION POINTS:

- If someone has already had sex, can that person be faithful? Why? (*Yes*).
- If two people are faithful to each other, can the girl get pregnant? (*Yes, the girl can get pregnant if they don’t use contraceptives. Be sure everyone understands the word you use for contraceptives.*)
- If two people are faithful to each other, can they still get STIs? (*Yes, if one or both of them had sex with other people before and they do not use condoms.*)

## 28.4 Activity 4: Critical thinking and sex

### INSTRUCTIONS:

1. Have everyone stand in two lines. Each line is a team. Each person has to say one question you would ask yourself before you make the decision to have sex.
2. The team that asks the best questions and the most questions wins. No repeats.

Some **sample questions** are listed below:

- Would my parents approve of me having sex now?
- Can I trust my sweetheart to be faithful?
- Do I know if my sweetheart has sex with other people? Did he or she in the past?
- Do I believe everything my sweetheart tells me?
- Has my sweetheart ever lied to me?
- If I get pregnant, can I provide for the baby?
- If my girlfriend gets pregnant, what will I do?
- What will my parents say if I get a girl pregnant?
- Can I support my girlfriend and our baby if she gets pregnant?
- If I get pregnant, what will my sweetheart do?
- Does the boy (or girl) I'm with make me feel good about myself?
- Will I be glad when I am older that I lost my virginity at this age?
- If the relationship breaks up, will I be glad I had sex with this person?
- Am I sure no one is pushing me into having sex?
- Can I talk with my sweetheart about sex?
- Am I absolutely sure my sweetheart is not infected with an STI or HIV?
- Do I know how to talk about using condoms or other methods to prevent pregnancy, HIV and STIs?
- Do I feel safe with my partner?
- Will my sweetheart stay with me if I say we should wait? If the answer is no, does he or she really love me?
- Will my sweetheart stay with me if I ask him or her to be faithful?
- What would my family do if I get pregnant?
- What would happen if my sweetheart gives me an STI or even HIV?
- Would my sweetheart make a good mother or father?
- Do I love this person?
- Am I having sex for the right reason?

## 29 Sex and "C" - Condoms

### OBJECTIVES:

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

- Learn about male condoms.
- Practice negotiating decisions about sex.


### ACTIVITIES:

Activity	Content	Time
Activity 1	Sissy Aminata	10 minutes
Activity 2	Sex and "C" - Condoms	30 minutes



Activity 3	So or not so?	20 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 4	No condom, no sex (mixed groups)	30 minutes
<b>Total</b>		<b>30 minutes</b>
<b>Total</b>		<b>90 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks, scissors, pieces of paper, a bag, picture with “Thumbs Up”, “Thumbs Down” and “Not Sure” written on it.

**PREPARATION:** Arrange area so everyone can sit in a circle. Prepare A4 papers with “Thumbs Up”, “Thumbs Down” and “Not Sure” written on it. Prepare pieces of paper for students to write questions on it. 

## 29.1 Activity 1: Sissy Aminata

### INSTRUCTIONS:

1. Take out a question from the bag and read it aloud.
2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.
4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.

## 29.2 Activity 2: Saying “no” to sex

### INSTRUCTIONS:

1. Ask the group to name what “A” and “B” stand for when we talk about sex. (A is for Abstinence; B is for Be Faithful)
2. Ask what do you think the “C” stands for when we talk about sex? (C” stands for contraception.)
3. Ask what contraception means.

**Contraception** is the act of preventing pregnancy by a drug, device (thing) or method that stops pregnancy.

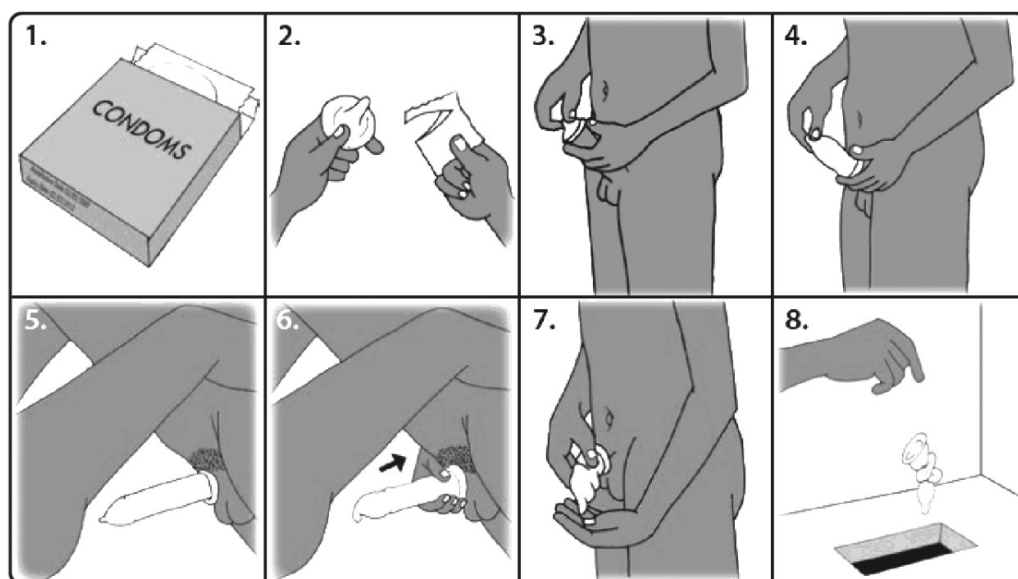
**Contraceptives** are drugs or devices (things) used to prevent pregnancy or reduce the chances of getting pregnant. It is often called **birth control or family planning**.

4. Today we are going to start learning about contraception. We will start by talking about **male condoms**.
5. Introduce your guest health worker who should cover this session. If no health worker is available, go ahead with the session:
6. Explain that male condoms are made of latex (rubber). Condoms are worn over an erect penis during sexual intercourse (erect is when the penis is hard or stands up). When a boy or man ejaculates (comes), the condom prevents the semen from reaching the egg inside the female’s vagina. This prevents pregnancy. This also protects against STIs. There is a special way to put on and take off the condom, so no semen



escapes. Condoms are the **ONLY** form of contraception (prevention) that protect against pregnancy and STIs.

7. Show the picture and go over the steps to use a male condom correctly<sup>1</sup>.



**STEP 1: Check the condom package to make sure it is not spoiled.**

- Check the date on the package to make sure it is still good (not expired).
- Make sure the condom does not stick to the packet.
- If it does, **DO NOT USE THE CONDOM.**
- If the date has already passed, **DO NOT USE THE CONDOM.**

**STEP 2: Carefully open the condom package by pushing the condom to one side.**

- Tear the package on the top or bottom where there are ridges like this: ^^^^^^^^^^^
- Do not try to open on the straight sides of the package.
- Do not use your teeth or fingernails to open the package.
- **IF THE CONDOM RIPS, DO NOT USE IT.**
- Push the condom up through the package until it comes out where you opened the package.

**STEP 3: Squeeze the tip of the condom to push out any air.**

**STEP 4: When the penis is hard, place the condom on the tip of the erect penis.**

- While holding onto the tip, unroll the condom all the way down the penis.
- Do this by putting your fingers around the penis and pushing the whole condom down.

<sup>1</sup> Adapted from Go Girls! Community-Based Life Skills for Girls: A Training Manual; USAID and Johns Hopkins University

**STEP 5: After sex, remove the penis immediately after ejaculation (release or come).**

- Hold the condom at the bottom of the penis and remove the condom while it is still hard.

**STEP 6: Tie a knot in the condom to avoid spilling.**

- Throw it in a latrine or bury it. Do not put it in a flush toilet.

**REMEMBER:**

- Only use one condom at a time.
- Using two can make them rub against each other and break.
- Do not use cooking or vegetable oil, baby oil, hand lotion or petroleum jelly to make it glide. These will ruin the condom and can hurt the woman.
- If a condom breaks, do not use it!
- NEVER use a condom more than one time!

**DISCUSSION POINTS:**

- Who is responsible for deciding to use condoms?
  - **Each person is responsible for himself or herself.**
  - It is not an excuse to say I did not have one at the time.
  - It is not an excuse to say the other person did not have a condom.
  - It is not an excuse to say the other person did not want to use condoms.
- Where can you get condoms?

○ PHUs	Community Health Workers
○ Marie Stopes	PPASL
○ Maternal and Child Health Posts	Hospitals
○ Shops	Pharmacies
○ Some youth friendly centers	IPAS

### 29.3 Activity 3: So or not so?

**INSTRUCTIONS:**

1. Put the “Thumbs Up” picture on one side of the area, the “Thumbs Down” on the other side, and the “Not Sure” in the middle.
2. Ask everyone to stand up.
3. Say, “I am going to say some things about condoms. Move to the picture that shows if you agree (thumbs up), disagree (thumbs down) or are not sure.



- Using two condoms at the same time gives you double protection. **NOT TRUE.** They can rub against each other and cause a tear (rip) and ruin them.
- If a girl has a condom, she is probably a prostitute. **NOT TRUE.** Anyone who plans to have sex and does not want a child should plan for protection.
- If you are going to have sex, condoms are the best protection against STIs including HIV. **TRUE.**

- Condoms break easily. **NOT TRUE.** They can be torn by teeth (opening the package), jewellery or sharp fingernails. When used properly they are hard to break.
- If my sweetheart asks me to use a condom, he or she doesn't trust me. This is not a test of trust. **NOT TRUE.** Condoms prevent pregnancy. They are the best protection against STIs including HIV.
- Using condoms hurts. **NOT TRUE.** When a girl is sexually excited, she gets wet inside her vagina, which lets the penis glide in and out. Many condoms have something on them which makes it easier to glide in and out. With or without a condom, sex should not hurt. If it does, STOP. The person who is feeling the pain should see a health provider.
- Males don't enjoy sex with a condom. **NOT TRUE.** Sex is usually just as nice with condoms. Some people like it with condoms better, because they are not worried about diseases or pregnancy. Some men like to use condoms because they can last longer before they reach orgasm (release or come).
- To make it easier, put Vaseline or hand cream on the condom. **NOT TRUE.** Vaseline, hand cream or oils can ruin the condom. DO NOT USE THEM with a condom. It is also bad for the girl to have creams and oils in her vagina.
- If a girl has an implant, (known as a "captain band"), is on the pill, or gets injections, you don't need to use condoms. **NOT TRUE.** Only condoms protect against STIs. Sometimes girls forget to take their pills, too.
- You have to be at least 18 years old and a boy to get condoms. **NOT TRUE.** While some health facilities may not want to give condoms to girls or to people younger than 18, there is no law against it. Girls and boys can also buy condoms from shops, or get them free from Marie Stopes, Government Health Facilities and PPASL.

4. Remind everyone they can leave a question for Sissy Aminata.

## 29.4 Activity 4: No condom, no sex (mixed groups)

### INSTRUCTIONS:

1. Ask students whether they can name reasons why young people do not use condoms?
2. You DO NOT need to read the list below out loud. But, be sure students name most of the reasons.

#### Some reasons:

- Say it ruins the body to body feeling
- Too embarrassed to buy them
- Health facilities won't give them to adolescents
- Fear it will make them impotent (not true)
- Forgot to get them
- Girl uses some other form of birth control
- Think it means your sweetheart doesn't trust you
- Want to get pregnant
- Don't think pregnancy will happen
- Too drunk or high
- Just one time without one will be fine
- Think it means someone is not faithful

- Don't care
- Think if they use contraceptives they will never be able to get pregnant

3. Split the group into girls and boys and give them about 10 minutes to come up with ways to ask their sweetheart to use condoms and to say "NO CONDOM, NO SEX!"
4. Bring them back together and go around the circle and ask for volunteers to tell how they would ask their partner to use condoms.
5. Now, ask one boy and one girl to do a short role-play. Give one of them the "Thumbs Up" picture and the other one the "Thumbs Down" picture. The one with the "Thumbs Up" picture has to ask the other one to use condoms. The other one says no. The one with the "Thumbs Up" has to try to convince the other one to use a condom. Have everyone take a turn at the role-play.
6. Sometimes give the "Thumbs Up" to the girl. Sometimes give it to the boy.
7. Ask each pair to use DIFFERENT reasons for why they say yes or no.
8. END THE LESSON BY HAVING ALL STAND IN A CIRCLE AND CHANT:

**NO CONDOM, NO SEX!**  
**NO CONDOM, NO SEX!**  
**NO CONDOM, NO SEX!**

## 30 Sex and "C" - Female contraceptives

### OBJECTIVES:

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

- Learn about female contraceptives.
- Learn how to access, use and evaluate contraceptives.

### ACTIVITIES:

Activity	Content	Time
Activity 1	Sissy Aminata	5 minutes
Activity 2	Introduction to female contraception	5 minutes
Activity 3	Let's learn about the pill	20 minutes
Activity 4	The Injection – Depo Provera	15 minutes
Activity 5	Implants (Captain Band)	15 minutes
<b>Total</b>		<b>60 minutes</b>

**MATERIALS:** Blackboard/flipchart (A4 paper), chalks/makers, tape, pens, notebooks, scissors, pieces of paper, a bag.

**PREPARATION:** Arrange area so everyone can sit in a circle. Prepare pieces of paper for students to write questions on it.

### 30.1 Activity 1: Sissy Aminata

#### INSTRUCTIONS:

1. Take out a question from the bag and read it aloud.

2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.
4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.

## 30.2 Activity 2: Introduction to female contraception

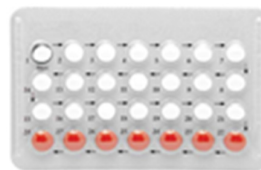
### INSTRUCTIONS:

1. This lesson is about contraception that women or girls can use.
2. Ask students the following questions:
  - Why do you need to know about contraception that girls and women can use?
  - What kinds of contraceptives can girls and women use?
    - The Pill (or Tablet)
    - Injections
    - Implant (the Captain Band)
  - Where do girls get contraception?
    - A trained service provider in public and private health facilities
    - PHUs
    - Community Health Workers
    - Marie Stopes
    - PPASL
    - Maternal and Child Health Posts
    - Hospitals
  - Who is responsible for using contraceptives?
    - EVERYONE!!!!

## 30.3 Activity 3: Let's learn about the pill

### INSTRUCTIONS:

1. Explain that girls take the pill (also called a birth control pill or tablet) to prevent pregnancy. The hormone in the pill stops the release of the egg each month. When there is no egg, the sperm cannot fertilize it. This prevents pregnancy. The pill should be taken at the same time every day. When a girl takes the pill properly, it will prevent pregnancy 99% of the time. The pill does not protect against STIs and HIV.”



### DISCUSSION POINTS:

- Why do some girls like using the pill?
- Why do some people not like using the pill?

Why do some girls like using the pill?	Why do some girls not like using the pill?
<ul style="list-style-type: none"> <li>• The pill is safe and works well to prevent pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>• The pill must be taken every single day for them to work.</li> </ul>

<ul style="list-style-type: none"> <li>• It makes periods lighter, more regular and less painful.</li> <li>• Sometimes it helps stop pimples on the face.</li> <li>• Girls/Women can become pregnant again right away after stopping the pill.</li> <li>• It decreases the risk of cancer in the female private parts.</li> <li>• It gives the girl control over her body.</li> <li>• It is not up to the boy if she becomes pregnant.</li> <li>• She can stop taking the pill at any time, without a health worker's help.</li> <li>• It helps keep a girl or woman safe from pregnancy if she is a victim of unwanted sex.</li> <li>• No one else has to know that a girl or woman is using contraception.</li> </ul>	<ul style="list-style-type: none"> <li>• For some girls, it is hard to take the pills in privacy.</li> <li>• It can be hard to always have a supply of pills.</li> <li>• The pill does not protect against STIs and HIV. You have to use a condom anyway.</li> <li>• Trouble getting them from health facilities.</li> <li>• Should be free at government and NGO clinics, but sometimes costs about 2000-3000 Leones a month.</li> </ul>
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2. Students should know that:

- Adolescents can safely take the pill.
- Girls or women don't have to be married to take the pill.
- When a girl or woman stops taking the pill, she can get pregnant.
- The pill does not cause abortions, birth defects, or multiple births.
- If a girl misses taking a pill, it is important for her to take the pill as soon as possible.
- If she misses a pill, she must use a backup method like condoms to prevent pregnancy until she begins the next packet of pills.
- Girls who take the pill should have their blood pressure checked from time to time.
- Some girls get headaches, sore breasts, feel depressed or put on weight when they take the pill. This usually stops after a few months.
- Some girls feel like vomiting or bleed lightly through the month when they are on the pill. These problems usually go away after a few months.

3. Where can girls get the pill?

- A trained service provider in a public and private health facility
- Pharmacies
- Marie Stopes Clinic
- PPASL
- PHUs
- Hospitals
- Private doctors/clinics
- Maternal and Child Health Posts (MCHPs)
- Community Health Posts
- Community Health Centers
- Community Health Workers

### 30.4 Activity 4: The injection – Depo Provera

#### INSTRUCTIONS:

1. Explain that injection Depo Provera is a contraceptive that contains one hormone and provides protection from pregnancy for three months. It is an injection in the upper arm of the FEMALE every three months.
  - It prevents pregnancy 99% of the time.
  - It is safe, easy to use, and reversible (it is not permanent).
  - Can be used by women of all ages with or without children.
  - Fine for young women who have had an abortion or miscarriage, or are breastfeeding.
  - Does not interfere with sexual activity.
  - The injection does not protect against STIs and HIV.
  - Girls go to the clinic every three months.
  - Girls can get the injection without anyone knowing.
  - Some girls may not get their periods for many months.



#### DISCUSSION POINTS:

- Why do some girls like using injection?
- Why do some people not like using injection?

Why do some girls like using injection?	Why do some girls not like using injection?
<ul style="list-style-type: none"><li>• Injections are safe and work well to prevent pregnancy.</li><li>• Almost all health workers can give injections.</li><li>• For three months, there is nothing more that a girl has to do or remember to prevent pregnancy.</li><li>• There is no way for others to know if you have an injection. It is private.</li><li>• Light periods and sometimes no periods after a while.</li></ul>	<ul style="list-style-type: none"><li>• Periods change and sometimes stop.</li><li>• Some people put on weight.</li><li>• After stopping the injection, it can take 6-12 months to get pregnant.</li><li>• The girl has to remember to see a health worker every three months to get the injection.</li><li>• Some health workers do not like to see adolescent girls getting injections.</li><li>• Injections don't protect against HIV and STIs, so you have to use a condom anyway.</li></ul>

2. Students should know that:
  - Injections will NOT make a girl barren.
  - Injections are safe for women of all ages, including adolescents.
  - Injections do not protect against HIV and STIs.
3. Where can girls get injections?
  - A trained service provider in public and private health facilities

### 30.5 Activity 5: Implants (Captain Band)

#### INSTRUCTIONS:

1. Ask girls what implants (Jadelle ) also called “captain band” are?
  - Implants are tiny tubes with female hormones inside.





- They are put under the skin of a girl's upper arm through a small cut.
- It becomes effective within a short time (about 24 hours) after insertion.
- The implant protects from pregnancy for a period of five years.
- At the end of this period, the contraceptive is not as effective.
- The implants should be removed and replaced in the last months of the fifth year.
- They can be removed at any time.

Implants prevent the girl's body from releasing a mature egg every month.

- Jadelle implants work for five years.
- They are 99% effective.
- Girls must have an examination before they get an implant.
- A girl with a STIs including HIV cannot get an implant.
- They do not give protection against STIs and HIV.
- Girls have lighter periods.
- Some girls have Irregular periods and some girls' periods stop while they have the implant.
- Sometimes there are difficulties in removing the implants.
- Implants should be free at government health facilities.

#### DISCUSSION POINTS:

- Why do some girls like using implants?
- Why do some people not like using implants?

Why do some girls like using implants?	Why do some girls not like using implants?
<ul style="list-style-type: none"> <li>• Implants are safe and they work very well to prevent pregnancy.</li> <li>• Implants last 5 years.</li> <li>• Once the implants are in, a girl does not have to do anything else to prevent pregnancy.</li> <li>• Periods are lighter and often stop after a year.</li> <li>• Girls can get pregnant after removing the implants.</li> <li>• No one else needs to know she is using an implant.</li> </ul>	<ul style="list-style-type: none"> <li>• A girl may experience changes in her monthly bleeding, but they are not harmful.</li> <li>• A trained health worker needs to insert and remove the implant.</li> <li>• Some young women with implants sometimes get headaches, weight changes, and nausea.</li> <li>• They don't protect against HIV and STIs, so a condom must be used, too.</li> </ul>

#### 2. Students should know that:

- Women of any age can use implants, including adolescents.
- Implants do not make a woman or adolescent barren.
- Implants do not move to other parts of the body.
- Implants sometimes make a girl's period stop. This is not harmful. Blood does not build up inside her.
- Implants do not protect against HIV and STIs.

## 31 Teenage Pregnancy

### OBJECTIVES:

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

- Learn facts about teenage pregnancy.
- Use critical thinking to make decisions about pregnancy.
- Understand how teenage pregnancy affects girls/boys, the community and the country.
- Encourage teenagers to support teenage mothers.
- Understand transactional sex.



### ACTIVITIES:

Activity	Content	Time
Activity 1	Sissy Aminata	10 minutes
Activity 2	Job interviews (mixed group)	20 minutes
Activity 3	Weighing the choice (mixed group)	10 minutes
Activity 4	Teenage pregnancy affects all of us	20 minutes
<b>Total</b>		<b>60 minutes</b>
Activity 5	Sissy Aminata	5 minutes
Activity 6	Teenage pregnancy	15 minutes
Activity 7	How to avoid teenage pregnancy	30 minutes
Activity 8	Buying and selling sex	10 minutes
<b>Total</b>		<b>60 minutes</b>
<b>Total</b>		<b>120 minutes</b>

**MATERIALS:** Blackboard or flipchart, chalks or markers, tape, pens, notebooks, pieces of paper, a bag, A4 papers with a mobile phone, medicine and a baby on it.

**PREPARATION:** Arrange area so everyone can sit in a circle. Prepare A4 papers with a mobile phone, medicine and a baby on it (it can be drawn).



### 31.1 Activity 1: Sissy Aminata

#### INSTRUCTIONS:

1. Take out a question from the bag and read it aloud.
2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.
4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.

### 31.2 Activity 2: Job interviews (mixed group)

#### INSTRUCTIONS:

1. Ask for 4 volunteers.

2. Explain to them that they are on a special committee that will decide who can get the job of parent. They must ask as many questions as they can to find out if the person is qualified. Now have them sit down facing the group at the front of the room or area.
3. Ask for a girl volunteer. Take her aside and tell her to act like Tina.

***Tina is 17. She has a boyfriend, Joseph who is 17. They left school after JSS 1. Tina sometimes sells groundnuts. Joseph gets work when he can, but he can't find a stable job. Tina lives with her mother and sisters and brothers. Joseph lives with his uncle and cousins.***

4. Tell "Tina" she is interviewing to get the job of "mother." Explain that to interview is to meet with people who ask questions about her to see if she will get a job. Have "Tina" sit on the side so everyone can see her – between the people who are interviewing her and the rest of the group.
5. Now, the committee should interview "Tina" to see if they think she is ready to have a baby. If the committee has a hard time coming up with questions, you can make some suggestions like:

- How old are you?
- Will the father of the baby be a good father? Why or why not?
- Where will you live when you are pregnant?
- How will you take care of yourself?
- How will you get enough food to feed the child?
- Tell us how you would provide a safe, clean home.
- How would you pay for the home?
- How do you plan to take care of the health of the child (regular check-ups; pay for medicine)
- Where will you get money to buy clothes and nappies for the baby?
- How do you plan to pay school fees for the child?
- Tell us what you know about taking care of babies.
- Tell us what you know about taking care of small children.
- Who will look after the baby?
- Do you think your body is ready to carry a baby?
- Do you think your body is ready to deliver a baby safely?
- Do you want this baby?

6. Give the committee a couple of minutes to decide if Tina is ready to get the job of "mother." Ask the committee to tell Tina and the group if she gets the job of "mother." Ask them why or why not.
7. Ask the group if they agree with the committee. Ask why or why not.
8. Ask for 4 new volunteers to be the committee.
9. Now ask for a boy volunteer. Take him aside and tell him to act like Sheku.

***Sheku is 17. He has a few girlfriends. Donella is one of his girlfriends. She thinks she is the only one. Donella gets pregnant. Sheku is in secondary school and works selling junks to make money for school fees. Sheku does not use condoms. Sheku wants to become a doctor.***

10. Sheku will be interviewed by the committee to be a father. If the committee has a hard time coming up with questions, you can make some suggestions like:

- How old are you?
  - Do you want to become a father now?
  - If you don't want to become a father, why don't you use condoms?
  - Whose responsibility is Donella's pregnancy?
  - Where will you live when Donella's baby is born? With the baby? With Donella?
  - How will you be able to continue to go to school, work and care for a baby?
  - How will you take care of yourself?
  - How will you get enough food to feed the child?
  - Tell us how you would provide a safe, clean home for the baby.
  - How would you pay for the home?
  - How do you plan to take care of the health of the child (regular check-ups; pay for medicine)
  - Where will you get money to buy clothes and nappies for the baby?
  - How do you plan to pay school fees for the child?
  - Tell us what you know about taking care of babies.
  - Tell us what you know about taking care of small children.
  - Who will look after the baby?
  - What will you do if one of your other girlfriends gets pregnant?
  - Do you think you can still become a doctor?
11. Give the committee a couple of minutes to decide if Sheku is ready to get the job of "father." Ask the committee to tell Sheku and the group he gets the job of "father." Ask them why or why not.
  12. Ask the group if they agree with the committee. Ask why or why not.
  13. Say: Sheku did not WANT the job of father, but he got it.
  14. Ask: What is best for the baby?

### 31.3 Activity 3: Weighing the choice (mixed group)

#### INSTRUCTIONS:

1. Now, ask one girl and one boy to stand in front of the group and in front of the pile of stones (or other heavy things – you can use chairs or bricks or sticks).
2. Ask the other teenagers to raise their hands and name one way that teenage pregnancy affects the girl OR the boy.
3. When the effect is negative, or difficult, that person should give a stone to the girl or the boy for whom it is difficult.

EXAMPLE: A girl raises her hand and says, "It is difficult for the girl because she gets morning sickness." She goes to the girl and gives her a stone.

Girls	Boys
<ul style="list-style-type: none"> <li>• Morning sickness</li> <li>• Weight gain</li> <li>• Not able to go to school</li> <li>• Problems with the family/possibly thrown out</li> <li>• Problems with the "father"/possibly does not believe he is the father</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with his family</li> <li>• Problems with the girl's family</li> <li>• May have to leave school</li> </ul>

<ul style="list-style-type: none"> <li>• Problems in the community</li> <li>• Unable to play sports</li> <li>• Need to visit clinic regularly</li> <li>• Need to get STI/HIV tested</li> <li>• Shame</li> <li>• Unable to get a job</li> <li>• Homeless</li> </ul>	
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4. Ask students who carries the burden (and the baby) when a teenager gets pregnant?

### 31.4 Activity 4: Teenage pregnancy affects all of us

#### INSTRUCTIONS:

1. Say that for every ten women who get pregnant in Sierra Leone, about four of them are teenagers.
2. IT ALWAYS TAKES TWO PEOPLE TO MAKE A BABY. The girl and the boy/man who made her pregnant.

#### DISCUSSION POINTS:

- There is a proverb – something we say in Africa – that says, “It takes a village to raise a child.” What does this mean?
- When a teenage girl gets pregnant, who can help?
- When a teenage girl has a baby, who is responsible?
- Who SHOULD help?
- Why should other people in the family and community help the teenage mother?
- What will happen if we leave the teenage mother alone? If she has to leave home?
- What will happen to the community? To the country?
- Who benefits if we all help teenage mothers?

### 31.5 Activity 5: Sissy Aminata

#### INSTRUCTIONS:

1. Take out a question from the bag and read it aloud.
2. Ask the group to answer the question or ask questions to help the person decide what to do.
3. Support the group with answering the question and provide guidance and clarification.
4. At the end of each lesson, remind everyone that they can leave a question for Sissy Aminata to be answered in the coming weeks, by writing the question on a slip of paper and putting it in the bag.

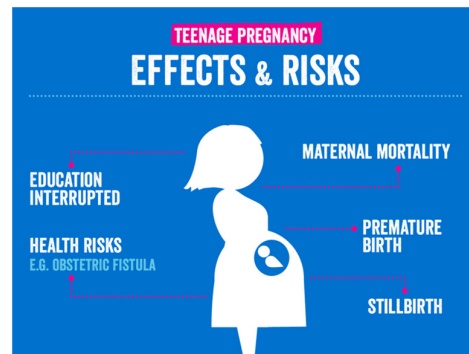
### 31.6 Activity 6: Teenage pregnancy

#### INSTRUCTION:

1. Say that for every ten women who get pregnant in Sierra Leone, about four of them are teenagers.

## DISCUSSION POINTS:

- Is this a problem? Why or Why not?
  - Answer: In fact, it is a big problem in Sierra Leone, because a teenage girl's body is not ready for a baby:
    - Her womb is small and her muscles may not be ready to deliver a baby.
    - Many teenage girls have difficulty delivering a baby. They are too small.
    - Sometimes, the mother has a caesarian delivery – where they cut the girl open to deliver the baby.
    - Many teenage girls die while trying to give birth. Sometimes, the baby dies, too.
    - Babies born to teenage mothers often are very small and cannot put on weight.
    - Many teenagers have complications during childbirth and get a fistula.
    - A fistula is a tear or hole in the vagina. When a girl has a fistula, urine and feces leak out of her body without her control.
    - Many girls try to stop the pregnancy (abortions) by going to 'pehpeh doktas' or traditional healers. Sometimes girls die during these unsafe abortions.
- Why else is it a problem that teenage girls get pregnant?
- What can happen to the girl and her future?"
  - School
  - Family
  - Work/income
  - Dreams and hopes
  - Health
  - Friendships
  - Isolation
  - Community relationships
  - Poverty



## 31.7 Activity 7: How to avoid teenage pregnancy

### INSTRUCTION:

1. Read this to the group:

*My name is Ugiatu and I am 14 years old. I went through Bondo when I was 5, so I have been ready to be a woman for many years. My father and mother say that school is not for girls, so I don't go to school. I help my mother sell palm oil. But she does not give me any money. So, I have no way to get money to get nice clothes or plant my hair or anything. My girlfriends all get money from their boyfriends. Some have many boyfriends. They told me not to wait. Getting boyfriends helps you in life, they say. They have really nice mobile phones and get top up when they need it. I decided to get a boyfriend, too. He is 25 and works in a bank. Now I have a mobile phone and even two new dresses. My boyfriend just flashes me when he wants me to do the momi-dadi business. It doesn't take long, so I don't care. But, now I have not gotten my period in 3 months. What does this mean? Ugiatu*

2. Ask the group to list all the problems in the letter.

<ul style="list-style-type: none"> <li>• No education for girl</li> <li>• No path to future</li> <li>• Early initiation</li> <li>• No access to income</li> <li>• Peer pressure</li> <li>• Ignorance about sex and reproductive health</li> <li>• Boyfriend more than 10 years older (normal in Sierra Leone)</li> </ul>	<ul style="list-style-type: none"> <li>• Early start to sex</li> <li>• No protection</li> <li>• Exposure to STIs, HIV and pregnancy</li> <li>• Sex with girl under 18 is rape and child abuse</li> <li>• Values things more than self</li> <li>• 14 year old girl pregnant</li> </ul>
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#### DISCUSSION POINTS:

- Why did Ugiatu get a boyfriend?
- Does it bother Ugiatu to have sex to get a phone and clothes? Why or why not?
- Do you think Ugiatu knows the risks she is taking? What are the risks?
- Who has power – Ugiatu or the banker?

3. Split the group into three and give each group one of the three scenarios below.

**Group 1:** Come up with a role-play that shows what Ugiatu's life is like when she is 25 years old. Her baby died when she was giving birth and she got a fistula, so now she leaks urine and feces.

**Group 2:** Come up with a role-play where Ugiatu makes a different choice. She does not get a boyfriend when she is 14. What happens?"

**Group 3:** Ugiatu tells the banker she will only have sex with him if they use condoms. What happens?

4. Give the groups a few minutes to prepare the role-plays.
5. Bring them back together and have each group present.
6. Comment on role-plays.

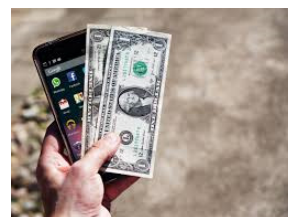
### 31.8 Activity 8: Buying and selling sex

#### INSTRUCTION:

1. Ask for 3 female volunteers. Take them aside.
  - Tell the first volunteer, she can just say yes or no.
  - Tell the second volunteer, she can ask questions.
  - Tell the third volunteer, she can try to make a deal (bargain).
2. One at a time, go up to the volunteers and say (loud enough for the group to hear):

*I want to make a deal with you. I need 15 minutes of your time. For that I will give you a Samsung Galaxy Smart Phone. Will you make the deal?*

If the volunteer says yes, say, "Fine. Take this."



Give the teenager the folded piece of paper with the picture of the smart phone. Also give her the folded paper with a baby on it and tell her to hold the pictures and wait.

3. Go to the second volunteer and say:

*I want to make a deal with you. I need 15 minutes of your time. For that I will give you a Samsung Galaxy Smart Phone. Will you make the deal?*

If the second volunteer asks questions, answer them. (The fifteen minutes is for the girl to have sex with you.) If she agrees, without asking to use condoms, give the second volunteer the folded paper with the smart phone and the folded picture with the medicine on it. Tell her to hold the pictures and wait.

4. Say the same thing to the third volunteer,

*I want to make a deal with you. I need 15 minutes of your time. For that I will give you a Samsung Galaxy Smart Phone. Will you make the deal?*

If the girl bargains to use condoms or to do something other than sex, give the girl the piece of paper with the smart phone. If she does not, give her the baby and the medicine and the smart phone papers folded up.

5. Tell the first volunteer to look at the papers. What is on the papers? The first volunteer got a smart phone and a baby for the 15 minutes.
6. Tell the second volunteer to look at the papers. What is on the papers? The second volunteer got a smart phone and HIV and gonorrhea for the 15 minutes.
7. The third volunteer could bargain. What kind of bargain was made? What could have been bargained?
  - The use of condoms
  - Waiting to have sex
  - Other kinds of sexual pleasure
  - Earning the phone by doing things other than sex
8. Say: Fifteen minutes of time for a smart phone can seem like a good deal.
  - Does it still seem like a good idea when you get a baby, too?
  - Does it still seem like a good idea when you get gonorrhea and HIV, too?

#### **DISCUSSION POINTS:**

- What is transactional sex? ('Na sell mi bodi for moni or propati or transport or food'.)
  - Transactions are business deals.
  - Transactional sex is when sex is traded for money or material things.
- Who usually has the most power in a business deal? The buyer or the seller?
- Who has the most power when one is a man and the other a girl?
- Who has the most power when one is grown and the other a child?