



# **Session Guide for Mentors Facilitating Groups of Very Young Adolescent Boys (ages 10-14)**

Global version designed for adaptation

May 2023

## Foreword

Pathfinder, in partnership with CARE, and with funding from the Bill & Melinda Gates Foundation (BMGF), first implemented the [Act With Her](#) (AWH) program in Ethiopia from 2017 to 2023. Beginning in 2021, Pathfinder also partnered with the Institute for Family Health, through funding from the Elsa & Peter Soderberg Charitable foundation, to [expand AWH into Jordan](#).

Expanding further from an earlier program model in Ethiopia called *Her Spaces*, AWH is a panoramic program model that partners with adolescent girls in laying the health, education, economic, and social foundations that they need to thrive during the transition to adulthood. This upstream approach provides girls with support during one of the most crucial life stages, reaching them before or during some of the most common disruptors of their future well-being (such as forced marriage, pregnancy, or school dropout). Although it's a girl-centered program, AWH also directly includes adolescent boys and connects with parents/caregivers and local communities, to ensure that adolescent girls have support now and in the future from their peers, partners, families, and influential allies. A longitudinal randomized impact evaluation, conducted by the Gender & Adolescence: Global Evidence (GAGE) research consortium and funded by the UK government, is assessing the program's impact in Ethiopia.

Adolescents in age- and gender-segmented groups receive either 25 discussion modules (ages 15–19) or 40 discussion modules (ages 10–14). Topics covered include a wide range of puberty and menstruation, health, nutrition, education, safety, gender, communication, and economic empowerment themes (with 4 sessions designed as joint-gender meetings). The curriculum-based discussion groups are led by local “near peer” mentors of the same gender ages 18–25. Parents or caregivers of adolescents also meet for a short series of facilitated discussions on the topics shared with their children, improving their own knowledge and their ability to communicate about complex issues with their children. Beyond the adolescent and adult group programming, AWH also partners with communities to advance locally-led social norms change and systems strengthening.

This document is the global version of the Act With Her **Session Guide for Mentors Facilitating Groups of Very Young Adolescent Boys (ages 10-14)**.

For the entire suite of open-access materials, please visit:  
[Act With Her Program Package: Open-Access Editable Materials for Replication & Adaptation](#)

The program package includes the global versions of all group discussion curricula per gender and age group, participant booklets, mentor pre-and post-tests, and key MEL tools.

## Acknowledgements

The Act With Her program model was initially collaboratively designed in 2017 by Pathfinder, CARE, the GAGE research consortium, and the Bill & Melinda Gates Foundation, with key inputs and thought partnership from the Government of Ethiopia and Save the Children. The global session guides for very young adolescent (VYA) were first developed in 2017, followed by adaptation for use in Ethiopia. Next, in 2020 the global session guides for older adolescents (OA) and all global participant guides were developed, followed by adaptation for use in Ethiopia. Finally, in 2021 the VYA materials were adapted for use in Jordan. All AWH materials are intended for free and open-access replication, adaptation, and use in new contexts.

### **For their use in new settings, please:**

- Inform Pathfinder at [info@pathfinder.org](mailto:info@pathfinder.org)
- Kindly include the following acknowledgment in your adapted materials:  
*The global Act With Her program materials were first developed in 2017 by Pathfinder, CARE, and the GAGE research consortium, with funding from the Bill & Melinda Gates Foundation. Through open-access commitment and permissions, we have further adapted them for use in [add your setting or program information].*
- Consult the [How-To Guide](#) which provides 20 simple step-by-step suggestions for adapting the Act With Her program for different contexts, and for making basic startup preparations and decisions.

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# Mentor Guide



## Introduction

Welcome to the Act With Her **Session Guide for Mentors Facilitating Groups of Very Young Adolescent Boys (ages 10-14)**. As a Mentor and facilitator of the Boys Club Meetings, you will be teaching boys 10 to 14 years of age valuable skills that will empower them to transition into healthy adults. These skills will also prepare these young adolescents to deal with situations that may be harmful to them.

Boys Club Meetings are part of the Act With Her project. There will be 18 Boys Club meetings and 4 Joint Girls and Boys Club meetings over a period of 10 months. During each Boys Club and Joint Club Meeting you will use one of the 22 Session Plans in this Boys Club Session Guide – one Session Plan per meeting.

### Who are adolescent boys 10 to 14 years of age?<sup>1</sup>

Adolescent boys 10 to 14 years of age begin having physical, emotional, cognitive (thinking and learning), and social changes. These cognitive, emotional, and social changes influence how boys this age learn. As a Boys Club Mentor, it is important to be aware of these changes and understand the learning strategies needed as they facilitate the Boy Club Session Plans.

Social and Emotional Changes Adolescents:	Learning Strategies for This Age
<b>More motivated by rewards.</b> <b>Less motivated by threats and punishments.</b>	Rewarding with positive words and actions has the greatest impact.
<b>Increased risk taking and novelty seeking.</b>	Learn best from incremental rewards, natural consequences, and positive reinforcements.
<b>Get bored easily and can totally disengage.</b>	Providing rewards makes social learning more stimulating. Participatory and exploratory learning is more effective.

<b>Greater connections in the brain.</b> <b>More complex thinking.</b>	Better attention to detail and completion of tasks.  They want to figure things out for themselves.
<b>Peers become more and more important.</b> <b>Peer affirmation more rewarding than previously.</b>	Rely on peers for their positive social needs.  Look up to peers who are older to learn what to do.  Peer recognition has a greater effect on the reward system of early adolescents.

## Boys Club Meetings

The Act With Her project will be supporting 18 Boys Club meetings and 4 Joint Girls and Boys Club meetings over a 10-month period. The Boys Club meetings will teach young boys how to have positive, healthy, and productive lives as they grow into adults. The Boys Club Meetings will cover seven key topic areas:

- Aspiration/Goals
- Health, including Sexual and Reproductive Health (SRH)
- Safety
- Communication
- Economic Empowerment (Finances)
- Education
- Gender

## Roles and Responsibilities of the Mentor Facilitator

As the Boy's Club Mentor, you will be organizing and facilitating the Boys Club and Joint Club meetings. Use this Boys Club Session Guide for facilitating the 18 Boys Club and 4 Joint Girls and Boys Club meetings. Usually, you will be working closely with your fellow Co-Mentor, as each Boys Club is assigned a pair of Mentors. As part of your preparation for each session, you should spend time together reviewing the content and assigning who will lead each part of the session. When you hold Joint Club meetings, you will work together with the pair of female Mentors who facilitate the Girls Club you are meeting with. In those cases, you should prepare with your fellow female Mentors.

## How the Curriculum and Session Plans are Organized

### Boys 10 to 14 Year Curriculum

This Boys Club Session Guide contains 22 Session Plans – one session plan for each of the 18 Boys Club meetings and the 4 Joint Meetings. The Session Plans cover the seven topic areas mentioned above and are presented in the order they should be given, including the Joint Sessions. It is important to follow the recommended agenda to know which Session Plan to use for each Boys Club meeting.

## Session Plans

The Boys Club Session Plans designed to build strong peer-to-peer cohesion. A variety of participatory exercises and media are used to keep boys engaged in the learning process. Each Session Plan has the following components:

- **Planning page(s):** This section includes the Session Plan objectives, total time (mostly 2 hours), materials needed, and preparation notes.
- **Welcome:** Each module begins with a welcome to the boys. Some Session Plans also include an energizer in this section. The majority of the energizers relate to the main topic of the Session Plan and key activity. Feel free to adapt the energizers.
- **Story Time:** Mobile phones will be provided to the Mentor Facilitators to play audio stories related to the Session Plan topic for discussion. Not all modules have a story time for two reasons: 1) it is good to mix up the training activities to avoid predictability and boredom; and 2) some activity sections have too many participatory exercises.
- **Activity:** This is the heart of the Session Plan. Given that boys this age get bored easily, the Session Plan includes participatory exercises. These exercises are designed to: 1) raise awareness around a topic and 2) allow the facilitator to know what the boys know and fill in information and/or skill gaps, as needed. Active participation keeps the boys from becoming bored and avoids too much lecturing, particularly on things that boys think they already know about. Everyone learns better when learning is new, fun and participatory.
- **Wrap-Up:** This section is for wrap up and review. It also may commit the boys to an activity to be done at home before the next Boys Club Meeting.

## Location of Boys Club

Most of the Boys Club meetings should be held at a place that is safe and convenient for the boys, which could be outside under a tree, outside of a school, inside a room or a church, etc. Make sure the site is clean, and free from distractions. Many of the Boys Club meetings require the use of flipcharts. For these, you will need to hold the Boys Club in a

space that has a wall, a fixture, and/or place to put a flipchart stand so that you can write on the flipcharts.

### **Guest Speakers**

Some Session Plans require a guest speaker to co-facilitate a meeting or serve as a resource on some topics. Work with your supervisor to identify an appropriate speaker for the meeting. The speaker should be sensitive to the needs of young boys and speak to them respectfully.

### **Order of Boys Club Meetings and Session Plans**

<b>Week</b>	<b>Key Topic</b>	<b>Session Plan</b>
1	Introduction/Goals	Welcome and Goals
2	Education	I Love to Read
3	Health	Our Changing Bodies
4	Health	Where Do Babies Come From?
5	Safety	Gender and Societal Expectations
6	Joint Session #1	Whose Role is it?
7	Communication	Good Communication Skills
8	Communication	Good Decision Making
9	Health	Move, Grow, Shine – Nutrition for Teen Boys
10	Goals – Part 2	How am I Doing? - Goals Revisited
11	Joint Session #2	Negotiating Skills for Girls and Boys
12	Economic Empowerment	Model Men in the Community
13	Education	Staying in School/Returning to School
14	Gender/Health	Gender, Violence and Inequitable Gender Norms and Practices
15	Health/Gender	Who Am I?
16	Joint Session #3	Changing Gender Roles
17	Health	Sexually-Transmitted Infections



18	Economic Empowerment	My Money, My Plan
19	Safety	Staying Safe in the Community
20	Joint Session #4	Community Mapping and Safety
21	All Topics	Wrap-Up and Next Steps
22	Closing	Closing Ceremony for Girls and Boys Clubs

## Preparing for each Boys Club Meeting: A Checklist

Three Days Before Boys Club Meeting	Completed?
1. Refer to the agenda to know which Session Plan to use.	
2. Read the entire Session Plan for the upcoming Boys Club meeting, several times if needed.	
3. Familiarize yourself with the Session Plan. Be prepared to teach it.	
4. Collect all the materials needed for the Session Plan.	
5. Collect all equipment and make sure it is working.	
6. Rehearse the audio story and make sure you know how to use the equipment.	
7. Prepare the materials, flipcharts, games, etc. for the Session Plan ( <b>Note:</b> Refer to the preparation notes section of each Session Plan.)	
8. If a Session Plan calls for an outside speaker or co-facilitator, work with your supervisor to identify an appropriate speaker. Make sure that the speaker knows his topic well and is sensitive to boys' rights and information needs.	
6. Make sure the speaker: <ul style="list-style-type: none"> <li>• Knows his role - to be a stand-alone speaker or co-facilitator.</li> <li>• Knows the purpose of his presentation and how much time he has.</li> <li>• Has sufficient guidance to prepare his session. Some Session Plans include speaker guidelines.</li> <li>• Knows the location of the Boys Club and what time to meet.</li> </ul>	
One Day Before Boys Club Meeting	Completed?
1. Be sure to have materials, flipcharts, etc. prepared and ready.	

2. Prepare the meeting room. Make sure the meeting room is available, clean, and has all the supplies you need.	
3. Check with any speakers to make sure they are ready and know when and where the Boys Club meeting will take place.	
<b>30 Minutes Before the Boys Club Meeting</b>	<b>Completed?</b>
1. Go to the meeting site and test equipment, set up flipchart and other logistics, based on the Session Plan and where the meeting will be held.	
2. Tape any flipcharts to the wall, as needed (per preparation Notes).	



## How to Implement the Boys Club Meeting

1. **Be prepared:** Know the material and practice facilitating the activities with a friend or another facilitator.
2. **Facilitate the sessions in order.**
3. **Arrive Early.** Be sure to arrive half an hour before the meeting to set up everything.
4. **Greet and welcome** the boys as they arrive.
5. **Follow the instructions** for the Session Plan. (**Note:** You are not expected to remember everything in the Session plan. You can refer to the Session Plan instructions during the meeting. But, do not read it to the boys. Remember: Your job is to facilitate the learning, not lecture.)
6. **Manage your time.** Each Session Plan is about 2 hours in length. Manage your time carefully. Try not to go over 2 hours. Keep activities moving. If a delicate and difficult topic is taking longer to discuss, that is okay. Just keep things moving as best you can.
7. **Be a good facilitator!**
  - See participants as experts with information, skills and life experience to share.
  - Rather than “teach”, facilitate the learning. Complement what boys already know and gently fill in information gaps or correct misinformation, as needed.
  - **Encourage a lot of discussion. The Boys Club is designed to be very participatory. When you initiate discussions, encourage the boys to talk. Do not fill in silence with lecturing! Wait, listen, or ask the question a different way.**

- Know that people learn by doing, experiencing, practicing and feeling, rather than by sitting passively, listening to lectures, and taking notes.
- Encourage participants to share what they know and their feelings.
- Encourage the boys to learn from each other.
- Be organized but flexible. Feel free to change facilitation methods based on participant needs.
- Be patient and a good listener. As needed, deflect issues back to the participants.

8. **Know your role as Mentor/Facilitator:**

- **Be prepared to give the session!**
- **Listen more, say less!** The Session Plans are meant to serve as a guide and not meant to be read. Encourage discussion from as many boys as possible and provide basic knowledge as it is needed.
- **Say you don't know, if you don't.** Say you will come back with an answer to their questions. Talk to a health care provider or other expert who can give you the correct answer and report back.
- **Be neutral and nonjudgmental.** Stick to the facts. Do not share your own opinions and values.
- **Do not answer personal questions about your own sexual experience.** Let participants know that your role is a facilitator, not to discuss your own experience.
- **Be comfortable.** Thoroughly review these Session Plans so that you will be at ease when discussing these matters with the participants.

9. **Use good facilitation skills:**

If the boys seem:	Do this:
Bored	<ul style="list-style-type: none"> <li>• Speed up the pace of the training.</li> <li>• Take a break.</li> <li>• Stop talking. Involve more participation, such as asking questions, conducting an energizer or role-plays.</li> <li>• Change the training style. Use different training techniques such as role-plays, small group work, and practice.</li> </ul>

Confused	<ul style="list-style-type: none"> <li>• Have the other boys in the group answer the question or explain the topic.</li> <li>• Ask questions to clarify the boy's understanding of the topic.</li> <li>• Give examples.</li> <li>• Demonstrate.</li> <li>• Let participants practice and provide hands-on assistance, as needed.</li> </ul>
Sleepy	<ul style="list-style-type: none"> <li>• Make sure the room is not too warm or stuffy.</li> <li>• Where possible, make sure there is enough light.</li> <li>• Conduct energizers.</li> <li>• Take a break.</li> </ul>
Inattentive (Talking to neighbours, writing, looking at their watches, shuffling papers)	<ul style="list-style-type: none"> <li>• Stop talking and ask questions.</li> <li>• Walk around the group.</li> <li>• Have participants practice.</li> <li>• Ask others to explain the topic.</li> <li>• Speed up the pace.</li> <li>• Try changes to your training technique.</li> </ul>

#### 5. **Handle difficult questions with respect:**

- No matter the questions, say, "That is a good question."
- Invite other boys to respond to the question.
- Defer difficult or inappropriate questions to the break. You could say, "That is a good question, why don't we talk about it during break."
- Defer long discussions that are taking you away from the topic to the break.
- If you do not know the answer to something, refer the boy(s) to a more experienced person on the topic.

#### 6. **Enjoy! And, feel free to be creative.**



### **Troubleshooting**

During the 22 Boys Clubs and Joint Girls and Boys Club meetings, you will be teaching boys very helpful life skills. You will also be talking about some challenging topics. Below is how to handle different situations that may occur:

#### **One or more boys miss a Boys Club meeting.**

- For the first absence, advise your supervisor.
- For two or more absences, inform your supervisor. The supervisor will visit the boy's home to see what is happening.

### **A boy enquires about health services**

- **Be non-judgmental.**
- Ask if the boy has a parent who can accompany him to the health center. If so, encourage the boy to go with his parent to the health center.
- If not a parent, ask if the boy has a trusted adult who can accompany him to the health center. Encourage the boy to seek health care services with the trusted adult.

### **Boys become emotional or upset.**

- **Participants may become upset by some of the topics in the Boys Club meeting(s). They may have doubts about themselves or may feel uncomfortable talking about issues related to sex or violence with others.** The activities may remind them of their own uncomfortable situations they've been in at home or at school.
- **If a participant is upset by an activity, talk to him in private to find out why he is uncomfortable. Do not force him to talk about what's upsetting him. Listen to what he is saying. Do not give advice. Your role is to provide understanding, support and assistance. Assure him that it is ok and normal to feel upset.** If a boy discloses that he is experiencing physical, sexual and/or emotional abuse, see the next point.

### **A boy discloses that he is experiencing physical, sexual and/or emotional abuse:**

- Speak to the boy alone in a private area.
- Listen carefully to what the boy says.
- Thank the boy for sharing this information with you. Tell him that you are sorry this has happened to him.
- Remind the boy that any act of harassment or violence is **never** his fault.
- **Ask if the boy has a trusted adult who can support him and who he may feel comfortable sharing this with.**
- **If so, let him know that it may be helpful to talk with a trusted adult about this issue.**
- **If he does not have that person, help him find someone he could report the incident to from a local organization that supports human rights, a trusted, youth-friendly health care official, or the authorities.**

- Tell the boy that you will keep this highly confidential. Explain that you will need to tell your supervisor but that without the boy's permission to do so, you will not be sharing his name or specific identity.
- Report the incident to your supervisor, explaining that a boy in your Boys Club told you about experiencing violence. **It's very important that if the boy did not give you permission, you do NOT share his name as part of this report.**
- Keep this information highly confidential. Do not discuss this with anyone, except the supervisor.

### NOTE:

It's very important that you are aware of the legal issues and any mandatory reporting requirements if a minor discloses any type of violence or abuse. Please be sure to review relevant guidelines or laws before the Boys Club Meetings begin so you are prepared if disclosure should arise.

## **Session Plans**



# Welcome and Goals



## Learning Objectives

**By the end of this session, the boys will:**

- Develop house rules for the duration of the Boys Club.
- Write at least one personal aspiration.
- Write at least two goals for reaching their aspiration.



**Total Time: 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
10 to 15 sheets of flipchart (newsprint) paper	Soft ball
Colored Markers	Blank paper – enough for all participants
A notebook and pen for each participant	Equipment for audio story



## Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- If a soft ball is not available, make a ball with rolled up paper in a clean sock.
- Listen to the audio story for this session. Be prepared to discuss it. Make sure your audio equipment is working.





- This Boys Club meeting requires the use of flipcharts. Find a meeting location with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.



## Session Plan:



### A. Welcome: Total Time – 20 Minutes

1. Welcome everyone to the group. Say how happy you are to see everyone.
2. Introduce yourself and your co-facilitator.
3. Explain that you will be facilitating the Boys Club over the next year. I look forward to working with you as you learn new things.
4. Ask the boys to stand up and form a circle.
5. Explain the introduction game:
  - I will throw a ball to one of you in the circle.
  - The person who catches the ball will say his name. He must also say one thing he would like to learn during the Boys Club.
  - After saying his name and what he would like to learn, the person with the ball will throw it to another boy in the circle.
  - The next person who catches the ball will say his name and one thing he would like to learn during the Boys Club. He cannot repeat what the other boy(s) have said. He will then throw the ball to another boy.
6. Throw the ball to one of the boys to begin the exercise. (**Note:** Write on flipchart what boys say they would like to learn in the Boys Club.)
7. When done, thank everyone and ask them to take a seat.
8. Explain about the Boys Club meeting:
  - During the Boys Club, you will learn all about yourselves. You will also learn many new things you can share with their friends and family.
  - Boys Club will meet about once a month for the next year.
  - Locations may vary depending on the type of session we will have.



- Four times over the next year there will also be joint meetings with the Boys and Girls Clubs together.
9. Give everyone a notebook and pen. Ask them to write their name on it.
  10. Explain that this notebook is for you to write your aspirations, goals, and new learnings from the Boys Club.
  11. Point out that they will want to bring it with them to every Boys Club meeting. They will be using it a lot.



### **B.Story Time: Total Time – 20 minutes**

1. Play the audio story. (**Note:** Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
2. Say: Let's talk about **what** happened in the story.
3. Ask these or similar questions:
  - What is happening in the story?
  - How common is this for boys in your community?
  - What advice would you give the boy in this situation?
  - What would make it easier for boys in your community to face this kind of situation?
4. Thank everyone for their participation.



### **C.Activity: Total Time – 65 minutes**

#### **Unity Circle**<sup>2</sup> (about 15 minutes)

1. Tape a blank flipchart to the wall and draw a big circle on the flipchart paper. On top of the circle write, "Unity".
2. Explain that the circle represents the circle of friends in the Boys Club.
3. Discuss the following: (**Note:** Write responses inside the Unity Circle on flipchart.)
  - What are some things that will help you work well together as a group?
  - What kind of supportive environment do you need so that everyone feels a sense of togetherness and safety?
4. If not mentioned, ask the boys how they want to handle the following:



- Confidentiality regarding what other boys say – not about the information learned. **(Note: No matter what, ensure group consensus on adhering to confidentiality of other people's information.)**
  - Being respectful of others' opinions.
  - Letting others speak (not interrupting).
  - Disagreements.
  - Judgments.
  - Being respectful of time – especially start time and end time of meetings.
  - Committing to attending the Boys Club meetings.
5. Add any other comments on ways to build group unity and safety.
  6. Explain that the Unity Circle will be a reminder to keep our circle of friends strong.
  7. Emphasize that anything personal discussed in the group **must** remain in the group.
  8. Explain that as the Boys Club Mentor(s), I (we) will never discuss what has been mentioned in the group either. Our only role is to facilitate learning and fun.

#### **My Aspirations** (about 15 minutes)

1. Explain that everyone has dreams for the future. These are aspirations. An aspiration is something big you desire for the future. Give examples, such as:
  - Become a doctor or engineer,
  - Travel to a new city or country.
  - Have a nice home and family.
2. Explain that we all have aspirations for the future.
3. Ask the boys to close their eyes and imagine what they want their future to be.
  - What are you doing to make money?
  - Are you doing something that excites you?
  - Where do you live?
  - What are you most proud of?
4. Point out that the aspiration needs to be what you want and **not** what others want or expect you to do.



5. After about 5 minutes, tell the boys to open their eyes and write at least one aspiration in their notebook.
6. Ask several boys to share their aspiration? (**Note:** Encourage as many boys as possible to share their aspiration.)
7. Congratulate everyone for taking the first step to achieving their aspirations – which is to write it down.

### **My Goals** (about 20 minutes)

1. Explain that in order to reach your longer-term aspiration, it is helpful to make goals.
2. Explain that goals are:
  - Something one wants to achieve or accomplish in a specific amount of time. They are “small dreams with a deadline”.
  - Measurable – You know for certain that you have achieved them or not.
  - They have a shorter time frame than longer-term aspirations, such as 3 to 12 months – not years.
3. Ask several boys to describe three features of a goal. Keep asking until they say that goals: a) have a deadline, b) are measurable, and c) can be achievable in 3 to 12 months.
4. Explain that some goals can be short -term, such as:
  - I will study 1 hour a day to be the best in my class.
  - I will read one book a week.
  - I will save \$1.00 USD to help my family pay for school uniforms
5. Point out that some goals can take a little longer, but they still help you to reach your aspirations. Some examples of longer-term goals are:
  - I want to be the first in my class by the end of the year.
  - I will complete primary school.
  - I will attend secondary school or university.
  - I will get an award for being the best in Math.





- I will save money to attend secondary school, or university or to eventually support my family.
  - I want to have a family.
  - I want to own livestock.
6. Ask the boys to tell you some possible goals.
7. As they mention possible goals, make sure that the boys are clear about the difference between a future aspiration and the goals needed to achieve it.
8. Remind participants:
- Aspirations are future desires. Aspirations can be big and take many years to accomplish.
  - Goals contribute to the achievement of the aspiration.
  - Goals have a deadline, are measurable, and take less time to achieve. They are like stepping stones to your aspiration.
  - You can have several goals that all contribute to the achievement of your future aspiration.
9. Give this or another example of aspirations and goals:
- Your aspiration is to become an engineer or a doctor.
  - A short-term goal could be to finish primary and enter secondary school.
  - Another short-term goal could be to save money to go to secondary school.
  - A longer-term goal could also be to finish secondary school and enroll in university.
10. Ask if anyone has questions.
11. Ask the boys to write at least two goals for reaching the aspiration they wrote in their notebook.
- There should be at least **one education goal**.
  - There should be one non-education goal.
12. Explain that the two goals should be achievable within the next 6 to 12 months – by the end of the Boys Club meetings.



13. Walk among the boys and help the ones that are having difficulty writing goals. (**Note:** Allow the boys about 5 to 7 minutes to write their goals.)
14. When done, ask several boys to share their aspiration and goals. (**Note:** Encourage as many boys as possible to share.)
15. Listen carefully. If some are still confused by aspirations and goals, explain the difference again and help them fine-tune their aspiration and/or goal.
16. Make sure that the boys have written **one education goal** and one non-education goal.
17. Thank the boys for sharing.



### D. Wrap Up: Total Time – 15 minutes

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.



# I Love to Read



## Learning Objectives

**By the end of this session, the boys will:**

- Describe the importance of reading well.
- Describe two ways to improve reading skills.
- Describe ways how to find additional time to practice reading.



**Total Time: 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	15 to 20 copies of a child's book purchased or borrowed from school. ( <b>Note:</b> Only if possible - this will depend on project resources.)
Flipchart (newsprint) paper	A simple, fun child's book for children about 5 to 7 years old.
Colored Markers	A4 paper – a couple of sheets for each participant
Pens – enough for each participant	Equipment for audio story
Tape	<b>Appendix: Time Frames</b> – see at the end of this Session Plan



## Preparation Notes:

- **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it**



- If there are two Mentors, divide up the activities that each one will facilitate.
- Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
- Prepare a flipchart with the Time Frames on it – see **Appendix: Time Frames** at the end of this Session Plan. Leave enough space between each time category to write notes.
- This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture, and/or place to put a flipchart stand so that you can write on and post flipchart papers.



## Session Plan



### A. Welcome and Story Time<sup>3</sup>: Total Time - 20 minutes

1. Welcome the boys back to the Boys Club. Thank them for coming to the meeting.
2. Ask if anyone has questions from the last Boys Club Meeting?
3. Play the audio segment for this session. (**Note:** Make sure that everyone can hear the audio. If necessary, replay the audio so that everyone has heard it.)
4. Say: Let's talk about **what** happened in the story.
5. Ask these questions:
  - What is happening in the story?
  - How common is this for boys in our community?
  - What advice would you give the boy in this situation?
  - What would make it easier for boys in your community to face this kind of situation?
6. Thank everyone for their participation.



### B. Activity: Total Time – 80 minutes

**I love to read**<sup>4</sup> (about 30 minutes)

1. Ask why is it important for boys to learn to read well?
2. If not mentioned, discuss the importance of reading:





- You can learn new and different skills for farming, fishing, implementing a new enterprise, or getting a job.
  - You have better job opportunities.
  - You can perform better at your work, no matter what the job is.
  - You can read instructions, especially on better ways to raise goats, grow better crops, grow a business, save money, etc.
3. Emphasize that reading is one of the most important skills you can have. Not everyone knows how to read well. But you can always learn.
  4. Explain that you are going to read a story. (**Note:** Choose a short, fun book for 5 to 7-year-old children, something that most of the boys could read – see preparation notes.)
  5. After reading one page of the children's book:
    - Ask one of the boys to read the next page.
    - When done, ask the person reading to pass the book to the next person to read a page.
    - Continue passing the book to the next person until the entire book has been read.
  6. Reassure anyone who does not read well. Tell them that they are smart no matter what. Reading is a skill like anything else.
  7. Explain that anyone can learn to read better by:
    - Reading more.
    - Reading to others.
  8. Ask if anyone has to take care of a younger sibling or a family member?
  9. If so, would they be willing to read to them a couple of times a week, if books were available?
  10. Explain that you can entertain your younger brothers, sisters, cousins and/or neighborhood children by reading to them. At the same time, you learn to read better. And, the child will learn to love reading too.
  11. Emphasize that the best way to improve your reading is to read to others. Everyone learns!!



12. Brainstorm with the boys how can they read to their younger family members and/or neighborhood children. (**Note:** Write responses on flipchart.)
13. Ask if boys have or can borrow books that they can use to read to children.
14. If no one has books, brainstorm ways to obtain a book and/or share a book with each other so that they can all practice reading to younger children. (**Note:** Write solutions for getting books on flipchart paper.)

**Finding Time to Read and Study**<sup>5</sup> (about 50 minutes)

1. Mention that as boys grow older they have more chores to do. This may leave less time for schoolwork.
2. Point out that even when we are busy, most of us can manage our time a little better.
3. Explain: If you can find one extra hour for reading to others or do schoolwork, that would make a big difference in your education.
4. Tape the flipchart with **Time Frames** on a wall/fixture or flipchart stand and explain the five **Time Frames**. (**Note:** Flipchart should be prepared beforehand – see Preparation Notes and **Time Frame Appendix**.)
5. Divide the boys into small groups of 5 people each. Give each small group two sheets of A4 paper to write on and a pen.
6. Explain the assignment:
  - Look at the **Time Frames** on the flipchart taped to the wall.
  - In your small group, write down everything you all did yesterday under each **Time Frame** on your piece of paper. (**Note:** Point to the Time Frame flipchart.)
  - Think of everything you did in each Time Frame. If you played when you should have been studying, that is okay. Just write everything down.
  - It is important to be very honest with yourselves. The exercise is for you.
7. Allow about 10 minutes for the boys to finish the task. Walk around and answer questions, if there are any.





8. When done, ask one of the small groups to report on what they did under each Time Frame. (**Note:** Write their responses under each Time Frame listed on the flipchart taped to the wall.)
9. Ask the next small group to report on what they did under each Time Frame. (**Note:** Add to the responses under each Time Frame on the flipchart taped to the wall.)
10. Continue until all groups have listed everything they did under each Time Frame.
11. Summarize all of the activities under each Time Frame written on the flipchart. Discuss how the boys spent their time under each Time Frame.
12. Ask these questions about the activities under each Time Frame:
  - How much time was spent doing chores?
  - How much time was spent on playing?
  - How much time was spent on doing homework?
  - How much time was spent on personal things like walking to school, eating, bathing, etc.?
  - On which activities did you spend the most amount of time?
  - On which activities did you spend the least amount of time?
  - Was there any extra time? When?
13. Continue to discuss the exercise:
  - What surprised you the most about this exercise?
  - What did you learn about the way you spend time under each Time Frame?
  - Did you find any activity or time of day where you are most busy, and least busy? If yes, when?
  - Can you find where you have extra time?
  - Does anyone see opportunities for improving how their time is spent during certain Time Frames? (**Note:** Encourage as many boys to respond as possible.)
  - Does anyone see opportunities for finding an extra time, or an hour, to read to others or to study? If so, under which Time Frame?
14. Tell everyone to return to their small groups and, based on the exercise, discuss how you would change how you spend your time. (**Note:** Allow about 5 minutes for the boys to discuss.)



15. When done, ask each small group:

- How could you change the way you spend your time in order to have more time to study and read?
- During which Time frame? (**Note:** Add responses to flipchart.)
- Are these suggested solutions doable?

16. Ask what boys can do now to become better readers. (**Note:** Encourage many boys to answer.)

- How could you find more time to read?
- Who could you read to this week?



### C. Wrap Up: Total Time – 20 minutes

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.



## Appendix: Time Frames

**Instructions:** Write these Time Frames on a flipchart. Leave enough room to write boys' responses under each category.

- From waking up to arriving in school:
- During school:
- Leaving school to arriving home:
- From arriving home to eating dinner with the family:
- From eating dinner with the family to going to bed:



# Our Changing Bodies



## Learning Objectives

**By the end of this session, the boys will:**

- Describe what is puberty.
- Describe the physical, emotional, cognitive, and psychosocial changes that come with puberty.



**Total Time: About 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	About 15 loose sheets of flipchart papers (newsprint)
Flipchart paper (newsprint)	Equipment for the audio story
Colored Markers	Flipbook (flipchart) that demonstrates changes to adolescent girls' and boys' bodies.
Enough pens, pencils or crayons for the boys to use.	Anonymous question folder or a place to put questions anonymously



## Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- Listen to the audio story for this session. Be prepared to discuss it. Make sure your audio equipment is working.



- This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.



## Session Plan:



### A. Welcome: Total Time – 20 minutes

1. Welcome everyone back to the Boys Club. Thank them for coming.
2. Ask if they have any questions from the last Boys Club session.
3. Explain to the boys that during these next few sessions, you will be discussing bodies and changes that occur as you get older. This can be embarrassing or uncomfortable, but it's normal. Tell them you have put out a folder for anonymous questions for these sessions, if they'd rather ask questions in a more private manner.
4. Explain the energizer:
  - Ask the boys to stand up and break into pairs.
  - Ask the pairs to decide who will be the first observer.
  - Ask the observer to memorize the appearance of their partner. Give them about 1 minute to do this.
  - Ask the observer to turn around and close his eyes.
  - Tell the partner to make three changes to his appearance. For example, he can:
    - Put his shoes on the wrong feet.
    - Remove his glasses.
    - Roll up his sleeves.
  - Tell the observer to turn around, open his eyes, and try to spot the three things that his partner changed.
  - When done, ask who was able to observe the three changes on their partner.
  - Say: Change roles (the partner becomes the observer) and do the same exercise with the new observer.



- After about 5 minutes, ask who was able to observe the three things that had changed on their partner.

5. Have everyone sit down.



## **B.Activity<sup>6 78</sup>: Total Time – 80 Minutes**

### **Adolescence and Puberty** (about 15 minutes)

1. Write the word “**ADOLESCENCE**” on a flipchart paper.
2. Ask the boys if they have ever heard of adolescence. If so, what have they heard?
3. Listen to what the boys say, and summarize these key points about adolescence:
  - Between ages 9 to 24 years of age, boys enter a time in life called adolescence.
  - It is a time when both boys and girls go through a lot of physical and emotional changes. This is a natural and normal part of growing up.
  - It is a time in life that prepares us to become an adult.
4. Write the word “**PUBERTY**” on the same flipchart paper.
5. Ask what they know about puberty.
6. As needed, explain puberty:
  - During adolescence we go through a stage called puberty. This usually happens between 9 to 16 years when hormones cause the body to change.
  - “Hormones” are chemical messengers in the body that help control many functions like growth and reproduction.
  - During puberty, boys and girls reach sexual maturity, and girls become capable of reproduction (having babies). This is a time the body begins to change from childhood to adolescence.
  - Puberty is not a month-long process. It takes several years to complete the changes.
  - Boys typically begin puberty about two years after girls, but this can vary.

*Ask the boys if they have ever heard of adolescence. If so, what have they heard?*





7. Ask what kind of physical changes happen to boys' and girls' bodies during puberty. Gather as much information as possible.
8. Using a Flipchart (flipbook) that shows changes in an adolescent boy's and girl's body, discuss the physical changes that happen to boys and girls during puberty:
  - Girls grow taller and hips become wider.
  - Boys grow taller and more muscular, shoulders will become wider.
  - Some parts of the body, especially hands and feet, may grow faster and boys may have growing pains in the arms and legs as bones grow faster than the muscles can stretch.
  - Girls begin to grow breasts and release eggs from organs called ovaries inside their body.
  - A boy's penis grows larger and the testicles begin to produce sperm.
  - These changes enable us to have children and start our families one day.
  - Puberty usually begins between the ages of 9 and 16 years.
6. Point out that even if a girl's body has the ability to have children during puberty, **it does not mean that boys and girls are ready to have sex or children.**

7. Discuss what happens to emotions during puberty:

- Just like the body, the brain begins to mature too. The emotional part of the brain matures first. This is why you become more emotional at this time.
- These emotional changes are mostly related to being glad, sad or mad.
- Often you have quick mood swings. One moment you are glad and the next moment you are mad.

8. Remind the boys that puberty:

- Is a fun and a scary time. It may feel strange at first. It can also make you feel self-conscious.
- Does not mean that you are an adult yet. **And, it does not mean that you are ready for sex and child bearing.**

***Remind the boys that puberty does not mean that you are an adult yet.***



9. Explain that adolescence is an exciting time of life. Girls and boys become more interested in new things, develop great friends, and grow beyond their childhood interests.

**My Changing Body**<sup>9 10</sup>(about 35 minutes)

1. Divide the boys into small groups of four to five people per group.
2. Give each group two sheets of loose flipchart paper.
3. Explain the exercise: (**Note:** Allow about 5 minutes to draw their illustration.)
  - On one of the flipchart papers draw an outline of a boy's body.
  - On the outline of the body, draw pictures or symbols to show where on the body boys your age are beginning to see **physical** changes.
  - Around the outline of the body, write the **emotional** changes you are having – emotions that are different from when you were younger.
4. Walk around the groups. Check to see if they need assistance or have questions.
5. When done, ask each small group to explain their drawing to everyone. Ask them to discuss the physical and the emotional changes that they drew or wrote about.
6. Once all groups have presented, review the following **physical** changes that occur during puberty. Using the flipbook, to demonstrate these changes.
  - Hair increases on legs, chest, face, underarms, and in pubic areas.
  - Sweat and body odor increase.
  - Growing taller and developing bigger and stronger muscles.
  - Shoulders are broader.
  - Oily skin, pimples, acne.
  - Increased hunger and appetite.
  - Voice gets deeper.
  - Testicles (the balls) get bigger.
  - Penis grows in size and length.
  - Erections (a hard penis) happen at unexpected times.
  - Wet dreams occur, which is when fluid comes out an erected penis during sleep.





7. Explain that some of the physical changes to your body will be visible. For example, you will grow taller, get facial hair, and your penis will grow bigger.
8. Mention that some physical changes are harder to see or are private.
  - A boy's penis may become hard. This is called an erection. Boys do not have control over when erections will happen. It is very common for boys to wake up with an erection in the morning. This is normal and natural.
  - When a boy has an erection, he can ejaculate. When this happens, it is pleasurable, and a fluid comes from the hard penis. This fluid contains sperm.
  - A boy does not have to ejaculate every time he has an erection. If he waits, the erection will go down on its own.
  - Boys and men often ejaculate while they are asleep. This is very common and normal. They cannot control it.
9. Point out that even though a boy's body has the ability to produce sperm and ejaculate, this does not mean that he is an adult yet. And, it does not mean that he is ready for a lot of things that adults do – **and this includes sex.**
10. Explain that just like the body, the brain begins to mature too. The emotional part of the brain matures first. This is why you become more emotional at this time.
11. Discuss the **emotional** changes that the boys mentioned in their flipchart illustrations.
12. Highlighting what the boys mentioned, discuss the emotional changes that happen during puberty and adolescence. Key points include:
  - Behavior is greatly influenced by feelings.
  - These emotional changes are mostly related to being glad, sad or mad.
    - Glad – feeling wonderful.
    - Sad – feeling sad or bad about oneself.
    - Mad – getting angry at things.
  - You have quick mood swings. One moment you are glad and the next moment you are mad.
  - You feel more independent.
  - You begin to have sexual feelings.



- You feel more sensitive or feel anxious about the changes in your body.
13. Explain that boys and girls also experience **cognitive (learning and thinking) changes** during adolescence.
- You use more complex thinking focused on personal decision-making in school and at home.
  - You begin to speak your own thoughts and views on a variety of topics.
  - You begin to decide which sports or groups you prefer, what kinds of personal appearance are attractive, and what parental rules should be changed.
  - You begin to question authority and society standards.
14. Mention that in addition to physical, emotional, and cognitive (learning) changes, there are **social** changes that also occur during puberty and adolescence:
- More and more you want your friends to like you.
  - You do not want to be different or weird.
  - You want to be less with your family and more with your peers and friends.
  - You are more conscious of your physical appearance.
  - You are more conscious of what people think about you.
  - You begin to seek acceptance from peers through competition and achievement.
15. Ask if boys have noticed differences in how other boys' bodies are changing compared with themselves.
16. Explain that each boy's body is different. You may develop differently than your friends or siblings. Everyone grows and matures at a different rate.
17. Point out that body shape and height are determined by your parents or grandparents. Body height is also influenced by what you eat.
18. Remind the boys that puberty:
- Is a fun and a scary time. It may feel strange at first. It can also make you feel self-conscious.
  - Does not mean that you are an adult yet. **And it does not mean that you are ready for sex.**

**Her changing body** (about 20 minutes)



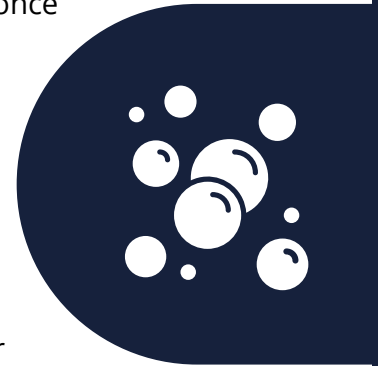
1. Keep the boys in the same small groups.
2. Explain that during puberty, girls' bodies begin to change at your age too.
3. Explain the exercise:
  - Draw an outline of a girl's body on the 2<sup>nd</sup> piece of flipchart paper.
  - Draw pictures or symbols to show where girl's bodies change. (**Note:** Allow about 5 minutes to finish the drawing. Expect the boys to giggle.)
4. When done, ask each group to explain their drawing.
5. Once all groups have presented, discuss the **physical** changes that happen to girls during puberty. Using the flipbook, demonstrate the physical changes that girls experience during puberty.
  - Grow taller, hips get wider
  - Sweat increases and body odor may appear
  - Breasts begin to develop and grow bigger
  - Menstruation begins
  - Hair increases on legs, under arms, and around the vagina
  - Increased hunger and appetite
  - Oily skin, pimples and/or acne
6. Point out that even if a girl's body has the ability to have children during puberty, **it does not mean that girls are ready to have children.**
7. Explain that girls have similar **emotional** and **social** changes as boys, but with these differences:
  - Girls' changes typically happen a year or two earlier than with boys.
  - Girls are sometimes expected to do more chores around the house while boys are sometimes given more freedom and fewer responsibilities.
  - Girls may also be given less freedom by their family outside the house.
  - Boys begin to be more competitive with friends and at home.
  - Girls begin to seek acceptance by fostering relationships.



8. Explain that although bodies, emotions, and social things change during puberty, adolescence is an exciting time of life. Boys and girls become more interested in new things, develop great friends, and grow beyond their childhood interests.

### Taking Care of Your Body:

1. Explain that as your body changes what you need to do to take care of it changes too.
2. Start a discussion about what you can do to keep your body clean and healthy. Using the flipbook review and highlight anything the group may have missed:
  - **Washing the body:** Washing the body helps one to stay clean, avoid infection, and avoid becoming sick. Bathe with water or soap and water once or twice per day. Wash hands before and after meals. Wash hands after using the bathroom to prevent the spread of bacteria and infection. Washing the face at least twice a day with soap and water can help keep acne away or make it less severe.
  - **Smelling good:** Use deodorant, baby powder, or the most common product in your country for smelling good under your arms.
  - **Hair and shaving:** Wash your hair regularly to keep it clean. How frequently you wash your hair depends on the type of hair you have and your environment. Those with straight or fine hair may notice a quick build-up of oil and may need to wash their hair every day or every two or three days. Those with curly or coarse hair generally experience a slower buildup of oil and can wash their hair once a week. It also depends on cultural beliefs. If you are unsure of how often to wash your hair, ask a friend or family member with a similar hair type who can give you advice. Boys should talk to a parent, an older brother, or another adult they trust about shaving.
  - **Teeth and mouth:** Use what is most common in your country to clean the teeth after every meal and before bed each night. Cleaning teeth helps avoid cavities or rotted teeth. Using toothpaste with fluoride can also help to strengthen your teeth.
  - **Underwear:** Wear clean underwear every day to avoid infection and keep the genital area clean.





- **Genital area:** It is important to wash and clean the penis every day. Wash the scrotum, between the scrotum and the thighs, in between the buttocks, and the anus with soap and water every day. For uncircumcised boys, it is important to pull back the foreskin and gently clean this area. Whether a boy is circumcised or not, it is important to wash and clean the penis and the area around the anus every day.

### **Support During Puberty** (about 10 minutes)

1. Explain that during puberty and adolescence, it natural to rely on your friends for information. At this age, you feel the closest with your friends and often rely on them for information.
2. Point out that some adults are good to speak to during this time. They will have more information and life experience than your peers.
3. Start a discussion about which adults they can turn to for information about their bodies, sexuality, etc.?
4. After the discussion, summarize the list of possible trusted adults:

Father	Nurse at a health clinic, if you feel comfortable
An uncle or grandfather	Teacher
An older brother/cousin/friend	Religious institutions or groups

5. Explain that the purpose of the Boys Club is to learn together with your peers. It is a safe place to learn, especially if you do not feel comfortable talking to older adults.
6. Start a discussion about what boys can do to make puberty easier for everyone? What are some common embarrassing moments for boys and girls and what could be done to help make these moments less uncomfortable?



### **C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.





# Where Do Babies Come From?



## Learning Objectives

**By the end of this session, the boys will:**

- Describe correctly what is menstruation.
- Describe correctly how babies are made.
- Describe how to prevent pregnancy.



**Total Time: 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart paper (newsprint)	Crayons/markers for girls to use on flipcharts
Colored Markers	Equipment for the audio story
Flipbook (flipchart) with illustrations of female reproductive organs and/or uterus model	



## Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- Work with your supervisor to identify a youth-friendly health expert to be a resource during this Boys Club meeting. Make sure this person is very sensitive and respectful to youth.



- Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
- Prepare three flipchart papers: on flipchart #1 write, “**What is menstruation?**”; on flipchart #2 write: “**How are babies made?**”; on flipchart #3, write, “**How to prevent pregnancy**”.
- This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.



## Session Plan



### A. Welcome and Story Time: Total Time – 20 minutes

1. Welcome the boys to the Boys Club meeting. Thank them for coming.
2. Ask if anyone has questions from the last Boys Club meeting?
3. Play the audio story. (**Note:** Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
4. Say: Let’s talk about **what** happened in the story.
5. Ask these or similar questions:
  - What is happening in the story?
  - How common is this for boys in your community?
  - What advice would you give the boy in this situation?
  - What would make it easier for boys in your community to face this kind of situation?
6. Thank everyone for their participation.



### B. Activity: Total Time – 80 minutes

#### What Do you know? Exercise (about 30 minutes)

1. Divide the boys into three small groups.
2. Distribute the three flipcharts prepared beforehand and markers:
  - Give the flipchart, “**What is Menstruation?**” to one group.



- Give the flipchart paper, “**How are babies made?**” to another group.
  - Give the flipchart paper, “**How can a girl get pregnant?**” to the last group.
3. Explain the exercise: (**Note:** Allow about 10 minutes for the exercise.)
    - Discuss everything you know and have heard about your topic.
    - Write what you know and have heard on your flipchart.
  4. When ready, ask the group with “**What is Menstruation?**” to present their flipchart and the results of their discussion. (**Note:** If there is any incorrect information, do not correct at this moment.)
  5. Ask if anyone has additional information to add. (**Note:** Write any responses on the “**What is Menstruation?**” flipchart.)
  6. Ask where they learned this information?
  7. Thank the boys for their work and participation. (**Note:** Tape their flipchart on the wall or fixture in the front of the room, if possible.)
  8. When done, ask the group with “**How are babies made?**” to present their flipchart and the results of their discussion. (**Note:** If there is any incorrect information, do not correct at this moment.)
  9. Ask if anyone has additional information to add. (**Note:** Write any responses on the “**How are babies made?**” flipchart.)
  10. Ask where they learned this information?
  11. Thank the boys for their work and participation. (**Note:** Tape their flipchart on the wall or fixture in the front of the room, if possible.)
  12. When done, ask the group with “**How can a girl get pregnant?**” to present their flipchart and the results of their discussion. (**Note:** If there is any incorrect information, do not correct at this moment.)
  13. Ask if anyone has additional information to add. (**Note:** Write any responses on the “**How can a girl get pregnant?**” flipchart.)
  14. Ask where they learned this information?
  15. Thank the boys for their work and participation. (**Note:** Tape their flipchart on the wall in the front of the room, if possible.)



**Discussion** (about 40 minutes)

**Menstruation**

1. Explain that during the previous Boys Club meeting we talked about changes to boys' and girls' bodies during puberty and adolescence.
2. Ask what are changes to a girl's body?
3. Summarize the changes to girls' bodies during puberty.
  - Just like boys, girls begin to grow taller, get body odor, and have more body hair.
  - Just like boys, girls can get oily skin, pimples, and acne.
  - Just like boys, girls get hungrier and have an increased appetite.
  - Unlike boys, girls' breasts begin to develop. Some boys develop some swelling under their nipples due to hormones during puberty, this is normal and goes away on its own with time.
  - Unlike boys, girls begin to menstruate. (**Note:** Mention menstruation last.)
4. Explain that girls have some different body parts than boys. This is because a fetus needs to grow and mature inside a woman's body before it is born.
5. Using a flipbook with illustrations, explain that girls have some body parts that you cannot see:
  - Ovaries – there are two ovaries where a girl's/woman's eggs develop and are released.
  - Fallopian tubes – this is a tube that connects each ovary to the uterus.
  - A uterus – this is where a fetus grows and matures before birth.
  - A vagina – this is where the fetus leaves the uterus during birth.
6. Explain that during and after puberty:
  - Boys/men produce sperm, which is made in their testicles.
  - Girls are born with eggs in their ovaries, during puberty an egg develops and is released about once a month.
7. Explain menstruation: (**Note:** Use illustrations in a flipbook or use a uterus model to discuss the following points.)



- An ovary releases an egg about once a month. This is called ovulation.
  - At the same time, the uterus begins to prepare to grow a fetus in case the egg is fertilized by sperm by developing a lining of tissue and small amount of blood.
  - When the egg is not fertilized, the uterus no longer needs to prepare for a fetus. It discards the tissue and blood through the vagina – this is called menstruation.
  - Menstruation is when the uterus is discarding the blood and tissue.
  - About once a month, this process begins all over again, unless the woman becomes pregnant.
8. Explain that a girl's menstrual cycle is how her body prepares to have children. This is a very normal and natural process.
  9. Point to the **“What is menstruation”** flipchart and review what is written on it. If there is any incorrect information, together with the boys discuss the correct the information.  
(**Note:** If there is a youth-friendly health expert with you, he/she can provide accurate information. Write the correct information on the flipchart.)
  10. Ask if anyone has questions. (**Note:** Take the time to answer questions and clarify information, as needed.)
  11. Ask what stories have the boys heard about girls' menstruation. Where did they hear these stories?
  12. Depending on what the boys say, point out that the best source of information is from knowledgeable adults, teachers, health care providers and here at the Boys Club.
  13. Remind the boys that while menstruation is natural and normal, it can be challenging for girls. Menstruation is not a sickness, illness, disease, infection, harmful, dirty, shameful, unclean or otherwise 'negative'.
  14. Discuss some challenges that girls face during menstruation:
    - Girls can have cramps and pain during menstruation.

*Point to the “What is menstruation” flipchart and review what is written on it.*



- Girls have to find products to absorb the blood, change them every couple of hours, and wash them when they get home.
- Girls feel embarrassed when blood gets on their clothes. Then, everyone knows they are bleeding. Plus, they have to wash their clothes later on.
- Boys often tease girls when they are bleeding or go to the latrine to change. How do you think this makes them feel?
- Girls can be told to stay home when they are menstruating. It is lonely to stay at home when menstruating. They are not able to keep up with schoolwork.

15. Ask why should girls be made fun of because of something natural that is happening to them?

16. Ask how the boys would feel if people teased them simply because of a natural process which they can do nothing about, such as getting an erection in class.

17. Discuss how boys can help if they notice a girl is menstruating. (**Note:** Encourage an active discussion on this.)

18. If not discussed, mention some ways that boys can help menstruating girls:

- Not tease girls if they notice they are menstruating
- Not bother girls when they see that they have gone off to the latrine or elsewhere to change.
- Offer to help with chores so that she can go to school.

### How are Babies Made?

1. Using a flipbook or other illustrations, discuss how conception happens, covering these points:

- About 12 to 16 days after the last menstrual period, a girl/woman ovulates/releases an egg. This is called ovulation.
- During ovulation the girl/woman is fertile. If she has sex around that time, she can get pregnant.
- An egg and sperm can meet when a boy and girl have sex, especially during the time the girl/woman is fertile.
- The sperm can live up to 5 days inside the woman.



2. Using a flipbook or other illustrations, discuss how babies are made, covering these key points:
  - An egg and sperm can meet when a boy/man and girl/woman have sex.
  - When the egg and sperm meet, they fuse together and become an embryo. **This is called conception.** It usually happens in the fallopian tube.
  - After a couple of days, the embryo travels down the fallopian tube and attaches to the uterus, which is lined with blood and nourishing tissue.
  - The embryo grows into a fetus in the uterus.
  - After 9 months a baby is born.
3. Point to the flipchart, “**How Babies are Made?**” and review what is written. Check if there is any incorrect information on the flipchart. If so, together with the boys discuss the correct information. (**Note:** If there is a youth-friendly health expert with you, he/she can provide correct information. Write the correct information on the flipchart.)
4. Ask what stories have the boys heard about how babies are made. Where did they hear these stories? (**Note:** Encourage a discussion about where boys learn this information.)
5. Depending on what the boys say, point out that the best source of information about how babies are made is from knowledgeable adults, teachers, health care providers, and here at the Boys Club.
6. Explain that it is important that you learn how babies are made from a reliable source so that you know and understand it correctly. This will help you later in life.
7. Ask if anyone has questions.

**How to prevent pregnancy** (about 10 minutes)

1. Explain that during puberty a girl’s body is physically able to get pregnant. But, she is not emotionally ready to have babies yet.
2. Point out that one effective way to avoid pregnancy is to abstain from having sex.
3. Explain that when a man and a woman are ready to have sex, there are a number of contraception methods they can use to prevent pregnancy.



4. Mention that contraceptive methods for young people can generally be divided into two categories: short-term methods and long-term, reversible methods.
5. Point out that short-term methods have to be used correctly to work effectively.
6. Point out that some methods are controlled by the woman/girl and some are controlled by the man/boy.
7. Summarize some common short-term contraceptive methods:
  - **Male and female condoms** – this is a rubber sheath that a man puts over his erect penis or a woman inserts into her vagina just before having sex. Condoms prevent pregnancy **and** sexually transmitted infections if they are used every time the woman/man has sex.
  - **Contraceptive pills** – these pills contain one or more hormones that prevent ovulation. If a girl/woman does not ovulate, she cannot get pregnant. It is important for girls to remember to take one pill a day for the method to be effective.
  - **Emergency contraceptive pills (ECPs)** – these are pills that help a woman avoid pregnancy after she has had sex without contraception. ECPs help to prevent pregnancy when taken up to 5 days after unprotected sex.
  - **Injectables** – these are shots that a woman can get either once a month or once every three months. They contain one or more hormones that prevent ovulation and, thus, pregnancy.
8. Summarize some common long-acting, reversible methods.
  - **Implants** – these are small flexible rods that are inserted just under the skin of the woman's upper arm. The rods release a hormone that prevents ovulation for up to several years. These need to be inserted and removed by a trained health care provider. There are different kinds of implants.
  - **IUDs** – a small, flexible T-shaped piece that is inserted into the woman's uterus by a trained health care provider at a health facility.
9. Point out the following:
  - Every contraceptive method has advantages and disadvantages so different methods are best for different people.







- It is very important that the man and woman talk to a health care provider to help them determine which method is best for them, based on their preferences, needs and health status.
  - When a couple is thinking about having sex and do not want to have children yet, they should go to talk to a health care provider to discuss contraception. The right method for them will depend on many things.
10. Review the information on the flipchart, “**How to Prevent Pregnancy**”. If there is any incorrect information on the flipchart, together with the boys, discuss the correct information. (**Note:** If there is a youth-friendly health expert with you, he/she can provide correct information. Write the correct information on the flipchart)
  11. If there are myths or rumors about how young women can get pregnant, such as having sex while standing up, douching with coke after sex, or other myths, address these.
  12. Ask what stories have boys heard about how women get pregnant:
    - Where did they hear these stories?
    - Where do boys get their information about how to prevent pregnancy?
  13. Depending on what the boys say, point out that the best source of information is from knowledgeable health care providers.
  14. Explain that it is important that you learn know how to prevent pregnancy from a reliable source so that you understand it correctly. This will help you later in life.
  15. Remind boys that during puberty they are biologically able to get a girl pregnant. But, they are not emotionally, physically, and socially ready to have babies yet.
  16. Ask if there are any questions.



### C. Wrap Up: Total Time – 20 minutes

1. Thank everyone for their participation and ask if anyone has any questions.
2. Ask where boys usually get information about their bodies, sex, girls, etc. (**Note:** Listen carefully to what the boys say without judgment.)
3. Explain that it is often easier and more natural to talk to their peers and friends about your body and sex. But, sometimes you may not get correct information.
4. Ask if they know of a trusted adult or older friend who they can talk to about such topics. If yes, who?
5. Point out that they can always ask information during the Boys Club.
6. Initiate a discussion about today's session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
7. Say: Take a couple of minutes to write what you learned in your notebook.
8. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
9. Close the meeting.

#### If a boy enquires about health services:

- Be non-judgmental.
- Ask if the boy has a parent who can accompany him to the health center. If so, encourage the boy to go with his parent to the health center.
- If not a parent, ask if the boy has a trusted adult who can accompany them to the health center. Encourage the boy to seek health care services with the trusted adult.



# Gender and Societal Expectations



## Learning Objectives

**By the end of this session, the boys will:**

- Describe social changes that boys and girls can experience during adolescence.
- Describe societal expectations and roles during adolescence.



**Total Time: About 2 hours**



## Materials Needed:

Tape	Flipchart stand, if available and feasible for meeting location
Flipchart (newsprint) paper	Equipment for audio story
Colored Markers	<b>Appendix: Harassment Scenarios</b> – see end of this session plan



## Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
- This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand to write on and post flipchart papers



- Prepare a flipchart with a line in the middle. On top of the left-hand column write, **Boys**. On top of the right-hand column write, **Girls**.
- Label a new flipchart, **Social Changes**. Write the following statements on it.

Coming-of-age rituals	New rules about social mixing between boys and girls
Changes in responsibilities	Change in the amount of freedom allowed
New rules about how to dress	New pressures related to the way you look
New opportunities for leadership	New pressures related to marriage

- When you arrive at the Boys Club meeting site, put the two-column Boys/Girls flipchart on the flipchart stand. Tape the Social Changes flipchart to the wall so that you can write on it later.



## Session Plan



### A. Welcome<sup>11</sup>: Total Time - 20 minutes

1. Welcome everyone back to the Boys Group. Thank the boys for coming.
2. Ask if anyone has questions from the last Boys Club meeting.
3. Conduct this or another energizer:
  - Divide the boys into small groups of 5 to 6 people each.
  - Ask each group to should stand in a circle.
  - Reach across the circle and take the hands of two different people standing on the other side.
  - Do not hold hands with the person next to you.
  - Once everyone has grabbed hands, you will now have a human knot.
  - Your job is to untangle the knot without letting go of each other's hands.
  - Take your time. Make sure no one gets their arm twisted in a way that hurts.
4. Once the groups have untangled their human knots, ask:
  - What was the exercise like?



- What did you learn from this game?
5. Thank the boys for the active participation.
  6. Ask them to sit down.



## B. Story Time: Total Time – 20 minutes

1. Play the audio story. (**Note:** Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
2. Say: Let's talk about **what** happened in the story.
3. Ask these or similar questions:
  - What is happening in the story?
  - How common is this for boys in our community?
  - What advice would you give the boy in this situation?
  - What would make it easier for boys in your community to face this kind of situation?
4. Thank everyone for their participation.



## C. Activity<sup>12</sup>: Total Time – 60 Minutes

### Observation Exercise (about 40 minutes)

1. Explain that in the previous Boys Club meeting we talked about how your bodies are changing.
2. Mention that some boy's voices are already changing and some boys are growing taller.
3. Ask the boys whether they have noticed people reacting to them differently now that their bodies are beginning to change.
4. If so, ask what are they noticing. (**Note:** Encourage a discussion on this.)
5. Ask about how the following people are reacting to them: (**Note:** List responses under the **Boys** column on the flipchart prepared beforehand.)

Women	Family members	Shop/store keepers	Girls your age and older girls	Parents/Aunties/Grandmothers
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Men	Teachers	Religious leaders	Boys your age and older boys	Taxi drivers, public transportation workers
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6. Discuss how this attention makes them feel? (**Note:** Take your time to listen to what the boys say.)
7. Ask: How about girls your age? Their bodies are changing now too. Do the following people treat them differently? If so, how? (**Note:** Write responses in the **Girls** column on the flipchart.)

Women	Family members	Shop/store keepers	Girls your age and older girls	Parents/Aunties/Grandmothers
Men	Teachers	Religious leaders	Boys your age and older boys	Taxi drivers, public transportation workers

8. Review and summarize the responses in the Boys column and the Girls column on the flipchart.
9. Discuss how girls their age might be treated differently by people in the family and/or community.
10. Discuss social changes that can occur for boys during puberty/adolescence by asking these questions: (**Note:** Write responses on the Social Changes flipchart – prepared beforehand.)
  - What new opportunities for leadership are there at school now? In the community?
  - What coming-of-age rituals are in your family? In your community? In your church or Mosque?
  - What responsibilities have changed at home?
  - Are you feeling new pressure about how you look?
  - Have dress rules changed now? If so, how have they changed?
  - Are you experiencing unwanted attention? If so, what are you experiencing? Who is pressuring you?



- Have you noticed new rules about social mixing between boys and girls? By whom?
- Has the amount of freedom you had as a child changed? In what way? Is it different for boys than girls? Why?

11. Ask whether girls also have the same social expectations at your age? If so, what are these? (**Note:** Encourage a discussion about social expectations of girls their age.)

### **Gender and Gender Roles** (about 20 minutes)

1. Explain that as boys begin to mature, families, society, and often times religious institutions have new expectations and roles for them.
2. Ask: Have you noticed differences between how boys are treated and how girls are treated during puberty? If so, how? (**Note:** Encourage a discussion on this.)
3. Explain that society and culture often require different things of boys and girls, based on their age and sex.
4. Explain that some of these expectations are based on one's biological sex. For example, families and societies expect that girls will one day give birth.
5. Point out that other roles given to girls and women, such as housekeeping and raising children, are cultural. They have nothing to do with their gender/biology. Similar roles are given to boys and men, such as being told to hide their feelings, to "prove" their masculinity by drinking alcohol, or having sex. These norms can have a negative effect on both men and women, their relationships, and health outcomes.
6. Discuss the difference between biological roles and cultural/societal roles.
  - Some expected roles of men and women are based on their biology. Only women can give birth and breastfeed, and only men have a certain hormone that can make them physically stronger and, therefore, better able to take on roles that require more strength.
  - Some roles, such as cooking and cleaning the house, are cultural/society based and are often given to women. However, anyone can do these activities regardless of whether they are a woman or a man.

*Ask: Have you noticed differences between how boys are treated and how girls are treated during puberty? If so, how?*



- In reality both boys and girls are physically capable of cooking and cleaning and/or tending the animals.

*Explain that roles and expectations are given to boys and girls by society or culture because of their gender are called gender roles and gender norms.*

7. Explain that roles and expectations are given to boys and girls by society or culture because of their gender are called **gender roles** and **gender norms**.

8. Explain that gender roles are different from biological roles.

- **Biological sex** refers to the physiological differences in men's and women's bodies. Only the female body includes organs and hormones that enable women to menstruate, get pregnant, give birth to children, and breastfeed. Only the male body has organs and hormones that produce sperm with the capacity to make women pregnant.

- **Gender** refers to the socially constructed ways that define what being a woman or man are. It is not defined by biology, but by society. How a society defines what being a man or woman is can vary from place to place, even within the same country, and can be changed.

**Gender norms and roles:** refer to expectations by society of how men and women are expected to act and behave. For example, in some societies, women are expected to be submissive, timid, and quiet, while men are expected to be more assertive, strong, and the decision makers (gender norms). While most people are born either male or female, they are taught gender norms and roles – including how they should interact with others of the same or opposite sex within households, communities and workplaces, as well as what position they should hold in families, communities, and the workplace. These differences are created by our culture, which means we can change them.

9. Point out that most activities can be performed by both sexes. For example, both men and women are physically capable of washing dishes, learning, earning money, raising siblings, and becoming doctors.
10. Ask what cultural/societal expectations of boys their age and older are. (**Note:** Encourage an active discussion on this. Write responses on a new flipchart.)
11. Point out that many of the roles for boys and girls imposed by society and culture are not permanent.





12. Mention that cultural expectations change over time. Things that were expected of your grandparents or elders may not be expected of you or your siblings.
13. Ask where boys can go for guidance if they feel uncomfortable about new roles or coming of age rituals that their family is imposing because of their age.
14. If not mentioned, suggest some people that boys can talk to:
  - Elder brother
  - Male teacher who you trust
  - Father or uncle
  - Mother, auntie, sister or another trusted female
  - Community leaders
  - Religions institutions/groups
  - Boys Club



### C. Wrap Up: Total Time – 20 minutes

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.



## Joint Session: Whose Role Is It?



### Learning Objectives

**By the end of this session, participants will:**

- Describe the difference between sex and gender.
- Describe ways that boys and girls can share chores and household responsibilities.



**Total Time: 2 hours, 20 minutes**



### Materials Needed:

Tape	Flipchart stand, if available and feasible for meeting location
Flipchart (newsprint) paper	2 wash basins (or plastic basins that can hold water)
Colored Markers (at least 4)	2 wash rags – whatever is available locally to wash dishes
Water	Soap – whatever is available locally to wash dishes
2 small tables or stands to place the wash basins on	20 large plates/eating trays (or 4 dishes, 4 bowls, 4 cups, 4 spoons and 4 forks)



### Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it**
- Invite the facilitator(s) of the Boys Club to co-facilitate this session with you. Decide which of the exercises each person will facilitate.
- Plan this session one week ahead of time. There are many logistics to prepare for the Dish Washing exercise.



- Gather the dishes/eating utensils on the list. Ask your supervisor for assistance in locating these items. Instead of 20 plates, you could also use 4 plates, 4 bowls, 4 glasses, 4 forks and 4 spoons, or a combination thereof. You will need at least 4 of each type of item for the Dish Washing Exercise.
- This Joint Girls and Boys Club meeting requires the use of flipcharts. Find a meeting site with a wall/fixture or a place to put a flipchart stand so that you can write on and post flipchart papers.
- Prepare two flipcharts papers. Label one flipchart, "**Women**". Label the other flipchart, "**Men**".
- Tape the flipchart labeled **Women** on one side of the meeting location, or on a tree if meeting is outside.
- Tape the flipchart labeled **Men** on the opposite end of the meeting location, or on a tree if meeting is outside.

**(Note:** There should be about 5 meters for the boys and girls to run back and forth between the Women and Men flipcharts. If there is not enough room at the meeting site, you can do the exercise outside. If so, tape the Women and Men flipcharts to two trees or sides of buildings that are about 5 meters apart.)

- Soil 20 dishes (or eating utensils) with a bit of food or dirt.
- Prepare two separate basins with water.
- Place each basin on a separate table about 1 to 2 meters apart. Make sure that each table or stand is big enough to hold the basin of water and dishes after they have been washed – or find a separate stand to place the washed dishes.
- Put 10 dirty dishes, soap, and wash rag next to each basin.



## Session Plan:



### A. Welcome: Total Time – 30 minutes

1. Welcome the girls and boys to the first joint session. Thank them for coming.
2. Introduce yourself and other facilitators.
3. Explain that everyone is going to practice new things today. They will also use what they have learned over the last couple of months.



4. Ask everyone to stand up and form a circle.
5. Explain the introduction game:
  - I will throw a ball to someone. The person who catches the ball has to say her/his name. They also have to say one thing that describes them which begins with the first letter of their name. Examples: I am amazing Arun, I am terrific Tigris, etc.
  - After the first person introduces him/herself, he/she will throw the ball to another person in the circle.
  - The next person with the ball will say his or her name and one thing that describes themselves which begins with the first letter of their name.
  - Continue the game until everyone has introduced themselves.
6. Throw the ball to someone in the group and say, "Go!".
7. Continue the game until everyone has introduced themselves.



### **B.Activity: Total Time – 80 minutes**

#### **What is a Woman/What is a Man?**<sup>13</sup> (about 30 minutes)

1. Ask everyone to remain standing.
2. Explain that you are going to read a word out loud. If you think the word describes women, stand by the flipchart labeled **Women**. If you think the word describes men, stand by the flipchart labeled **Men**.
3. If you think the word describes **both** men and women, stand in between the two flipcharts.
4. Give examples:
  - If I say "Mother", stand by the **Women's** flipchart because only girls/women can become mothers.
  - If I say "Tall" and you think that only men can be tall, stand next to the **Men's** flipchart.
  - If I say, "Smart" and you think that both **Men** and **Women** can be smart, then stand in the middle between the two flipcharts.
5. Read the first word (see list in sentence #8 below).



6. Once everyone has run to their flipchart (or in between), ask: Why they chose to stand by your flipchart – or in the middle?
7. Read the next word from the list below and ask everyone to stand by the flipchart if they think the word describes **Men**, **Women**, or **both**.
8. Repeat steps 5 to 7 for all the words on the list below.

Strong	Clever	Cook
Smart	Rich	School graduate
Teacher	Good communicator	Loving
Decision maker	Care taker	Mother
Doctor	Father	Respected
Cleaning	Farming	Police
Market seller	Doctor	Nurse

9. When the game is done, ask participants:
  - Which words did people think described women?
  - Which words did people think described men?
  - Which words did people think described both men and women?
  - Which words were difficult to decide whether they describe women or men?
  - For the words that were difficult-to-decide, ask, “Can a man be or do any of these things? Can a woman be or do any of these things?”
  - If your younger sister told you that she wanted to become a police officer, what would you say to her?
  - If your younger brother told you he wanted to become a cook, what would you say to him?
  - What things are men not expected to do? Why?
  - What things are women not expected to do? why?
10. Mention that many people believe that only men can be strong, brave, financially successful, and make decisions for the family. They also believe that only women can do the cooking and be caring.



11. Ask how the participants you feel about these beliefs?

**What is Gender?**<sup>14</sup> (about 10 minutes)

1. Ask what is the difference between **biological sex** and **gender roles**? (**Note:** Encourage a discussion on this. Write responses on flipchart.)

*Ask what is the difference between biological sex and gender roles?*

2. If not mentioned, remind participants that **biological sex** refers to the biological differences between males and females, such as the genitalia and genetic differences.

3. Ask what do “gender roles” and “gender norms” mean.

4. If not mentioned, remind participants that:

**Gender** refers to the socially constructed ways that define what being a woman or man are. It is not defined by biology, but by society. How a society defines what being a man or woman is can vary from place to place, even within the same country, and can be changed.

**Gender norms and roles:** refer to expectations by society of how men and women are expected to act and behave. For example, in some societies, women are expected to be dismissive, timid, quiet, while men are expected to be more assertive, strong, the decision maker. While most people are born either male or female, they are taught gender norms and roles – including how they should interact with others of the same or opposite sex within households, communities and workplaces, as well as what position they should hold in families, communities, and the workplace.

5. Explain: Although a girl may be biologically female, there are roles and expectations given to her by society that have nothing to do with her biological sex.

- Biologically, only females have a vagina and a uterus.
- But both females and males are capable of being strong leaders, cleaning the house, tending cattle, or owning land.
- Their biological sex does not prohibit them from doing these things, but some societies and cultures do.

6. Mention that this is the same for boys.

- Biologically, only males have a penis, testicles and produce sperm.



- They are also capable being good care takers, washing dishes, and feeding children. Their biological sex does not prohibit them from doing these things, but some societies and culture do.
7. Point out that gender roles and norms do change. Society often does change its expectations of what men and women do or aspire to be over time.

### **Washing Dishes**<sup>15</sup> (about 30 minutes)

1. Ask for five girl volunteers. Have them stand up and form a team. This is Team #1.
2. Ask for five girls and five boys to stand up and form Team #2.
3. Say: For Team #1, each girl is her own person.
4. Say: For Team #2 boys and girls have to pair up so that there are five girl/ boy pairs. Give this team a minute to pair up.
5. Ask the rest of the participants to stand on the side to watch and cheer for their team.
6. Tell Team #1 (girls only) to stand in a straight line behind one of the wash basins of water and dirty dishes (**Note:** Show them where the wash basin is.)
7. Tell Team #2 (pairs of girls and boys) to stand in a straight line behind the other wash basin of water.
8. Explain the exercise:
  - This is going to be a race. The goal is to see which team can wash all of their dishes first.
  - When I say, “GO”, one girl from Team #1 and one girl/boy pair from Team #2 will wash one to two dishes (depending on how many they are), place them on the table or stand to dry, and quickly walk away.
  - As soon as the girl and the girl/boy pair finish with their two dishes, they have to step aside quickly to let the next girl (from Team #1) and girl/boy pair (from Team #2) step up and wash their dishes.
  - Only one girl is allowed to wash her dishes at a time. The same goes for the girl/boy pair.
  - The team that washes all of the dishes first, wins the game.





- Say, "GO!". (**Note:** Let the game continue until every member of the two teams has washed their dishes. The first team to finish wins!)

9. Once the game finishes, discuss the exercise by asking these or similar questions:

- If the girl-boy team won the race, ask why were they faster than the girl only team?
- If the Girl only team won, ask why.
- Boys, how did it feel to help your team win (or lose) the race?
- Was the race fair? Why or why not? What would make it fair?
- How is this race similar or different from how daily chores are done in your home?

*Explain that society sometimes expects us to do things or be a certain way because we are male or female. But women and men can do many things that society does not encourage or permit.*

- Would the boys in your house be allowed to help the girls wash the dishes and other chores? If not, why?

10. Discuss biological sex and gender roles as it relates to house hold chores:

- Is washing dishes related to your sex or your gender role? Please explain.
- Could boys also wash dishes and do household chores?

11. Explain that society sometimes expects us to do things or be a certain way because we are male or female. But, women and men can do many things that society does not encourage or permit.

12. Ask: What are the same things that both men and women can do? (**Note:** Write responses on flipchart.)

13. Explain that men and women can actually do many of the same things. But, they may not do these things because their family or community thinks they should not because they are a man or a woman.

14. Point out that:

- Men can help wash the dishes, care for children, and/or become a cook.
- Women can help to herd sheep, raise cows, and/or become an engineer.
- There is no biological reason why women and men cannot do many of the same things.





14. Ask if anyone has questions.

**Doing Chores Together** (about 10 minutes)

1. Discuss the idea of boys helping girls with chores:
  - Could boys help girls with chores at home?
  - Why might it be helpful for boys and girls to share chores?
  - What are some chores that boys might help girls/mothers do?
2. Ask the girls:
  - If you had an extra hour in the day, how would you use this time?
  - If your brother helps you with chores, what can you help your brother with?
3. Ask the boys:
  - If you had an extra hour in the day, how would you use this time?
  - What kind of help would you like from your sisters? Why?
4. Ask everyone: How can you work together to help each other? (**Note:** Write responses on flipchart.)
5. Ask the boys what could they say to the adults in their home to allow them to help other siblings with chores – chores that they normally don't do?
6. Discuss how it would feel if you work together so that both of you have more time to go to school, study, or learn a new skill?



**C. Wrap Up: Total Time – 30 minutes**

1. Thank everyone for their participation.



2. Initiate a discussion about today's Session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Ask: How did you like having a joint Girls and Boys Club joint meeting. What did you like the most? Explain that there will be a few more joint meetings this year.
4. Say: Take a couple of minutes to write what you learned in your notebook.
5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
6. Close the meeting.



# Good Communication Skills



## Learning Objectives

**By the end of this session, the boys will:**

- Describe good verbal communication skills.
- Describe good non-verbal communication skills.



**Total Time: 2 hours**



## Materials Needed:

Equipment for audio story	An empty plastic water bottle or other type of bottle (liter size is best)
Flipchart paper (newsprint)	10 Blindfolds – These can be blindfolds, folded scarves, or pieces of dark cloth
Colored Markers	



## Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that you will facilitate.
- If you do not have blindfolds, make them with scarves or cloth. You may need to double the cloth/scarf to make sure that someone cannot see through it when they are blindfolded.



## Session Plan



### A. Welcome<sup>16</sup>: Total Time - 20 minutes

1. Welcome the boys back to the Boys Club. Thank them for coming and ask if anyone has questions from the last Boys Club meeting
2. Explain the energizer:
  - Have the boys sit in a circle with their legs straight out. (**Note:** Put an empty water bottle (or other type of bottle or can) on one of the boy's feet.)
  - Pass the bottle to the next person using only your feet. Continue passing the bottle around the circle only using your feet.
  - Using only your feet, everyone must pass the bottle to the next boy until the bottle reaches the last boy in the circle. Use only your feet, no hands!
  - If the bottle falls, you have to start from the beginning.
3. When done, ask: What did you do to help each other pass the bottle around the circle without dropping it?
4. If not mentioned, ask:
  - Did you learn by watching others pass the bottle around?
  - Did someone give instructions that helped you pass the bottle without dropping it?
  - What kind of instructions were given? How effective were they?
5. Thank the boys for their active participation.



### B. Activity: Total Time – 80 minutes

#### **Blindfold exercise** (about 20 minutes)

1. Explain the exercise:
  - Stand up and find a partner. Have one of the partners be the Guide. (**Note:** Give each pair of boys a blindfold or scarf to use.)
  - Guides will put the blindfold on their partner. Make sure that the blindfold (or scarf) is tight enough so that the partner cannot see anything.



- Guides will take their blindfolded partner for a walk around the meeting site. Do not go too far from the area.
  - When I say, “Stop”, you will change roles. The person who was blindfolded will now be the Guide. The Guide now has to wear the blindfold.
  - The new Guides will walk their blindfolded partner around. Try to explore new places, but not too far from the meeting area.
  - When I say, “Stop,” stop the exercise and come back to the meeting space.
2. Allow the first set of Guides to get organized and put the blindfold on their partner. Then say, “Begin”.
  3. After 5 minutes, say, “Stop and change roles”.
  4. After another 5 minutes say, “Stop and come back to the meeting space”. (**Note:** Allow the boys time to settle down before processing the exercise.)
  5. Ask these or other questions about being blindfolded: (**Note:** Encourage many of the boys to report their experiences.)
    - How did it feel to walk around blind?
    - Did you enjoy the experience? Why or why not?
    - Was it scary? If so, why?
    - Did you trust the person leading you? Why? Why not?
    - What did the Guide do to make you feel more comfortable and confident?
    - What did the Guide do to make you unsure or uncomfortable?
  6. Ask these or other questions about being the Guide:
    - What was it like to lead a blindfolded person around?
    - Did you give any instructions? Why or why not?
    - What kind of instructions did you give?
    - Did the instructions work? If not, why?
    - What did you do/say to make the blindfolded person more comfortable?
  7. Ask: What did you learn from this and the “pass the bottle” exercise?
  8. Point out that these two exercises demonstrate the importance of:



**Note:** *Encourage many of the boys to report their experiences.*



- Good verbal communication skills.
  - Showing understanding towards another person, especially if they may not know what to do or are afraid.
  - Building trust through good verbal communication.
  - Clearly explaining information and steps to help someone solve problems.
5. Explain the two kinds of communication skills used during the two exercises:
- Verbal communication – verbally speaking; using words or noises to communicate your message to the person you are speaking to.
  - Non-verbal communication – communicating using simple hand movements and/or body language, such as facial gestures and eye contact.

**Verbal communication Skills**<sup>17</sup> (about 20 minutes)

1. Say: Most likely you used these verbal communication skills during the two exercises:
- Expressed understanding (or not understanding and being uncertain).
  - Gave instructions.
  - Asked questions.
2. Mention that good verbal communication means:
- Verbally speaking or using words or noises to communicate your message to the person you are speaking to.
  - It provides information.
  - It elicits information from others in the form of questions.
  - It expresses understanding of others (of someone's fear or uncertainty).
3. Explain that asking questions is key to communicating well with someone.
4. Point out that open-ended questions are the best to use. They allow people to provide information, feelings, attitudes, and understanding of the topic in their answers.
5. Say: Open-ended questions usually begin with:
- Why?
  - What?





- How?
  - When?
6. Ask the boys to give you examples of open-ended questions. (**Note:** Encourage as many examples as possible.)
  7. Discuss these or other examples of open-ended questions:
    - What do you think about that?
    - Why did you do that?
    - How do you plan to achieve that?
    - What do you think will happen now?
    - How would you change things?
    - What do you want to happen?
    - What's causing the problem?
    - Tell me more....
  8. Explain that close-ended questions only require a "Yes" or "No" answer and do not give you much information.
  9. Ask how boys would change these close-ended questions into open-ended ones:
    - Did you like school today?
    - Do you like the Boys Club?
    - Did you do your homework?
    - Have you done your chores?
    - Are you upset with me?
  9. If not mentioned, discuss these examples:
    - Why did you like school today?
    - What do you like about the Boys Club?
    - When did you do your homework?
    - How can you do your chores in time?
    - What have I done to upset you?
  10. Think of something that made you (the Mentor) very happy recently.
  11. Say: I am thinking of something that made me very happy. Take turns asking me open-ended questions about what made me happy. (**Note:** As the boys ask questions, gradually reveal your story.)
  12. Ask the boys how difficult it was to find out what made me happy.



13. Ask why are we talking about different kinds of questions. (**Note:** Encourage a discussion about this and whether boys see this as an opportunity to build or improve relationships.)
14. Point out that interactions with friends, classmates, and family members can be challenging at your age. This is because your emotions are up and down – remember, sad, glad, mad?
15. Discuss advantages of good verbal communication skills:
  - Knowing good verbal communication can help you to understand and be better understood.
  - If you don't understand what others are saying or why, you could get angry or upset or make wrong decisions.
  - Knowing how to communicate helps to improve communication and relationships.
16. Ask if anyone has questions.

### **Non-Verbal Communication Skills** (about 20 minutes)

#### Communication Exercise

1. Ask everyone to stand up and arrange themselves in a queue according to their birth day – only the month and day, not the year. For example, those born in early January should be at the first in the line. Those born in late December should be at the end of the line.
2. Explain: You **may not talk** during the exercise. You have to organize yourselves in order of your birthdays without speaking. (**Note:** Allow about 5 minutes for the boys to arrange themselves in order of their birthdays. Observe the boys and see how they are communicating.)
3. When done, ask the boys to give the month and day of their birthday to see how well they were able to accomplish the task.
4. Ask the following questions:
  - How did you arrange yourselves in this order?
  - How did you communicate?
  - What worked the best?





- What were some of the challenges of communicating without words?
- How easy or difficult was the exercise?

5. Explain that during this exercise you were using non-verbal communication.

### Discussion

1. Explain that non-verbal communication is communicating without words, usually using hand movements and/or body language, such as body position, facial gestures, and eye contact.
2. Demonstrate and discuss types of non-verbal communication:
  - **Facial expressions**– this is a common form of non-verbal communication, and it includes smiling, frowning, making faces, looking down at the floor, etc.
  - **Body language** – your body demonstrates whether you are interested in what the person is saying or not. This includes:
    - How you sit or stand: Are you straight up or slumping?
    - How you face someone: Are you standing or sitting face to face with someone?
    - Gestures: Do you nod your head to indicate approval or shake your head to indicate disapproval?
    - Arms: Are your arms open and relaxed indicating interest, or are they crossed indicating lack of interest or agreement?
  - **Paying attention** – this involves leaning forward and listening intently, not fidgeting, looking at your watch or phone, poking someone next to you, etc.
3. Say: Without talking, show me that you **are interested** in what I am saying?
4. Summarize what participants do. If not mentioned, discuss these non-verbal cues that indicate interest:
  - Face to face – looking at the person, body turned toward the person; sitting up and forward, arms relaxed and open (Body posture)
  - Smiling, nodding affirmatively, looking at me (Facial expression)
  - Paying attention – being still and not moving around, or not moving objects around (Paying Attention)





- Leaning forward – indicating you are interested (Body posture)
5. Say: Without talking, demonstrate how could you show me that you are **not interested** in what I am saying?
  6. Summarize what participants say. If not mentioned, discuss these non-verbal cues that demonstrate lack of interest:
    - Not looking at me; body turned away from me; arms crossed (Body posture)
    - Making facial expressions that express disinterest, such as a long face, eyes looking down or away, frowning, glancing away (Facial expressions)
    - Being distracted, such as fidgeting, playing with things on the ground, playing with your hair, scarf or, poking your friend, not paying attention. (Non-attentive)
  7. Point out that non-verbal communication often says **more** than verbal communication.
  8. Ask if the boys have ever seen someone who says one thing, but their body said something different? If so, explain the situation. (**Note:** Encourage an active discussion on this. Ask for examples.)
  9. Discuss how good verbal and non-verbal communication skills help you to understand and be understood.

**Communication Exercise**<sup>18</sup> (about 20 minutes)

Exercise:

1. Ask participants to find a partner and pair up.
2. Explain the exercise: (**Note:** Have a watch, cell phone, or computer to help you measure the time between the changes.)
  - Ask everyone to stand up.
  - Decide on something you **both** will talk about like sports, school, a problem, etc.
  - When I say “Start” you will begin talking to each other.
  - After about a minute I will say, “Change” and tell you a different way to talk to each other. Switch to the communication style I say.
  - If I say, “Change roles”, you have to switch roles. For example, if person A is



talking and person B is listening you have to switch roles where person B is talking and person A is listening.

- I will tell you when to stop.
3. Give everyone a couple of minutes to pair up and think of what they are going to talk about. Then say, **"Start!"**
  4. After two minutes, say: **"Change.** Stand away from each other but keep talking and telling your stories."
  5. After a minute, say: **"Change.** Stand very close together, face to face, almost touching and keep talking and telling your stories."
  6. After a minute, say: **"Change.** Both of you sit down but keep talking."
  7. After two minutes say: **"Change.** One person stands while the other remains seated, but both keep talking."
  8. After a minute, say: **"Change roles.** The person standing sits down, and the person sitting stands up, but both keep talking and telling their stories."
  9. After two minutes, say: **"Change.** Both sit down and keep talking to each other."
  10. After about a minute, say: **"Change.** The person who just sat down demonstrates that he is not listening to the other person, but keep talking."
  11. After a minute, say: **"Change roles.** The other person now demonstrates that he is not listening and is distracted, but keep talking and telling your stories."
  12. After about a minute, say: **"Change.** The speaker and listener are both in a bad mood, but keep talking."
  13. After a minute say: **"Change.** Both people are in a good mood, talking, and attentive.
  14. After about two minutes say, **Stop!**

#### Discussion:

1. Ask these or similar questions to stimulate a discussion on the exercise:
  - When did the communication with your partner feel the most comfortable? Discuss why?
  - When did the communication with your partner feel the least comfortable? Discuss why?



- How did you feel about the speaker being far from you?
- How did you feel about the speaker being very close to you?
- How did you feel when you were sitting down and talking to your partner who was standing up?
- How did you feel when both people were standing or sitting?
- How did you feel when the other person was distracted and not paying attention to you?
- How did you feel when the other person was attentive and in a good mood?

*Ask if any of these situations has happened to you? If so, what happened?*

2. Ask if any of these situations has happened to you? If so, what happened? (**Note:** Encourage the boys to tell stories about when others did not pay attention to them when they were talking, or how/when they did that to others.)
3. Ask how other people might feel during those different communication styles. Would they feel like you did? Why or why not?
4. Ask: When you tried to communicate that you were not listening to your partner:
  - What nonverbal cues did you use? (body, face, hands, etc.)
  - Did you effectively communicate your disinterest? How?
  - Did your partner realize that you were not listening? How do you know?
5. Ask: When you communicated that you were distracted, what did you do?
  - What nonverbal cues did you use?
  - Do you think they effectively communicated your mood?
  - Did your partner realize that you were distracted? How do you know?
6. Ask: When communicated that you were actively listening to your partner,
  - What nonverbal cues did you use?
  - Did you communicate your genuine interest? How?
  - Did your partner realize that you were being very attentive? How do you know?



7. Ask the boys what they learned from this exercise? (**Note:** Encourage a discussion about what they learned and how this might influence how they communicate with others in the future.)
8. Explain that interactions with friends, classmates, and family members can be challenging, especially during puberty when your emotions are up and down (sad, glad, mad).
9. Mention that knowing how to read other people's body language as well as adjusting your own communication skills will help you to be better communicators and preserve and build relationships.
10. Ask: Does anyone have questions?



### **C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.



# Good Decision Making



## Learning Objectives

**By the end of this session, the boys will:**

- Describe why adolescents are more emotional
- Describe ways to make better decisions, especially if a boy is emotional.



**Total Time: 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	
Flipchart paper (newsprint)	Tape
Colored Markers	Equipment for audio stories



## Preparation:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that you will facilitate.
- Write these four questions on a flipchart paper:
  - Have you had a conversation that you regret, or that had an emotional or negative outcome?
  - What was your thinking during the conversation?
  - How do you think your decision turned out?
  - What is one thing that you could have done differently – more positively?



- Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
- This Boys Club meeting requires the use of flipcharts. Find a site with a wall/fixture and/or a place to put a flipchart stand so that you can write on and post flipcharts.



## Session Plan



### A. Welcome<sup>19</sup>: Total Time - 15 minutes

1. Welcome the boys to the Boys Club session. Thank them for coming.
2. Ask if anyone has questions from the last Boys Club session.
3. Ask everyone to stand up and form a circle.
4. Explain the energizer:
  - Think of a word to describe how you are feeling today. The word must begin with the same letter as your name. Give examples:
    - I am Abel, and I am amazing.
    - I am Negasi, and I am feeling nice.
    - I am Hakim, and I am happy.
  - Ask for a volunteer to begin.
  - Have everyone around the circle say their name and how they feel today.
5. Thank everyone for their creative participation.
6. Ask everyone to sit down.



### B. Story Time: Total Time – 20 minutes

1. Play the audio story. (**Note:** Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
2. Say: Let's talk about **what** happened in the story.
3. Ask these questions of similar questions:
  - What is happening in the story?
  - How common is this for boys in our community?
  - What advice would you give the boy in this situation?



- What would make it easier for boys in your community to face this kind of situation?

4. Thank everyone for their participation.



### **C.Activity** <sup>20 21</sup>: **Total Time – 65 minutes**

#### **The Brain and You** (about 20 minutes)

1. Ask: What kinds of decisions did you make today – from getting up in the morning to coming to the Boys Club? (**Note:** Encourage the boys to discuss the decisions they made by the time they came to the Boys Club.)
2. If they are having difficulty, ask about these decisions:
  - What to eat?
  - What to wear today?
  - How to get to school on time?
  - To listen to the teacher or talk to your friends?
  - Did you remember your notebook for the Boys Club?
  - To study or play?
  - What time to study?
  - What chores to do?
  - To get mad at your younger siblings or not?
3. Ask if you are in control of these decisions?
4. Explain that actually your emotions control many of these decisions. Emotions also control the kind of decisions you make – emotional ones and/or the logical ones.
5. Remind the boys that from their age now until they are 19 years old their body is growing and changing.
6. Point out that your brain is also growing and changing.
7. Remind the boys that during puberty and adolescence boys and girls have mood swings, with lots of emotions:
  - \* Happy \* Sad \* Anger \* Fearful/anxious \* Love
8. Explain that the brain has several parts. Some parts mature faster than others.
9. Ask the boys to put their hand on the top of their head. (**Note:** Demonstrate this as you are speaking.)
10. Say that this top part of the brain is the emotional center. It begins to mature first.





11. Mention that this is one reason why you can be very emotional at your age. Many decisions are based on feelings or emotions.
12. Ask the boys to touch their forehead. (**Note:** Demonstrate as you are speaking.)
13. Explain that this part of the brain makes decisions based on logic and consequences. It matures later. It is not fully mature until you are 25 years of age.
14. Mention that because the emotional part of the brain matures first, adolescents' decisions are based more on feelings and less on logic.
15. Point out that this is not a bad thing, it is just the natural process of the brain growing and maturing, just like your body.
16. Ask why is it important to know this? (**Note:** Encourage several boys to explain.)
17. Discuss these points about the adolescent brain:
  - During puberty you will get glad, mad, or sad easily. This will influence your decisions and conversations with friends and family.
  - If your decisions and conversations are very emotional, you could do or say something you regret, or lose a friendship.
18. Explain that it is important to know this if you want to be better communicators.

**Good Decision Making** (about 15 minutes)

1. Remind everyone that at this time in your life, friends are very important to you.
2. Ask if you react emotionally to something, will your friends react emotionally too? What are some examples of when friends got emotional when talking to you? (**Note:** Encourage an active discussion on this.)
3. Ask what might happen if **you** are emotional during conversations with friends and family members. (**Note:** Encourage a discussion on the consequences.)
4. Ask: If you and your peers are more emotional because of your brain, what can **you** do if **you** are getting emotional during a conversation?
5. Explain that boys can be fooling if they get emotional during a conversation?
  - **Stop, think, then speak.**
  - Be aware that you are emotional (it is your brain!!!).
  - Walk away to think about the situation, if necessary.



6. Ask why these three tips might help when **you** are emotional during a conversation? (**Note:** Challenge the boys to think about this as they answer.)
7. If not mentioned, discuss these points:
  - Waiting for a moment (**Stop**) gives you time to **think, decide, then react**.
  - This helps reduce the emotion in your conversation.
  - This can help you to avoid an argument with a sibling, friend, and/or family member.
8. Explain that all boys and girls at this age are emotional. It is natural. Nothing is wrong with it. Even though it is natural, you have to learn to manage it.
9. Tell the boys to remember this when they get angry or their friend gets mad at them.
10. Say: When you are emotional, remember to manage your conversation by **stopping, thinking, then speaking**.

**Exercise** (about 30 minutes)

1. Ask the boys to find a partner and pair up.
2. Tape the flipchart with four questions on the wall or flipchart stand. (**Note:** Prepare beforehand - See Preparation Notes.)
3. Explain the exercise:
  - One person will talk to his partner about the four questions on the flipchart.
    - Have you ever had a conversation that you regret, or that had an emotional or negative outcome, such as someone got angry with you?
    - What was your thinking during the conversation?
    - How do you think your decision turned out?
    - What is one thing that you could have done differently – more positively?
  - After a while, I will ask you to change roles and the partner who was listening will talk about the four questions.
4. Say: “Begin”.
5. After about 5 to 7 minutes, say: “Change roles. Let the other person answer the four questions on the flipchart”.



6. After another 5 to 7 minutes, say, "Stop".
7. Ask several boys to share their story/experience and what they could have done differently? We will all learn from what you share with us. (**Note:** Encourage several boys to share their story.)
8. After several boys have shared their story, summarize the following:
  - Just like your body, your brain is growing and changing now.
  - This is a time for you and your peers to be emotional. It is normal.
  - You are emotional because the emotional part of the brain is developing first.
  - When you make decisions or are in a conversation, remember that your brain influences how you react.
  - If you notice you are being too emotional, **stop, think, then speak.**
9. Point out that when you are emotional, you can also write your feelings in your notebook. This helps you to process the feeling, which reduces its power on you.



### D. Wrap Up: Total Time – 20 minutes

1. Thank everyone for their participation.
2. Initiate a discussion about today's Session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Explain the assignment for this week:
  - Write your feelings in your journal
  - Be aware of your emotions during conversations
  - If you can, **stop, count to 10, then speak**



5. Ask: Does anyone have a question?
6. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
7. Close the meeting.



# Move, Grow, Shine – Nutrition for Teen Boys



## Learning Objectives

**By the end of this session, the boys will:**

- Understand why they need to eat well.
- Describe Move, Grow and Shine foods.
- Describe a healthy meal.



**Total Time: 2 hours**



## Materials Needed:

Tape	Flipchart stand, if available and feasible for meeting location
Colored markers	Extra flipchart paper for boys to use during an exercise
Flipchart (newsprint) paper	A Flipchart/Flipbook with illustrations of the move, grow, and shine foods



## Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working



- On a blank flipchart, draw a line down the middle. On the top of the left-hand column write “**Move**”. On the top of the right-hand column write “**Grow**”.
- Take another blank flipchart paper and turn it length wise. Draw three equal-size columns, leaving a little room on top of each column. Starting with the left-hand column, label the first column, “**Move**”, the middle column, “**Grow**” and the right-hand column, “**Shine**”. (See example below.)

Move	Grow	Shine

- This Boys Club meeting requires the use of flipcharts. Find a site with walls so that you can write on and post flipchart papers
- Just before the Boys Club begins, tape the three-column flipchart to the wall at the front of the room.



## Session Plan



### A. Welcome: Total Time - 10 minutes

1. Welcome the boys back to the Boys Club. Thank them for coming.
2. Ask if anyone has questions about the last Boys Club meeting.
3. Ask everyone what they had for breakfast this morning, or dinner last night. (**Note:** Write answers on a blank flipchart.)
4. Ask if they had a snack before coming to the Boys Club?
5. Ask what are some reasons why we eat food, besides being hungry? (**Note:** Add responses to the flipchart.)



## B.Activity<sup>22</sup>: Total Time – 90 minutes

### Why we Eat – to Move, Grow, and Shine (about 10 minutes)

1. Initiate a discussion about the kinds of activities boys do every day. Begin by asking what the boys did yesterday. (**Note:** Encourage many boys to respond.)
  - Did you walk to school?
  - Did you do chores?
  - Did play soccer or a game with friends?
  - Did you work on the farm?
  - Did they carry something heavy?
2. Remind the boys of what they had to eat this morning (or last night). Explain that their body is using this food to move their bodies. Without food, we would not have the energy to move. Just like cars and motorcycles, we need fuel to move ourselves.
3. Ask everyone to stand up and arrange themselves from shortest to tallest. (**Note:** Allow about 5 minutes for everyone to get arranged.)
4. Ask: Do you think that you will be taller by next year? Why?
5. Ask everyone to sit down.
6. Remind the boys of how much their bodies are growing and changing every day during puberty and adolescence.
7. Ask what parts of their body will be changing over the next couple of years. (**Note:** Encourage boys to discuss how they will change over the coming years.)
8. If not mentioned, remind the boys that they will be:
  - Growing taller
  - Growing more hair on their body
  - Some boys will even catch up to the height of their taller friends.
  - Growing more muscle
  - Their brain will be growing and maturing.
9. Explain that puberty is a period of fast growth both physically and mentally. Because of this, both girls and boys will need special food to grow tall and develop their bodies. Without enough good food, the body will not grow as strong and tall.
10. Ask if anyone has been sick or had a cold in the last year or two? Encourage the boys to talk about when they were sick.



11. Explain that when we get sick, the body makes substances in the body that heal us. The substances also help prevent us from getting sick.
12. Mention that there are special foods that help the body to heal as well as stay healthy. There are also special foods that make your hair, finger nails, and teeth grow and be strong and healthy.
13. Finally, ask how the boys feel when they are hungry? (**Note:** Probe for these words: tired; can't think well; sleepy.)
14. Mention that the brain also needs food to develop and learn. Certain food helps you to be alert and learn well - in school and outside of school. It provides fuel for the brain to grow, learn and shine.
15. Ask: Can you think of other reasons why you need to eat food. Encourage many boys to give additional ideas.

**Move, Grow, Shine Foods** (about 10 minutes)

1. Ask the boys why it is important to eat different foods every day. (**Note:** Encourage many boys to answer.)
2. If not mentioned, explain that different foods help the body to move, grow, and shine. Today we will talk about ways that different foods meet all your body's needs.
3. Discuss **Move** foods:
  - **Move** foods give the muscles energy (fuel) to run, jump, play, and work. They feed the body to grow and the brain to learn and concentrate.
  - If we do not eat enough **Move** foods, we will feel tired. We will not have enough energy to get through the day.
4. Ask what kinds of foods might help your body to **Move**?  
Encourage a discussion on what foods are move foods. (**Note:** Write responses under the **Move** column of the three-column flipchart. It is okay if the responses are not correct at this moment. You are just gathering knowledge.)
5. Discuss **Grow** foods:
  - **Grow** foods help your body to grow taller, develop as a man, and build strong muscles.
  - If you don't eat enough **Grow** foods the body will not be as strong or tall.

*Ask: **What kind of foods might help your body to Move?***





6. Ask what kind of foods might help your body to **Grow?** Encourage a discussion on what foods are grow foods. (**Note:** Write responses under the **Grow** column of the three-column flipchart.)
7. Discuss **Shine** foods:
  - **Shine** foods help protect the body from illness.
  - They also help your teeth, hair, fingernails and skin to be healthy.
8. Ask what kinds of foods might help your body to **Shine**. Encourage a discussion on what foods are shine foods. (**Note:** Write responses under the **Shine** column.)
9. Review the three columns and ask if anyone would like to add anything to the list of foods in each column.

#### **Move Foods** (about 10 minutes)

1. Explain that starchy foods give the body energy and fuel to **Move**.
2. Ask what might be some starchy foods that would give the body energy?
3. If not mentioned, explain that **Move** foods include: (**Note:** If available, show illustrations of these foods in a flipchart/flipbook.)
  - Cereal (corn, barley, wheat, sorghum, oats, and rice),
  - Bread, tortillas, chapatis, flour pastes
  - Potatoes, yams, sweet potatoes.
4. Explain that oil, butter, avocado, and other fatty foods also give you energy and fuel to move and grow. (**Note:** If available, show illustrations of these foods in a flipchart/flipbook.)
5. Go the **Move** column on the flipchart and ask: Which foods on the list are actually **Move** foods? (**Note:** Circle all correct answers - all starchy and fatty foods and oils/butter.)
6. Ask: Are there any **Move** foods under the Grow and Shine columns? If so, which ones are they? (**Note:** Add these to the **Move** column on the flipchart.)
7. Ask: Does anyone have a question about **Move** foods?

#### **Grow Foods** (about 10 minutes)



1. Remind the boys how much they grow during puberty and adolescence. This growth needs the right **Grow** foods.
2. Say: The best foods for **growing** tall and building muscle and bones are animal products and legumes, such as beans, lentils, Chickpeas and ground nuts. (**Note:** If available, show illustrations of these foods in a flipchart/flipbook.)
3. Ask the boys what are some animal products that would be **Grow** foods.
4. Discuss any of these **Grow** foods not mentioned:

Milk	Yogurt	Chicken	Beef	Lamb
Cheese	Eggs	Pork	Goat	Fish

5. Explain that legumes also have protein that the body needs to **Grow** and build. Legumes include: (**Note:** If available, show illustrations of these foods in a Flipbook/Flipchart.)

Beans	Chickpeas
Lentils	Ground nuts

6. Go to the **Grow** column on the flipchart and ask: Which foods here are actually **Grow** foods? (**Note:** Circle each correct answer – all animal products, such as fish, chicken, goat, beef, milk, cheese, eggs, nuts, and beans and nuts.)
7. Ask: Are there any **Grow** foods under the Move or Shine columns? If so, which ones are they? (**Note:** Add any of these to the **Grow** column on the flipchart.)
8. Ask if anyone has any question?

### **Shine Foods** (about 10 minutes)

1. Explain that in order to stay healthy, heal from illness, and have strong bones, good skin, and hair you need to eat **Shine** foods. **Shine** foods are full of vitamins to keep you glowing. They also keep our immune system strong so that you do not fall sick easily.
2. Explain that the best **Shine** foods are those with color, namely, fruits and vegetables.
3. Ask what are some shine foods that you know of.
4. Discuss any **Shine** foods not mentioned: (**Note:** If available, show illustrations of these foods in a flipchart/flipbook.)





Mangos	Carrots	Orange flesh sweet potato
Papayas	Oranges	Other green or orange vegetables
Dark green leafy vegetables (spinach, kale, collard greens, etc.)		

- Go to the **Shine** column of the flipchart and ask: Which foods on the list are actually **Shine** foods? (**Note:** Circle each correct answer – all fruits and vegetables, especially the very colorful ones.)
- Ask: Are there any **Shine** foods under the Grow or Move columns? (**Note:** If yes, add them to the **Shine** column on the flipchart.)
- Remind the boys that colored fruits and vegetables are the best **Shine** foods. We need to eat different types every day when it is possible.
- Summarize what was discussed about the **Move, Grow** and **Shine** foods.
  - Starchy foods are great for energy to **move**, play, work, and study.
  - Animal products and legumes (beans, lentils) help you **grow** tall, strong, and healthy.
  - Colorful fruits and vegetables help you stay healthy, and have **shiny** strong eyes, nails, and good skin.
- Ask the boys to find a partner and explain the **Move, Grow** and **Shine** foods. (**Note:** Allow about 5 minutes for this exercise.)
- Remind the boys: Growing boys and girls need a variety of different foods in order to Move, Grow and Shine.
- Ask: Do you have any questions?

### **Unhealthy food choices** (10 minutes)

- Explain that we have been talking about healthy foods.
- Ask what kinds of food might not be so healthy for you? (**Note:** Encourage many boys to answer.)





3. If not mentioned, ask about biscuits, sweets, candy, cakes and sodas. (**Note:** Probe for what boys think about sugary foods.)
4. Ask why these foods might not be healthy.
5. Explain that that sugar is bad for the health and damages your teeth.
6. Point out that it is okay to eat these foods in very small amounts. But, it is best to make healthier choices.
7. Ask what are better things to eat or drink other than candy, biscuits and sodas?
8. Discuss any of these not mentioned: Water, milk and/or fruit juices are better choices than sodas. Eating fruits is also a better option than candies and biscuits.
9. Ask if anyone has questions.

### **Healthy Meal**<sup>23</sup> (about 30 minutes)

1. Explain that we have talked about the types of food that the body needs to move, grow and shine. It is important that the body get all of these foods in one day, and that this is equally important for both boys and for girls.
2. Ask the boys what a healthy meal might look like. Encourage a discussion on what a good meal should be.
3. If not mentioned, explain or reinforce that for lunch and dinner boys should try to eat at least one **Move** food, one **Grow** food, and one **Shine** food at each meal.
4. Show boys what a Healthy Meal looks like. (**Note:** If available, show an illustration of a healthy meal with a move, grow and shine food in a Flipbook/flipchart.)
5. Divide the boys into small groups of five people each. Give each small group some colored crayons (or markers) and flipchart paper to use for drawing.
6. Say: Please draw a healthy meal that has one **Move** food, one **Grow** food, and one **Shine** foods. Pick foods that you commonly eat in the family or the community. (**Note:** Allow about 10 minutes for the boys to finish.)
7. When done, ask each group to show and explain their illustration to the group. Explain why you chose the foods for the meal.
8. After each presentation thank the presenter. Then ask if anyone has any comments or something to add? (**Note:** As needed, correct any misinformation.)



9. After all the presentations, ask if there are questions.
10. Say: You can tell your father and mothers what you learned today. They can think about buying and adding **Move**, **Grow** and **Shine** foods to the family meals.



### C. Wrap Up: Total Time – 20 minutes

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.



# How Am I Doing? - My Goals Revisited



## Learning Objectives

**By the end of this session, the boys will:**

- Develop a plan for reaching their two goals.



**Total Time: 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart paper (newsprint)	Blindfold/scarf that can be used as blindfold
Colored Markers	Blank paper (A4) – enough for all participants



## Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that you will facilitate.
- It is best to conduct this Boys Club meeting in a place where there is a wall, fixture and/or place to put a flipchart stand to tape the boys' goal statements.
- Determine the wall, fixture, or area where the boys will tape their goal statements.



## Session Plan



### A. Welcome: Total Time- 20 minutes

1. Welcome the boys back to the Boys Club. Thank them for coming to the meeting.
2. Ask if they have questions from the last Boys Club session.
3. Ask many of the boys what is something they learned in the last three months that they use in their life.
4. When done, ask the boys to turn to their notebooks and review their:
  - Future aspiration.
  - Two goals for achieving their aspiration.
5. Ask several boys to explain what has helped them to achieve or work toward their goals? (**Note:** Encourage several of the boys to share their experience.)
6. Listen to the boys carefully, and summarize some of their key achievements.
7. Give each boy a blank sheet of A4 paper.
8. Explain the exercise:
  - Write in large letters one of your goals. You do not have to put your name on the goal.
  - When done, tape the piece of paper to the wall of the room/ fixture or designated area where the goals should be taped. (**Note:** Determine this area before the Boys Club meeting begins.)



### B. Activity: Total Time – 80 minutes

#### Obstacle Course (about 40 minutes)

##### Volunteer 1

1. Ask for a volunteer.
2. Tell the volunteer that he will need to leave the room or area for a couple of minutes. (**Note:** If the boys are sitting outside, ask the boy to go where he cannot hear the instructions or see what is going on.)



3. In a soft voice, ask the remaining boys to make an obstacle course for the volunteer to navigate. They can use chairs, tables, desks, other objects and/or people as the obstacles in the course. The course needs to lead to the wall (or area) where the goals are taped.
4. When done have the rest of the boys stand to the side as observers.
5. Go to the volunteer. Put a blindfold on him and help him to enter the room or area where the obstacles are.
6. Explain: You will walk through an obstacle course to where your goal is posted.
7. Face the volunteer in the right direction and let him go.
8. Once the volunteer has made it through the course to the place where his goal is posted, take off his blindfold.
9. Applaud and say: Congratulations, you made it!
10. Ask the volunteer about his experience, such as:
  - What made it difficult to get through the course?
  - How did you feel when you reached your goal?

#### Volunteer 2

1. Ask for a second volunteer.
2. Say to the volunteer: You will need to leave the room (or area) for a couple of minutes. **(Note:** The boy should go where he cannot see or hear what the rest of the boys are doing.)
3. In a soft voice ask the remaining boys to move the chairs, desks, other objects and/or people around. **(Note:** If the boys are not in a room with chairs, tables or desks, ask about 10 boys to be the fixed obstacles.)
4. Ask the rest of the boys to stand on the side.
5. Bring the second volunteer to the room or area. Permit him to study the obstacle course for **only 5 seconds**. Then, blindfold him.
6. Ask him to walk through the obstacle course to where his goal is taped on the wall or fixture. Face him in the correct direction and let him go.
7. When the second volunteer has reached his goal, take off his blindfold.





8. Applaud and say: Congratulations, you made it.
9. Ask the second volunteer about his experience, such as:
  - What problems did you run into while navigating the course?
  - How did it help getting to see the course before you walked through it?
  - How did it feel to reach your goal?

### Volunteer 3

1. Ask for a third volunteer. Ask him to leave the room or area.
2. In a soft voice say to the remaining boys: Move the chairs, desks, other objects and/or people around again. (**Note:** If the boys are not in a room with chairs, tables or desks, ask about 10 boys to be the fixed obstacles.)
3. Select four volunteers to be the “helpers”.
4. Say to the “helpers”: When the volunteer goes through the course, walk near him and give him **correct** directions for getting through the course. You may tell him to turn right or left, or how many steps to take, etc.
5. Ask the third volunteer to enter the room (or area). Give him **only 5 seconds** to study the course. Put on the blindfold and tell him to walk through the obstacle course to his goal. (**Note:** Tell the “helpers” that they can begin to help out the volunteer.)
6. After the third volunteer has successfully reached his goal, applaud and say: Congratulations, you made it!
7. Ask about the experience, such as:
  - What problems did you have during the course?
  - What helped you to get to the wall quicker?
  - What made it difficult to figure out the course?

### Discussion (about 15 minutes)

1. Ask all three volunteers these or similar questions:
  - Describe what it was like to go through the obstacles to get to the wall.
  - What made it difficult to get through the course?



- What made it easy to get through the course?
- Who was able to make it to their goals faster?

2. Summarize the following points:

- The first volunteer went through without seeing the course. He had no plan.
- The second volunteer was able to see the course (he had a plan). But, he had to deal with unexpected obstacles. Just like in life, it is good to have a plan but we have to deal with unexpected things.
- The third volunteer had a plan and he was able to get social support. Just like in life, there are helpful kinds of information and people.
- There are also unhelpful kinds of information and people. We have to figure out who we should listen to; whom we should trust.

3. Ask how can they use what they learned from this exercise to reach their goals.

4. Discuss how they can apply any lessons learned from the exercise.

(**Note:** Encourage several boys to discuss how they can better each their goals.)

5. Discuss the people who can support them in reaching their goals: Ask these or similar questions:

- Who are the people in your life who you trust the most to give you support?
- How do you know you can trust them?
- What can you do to get the support when you need it?



**Planning Exercise** (about 25 minutes)

1. Ask the boys to look at the two goals in their notebooks.

2. Ask these or similar questions:

- Have you reached one or both of your goals?
- If not, how close are you to reaching your goal?
- What were some of the obstacles you encountered?

3. Mention that if anyone has not reached their goals, that is okay. There is still time to work on them.



4. Explain that often we need a plan for reaching our goals.
5. Explain that a plan is a list of several small steps or actions that you can take to reach your short-term goal. For example, “I will set aside one hour each night to do homework from class”.
6. Explain that this plan helps lead to the achievement of a goal for better grades. It seems possible, something you can stick to.
7. Ask someone to share a goal he has not reached.
8. Together, help the boy to develop a plan for reaching his goal – define small steps or actions he can take to achieve his goal.
9. Ask all the boys to develop a plan for achieving their two goals – several small steps/actions they can do to reach their goals.
10. Remind the boys that their plan should define how they will achieve their goals by the end of the Boys Club meetings.  
**(Note:** If you have a date for the final Boys Club meeting, mention this date.)
11. If some boys have reached one or two of their goals, give them this assignment:
  - If you have reached one or two of your short-term goals, develop one to two new goals that you can achieve by the end of the Boys Club meetings.
  - Develop a plan for achieving them.
12. During the exercise, walk around the group to answer any questions or help the boys with defining their goals or plan. **(Note:** After about 10 minutes, wrap up the assignment.)
13. If time runs out for the boys to complete the task, ask them to finish the process at home.

*Remind the boys that their plan should define how they will achieve their goals by the end of the Boys Club meetings.*



### C. Wrap Up: Total Time – 20 minutes

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they





# Joint Session: Negotiating Skills for Girls and Boys



## Learning Objectives

**By the end of this session, the boys will:**

- Describe four negotiation skills that boys and girls can use.
- Demonstrate how to negotiate an agreement with the four negotiation skills.



**Total Time: 2 hours, 15 minutes**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart paper (newsprint)	Colored Markers

**Appendix: Negotiation Role Play Scenarios** - see end of this session plan



## Preparation Notes:

- **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it**
- Invite the facilitator of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one of you will facilitate.
- Prepare a flipchart with the following four negotiation steps:
  - Step 1: Establish ground rules for yourself.



- Step 2: Clearly state what you want and why.
- Step 3: Brainstorm solutions and agree on one.
- Step 4: Come to an agreement.



## Session Plan



### A. Welcome<sup>24</sup>: Total Time – 25 minutes

1. Welcome everyone to the Joint Girls and Boys club meeting. Thank them for coming.
2. Introduce the facilitators.
3. Ask the girls and boys to quickly introduce themselves. (**Note:** Allow about 15 minutes for everyone to introduce themselves.)
4. Say: This is a safe place where girls and boys can share stories, learn new skills, play games, and share learning.
5. Explain that today you are going to learn ways to communicate effectively during times of disagreement.



### B. Activity<sup>25 26</sup>: Total Time – 90 minutes

#### Negotiation Skills (about 30 minutes)

1. Ask what kinds of interactions do girls and boys their age have on a daily basis? (**Note:** Encourage a discussion amongst the boys and girls.)
2. Discuss whether conflicts arise between friends and peers – both girls and boys. If so, what is the conflict about?
3. Ask what happens when there are conflicts between friends, peers and/or siblings?
4. Point out that during puberty and adolescence, boys and girls are very emotional. This is because the emotional part of their brain matures and grows first – before the logical part of the brain.
5. Explain that emotions can often contribute to conflicts. This can create poor communication, break up friendships, and create tension in the family.



6. Mention that there are ways to deal with conflict in a positive way. These ways do not damage relationships. They help both people get what they want, or at least negotiate a compromise.
7. Review the flipchart and discuss the four Negotiation Steps (**Note:** Prepare the flipchart beforehand – see Preparation Notes.)
  - Step 1: Establish ground rules for yourself.
  - Step 2: Clearly state what you want and why. Both persons need to state what they want and why.
  - Step 3: Brainstorm solutions and agree on one. Both persons will brainstorm solutions. Together agree on a solution
  - Step 4: Come to an agreement.
8. Tape the flipchart with the four Negotiation Steps on the wall or tree.
9. Ask what is the first negotiation step? (**Step 1: Establish ground rules.**)
10. Point out that ground rules usually are about how you will behave if there is conflict. Good ground rules would be:

No yelling	No eye rolling
No name calling	Listening without interrupting

11. Point out that ground rules are something that you decide that you will always abide by in every discussion, no matter what.
12. Ask what are some ground rules you would like to establish when negotiating with any friends and peers? (**Note:** Encourage the group to come up with basic ground rules. Write these on a blank flipchart.)
13. If not mentioned, ask about the following ground rules: (**Note:** Add to flipchart if group agrees.)

No name calling.	Use a calm voice to the extent possible.	No yelling or stomping away to another room.
No eye rolling	Listen to the other person's point of view.	Don't interrupt (use active listening!)

14. Explain that the second skill is to clearly state what you want from the negotiation and why. (**Step 2: Clearly state what you want.**) For example:



- I want help with cleaning the house so that I have an extra hour to study for school.
  - I want help with chores so that I can have one hour to play with my friends.
  - I want one hour alone to do my homework.
15. Point out that when you are clear with what you want, you will become better able to ask for it and less likely to become emotional.
16. Explain that the person you are negotiating with also wants something. So, both of you need to describe what you want, and come up solutions for achieving it, or an agreed upon compromise.
17. Explain that discussing what you want and listening to what others want is part of Step 3, which is brainstorming solutions. **(Step 3: Brainstorm solutions)**
18. Mention that this is the main part of the discussion. Both parties have to be willing to say what they want and also brainstorm solutions to reach a compromise.
19. Mention that after brainstorming, you need to settle on an agreement. When you do, you should clearly state what the agreement is. **(Step 4: Come to an agreement)**
20. Ask if anyone has questions.

**Negotiation Role Plays** (about 60 minutes)

1. Say: Now that you know the four negotiation skills, let's practice. Everyone is going to practice working on these.
2. Remind everyone of the ground rules they just established.
3. Ask if anyone wants to add to the ground rules. **(Note:** Everyone needs to agreement on all the ground rules.)
4. Ask for one girl volunteer and one boy volunteer to conduct a role play.
5. Separate the two volunteers so that they cannot hear each other's role.
6. For the girl volunteer, explain the role that she will play.
  - Tell or read "Role Play #1: Girl's role" to the volunteer (see **Appendix: Negotiation Role Play Scenarios** at the end of this Session Plan). Do not let the other boy volunteer hear you.





- Remind the girl volunteer of the four negotiation skills.
  - Tell her to be sure to act out the problem and describe what she wants, and why during the negotiation process.
7. For the boy volunteer, explain the role that he will play:
    - Tell or read “Role Play #1: Boy’s role” to the volunteer (see Appendix). Do not let the other girl volunteer hear you.
    - Remind the boy volunteer of the four negotiation skills.
    - Tell him to be sure to act out the problem and describe what he wants and why during the negotiation process.
  8. Give the volunteers a couple of minutes to think about their roles.
  9. Ask the two volunteers to come to the front and conduct the first role play.
  10. When done, ask the two volunteers to shake hands and state their agreement (or write their agreement on flipchart paper).
  11. Ask the rest of the participants the following or similar questions:
    - Did the volunteers stick to the ground roles?
    - Did the volunteers take the discussion seriously?
    - Did each person state what they wanted and why?
    - Did the “girl” and “boy” listen to each other’s views? If not, what did they do?
    - Did they try to compromise? How?
    - Did they accomplish the goal of the negotiation? If not, why?
    - How could the negotiation process have been improved?
  12. Ask if anyone has any other comments or observations.
  13. Thank the two volunteers for a great job. Tell them it is difficult to be the first to do a role play.
  14. One by one, conduct the remaining five role plays: (**Note:** Complete all five additional role plays, if there is time. If not, just conduct four role plays.)
    - Select a boy and a girl volunteers for each role play.
    - Explain the roles to each volunteer (see Appendix for the different roles). Make sure that the other volunteer does not hear.



- After each role play, be sure to ask the following questions:
  - Did the volunteers stick to the ground roles?
  - Did the volunteers take the discussion seriously?
  - Did each person state what they wanted and why?
  - Did the “girl” and “boy” listen to each other’s views? If not, what did they do?
  - Did they try to compromise? How?
  - Did they accomplish the goal of the negotiation? If not, why?
  - How could the negotiation process have been improved?
- Make sure the volunteers shake hands and state their agreement and/or write down their agreement after each role play.
- Applaud and thank the volunteers after each role play.

15. When thank everyone for such creative role plays and input.

16. Ask: What are other situations that occur between boys and girls which need negotiation?

17. Ask how can this negotiation process be applied in real life – outside of the Girls and Boys Clubs? (**Note:** Encourage a discussion on this and write responses on flipchart.)

18. Explain that you will not be able to negotiate everything perfectly right away. But, you are learning how to do this now, so that you get better over the years.

*Ask: **What are other situations that occur between boys and girls which need negotiation?***



### C. Wrap Up: Total Time – 20 minutes

1. Thank everyone for their participation.
2. Initiate a discussion about today’s Session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.



3. Ask: How did you like having a joint Girls and Boys Club joint meeting. What did you like the most? Explain that there will be a few more joint meetings this year.
4. Say: Take a couple of minutes to write what you learned in your notebook.
5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
6. Close the meeting.



## Appendix: Negotiation Role Play Scenarios

### Scenario #1:

**Girl:** You want a friend (a boy) to walk with you to a friend's house. It is far and you do not feel safe.

**Boy:** You do not want to walk your friend (a girl) to her friend's house. You have other things to do. And, you think your friends will make fun of you. You know that the walk is not too safe.

### Scenario #2

**Girl:** Your brother wants you to help him with his homework. You have been doing chores all afternoon. You have to do your own homework.

**Boy:** You want your sister to help you with your homework. She is good at mathematics and you are not. There is a math test tomorrow.

### Scenario #3

**Girl:** You want to go to the market. You ask your brother to help you with some chores.

**Boy:** You do not feel like helping your sister with chores. You want to play.

### Scenario #4

**Girl:** You do not want to help your brother tend the goats. He never helps you with any of your chores.

**Boy:** You want your sister to take care of the goats today. You want to play soccer with your friends.

### Scenario #5

**Girl:** You would like your brother to watch the younger siblings for an hour so that you can study.

**Boy:** You have many chores to do, and you do not want to watch your younger siblings. However, you know that your sister is good at school. And, she has helped you with homework in the past.

### Scenario #6

**Girl:** You would like your brother to help you to wash the dishes after dinner so that you can study.

**Boy:** You have many chores to do, and you do not want to wash dishes. Your parents might think this is something that boys should do. However, your sister has helped you with your homework in the past, and you think you should help her this time. But, you do not want to make a habit of always helping with the dishes. What would your family and friends think?



# Model Men in the Community



## Learning Objectives

**By the end of this session, the boys will:**

- Describe an economic opportunity for men in their village/community.
- Describe ways to have a successful career or job.



**Total Time: 2 hours**



## Materials Needed:

Flipchart paper (newsprint)	<b>Appendix: Speaker Guidelines</b> see end of this session plan
Colored Markers	



## Preparation Notes:

- **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it.**
- Identify a man who is a successful in the community. This could be a physician, engineer, journalist, government official, successful farmer, entrepreneur, etc. The man does not need to be wealthy, but he should be successful in his profession.
- Make a copy of the Speaker Guidelines (at the end of this Session Plan). Complete the top portion of the Guidelines (Mentor's Name, Meeting Location, Date, Time).
- One week before the Boys Club meeting invite a man to be the guest speaker. Inform the speaker about the Boys Club and its purpose. Explain to the speaker that the purpose of his 20-minute presentation is to demonstrate economic



opportunities for young men in the community and what it takes to get there. Give the speaker the Speaker Guidelines.



## Session Plan



### A. Welcome<sup>27</sup>: Total Time - 30 minutes

1. Welcome the boys back to the Boys Club.
2. Ask if anyone has questions from the last Boys Club meeting.
3. Explain that we are going to talk about things we can do to improve our lives.
4. Conduct this exercise:
  - Ask the boys to find a partner and pair up.
  - After each question I ask, talk to your partner about your answer. Take turns answering the question with each other.
  - Read Question 1 from the box below. Ask the boys to discuss it with their partner. **(Note:** Allow the boys about 5 minutes to talk about the question.)

**Question 1:** When you are grown up, how will you support yourself and your family?

**Question 2:** What do you need to do in order to be able to support yourself?

**Question 3:** When you are grown up, how would you like to contribute to our Community?

- Read Question 2 from the box above. Ask the boys to discuss it with their partner. **(Note:** Allow the boys about 5 minutes to talk about the question.)
  - Read Question 3 from the box above. Ask the boys to discuss it with their partner. **(Note:** Allow the boys about 5 minutes to talk about the question.)
5. When the discussion is done, point out that in the first Boys Club meeting all of you wrote an aspiration and two goals to reach it.
  6. Mention that the today's session may encourage you to keep or revisit your aspiration and goals. Naturally your aspiration and goals will change over the years. But, it is important to start thinking about the future now.



## B. Activity Total Time – 60 minutes

1. Explain that we are going to hear from a model man in our community. He had goals, he worked hard, and he has achieved many things in his life.
2. Invite the speaker to stand in front of the participants.
3. Welcome and introduce the speaker: “Today’s speaker is going to talk to you about his profession and the journey it took to get there. After he has spoken, there will be a chance to ask questions”.
4. Invite the speaker to give his presentation. (**Note:** Not every speaker is conscious of time. After about 20 minutes, stand up as if you are about to say something. This usually is a polite and quiet way to encourage a speaker to wrap up his talk.)
5. When the speaker is done, ask the following questions, if he has not mentioned these in his presentation:
  - What motivated you to be in the profession/job that you have now?
  - Did you have any role models?
  - What were some problems you encountered? What did you learn from them?
  - What were some important lessons learned?
  - What made you successful in your profession?
  - What did you learn along the way to success?
  - How did education/training impact your success or support you in getting and succeeding in your profession?
  - Would it be different if you had furthered your education/training? If so, how?
  - Any words of advice you would give the boys for their future?
6. Ask if the boys have any questions for the speaker? (**Note:** Energize the boys to ask questions.)
7. After about 20 minutes, ask for one last question so that you can wrap up the session. (**Note:** If there are more questions, allow the boys to ask questions until Wrap Up time.)
8. Thank the speaker for sharing his story, lessons, and wisdom with the boys.



9. Discuss the speaker's presentation by asking these or similar questions:
  - Was there anything the guest speaker said that encouraged you or gave you some ideas for earning money in the future? If so, what?
  - What are things you can do to be a model man in your community?
10. Ask if anyone has questions.



### **C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.





## Appendix: Speaker Guidelines

**Contact person** (Mentor's name) \_\_\_\_\_

**Meeting Location:** Boys Club at \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Length of your talk:** Prepare a 20-minute presentation. After the presentation there will be about 20 minutes for question and answers – Total about 40 minutes.

**Key Talking Points** – Tell your story:

- What is your profession/job?
- How did you begin?
- Who inspired you to do be in this profession/job?
- What skills did you need to learn to be successful?
- What resources did you need to begin? Education, training, certificate, etc.
- What problems did you encounter? How did you overcome them?
- What made you successful in your profession/job?
- What were some important lessons learned?
- Is there anything you wish you had done, but did not do (such as completed additional education, sought more training, sought advice from others, etc.)
- What did you learn along the way?
- Any words of advice you would give the boys for their future?
- We encourage the boys to say in school – at least to complete primary school. What advice do you have about education? Why is it important to stay in school in order to have a good profession or career?



# Stay in School/Return to School



## Learning Objectives

**By the end of this session, the boys will:**

- List the advantages of staying in school.
- Describe the challenges to staying in school.
- Describe ways to stay in or return to school.



**Total Time: 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	<b>Appendix: Stay in School Role Play Scenarios</b> - see at the end of this Session Plan
Flipchart (newsprint) paper	Equipment for audio story
Colored Markers	Tape



## Preparation Notes:

- **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.



- This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.



## Session Plan



### A. Welcome<sup>28</sup>: Total Time - 10 minutes

1. Welcome the boys back to the Boys Club. Thank them for coming.
2. Ask if anyone has a question from the last Boys Club meeting?
3. Conduct the energizer:
  - Write your name in the air with your right hand.
  - Write your name in the air with your left hand.
  - Write your name in the air with both hands.
4. Ask which task was the most difficult? Why?
5. Explain that sometimes doing new things feels difficult. But with practice they become easy to do and common place.
6. Mention that the Boys Club is here to help you learn new things and make it easy for you to do.



### B. Story Time: Total Time – 20 minutes

1. Play the audio story. (**Note:** Make sure that everyone can hear the audio. If necessary, replay the audio, so that everyone has heard the story well.)
2. Say: Let's talk about **what** happened in the story.
3. Ask these questions:
  - What is happening in the story?
  - How common is this for boys in our community?
  - What advice would you give the boy in this situation?
  - What would make it easier for boys in your community to face this kind of situation?



4. Thank everyone for their participation.



### **C. Activity<sup>29</sup>: – 70 minutes**

#### **Gender and Education** (about 10 minutes)

1. Ask the boys what gender roles mean to them.
2. Review the meaning of **gender roles**, as needed.
  - Gender roles are what culture and society expect boys and girls and men and women to do.
  - In many countries girls and women are expected to clean the home, cook, fetch water, wash clothes, marry early, take care of the children, be the caretaker, etc. These are gender roles that are given to women.
  - In many countries boys and men are expected to farm the land, tend the cattle/farm animals, make the family decisions, etc. These are gender roles that are given to men.
3. Ask the boys what **gender norms** means to them.
4. Review the meaning of gender norms, as needed.
  - Gender norms are how society and culture expect boys and men to behave.
  - In many countries, boys and men are expected to be tough and loud, the decision maker, and wage earner, and more likely to attend school than girls. Girls are expected to be quiet, timid, dismissive, dependent on husbands for income, etc.
5. Explain that society's expectations of boys' roles and norms often affects boys' education.
  - Boys are expected to be the wage earners and to take care of the family.
  - Girls are expected to only be mothers and take care of the home, so education is not considered necessary.
  - Boys often have a higher status in society, so they are sent to school while girls stay at home to take care of the children and house hold chores.
  - Girls are expected to marry early and have children, which keeps them from finishing their education.



6. Point out that gender roles and norms change over time. For example, boys and girls these days are doing different things than their grandparents. We will discuss this more in the next Joint Girls and Boys Club.
7. Mention that whether boys and girls complete their education often depends more on gender roles and norms created by society than on the boys' or girls' intelligence and capacity to finish school.
8. Emphasize that boys and girls have the same capacity to be smart, learn, finish their education, and make a good living afterward.
9. Remind boys that just because these norms are commonly held beliefs doesn't mean they are true, or fair and in some cases, should be pushed against (if it is safe to do so). There may be times when you feel you should stand up for girls in your life, too. Little by little, this is how these gender roles will change.

#### **Importance of Education** (about 10 minutes)

1. Ask how staying in school might affect boys' future? (**Note:** Encourage several of the boys to answer.)
2. Ask what are the benefits of finishing school? (**Note:** Write their responses on flipchart.)
3. If not mentioned, review these or other benefits to boys staying in school:
  - Education can better help boys to achieve their aspirations and goals.
  - Boys will gain more knowledge and skills to start and/or run a business or get a job.
  - Boys can have better job opportunities and ability to earn more money.
  - Boys/men are better able to invest money in themselves and their family.
  - Boys/men can become a role model for other boys and men's, such as their children, grandchildren.
4. Tell the boys there are also benefits to girls remaining in school. Ask them for examples and, if not mentioned, review these and other benefits to girls staying in school:
  - Education can help girls to achieve their aspirations and goals.
  - Girls/women can take better care of themselves by knowing how to read well, do math, and have basic skills that others do not have.

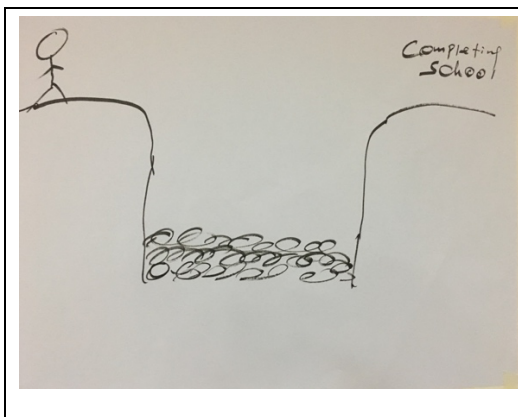


- Girls will gain more knowledge and skill to start and/or run a business or get a job.
  - There can be better opportunities and ability to earn money.
  - Girls/women are better able to take care of their family.
  - Better health for girls, women and their children
  - Girls can become role models for their children.
5. Point out that boys can have many challenges to staying in school. Often these challenges have nothing to do with their desire to go to school or ability in school.
  6. Ask what are some challenges to staying in school? (**Note:** Encourage a discussion with several boys about this.)
  7. If not mentioned, ask if any of these challenges exist in their area:
    - Household and farm chores – As boys get older they are given more chores to do at the household and farm level. This does not allow them time to go to school or study.
    - Boys contribute to the family income as workers, which competes with school and study time.
    - It is unsafe to walk back and forth to school.
    - The distance to and from school is very long.
    - Not enough money to pay for school fees or uniforms.
    - Bullying or violence at school or on the way to and from school.
  8. Emphasize that there is nothing to be ashamed of if someone drops out of school. Sometimes they have to drop out because of things that are beyond their control.
  9. Say: Let's talk about ways to overcome barriers to going to or finishing school which a boy can do right now.

*Ask: **What are some challenges to staying in school?** Encourage a discussion with several boys about this.*

### **Ways to Stay in School** (about 20 minutes)

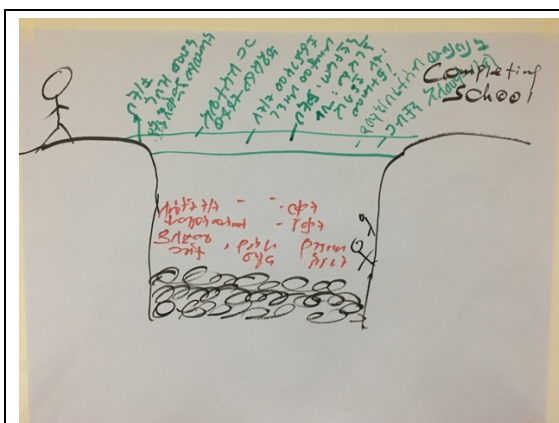
1. Draw the illustration below on a blank flipchart<sup>30</sup>. (**Note:** See instructions next to the illustration below.)



### Instructions:

- Draw a ditch with a stream and rocks.
- On one side of the ditch draw a picture of a boy (it can be a stick figure).
- On the other side of the ditch write, "Completing school".

2. Explain that between boys and completing school are challenges or obstacles. The ditch and stream with rocks between the boy and completing school represent all the challenges/obstacles boys face in finishing school.
3. Ask what challenges and/or obstacles are to staying in school. (**Note:** Encourage an active discussion. Write the challenges in the ditch on the flipchart.)
4. Review the challenges/obstacles mentioned. Then, ask if there any other challenges they would like to add.
5. Draw a bridge over the ditch with the challenges/obstacles (see illustration below.)
6. Discuss some solutions to the challenges/obstacles mentioned. (**Note:** Encourage many boys to discuss ways to overcome the challenges mentioned to staying in school. Write the challenges over the bridge on the flipchart – follow the instructions next to the illustration below.)



### Instructions:

- Ask: What are challenges to staying in school? (Write responses in the ditch – see illustration.)
- Draw a bridge over the ditch/stream.
- Ask: What are some solutions to overcome the obstacles (in the ditch) to staying in school? (Write responses above the bridge.)

7. Review the solutions mentioned by the boys. Ask if they would like to add any others. (**Note:** Remember these challenges and solutions for the role plays.



8. Ask who in the community can help boys implement the solutions discussed.
9. If not mentioned, discuss these or other ideas and add to the flipchart above:
  - Talk to a trusted adult to support your decision to stay in school.
  - Tell your family that the skills boys gain in school will help the whole family.
  - Explain to the family how boys can do chores at home and go to school.
  - Find a mentor who will support and help you. Mentors can be an older sibling, cousin, auntie, teacher, or person from the religious institution.
  - Other?
10. Thank the boys for the great ideas.

**Role Play** (about 25 minutes)

1. Ask for two volunteers to demonstrate a role play.
2. For Role Play #1:
  - Tell the person playing Abel (the friend) what his role is. Together choose one of the challenges/obstacles to school written in the ditch/stream on the flipchart. Do not let the person playing Kofi, the school boy, hear your discussion.
  - Tell the person playing Kofi (the school boy) what his role is. Tell him to look at some of the solutions on the “bridge” over the ditch (from the flipchart) to get ready to counsel his friend.
  - Tell the first two volunteers to conduct their role play.
3. After the role play, ask these or similar questions:
  - What was the reason that Abel did not attend school?
  - What did Kofi do to encourage Abel?
  - Is this something Abel can implement? If not, why?
  - What additional advice would you give Abel to help him continue his education?
5. When done, ask for two more volunteers.
6. Read/tell each person the role they will be playing in role play #2.





- Tell the person playing Hakim (the friend) what his role is. Together, choose one of the obstacles to school written in the ditch/stream on the flipchart. Do not let the person playing Mohammed, the school boy, hear your discussion.
  - Tell the person playing Mohammed (the school boy) what his role is. Tell him to look at some of the solutions on the “bridge” over the ditch (from the flipchart) to get ready to counsel his friend.
7. Tell the two volunteers to conduct the role play.
  8. After the role play, ask these or similar questions:
    - What was the reason that Hakim’s friend did not attend school?
    - What did Mohammed do to encourage his friend?
    - Is this something that Hakim can implement? If not, why?
    - What additional advice would you give the friend to help Hakim to continue his education?
  9. Conduct the rest of the role plays (role plays #3 and #4 in the **Appendix: Stay in School Role Plays**).
    - Be sure to help the person playing the “friend” choose one of the obstacles to school written in the ditch on the flipchart.
    - Tell the person playing the school boy to read the solutions written over the bridge on the flipchart to prepare for giving his friend advice.
  10. After each role play ask the following questions:
    - What was the reason that the friend did not attend school?
    - What did the school boy do to encourage his friend?
    - Is this something that the friend can implement? If not, why?
    - What additional advice would you give the friend to help him continue his education?
  11. Ask if the suggestions discussed after each role play are things that you and/or your friends can implement to be able to stay in school. If not, Why?
  12. Thank the boys for their creative role plays.

*Ask if the suggestions discussed are things that you and/ or your friends can implement to be able to stay in school.*

**Goals and Education** (about 5 minutes)

1. Explain that the boys have been working on your aspirations and goals since the beginning of the Boys Club.
2. Remind the boys that they made two goals for reaching their aspiration. One of their goals is an educational one.
3. Ask how they can stick to their educational goal? (**Note:** Have a realistic discussion about the challenges they face and ways they can stick to their educational goal. Write responses on a new flipchart.)
4. Ask: How can all of you in the Boys Club help each other to adhere to and achieve your educational goals. (**Note:** Add responses to the flipchart.)
5. Review what is written on the flipchart and ask if the boys can commit to these ideas.
6. Ask the boys to find a partner and pair up. Talk to each other about the people in your life who can support you to achieve your goals and help you overcome obstacles to reaching your educational goals.
7. Ask several boys to share who in their life can support them to stay in and finish school. (**Note:** Encourage as many boys to share as possible.)
8. Ask if anyone has questions or comments.

**D. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.



## Appendix: Stay in School Role Play Scenarios

### Role play scenario #1

**Abel (the friend):** You are Kofi's friend and you miss seeing him in school and playing soccer with him. During your conversation with Kofi you explain that you are not in school because... (choose one of the challenges written on the flipchart during the Challenges exercise.)

**Kofi (school boy):** You are walking home when you encounter your friend Abel. You mention that you have not seen him in school lately. You say that you miss him. You ask why he is not going to school. When Abel explains, talk to him about ways he can overcome the challenge and go back to school.

### Role play Scenario #2

**Hakim (the friend):** You are Mohammed's friend and you miss seeing him in school. During your conversation with Mohammed you explain that you are not in school right now because....(choose one of the challenges written on the flipchart during the Challenges exercise.)

**Mohammed (school boy):** You are walking home when you encounter your friend Hakim. You mention that you have not seen your friend in school lately. You say that you miss him. You ask why he is not going to school. When your friend explains why he is not going to school, you talk to him about ways that he can overcome the challenge and go back to school.

### Role play Scenario #3

**Amadi:** You are Worknesh's brother and she has been missing a lot of school each month. You miss seeing her in school and walking home together. During your conversation with Worknesh you ask her to explain why she has been missing so much school. When she explains why he is not going to school, you talk to her about ways that she can overcome the challenge and go back to school. You explain that you want to support her to finish her education.

**Worknesh (your sister):** You are at home when your brother, Amadi, comes home from school. He is two years older than you and mentions that you have not been in school



lately. He says that your friends miss you and teachers have asked about you. He asks why you are not going to school...(choose one of the challenges written on the flipchart during the Challenges exercise.)

#### **Role play Scenario #4**

**Aaron:** You are Yonas's friend and you miss seeing him in school. During your conversation with Yonas you explain that you are not in school right now because... (choose one of the challenges written on the flipchart during the Challenges exercise.)

**Yonas (school boy):** You are walking home when you encounter your friend Aaron. You mention that you have not seen your friend in school lately. You say that you miss him. You ask why he is not going to school. When your friend explains why he is not going to school, you talk to him about ways that he can overcome the challenge and go back to school.



# Gender, Violence and Inequitable Gender Norms and Practices



## Learning Objectives

**By the end of this session, the boys will:**

- Describe gender norms that contribute to violence against women.
- Describe types of gender-based violence and inequitable gender norms and practices
- Describe ways to avoid unwanted sexual advances
- Describe where to seek support



**Total Time: 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart paper (newsprint)	Colored Markers



## Preparation Notes:

**NOTE:** The session covers sensitive issues which will need more professional input than a Mentor can provide.



- Invite an expert or local leader who works on issues of gender-based violence, inequitable gender norms and practices, and/or social services to co-facilitate this session with you. Ask your supervisor to help identify the right person to assist you with this Boys Club Meeting. **Do not facilitate this session alone.**
- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- Know where to refer boys to get support if anyone discloses any type of gender-based violence, whether they were victim or the perpetrator.
- Plan for the invited expert to stay for 30 minutes at the end of this session. The topic being discussed is sensitive. Some of the boys may be experiencing these issues at home and may want to talk after the Girls Club meeting has ended.
- Recognize that boys are often the cause of harassment and violence against girls in their communities and this may be considered acceptable behavior. They may not initially understand what the problem is due to deep-rooted gender norms.



## Session Plan



### A. Welcome and Warm-up Activity: Changing Traditions (10 minutes) <sup>31</sup>

1. Welcome the boys back to the Boys Club. Thank them for coming.
2. Ask if anyone has a question from the last Boys Club meeting?
3. Say: We will be discussing the role of gender and how it can have a negative influence sometimes. But, first we will expand on some cultural traditions relating to the topics we have been discussing. Let's think about some of the most common traditions in our culture.
4. Discuss the following questions:
  - What are some traditions in our culture?
  - Are some of these traditions helpful? (For example, the tradition of caring for one's elders and young siblings is helpful to society.)
  - Are some traditions harmful? (For example, older men having sex with young girls, to make the girls "more mature").
  - Do traditions ever change, or do they always stay the same? (Some traditions were considered appropriate in the past, but as society changes, traditions also



change, over time. For example, it used to be appropriate to throw garbage on the ground, because most garbage was made of natural products, like leaves, that naturally decompose. Now that the materials used to make many products have changed to synthetics such as plastic, it is no longer appropriate to throw that garbage on the ground.)

5. Ask what are some coming-of-age cultural traditions and/or expectations that happen to girls and boys your age and older?
6. Summarize what the boys tell you. Then, explain that today we are going to discuss two practices that sometimes happen when a girl is “coming of age”, but also might happen at birth. These may be present in their community:
  - Female genital cutting (FGC)
  - Child and forced marriages

#### **Female Genital Cutting (FGC)** (about 10 minutes)

1. Ask if boys have heard of female genital cutting (FGC). If so:
  - What do you know about it?
  - What have you heard about it? (**Note:** Encourage boys to share their thoughts and opinions. But, be aware that this may be a sensitive topic and that some boys may have never heard of FGC.)
2. Explain that FGC is a traditional practice in some countries. FGC refers to all procedures involving partial or total removal of the female external genitalia and other injury to female genital organs for non-medical reasons. It is performed on girls of different ages, most commonly around the age of seven to ten.
3. Explain that FGC often occurs because of tradition and to maintain prevailing gender norms. While this may be an upsetting topic to discuss, it is important that we all understand what FGC is, why it is harmful, and how we can protect ourselves and our friends. When you are older and have a family of your own, this will be an important consideration for your daughters and you should talk to your wife and professionals about the related risks.
4. Like most gender norms, different people have beliefs that “justify” FGC. Ask the boys if they can imagine what some of them might be? (**Note:** Take your time and encourage an active discussion on this. Have an expert on FGC, Inequitable gender



norms and practices, women's rights and/or a knowledgeable health care provider to address these beliefs and provide correct information.)

- FGC prevents rape
  - FGC is a religious requirement
  - FGC ensures virginity
  - FGC suppresses women's sexuality (e.g. prevents promiscuity or women being "too sexy")
  - FGC increases marriageability
5. Explain that FGC can have serious physical, sexual, and mental health consequences that vary according to the type of procedure, the conditions in which it is performed, and the physical condition of the girl or woman.
  6. Explain that in many countries, FGC is against the law. If possible, it would also be useful to tell the girls about any legislation in your country and community that might protect the girls from FGC. You may be able to find this information on your government's Ministry of Gender or Social Protection website, or through an internet search.
  7. Ask if anyone has questions. (**Note:** Encourage boys to ask as many questions as they like. Have the expert on FGC, Inequitable gender norms and practices, or a knowledgeable health care provider to answer the boys' questions.)
  8. Explain that more and more community members are becoming aware of the harm and disadvantages in life that girls face from FGC. As the boys grow older and particularly when you become a father, men can be allies in the prevention of this practice.

### **Child and Forced Marriage**<sup>32</sup>: (about 25 minutes)

Below are a few definitions of child marriage to provide clarity and respond to questions.

1. Explain that in some communities a girl can be forced to marry before she turns 18 years of age for various reasons (family promises, traditional pressure). Forced marriage is a marriage that takes place without the consent of one or both parties to the marriage. Some marriages can be both child marriages and forced marriages or could be only one, but child marriage often occurs without the consent of the child being married.





2. The UN Convention on the Rights of the Child defines child marriage as a marriage in which one or both people are under age 18. Marriage before the age of 18 is a fundamental human rights violation. Child marriage disproportionately affects young girls, who are much more likely to be married as children than young boys.
3. Explore what boys know about child marriage by asking these or similar questions: **(Note:** Encourage a discussion on what girls know and have heard of, or what they are currently facing.)
  - What do you know about early marriage?
  - What are your thoughts about early marriage?
  - Do you know of anyone your age who had an early marriage?
4. Ask why some people might want to get married before 18 years of age.
5. Discuss any beliefs that “justify” early marriage.
6. Provide boys with information about why early marriage might not be the best thing for them. **(Note:** Take your time to discuss this so that you are able to explore why some people might want to get married before 18 years of age. Have an expert on early marriage, inequitable gender norms and practices, women’s rights and/or a knowledgeable health care provider to address these beliefs and provide correct information.)
7. Emphasize that in many countries, it is illegal for girls and boys to marry before 18 years of age. Discuss the law in your country.
8. Discuss the disadvantages of early marriage:
  - Once a girl is married, she is expected to become pregnant right away.
  - Getting pregnant and having children at such a young age is dangerous for the girl and for the child. Many young girls suffer complications in pregnancy and childbirth.
  - Young mothers and their newborns can have life-threatening complications or even die.
  - Girls have more children over a lifetime, which can make it difficult to feed and take care of everyone in the family.



- Many girls stop going to school after marrying early, resulting in limited educational attainment opportunities and future prosperity.
  - Limited education and skills lead more young married girls into poverty than their peers who marry at later ages.
  - It is difficult for a child bride to have friends or peers her age with whom to bond and socialize.
  - A child bride's lack of both education and a peer group limits her support systems.
  - Young girls married to older men with more sexual experience are also at greater risk of HIV infection.
  - Young boys who are forced to marry young girls are not prepared to support the family financially or emotionally.
  - Young married girls are more likely to experience intimate partner violence and have their decision-making power and freedoms reduced.
  - Early and forced marriage can be against the law.
9. Point out that if girls get married too early it could be harder for them to:
- Achieve their aspirations and dreams.
  - Finish school.
  - Raise healthy families.
10. Explain that when girls (and boys) wait to get married, they:
- Are more mature and able to make better decisions.
  - Attain better education.
  - Have healthier children.
  - Have more career or money-making opportunities.
  - Can take better care of their families.
11. There are familial, societal, and economic pressures which encourage families or girls to get married early. Sometimes boys are faced to marry girls who are young or that they don't want to, it can be hard to go against your parents and culture.
12. Mention that more and more community members are becoming aware of the harm and disadvantages in life that girls face from early marriage. They can be allies



in the prevention of early marriages and talk to adults about why you don't want to participate in such a marriage.

13. Explain that if girls are aware that they are going to be married early (before the legal age) and do not want to be married, they should seek help from:
  - A trusted person family member or friend.
  - An organization which protects the rights of girls and women.
  - Child marriage protection program.
  - Local officials, such as community officials and head of women's affairs in the community, a supportive female leader, etc.
  - The police or other authorities, if the practice is against the law.
14. Ask if anyone has questions? (**Note:** Have a member of organizations which protect girls' rights, authorities, or expert leader in the community to answer girls' question.)
15. Point out that times are changing! There are laws against Inequitable gender norms and practices and early marriage. These laws are being enforced.



### **B.Activity**<sup>33 34 35 36</sup>: **Total Time– 75 minutes**

#### **Gender Norms: “Girl Box, Boy Box”** (about 25 minutes)<sup>37</sup>

1. Today we are going to talk about how gender roles and expectations of girls might lead to challenges in life.
2. Draw two boxes on the chalkboard or flipchart. Write “girl” above one box and “boy” above the other box (see example)

*Ask: What can you say girls are 'encouraged' or 'expected' to do by culture, country, community, family, peers, etc.?*



*Do well in school, aggressive, smart.*

**GIRL**

*Help at home, be passive, be quiet, rear children, take care of the family, cook, don't argue, look down when talking, be pretty.*

*Cry, nurture, and take care of kids, passive.*

**BOY**

*Be aggressive, work hard, go to school, fight, ask a lot of questions, get married, have a lot of kids, be the boss, be tough, drink a lot.*

3. Tell the boys to consider the audio stories, discussions, and their life experiences.
4. **Ask:** What can you say girls are 'encouraged' or 'expected' to do by culture, country, community, family, peers, etc.?
5. Write these comments (one- or two-word summary, symbols or pictures) on the **INSIDE** of the "girl" box.
6. **Ask:** What are some things that girls are 'discouraged from doing, or not expected to do?
7. Write these comments on the **OUTSIDE** of the "girl" box.
8. Repeat the same process for the "boy" box. Even though the participants are girls it is important to discuss the boy gender box as well.
9. **Ask:** Why are the behavioral expectations of girls and boys are so different.

Remind the boys that gender roles are things that culture and society expect women and men to do. Gender roles refer to social and behavioral norms that, within a specific culture, are considered to be socially appropriate for individuals of a specific sex, which was discussed in previous Girls Club meetings.

10. Ask:
  - Is there something in the boys' box that you wish was inside the girl box? Why?
  - Is there something in the girls' box you wish wasn't there? Why?
  - Is there something outside the girls' box that you wish was on inside it?
  - Why is being aware of gender roles and norms important in your life?
11. Ask participants to summarize what they have learned. Fill in any key points they miss from the below:



- Gender roles are things that culture and society expect women and men to do.
- Gender norms are how culture and society expect women and men to behave and act.
- Gender norms are society's ideas about how men and women should be acting.
- We learn these roles and norms from family members, schools, religious organizations, and social institutions.
- We learn these "rules" early in life.
- Gender norms are "rules" that a particular society, culture, and/or community adopt at a certain point in time.
- Gender norms can and do change over time.
- Expectations of how women and men are supposed to act and behave can create inequality between men and women. Some gender roles and norms are harmful and can limit our ability to succeed.
- **Key Message:** Gender is influenced by cultural and social traditions, but gender roles can be challenged and changed!

### **Gender-based Violence** (about 25 minutes)

1. Point out that this inequality can lead to violence. This is called "**gender-based violence**". Explain that some examples may include:
  - a. When gender norms imply that women should do what men tell them and when they don't, this could lead to violence
  - b. Gender norms can sometimes promote the idea that violence is acceptable in certain situations
  - c. That boys should present as masculine, and if they don't they may experience violence.

Ask if they can think of other examples.

2. Explain that the most common kind of violence against girls or women is usually inflicted by someone of the opposite sex (boys or men), but women can also be causing the harm and men/boys also sometimes experience violence if they don't conform to traditional gender norms.



3. Many boys are taught from an early age or witness GBV in a way that makes it seems acceptable to hurt girls or treat them as if they are less important, but this is not true.
4. Discuss different types of gender-based violence:
  - **Bullying** – when one person hurts, harms, or is mean to another person over and over again. Some bullies may repeatedly trip, hit, or push someone, while other bullies may leave a person out or not invite them to join group activities.
  - **Intimidation** – intentionally scaring or frightening someone to do (or not do) something.
  - **Isolation** – separating someone from people or events; withholding information to control the person.
  - **Calling names** – saying Insulting and/or humiliating comments, such as calling a person stupid, dumb, fat, etc. to make the person look and feel bad.
  - **Spreading rumors** – telling negative things about a person.
  - **Physical violence**, such as like pushing, punching, slapping, beating, pinching etc.
  - **Sexual violence**— happens when someone forces or manipulates someone else into unwanted sexual activity without their consent. This includes any sexual act, unwanted sexual comments or advances, , or otherwise coerce a person's sexuality using pressure, by any person regardless of their relationship to the victim, in any setting.
5. Ask the boys to think about if they know of anyone who has experienced these forms of violence? Tell them to remember what happened and think it now that they have more information about this type of violence. (**Note: Gently discourage story telling.**)
6. Explain that although this type of violence generally occurs against girls, boys can be victims too, particularly if they are not conforming to acceptable gender roles. Tell the boys that you will be available to talk to them at any time if they have had experiences that they would like to share with the group or privately.
7. Ask what boys have heard about sexual violence. What do they understand these to be?
8. Discuss the meaning and significance of the term sexual violence:



- If a person does sexual things to another person without their permission or agreement, it's considered **sexual assault or abuse**.
  - Rape is a type of sexual assault that happens when a person is forced to have sex without giving their permission. Rape can occur between any two individuals, for example, that are strangers, individuals that know each other – such as in dating or acquaintance relationships – and sometimes between family members. It can happen to girls/women as well as boys/men.
  - An individual's sexual organs are private and personal. No one should touch them without permission.
9. Emphasize that **rape and some kinds of GBV are illegal in some countries**. Discuss the legal age of consent and laws related to rape and sexual assault in your country.
10. Point out that rape and sexual assault are extremely serious. They can have short-term and long-term consequences that are physically, emotionally, and socially damaging.
11. Discuss ways that gender-based violence affects the lives of the victims:
- Health problems, such as injuries and infections, such as sexually transmitted infections and/or HIV, and/or become pregnant.
  - Anxiety, depression, despondency, withdrawn, fearful, distrustful.
  - Shame or guilt, even though the sexual assault was not their fault.
  - Boys can have shame or guilt, whether they are the perpetrator or the victim.
12. Point out that **sexual harassment and rape are never the victim's fault!**
13. Explain that this is a serious topic, and it important for girls to know about these things so that they can try to protect themselves. It is also important for boys to understand the effect that such violence and mistreatment can have on girls and their own emotional state.
14. Emphasize that If someone has been forced to have sex without their permission it is important they seek medical attention to treat injuries, prevent sexually transmitted infections, including HIV, as well as pregnancy.



15. Ask if anyone has questions. (**Note:** Be sure to have a supportive and knowledgeable expert on gender-based violence or trained health care provider available to answer questions.)

**Safety Skills** (about 15 minutes)

1. Ask if anyone knows of girls or boys who have been pressured to have sex. Do not ask specifically if they have or for the names of people they know who may have been. (**Note:** Initiate a discussion about this.)
2. Explain that girls are often pressured by someone to have sex. Although it is less common, boys can also be pressured to have sex or engage in sexual activities. But, there are ways to protect yourself and counter unwanted sexual advances.
3. Demonstrate these Safety Skills while explaining them.

<b>Skills:</b>	<b>Examples:</b>
Say clearly what you want	<ul style="list-style-type: none"> <li>• Simple: "No, thanks", or "No"</li> <li>• Emphatic: "No!" "Don't do that!"</li> <li>• Repetitive: "No, no, <b>NO!!!</b>"</li> </ul>
Be loud	<ul style="list-style-type: none"> <li>• Talk in a loud voice.</li> <li>• Scream for help if you are alone and feel you are at risk.</li> </ul>
Create distance	<ul style="list-style-type: none"> <li>• Push the person away without smiling and walk away.</li> <li>• Leave the scene and go somewhere safe.</li> </ul>
Steer clear	<ul style="list-style-type: none"> <li>• If you suspect you will be pressured, don't go with the person.</li> <li>• Avoid being alone with a date or new girlfriend before you are ready and trust them.</li> </ul>
Safety in numbers	<ul style="list-style-type: none"> <li>• Walk with a group of friends or family members. Keep trusted friends nearby.</li> <li>• Always tell someone where you are going.</li> </ul>
Call in support	Threaten to tell somebody with authority or power (parents, counselors, relatives, and police).





4. One by one, discuss each scenario below. Ask the boys how to handle each situation and act out the Safety Skills they suggest. (**Note:** Repeat these scenarios until all boys demonstrate the Safety Skills well.)
  - An older woman in the community offers to buy you something. But you can tell she wants “something” in return.
  - You are getting unwanted sexual pressure from a family member.
  - An older boy in school is touching you in a way that makes you feel uncomfortable.
  - Someone makes inappropriate and offensive comments about your sister or girlfriend.
  - Someone shows you a sexual video on their phone.
  - A girl is pressured to have sex by your friend.
  - A teacher offers you a higher grade in turn for a sexual favor.
  - A group of men harasses you and your friends as you walk to school with sexually explicit comments.
  - An older boy calls you “gay” because you are not smaller than most of the boys your age, do not play football and spent a lot of time with girls, rather than boys.
  - You feel pressure to talk sexually to girls at the market by your older brother.
5. Mention that if someone is sexually harassing you or a friend of yours (sister, girl, another boy, etc.) in addition to using your Safety Skills, talk to a trusted friend and/or an adult about it. It may feel difficult at first, but it is important for your safety.
6. Ask who can boys talk to if they are being sexually harassed. (**Note:** Encourage many boys to respond. It is important that they have a plan.)
7. Reinforce that boys should talk to a trusted adult, their parents or family members, teacher, a close friend, a health care provider, or counselor. Find someone who will listen and support you.
8. Ask the boys to pair up and tell each other two people in their life who they can talk to about such things. (**Note:** Allow about 5 minutes for girls to talk.)



9. Mention that the Boys Club is also a safe place to ask about anything. If I do not know the answer, I will try to find the answer for you.

**Getting Support** (about 15 minutes)

1. Say: Even if rape or sexual assault is against the law, many boys are reluctant to report it to their families or to the police.
2. Ask: Why might boys not want to report sexual assault? (**Note:** Encourage a discussion about this to expose reasons why girls may not report such crimes.)
3. Discuss reasons why some boys, girls and women may not report sexual harassment and/or rape:
  - **Fear of stigma and discrimination.** Girls and women may be stigmatized for what has happened to her and experience discrimination. Boys may be treated as feminine, “gay” or weak and experience discrimination.
  - **Blame.** Society expects girls and women to be able to avoid sex, including sexual violence. If any form of sexual violence occurs, society often blames the woman for the way she behaves and dresses.
  - **Fear of disbelief.** Many girls do not think anyone will believe them, particularly if they have been abused by someone they know. Boys and men are expected to want sex, so they may not think anyone will believe that they were a victim or will be treated as if they wanted it.
  - **Fear of revenge.** Many girls and women who are sexually assaulted are intimidated by their attacker, who threatens that he and his family and friends will cause her further harm if she makes a police report. Boys who tell about sexual assault may be treated with violence by the perpetrator if word gets out.
  - **Health workers’ and police attitudes.** Health workers or police may not be very understanding or supportive. They may be judgmental against the boy or girl.
  - **Perpetrators** are not prosecuted. Sometimes even if a victim reports sexual violence, nothing happens to the attacker.
4. Emphasize the following:

*Sexual assault and rape are never the victim’s fault. The shame lies with the attacker, not the person who was attacked.*



- The most important thing for you to know is that rape and sexual assault are against the law. Discuss the laws in your country.
  - **Sexual assault and rape are never the victim's fault. The shame lies with the attacker, not the person who was attacked.**
5. Discuss that it is not always a simple option to report the violence. Some people may even choose not to report, and it is up to the survivor to decide. For example, if a girl will be kicked out of her home and has nowhere to live if she reports a rape, it may be a better decision not to disclose. Or if a boy places shame upon his family or is perceived as feminine or gay, he may be treated violently. There are other times when it is not safe to disclose, for example, if a family member of community member is the perpetrator.
  6. Discuss that if a girl decides to disclose, there are places to go for support if they or their friends experience any form of sexual harassment or violence: (**Note:** Write these on flipchart.)
    - A trusted, supportive adult, such as a parent, auntie, teacher
    - A social worker
    - Someone from a local organization that supports woman's rights works on gender-based violence issues
    - A social worker
    - Local officials, such as the community officials or head of women's affairs
    - A trusted, youth-friendly health care provider
    - The police or other authorities
  7. Point out that times are changing! There are laws against gender-based violence. These laws are being enforced.
  8. Explain that we discussed some difficult topics. For today, I just want you to be aware of these issues and always seek support if you need it.
  9. Point out that in the coming weeks you will work on how to protect yourself and stay safe.
  10. Ask if anyone has questions. (**Note:** Have an expert on gender-based violence, women's rights or a trusted, youth-friendly health professional with you to answer questions.)



### C. Wrap Up: Total Time – 10 minutes

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the girls when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.

#### Important Note:

##### If a boy discloses that he is experiencing physical, sexual and/or emotional abuse:

- Speak to the boy alone in a private area.
- Listen carefully to what he says.
- Thank him for sharing this information with you. Tell him that you are sorry this has happened to him.
- Remind the boy that any act of harassment or violence is **never** his fault.
- Ask if the boy has a trusted adult who can support her and who he may feel comfortable sharing this with.
- If so, tell him that it may be helpful to talk with a trusted adult about this issue.
- If he does not have that person, he could report the incident to someone from a local organization that supports woman's rights, a trusted, youth-friendly health care provider, a local leader/advocate, and/or the authorities.
- Tell the boy that you will keep this highly confidential. Explain that you will need to tell your supervisor but that without his permission to do so, you will **not** be sharing his name or specific identity.



- Report the incident to your supervisor, explaining that a boy in your Boys Club told you about experiencing violence. **It's very important that if the boy did not give you permission, you do NOT share his name as part of this report.**
- Keep this information highly confidential. Do not discuss this with anyone, except the supervisor.

**If a boy enquires about health services:**

- Be non-judgmental.
- Ask if the boy has a parent who can accompany her to the health center. If so, encourage the girl go with him parent to the health center.
- If not a parent, ask if the boy has a trusted adult who can accompany them to the health center. Encourage the boy to seek health care services with the trusted adult.

**Note:** It's very important that you are aware of the legal issues and any mandatory reporting requirements if a minor discloses any type of violence or abuse. Please be sure to review relevant guidelines or laws before the Boys Club Meetings begin so you are prepared if disclosure should arise.



# Who Am I?



## Learning Objectives

**By the end of this session, the boys will:**

- Describe what is gender identity.
- Describe what is gender expression.
- Name at least two factual statements about sexual orientation and gender



**Total Time: 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart paper (newsprint)	Half-sheets of A4 paper – one for each participant in the Boys Club
Colored Markers	



## Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- Make a flipchart with two columns – draw a line down the center of it. On the top of the left-hand column, write “Boys”. On top of the right-hand column write, “Girls”
- This meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.



## Session Plan



### A. Welcome: Total Time – 20 minutes

1. Welcome the Boys back to the boys Club. Thank them for coming.
2. Ask if anyone has a question from the last Boys Club meeting.
3. Ask: Who are you? A girl?, A boy?, A student?, A brother?, A father?, A student?, An athlete?, A singer?, etc. (**Note:** Ask several boys to describe who they are.)
4. Thank everyone for their responses.
5. Explain that our “identity” is who we are. Give examples of yourself (the Mentor):
  - I am a Mentor.
  - I am a student.
  - I am a male.
  - I am an older adolescent.
6. Give each boy a piece of paper to write on. Ask them not to write their name on it.
7. Explain the exercise: (**Note:** Allow about 5 minutes for participants to write their assignment:
  - Write down what biological sex means.
  - Write down what you have heard about the term “Gender identity”. If you have never heard of this, write what you think it means.
  - Write down what gender expression means. If you have never heard of this, write what you think it means.
  - Write down what you have heard about the term “Sexual orientation”. If you have never heard of it, write what you think it means.
  - When done, fold the piece of paper with your answers three times. Do not open it until you are asked to do so.
8. Tell the boys to hold on to the folded piece of paper and **not to lose it**.



### B. Activity<sup>38 39 40</sup>: Total Time – 80 minutes

#### What is a Boy/What is a Girl? (about 25 minutes)

1. Ask: When a baby is born, what is the first question we usually ask? (**Note:** Probe for, “Is it a boy or a girl?”)



2. Ask: To know for sure what sex the baby is, where do you look – at the baby's nose?"  
(**Note:** Expect the boys to giggle and be reluctant to say penis or vulva.)
3. If not mentioned, explain that we normally look at the genitals. If we see a penis, we will say 'it's a boy!' If we see a vulva, we will say, 'it's a girl!'
4. Point out that this visual confirmation of the genitals will probably determine how the people in the baby's life will interact with that child.
5. Say: Imagine for a moment that an alien landed in your community from outer space. It is doing research on different creatures on planet Earth. This alien is looking for what is called, "a boy". How would you describe to someone who's never seen a boy, what a boy looks like? (**Note:** Write responses on the flipchart under the column labeled, "Boys" – see preparation notes.)
6. Ask: What if the alien is looking for what is called, "a girl". How would you describe to someone who's never seen a girl, what a girl looks like? (**Note:** Write responses on the flipchart under the column labeled, "Girls".)
7. Thank the boys for their responses. Tell them that the alien has left happy with all its information about boys and girls.
8. Ask the boys to look at both the boy and girl lists on the flipchart. What do you notice about the two lists?
9. If not mentioned, ask these questions, depending on the lists of characteristics for boys and girls on the flipchart:
  - The characteristics about boys seems to focus on \_\_\_\_\_, while the description of girls seems to focus on \_\_\_\_\_.
  - Are there things on the "boy" list that also apply to girls?
  - Are there things on the "boy" list that also apply to girls?
10. Explain the following:
  - When someone is born with a vagina, they are usually referred to as a "girl".
  - When someone is born with a penis, they are usually referred to as a "boy".
11. Ask: When someone is called a boy:
  - What toys is he given to play with?
  - What clothes is he given to wear?





- How is he expected to behave?
12. Ask: When someone is called a girl:
- What toys is she given to play with?
  - What clothes is she given to wear?
  - How is she expected to behave?
13. Explain that usually a person's inner feelings match their body parts. For example:
- They see that they have a penis and testicles and think, "I am a male".
  - They see that they have a vulva and vagina and think, "I am a female".
14. Mention that for some people, how they feel on the inside does not match their biological sex and body parts. Maybe they have a penis, but do not feel male. Or, they may have a vulva, but not feel female.
15. Point out that the name for this situation is "transgender" – they are assigned one biological sex at birth, but they feel like another gender.

### **Biological sex**

1. Ask participants what biological sex means. (**Note:** This has been discussed many times through the Boys and Girls Club meetings. Keep asking until one or two participants get the answer right.)
2. Summarize what biological sex means: **Biological sex** refers to the physical aspects of a girl and boy. For example, only the female body includes organs and hormones that enable women to menstruate, get pregnant, give birth to children, and breastfeed. Only the male body has organs and hormones that produce sperm with the capacity to make women pregnant. These differences are the work of nature and cannot change. These are permanent, and do not change.
3. Often times, people will refer to biological sex as one's gender.

### **Gender Expression** (about 10 minutes)

1. Ask participants how girls dress in their community.
2. Ask how boys dress in their community.
3. Explain that how we dress and act is how we choose to express our gender identity. This is called gender expression.



4. Discuss what gender expression means:
  - It is how we let other people know the gender we feel that we are.
  - We use our name, our clothes, how we carry ourselves, some of the things we do, etc. to express who we feel we are.
  - Gender expression can be feminine or masculine or somewhere in between.
5. Ask if people can choose their gender expression. (**Note:** Encourage an active discussion about this.)
6. If not mentioned, clarify that people can and do choose how they wish to express their gender. Give examples:
  - Girls can choose to express feeling feminine by wearing dresses, saris, long hair, jewelry, high heels, or whatever society expects “females” should look or act like.
  - Girls can also choose to wear pants, t-shirts, work boots, hats, or other things that are typically considered masculine.
  - The same goes for boys – they can choose to dress more masculine or more feminine.
  - Both boys and girls can go between genders at times or not feel fully masculine or feminine, but a combination or neither.
7. Explain that how one chooses to express their gender may change over time as well. This is because some girls may later identify as more masculine, or fashion (or social norms) may change, giving girls who feel feminine an opportunity and permission to wear pants and boots and still express as female.

*Explain that how one chooses to express their gender may change over time.*

### **Sexual Orientation** (about 20 minutes)

Reminder to mentors: the next session will include discussion about sexual orientation which may include lesbian, gay, bisexual, and transgender (LGBT) people. There are other gender identities that do not fit within these definitions such as queer, questioning and asexual. There may be girls in your Club who are questioning their sexuality and who may believe they fit outside the definition of “straight”. Be open and available to girls who want to talk through these feelings. Most importantly, be



supportive and nonjudgmental of these girls, and ensure that others in the Club are too.

Discussing sexual orientation and LGBTQ+ rights may be sensitive, controversial, or even dangerous in your setting. Please use your best judgment as to whether and how to teach this lesson to ensure that you and your girls are safe.

1. Remind the boys that during adolescences our bodies begin to change and mature, and we begin to have romantic feelings for others. This is a natural process.
2. Explain that “sexual orientation” refers to the person we are attracted to, physically and romantically.
3. Discuss sexual orientation:
  - Some people are attracted to someone of a different gender, such as girls are attracted to boys, and boys are attracted to girls.
  - Some people may be attracted to the same gender as they are, such as men being attracted to men.
  - Some people may be attracted to more than one gender – they may be attracted to men and women.
  - Some people are not attracted to either gender—or don’t have romantic (or sexual) feelings.
  - Attraction includes romantic love: You can know your orientation by knowing who you are attracted to and/or could fall in love with. This does not mean you do something sexual with another person.
4. Explain that there are some general categories of sexual orientation:
  - Heterosexual – Someone who is only attracted to people of a different gender.
  - Lesbian or gay—Someone who is only attracted to someone of their same gender.
  - Bisexual – Someone who may be attracted to people of their own gender AND to people of a different gender.
  - Pansexual or queer—Someone who is attracted to others across many different gender identities (male, female, transgender, gender queer, intersex, etc.).



- Questioning or curious—Someone who is unsure about their sexual orientation
- Asexual—Someone who doesn't experience any sexual attraction for anyone. Note that you may not be having sexual feelings yet, but that doesn't mean you are asexual, you just might not have those feelings yet.

5. Ask if people can choose their sexual orientation. (**Note:** Encourage an active discussion about this.) If not mentioned, clarify that:

- No, we do not consciously choose our sexual orientation.
- Feelings of attraction are discovered, not chosen.
- Sexual or attraction orientation isn't something a person can turn on and off like a light switch. We don't choose who we are attracted to.
- We CAN choose whether to act on those feelings or not.
- We CAN choose what we call ourselves based on those feelings.

Ask: *Can people choose their sexual orientation?*

5. Ask if someone can know someone's sexual orientation by just looking at them. If so, how?

6. If not mentioned, explain the following:

- One cannot determine someone's sexual orientation by just looking at them.
- This means that not all masculine guys or all feminine girls are heterosexual.
- Sexual orientation has to do with who a person is attracted to. Gender expression is separate from that.

7. Ask if anyone has questions.

**What did you think?** (about 15 minutes)

1. Ask the boys to open the piece of paper they wrote on at the beginning of the session and read to themselves what **biological sex** meant to them.
2. Ask these or similar questions:
  - What do you think of what you wrote?
  - How many wrote down the correct meaning of biological sex?
  - How many did not get the correct meaning?



- Who can explain what biological sex means. (**Note:** Ask several participants to explain. Make sure the meaning is correct.)
3. Ask the boys to open the piece of paper they wrote on at the beginning of the session and read what **gender identity** meant to them.
  4. Ask these or similar questions:
    - What do you think of what you wrote?
    - How many wrote down the correct meaning of gender identity?
    - How many did not get the correct meaning?
    - Who can explain what gender identity means. (**Note:** Ask several participants to explain. Make sure the meaning is correct.)
    - Ask who is still unclear about what gender identity means? (**Note:** If anyone is still unclear, explain the definition again, as needed.)
  5. Ask boys to privately read what **gender expression** meant to them.
  6. Ask these or similar questions.
    - What do you think of what you wrote?
    - How many wrote down the correct meaning gender expression?
    - How many did not get the correct meaning?
    - Who can explain what gender expression means? (**Note:** Ask several participants to explain what gender expression means. Correct them, if they get in incorrectly.)
    - Who is still unclear on what gender identity mean? (**Note:** If anyone is still unclear, explain the definition again, as needed.)
  7. Ask participants to privately read what **sexual orientation** meant to them.
  8. Ask these or similar questions.
    - What do you think of what you wrote?
    - How many wrote down the correct meaning of sexual orientation?
    - How many did not get the correct meaning?



- Who can explain what sexual orientation means? (**Note:** Ask several participants to explain what gender expression means. Correct them, if they get in incorrectly.)
- Who is still unclear on what sexual orientation means? (**Note:** If anyone is still unclear, explain the definition again, as needed.)

9. Thank everyone for their active input.



### C. Wrap Up: Total Time – 20 minutes

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.



## Joint Session: Changing Gender Roles



### Learning Objectives

**By the end of this session, participants will:**

- Describe how gender roles and norms change over time.
- Name at least three ways that gender roles have changed over time



**Total Time: 2 hours, 15 minutes**



### Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart paper (newsprint)	Colored Markers



### Preparation Notes:

- **Read this Session Plan several times. Be familiar with the content and how to deliver it**
- Make two flipcharts: Label one, "**Women**" and another, "**Men**". Under "Women" draw a line in the middle to make two columns. On top of the left-hand column, write "Biological". On top of the right-hand column write, Social. Do the same for "Men".

<b>Women</b>	
Biological (Sex)	Social (Gender)

<b>Men</b>	
Biological (Sex)	Social (Gender)



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- Make a flipchart for Girls/Women with three columns, labeled as the example below:

Girls/Women		
Topic	Grandmother's time (past)	For you now (present or future)
Clothing		
Schooling (grade level achieved)		
Chores		
Friends		
Jobs/work		
Parenting		
Technology (electricity, mobile phones)		
Marriage		

- Make another flipchart for Boys/Men with the same three columns as the girls/women above. Label it "Boys/Men".

Boys/Men		
Topic	Grandfather's time (past)	For you now (present or future)
Clothing		
Schooling (grade level achieved)		
Chores		
Friends		
Jobs/work		
Parenting		
Technology (electricity, mobile phones)		
Marriage		





- Invite the facilitator of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one of you will facilitate.
- This meeting requires the use of flipcharts. Find a meeting location with walls and/or places to put a flipchart stand to write on and post flipchart papers.
- Tape the two column Women flipchart on the wall or flipchart stand. Place the two-column Men flipchart under the Women flipchart, so that you can write on it after discussing women.



## Session Plan



### A. Welcome<sup>41</sup>: Total Time – 25 minutes

1. Welcome the girls and boys to the third joint session. Thank them for coming.
2. Introduce yourself and other facilitators.
3. Say: One by one, say your name and one thing you have learned as a result of attending the Girls and/or Boys club. (**Note:** Allow all participants to introduce themselves, but move the conversation along if some participants talk too much.)
4. Ask participants if they have any questions from the last joint Boys and Girls Club session.



### B. Activities<sup>42 43</sup>: Total Time – 85 minutes

#### **Gender Roles** (about 30 minutes)

1. Remind participants that we spoke about the differences between sex and gender during the first Joint Boys and Girls Club session.
2. Ask who can tell me the difference between biological definition of sex and gender roles.
3. If not mentioned, review the definitions:
  - There are biological differences between males and females, such as women having a uterus and breasts and men having penises. These can only be changed with surgery.
  - "Gender roles" refers to what men and women are expected to do within a family, community, society.



- “Gender norms” refers to ways that men and women are expected to act in the family and the community. This can vary from place to place, even within the same country.
4. Ask whether being a mother is a biological trait or social trait for women. (**Note:** On the two-column Women flipchart, write “Mother” in the Biological column or the Social column – depending on what participants decide it is.)
  5. Ask about the following common traits or qualities that people associate with “being a woman”. After each trait/quality, ask if it is biological or social. (**Note:** On the two-column Women flipchart, write the trait under the Biological column or Social Column.)
 

• A mother	• Emotionally sensitive	• Practical
• A wife	• Market seller	• Nonviolent
• Considerate <sup>[SEP]</sup>	• Well organized/good at multi-tasking <sup>[SEP]</sup>	• Modest <sup>[SEP]</sup>
• Quiet		• Curvaceous <sup>[SEP]</sup>
• Has ovaries	• Has breasts	• Has a uterus
• Submissive <sup>[SEP]</sup>	• A good communicator	• Caring
  6. Be sure to come to an agreement under which category the trait or quality falls. Use these guidelines for deciding which column a trait should be placed:
    - If participants agree that the trait/quality is biological, write it under the Biological (Sex) column.
    - If the participants agree that the trait/quality is social, write it under the Social (Gender) column.
    - If participants say that a “Social” trait/quality belongs to the “Biological” column, ask: “If a girl or woman does not have that trait/quality, is she still **biologically** a female?” This will help decide whether it is biological or social. For example, if the role of “mother” is put in the biological column, ask the group if a woman is still biologically female if she is not a mother.
  7. Review what is on the Women flipchart. Come to an agreement whether the trait/quality is a biological one or a social one. (**Note:** If there is any disagreement, settle the matter by asking, “If the woman does not have that trait, is she still biologically a woman?”)



8. Ask if there is other traits that participants would like to add to the Women's flipchart. If so, decide whether the trait is biological or social and add it to the column where participants agree it belongs.

### Men

1. Do the same exercise as for men. Ask about the common traits or qualities that people associate with "being a man". After each trait, ask if the trait is "Biological" or "Social". (**Note:** Based on what participants say, add the trait to the Biological or Social column on the "Men" flipchart):
 

• Emotionally not expressive	• A father	• Unafraid of violence or using violence
• Wealthy	• Controlling	
• Has a penis	• Proud	• Farmer
• In charge of family	• Powerful	• Plays sports
• Trustworthy	• Has scrotum ("balls")	• Drinks alcohol
		• Grows hair on chest
2. Make sure to come to an agreement under with category the trait or quality falls. Write participants' responses under the correct column following these guidelines:
  - If participants agree that the trait/quality is biological, write it under the Biological (Sex) column.
  - If participants agree that the trait/quality is social, write it under the Social (Gender) column.
  - If participants says that a "Social" trait belongs to the "Biological" column, ask: "If a boy or man does not have that characteristic, is he still **biologically** a male?"
3. Review what is on the Men's flipchart. Come to an agreement about whether the trait/quality if a biological one or a social one. (**Note:** If there is any disagreement, settle the matter by asking, "If the man does not have that trait, is he still biologically a man?")



4. Ask if there are other traits that participants would like to add to the Men's flipchart. If so, decide whether the trait is biological or social and add it to the column where participants agree it belongs.

**Discussion** (about 15 minutes)

1. Compare the responses on the "Woman" and "Men" flipcharts.
2. Mention that few traits of men and woman are biological. For example, only males can be a father; only females can give birth or breastfeed. <sup>[11]</sup><sub>[SEP]</sub>
3. Explain that as we discussed previously, most traits associated with being a woman or a man are **socially determined** — not based on biology at all.
4. Remind participants that socially determined male and female roles are called **gender roles**. Express that these are ideas about how men and women should act in society. They look different in each community and can be harmful to both men and women.
5. Ask these or similar questions about gender roles. (**Note:** Encourage a discussion about this.)
  - What are examples of gender roles in your family, village or community?
  - Where do we learn these gender roles?
  - When do we begin learning these roles?
6. Explain that society's expectations of gender roles for both boys/men and girls/women can limit the choices that men and women make in their lives.
7. Ask these or similar questions:
  - What do you feel about gender roles in your community?
  - Do you agree with how females are supposed to act and live?
  - What do you think about how males are supposed to act?
  - Are these roles permanent?
8. Explain that society changes over time or from region to region, so do attitudes about gender roles.
9. Say: Let's see if that is true in your community.

*Explain that most traits associated with being a woman or a man are **socially determined** — not based on biology at all.*



### **Changing Gender Roles** (about 40 minutes)

1. Explain that we are going to explore how gender roles may have changed over time in your community/region.
2. Ask “Can these social and gender roles change over time or between different societies/communities?” Some responses may include examples such as:
  - Oftentimes, society says that men should not express their emotions, but this is something that can shift over time as more men share their emotions – sharing one’s emotions can allow men to have more meaningful connections with friends and family.
  - Society may push men to drink alcohol or use drugs, but this does not make them a man and using these products can be harmful for their health.
  - Men may use violence to prove their masculinity, but times are changing, and more men are realizing that violence is wrong and using their words to solve problems, etc.
3. Ask the following questions for Girls/Women (**Note:** Write responses to the questions on the three -column flipchart for Girls/Women – prepared beforehand. Put responses related to grandmother in the “Grandmother” column and responses related to girls (the girls in the session) in the “For you now” column.)
  - How did your grandmother dress? How do you dress now?
  - Did your grandmother go to school? If so, to what grade?
  - Are you going to school? How far in school would you like to go?
  - What kind of chores did your grandmother do? What kind of chores do girls do now?
  - Did your grandmother/mother have fun with their friends? Do you have fun with your friends?
  - What kind of work or job did your grandmother have?
  - What kind of work or job would you like to have?
  - Who took care of the children in your grandmother’s time?
  - Who takes care of the children in your home now?
  - Did your grandmother have electricity? Do you have electricity in your home?



- Did your grandmother/mother have a mobile phone? Do you have a mobile phone?
- At what age did your grandmother marry? When do you want to get married?

4. Ask the following questions for Boys/Men (**Note:** Write responses to the questions on the three -column flipchart for Boys/Men – prepared beforehand. Put responses related to grandfather in the “Grandfather” column and responses related to boys in the “For you now” column.)

- How did your grandfather dress? How do you dress now?
- Did your grandfather go to school? If so, to what grade?
  - Are you going to school? How far in school would you like to go?
- What kind of chores did your grandfather do? What kind of chores do boys do now?
- Did your grandfather/father have fun with their friends? Do you have fun with your friends?
- What kind of work or job did your grandfather have?
  - What kind of work or job would you like to have?
- Who took care of the little children in your grandfather’s time?
- Who takes care of the children in your home now?
- Did your grandfather have electricity? Do you have electricity in your home?
- Did your grandfather/father have a mobile phone? Do you have a mobile phone?
- At what age did your grandfather marry? When do you want to get married?

5. When done asking about Girls/Women and Boys/Men, review both of the flipcharts and responses. Initiate a discussion by asking these or similar question:

- In which areas of life have gender roles changed the most since your grandparent’s time?
- Whose roles have changed the most Girls or Boys since their grandmother or grandfather’s time?
- Which changes do you think are for the better for women? For men? Why?
- Which changes do you think are for the worse for women? For men? Why?



- Which factors may have brought about these changes?
  - How has radio, TV, and the internet affected gender roles?
  - How has technology (electricity, solar lamps etc.) changed your lives and likely gender roles?
6. Point out that society, and thus gender roles, have changed over time, no?
  7. Continue the discussion by asking these or similar questions:
    - Will gender roles continue to change in your children's time? If so, in what ways?
    - How might changing gender roles affect the kind of work/job women will have?
    - How might changing gender roles affect the kind of work/job men will have?
  8. Point out that gender roles are not permanent. They are shaped by society over time. Traditions, popular culture, the media, peers, family, and the community (including schools) all play a role in shaping and reinforcing these gender roles.
  9. Explain that it is usually young people who contribute to changes in gender roles over time.
  10. Point out that girls now will be doing different things than their mothers did, and boys will also do different things than their fathers.
  11. Explain that it is okay to do things differently than your grandparents or parents. This has happened in every generation.
  12. Wrap up the discussion on gender roles by explaining that gender roles are, and should be, changing in a way that provides equal opportunity for girls and boys, in terms of education, work opportunities and earning potential.



### **C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation.
2. Initiate a discussion about today's session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.



3. Ask: How did you like having a joint Girls and Boys Club joint meeting. What did you like the most? Explain that there will be a few more joint meetings this year.
4. Say: Take a couple of minutes to write what you learned in your notebook.
5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
6. Close the meeting.





# Sexually Transmitted Infections (STIs)



## Learning Objectives

**By the end of this session, the boys will:**

- Understand the basics of how to prevent STIs and where to seek treatment.
- Describe correct knowledge about HIV.



**Total Time: 2 hours**



## Materials Needed:

Two bowls or baskets	Tape
A key, rock, or banana (or another small object)	<b>Appendix: HIV Quiz-</b> see end of this Session Plan
<p><b>Blue</b> and <b>orange</b> badges or name tags that stick on clothes. If there are no name tags or badges, use two different colored fabric/patterns of cloth. If there are 25 participants, you will need 15 <b>blue</b> badges/fabric pieces and 15 <b>orange</b> badges/fabric pieces. (<b>Note:</b> If you do not have blue or orange badges, choose two other different colors).</p>	



## Preparation Notes:

- **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- Select an object small enough to put into someone's hand – such as a rock.



- Put the **blue** badges/tags/fabric pieces in a small bowl or basket and the **orange** badges/tags/fabric pieces in another small bowl or basket.



## Session Plan



### A. Welcome<sup>44</sup>: Total Time – 20 minutes

1. Welcome the boys to the Boys Club. Thank them for coming.
2. Ask if anyone has questions from the last Boys Club meeting.
3. Conduct the energizer:
  - Ask everyone to stand together in a circle and put their hands together behind their back and facing upwards.
  - Ask a volunteer to stand in the middle of the circle? The volunteer should not see what you are doing.
  - Say: I am going to put something in someone's hands. When that person gets the object, he must pass it to any person next to him.
  - Walk around behind the participants in the circle. Secretively put a small object in someone's hands. (**Note:** The volunteer should not see what you are doing or who has the object.)
  - Say to the boys forming the circle: When you get the item, pass it around the circle until I say STOP.
  - After a minute or two say, "Stop".
  - Say to volunteer in the middle of the circle: "Guess who has the object".
  - Once he guesses correctly, tell him to join the circle.
  - Ask another volunteer to be in the middle of the circle. Repeat this game one more time.
  - After the second volunteer guesses who has the object, end the game.
4. Explain that often we cannot see what is going on with other people, or how things get passed from one person to another. This is important to remember as we talk about today's topic.
5. Ask everyone to sit down.



## B.Activity<sup>45 46 47</sup>: Total Time – 80 minutes

### Sexually Transmitted Infections (about 20 minutes)

1. Ask what could happen when a man and a woman have sex. (**Note:** Expect participants to say that the woman can get pregnant.)
2. Explain: In addition to possibly getting pregnant, the man or the woman could also get a sexually transmitted infection, or STI, including HIV (Human Immunodeficiency Virus), if their partner is infected with an HIV or any other STI.
3. Explain that some STIs can also be transmitted through sharing sharp materials, blood transfusions, and child birth.
4. Ask several boys what have they heard about STIs? Initiate a discussion about STIs to learn what boys know and do not know about them.
5. Discuss key points about STIs:
  - Some STIs are bacterial infections. These can be treated with antibiotics.
  - Some STIs are caused by viruses. These cannot be cured.
  - Some examples of STIs caused by bacteria are Chlamydia and Gonorrhea.
  - Some examples of STI viruses are genital herpes, HPV (human papilloma virus) and HIV.
6. Ask several boys what they know about HIV. Initiate a discussion about HIV to learn what boys know and do not know.
7. When done, summarize these key points about HIV:
  - HIV is a virus which lives in bodily fluids.
  - In both men and women, HIV lives in the blood.
  - In men, HIV lives in the semen, which is why sex is the most common form of transmission.
  - For women, HIV can also be found in breast milk. This can pass the HIV virus to the new infant.
8. Discuss ways in which someone can get HIV.

Ask: ***What have you heard about STIs?***

Next, ask:  
***What do you know about HIV?***



- Through unprotected sex with someone who has the HIV virus.
  - From blood transfusions with contaminated blood, or sharing syringes, needles, razors with someone who has the HIV virus.
  - During pregnancy and childbirth. It can be transmitted from a mother to a baby if the mother is infected with HIV.
  - During breastfeeding a child, if the mother has the HIV virus.
9. Emphasize that HIV is **not curable**. But, there are effective medicines for HIV. People with HIV can live long and productive lives if they take the medicines every day.
10. Point out that STIs, including HIV, are not transmitted through casual contact, such as:
- Shaking hands
  - Sitting on the same toilet seat
  - Hugging
  - Sharing toothbrushes, etc.
  - Drinking from the same glass
11. Ask several boys: “How can you tell if a person has HIV?”
12. If not mentioned, explain:
- You cannot tell if a person is living with HIV by their appearance.
  - You can **ONLY** know if a person is living with HIV through a blood test.

13. Ask if anyone has questions.

**HIV Quiz**<sup>48</sup> (about 20 minutes)

1. Ask the first question on the HIV Quiz. (See **Appendix: HIV Quiz** at the end of this Session Plan.)
2. Ask several boys if the answer is True or False and why. (**Note:** If a person gets the wrong answer ask other boys. Keep asking until someone gets the correct answer.)
3. Discuss the correct answer, then move to the next question.
4. Ask several boys to answer the second question. Keep asking until someone gets the correct answer.
5. Discuss the correct answer, then move to the next question. (**Note:** The correct answer is on the quiz for the Mentor to use.)



6. Continue asking each question in the HIV Quiz.
  - After each question probe for what the group knows or not.
  - After several boys have answered, discuss the correct answer.
7. When the HIV Quiz is completed, ask: What is the difference between HIV and AIDS?
8. If not mentioned, discuss these key points:
  - HIV is a virus that lives in a person's blood and bodily fluids once the person becomes infected. A person can live many years without looking or feeling sick.
  - When a person begins to have symptoms of HIV – usually after many years – the person has gone from being HIV positive to having AIDS.
  - AIDS stands for Acquired Immunodeficiency Syndrome and is an advanced stage of illness.

13. Ask if anyone has questions?

**STI Risk Exercise** (about 20 minutes)

1. Ask everyone to stand up.
2. Give 6 boys a **blue** badge/tag or fabric piece. Stick/tape the badge/tag/fabric piece to their clothing. Make sure that the badge/tag or fabric piece is visible. (**Note:** If there are fewer than 24 boys in the session give about 25% of the boys a **blue** badge.)
3. Give 2 boys an **orange** badge/tag or fabric piece. Stick/tape the badge/tag/fabric piece to their clothing. Make sure that the badge/tag or fabric piece is visible. (**Note:** If there are fewer than 24 boys in the session, give only one boy an **orange** badge.)
4. Place the rest of the **blue** and **orange** badges/tags or fabric pieces in a bowl on a table (or ground) in front.
5. Explain the exercise:
  - Go around and shake hands with each other.
  - When you shake hands with a person, check the color of their badge (tag)/fabric piece. Is it **blue**, **orange**, or no badge?
  - If the person has an **orange** or **blue** badge (tag)/fabric piece, shake his hand and get a badge of the **same color** from the bowl (or basket). Pin/stick it on your clothes. (**Note:** Point where to where the bowl with the tags are located.)



- If the person has no badge, shake his hand and move on.
6. Say: By the end of the exercise some people might be wearing several colored tags.
  7. Repeat the instructions:
    - Start finding a partner and shake their hand.
    - If the partner has an **orange** or **blue** badge (tag)/fabric piece, get the same color badge from one of the bowls/baskets and put it on. Then, find another person to shake hands with.
  8. Say: "Go".
  9. After a few minutes or once more than half the group has blue badges/fabric pieces, say "Stop".
  10. Ask: Who started the exercise with a **blue** badge (tag)/fabric piece? Please come to the front of the group.
  11. Ask: Who got a **blue** badge after shaking hands with someone with a **blue** badge? If yes, come to the front of the group.
  12. Say: All of you have an STI called gonorrhea.
  13. Ask: Who started the exercise with an **orange** badge (tag)/fabric piece? Please come to the front of the group.
  14. Ask: Who got an **orange** badge after shaking hands with someone with an **orange** badge. Please come to the front of the group.
  15. Say: All of you have HIV.
  16. Ask: Who started the exercise and ended the exercise with no colored badge? Stay where you are.
  17. Say: None of you have an STI. No badge means no infection.
  18. Say: Most of you started the game with no badges – no infections. Look at how many now have an infection (those with **orange** or **blue** badges).
  19. Point out that they do not really have an infection. The game just demonstrates how fast an STI can be passed from one person to another through unprotected sex with an infected person.
  20. Explain that it is difficult to know if someone has an STI.



21. Point out that STIs are mainly passed from an infected person to an uninfected person whenever there is a change of sexual partners.
22. Remind the boys: You cannot get an STI from casual contact, such as shaking hands, hugging, drinking from the same glass, sitting on the same toilet seat, sharing toothbrushes, etc.
23. Explain that the exercise was only meant to show you that one cannot tell if someone has an STI and how quickly STIs can spread when there are a lot of sexual partners.
24. Remind participants that the only way you know for sure if a person has an STI is if that person is tested in a health center.
25. Ask everyone to sit down.

**STI Symptoms** (about 10 minutes)

1. Explain that getting an STI when you are not sexually active is unlikely. However, one should know the symptoms.
2. Explain that for boys/men most STIs do not have immediate symptoms that you can easily identify. Some symptoms include itching, burning, pain while urinating, and/or bad smelling discharge from the penis.
3. Discuss other STI symptoms:
  - Bacterial STIs may cause a discharge from the penis, but most of the time there are no symptoms.
  - Painful sores on the penis could be from a virus or bacteria so it's important to get it checked by a health care provider.
4. Emphasize that HIV has no symptoms until a person is very sick.
5. Emphasize that if boys notice any of these or other symptoms that do not seem normal, they should go to the health clinic with a trusted adult.
6. Explain that STI/HIV testing is the only way to know for sure if you have an STI. This is available at the health center.

**STI Prevention** (about 10 minutes)

1. Ask the boys how people can avoid getting an STI.



2. Ask where they heard that information.
3. If not mentioned, discuss key correct ways to prevent STIs:
  - Abstain from sex.
  - Not sharing sharp instruments.
  - Using condoms correctly and consistently when one decides to have sex.
4. Point out that the best person to ask about STIs is a knowledgeable person, such as a health care provider. They are trained in these kinds of infections.

**Sex: How do you know if you're ready? (25 minutes)**

1. Tell boys that you are going to talk about sex and it can be uncomfortable. Emphasize that sex can feel good, but it also has risks — STIs and unintended pregnancy are a few we have discussed. But sex can also have emotional risks. Sex before you're ready, sex with someone you don't trust or respect (or who doesn't trust or respect you), or sex that doesn't feel good can lead to some really stressful feelings. And sex shouldn't be stressful.
2. Tell the boys that at some point, they may decide to have sex, but it is important to be ready. In this activity, we will answer the different questions you should ask yourself before you agree to have sex. Answer each of these questions for yourself now in your notebook or on a sheet of paper, based on how you feel right now.
3. Read out loud the following questions:
  - Would my parents approve of me having sex now, if they knew?
  - If my girlfriend got pregnant, am I responsible and financially secure enough to provide for the baby's emotional and financial support?
  - Does the man/woman I am with make me feel good about myself?
  - Will I be glad when I am older that I lost my virginity at the age I am now?
  - 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?
  - Am I able to comfortably talk to my partner about sex and about his sexual history?





- Am I absolutely sure my partner is not infected with a sexually transmitted infection (STI)?
  - Do I know how to talk about using condoms or other methods to prevent pregnancy, HIV, and other STIs?
  - Do I feel safe with my partner?
4. Say: If you answered “no” to any of these questions, you should probably not start a sexual relationship or should perhaps end the one you are currently in. No matter what you choose, it is important that you choose for yourself whether or not you want to have sex, especially before you find yourself in a situation where someone may suggest having sex.
  5. Ask boys what makes someone ready for sex. (Prompt for discussion regarding: it matches your personal or religious values, your school and career goals, you have thought through the emotional and physical risks you're willing to take)
  6. Without lecturing, begin a conversation about if having sex is something you really want to do, or something you're being pressured to do. (Note to mentor: this can be a sensitive topic, especially for boys who have been abused, so choose your words carefully not to make anyone feel ashamed or scared.)
  7. Remind boys that sex is something that people usually have in a committed relationship, with someone they care deeply about and can trust. You're probably not ready to have sex if the reason you want to sounds anything like:
    - I'm the only virgin in my group of friends.
    - I want to “get it over with”.
    - My boyfriend or girlfriend will break up with me if I don't have sex.
    - I'll be more of a “man” if I have sex with a lot of girls/women.
    - Having sex will make me popular.
    - I'll feel older if I have sex.
  8. Finally, help boys understand that the importance of sex in your life can change over time — so don't worry if it's not something you're interested in right now. That's totally normal and ok. Just because you don't want to have sex now doesn't mean you'll never want to.



9. There are also times when someone forces you to have sex, which can be very scary and at your age, illegal, so it is important to tell someone you trust if you ever feel unsafe or uncomfortable.



### **C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.

#### **If a boy enquires about health services:**

- Be non-judgmental.
- Ask if the boy has a parent who can accompany him to the health center. If so, encourage him to go with his parent to the health center.
- If not a parent, ask if the boy has a trusted adult who can accompany him to the health center. Encourage him to seek health care services with the trusted adult.



## Appendix: HIV Quiz

1. Can HIV be transmitted by mosquitoes?

**No** – Mosquitoes cannot spread HIV. HIV is found in blood. But, it does not stay alive in mosquitoes. Mosquitoes do not transfer any blood into people when they bite – they only withdraw the blood. In the process of withdrawing the blood, the mosquito injects its saliva into its victim. Many diseases, including malaria, are passed on by mosquitoes. But, HIV is not spread by mosquitos.

2. Can HIV be transmitted through sex?

**Yes** – HIV can be passed from an infected person to another person during sex.

3. Can HIV be spread when sharing food with an infected person?

**No** – HIV can only be spread through sexual intercourse, blood transfusions, needle sticks, and from mother to baby during pregnancy and breastfeeding.

4. The best ways to prevent STIs including HIV is to avoid sex.

**Yes** – Abstinence is the best way to prevent HIV.

5. Can people living with HIV live long and productive lives?

**Yes!** Medicine called anti-retroviral or ARVs allows people with HIV to live long and productive lives. The medicine is taken every day for the rest of their life.

6. What is the only way to know for sure if you have HIV?

The only way to know for sure if someone has HIV is to get tested at the health center.

7. Can condoms provide protection from STIs, including HIV?

**Yes** – Whether you use latex male condoms or female condoms, they are both very effective in preventing HIV and many other STIs when used the right way every time. While it is not a 100% guarantee, condoms can be very effective in preventing transmission of HIV.



# My Money, My Plan



## Learning Objectives

**By the end of this session, the boys will:**

- Describe the difference between needs and wants related to spending money.
- Demonstrate how to make a savings plan.
- Describe how to handle setbacks while saving.



**Total Time: 2 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart (newsprint) paper	Pens for the boys
Colored Markers	Scissors
Equipment for audio story	Two coins
Small cards or pieces of paper for girls to write on – four cards (or pieces of paper) for each girl. For example, if you normally have 20 girls attend the session, you will need 80 cards or pieces of paper.	
<b>Appendix: Kaleb's Saving Challenges-</b> see the end of this Session Plan	



## Preparation Notes:

- Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it.



- If there are two Mentors, divide up the activities that each one will facilitate.
- Listen to the audio story for this session. Be prepared to discuss it. Make sure your equipment is working.
- If there are no cards, cut up small pieces of paper for boys to write on and tape to a flipchart – about 4 pieces of paper for each participant.
- Prepare a flipchart with these Five Steps to Saving:
  - 1) Choose a savings goal.
  - 2) Make a savings plan.
  - 3) Control spending (Know the difference between wants and needs).
  - 4) Save regularly.
  - 5) Deal with setbacks in saving.
- This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.



## Session Plan



### A. Welcome<sup>49</sup> – Total Time: 20 minutes

1. Welcome the boys back to the Boys Club. Thank them for coming to the meeting.
2. Ask if the boys have any questions from the last Boys Club meeting.
3. Conduct the energizer:
  - Divide the boys into two lines of equal length. (**Note:** If one team has an extra person, ask that person to step out of the line and join you.)
  - Give a coin to the first person in each team.
  - Explain the game, “When I say ‘Go’, the person with the coin should drop it to the ground. Then, the next person in line has to bend down, pick up the coin, stand up straight, then drop the coin to the ground. The next person has to bend down, pick up the coin, stand up straight, then drop the coin, and so forth until the last person in the line has dropped the coin”. (**Note:** Demonstrate how to do this.)
  - The race continues until the coin has reached the end of one of the lines.



- The team that gets the coin to the last person in the line first is the winner.
- Say: “Go”.
- When done, applaud when one of the team wins.

4. When done, ask everyone to sit down.



## **B.Story Time: Total Time – 20 minutes**

1. Play the audio story. (**Note:** Make sure that everyone can hear the audio or see the image. If necessary, replay the audio, so that everyone has heard the story well.)
2. Say: Let’s talk about **what** happened in the story.
3. Ask these questions:
  - What is happening in the story?
  - How common is this for boys in our community?
  - What advice would you give the boy in this situation?
  - What would make it easier for boys in your community to face this kind of situation?
4. Thank everyone for their participation.



## **C.Activity <sup>50</sup>: Total Time – 65 minutes**

### **Money and Basic Needs** (about 20 minutes)

1. Mention that in previous Boys Club sessions we talked about the different kinds of work that men can do to earn money.
2. Explain that when a family earns money, it usually goes to pay for basic expenses.
3. On a blank flipchart, write the word “FAMILY” on top. Then, distribute 1 to 2 small blank cards or pieces of paper and a pen to each boy.
4. Say: On each card (or piece of paper), write one **BASIC** thing that a family spends their money on – one basic item per card/piece of paper. (**Note:** Allow them about 5 minutes to do this.)
5. When done, ask the boys to come up and tape their cards on the **left**-hand side of the “FAMILY” flipchart. (**Note:** Invite the boys to gather around the flipchart and tape their cards. Remove any duplicate items from the flipchart.)



6. Help the boys organize the cards into groups of common expenses, such as:

- Food
- Clothes
- Hygiene (soap, toothbrush)
- School (uniforms, fees, pens)
- Medical (fees, medicines)
- Supplies for farming (food for animals, seeds, fertilizer, tools)
- Transportation (bus, taxi, bicycle, car)
- Fuel (kerosene, gasoline, etc.)
- Other

7. Review the cards (pieces of paper) on the flipchart. If there are no cards on any of the items below, ask the boys whether they should be added or not.

- Food
- Clothes
- Soap
- Supplies for farming (fertilizer, seeds, pesticides)
- Transportation
- Kerosene
- Medicine
- School supplies
- Emergencies (unexpected costs)
- Land and animal tax

8. Ask: Are there any other **Basic** expenses that a family has, which are not on this list? (**Note:** If yes, ask the boys to add them to the flipchart.)

9. Within each group of common expenses on the flipchart, ask the boys to organize them into categories: a) Put the most frequent (daily) expenses on top, b) followed by least frequent (monthly/yearly) expenses. (**Note:** Assist the boys, as needed.)

Ask: ***Are there any other basic expenses that a family has which are not on this list?***

10. Say: Come to an agreement on the order of expenses from the most frequent (daily) to less frequent (monthly, then yearly).

11. Explain that the daily expenses are the basic NEEDS every family needs just to live on, to survive daily.

12. Mention that some basic NEEDS can be longer-term or seasonal. They are NEEDS, but only during specific times of the month or year.

**Money and Wants** (about 10 minutes)



1. Explain that when we earn money, we spend it on many things. Some of the things are necessary for our survival. These things are our basic NEEDS.
2. Mention that we sometimes buy things that we want, but don't need. When we buy them we feel happy. We call these things WANTS.
3. After each word I read, tell me if you think it is a NEED or a WANT, and why? (**Note:** Feel free to add more items to the list. The words in parenthesis and *italics* are just for the Mentor. Do not read these to participants.)
  - Water (*need*)
  - A second pair of shoes (*want*)
  - Bus fare (*usually a need*)
  - Food (*need*)
  - Savings to help you in case of emergencies (*need*)
  - Seeds for the next planting season (*need*)
  - Domestic animal (chicken, ox, cow, goat, camel) (*need*)
  - Candy and soda (*want*)
  - Soap (*need*)
  - Fancy shirt (*want*)
4. Remind the boys that a WANT is something that would be nice to have, but not essential for survival.
5. Give the boys 1 to 2 more cards (or pieces of paper) to write on.
6. Say: Think of some WANTS a family would like to have. Write one item that is a "WANT" per card (or piece of paper). (**Note:** Allow them 5 minutes to do this.)
7. When ready, ask the boys to come up and tape their WANT cards on the **Right**-hand side of the "FAMILY" flipchart.
8. When done, ask: the boys to explain the WANTS on the flipchart.
9. Ask if NEEDS and the WANTS are the same for everyone? (**Note:** Encourage several boys to answer.)
10. Explain that NEEDS and WANTS are often different for different people. (**Note:** Remind the boys of any discussion they had arguing whether something is a NEED or a WANT)

After each word, have the boys say if they think it is a **WANT** or a **NEED**.





11. Mention that some families want to purchase new things for the house, while other families might want to invest in their children's education.
12. Ask the boys to look at the "Family" flipchart and agree which items are "NEEDS" and which are "WANTS".
13. Thank the boys for their participation.

**Money and Saving** (about 10 minutes)

1. Point out that most people/families do not have enough money to buy everything they NEED and WANT. They have to make choices about what they buy or not.
2. Ask: If you had a little extra money,
  - What would you buy with it?
  - Would you be willing to save money to buy this item? Why, why not?
3. Ask why saving money is important?
4. Ask what are reasons to save money?
5. Ask what would families save their money for? (**Note:** Encourage a discussion on savings, why would one save, and for what?)
6. Summarize reasons why families would save money. (**Note:** Relate any of the following to the WANT cards/papers on the FAMILY flipchart.)
  - **For Personal or family use**, such as food, clothes, medical expenses or transportation.
  - **For Emergencies** or unexpected events that we need to deal with right away, such as an illness, equipment repair, new equipment and tools, savings in case of a poor harvest, to replace lost livestock, to purchase new seeds for next year, etc.
  - **For future opportunities**, such as for future goals. People save to meet these goals, such as to pay for school fees, build or buy a bigger house, start a business, buy more animals, pay for a wedding, etc.
7. Remind the boys of the audio story. Kofi's father gives him a little bit of money for candy. But, Kofi sees a pair of shoes he would like to save for.
8. Mention that we are going to show Kofi how he can save for the shoes that he "WANTS". Point out that for this exercise the shoes are not a NEED.



9. Tape the flipchart with the **Five Steps to Saving** on a wall, fixture of flipchart stand (prepared beforehand – see Preparation Notes.)
10. Discuss the Five Steps to Saving:
  - Choose a savings goal.
  - Make a savings plan.
  - Control spending (Know the difference between wants and needs).
  - Save regularly.
  - Deal with setbacks in saving.

### **Kofi's Shoes** (about 25 minutes)

#### Savings Goal

1. Explain that Kofi's goal is to buy a new pair of shoes.
2. Ask: Does Kofi have a savings goal yet? (**Note:** Encourage a discussion amongst the boys.)
3. Explain that Kofi has a goal, which is to buy a new pair of shoes. But, he does not have a savings goal.
4. Ask what is Kofi's savings goal?
5. Explain that in order for Kofi to have a savings goal, he needs to know how much the shoes cost. The cost of the shoes is the savings goal.
6. Let's pretend that the cost of the shoes is USD \$12.00. That is Kofi's savings goal.

#### Kofi's Savings Plan

1. Ask what is the next step that Kofi needs to do? (**Note:** If no one says anything, refer them to the flipchart with the Five Steps of Savings. Wait until someone provides the correct answer.)
2. Once one of the boys says, "**Make a Savings Plan**", thank him and reinforce that Kofi needs to make a savings plan.
3. Discuss Kofi's savings plan:
  - Kofi needs to know how much money he can save a week. Let's say that he can save USD \$1.00 per week.



- If he can save USD \$1.00 per week, how many weeks will it take to have enough money to buy the shoes.
- Keep asking until one of the boys says 12 weeks or three months. (USD \$12 divided by USD \$1.00 a week = 12 weeks)

4. Say: Now, Kofi has his savings goal and his savings plan.

#### Kofi's Savings and Challenges

1. Divide the boys into five small groups.
2. Give/tell each group one of Kofi's Saving Challenges (**Note:** See **Appendix: Kofi's Saving Challenges** at the end of this Session Plan.)
3. Ask the groups to discuss their savings challenge and come up with a solution. (**Note:** Give them 7 – 10 minutes to come up with their solution.)
4. When ready, invite the group with Savings Challenge #1 to explain their savings challenge and solution.
5. When done, ask the following questions: (**Note:** Write responses on a blank flipchart.)
  - Is there anything else that Kofi can do?
  - Is he spending his money on a goal or a want?
6. Invite the group with Savings Challenge #2 to explain their savings challenge and solution.
7. When done, ask: (**Note:** Add responses to the flipchart.)
  - What does everyone think of the solution?
  - Is there anything else that Kofi can do?
8. Invite the group with Savings Challenge #3 to explain their scenario and solution.
9. When done, ask: (**Note:** Add responses to the flipchart.)
  - What does everyone think?
  - Is Kofi's father borrowing money for a NEED or a WANT?
  - What else can Kofi do to start saving for his goal again?
10. Invite the group with Savings Challenge #4 to explain their scenario and solution.



11. When done, ask: (**Note:** Add responses to the flipchart.)

- What does everyone else think?
- Does Kofi's brother need to borrow money for a NEED or a WANT?
- Did Kofi even ask him?

12. Invite the last group with Savings Challenge #5 to explain their savings challenge and solution.

13. When done, ask: (**Note:** Add responses to the flipchart.)

- What does everyone else think?
- Where is a safe place to keep your money?
- What could Kofi do differently next time?

14. Review the solutions to all of the savings challenges written on the flipchart.

15. Thank all the groups for a great job.

16. Discuss these points about sticking to a savings plan:

- Kofi was spending his money on candy. He did not stay on his savings plan.
- You need to plan how you are going to spend money so that you can stay on your savings plan.
- If you have a goal, you have to determine if you are spending the money you plan to save on a NEED or a WANT.
- If a goal is very important to you, it is easier to give up the "WANTS" in order to save money.
- If Kofi wants to buy his shoes sooner he could:
  - Save more money a week.
  - Do other things to earn money which he would save.
- When lending money, first ask if the person if they want to borrow money for a NEED or a WANT. In the case of Kofi's father, he needed money for medicine. But, did Kofi's brother have a need or a want?
- Usually if you lend money, it is not likely you will get it back. You should consult with your family first before lending money for a "WANT".
- Keep your money in a safe place that others cannot find.



### Discussion

1. Explain that everyone has setbacks when they begin to save money. Sometimes things happen that do not allow us to save – such as an unexpected expense or loss of income.
2. Ask what can you do if you encounter challenges or setbacks? (**Note:** Encourage the boys to discuss this.)
3. Summarize ways to overcome a setback, including suggestions offered by the boys:
  - Get right back on to your savings plan as soon as possible.
  - Decide to save more money per week.
  - Plan to buy the item later than you expected.
4. Emphasize that the goal of saving is to be as **consistent as possible**. Even with setbacks, get right back to saving again, when it is possible.
5. Point out that we have been discussing Kofi's shoes, which, in reality is a WANT, and not a NEED, but it was a simple example of how to save.
6. Explain that normally people save for NEEDS, such as medicine, school uniforms, books, or goals, such as going to a university or buying equipment for a new business.
7. Initiate a discussion on how a savings goal and plan could help the boys to save for one of their goals or their long-term aspiration? (**Note:** Encourage many of the boys to discuss the topic.)
8. Ask: What goal do you have for which you could save money? (**Note:** Encourage several boys to share.)
9. Encourage the boys to save for a goal in their life.
10. Explain that it is possible to learn to save. Begin with something very small, even a WANT, such as a pen, book, new sandals, etc. This is good practice for bigger things.



### **D. Wrap Up: Total Time – 15 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today's Session, asking the boys what they learned, what they will do differently now, and how they will share this information with





## Appendix: Kofi's Savings Challenges

### Scene #1:

Kofi is having a difficult time saving USD\$1.00 a week. When he is at the market he sometimes buys candy and biscuits. What advice can you give him?

### Scene #2:

Kofi would like to buy his shoes sooner. How can he do that?

### Scene #3:

Kofi's sister is sick. Kofi's father needs some of Kofi's money to buy medicine. How can Kofi still save for his shoes?

### Scene # 4:

Kofi's older brother asks to borrow some of his money. What should Kofi do?

### Scene # 5:

Kofi was saving his money under his mattress. One day he discovers it is missing. What advice do you give Kofi?



# Staying Safe in the Community



## Learning Objectives

**By the end of this session, the boys will:**

- Practice steps to assess risks in their surroundings.
- Develop an action plan for staying safe in their community.



**Total Time: 2 hours**



## Materials

Tape	Flipchart stand, if available and feasible for meeting location
Flipchart (newsprint) paper	1 piece of cloth or paper about 1/3-meter long for each participant (one cloth per participant).
Colored Markers	<b>Appendix: Risk Assessment Scenarios</b> – see end of this Session Plan



## Preparation Notes:

- **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
- If there are two Mentors, divide up the activities that each one will facilitate.
- This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
- Label a flipchart, "Risk Assessment/Action Plan". Write these four steps on it.





- 1) Learn about potentially risky areas in your compound, neighborhood or community.
  - 2) Decide on a plan of action to stay safe.
  - 3) Walk with confidence.
  - 4) Watch and observe what is around you at all times.
- Before the Boys Club session draw or mark a large circle on the ground where the Lion/Goat exercise will be played. The circle should be big enough for 25 boys to run around in it.



## Session Plan



### A. Welcome <sup>51</sup>: Total Time - 20 minutes

1. Welcome the boys back to the Boys Club. Thank them for coming.
2. Ask if anyone has a question from the last Boys Club meeting?
3. Conduct the Lion/Goat game:
  - Ask everyone to stand in a circle.
  - Ask for two volunteers who will play the two lions.
  - Give everyone, except the two volunteer lions, a strip of cloth or paper.
  - Say: Tuck the cloth/paper into the back of your skirt or trousers or hold it in your hand by one end.
  - Explain that everyone, except the two volunteer lions, will be goats. The lions are trying to catch the tails of the goats– by grabbing the cloth/paper.
  - Say to the “goats”:
    - Try to protect your tail and not get caught. You have to stay within the circle.
    - If the lion gets your cloth/paper, you have to leave the circle.
  - When I say “Go”, the lions will chase the boys and grab as many pieces of cloth or paper as possible.
  - Yell, “Go”. (**Note:** Allow the game to continue until there is only one person left who has their cloth. This is the winner.)
4. Congratulate the winner. Ask everyone to take a seat.



## B.Activity<sup>52</sup>: Total Time – 80 minutes

### **Risk Assessment** (about 20 minutes)

1. Say: In nature, goats (or other animals) often avoid a lion's den or a watering hole because they know it is not safe for them.
2. Ask how the goats could have protected themselves better. (**Note:** Encourage an active discussion about how the goats could have protected their tails better.)
3. Say: Sometimes certain parts of the neighborhood or village can be unsafe for boys.
4. Mention that as boys grow and mature, they can become at risk for peer pressure, bullying, and other forms of unwanted harassment.
5. Ask what are examples of boys being harassed in your community? (**Note:** Encourage a discussion about how boys might be bullied, harassed, or asked to do things they do not want to do.)
6. Summarize types of harassment, highlighting what boys have not already mentioned:

Bullying	Sexual suggestions	Hitting, pinching, etc.	Unwanted or sexual advances or harassment
Name calling or ridiculing	Unwanted or offensive verbal language	Put downs by boys or girls	

7. Explain that assessing risks for getting harassed or hurt is a very good skill to have. It is important to avoid areas in the compound, neighborhood and/or community where offending language and/or harassment can occur.
8. Refer to the **Risk Assessment/Action Plan** flipchart (prepared beforehand) and discuss four steps for assessing risks and avoiding potential harm:
  - i. Learn about potentially risky areas in your compound, neighborhood or community.
  - ii. Decide on a plan of action to stay safe.
  - iii. Walk with confidence.
  - iv. Watch and observe what is around you at all times.



9. For the first step: **“Learn about potentially risky areas in your community”**, discuss the following questions:

- Are you home alone a lot?
- Are there places or locations where boys or others harass you or confront you between where you live and these places?
  - Your school
  - The market
  - Doing chores or animal herding
  - Where you fetch water
  - Where you bathe
  - Other activity?
- Are there times of day or night that are riskier? If so, when?
- Are there times/events during the year that are risky? If yes, when are these?
- Are there places where older boys or men hang out close to the list of activities/places above?

10. Discuss the second step, **“Decide on a plan of action to stay safe”**. Ask what boys can do when they are near or have to walk through these risky areas. Some questions to ask: (**Note:** Write responses on a blank flipchart.)

- What is your plan?
- Will you walk alone or with someone else? If so, who?
- Do you need to ask another person’s advice on what to do or where to go? Who would you ask?
- Can you find another route? Or time of day?
- Do you decide not to go to the place? How would you decide?

*“Decide on a plan of action to stay safe”, discuss what boys can do when they are near or have to walk through these risky areas.*

11. Explain that the third step seems simple, but it is very effective, **“Walk with confidence”**. People who look more secure of themselves are less likely to be attacked. If a person looks insecure and like a victim, he is more likely to be attacked.<sup>53</sup>

12. Emphasize the last step, **“Observe what is around you at all times”**. Perpetrators always look for somebody who is not paying attention.

13. Ask why observing all around you is important.



14. Point out that no matter how safe you think the situation is, if you see something that makes you feel even a little uncomfortable, leave the site and/or get someone to accompany you. **Trust your inner sense!!**
15. Explain that knowing these steps can help you avoid potential risks of harassment or harm.
16. Ask participants to repeat the four-risk assessment steps. **(Note:** Keep asking until all four steps are mentioned correctly.)
17. Tell the boys to find a partner and teach each other the four steps of the risk assessment/action plan. **(Note:** Allow about 2 to 3 minutes for this.)
18. Ask if anyone has questions.

*Look around and  
always trust your  
inner sense!*

**Safety Plan Exercise** (about 40 minutes)

1. Say: Divide into five small groups. **(Note:** Each small group should have between three and five boys in it.)
2. Separate the groups a little so that they do not hear each other's discussions.
3. Go to each small group and give/tell them one of the five risk assessment scenarios. **(Note:** See **Appendix: Risk Assessment Scenarios** at the end of this Session Plan. Each group gets a different scenario.)
4. Explain the exercise: Based on the scenario I gave your group:
  - Assess the potential risks to the boy in your scenario.
  - Discuss what the boy should think about to stay safe.
  - Develop a safety plan for the boy in the scenario.
5. Explain that each group should be prepared to report on the results of their discussion. **(Note:** Give the boys 10 minutes to complete the exercise.)
6. When ready, ask the first group to report on their scenario, the potential risks considered, and the safety plan they propose for the boy. **(Note:** Give each group about 5 minutes to present.)
7. After the presentation ask the rest of the boys these questions:
  - Does anyone have comments or questions for the presenters?



- What else could the boy in the scenario consider?
  - Any comments on the proposed safety plan? If so, what?
8. Discuss the boys' observations and summarize the key important points from them.
  9. Thank the first group for a nice job.
  10. Ask the next small group to report on their scenario.
  11. When done, ask the rest of the boys these questions:
    - Does anyone have comments or questions for the presenters?
    - What else could the boy in the scenario consider?
    - Any comments on the proposed action plan? If so, what?
  12. Discuss the boys' observations and summarize the key important points from them.
  13. Continue this process until all five small groups have reported.
  14. After each group's presentation, ask the rest of the boys the following questions:
    - Does anyone have comments or questions for the presenter?
    - What else could the boy in the scenario consider?
    - Any comments on the proposed safety plan? If so, what?
  15. When done, ask how boys will now assess risks for potential harm in their compounds or neighborhoods? (**Note:** Write response on blank flipchart.)
  16. Ask the boys to summarize ways in which boys can stay safe when they feel at risk.

### **Safety Skills** (about 10 minutes)

1. Ask what some skills are to keep you safe if you are confronted with harassment and/or abuse.
2. Discuss and demonstrate the following Safety skills:

<b>Skills:</b>	<b>Examples:</b>
Say clearly what you want	<ul style="list-style-type: none"> <li>• Simple: "No, thanks", or "No"</li> <li>• Emphatic: "No!" "Don't do that!"</li> <li>• Repetitive: "No, no, <b>NO!!!</b>"</li> </ul>



Be loud	<ul style="list-style-type: none"> <li>• Talk in a loud voice.</li> <li>• Scream for help if you feel you are at risk.</li> </ul>
Create distance	<ul style="list-style-type: none"> <li>• Push the person away and walk away.</li> <li>• Leave the scene and go somewhere safe.</li> </ul>
Steer clear.	<ul style="list-style-type: none"> <li>• If you suspect you will be pressured, don't go with the person.</li> </ul>
Safety in numbers.	<ul style="list-style-type: none"> <li>• Walk with a group of friends or family members. Keep trusted friends nearby.</li> <li>• Always tell someone where you are going.</li> </ul>
Call in support.	<ul style="list-style-type: none"> <li>• Threaten to tell somebody with authority or power (parents, counsellors, relatives, and police).</li> </ul>

3. Explain that Safety Skills should be part of your Safety Plan. They are part of the steps you can take when you feel at risk.

**Exercise: Bystander Dramas**<sup>54</sup> (about 10 minutes)

1. Mention that girls your age are at more risk of potential harassment and sexual advances than boys.
2. Explain that a person who sees an incident is called a “bystander”. Sometimes a bystander will help the person in distress and sometimes they do nothing.
3. Read this scenario aloud:

**Scenario:** Imagine that you are on the school grounds. You see a boy and a girl you know arguing. The boy pushes the girl against the wall. There are other classmates watching, but nobody else is doing anything.

4. Discuss the situation by asking these and/or similar questions: (**Note:** Encourage the boys to share their thoughts on these questions.)
  - How will this girl feel? (scared, embarrassed, frightened, isolated, hurt?)
  - What should you say or do?
  - If other classmates or people are not doing anything, should you?
5. Ask the boys if they would consider any of these options, and if not, why?
  - Tell the boy to “Leave the girl alone”.
  - Call a teacher.



- Shout so that everyone hears: “What are you doing? Leave her alone!”
  - Talk to the boy later and tell him that it is not okay to abuse or harass anyone.
  - Talk to your parents or other adult you trust about what happened.
6. Point out that harassment is very common during adolescence. But you can stop or curtail it by saying something.
  7. Explain that harassment, bullying, and abuse is everybody’s business. Don’t think it is not your business. Abuse is everybody’s business!
  8. Emphasize that if saying something would endanger you or make matters worse, do not do or say anything.
  9. Summarize these points: If you see violence you can do many things:
    - Call someone for help.
    - Report it to an adult.
    - Ask the person who experienced the violence if they are alright.
    - Let the perpetrator know their behavior is inappropriate/not funny/sexual harassment.



### **C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your notebook. It should include:
  - Ideas for their safety plan
  - List of the Safety Skills
4. Remind the boys when the next Boys Club will meet. Tell them to bring their notebook.
5. Close the meeting.

### **Appendix: Risk Assessment Scenarios**

**Scene #1 – Amadi**

Your friend Amadi is going to meet a friend after school. He has never walked in this part of the village before. What should he consider to stay safe? What is his plan?

**Scene #2 – Negasi**

Negasi has decided to earn a little money by helping a friend's family with farm chores. He has never walked to the farm before. He will be coming home later in the afternoon when it is getting dark. What should he consider to be safe? What is his plan?

**Scene #3: Kaleb**

Your friend Kaleb is becoming involved in a local club in his community. He wants to spend more time there. This means staying later at night. What should Kaleb consider to stay safe? What is his plan?

**Scene #4: Mohammed**

Mohammed is going to watch his relative's goats. He has not gone there before. What should Mohammed consider to stay safe? What is his plan?

**Scene #5 Abrehem**

Abrehem walks past a large tree between his school and home. A group of older boys always hang around the tree. They have started teasing him as he walks by the tree. What should he consider to stay safe from harassment? What is his plan?





# Joint Session: Community Mapping and Safety



## Learning Objectives

**By the end of this session, participants will:**

- Describe how gender affects mobility, safety, and access to public spaces.
- Identify areas that are risky for girls and boys in the village.
- Describe ways to avoid risky areas in the village.



**Total Time: 2 hours, 30 minutes**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart (newsprint) paper	A4 Paper- enough for all participants
Colored Markers for Mentors	At least 16 loose sheets of flipchart papers
Different colored makers for 8 groups of participants, if available	



## Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it**
- Invite the facilitator (s) of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one will facilitate.



- This meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
- Participants will also need a flat space to draw their maps. It is best to hold the meeting where there is some type of flat floor.
- Label a flipchart “Common Village Locations” and add the list of locations below:  
(**Note:** You may need to make two flipcharts to get capture all of these.)

Food markets	Community office	Tea shops	Road/paths
Church/mosque	Health post	Grazing land	Hand pump
Schools	Village streets	Streams/river	Wells/boreholes
Big trees	Center of main road	Communal latrines/toilet	



## Session Plan



### A. Welcome: Total Time – 30 minutes

1. Welcome the girls and boys back to the joint Boys and Girls Club meeting. Thank everyone for coming to the session.
3. Introduce yourself and other co-facilitators.
4. Ask the girls and boys to introduce themselves and say one thing they have learned since the last Joint Girls and Boys club meeting.
5. Ask who has used the negotiation skills they learned during the last Joint Girls and Boys Club meeting? What was it like?
6. Explain that today you are going to learn how to stay safe as grow and change over the years.



### B. Activity: Total Time – 1 hour and 30 minutes

#### The Gendered Space<sup>55</sup> (about 50 minutes)

1. Explain that we are going to study your village/community today.
2. Tape the flipchart(s) of the Common Village Locations on a wall or fixture (**Note:** Prepare flipchart beforehand – See Preparation notes).
3. Review the list of Common Village Locations on the flipchart.



4. Ask if participants would like to add or delete locations based on what exists in their community/village. (**Note:** Add any new establishments, stores, rivers, community buildings, etc. mentioned by participants to the list of Common Village Locations.)
5. Ask participants to organize into small groups so that those who live in the same neighborhood are together. There should be boys and girls in each group. (**Note:** If more than 8 people in a group, divide them up into smaller groups.)
6. Give each small group a sheet of flipchart paper and different colored markers.
7. Explain the exercise: (**Note:** Allow about 15 to 20 minutes for the groups to finish drawing their maps.)
  - On your flipchart paper, draw a map of your village/neighborhood.
  - Add the locations listed on the Common Village Locations flipchart(s) to your map, including roads and paths.
8. When participants are done, ask them to look at their map and add the following:

For locations where:	Do This:
Adolescent boys usually go to meet, play, or engage in other activities	Circle the place or write "Boys" on the name of the places/locations
Adolescent girls go to meet, play, or do chores	Circle the place with a <b>different color marker</b> or write "Girls" on the place(s).
Both girls/women and boys/men go to meet, place, or engage in other activities	Circle the place with yet a <b>different color marker</b> or write "Both" on the place(s).

9. Walk among the groups while they complete their maps. Facilitate discussions and answer questions as needed. (**Note:** Allow about 10 minutes to complete their mapping.)
10. When participants are done with their mapping, ask each small group to present their map, including the locations where men, women, and both meet and congregate.
11. Summarize the findings from all the maps:
  - Locations where men tend to go and/or congregate.



- Locations where women tend to go and/or congregate.
- Locations where both men and women tend to go and/or congregate.

12. Ask the following about what the maps are showing:

- How freely are boys/men allowed to move from location to location without any risk of bullying or harassment?
- How freely are girls/women allowed to move from location to location (or in certain areas) without risk of harassment or harm?
- What is access to public spaces like for boys/men? For girls/women?

13. Continue the discussion by asking these or similar questions:

- Do girls have as much freedom to move around as boys?
- How do girls and boys compare in their ability to use public spaces?
- Is the risk level in public spaces the same for boys as for girls? Why? Why not?
- Do these conditions change when boys grow older? When girls grow older?
- How do you feel about the gendered nature of public space? <sup>[1]</sup><sub>SEP</sub>

### **Mapping Risky Places** <sup>56 57</sup> (about 40 minutes)

1. Ask participants to return to their group and identify the following five things on their map:

- Places, paths, and walking routes where it is risky for girls to go safely.
- Places where it is risky for boys to go safely.
- Any paths from one place to another that are risky for anyone. (For example, walking home past a bar at night, walking home from school to home, walking through the woods to the river to wash clothes, etc.)
- Times of day that places are risky for girls
- Times of day that places are risky for boys?



2. Explain how to mark the risky/unsafe spots in the following way:

- If the place is risky for girls or women, put an **X** on the location
- If the place is risky for boys or men, put a **c** (square) around the location.

3. Give the groups about 10 minutes to mark their maps.



4. When done, ask each group to present the results of their exercise.
5. After all of the group presentations, ask:
  - Where are the riskiest areas for girls?
  - Why are girls at risk in these locations?
  - How does this affect girls' freedom of movement?
6. Summarize the risky places (or times of day that are risky) where girls do not feel safe or welcome.
7. Continue the discussion, but about boys' risks.
  - Ask: Where are the riskiest areas for boys?
  - Why are boys at risk in these locations?
  - How does this affect boys' freedom of movement?
8. Discuss the following questions:
  - How does girls' limited access to safe spaces affect them?
  - Are boys affected in the same way? Why or why not?
  - What needs to change for public spaces to be safe for girls and/or boys to use?
9. Explain that the group has just learned to assess risks for girls and boys in their neighborhood, village or community. This is an important first step for staying safe.
10. Point out that the next thing we need to do is develop a safety plan.
11. Discuss ways for girls to be safe while walking to, from, or past risky places or paths. (**Note:** Write responses on a new flipchart.)
12. If not mentioned, discuss some of these safety tips and add to the flipchart:
  - Walk together in groups
  - Ask boys to walk with the girls
  - Avoid risky places at night.
  - Ask parents or family members to accompany you to and from risky places.

*Explain that the group has just learned to assess risks for girls and boys in their neighborhood, village or community. **This is an important first step for staying safe.***



13. Ask how boys can support girls when they have to walk by or pass through risky places.
14. Ask for ways that boys can be safe walking to, from, or past risky places. (**Note:** Write responses on flipchart.)
15. Ask how friends and family members can help the girls and boys to be safe. Who are trusted people you can ask to walk with you through high-risk areas? (**Note:** Add responses to the flipchart.)
16. Explain that this is your safety plan for when you are in risky places.
17. Ask: If something bad should happens who could they talk to that would help and/or support them? (**Note:** Write responses on a new flipchart.)
18. If not mentioned, ask about how the following people could provide support or help.
  - Trusted, supportive parent, auntie, or friend
  - Trusted, supportive teacher (if something happens at school)
  - Representative of women's rights.
  - Community official or police
19. Thank everyone for their participation.



### C. Wrap Up: Total Time – 30 minutes

1. Thank everyone for their participation.
2. Initiate a discussion about today's Session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Ask: How did you like having a joint Girls and Boys Club joint meeting. What did you like the most?
4. Explain that this is the last joint Boys and Girls Club meeting. Thank everyone for coming and participating so actively.
5. Say: Take a couple of minutes to write what you learned in your notebook.
6. Ask everyone what they learned the most from the Joint Girls and Boys Club





## Wrap – Up and Next Steps



### Learning Objectives

**By the end of this session, the boys will:**

- Describe physical, emotional, cognitive, and social changes that happen to adolescents.
- Describe the difference between gender roles and gender norms.
- Describe how to overcome obstacles to going to school.
- Describe six Safety Skills.
- Describe four negotiation skills.
- Describe two key elements needed for saving money.



**Total Time: 2 hours**



### Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart paper (newsprint)	Colored Markers



### Preparation Notes:

- **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
- Know the answers to the questions asked during this session. If needed, go back and review the Session Plans that cover the topics discussed.





- If there are two Mentors, divide up the activities that each one will facilitate.
- This meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.



## Session Plan



### A. Welcome: Total Time – 20 minutes

1. Welcome the boys to the last Boys Club meeting. Thank them for coming.
2. Ask if they have any questions from the last Joint Girls and Boys Club meeting.
3. Thank the boys for all of the hard work and participation during the Boys Club meetings.
4. Mention that you have seen the boys learn and grow a lot.
5. Say: Let's talk about what you learned over this past year.



### B. Activity: Total Time – 80 minutes

(**Note:** In this Session, you will be asking about boys' knowledge on a variety of topics. Ask probing questions to obtain what the boys know. Take your time probing for information from the boys. After everyone has answered, fill in gaps of knowledge/information. However, try your best to first get the boys to provide the information. Only supplement/correct what the boys do not say, or say incorrectly.)

#### **Adolescent Health** (about 30 minutes)

1. Mention that during this past year, we have talked a lot about adolescent boys' health.
2. Ask: What are some physical, emotional, and social changes that occur to boys during adolescence? (**Note:** Probe for knowledge about the physical, emotional, and social changes that occur to girls during adolescence. Take your time discussing this. Write responses on Flipchart)
3. As needed, fill in the gaps in knowledge about physical, emotional and social changes that occur during adolescence.
4. Ask how are babies made. (**Note:** Probe for knowledge about male and female reproductive organs, menstrual cycle, ovulation, and how the egg and sperm meet.)



5. If needed, fill in gaps of knowledge about how babies are made.
6. Ask how to prevent pregnancy? (**Note:** Probe for knowledge about abstinence and at two three different types of contraceptive methods.)
7. If needed, fill in gaps of knowledge about contraceptive methods used to prevent pregnancy.
8. Ask about three ways that someone can get a sexually transmitted infection. (**Note:** Probe for knowledge about STIs, including HIV, and three key routes of infection: through unprotected sex, sharing sharp instruments; and blood transfusion.)
9. If needed, fill in gaps of knowledge about STIs, including HIV and ways to prevent them. (**Note:** Keys points should include abstinence from sex, use of condoms if sexually active, not sharing sharp instruments.)
10. Ask boys to explain what a healthy meal includes? (**Note:** Probe for knowledge about Move, Grow, and Shine foods, and that each meal should include all three of these foods.)
11. If needed, fill in gaps of information about Move, Grow, and Shine Foods and that a healthy meal should include all three of these.

#### **Gender** (about 10 minutes)

1. Ask what does biological sex mean. (**Note:** Probe for understanding that biological sex refers to the physiological differences in men's and women's bodies.)
2. Ask what **gender roles** mean. (**Note:** Probe for understanding that gender roles are things that culture and society expect women and men to do.)
3. Ask what **gender norms** mean. (**Note:** Probe for understanding that gender norms are how culture and society expect women and men to behave and act.)
4. If needed, briefly discuss the difference between biological roles, gender roles, and gender norms.
5. Ask if gender roles and norms can change over time?

#### **Safety** (about 10 minutes)

1. Ask what are types of harassment. (**Note:** Probe for knowledge about the different kinds of harassment and violence enacted against young girls and boys.)



2. As needed, review the types of harassment that girls and boys can experience.
3. Ask where are risky areas in their neighborhood or village. (**Note:** The boys will have identified these several times during the Boys Club meetings. Write responses on flipchart.)
4. Ask what are ways to stay safe when boys and girls are in or walking through risky areas in their neighborhood/village. (**Note:** Probe for knowledge related to the safety plan they developed during a Boys Club meeting.)
5. Ask what are the Safety skills. (**Note:** Probe for knowledge about all six Safety Skills.)
6. As needed, briefly describe any Safety Skills not mentioned.
7. Ask who has used their safety plan and/or Safety Skills over the past year. How did it help you in the situation?
8. Ask if anyone has other suggestions for staying safe from risk and encounters of harassment and assault.

*As needed, review the types of gender-based violence, harassment, and sexual assault that girls and boys can experience.*

### **Education** (about 10 minutes)

1. Ask how education can help boys meet their dreams and goals? (**Note:** Encourage an active discussion on this.)
2. Ask: Since attending the Boys Club meetings, what have you done to overcome any obstacles to going to school. (**Note:** Encourage many boys to discuss how they have overcome challenges to going to or doing well in school.)
3. Ask what are two ways to learn how to read better.



4. As needed, explain that two ways to read better are to read more, and read out loud to others.
5. Ask how boys are finding more time to study and read. (**Note:** Encourage many boys to give examples. Write responses on flipchart.)



6. Ask what are the boys' educational goals for next year? (**Note:** Encourage many boys to explain their educational goal for next school year.)

**Communication** (about 10 minutes)

1. Ask what the difference is between open-ended questions and close-ended questions. (Probe for understanding of the difference between the two types of questions.)
2. If needed, explain that close-ended questions can only be answered with a "yes" or "no" and do not encourage communication. Open ended questions require a more complete answer and encourage communication.
3. Ask what a good communication skill is to use when **you** are emotional during a conversation. (**Note:** Probe for knowledge about Stop, Think, Speak.)
4. If needed, remind participants about the Stop, Think, Speak concept.
5. Ask what are four negotiation skills? (**Note:** Probe for knowledge of the four Negotiation skills discussed during the Boys Club meetings.)
6. If needed, briefly review any of the four negotiation skills not mentioned.

**Finances** (about 10 minutes)

1. Ask what are different business opportunities or careers that boys can have when they are older? (**Note:** Probe for things that boys can do that are beyond the normal expected gender roles of the family or community where they live.)
2. Ask if boys have given thought to the kind of profession or work they would like to have when they grow up. What kind of aspirations do they have?
3. Ask what two key elements are needed for saving money? (**Note:** Probe for knowledge of about the importance of a savings goal and a savings plan.)
4. As needed, explain that two key elements to saving money is to develop a savings goal and a savings plan.



### C. Wrap-up: Total Time – 20 minutes

1. Ask boys to turn back to the first pages in their notebook and review what they wrote as their aspiration and two goals.
2. Ask what boys think of the aspiration they wrote.
  - Would they change it now? If so, how?
  - Was it too big or too small?
3. Ask what boys think of the two goals they wrote.
  - Were they achievable?
  - Were they too big or too small?
4. Ask who has achieved their one or two of their goals.
  - Who achieved their goals early and wrote one or two new goals in other Boys Club meetings?
  - Did you reach the most recent goals that you wrote?
5. Ask boys to turn to a blank page in their notebook and do this: (**Note:** Allow about 10 minutes for everyone to finish writing.)
  - Review their aspiration and decide to keep it or revise it based on what they learned and have experienced over the past year.
  - Write two goals for reaching that aspiration – one goal has to be an **educational one** for next school year.
6. When done, conduct this final energizer.
  - Stand up, form a circle, and hold hands.
  - Going around the circle, say one way that you have changed as a result of attending the Boys Club meetings this past year.
7. Thank everyone for doing such a great job is learning and applying what they have learned over the year.
8. If there will be a closing ceremony, explain location and details of the event.
9. Close the meeting.



# Closing Ceremony for Girls & Boys Club



## Learning Objectives

**By the end of this session, the girls and boys will:**

- Describe one to two accomplishments as a result of attending the Boys and Girls Club.



**Total Time: 2.5 hours**



## Materials Needed:

Flipchart stand, if available and feasible for meeting location	Tape
Flipchart paper (newsprint)	Colored Markers
Signed certificates of achievement for each Boys Club and Girls Club participant	



## Preparation Notes:

- **Read this Session Plan several times. Adapt this session per local customs and project guidelines and resources.**
- Plan a closing ceremony for local community members to recognize the boys' and girls' efforts, and to thank families, community members, and local officials for their support of the AWH program and the Girls and Boys Clubs.
- Arrange a space for the closing ceremony that is large enough to accommodate the girls and boys that participated in the club meetings, their parents, local community members, officials, etc.



- Invite the Girls and Boys Club Mentor/facilitators to participate in and help co-facilitate the closing ceremony.
- Enlist volunteers from the Girls and Boys Clubs to help set up the closing ceremony.
- Invite the boys' and girls' parents or guardians, as appropriate.
- Invite community members, local community officials, dignitaries, and project staff to closing the ceremony.
- Invite someone to give the final comments at the Closing Ceremony.



## Session Plan



### A. Closing Ceremony: Total Time - 2 hours

#### Introductions (about 20 minutes)

1. Welcome everyone to the closing ceremony for the Act With Her program and Boys and Girls Clubs.
2. Thank everyone for supporting the boys and girls who have attended the Club meetings over the past year.
3. Explain that we have come together today to celebrate the boys' and girls' accomplishments over the past year.
4. Mention that the boys and girls could not have succeeded without the support from their family and community.
5. Thank everyone for helping their boys and girls succeed and accomplish their goals.

#### Boys' and Girls' Accomplishments (about 60 minutes)

1. Have the girls stand up and say one to two accomplishments they have achieved during the Girls Club over the past year.
2. Have the boys stand up and explain one accomplishment they have achieved during the Boys club over the past year.
3. Congratulate the girls and boys on their commitments and hard work over the past year.
4. Point out that girls and boys have demonstrated their commitment to learning how to make good choices, treat everyone with respect, work toward achieving their hopes and dreams, and live a healthy and productive life.



5. Distribute Certificates of Achievement to the girls and boys who attended the Girls and Boys Club meetings.
6. Recognize each person individually, calling their name and asking them to stand up and come up to accept her certificate.

**Recognition for the Girls and Boys Club Mentors** (about 20 minutes)

1. Introduce yourself as the supervisor of the Mentors.
2. Discuss the role of the Girls and Boys Club supervisors.
3. Explain the role of the Girls and Boys Club Mentors.
4. Discuss and acknowledge the mentors for their hard work.
5. Give the Girls and Boys Club mentors a certificate of achievement.
6. Thank everyone for their hard work and dedication.

**Recognition of Families and Community** (about 20 minutes)

1. Ask parents and/or members of the community to provide remarks about the results they have seen from the girls' and boy's participation in the club meetings.
2. Thank the parents and community members for supporting their children in the learning process.

**Closing Remarks and Ceremony** (about 30 minutes)

1. Invite one or two local dignitaries (Ministry or Community official, AWH Project Director, etc.) to provide closing remarks.
2. Conclude the session by inviting everyone to partake in the refreshments, if available.



## Act With Her – Audio story segments for Boys 10-13 Years of age Global Curriculum

Session	Story Summary for Boys	Adaptation Recommendations:
	<b>Safety</b>	
Puberty – What Else to Expect?	<p>Narrator: Introduces the main characters and describes the town where the two boys live. Tells us that the boys are 12 and are starting to notice changes in the way others treat them now that they are growing up.</p> <p>Dialogue: The boys are walking together through town. They are running an important errand for an uncle. Andy comments that he is very happy that his uncle trusts him now to do this important thing. The boys talk about how they like the new respect, responsibility, and freedom they are being given now that adults can see that they are growing into men. They talk about physical changes they are experiencing and that they observe in slightly older boys, like voice change, and facial hair.</p> <p>Ben says he is also noticing changes in girls their age, some of whom are starting to look like women. Andy agrees and points out a girl their age who is walking in front of them and says “Do you see how the men are looking at her? And the man just said something to her. I don’t think she likes the attention. She looks unhappy”.</p> <p>He mentions his friend Bea (from the girls’ audio story). He has noticed that Bea’s parents don’t want her to spend much time with friends who are boys anymore. They comment that some of the parents of girls their age are already thinking about older boys and men that the girls could marry in the village. The boys comment that while boys their age seem to have more freedom and independence, girls their age have more restrictions on where they can go, and what they can do.</p>	<p>If there are local coming-of-age rituals these can be reflected.</p> <p>Illustrate the kind of unwanted attention a girl might receive in the local context.</p> <p>Illustrate the kinds of restrictions a girl this age might experience.</p>

	<p>Narrator: Andy and Ben are noticing that they are treated differently now by people around them compared to when they were younger. They also notice that girls their age are treated differently. Have you noticed differences like these? How are these changes different for boys and for girls?</p>	
	<b>Communication</b>	
Good Decision Making	<p>Narrator: Let's visit our friends Andy and Ben who are about your age. Today they are studying together.</p> <p>Dialogue: Andy and Ben are studying math together after school. Andy is having trouble understanding how to do the math and he is frustrated. Ben tries to explain but Andy is emotional and says "You think you are smarter than everyone just because you can do math. I hate math and I hate you. I'm going home". On his walk home, he meets his wise uncle who asks why he looks so angry. Andy tells him what has happened. Uncle says kindly that maybe Andy has not made the best decision. "If you have a good friend who can help you, then it does not make much sense to fight with him just because you are frustrated, does it?" Andy admits that he did not act well. He says thank you and goodbye to his uncle and goes to find Ben. He apologizes to Ben and explains that he acted on his emotions and did not stop to think. He asks if Ben is still willing to help him with math.</p> <p>Narrator: At your age, you will get glad, mad, or sad easily. This will influence your decisions and conversations with friends and family. If your decisions and conversations are very emotional, you could do or say something you regret, or lose a friendship. Andy acted on his emotions when he said hurtful things to his friend Ben. But later, when he thought about it he realized it was not a good thing to do. Luckily, Ben and Andy are good friends, and Ben will probably forgive Andy. Have</p>	

	you ever done something when you were feeling angry or frustrated or sad that later caused problems?	
Alcohol and Peer Pressure	<p>Narrator: Today we find Andy and Ben spending time with Andy's older cousins who are a few years older. Let's see what happens.</p> <p>Dialogue: Older Boy 1 is teasing Andy, saying he is small and not strong. Andy says he is strong. The older boy challenges Andy and Ben to a strength competition, to see who can lift a heavy stone (or another object). The boys are laughing, and Andy and Ben show that they are strong. Older Boy 2 says: "if you are so grown up, then you will want to drink this alcohol with us". And offers them a local alcoholic drink. Ben says quietly to Andy "I think we should leave. I don't want to drink". Andy is unsure and says quietly to Ben "I don't know. If we leave, if we refuse the drink, they will think we are just small boys, and they will make fun of us".</p> <p>Narrator: What do you think Ben and Andy will do? Sometimes we feel pressure from other people our age, or just a little older, to do things which are not safe. Drinking alcohol is one of those things. Alcohol affects how a person makes decisions. It can lead to accidents, fighting, violence, and having unprotected sex. Have you ever felt pressure from other young people to do something that seemed unsafe?</p>	If alcohol is not consumed locally, use another example of peer pressure towards risk taking, for example, pressure to steal something or pressure to take a physical risk that could result in serious injury.
	<b>Education</b>	
Stay in School/Return to School	<p>Narrator: Describes the village, the school, and the road where Andy walks home from school.</p> <p>Dialogue: Andy sees his friend James who was not in school all week. Andy asks if he has been ill. James admits that he is not sure if he will continue going to school. His reason for stopping is that he does not see how going to school will help him achieve his goals. He wants to raise goats to sell so that he can support himself. He also wants to get married and have children. His father grows grain</p>	<p>Use local names.</p> <p>Use a business of economic activity that men engage in</p>

	<p>to sell at market and he thinks it would be better to work all the time with his father instead of attending school and spending money on school supplies, especially since he does not even get good grades. Andy says he understands, but reminds James that running a business requires many skills, including math, that he can learn at school, and encourages him to stay in school.</p> <p>Narrator: James has a difficult decision to make. If he were your friend, what would you tell him?</p>	
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## References

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- <sup>2</sup> Adapted from: Girl's Safe Space Curriculum. Mentor's Manual. Girls 11-12 Years Old. Amhara Region
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- <sup>6</sup> Adapted from: GREAT Activity Cards for Very Young Adolescents (10-14 years old)
- <sup>7</sup> *Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective* was developed by Family Health International (FHI)/YouthNet.
- <sup>8</sup> Fan, Julia and Susan M. Blaustein. *Strong Girls Make Strong Women: A Practical Handbook for Creating and Leading a Girls' Club*. WomenStrong International, 2018.
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- <sup>16</sup> From: [/www.kidsplayandcreate.com/how-to-get-kids-to-work-together-games-for-kids](http://www.kidsplayandcreate.com/how-to-get-kids-to-work-together-games-for-kids)
- <sup>17</sup> <https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/guess-the-emotion>

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- <sup>18</sup> [http://scc.losrios.edu/~harrispa/assignments/interpersonal/exercises/nv\\_comm.pdf](http://scc.losrios.edu/~harrispa/assignments/interpersonal/exercises/nv_comm.pdf)
- <sup>19</sup> Adapted from: <https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/guess-the-emotion>
- <sup>20</sup> GREAT Activity Cards for Very Young Adolescents (10-14 years old)
- <sup>21</sup> <http://headsup.scholastic.com/teachers/teens-and-decision-making-lesson>
- <sup>22</sup> Adapted from: SPRING. 2016. Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria: A Training Guide for Community-Based Organisations. Module 3: Activities for Children 6-11 Years. Arlington, VA: Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project.
- <sup>23</sup> Adapted from: Girl's Space Curriculum, Mentor's Manual: Girls 11-12 Years Old. Oromia Region, page 44.
- <sup>24</sup> From: International AIDS Alliance. 100 Ways to Energise Groups
- <sup>25</sup> Adapted from: Girl's Safe Space Curriculum, Mentor's Manual. Girls 11-12 Years Old Amhara Region.
- <sup>26</sup> Adapted from: Module 2: Conflict Management. Negotiation Game <http://www.aces.edu/teens/pdf/mod2.pdf>
- <sup>27</sup> Adapted from: GREAT Activity Cards Very Young Adolescents (10-14 years old).
- <sup>28</sup> International AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the community
- <sup>29</sup> Adapted from: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011). Go Girls! Community-based Life Skills for Girls: A Training Manual. Baltimore, Maryland.
- <sup>30</sup> Illustrations drawn by Tenagne Kebede, Master Trainer, Pathfinder Ethiopia, during Adaptation/Train the Trainer Workshop.
- <sup>31</sup> Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs. Go Students! [School-based Life Skills for Girls and Boys: A Teacher's Manual](https://www.girlsnotbrides.org/what-is-the-impact/) Baltimore, Maryland. 2011.
- <sup>32</sup> <https://www.girlsnotbrides.org/what-is-the-impact/>
- <sup>33</sup> Adapted from: The Population Council, Inc., *It's All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009
- <sup>34</sup> Girls Space Curriculum Mentor's Manual. Girls 11-12 Years Old Amhara Region.
- <sup>35</sup> Module 6 Gender Based Violence (Ethiopia)– source: [www.open.edu/openlearncreate/pluginfile.php/.../6\\_gender\\_based\\_violence.doc](http://www.open.edu/openlearncreate/pluginfile.php/.../6_gender_based_violence.doc)
- <sup>36</sup> Understanding Boundaries, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
- <sup>37</sup> Adapted from: The Population Council, Inc., *Health and Life Skills Curriculum*. 2013
- <sup>38</sup> Adapted from: Advocates for Youth. Rights, Respect, Responsibility: A K – 12 Sexuality Education Curriculum.
- <sup>39</sup> USAID, PEPFAR, Health Policy Project. Gender and Sexual Diversity Training: A Facilitator's Guide for and HIV Programs Public Health Programs.
- <sup>40</sup> Adapted from Local Advocates Panel, Gender and Sexual Diversity Training page 63 [http://www.healthpolicyproject.com/pubs/398\\_GSDGuide.pdf](http://www.healthpolicyproject.com/pubs/398_GSDGuide.pdf)
- <sup>41</sup> From: International AIDS Alliance. 100 Ways to Energise Groups.
- <sup>42</sup> From: The Population Council, Inc., *It's All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009
- <sup>43</sup> The Mediterranean Institute of Gender Studies (MIGS). Youth4youth. A manual for empowering young people in preventing gender-based violence through peer education.
- <sup>44</sup> From: International AIDS Alliance. 100 Ways to Energise Groups.
- <sup>45</sup> Adapted from: The Population Council, Inc., *It's All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009
- <sup>46</sup> BALANCED Project. 2011. Population, Health and Environment (PHE) Community-based Distribution System: A Guide for Training PHE Community-based Distributors. University of Rhode Island. Narragansett, RI.
- <sup>47</sup> UNESCO International Technical Guidance and Sexuality Education: An Evidence-based Approach. 2018
- <sup>48</sup> True False statements were adopted from the Keep It Real program in Uganda, curriculum for out of school VYAs called GREAT+ Sexuality Education
- <sup>49</sup> From: International HIV/AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings, and the community.
- <sup>50</sup> Adapted from: Population Council. *Dream Big! Kwacha for Our Future*

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<sup>51</sup> Adapted from: GREAT Activity Cards for Very Young Adolescents

<sup>52</sup> Adapted from: Girl's Safe Space Curriculum, Mentor's Manual: Girls 11-12 Years Old, Oromia Region

<sup>53</sup> "Men who attack women and girls nearly always pick out those with the body language of a 'victim' - someone they think will be too scared to fight back." From: South Eastern Center Against Sexual Assault and Family Violence <https://www.secasa.com.au/pages/face-values-making-sense-of-violent-relationships/body-language/>

<sup>54</sup> Save the Children. GREAT +Sexuality Education for Out of School Very Young Adolescents. Keep it Real Project, Uganda 2014.

<sup>55</sup> From: The Population Council, Inc., *It's All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights (Activity 10). 2009

<sup>56</sup> FHI 360/Youthnet Program. Family Life Education- Teaching Youth About Reproductive Health and AIDS from a Christian Perspective. 2006

<sup>57</sup> Girls Space Curriculum Mentor's Manual Girls 11-12 Years Old in Amhara Region