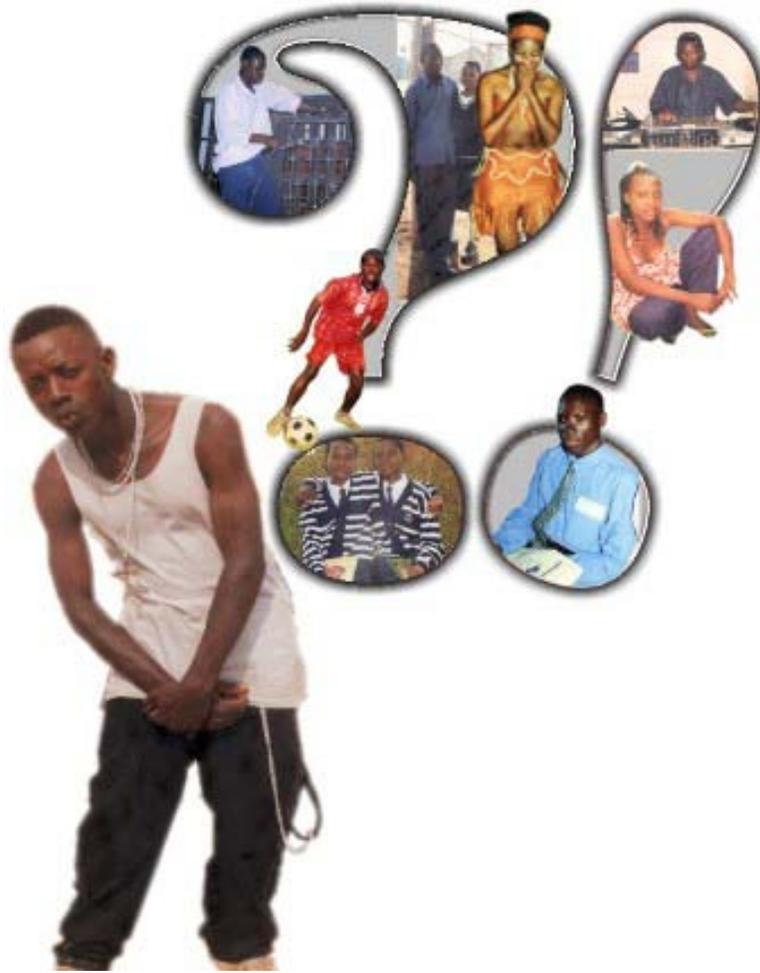


Section One:

Who Am I?



LIFE PLANNING SKILLS

A CURRICULUM FOR YOUNG PEOPLE IN AFRICA UGANDA VERSION

SECTION ONE: WHO AM I?

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UNIT 1: PERSONAL, FAMILY, AND COMMUNITY VALUES



PURPOSE AND OBJECTIVES

The purpose of this unit is to introduce and define the concept of values and help young people identify values learnt from families and communities. The unit helps young people to talk about and explain their personal values and to examine the relationship between values and behaviour.

By the end of this unit, participants should be able to:

- Explain what “values” means.
- Identify personal/family/religious/cultural values.
- Identify factors that influence values.
- Identify which values are most important to them.
- Explain how personal values can affect one’s behaviour.
- Learn how to make decisions that go along with personal values.
- Practise communicating their values to others.
- Practise accepting and respecting the values of others.

ACTIVITIES



Warm Up—Zip Zap	<i>5 minutes</i>
Understanding Values	<i>15 minutes</i>
Family Values	<i>60 minutes</i>
Good Decision Making	<i>60 minutes</i>
Values Voting	<i>40 minutes</i>
What Do My Values Tell Me to Do?	<i>60 minutes</i>
Building Self-Esteem	<i>60 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

5 hours 20 minutes

ACTIVITY 1.1**WARM UP—ZIP ZAP**

Purpose: To help participants learn each others' names in a fun way.

Time: 5 minutes

NTF:
Each participant must be wearing a name tag for this activity.

Steps:

1. Ask all participants to sit in a circle. You, the facilitator, should remain standing.
2. Explain the game as follows:
 - a. There are two words in this activity: “**Zip**,” which means **left**, and “**Zap**,” which means **right**.
 - b. I will call out these words one at a time and point to a participant.
 - c. When I say “**Zip**” the person I am pointing at must say the name of the person sitting on her or his **left**.
 - d. When I say “**Zap**” the person I am pointing at must say the name of the person sitting on her or his **right**.
 - e. When I say “**Zip Zap**” everyone has to **move to another seat**, myself included.
3. If the person you are pointing at delays too long, s/he must exchange places with you, the facilitator. When “**Zip Zap**” is called everybody moves to a new seat, including the person standing.
4. The new person standing then does the calling.

ACTIVITY 1.2**UNDERSTANDING VALUES**

Purpose: To look at the different meanings of the word “value” and come to an understanding of what it means in the context of family life and relationships.

Time: 15 minutes

Materials Needed:

- Uganda shillings notes and coins
- Flipchart headed “Values Are”

Steps:

1. Place several Uganda shillings notes of different values on the table.
2. Ask for two volunteers to come to the table and choose a note.
3. Ask each person to say why s/he chose that particular note.
4. Thank both participants and let them return to their seats.
5. Write the word “**value**” on a flipchart or on the board and explain that in this situation, value refers to the worth of each shillings note.
6. Ask the group to give more examples of what has value. If the group only lists material or physical things, ask for examples of something that cannot be physically seen or touched but has value. (Possible answers may include things like: respect, love, honesty, friendship, kindness, hard work, and talent.)
7. List the responses on the flipchart or board and add any of your own.
8. Use the following “Presentation Notes” to explain the meaning of values to the group.



PRESENTATION NOTES

VALUES

The word “value” means different things. One meaning is the actual worth of an object or an item in monetary terms. Another meaning involves a more personal aspect of worth, such as how important certain beliefs or ideas are to a person. Different things are worth more or less to different people, meaning they have more or less value. The things, ideas, beliefs, and principles that are of worth to us shape our values. Our values help to define who we are and help determine the choices we make, also called our behaviour. For example: A man who values his family cares for and takes care of his wife, children, and home life. A person who values health will try to have a healthy diet, avoid behaviours that can put her or him at risk of STIs and avoids alcohol, tobacco, and other drugs. People who value their education will try to study hard, get good grades, and pass examinations.

9. Ask for one or two more examples from the group.
10. Put up the flipchart headed “Values Are” and go through each statement giving examples and explaining how a person can tell what her or his values are.

VALUES ARE:

(Prepare this on a flipchart beforehand)

- a. Things you are for (you support) or against (you do not support).
- b. Things you have chosen on your own, with no outside pressure; i.e. no-one has forced you to choose your values, although your family, friends, teachers, the media, and traditional and religious leaders have certainly influenced you.
- c. Things you believe in and are willing to stand up for in front of people.
- d. Things that you use to make choices and that can guide your behaviour in life.

11. Ask participants to turn to **page 6** in their workbooks.

**WORKBOOK ACTIVITY****MY VALUES**

In the space below, write two values that are important to you.

1.

2.

12. Invite participants to share their responses with the group.

13. Encourage general discussion around the responses, focusing on who or what was the most influential person or factor in the values presented.

14. Summarise and highlight the following points.

Key points:

- **Values are things we believe in or support.**
- **Our values are shaped by everything and everyone around us.**
- **Values often influence the decisions and choices we make.**

LINKING SENTENCE

Our values are influenced by a range of things such as religious teachings, culture, friends, and media. Family is, however, one of the most important and powerful sources of messages about values. These values play an important role in shaping our lives, as they influence the choices and decisions we make as we grow and develop. It is therefore important to make decisions and live life according to personal values. We will now look at family values and how these affect and influence individuals.

ACTIVITY 1.3**FAMILY VALUES****Purpose:**

To explore what values our families hold in high esteem, which ones they disregard, and the reasons why.

To examine how we are influenced by our family values.

Time:

60 minutes

Steps:

1. Divide participants into four groups.
2. Ask participants to turn to **page 7** in their workbooks. Assign the groups as follows:
 - a. Group 1: a-d
 - b. Group 2: e-h
 - c. Group 3: i-l
 - d. Group 4: m-p

**WORKBOOK ACTIVITY****HOW DO YOU THINK YOUR FAMILY FEELS ABOUT...?**

In your groups discuss what you learnt from your family about the following:

Group 1

- a. Using alcohol or other drugs for fun.
- b. Forcing someone to have sex.
- c. Buying condoms to use if you have sex.
- d. Having a baby before you are married.

Group 2

- e. Staying a virgin as long as possible.
- f. Respecting your elders.
- g. Going to church regularly.
- h. Treating sons better than daughters.

Group 3

- i. Getting a job or learning a skill to help earn money.
- j. Having sex in exchange for money or gifts.
- k. Stealing from others.
- l. Going to a traditional healer if you are sick.

Group 4

- m. Having more children than you can afford.
- n. Furthering your education.
- o. Showing respect for your ancestors.
- p. Having sex with an adult in exchange for gifts, clothing, etc.

3. Each participant should share her or his family's message on each of the four topics. Allow ten minutes to do this.
4. Ask each group to report back on their given topics and briefly discuss any responses that are very different from each other.
5. Summarise and highlight the following points.

Key points:

- **Each one of us is influenced by our family values.**
- **Family values play a key role in the decisions and choices that we make.**

LINKING SENTENCE

Families do not always communicate their values directly. Quite often, many of these are picked up through observing behaviour and not through any direct instruction. Values that deal with sexuality are mostly communicated this way, as parents are often shy to discuss sex with their children or are not sure how to approach values on this topic. Understanding our family values is important because they influence the decisions we make. Let us now look at how we make decisions and the role that values play in this process.

ACTIVITY 1.4

GOOD DECISION MAKING

Purpose:

To understand the (unconscious) process we go through when we make decisions.

To practise applying the good decision-making model to real life situations.

Time:

60 minutes

Steps:

1. Ask the group the question, “Under what situations or conditions does a person make a decision?”
2. List the responses on the chalkboard or flipchart paper. These may include statements such as:
 - a. When faced with a difficult situation.
 - b. When faced with more than one choice.
 - c. When faced by a challenge or challenging situation.
 - d. When there is a problem.
3. Use the following “Presentation Notes” to introduce the decision-making model. Write out each letter step by step on the chalkboard or flipchart as you introduce and describe it. Copy each letter exactly as in the following notes, so that the word **DECIDE** is spelt vertically. Emphasise the 3Cs: Challenges, Choices, and Consequences.



PRESENTATION NOTES

We make decisions every day of our lives without always being aware of how we come to those decisions. Whenever we face a problem that requires us to make choices, there is a certain thought process we go through. This is sometimes done so quickly that we are not aware of it. Every decision-making process is made up of the following steps:

Define the problem or **challenge** you are facing.

Explore the **choices** that you have.

Choose one of the explored choices.

Identify the **consequences** of this choice.

Do—Act out the choice you have made

Evaluate—Look back at your decision and see if it was a good one. If not, choose another one and repeat the process.

4. Ask participants if they have any comments or questions and discuss these.
5. Tell participants that they will now practise using the model and ask them to turn to **page 8** in their workbooks.

NTF:

For semi-literate youth, do the following:

- Choose and brief youth to role-play the scenario in the workbook.
- Ask participants to get into pairs or small groups of three and do the activity.
- Each pair or small group should present its decision as a short skit.



WORKBOOK ACTIVITY

GOOD DECISION MAKING

Read through the scenario below and use the **3Cs model** (Challenges, Choices, and Consequences) previously discussed to come to a decision.

Scenario

Your mother is going away for the weekend. She has told you not to invite anyone over to the house. You promise her that you won't. Whilst she is away your friend from school has a fight with her dad and he puts her out of the house. She asks if she could spend one night at your place—she does not know your mother is away. What would you do?

1. What is the **CHALLENGE** that you are faced with?

2. What are your **CHOICES**? Think about these and write three of them in the space below.

Choice 1: _____

Choice 2: _____

Choice 3: _____

3. What are the **CONSEQUENCES** of each choice you have written down? Write these in the spaces below.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?

5. Why did you make this decision?

6. How did your values influence the decision you made?

6. Take participants through the good decision-making model using the following instructions. Write the relevant part of the model as you discuss it.
 - a. First, identify the problem or **challenge** that you are faced with.
 - b. Next, think of the **choices** that you have and write at least three of these down.
 - c. Next, identify both the possible negative and positive **consequences** of each choice.
 - d. Look at the choices and consequences that you have listed and make a decision.
 - e. Lastly, evaluate the decision you made. Ask yourself why you made this decision and if it is the best one to make. If you are not happy with the decision you have made, make another choice and go through the process again.

7. Clarify that decision making is usually done alone, but people may seek other people's opinions before making a decision.

8. Ask participants to share their responses to the questions in the workbook activity. Let one person share her or his responses to the questions before moving on to another participant.

9. At the end, ask participants to discuss briefly how easy or difficult they found the model to use. Allow general discussion about the model.

10. Summarise and highlight the following points.

Key points:

- **The best decisions are made when we have all the facts.**
- **We must think of all the consequences of any choice, but especially any negative consequences there may be.**
- **People make wrong decisions sometimes. The important thing is to realise this and take steps to correct it.**
- **It is not always easy or possible to go through this thought process when making a decision. Sometimes we do not have time to think of the consequences but have to make a quick decision to ensure our safety or survival. It is therefore up to us to weigh this and do what is appropriate for the time and situation.**
- **Good decisions are not easy to make. We can make extra efforts to succeed or achieve our goal.**

LINKING SENTENCE

Sometimes when a person makes a decision it is easy to tell almost immediately that it was not a good decision, for example, if a person decides to steal and s/he gets caught. When facing a tough challenge, and unsure of which decision to take, we can talk to someone whose opinion we respect, such as a friend, elder, auntie, teacher, etc. The final decision, however, is ours to make so we must be clear about the consequences of our actions on ourselves and others. We must “own” our decisions.

ACTIVITY 1.5**VALUES VOTING**

Purpose: To recognise what values are important to us.

Time: 40 minutes

Materials Needed:

- Three signs marked “Agree,” “Disagree,” and “Unsure.”
- Tape to put signs on the wall

NTF:

Prepare the values statements beforehand. Cut the list of statements below into separate statements and place them in a basket on the table and let each participant choose one and read it.

Prepare three signs marked “Agree,” “Disagree,” and “Unsure.” Place these on the wall at three different places—a fair distance from each other to allow easy movement.

VALUES STATEMENTS

- a. Having a child while you are still in school is OK.
- b. A man has a higher sex drive (need for sex) than a woman.
- c. Boys should always pay for a girl when they go out together.
- d. Raising a child on your own is better than marrying a man that you do not love just because he will help with the baby.
- e. Having a job you love to do is more important than making a lot of money.
- f. People with HIV and AIDS should not tell their sexual partners they are infected.
- g. Since it is the girl who gets pregnant, it is her responsibility to use birth control.
- h. It is impossible for a man to rape his wife.
- i. A man who cries is like a woman.
- j. You should have sex only with someone you truly love.
- k. Waiting to have sexual intercourse until you are married is a good idea.
- l. In a family, making money should be the man's job.
- m. Women should understand that it is natural for a man to need more than one woman at a time for sexual relationships.

- n. Boys and girls should be treated equally in schools.
- o. A girl who dresses in sexy, revealing clothing is asking to be raped.
- p. Abortion should be legalised to make it safe.
- q. A man should be able to have more than one wife if he can afford to take care of his family.
- r. A child needs to be raised (brought up) in a home where the mother and father are living together.
- s. A family with many children is better than a family with fewer children.
- t. A man is always the head of the household and he should always have the last word when it comes to making decisions.
- u. Most women secretly enjoy being raped.
- v. Any sexually active girl, no matter how young she is, should be able to get birth control if she needs it.
- w. Girls often pretend that they do not want to have sex when they really want to so that they will not seem too “easy.”
- x. It is OK for a girl to trick her boyfriend into getting her pregnant so he will have to marry her.
- y. Having a son is better than having a daughter.
- z. It is just as acceptable today for girls to have sex before marriage as it is for boys.

Evaluation tip: Make a note of how many participants stand under each sign and keep the results for later. You can repeat some of these values statements at the end of the course, and monitor if there has been a significant shift in opinion, as a result of personal growth or change during your programme.

Steps:

1. Use the following “Presentation Notes” to introduce the activity.



PRESENTATION NOTES

Introduction
When someone can easily talk about feelings and values they feel strongly about in front of a group, they probably well understand their own values.

People who truly value something are usually secure about telling others about it. **Values clarification**, or the way a person becomes more aware of her or his own values, involves sorting out our own (intrinsic) values from the values of the outside world (extrinsic). It involves separating out, and being clear about, one's own personal beliefs as apart from the beliefs of others. It means saying what we really mean. Too often, we say things we do not really mean, because we think that is what others want to hear or we are afraid to stick up for our own values.

2. Explain to participants that you will ask them to express their feelings about particular values. Show them the three points around the room that are labelled “Agree,” “Disagree,” and “Unsure.”
3. Give the following instructions for this activity:
 - a. In the basket are different statements. Participants must take turns choosing a statement, which s/he should read out for the group to hear.
 - b. After the statement is read, participants should decide, on their own, whether they agree, disagree, or are unsure about it. They should find the sign on the wall that matches their position and stand beneath it.
For example:
 - i. If you agree with the statement, stand under the “Agree” sign.
 - ii. If you disagree with the statement, stand under the “Disagree” sign.
 - iii. If you are not sure about whether you agree or disagree, stand under the “Unsure” sign.
4. Remind participants that:
 - a. There are no right or wrong answers, only opinions based on their values.
 - b. Each person is entitled to her or his own opinions.
 - c. No one should try to change or influence other people's positions.
5. Ask a participant to choose and read the first statement and have participants move to their positions; “Agree,” “Disagree,” or “Unsure.”

NTF:

For semi-literate youth, the facilitator can read the statements out loud.

6. Starting with the least popular point of view, ask a few participants at each position why they chose to stand there.
7. Repeat this process with as many value statements as you have time for. Make sure you hear different points of view. Remember that processing statements and sharing reasons for participants' positions is the most important part of this activity.
8. When enough statements have been read and participants have shared, ask them to return to their seats.
9. Encourage general discussion around the following questions:
 - a. How easy was it to decide your position?
 - b. What influenced your decision or made you choose where to stand?
 - c. Did you feel any pressure from your peers to change your answer at any time during the activity? Does peer pressure ever influence your decisions in other situations? Why do you think this happens?
10. Summarise and highlight the following points.

Key points:

- **Our opinions and decisions are based on our values, which are strongly influenced by our families and communities.**
- **Everyone has the right to her or his own opinions, as people's values are shaped by different things.**
- **We must know our own values and be confident enough to share these with others. This helps others understand and respect our opinions and decisions.**

LINKING SENTENCE

Our values do affect the way we behave, so they play an important role in the decisions and choices that we make. Knowing what our values are on different issues is useful in helping us choose how to behave in different situations. It is also useful to realise the influence that peer pressure has on our values and how this causes us to sometimes behave in a way that is not in line with what we really believe.

ACTIVITY 1.6

WHAT DO MY VALUES TELL ME TO DO?



Purpose:

To start to make the connection between our values and how they influence the way we behave.

To discuss what makes us behave contrary to our values.

Time:

60 minutes

NTF:

Choose two people beforehand to act out the scenario of Mpiima and Gorret. Use the brief below to explain their roles and give them time to practise if they want to.

Brief for Actors

Mpiima's role: You like Gorret a lot and have respected her wishes not to have sexual intercourse for the last six months. It has been really hard for you and you feel that there is enough trust between the two of you now that it is OK to have sex with each other. Explain to Gorret how you feel and try to convince her to have sex. This will be the first time for the two of you. Use everything you can think of to get her to understand how you feel and possibly agree to have sex with you.

Gorret's role: You really like Mpiima and often find yourself thinking about him in a sexual way, but your Auntie has raised you to believe that sexual intercourse is for people who are married. She also told you about the problems that early and unprotected sex can cause and you are too scared to try. Although you trust Mpiima, you really do not want to have sexual intercourse yet. Try to get Mpiima to understand how you feel.

Steps:

1. Review thoughts with the group, asking, "Where can values come from? What things can influence a person's values?"
2. List the responses on flipchart paper.
3. Ask the actors to perform the scenario of Mpiima and Gorret. Ask all other participants to observe the scene without interruption. They should pay attention to how both actors are communicating, e.g.:
 - a. Body language
 - b. Eye contact
 - c. Consistency with "no"
 - d. Assertiveness
4. At the end put up the following statements and ask volunteers to read them out one by one.
5. Spend a few minutes getting participants to share how they feel about each statement.

NTF:

Prepare these statements beforehand.

- a. If a girl says “no” to sex she should say it like she means it.
- b. Most girls secretly enjoy being talked into sex.
- c. Most girls want to be physically forced into having sex.
- d. A boy should go to any extent possible to get a girl to have sex with him.
- e. Forcing a girl to have sex for the first time is not really rape; it is more like sexual instruction.

6. Use the following questions to encourage general discussion:
 - a. What influences people to behave in ways that are in line with their values? (Possible answers: It feels good to follow one's values; parents and other adults reward behaviour that reflects the values they teach.)
 - b. What influences people to behave in ways that are not in agreement with their values? (Possible answers include: People often want to “try” someone else's values; friends pressure each other to do things that challenge their values, and frequently give in to the pressure so as not to lose friends; or some people enjoy the opportunity to make someone else angry by questioning their values.)
 - c. What happens when your behaviour is not in line with your parents' or friends' values?

7. Ask participants to turn to **page 10** in their workbooks.



WORKBOOK ACTIVITY

WHAT MY VALUES TELL ME TO DO

Think about the discussion that has just taken place and complete the following sentence:

“Sometimes young people do not behave according to their values because ...”

You will be asked to share your responses with the group.

8. Summarise and highlight the following points.

Key points:

- **Our values influence the way we feel and behave although we are not always aware of this.**
- **Many young people behave differently from their values because of peer pressure.**

LINKING SENTENCE

Our values help us understand right from wrong and can help us make the right decisions and choices. Values also play an important part in how we feel about ourselves.

ACTIVITY 1.7**BUILDING SELF-ESTEEM****Purpose:**

To discuss what positive self-esteem means and how to achieve it.

To look at how self-esteem develops and its role in the choices and decisions we make.

Time:

60 minutes

Steps:

1. In buzz groups of three people, ask participants what they think about when they hear the term “self-esteem.” Ask them to also think through the following questions:
 - How do we learn self-esteem?
 - Why is self-esteem important?
2. Use the following definition to help clarify the meaning of self-esteem:

Self-esteem is a word used to describe how people feel about themselves. How people feel about themselves influences their actions towards others and what they accomplish in life. If a person believes in herself/himself and in her or his own ability, then s/he is able to work hard, set goals, and achieve what s/he sets out to do.

3. Brainstorm, “How do you think self-esteem is developed?” Write the responses on a flipchart.
4. Encourage general discussion around the points for a few minutes.
5. Give each participant a sheet of paper. Ask them to pretend that the paper represents their self-esteem.
6. Tell them that their self-esteem can be damaged by negative things or can be built by positive or good things that happen to them.
7. Tell them that you are going to read out a set of statements. Ask them to tear off a piece of the paper when you read statements that may affect their self-esteem negatively. They should tear off bigger or smaller pieces based on how badly the statement affects their self-esteem.
8. Read the following statements one at a time and allow a few seconds between each one for participants to respond.

Statements

You were late for class and the teacher shouted at you in front of your classmates and friends.

Your father left your mother and married another woman.

Your sexual partner died.

Your best friend always competes with you and puts you down.

The university you applied for rejected your application.

Your mother calls you stupid.

9. Ask participants to turn to **page 11** in their workbooks.



WORKBOOK ACTIVITY

WAYS TO BUILD MY SELF-ESTEEM

Think of what you can do to build your self-esteem. Write down as many ways that you can think of.

10. After a few minutes ask participants to share one thing from their list that is “easy” and one thing that is “difficult” to do.
11. Write these points on flipchart and encourage general discussion around them. The following points can be used to get the discussion going:
- Why is it difficult to build and maintain positive self-esteem?
 - What is the relationship between values and having good self-esteem?
12. Summarise and highlight the following points.

Key points:

- **Our self-esteem is influenced by people and things we experience—just like our values.**
- **How people feel about us plays a big role in how we feel about ourselves.**

CONCLUDING NOTES, UNIT 1: PERSONAL, FAMILY, AND COMMUNITY VALUES

Values are things you believe in and are willing to stand up for. Our values help us make decisions and guide us in life. Family, religion, culture, and friends influence our values. Knowing what our values are helps us choose how to behave. Sometimes peer pressure leads us to behave in a way that is not in line with what we believe. Our values change as we grow older. The more we understand our own values and are comfortable expressing these to others, the more likely we are to achieve our goals in life.

ACTIVITY 1.8**CONVERSATION CIRCLE & COMMITMENT****Purpose:**

To reflect on the unit and note the key facts and skills learnt.

To show how we can use the new knowledge and skills gained by making a commitment to change one thing about ourselves in terms of our values.

Time:

20 minutes

NTF:

This activity works best with groups of 12 or less. If working with a larger group, first divide them into smaller groups, then get a report back from each group.

Make sure to give each group the questions they should answer or write them where the entire group can see them.

This activity can be done in a number of ways. For literate groups, do the following.

Steps:

1. Ask participants to sit in a circle and discuss the following:
 - a. What is one very important piece of information that you have learnt from this unit?
 - b. How or why is this important to you?
 - c. How does this information influence you to change your behaviour?
2. Ask participants to think about one commitment they are going to make in terms of their values.
3. Ask participants to turn to **page 12** in their workbooks.



WORKBOOK ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?
2. Why or how is this information important to you?
3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Write the commitment that you are going to make to yourself in terms of your values. You will not be asked to share this with the group.

NTF:

For semi or low-literate groups do steps 1 through 3 above, then continue as follows.

4. Close your eyes and make a promise to yourself—something that you will do to change your behaviour to be more in line with what you learnt about values.

UNIT 2: COMMUNICATION



PURPOSE AND OBJECTIVES

This unit examines the role of communication in every aspect of life. It provides a range of activities that helps participants to practise effective communication in different settings and helps them examine their inter-personal communication skills.

By the end of this unit, participants should be able to:

- Explain the importance of communicating their needs.
- Understand verbal and non-verbal communication.
- Know the barriers to effective listening.
- Describe how to improve listening skills.
- Apply listening and communication skills to real life.

ACTIVITIES

Warm Up—Telephone Whispers	<i>15 minutes</i>
What is Communication?	<i>20 minutes</i>
Dialogue or Monologue	<i>35 minutes</i>
Importance of Feedback	<i>45 minutes</i>
Johari’s Window	<i>40 minutes</i>
Behaviour and Communication	<i>50 minutes</i>
Non-Verbal Communication	<i>45 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

4 hours 30 minutes

ACTIVITY 2.1**WARM UP—TELEPHONE WHISPERS**

Purpose: To help participants understand how easy it is to hear or share information incorrectly and confuse or change a message.

Time: 15 minutes

Steps:

1. Ask participants to sit or stand in a circle.
2. Explain to the group that you are going to play a game. Explain the rules of the game before you start. These are:
 - a. Each person must tell the story they hear to the person sitting on her or his left.
 - b. Participants must speak clearly so that the person sitting on their left can hear, but not so loudly that others can hear.
 - c. Participants are not allowed to repeat any part of the story or to tell the story to the same person twice.
3. Check that participants understand the rules and then start the game. Think of a story that is a bit complicated and perhaps involves several characters, but do not make it too hard to remember.
4. When the last person has received the story ask her or him to repeat what s/he heard.
5. Check what the participants heard and compare that with the original story you told.
6. Discuss briefly where communication could have gone wrong and encourage participants to share what they learnt from the activity.

ACTIVITY 2.2**WHAT IS COMMUNICATION?**

Purpose: To come up with an understanding of what communication means.

Time: 20 minutes

Steps:

1. Write the word **COMMUNICATION** on the chalkboard or flipchart paper.
2. Ask participants to “buzz” (talk) in pairs for two minutes and discuss what they understand by the word “communication.”
3. Ask participants to share their discussion and list the different responses on the chalkboard or flipchart paper.
4. Encourage general discussion around the points raised, but be careful not to go into much detail as that will be covered in following activities.
5. Explain that for the purposes of this unit, the following definition will be used:

Communication is when a person sends a message to another person with the hope and desire of receiving a response.

6. Ask participants if they have any questions or comments and discuss these.
7. Summarise and highlight the following points.

Key points:

- **Communication is when two or more people exchange messages using verbal and non-verbal language.**
- **Communication happens because people want to share information, ideas, thoughts, feelings, etc. and get another person’s feedback.**

LINKING SENTENCE

Communication is key to every aspect of our lives and plays an important role in building and strengthening our relationships with people. Let us now look at different ways that people communicate.

ACTIVITY 2.3**DIALOGUE OR MONOLOGUE**

Purpose: To establish the value of listening and how to listen effectively.

To examine the need for quiet people to speak up and for dominant people to be sensitive to others.

Time: 35 minutes

NTF:

The actors should practise the play before performing it for the group.

Steps:

1. Ask for six volunteers to prepare a short play using the following three scenes. It is usually better to have all women or all men acting together as this avoids participants saying, "men always do this..." or "women always do that..."
2. Tell participants to decide on topics beforehand and give them a few minutes to practise before performing the play.
3. Ask observing participants to remain quiet throughout the presentations and to reserve any comments or questions for the discussion that will take place at the end.
4. Describe the following scenes for the actors to play.

Scene 1: Two people meet. One of them starts to talk and gets so excited and involved in what s/he is saying that the other person does not get a chance to say anything. The other person tries to speak, ask a question, respond to a question, or make a suggestion, but the first person talks on so much that the second person remains silent and eventually gives up trying.

Scene 2: Two people meet and both start telling the other what they are concerned about. They each have a different topic. Neither one is listening to the other and both are talking at the same time.

Scene 3: Two people meet, greet each other, and start a real conversation. Each one asks questions about the other's interests, and listens and responds to the other. There is open sharing of news and opinions.

5. Stop each scene when the play's point has been made. Usually the first two scenes take one to two minutes and the third takes a little longer.

6. At the end of the third scene, divide participants into three groups. Give each group only one of the scenes to discuss and answer the following questions:
 - a. What did you see happening in the scene?
 - b. How does the scene relate to real life?
7. Bring the whole group back together to briefly share answers to the two questions. Then encourage discussion around the question, "What causes the kind of communication shown in scenes 1 and 2?"
8. Choose six participants and give each one of the following barriers to read aloud for the group.

NTF:

Make a copy of the following notes and cut it into the six sections.

BARRIERS TO LISTENING**On-Off Listening**

It is a fact that most people think about four times as fast as the average person can speak. This sometimes works against the listener, as s/he tends to drift off and starts to think about her or his own personal affairs, concerns, and troubles instead of listening to what the speaker is saying. One can overcome this by paying attention to more than the words, watching non-verbal signs like gestures and hesitations, etc., to pick up on how the speaker feels.

Red Flag Listening

Certain words can make some people upset and stop them from listening. When these words, perhaps "condoms," "marriage," etc. come into the conversation, the person tends to tune out the speaker. The listener loses contact with the speaker and fails to understand what that person is saying. The first step to overcoming this barrier is to find out which words are red flags to us, and to try to listen more attentively if someone uses them in conversation.

Open Ears/Closed Mind Listening

Sometimes we decide rather quickly that either the subject or the speaker is boring, or that what is said makes no sense. Often we jump to conclusions, assuming that we can predict what s/he knows or is going to say, and we decide that there is no reason to listen because we will hear nothing new if we do. It is much better to listen and find out for sure whether this is true or not.

Glassy-Eyed Listening

Sometimes we look at a person intently, and we seem to be listening although our minds may be on other things or in far away places. We drop back into the comfort of our own thoughts. We get glassy-eyed, and often a dreamy expression appears on our face. We can tell when people look this way. Similarly, they can see the same in us.

Too-Deep-For-Me Listening

When we are listening to ideas or problems that are too complex and complicated, we should force ourselves to follow the discussion and make a real effort to understand it. We might find the subject and speaker quite interesting if we listen and try to understand what the person is saying.

Don't Rock the Boat Listening

We do not like to have our favourite ideas and points of view judged or challenged. So when someone says something that clashes with what we think or believe, we may unconsciously stop listening or even become defensive and plan a counter-attack. Even if we want to do this, it is far better to listen, find out what s/he thinks, and get a good understanding of her or his view rather than close ourselves off.

Adapted from Ueland B. *Strength to Your Sword Arm: Selected Writings*, Holy Cow Press (1993).

9. Check at the end if there are any questions or comments and discuss these. Use the following questions to stimulate discussion at the end of each reading:
 - a. When have you had or experienced some of these barriers to listening? Give examples of situations.
 - b. How can we improve our listening skills?
 - c. What can shy or quiet people do? What can people who tend to talk too much do?
 - d. What can we do to help make communication as good as possible in our relationships?

10. Ask participants to turn to **page 16** in their workbooks. You can read through the following points or ask participants to volunteer to read them.



TIPS ON ACTIVE LISTENING

1. **Stop talking:** Obviously you cannot talk and listen at the same time. The most important rule of listening is to stop talking.
2. **Remove distractions:** If something is distracting your attention, get rid of it. Turn off the television, radio, or cell phone, and do not fiddle with things.
3. **Concentrate:** Listening takes concentration. Do not let your mind wander off onto other things. Do not think about what you are going to say but rather listen to what the other person is saying.
4. **Look interested:** We communicate more non-verbally (by expressions) than we do verbally (with words). If a person is in doubt they will tend to believe the non-verbal messages rather than the verbal messages. Maintain good eye contact without staring.
5. **Hear more than words:** Listen with your eyes. Watch for non-verbal signs in the face, eyes, hands, and tone of voice. Look for feelings behind the words. Often what we say at first is not what we feel. If in doubt, trust the non-verbal signs rather than the verbal.
6. **Check that you are hearing right:** Often the message we hear is not the same as the message the other person thinks they are telling us. Do not say “I see” or “I understand” unless you are sure that you do. From time to time, repeat and summarise what you hear being said.
7. **Ask clarifying questions:** This shows you are listening and encourages the other person to keep talking. It helps the other person to work out what is concerning her or him and how s/he can sort it out.
8. **Be patient:** Listening takes time—you need to be prepared to give it. If you do not have time at that moment, explain this to the person and offer to make time later. It often takes time for a person to get to what they really want to talk about. You need to be prepared to go through the chitchat so that the person can ease into what is really on her or his mind.
9. **Be non-judgemental:** Try not to judge people. If the person you are sharing with senses that you are feeling negative, s/he will close up and stop talking openly with you. Your role as a listener is to create an atmosphere that is open and safe, that will help the other person to freely and honestly share her or his feelings.
10. **Stop talking:** Again, this is the hardest part of active listening, but the most important.

Dos and Don'ts of Listening

In listening we **should** try to do the following:

- Show interest.
- Be understanding of the other person.
- Single out the problem if there is one.
- Listen for causes of the problem.
- Encourage the speaker to believe that s/he can solve the problem.
- Know when to remain silent.

In listening we **should not** do the following:

- Argue.
- Interrupt.
- Pass judgement too quickly or in advance.
- Give advice unless the speaker asks for it.
- Jump to conclusions.
- Let the speaker's emotions affect our own.

Ask if there are any questions and discuss these.

Summarise and highlight the following points.

Key points:

- **We need to listen properly to what others are saying and not draw conclusions.**
- **Listen first, ask later.**
- **Quiet people may need to speak up to be heard.**
- **People who talk a lot and often dominate conversations need to be sensitive to others—they need to listen.**
- **Others can often tell when we are not interested, or not listening. It is best to delay the discussion until another time rather than to risk poor communication.**

LINKING SENTENCE

Effective listening is the key to motivating others to give us feedback. Listening and feedback are both essential ingredients of good communication. As in the case of other skills, they require self-control. Now that we have a better understanding of what is involved in listening, the test is to practise this in our everyday life.

Remember that practise makes perfect. Each time we communicate properly we are not only improving our skills, but at the same time we are building and strengthening our friendships and relationships. In the following activity we are going to examine the importance of giving and receiving feedback.

ACTIVITY 2.4**IMPORTANCE OF FEEDBACK**

Purpose: To explore the role of feedback in communication and how this influences behaviour change.

To learn how to give feedback effectively.

Time: 45 minutes

NTF:
Copy and cut these scenes below so the actors can practise before presenting them.

Steps:

1. Choose six people to perform the following scenes.

Scene 1

Two friends meet to go to a party. One does not like the other's clothes and says so. S/he says something like, "What on earth are you wearing?" or "Where did you get those? They are so... uncool!" The other person looks very unhappy and asks, "What's wrong with my clothes?" but the first speaker just laughs and walks off.

Scene 2

A person is practising a song for a show that is coming up, when one of her/his friends drop in to see how things are going. At the end of the practice the person singing asks her/his friend what s/he thought of the song and singing. The friend replies "The song is nice but not the way you sing it. Your voice doesn't sound right!" The singer doesn't know what to say and just stands there as the friend walks off.

Note: Do not show scene 3 until after the discussion, at step 6 below where it is indicated to do so.

Scene 3

A person has been asked to give a short talk to a group of 12-year olds on "Staying away from drugs." S/he has asked a friend to read through it and say what s/he thinks. The feedback is given in a way that does not hurt the other person's feelings, and helps the person improve her/his talk. For example, the friend smiles and says, "I really like the point you made about marijuana, but at first I had a hard time understanding that "cannabis" meant marijuana. Maybe you could explain that earlier in your talk." The first person says, "Thanks, that's easy to do." In this way, s/he shows that s/he understands the feedback and appreciates it.

2. Ask participants to describe what they saw happen in Scenes 1 and 2.
3. Ask them to break into groups of three or four and discuss, "What could have been done differently in each scenario?"

4. After five minutes ask each group to share its views.
5. List key words that come out on flipchart paper.
6. Ask the participants to watch closely and then present scene 3.
7. Ask for general comments on scene 3 and the difference between that and the first two scenes.
8. Use the “Presentation Notes” below to give factual information about feedback.



PRESENTATION NOTES

SELF AND MUTUAL CRITICISM

Personal Feedback

Personal feedback means receiving information on one person's reaction to another's behaviour or actions in a particular situation. The purpose of personal feedback is to improve the person's performance and build up her or his self-confidence. It is unhelpful to use personal feedback to cut a person down and damage her or his self-confidence.

If it is well given and well received, feedback supports and encourages the positive aspects of a person's behaviour and gives the person an opportunity to change those aspects that are not positive.

Indirect Feedback

If we are sensitive to others, we can pick up a great deal of indirect feedback through observation. People communicate with their bodies as well as their words, and often this sends us messages about how they feel about what we are saying or doing. However, we should not rely on indirect feedback so as not to misinterpret what we observe. We are much better off asking people directly for their reactions, although sometimes people tell us what they think we want to hear and not necessarily what they really think or feel.

Points When Giving Feedback

- We can only give helpful feedback to a person if s/he knows that we accept and appreciate her/him as a person.
- It is important that an atmosphere of trust and mutual appreciation be established when feedback is given. This exists if we give genuine positive and negative feedback.
- Feedback should only be given if the person wants to know how you see her/him and has asked for feedback. It should be offered, not forced upon a person.

- If the person does not ask for feedback, the listener can ask if he or she can offer feedback, for example, “I hear what you are saying. May I give you some feedback?”
- Feedback should deal with what a person did (behaviour), not why they did it (motivation).
- It is often best if we can present negative feedback as our own problem, as a sharing of our personal feelings when something happens. For example, “I felt humiliated and rejected when you interrupted me just now” is more constructive than “You always try to make people feel stupid.”
- If part of a group, each person should express her/his own feelings and not assume that the whole group feels that way. Others can express their own opinions.
- Feedback should deal with things that can be changed. For example, “I would find it easier to listen to you if you did not use such big words” is helpful feedback, but “Your accent is irritating” or “I don’t like the shape of your ears” is unhelpful because it refers to things the person cannot change.

Points When Receiving Feedback

- We can learn a lot through feedback if we listen carefully to the feelings expressed and do not defend our behaviour or give reasons about why we acted in a particular way.
- A person receiving feedback always has the right to decide when s/he has had enough for the time being. Just say “OK. Thanks very much. I will think about all that has been said but I think it would be good to move on now.”
- A person who receives negative feedback should remember that different people react differently to different behaviour. It is OK to check how others feel about the same thing. If only one person reacted negatively, s/he might decide to do nothing about it, but if an entire group felt the same way, s/he might realise that it is important to try to change that behaviour.

9. At the end of the presentation ask if there are any comments or questions and discuss these.

10. Summarise and highlight the following points.

Key points:

- **Feedback is when you give someone your opinion about something they said or did. It is usually given when asked for or expected.**
- **Positive or negative feedback is given to help someone improve.**
- **Feedback is not helpful if it does not help someone improve, or if it cuts a person down.**

LINKING SENTENCE

Remember that feedback does not mean criticising someone. It is helping someone to understand how s/he is seen through the eyes of someone else, so that such a person can get to know herself or himself better and become more aware of her or his behaviour.

ACTIVITY 2.5

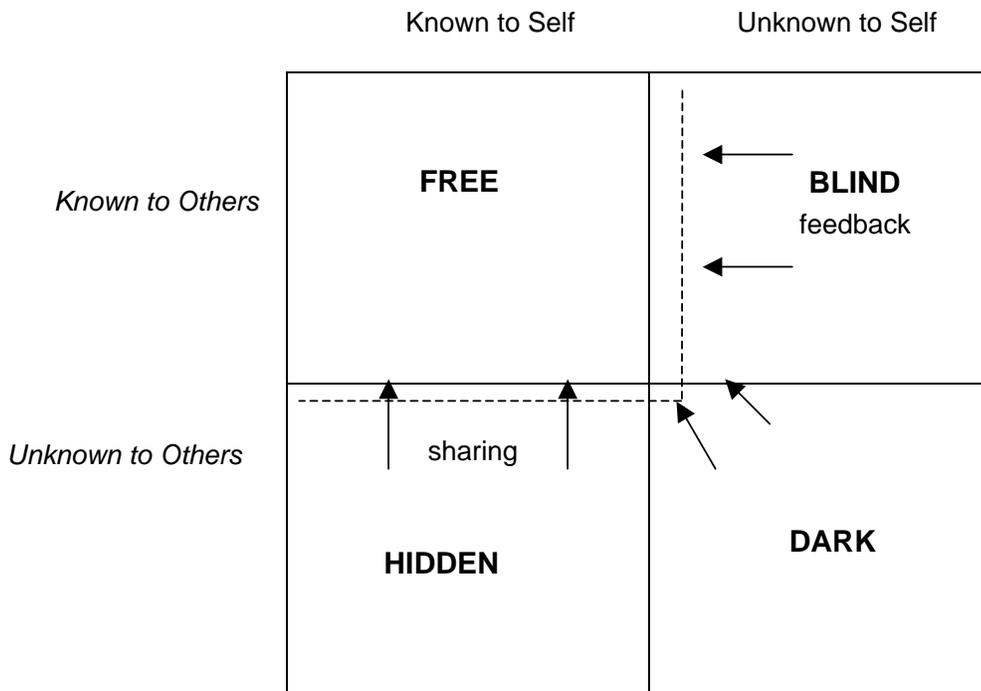
JOHARI'S WINDOW

Purpose: To understand how we can grow in self-knowledge and build deeper trust through sharing and feedback.

Time: 40 minutes

Steps:

1. Use the diagram and notes below to give a presentation on self-knowledge and improvement. You can copy it onto a blackboard or flipchart paper.
2. Ask participants to get in pairs (encourage those who know each other well to work together).
3. Using a piece of paper, ask each person in a pair to:
 - a. List what is known to self and also to the friend (free).
 - b. List what is known to self but not to the friend (hidden).
 - c. List what each friend knows about the other but the self does not know (blind).
4. Put their presentation on Johari's Window.
5. Add and explain the "dark" window.



Based on model in: Luft J. *Of Human Interaction*, Palo Alto: National Press (1969).

- FREE:** That part of yourself which is known to you and to others. It is the area of mutual sharing.
- HIDDEN:** That part of yourself which is known to you, but not shared with others. What is hidden may best remain hidden. But also, revealing what is hidden might clear the air, and build trust in your relationships.
- BLIND:** That part of you which is known to others, but unknown to you. This might include the tone of your voice or a good habit that you are not aware of.
- DARK:** That part of yourself which is unknown to others and also unknown to you. These are talents and abilities that you do not know you have and others have never seen, but are part of you nonetheless. These may one day come to the surface.
- Feedback:** A way that others can open up your blind area by letting you know what they see in you that you do not see yourself.
- Sharing:** A way of opening yourself to others.
- Revelation:** An experience during which part of your “dark” area is suddenly revealed. Revelation comes spontaneously; it cannot be planned.

6. Allow questions and comments during the presentation so that these are addressed immediately.
7. Summarise and highlight the following points.

Key points:

- **Each one of us has a hidden, a blind, a dark, and a free side.**
- **We continue to grow through feedback and sharing.**

LINKING SENTENCE

As we can see, it helps to know ourselves well and it is useful to hear how others see us. This is important because how we behave has a great impact on how other people will respond to us, and how openly and honestly they will communicate and share with us.

ACTIVITY 2.6**BEHAVIOUR AND COMMUNICATION**

Purpose: To look at the relationship between communication and behaviour and how one influences the other.

Time: 50 minutes

Steps:

1. Choose six people to role-play the following scenes.

NTF:

Make a copy of the following scenes and cut them to share with the actors.

Scene 1

Actor 1 (mother): Your firstborn child is about to finish secondary school. You know that s/he wants to go to university but you want her/him to get a job and look after you and the rest of the family. You call her/him to tell her/him how you feel. You do not give your child a chance to say much but just start shouting at her/him about how hard you have worked and how tired you are. You tell her/him that without any doubt s/he has to go and find a job as that is the only thing that would make you happy. S/he finally gives in and agrees.

Actor 2 (student/child): You are the first born in your family. You are in the final year of school and would like to go to university after graduating. Your mother wants you to get a job, as she is tired and old, and would like you to start looking after her and the rest of the family. One day your mother calls you and tells you how she feels about you going to university, and makes it clear that she wants you to go and work. Without arguing, you try to explain why you want to further your studies. You speak softly and quietly to your mother but she does not let you say much. You soon realise that nothing is going to change her mind and eventually you give up and agree to find a job.

Scene 2

Actor 1 (mother): Your firstborn child is about to finish secondary school. You know that s/he wants to go to university but you want her/him to get a job and look after you and the rest of the family. You call your child to tell her/him how you feel but as soon as you start talking about getting a job, s/he gets angry and shouts at you. You try to explain why you want her/him to get a job but s/he does not give you a chance. S/he just shouts at you more and tells you that s/he is not going to work, s/he is going to university, and then hangs up.

Actor 2 (student/child): You are the first born in your family. You are in the final year of school and would like to go to university after graduating. Your mother wants you to get a job, as she is tired and old, and would like you to start looking after her and the rest of the family. One day your mother calls you and tells you how she feels about you going to university. As soon as she starts talking about you getting a job, you lose your temper. You have told her before that you want to go to university and still she tells you about looking for work. You shout at her and do not give her a chance to say much but become angry. Eventually you are so mad with her that you just hang up.

Scene 3

Actor 1 (mother): Your firstborn child is about to finish secondary school. You know that s/he wants to go to university but you want her/him to get a job and look after you and the rest of the family. You call your child to tell her/him how you feel. You speak to the child respectfully and kindly, explaining why you think s/he should get a job. You listen to her/his reasons for wanting to go to university and the two of you talk about both options. You show that you understand and respect her/his wishes and that you support her/his decision to further her/his studies.

Actor 2 (student/child): You are the first born in your family. You are in the final year of school and would like to go to university after graduating. Your mother wants you to get a job, as she is tired and old, and would like you to start looking after her and the rest of the family. One day your mother calls you and tells you how she feels about you going to university. She explains to you why she would like you to work and gives you a chance to say how you feel. The two of you talk with respect and gentleness and show understanding for each other's opinions. You speak in a way that shows you have thought about it for a while and are confident that it is the right thing to do. You give your mother valid reasons why you should further your studies, e.g. so that you could get a better job in time to come. She eventually accepts that your decision to go to university is a good one and that she will continue to find ways to earn money so that you can do so.

2. Ask participants to discuss the three scenes and to share their views or opinions on what took place. Encourage discussion for about ten minutes, focusing on the relationship between the communication and behaviour that was shown. You may use the following leading question to stimulate discussion: "What type of behaviour did each child show in scene 1, scene 2, and scene 3?"

NTF:

It is likely that the words “passive,” “aggressive,” and “assertive” will come out. If they do, list them on flipchart paper or the chalkboard.

3. Ask participants to turn to **page 18** in their workbooks.

**WORKBOOK ACTIVITY****TYPES OF BEHAVIOUR**

What kind of person are you? What do you do when you feel pressured by someone to do something that you do not want to do or do not like? Answer the questions below by circling “a”, “b”, or “c” to show what you would do in each situation. You may share your findings with the group if you would like to.

Your best friend often borrows your books but takes a long time to return them. S/he is asking you to lend her/him your new comic book. Do you:

- Lend the book because you do not want to hurt her/his feelings?
- Talk to your friend and explain why you do not want to lend the book?
- Tell the friend to get her/his own?

You have just met a new girl/boy. Whenever s/he visits you s/he brings you gifts. This makes you uncomfortable. Do you:

- Take the gifts and give them to someone else?
- Explain that you are uncomfortable receiving the gifts or refuse to take them?
- Throw the gifts back at the person and tell her/him to “bug off”?

You have decided that you want to further your studies. Your mother says that you must find a job to earn money. Do you:

- Give up on your studies and look for a job because she says you must?
- Talk to her about why it is important to get an education?
- Argue with your mother?

Your close friend tries to get you to go out with a friend of hers/his whom you do not like. Do you:

- Go with the person because you do not want to disappoint your friend?
- Explain to your friend why you do not want to go out with the person?
- Call your friend names and get mad at her/him?

Your sister/brother uses your clothes without asking and has lost your favourite jacket. Do you:

- Lock your wardrobe and pretend you lost the key?
- Talk to her/him about her/his behaviour?
- Pick a fight with her/him or take something of hers/his that you know s/he really likes?

4. Use the following notes to explain what behaviours a, b, and c represent. Get the participants to say which of the three behaviours is similar to that of the young person in each of the scenes acted out before.

If you answered mostly “a”:

You respond to situations in a passive way. You do not assert your own rights and needs. You put others before you and give in to what they want. You also remain silent when something bothers you.

If you answered mainly “b”:

You respond to situations in an assertive way. You stand up for your rights without putting down others. You respect yourself as well as other people. You are confident but not pushy. You talk about your feelings. You are able to communicate well.

If you answered mostly “c”:

You respond to situations in an aggressive way. You stand up for your rights without thinking about the other person. You hurt others and you often do not talk about your feelings.

THE PAA BEHAVIOURS

Passive: Not active. A passive person rarely expresses or shows her or his feelings and wishes.

Assertive: Strong and confident. An assertive person says what s/he wants and feels in a respectful way.

Aggressive: Rude and forceful. An aggressive person shouts and puts others down. S/he is sometimes verbally or physically violent.

5. Use the following statement to reinforce the need to practise assertive behaviour:
- Most people behave either aggressively or passively, but seldom assertively. It is important that we practise assertive behaviour so that we can negotiate for the things that we want, and not be bullied or influenced by others. This is especially important when we have to make decisions regarding our sexuality or sexual activity.*
6. Ask participants to think through which behaviour suits them according to their answers and find out if anyone would like to share hers/his with the group.
Note that this is not compulsory.
7. Ask if there are any questions and discuss these.
8. Use this statement to introduce the **seven Cs** of effective communication.

Whichever approach you use in communication, the major purpose is to get your message across and receive the desired action response. This is what is referred to as **effective communication**. Effective communication is a result of a conscious effort to develop, package, and deliver a specific message to the intended audience. This message should always be clear, consistent, and action-oriented. Always remember the **seven Cs** of effective communication.

Use the following “Presentation Notes” to give examples of the **seven Cs**.

 PRESENTATION NOTES	
SEVEN Cs OF EFFECTIVE COMMUNICATION	
<p>Using a scenario of a girl who is not yet ready to get involved in an affair, but is being pestered by a boy, let us explore the seven Cs of effective communication from <i>her</i> perspective. The boy is making verbal advances, and suggestively caressing her, too.</p>	
1. C ommand Attention	Say what you want to say in a way that your message stands out loud and clear and gets the person’s attention: “Hey you, hands off me, please.”
2. C larify the Message	Make your message simple but clear and direct. Be explicit. Avoid long-winded and ambiguous messages: “Don’t fondle me. I don’t want to be touched, I don’t want to play sex, and I don’t want to get involved in any affair.”
3. C ommunicate a Benefit	The message should tell the recipient (boy) what he would get (benefit) in return for the good behaviour (desired action response): “We’ll remain good friends.” The benefit can also be conveyed in the form of a threat: “If you persist, I am going to expose/avoid you...” In that case, the benefit would be: “I won’t tell anyone or make a fuss if you stop.”
4. C onvey a consistent Message	All similar or related situations should be responded to in a consistent manner. Let your “no” sound like a “no,” be a “no,” and mean a “no,” no matter what approach, appeal, or tactic the boy uses. Deliver the same message repeatedly and emphatically every time: “I told you before and I am telling you again: Leave me alone. I am not interested in romance, or sex, or an affair with you.”

5. C ater to the Head and Heart	Offer emotional values as well as practical reasons to influence desired behaviour. People normally respond emotionally, not intellectually: “C’mon Simon, you’re not a pig. You can control yourself. You never know what is in stock for tomorrow. Be cool. Go easy. Don’t behave like a loser!”
6. C reate Trust	Communication is effective in a climate of credibility. This climate is built by the behaviour of the source of the message. Make the other party “believe” in your decision and the sincerity of your actions. Avoid any innuendos, insinuations, duplicity, false promises, double-meaning statements, half-hearted gestures, and non-verbal contradiction of your message. Be empathetic if need be, but still clear, consistent, and emphatic in your message: “I appreciate your interest in me but I am just not ready—and that’s it.”
7. C all for Action	An effective message should always specify the desired action response: “Cut that out. Stop patting my back. Keep your distance and don’t call me again!”

9. Summarise and highlight the following points.

Key points:

- **The way a person communicates with another person will affect how the other person reacts.**
- **Aggressive communication will trigger an aggressive or defensive response.**
- **Assertive behaviour is important so we can negotiate for the things we want without being bullied or influenced by others.**
- **Use the seven “Cs” to make your messages effective.**

LINKING SENTENCE

Knowing that how we communicate influences others’ reactions to us is important, especially when we think about the fact that we can and often do communicate without saying anything. This kind of communication is called non-verbal communication. Let us now look at this in detail.

ACTIVITY 2.7**NON-VERBAL COMMUNICATION****Purpose:**

To explore how different parts of the body are used in communication.

To discuss verbal vs. non-verbal communication.

Time:

45 minutes

Steps:

1. Divide participants into small groups of four or five and give each group flipchart paper and markers.
2. Tell participants that they are going to draw an animal and that they must find ways to describe and agree on what to draw without talking or writing.
3. When the group has agreed it can begin to draw the animal it has chosen.
4. Give the groups 15 minutes to complete the task.

NTF:

Participants are not allowed to grunt in disagreement or agreement but must be completely silent and rely only on body and facial expressions to communicate with each other.

5. Move around the groups and check how they are doing. Pay close attention to the kinds of non-verbal expressions that are used and how strongly they are used.
6. At the end of 15 minutes stop the participants and ask them to focus on the large group again.
7. Stimulate general discussion around the following questions:
 - a. How easy or difficult was it to discuss and agree on what to draw? Why?
 - b. How long did it take to agree on what the group should draw?
 - c. When the group had reached a decision, how easy or difficult was it to draw the item? Why?
 - d. What were some of the expressions used and observed that worked well? List responses to this.
 - e. What were some of the expressions used and observed that were confusing or difficult to interpret/understand? List responses.
8. Focus on the responses noted from “d” and “e” and use this to highlight the importance of non-verbal communication. The following notes are also provided as a guide for this presentation.



PRESENTATION NOTES

ROLE OF NON-VERBAL COMMUNICATION

Every face-to-face communication involves both verbal and non-verbal messages. Usually these messages are matching, so if a person is saying that they appreciate something you have done, s/he is smiling and expressing warmth non-verbally. Communication problems arise when a person's verbal and non-verbal messages contradict each other.

Non-verbal communication includes the use of facial expressions, hands, posture, eyes, etc. to communicate a message. If a person is saying one thing but is sending a different message non-verbally, it is often a sign that what the person is saying is not entirely true. It is important to pay attention to both verbal and non-verbal messages and ask direct questions so that you can get open, honest responses.

9. Ask if there are any questions or comments and discuss these. It should be noted that this discussion often raises issues related to saying "no" to sex or some kind of peer pressure. Advise the group that this will be discussed in detail in future units.
10. Ask participants to stand in a circle and to use non-verbal expressions to show the following (you can add others to or substitute some on this list):
 - a. Anger
 - b. Satisfaction
 - c. Confusion
 - d. Disappointment
 - e. Lack of interest
 - f. Delight
 - g. Frustration
 - h. Happiness
11. Ask participants to share their feelings and general comments about non-verbal communication and the exercise.
12. Use the following "Presentation Notes" to summarise types of non-verbal communication and the associated feelings. Mention type of a non-verbal communication, and probe for a corresponding associated feeling, following examples given in the table.



PRESENTATION NOTES

	NON-VERBAL COMMUNICATION	ASSOCIATED FEELING
1	Smile	Happy
2	Frown	Unhappy
3	Does not seat still on seat	Uncomfortable
4	Moving leg(s) up and down	Tense
5	Cannot keep hands still	Tense
6	Eyes widen	Afraid
7	Scratches head	Unsure of herself/himself
8	Eye contact	Serious, paying attention
9	Nodding head	Understanding
10	Sitting close by	Relaxed
11	Leaning towards	Interest/encouragement to continue
12	Eyes wide open, mouth agape	Flabbergasted

13. Summarise and highlight the following points.

Key points:

- **Our verbal and non-verbal communication must send the same message.**
- **People can tell what we really mean by the non-verbal signs that we present.**

CONCLUDING NOTES, UNIT 2: COMMUNICATION

Communication is key to every aspect of our lives and plays an important role in our relationships with others. The way we communicate with others influences their reactions to us. Active listening is a critical element of effective communication; we must listen first, then speak. Feedback and sharing are also important ways of improving communication. We also need to be aware of what our bodies are saying—not just our lips. We must make sure that we are sending one and the same message.

ACTIVITY 2.8**CONVERSATION CIRCLE & COMMITMENT****Purpose:**

To reflect on the unit and note the key facts and skills learnt.

To show how we will use the new knowledge and skills gained by making a commitment to change one thing about ourselves in terms of our communication.

Time:

20 minutes

NTF:

This activity works best with groups of 12 or less. If working with larger groups, first divide them into smaller groups, then get a report back from each group.

Make sure to give each group the questions they should answer or write them where the entire group can see them.

This activity can be done in a number of ways. For literate groups, do the following.

Steps:

1. Ask participants to sit in a circle and discuss the following:
 - a. What is one very important piece of information that you learnt from this unit?
 - b. How or why is this important to you?
 - c. How does this information influence you to change your behaviour?
2. Ask participants to think about one commitment they are going to make in terms of their communication skills.
3. Ask participants to turn to **page 19** in their workbooks.

**WORKBOOK ACTIVITY****KEY LESSONS LEARNT**

Based on the information discussed and the learning that has taken place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?
2. Why or how is this information important to you?
3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Write the commitment that you are going to make to yourself in terms of communication. You will not be asked to share this with the group.

NTF:

For semi or low-literate groups do steps 1 through 3 above then continue as follows.

4. Close your eyes and make a promise to yourself—something that you will do to change your behaviour to be more in line with what you learnt about communication.

UNIT 3: ADOLESCENT DEVELOPMENT

PURPOSE AND OBJECTIVES

This unit describes the physical, social, and emotional changes that take place during adolescence.

By the end of this unit, participants should be able to:

- Explain what “adolescence” means.
- Describe the physical, social, and emotional changes that occur during adolescence.
- Describe the male and female reproductive anatomy and physiology.
- Understand menstruation and pregnancy.

ACTIVITIES

Warm Up—Clay Game	<i>10 minutes</i>
What Is Adolescence?	<i>15 minutes</i>
Physical Changes During Adolescence	<i>30 minutes</i>
The Female Reproductive System	<i>40 minutes</i>
Understanding Menstruation	<i>45 minutes</i>
The Male Reproductive System	<i>30 minutes</i>
Social and Emotional Changes	<i>45 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

3 hours, 55 minutes

ACTIVITY 3.1**WARM UP—CLAY GAME**

Purpose: To help participants understand that all young people go through the same changes, but may respond to them differently.

Time: 10 minutes

Steps:

1. Ask participants to stand in a circle making sure that everyone can see each other clearly.
2. Ask one person to begin the game by imagining s/he is holding a handful of clay that s/he can make into any object s/he wants. S/he mimes with her or his hands transforming the clay into an object, e.g. a cup of tea, then s/he must use the object, e.g. drink the tea.
3. The imaginary object is then passed on to the next person, who squashes it back into clay and makes it into something else.
4. Suggest to participants that they think about the weight, shape, and texture of the object they are moulding.
5. End the game when everyone has had a turn.
6. Discuss briefly how the changes participants go through during adolescence are like the changes in the imaginary clay; just like the clay, each person responds differently or is “moulded” into a unique individual.

ACTIVITY 3.2**WHAT IS ADOLESCENCE?**

Purpose: To examine the adolescent stage of human development and the different challenges that come with it.

Time: 15 minutes

Steps:

1. Ask participants to brainstorm, “What does adolescence mean”? Write their responses on the flipchart. The following points should come out:

Adolescence is:

- A period between childhood and adulthood.
 - A period of physical and emotional change.
 - A period of sexual development.
 - A period of experimentation.
 - A wonderful, exciting, and positive period of learning new ideas, values, information, and skills.
 - A time for finding out who you are and what is important to you.
 - A time to think about and plan ahead for a happy, healthy future.
 - A period of becoming independent from your family.
 - The age bracket of 10 to 19 years (according to WHO).
2. Discuss the list for a few minutes, giving participants a chance to share their views.
 3. Summarise and highlight the following points.

Key points:

- **All people go through adolescence—it is a normal part of human development.**
- **During adolescence many physical, emotional, and psychological changes take place, preparing us for adulthood.**
- **Adolescence can be confusing because we are expected to play the role of an adult and a child at different times.**

LINKING SENTENCE

Adolescence is that time when a young person is becoming an adult and her/his body begins to prepare for adulthood. The person goes through many physical, emotional, and psychological changes and begins to experience and express many different feelings. This is a normal and vital part of development and, although it has its difficult times, it is also a period that is filled with excitement and fun as we begin to explore and discover ourselves and our abilities. As mentioned earlier, several changes take place during the adolescent stage. Let us look now at the physical changes that take place.

ACTIVITY 3.3

PHYSICAL CHANGES DURING ADOLESCENCE

Purpose:

To discuss the different physical changes that take place in males and females.

To acknowledge that all adolescents go through a similar process of physical changes, though perhaps at different times.

Time:

30 minutes

Steps:

1. Ask participants, "What is the smallest thing you can think of?" Let them share their ideas for a few minutes.
2. Explain that hormones are even smaller than that. They are so tiny that we cannot see them with our eyes. Tell participants that some hormones are made inside the brain, while others are made in the reproductive (sex) parts of our bodies. Hormones control the changes that take place in our bodies when we grow from being children to young women and men.
3. Divide participants into same-sex groups and ask them to turn to **page 22** in their workbooks.



WORKBOOK ACTIVITY

PHYSICAL CHANGES THAT OCCUR DURING ADOLESCENCE

In your groups discuss:

- a. The changes that take place in the opposite sex.
- b. The changes that take place in your own sex.

Fill in the information in the space below.

Changes That Occur in BOYS	Changes That Occur in GIRLS

4. Check that participants understand the instructions before they begin.
5. When everyone is finished ask one person from each group to give responses.
6. Have a general discussion on the changes they have listed. Use the notes below to check that the group has mentioned the major changes and to add any that may have been left out.

Physical Changes That Occur During Adolescence

BOYS	GIRLS
Testes and penis enlarge	Breasts grow
Sweat glands develop	Development of sweat glands
First ejaculation occurs	Vaginal lubrication occurs
Erections occur	Menstruation and ovulation occur
Body hair; underarm, pubic, and facial hair grow	Underarm and pubic hair grow
Wet dreams occur	Vaginal and cervical secretions increase
Body height and weight increase	Body height and weight increase
Voice changes	Voice changes
Body shape takes on characteristic adult pattern Muscular strength increases	Body shape takes on characteristic adult pattern
Skin problems (acne) may develop	Skin problems (acne) may develop

7. Summarise and highlight the following points.

Key points:

- **Most adolescents go through the same physical changes but they do not happen to everybody at the same time.**
- **The time during adolescence when a boy or a girl has these physical changes is called “puberty.”**
- **Generally, girls enter puberty earlier than boys. The bodies of some girls start to change as early as age eight; others do not start to change until they are 14 years old or older. Boys’ bodies start changing from age 10 to 12.**
- **The changes are a normal part of human development.**

LINKING SENTENCE

Apart from the evident physical changes that take place during adolescence, our bodies start to prepare for having children as well. We are now going to talk about the parts of the body that are involved with having babies. We will also discuss the monthly period and pregnancy.

ACTIVITY 3.4**THE FEMALE REPRODUCTIVE SYSTEM**

Purpose: To discuss and understand the parts that make up the female reproductive system and what they do.

Time: 40 minutes

Materials Needed:

- Poster 3.1–The Female Reproductive System 1
- Poster 3.2–The Female Reproductive System 2
- Sticky tape or prestik

Steps:

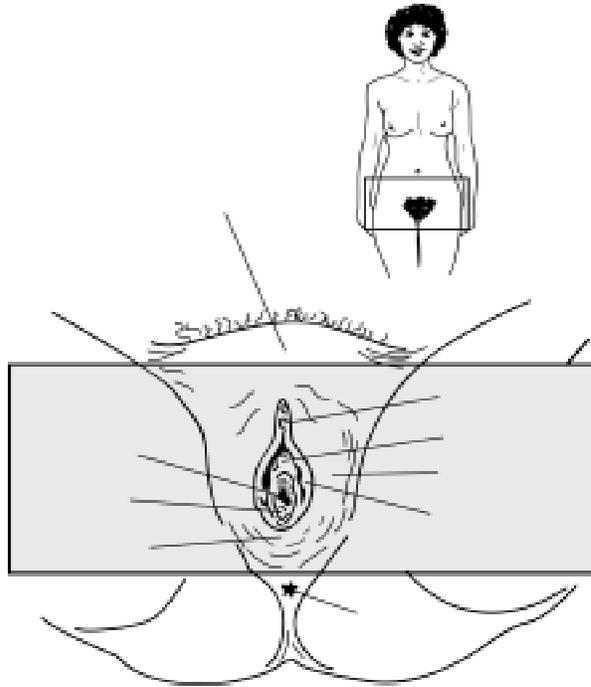
1. Brainstorm what the word “reproduce” means.
2. Copy the words below onto the chalkboard or flipchart.
 - a. Vulva
 - b. Mons pubis
 - c. Labia majora
 - d. Labia minora
 - e. Clitoris
 - f. Urethra
 - g. Vaginal opening
 - h. Hymen
 - i. Perineum
 - j. Anus
3. Divide participants into groups of three or four and ask each group to discuss:
 - a. How it understands each word.
 - b. Where on the body each part is located. The group should try to reach an agreement on this.
4. Bring the groups back together for a general discussion.
5. Ask participants to turn to **page 23** in their workbooks.



WORKBOOK ACTIVITY

THE FEMALE REPRODUCTIVE SYSTEM 1

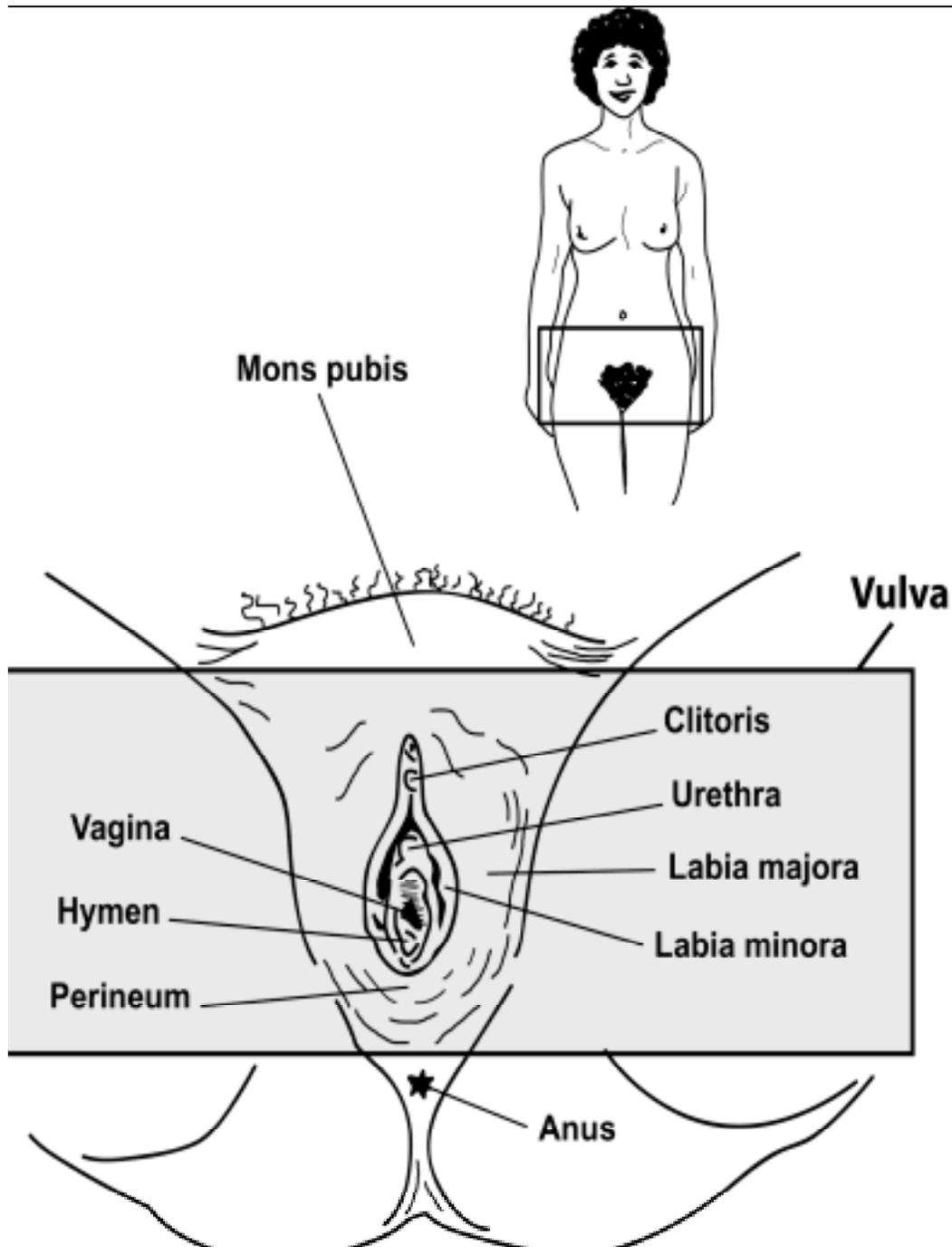
Write in the names of the body parts in the diagrams below marked by a line. Write in as many as you know.



6. Display Poster 3.1: The Female Reproductive System 1 on a wall, flipchart stand, or board. Point to each part of the body on the poster as you talk about it.

POSTER 3.1: THE FEMALE REPRODUCTIVE SYSTEM 1

OUTER SEXUAL AND REPRODUCTIVE PARTS



7. Use the following “Presentation Notes” to describe the parts indicated on the poster. Encourage questions during your presentation.



PRESENTATION NOTES

FEMALE REPRODUCTIVE SYSTEM

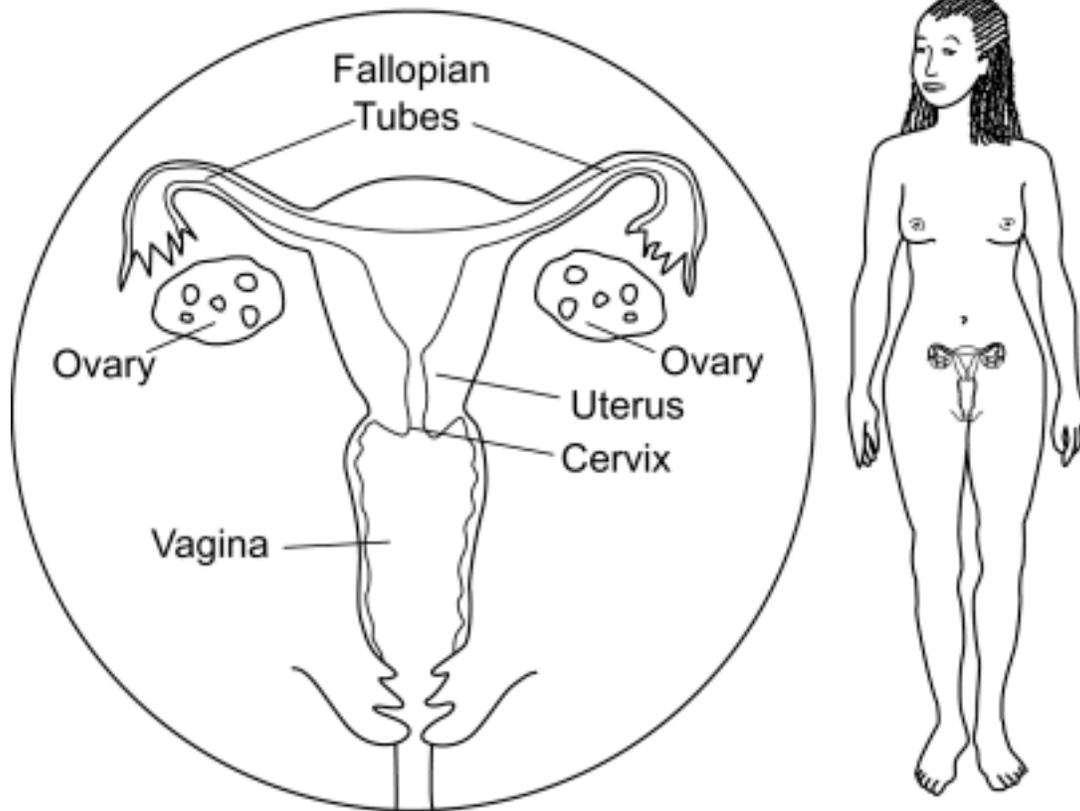
Outer Sexual and Reproductive Parts

- The **vulva** is found in the front of the body between a woman’s thighs. The different parts of the vulva make up a woman’s outside sex organs.
- The hairy, fatty part over the pubic bone is called the **mons pubis**.
- Two folds, or **labia majora**, protect the urinary and vaginal openings.
- Two inner lips or **labia minora**, that lie between the outer lips, are without hair and are very sensitive.
- The **clitoris** is found where the inner lips meet, just below the **mons pubis** (fatty part over the pubic bone). It is small, shaped like a flower bud, and is very sensitive to touch. Touching it and the surrounding area helps a woman to get sexually excited.
- The outside opening of the urinary passage—called the **urethra**—lies below the clitoris. It leads directly to the bladder. Urine (wee) leaves your body through the urethra.
- The **vaginal opening** is the outside end of the vagina. Babies are born through this opening.
- The **hymen** is a thin skin that surrounds the vaginal opening and partly blocks it. It can break easily. This can happen with exercise, sexual intercourse, or with any direct force on it.
- The **perineum** is the area lying between the end of the vulva and the anus in a woman, and between the scrotum and the anus in a man.
- The **anus** is the opening below the perineum. Body waste (faeces) passes through this opening.

8. Put up [Poster 3.2: The Female Reproductive System 2](#) and use the following notes to describe the inner reproductive parts. Allow questions and comments during the presentation.

POSTER 3.2: THE FEMALE REPRODUCTIVE SYSTEM 2

Inner Female Reproductive Anatomy



Inner Reproductive Parts

- The **vagina** leads from the vulva to the womb. It is moist and self-cleaning. It is lined with folds of skin that stretch easily during sexual intercourse and when giving birth.
- The **uterus** or **womb** is a hollow organ that is shaped like an upside down avocado. It is here, inside the womb, where the foetus grows during pregnancy.
- The **cervix** is the mouth of the womb. The cervix connects the womb with the vagina and protects the woman's womb. It makes it impossible for objects such as fingers, a penis, condoms, or tampons to enter the womb.
- The **Fallopian tubes** are found at each side of the upper end of the womb. They reach outwards towards the ovaries. When a female egg (ovum) is released from an ovary it is sucked into the Fallopian tubes. The ovum then begins its journey through the tube to the womb.
- Women have two **ovaries**, one on each side of the womb. The tubes connect them to the womb. The female eggs and hormones are made in the ovaries.

9. Tell participants that the notes on the reproductive organs are on **page 24** of their workbooks.
10. At the end of the discussion remind participants that if they have questions that they are scared or shy to ask in the group, they can put them in the **Question Box** or on the **Anonymous Wall**.
11. Summarise and highlight the following points.

Key points:

- **To reproduce means to “make one of your own kind.”**
- **The reproductive organs develop during adolescence.**
- **The woman's reproductive organs are located inside and outside her body.**
- **The uterus or womb is where a fertilised egg grows into a baby.**
- **The sex organs located outside the body are called genitals.**

LINKING SENTENCE

Genitals are sources of sexual pleasure and touching them is a natural and important part of growth. We need to know how our genitals look and feel when they are normal, so that we can recognise if something is wrong. Boys and men need to touch their testicles to feel for lumps that might be a sign of testicular cancer. Girls and women may want to use tampons, or some forms of contraceptives, that they need to put inside the vagina.

In most societies boys are taught to touch and handle their penis in order to urinate. Girls, on the other hand, cannot easily see their own genitals and are often discouraged from touching “down there.” This is often because of cultural taboos (prohibitions) relating to the female genitals and menstrual blood. Understanding menstruation, or the monthly periods, can help us be more comfortable with our own and each other's bodies.

ACTIVITY 3.5**UNDERSTANDING MENSTRUATION**

Purpose: To understand what menstruation is and why it happens.

To dispel any myths or misinformation about menstruation and provide factual information.

Time: 45 minutes

Materials Needed

- Poster 3.3–The Monthly Period (menstruation)
- Sticky tape or prestik

Steps:

1. Write the word **MENSTRUATION** on the blackboard or flipchart paper.
2. Ask participants what they understand the word to mean.
3. List responses on the board or flipchart paper. Tell participants that it is important to know the truth about menstruation and that we will now look at some facts.

NTF:

Prepare these sections on separate pieces of paper beforehand.

4. Ask for volunteers to read out the following sections.

Reader 1

The monthly period is nature's way of preparing a woman's body for pregnancy. It starts in early teenage life and happens regularly, if there is no pregnancy, until mid-adulthood. The period is controlled by hormones. Once every month, one of the ovaries releases an egg or ovum. There is also the possibility that both ovaries release eggs that could be fertilised at the same time, resulting in fraternal twins.¹

Reader 2

When the egg matures it leaves the ovary (this is called ovulation). When the egg leaves the ovary it is caught by the mouth-like end of one of the Fallopian tubes and begins moving to the uterus (womb).

¹ Inform participants that fraternal twins will be discussed in detail later in the unit.

Reader 3

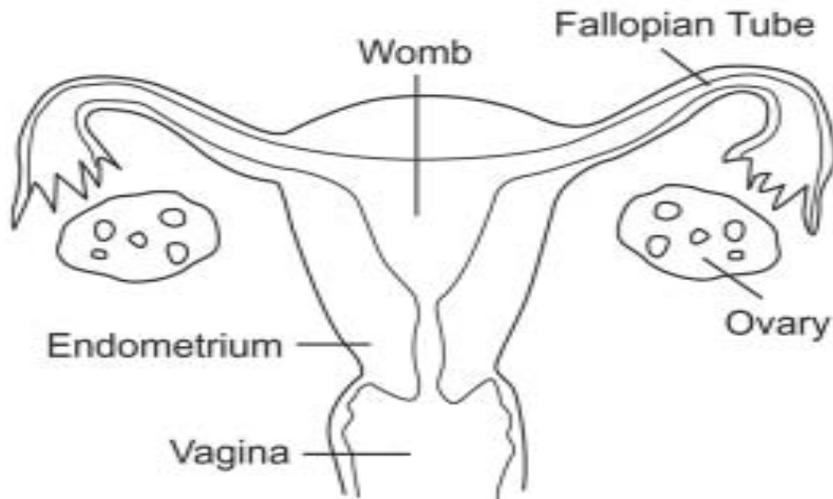
While the egg is moving through the Fallopian tube towards the womb, the body's hormones are making the inside of the womb develop a sponge-like surface, full of blood vessels. This is in case the egg meets a sperm along the way and the two join (fertilize). If this happens the fertilised egg travels to the uterus and attaches itself to the blood-rich lining that has been prepared, and begins to grow into a foetus. If the egg does not meet a sperm on the way, it continues on and breaks apart.

Reader 4

The egg and the spongy lining or surface inside the womb are then pushed out from the body. They come out through the cervix and vagina. This is the monthly period, the flow that we can see. Only a small part of it is blood.

5. Display Poster 3.3: The Monthly Period on the wall. Let each person read her or his respective section and refer to the poster.
6. Allow questions at the end of each reading.

POSTER 3.3: THE MONTHLY PERIOD



1. Once every month, one of the ovaries releases an egg.

2. Ovulation happens when a mature egg leaves the ovary. Once the egg leaves the ovary it is caught up into one of the fallopian tubes and begins its passage to the uterus (womb).

3. At the same time that the egg travels, the body's hormones make the inside of the womb develop a spongy surface. The egg completes its passage to the womb. If the egg does not meet with a sperm on the way it continues on to the vagina.

4. The egg, together with the spongy lining of the womb, is pushed out of the body through the vagina. This is the flow we can see during menstruation. The next month the cycle will start again.

7. Tell participants that you are now going to share the story of Nora and that you would like them to listen carefully as you are going to ask questions at the end.

NTF:

Make a copy of the story below and ask for a volunteer to read it to the group.

NORA'S STORY

My first period came when I was 12. I was very frightened because I didn't know how I could have hurt myself so far inside. I was scared. It was the weekend and I was at home. I pinched my mother's cotton wool and plaster and put them in my panties. Before long I removed the plaster because it was very uncomfortable. I was worried. The bleeding had not stopped so I added more cotton wool. At night when I bathed and saw there was no fresh blood, I was happy and relieved. I did not use any cotton wool.

In the morning I cried when I saw the blood on the sheets. I then started thinking I may have some bleeding disease. I went to buy my own cotton wool because I thought my mother would notice that hers was less than it was before. On Monday, I told my best friend at school. Her first question was, "Did you sleep with a boy?" I cried. The blood stopped coming on Tuesday. I had done my best not to leave any traces of my disease in the house and at school. I waited for the next weekend to come and went to visit my Aunt Mary. She was the only person I could trust. I knew I could talk to her about the bleeding. When I finished telling my aunt what had happened she said, "Nora, you are a woman now—just like me." She then told me in great detail about periods, pregnancy, sexual intercourse, and having babies.

All the way she sounded as if these were really normal things. I was surprised but felt good. She even asked if I had any questions. At the end she said that I must not talk to anybody about the things she told me, except for my closest friends or people that I trust. She especially said that I shouldn't tell Mama until she has had a chance to speak to her. I am lucky to have such a loving aunt. I just wished that my mother had prepared me for this important event, so that I wouldn't have been so scared.

8. Divide participants into pairs or small groups and ask them to discuss the following questions:
 - a. Why did Nora not tell her mother about the bleeding?
 - b. Why did Nora cry when her friend asked her if she had slept with a boy?
 - c. How does this story relate to real life?
 - d. What advice and information are most young people given in real life?
9. When participants are done one person from each pair/group can report back on the discussion.
10. Use the following "Presentation Notes" to summarise the discussion.



PRESENTATION NOTES

THE MONTHLY PERIOD

When a girl is born, she has thousands of eggs in her ovaries. Together, these egg cells are called “ova,” one egg cell is called an “ovum.” During the years that adolescent girls and women menstruate, they release only a small percentage of their ova.

A girl usually has her first menstrual period sometime between the ages of 9 and 16. The average age is 12 years.

Menstruation is a normal process for all women until menopause. Menopause usually occurs between the ages of 45 and 55. Most women have a menstrual period about once every 28 days. An average period is three to seven days. However, many girls will have irregular periods, (which means the number of days between periods will vary).

During puberty, a young woman’s ovaries begin to release one ovum each month (ovulation). Once that process has begun, she is capable of becoming pregnant when she has vaginal intercourse with a male partner. A girl can become pregnant even without having vaginal intercourse if the boy/man ejaculates near or on the vulva.

Conception occurs when a single sperm fertilises the egg while it is in one of the female’s Fallopian tubes. The egg then travels to the uterus (womb) where it is implanted. It is at this point that a baby (foetus) begins to grow.

At puberty, the pituitary gland, located at the base of the brain, releases a hormone that signals the ovaries to start producing other hormones. These hormones regulate the menstrual cycle. About once a month, an egg ripens and is released from the ovary. This process is called ovulation. This usually occurs about two weeks (14 days) before the next menstrual period.

It is at this time that a woman is most fertile and most likely to become pregnant if she has sexual intercourse.

Each month, in preparation for a fertilised egg, the uterus builds up a thickened lining made up of blood and body tissue to nourish the egg. If the egg cell is met by a sperm cell after sexual intercourse, the egg cell is said to be fertilised. It travels to the uterus and attaches itself to the blood-rich uterine lining. This is called implantation. Pregnancy has begun. If the egg is not fertilised, this lining is not needed and is shed through the vagina during menstruation.

There are other physical and emotional changes that some girls or women may notice during the menstrual cycle, sometimes referred to as pre-menstrual syndrome or PMS. They include: breast tenderness, abdominal cramping, headaches, weight gain, increase in acne, depression, lower backache, and irritability.

Menopause

Menopause occurs when a woman no longer gets a monthly period. This happens to all women, usually between the ages of 45 and 55. Different women may have different symptoms but the most common ones are sudden changes in body temperatures, extreme sweating, and sometimes stomach cramps.

11. At the end of the presentation invite questions and comments from the participants. Allow general discussion on issues raised.
12. Summarise and highlight the following points.

Key points:

- **Menstruation is a natural, normal process the body goes through.**
- **It happens when the egg does not meet a sperm and become fertilised.**
- **The blood that passes from the woman's vagina is not unhealthy and does not mean that anything is wrong with the woman.**
- **Proper hygiene should be practised at all times, including during menstruation.**
- **It is normal for each girl to have a different menstrual cycle.**

LINKING SENTENCE

Menstruation is the body's way of cleaning itself each month and making sure that it is ready to prepare for pregnancy the next month.

Although boys do not have periods, they need to understand how periods happen so that they do not believe untrue stories they hear about periods. It is also important that both boys and girls understand how their reproductive parts work and how pregnancy happens, as it takes two to make a baby.

ACTIVITY 3.6**THE MALE REPRODUCTIVE SYSTEM****Purpose:**

To discuss and understand the parts that make up the male reproductive system and what they do.

To look at how to care for the outer reproductive organs.

Time:

30 minutes

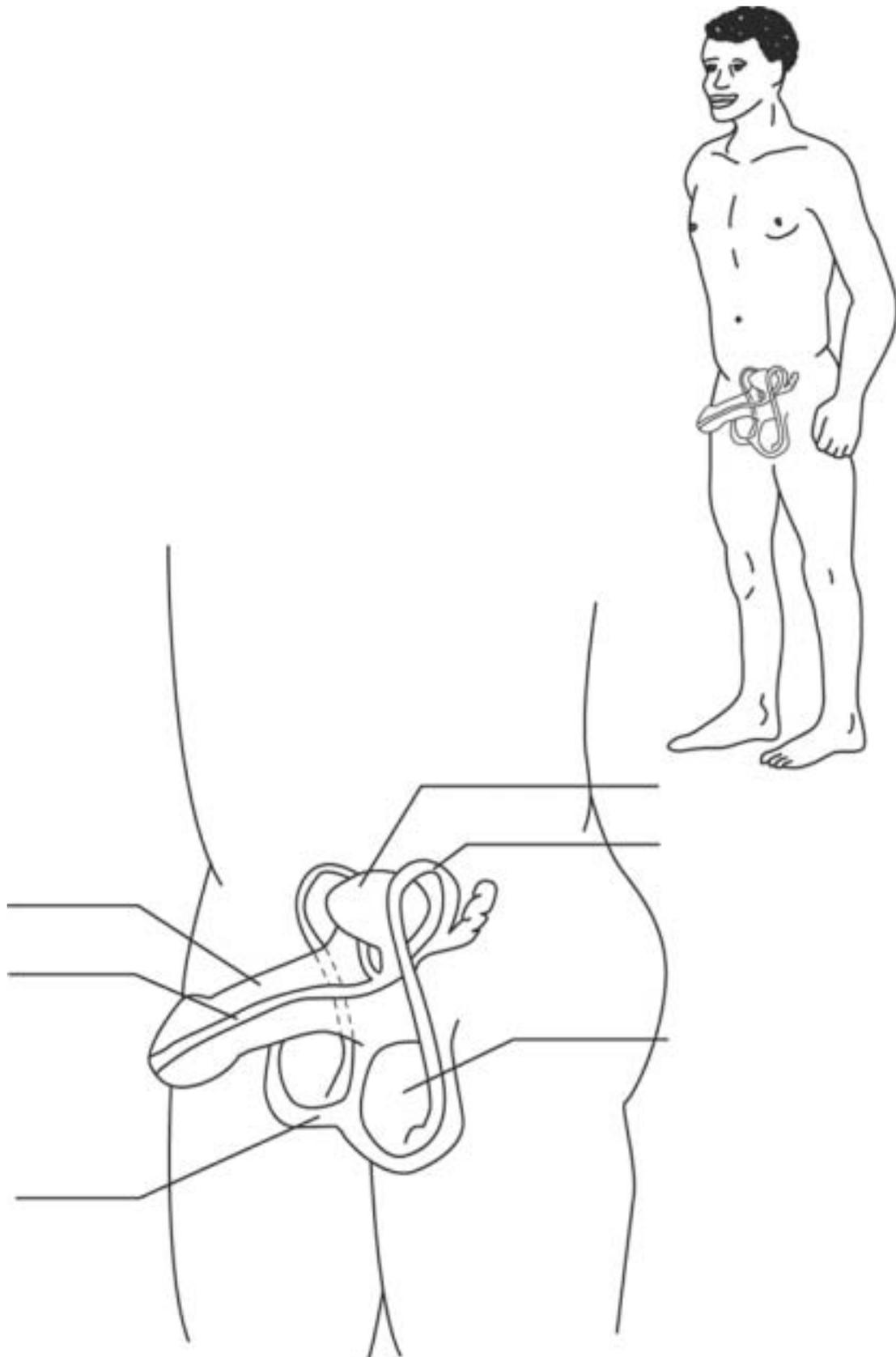
Materials Needed:

- Poster 3.4–The Male Reproductive System 1
- Poster 3.5–The Male Reproductive System 2
- Sticky tape or prestik

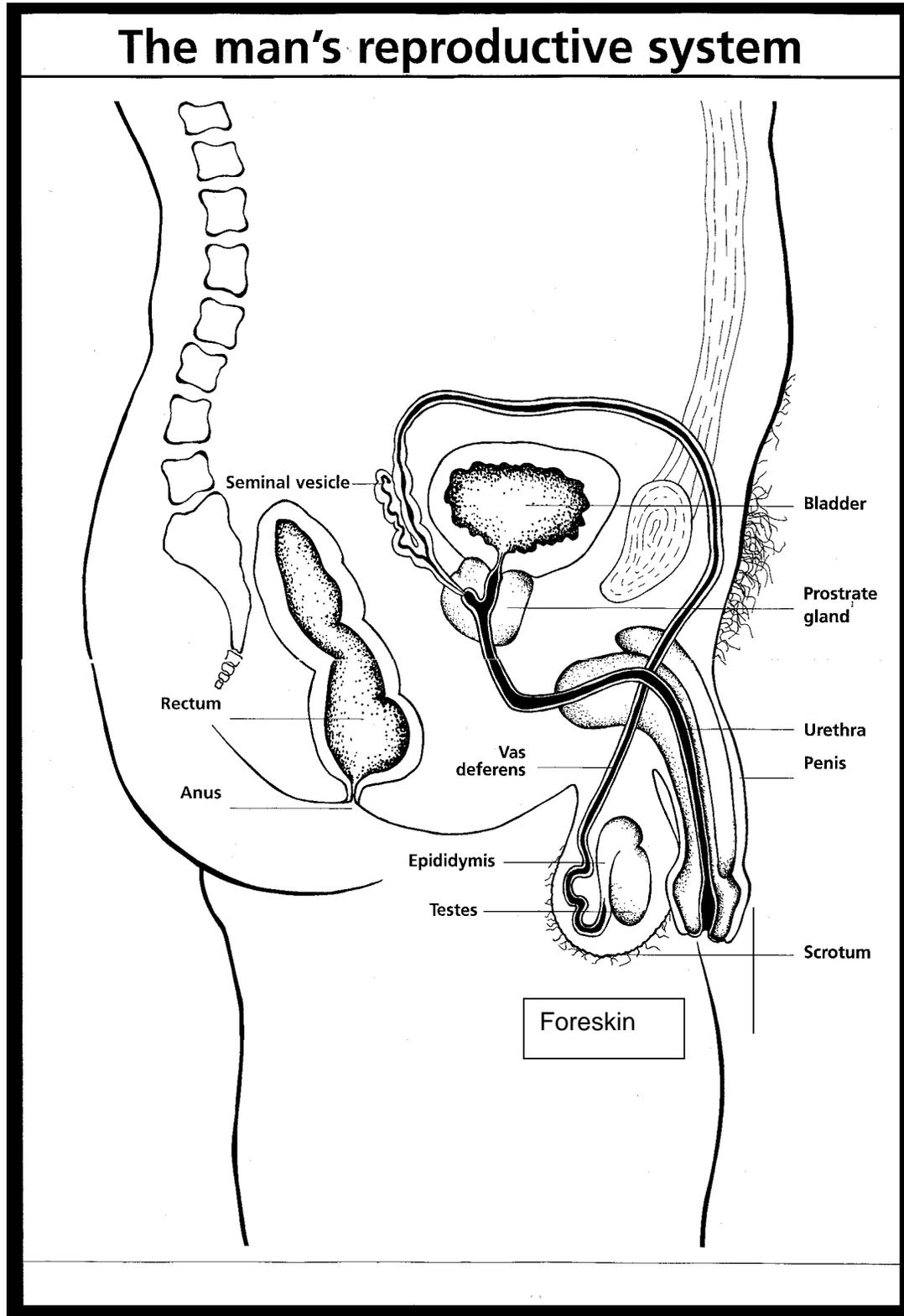
Steps:

1. Copy the following parts onto separate pieces of paper and place them on a desk or in a box or basket:
 - Scrotum
 - Testes
 - Penis
 - Urethra
 - Bladder
 - Vas deferens
2. Put up Poster 3.4–The Male Reproductive System 1 and ask participants to study it for a while. Explain that you will ask for volunteers to name the parts of the male reproductive system.
3. Invite participants to take one piece of paper from the desk/box/basket and to name those parts of the poster that are marked with a line.
4. Put up Poster 3.5: The Male Reproductive System 2 and point out the different parts.
5. Ask participants to discuss what each part is/does. Use the following “Presentation Notes” to clarify and provide factual information.

POSTER 3.4–THE MALE REPRODUCTIVE SYSTEM 1



POSTER 3.5—MALE REPRODUCTIVE SYSTEM 2





PRESENTATION NOTES

THE MALE REPRODUCTIVE SYSTEM

The main outer reproductive parts in a man's body include the following:

- The **scrotum** is a muscular sac hanging between the man's thighs. The scrotum holds the testes.
- The **testes**, also called testicles, are two balls that sit in the scrotum and produce sperm and the male hormone called testosterone.
- The **penis** is the male outer sex organ. The penis is made of spongy tissue with many blood vessels. Inside the penis there is a tube called the **urethra**, which has an opening at the end. The urethra has two main roles: It carries urine to the outside of the body, and allows semen to pass during sexual intercourse.
- The **foreskin** is the skin that covers the head of the penis. It can be rolled back to show the head of the penis. This is the skin that is removed during circumcision.

The inner reproductive parts include the following:

- **Sperm** are the tiny cells also known as male eggs. Sperm are produced in the testes and stored in the **epididymis**. Sperm production begins at puberty and goes on throughout a male's lifetime.
- The **epididymis** stores the sperm until they are mature. Once the sperm is matured it travels along the tube called the **vas deferens**.
- The **seminal vesicles** are two pouches that contain some fluids that nourish the sperm.
- The **prostate gland** produces lubricating fluid for sperm.
- **Semen** contains the sperms from the testes, the nourishing fluids from the seminal vesicles, and lubricating fluids from the prostate gland. Semen is the fluid that leaves the man's body through the urethra during sexual excitement.

6. Ask participants if they have any questions on the presentation, and spend a few minutes responding to these questions.
7. Write the words **WET DREAMS** on flipchart paper and ask the participants to share their understanding of what this is. Use the following notes to clarify.

Wet Dreams

This is when the male body starts to produce sperm as part of normal growth. Often when this happens a boy may wake up to find his genital area wet. Many boys feel embarrassed by this but it is a natural part of growing up. It is a sign that the boy's body is capable of producing sperm and that he can therefore make a girl pregnant.

8. Explore what myths, if any, that participants have about the male reproductive organs.
9. Use the following notes to give participants key tips on how to care for testicles.



SOME TIPS FOR TAKING CARE OF YOUR TESTICLES

Your testicles are an important part of your reproductive system. It is important to take care of and protect them. Here are some points on how to keep your testicles in good working condition.

- Avoid wearing tight pants/underpants.
- Keep the genital area cool.
- Clean the genital area properly each day.
- Wear cotton rather than synthetic (man-made) material.
- Protect the genital area during sports.
- Check your testicles regularly for any strange growths or lumps. If you find any, visit a health clinic or talk to a nurse to get guidance on what to do.

10. Encourage questions around the presentation and tell participants that the notes are on **page 25** of their workbook.
11. Again remind participants that they can use the **Question Box** or **Anonymous Wall** for questions that they are not comfortable raising in the group.
12. Keep up Poster 3.5–Male Reproductive System 2 for the next activity.
13. Summarise and highlight the following points.

Key points:

- **Males have inner and outer reproductive parts.**
- **Semen and urine come through the same place—the urethra.**
- **Wet dreams are normal and are a sign that the male’s body is producing sperm.**

LINKING SENTENCE

It is important to know our bodies and the different changes they go through. This helps us value ourselves more and respect our bodies, which in turn helps us make decisions that will not harm us in any way. It is also important to remember that it is not only bodies that are changing during adolescence; a young person’s emotions are also changing, preparing her or him for adulthood as well.

8. Tell participants to find a partner and discuss how they feel about any one of the following:
 - a. Relationship with parents.
 - b. The future: work, training, study, etc.
 - c. Going out with someone special—dating.
 - d. Being able to work and make money.
 - e. Being in a sexual relationship.

9. At the end, bring participants back together. Use the following questions to stimulate discussion about the different feelings that they shared:
 - a. How easy or difficult was it to talk about your feelings with someone else?
 - b. Why was it easy or difficult?
 - c. How is it helpful or important to talk about how we feel?

10. Summarise and highlight the following points.

Key points:

- **A lot of emotional and social changes take place during adolescence.**
- **These changes affect our behaviour usually because they can cause mixed-up and confused feelings.**
- **All young people go through these changes.**

CONCLUDING NOTES, UNIT 3: ADOLESCENT DEVELOPMENT

We can see that most of the physical, emotional, and social changes that take place during adolescence are similar and common. These changes bring about different feelings and anxieties in young people, but are part of normal healthy growth from young adulthood to maturity. Just as the caterpillar goes into a cocoon and comes out a butterfly, adolescence is a process of changing into something beautiful and unique. It brings with it new and exciting challenges and experiences.

Adolescence is the time when we start to get in touch with our bodies, thoughts, feelings, and sexuality. It is important to know that we are not alone and that other young people go through the same things.

ACTIVITY 3.8**CONVERSATION CIRCLE & COMMITMENT****Purpose:**

To reflect on the unit and note the key facts and skills learnt.

To show how we will use the new knowledge and skills gained by making a commitment to change one thing about ourselves in terms of our adolescent development.

Time:

20 minutes

NTF:

This activity works best with groups of 12 or less. If working with larger groups, first divide them into smaller groups, and then get a report back from each group.

Make sure to give each group the questions to answer or write them where the entire group can see them.

This activity can be done in a number of ways. For literate groups, do the following.

Steps:

1. Ask participants to sit in a circle and discuss the following:
 - a. What is one very important piece of information that you learnt from this unit?
 - b. How or why is this important to you?
 - c. How does this information influence you to change your behaviour?
2. Ask participants to think about one commitment they are going to make in terms of their adolescent development.
3. Ask participants to turn to **page 26** in their workbooks.

**WORKBOOK ACTIVITY****KEY LESSONS LEARNT**

Based on the information discussed and the learning that has taken place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?
2. Why or how is this information important to you?
3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Write the commitment that you are going to make to yourself in terms of what you have learnt about adolescent development. You will not be asked to share this with the group.

NTF:

For semi or low-literate groups do steps 1 through 3 above then continue as follows.

4. Close your eyes and make a promise to yourself—something that you will do to change your behaviour to be more in line with what you learnt about adolescent development.

UNIT 4: SEXUALITY

PURPOSE AND OBJECTIVES

This unit introduces the concept of responsible sexuality and provides an opportunity for young people to identify community attitudes about sexuality. The unit helps participants to recognise and articulate some of the emotions that accompany adolescence, and also explains sexual abuse and family violence and ways to handle such situations. Lastly, the unit explains what rape and date rape are and how to help prevent and/or cope with these situations.

By the end of this unit, participants should be able to:

- Explain what “sexuality” means.
- Explain how values about sexuality affect behaviour.
- Become more comfortable talking and asking questions about sexuality.
- Describe ways to deal with sexual abuse and family violence.
- Explain what rape and date rape are.
- Understand situations that can lead to rape.
- Demonstrate skills for dealing with risky situations.

ACTIVITIES

Warm Up—Body Talk	<i>15 minutes</i>
Defining Sexuality	<i>45 minutes</i>
Aspects of Sexuality	<i>55 minutes</i>
Being Attracted to Someone	<i>60 minutes</i>
Communicating Expectations	<i>90 minutes</i>
Good Decision Making	<i>60 minutes</i>
Rape and Date Rape	<i>55 minutes</i>
Preventing Date Rape/Sexual Assault	<i>90 minutes</i>
Sexual Abuse and Family Violence	<i>60 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

9 hours 10 minutes

ACTIVITY 4.1**WARM UP—BODY TALK**

Purpose: To get participants to speak freely and feel comfortable talking about different parts of the body, especially reproductive and sex organs.

Time: 15 minutes

Steps:

1. Ask all participants to sit in a circle facing each other.
2. Each person should say the name of a part of the body that starts with the first letter in her or his name. It does not have to be part of the sexual or reproductive organs, any part of the body will do.
3. If someone has a letter that is difficult, such as “J” then that person can choose any letter in her or his first name and say a body part that starts with that letter.
4. This continues until everyone has had a chance or until the group is obviously relaxed and comfortable with talking about different parts of the body.

ACTIVITY 4.2**DEFINING SEXUALITY****Purpose:**

To understand what “sexuality” means and the difference between “sexuality” and “sex.”

To discuss the different things that shape and influence our sexuality.

Time:

45 minutes

Steps:

1. Write the words **SEX** and **SEXUALITY** on the chalkboard or flipchart paper.
2. Ask participants to say what they understand the words to mean.
3. Write the responses on flipchart paper or the chalkboard under the respective word.
4. Use the following “Presentation Notes” to clarify and summarise.

**PRESENTATION NOTES****SEX AND SEXUALITY**

Most people think of “sex” and “sexuality” as sexual intercourse and other physical sexual activity. Sex refers to whether or not a person is male or female. A person’s sex often means her or his reproductive system and genitalia, as well as how the person outwardly express her or his sex through gender roles and behaviour as a male or a female. Sex is an important part of sexuality.

Sexuality is much more than sexual feelings or sexual intercourse. It includes being aware of oneself as a sexual being, having sex appeal, and being sexy in the way a person behaves, dresses, and communicates. It is an important part of who a person is and what s/he will become. It includes feelings, thoughts, and behaviours of being female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity. A person’s sexuality is shaped by the values and teachings that the person learns as a child and young person, as well as other influences such as media and society.

5. Ask if there are any questions and discuss these. Check that participants understand the difference between “sex” and “sexuality.”
6. Divide participants into same-sex groups and ask them to turn to **page 30** in their workbooks. Allow 10 minutes to complete the activity. Then ask

participants to discuss their answers (no. 2) and think how they would change them. Allow 20 minutes.



WORKBOOK ACTIVITY

SEXUAL TEACHINGS

1. Think about the following questions:
 - a. What are the messages that I learnt about sex growing up?
 - b. Who were the different people and influences that taught me the different messages?
 - c. What impact or effect have these messages had on my attitude towards sexuality and life in general?
 - d. If I were to teach other children, what would I change about these messages?
2. When you are done, the facilitator will put you into a group with other participants of the same sex. Discuss the key messages that you thought of with your group.
3. In your groups discuss how you would use the following table to change these messages to make them most suitable to children today.

Message taught: In the space below, write at least three key messages that you received as a child.	New message: In the space below, write each message as you would give it to a child today.

7. When participants are finished, bring them back together and let each group take turns sharing their discussion.

8. Summarise and highlight the following points.

Key points:

- **Sexuality means more than sex. It includes the person’s whole development and what or who influenced them.**

LINKING SENTENCE

It is amazing how we are influenced by everything around us, sometimes consciously and other times, unconsciously. Our family and friends want the best for us and share their experiences and knowledge with us, but we are the ones responsible for the decisions we make, especially regarding sex and sexual intercourse. It is important to realise this and to make sure that we understand the many components that make up our sexuality.

ACTIVITY 4.3**ASPECTS OF SEXUALITY****Purpose:**

To discuss and understand the different components that are part of a person's sexuality.

To dispel common rumours related to sex and sexuality.

Time:

55 minutes

Steps:

1. Tell participants that sexuality has many aspects and that the group is now going to look at these.
2. Divide participants into eight pairs or small groups and give each group one of the following words or phrases to discuss and share their understanding:
 - a. Body image
 - b. Gender roles
 - c. Relationships
 - d. Intimacy
 - e. Love/affection
 - f. Sexual stimulation
 - g. Social roles
 - h. Genitals
3. After a few minutes, bring participants back to the big group and encourage general discussion.
4. Start the discussion by drawing a circle on the chalkboard or flipchart and divide it into eight slices, like slices of a pie.
5. Write the first word, **BODY IMAGE**, in one of the slices and get that group to share its discussion.
6. At the end ask if other participants have any feelings about body image that they would like to share.
7. Use the "Presentation Notes" below to clarify and define the terms used.
8. Continue writing each word in the pie and having a discussion around it until all eight segments are filled. Ask for examples of behaviours or feelings that would fit into each segment as you discuss it.



PRESENTATION NOTES

ASPECTS OF SEXUALITY

Body image: This includes how we look and feel about ourselves, and about how we appear to others.

Gender roles: These refer to the ways that we express our sex as male or female.

Relationships: The different ways we interact with others and express our feelings for others.

Intimacy: A close sharing of thoughts or feelings in a relationship, not necessarily physical.

Love: Feelings of affection, and how we can identify and express these feelings for others.

Sexual arousal: A state of being sexually “turned on.”

Social roles: How each one of us fits into and contributes to society.

Genitals: The physical parts of our bodies that define our sex, and are important in sexual pleasure and reproduction.

9. Use some of the information provided by the participants to introduce the subject of rumours and make a detailed explanation about common myths and misconceptions on sex and sexuality. Use the information provided in the following “Presentation Notes” to guide you.



PRESENTATION NOTES

SEX AND SEXUALITY: MYTHS/MISCONCEPTIONS AND RESPONSES

ISSUE	MYTH/MISCONCEPTION	RESPONSE
1	Having frequent sexual intercourse regularly enlarges the hips of young women and makes it easier to deliver babies in the future.	FALSE. Having sexual intercourse does not enlarge the size of a woman's hips. The size of the birth canal is determined to a large extent by the size of the pelvic bones (<i>which actually determine the size of the hips</i>).
2	If a man goes a long time without having sexual intercourse, sexual fluids accumulate in the back, making it unbearably painful, hence affecting his health.	FALSE. There is no storage facility for sexual fluids in the back, and there is no connection between the testicles and the back to cause backache. Besides, any sperm or sexual fluids that are not ejaculated quickly breakdown (or degenerate) and are absorbed into the body.
3	Some women are sour and others are sweet. One needs to experiment with many women to get the sweetest of all.	FALSE. Sexual enjoyment is a subjective, emotional, and psychological phenomenon for both the man and the woman. So feelings of "sweetness" are influenced by the partners' moods, degree of sensitivity, attitudes, and fears.
4	Some women have razors and sand in their vaginas.	FALSE. No one is born with sand or razors in their vaginas and it is impossible for a woman to put them in there without serious injury. What is possible is that the vagina may lack lubricating fluids. This can occur if the woman is not sexually aroused, or is being forced to have sex against her will. In such a case, both partners will experience dry (rough) sex, which results in pain and wounds due to friction. However, there are some infections which cause some glands in a woman's private parts to harden like a stone. Fortunately, these are treatable.
5	Female genital elongation (pulling the labia minora) enhances sexual fitness and sweetness. Girls who did not "pull" are not sweet at all.	FALSE. Explanation of "sweetness" as in three above. The "benefits" in "pulling" are psychological, social, and cultural and not physical or medical. <i>Only do it if you choose to.</i>



PRESENTATION NOTES

SEX AND SEXUALITY: MYTHS/MISCONCEPTIONS AND RESPONSES

ISSUE	MYTH/MISCONCEPTION	RESPONSE
6	Women with very moist vaginas are immoral and promiscuous.	FALSE. Promiscuity has nothing to do with vaginal moistness. Once a woman is sexually aroused, her vagina becomes moist naturally in order to assist penetrative sex by lubrication. <i>Remember: Just because a woman is aroused does not necessarily mean that she is ready to have sex.</i>
7	Better sex and faithfulness are assured with a mutilated girl. Therefore all girls should undergo female genital mutilation (FGM).	FALSE. THE OPPOSITE IS THE CASE. FGM, which is a total or partial removal of the female genitalia, or any other deliberate injury to the female organ, actually deprives the affected female of natural enjoyment of sexual intercourse. <i>FGM may have adverse consequences such as HIV infection, severe bleeding, and complications during delivery.</i>

10. Ask participants to share any concerns or questions they may have at the end of the discussion.

11. Summarise and highlight the following points.

Key points:

- **Sexuality has many different aspects that are connected to each other.**
- **Sexuality is part of what makes us who we are.**
- **Believing myths about sexuality can be harmful to you and others.**
- **FGM is harmful to girls.**

LINKING SENTENCE

Human sexuality is a process of continuous growth and discovery. It is an important part of who we are and plays a major role in whom we will become. Understanding this is crucial to the decisions we make as well as how we take care of ourselves. Knowing our sexuality helps us to understand the different feelings that we experience and how we should respond to each one.

ACTIVITY 4.4**BEING ATTRACTED TO SOMEONE**

Purpose: To examine what to do when one experiences certain sexual and intimate feelings.

To know the difference between love and infatuation.

Time: 60 minutes

Steps:

1. Copy the story below onto a sheet of paper and ask for a volunteer to read it aloud to the whole group.

Betty and Tomasi

Betty is 14 years old. She met Tomasi, aged 16, at the school fair two months ago and they have become good friends. Lately Betty has been thinking about Tomasi a lot and feels like she always wants to call him or be with him. Both Tomasi and Betty think that they are falling in love with each other. They spend a lot of time doing things together and they hug and hold hands a lot. Tomasi knows that his feelings for Betty are getting stronger because sometimes when they are together he feels like he would like to kiss and touch her all over. Betty is also longing to kiss Tomasi and to be in his arms—it just seems like the right thing to do.

2. Divide participants into small groups to discuss the following questions:
 - a. What do you think is happening to Tomasi and Betty?
 - b. How do their feelings relate to real life experiences?
 - c. What do you think Betty and Tomasi should do? Why?
 - d. What would you do if you were Betty or Tomasi? Why?
 - e. Do you think Betty and Tomasi are in love or simply infatuated with each other? Why?
3. After ten minutes bring participants back together to share their responses to the questions.
4. You can then use the last question (e) as a cue to introduce the concept of “infatuation” as contrasted with love, and discuss its basic differences with “love.” Use the following “Presentation Notes” to guide your facilitation. Brainstorm for ten minutes. Compare and contrast the two concepts.



PRESENTATION NOTES

DIFFERENCES BETWEEN LOVE AND INFATUATION

LOVE	INFATUATION
1. Love usually comes gradually as a boy and girl share many experiences together. They grow into it slowly.	Infatuation comes suddenly after a date or two. The pair “fall” into it almost as soon as they meet.
2. True love is based on knowledge. It knows the reasons for love. It involves the entire personality. (Shakespeare: “Love looks not with the eyes but with the mind”.)	Infatuation is narrowly based on a few attractive traits—mostly physical. It does not have thoughtful reasons for its love. It argues that “you cannot explain love.”
3. True love kindles kindly feelings toward others. It makes the lover happy and improves her or his emotional well-being.	With infatuation, if advances are not responded to as desired, a person can become gloomy or moody. S/he may be self-centred, indifferent, and disagreeable towards others who “do not understand.”
4. True love inspires work and honest effort, and brings new energy, ambition, and increased interest in life.	Infatuation destroys interest and application to work. It causes general inertia and discontent.
5. True love causes one to be proud of the loved one and eager to introduce her or him to others—other young people and adults.	Infatuation is often embarrassed about the relationship and secretive with parents, teachers, the clergy, etc.
6. True love says, “We want forever! We can afford to wait! Nothing can happen to our love.”	Infatuation or lust says, “We have only tonight. Let’s live it up.” Or, “Let’s get married. Now.”
7. True love is tender and pure. It uplifts the lover and the beloved.	Infatuation seeks sensual delights and often ends in sexual pleasures. It often demeans character.
8. True love is accompanied by a willingness to face reality and solve problems realistically after mature decisions.	Infatuation causes one to disregard problems, obstacles, and barriers. “If we love each other, nothing else matters” is the attitude.
9. True love involves thinking of the other person. True lovers desire to protect the beloved ones and to do things to make the loved ones happy.	Infatuation tends to exploit the other person for personal pleasure, security, or other selfish satisfaction.
10. True love is trustful, sure, calm, secure, hopeful, and self-confident.	Infatuation is distrustful, insecure, jealous, nervous, and fearful.
11. In true love, physical expression has tender meaning and comes slowly, naturally, sincerely, and “creatively.”	In infatuation, physical contacts—common and ordinary—tend to be the end. The meaning is lacking. It is “for fun” for the “thrill” of the experience, for personal gratification.

(Source: Scout Programme Africa Region. *Curriculum Guide and Resource Manual for Family Life Education*. [1988].)

5. Use the following “Presentation Notes” to conclude the activity.



PRESENTATION NOTES

COPING WITH SEXUAL AND INTIMATE FEELINGS

It is natural and normal for us to feel sexually aroused by something or someone. This can happen at any time and does not mean that we are “looking” for sexual intercourse. The way people dress, the way they smile, walk, and talk, etc. can stir feelings inside us that are often thought of as sexual. This is just our sexuality expressing itself and is the body’s way of acknowledging ourselves and others as sexual beings.

Feeling “turned on” does not automatically mean that a person has to have sexual intercourse. What it does mean is that that person has a strong feeling that s/he wants to express, but sexual intercourse is often not the way to do it. Many times, a person (particularly a girl or woman) is happy to sit and talk about something personal or common to her and her partner. This intimate sharing can increase arousal and make the relationship stronger as the friendship builds.

Men and boys also need intimacy, but because society and other influences have suggested that arousal equals sexual intercourse, males tend to rush through this and either miss out or shorten what could be a beautiful experience.

Getting to know one another intimately is important in building a strong relationship. It also helps for a couple to talk about the sexual feelings they have so that both people realise the tension that exists between them and can make a decision about how to handle it. There are many things that two people who are attracted to each other can do without having sexual intercourse, but while really enjoying being with each other and getting to know each other deeply.

Remember there is a big, though not seemingly obvious, difference between true love and infatuation. Whereas love tends to be gradual, rational, accommodating, open, patient, and trustful, infatuation is correspondingly spontaneous, emotional, self-centred, secretive, impatient, and distrustful. When all is said and done, it can be very frustrating if we mistake infatuation for love. Beware of the difference!

6. Summarise and highlight the following points.

Key points:

- **Being attracted to someone is part of starting and building relationships and friendships.**
- **Attraction to someone does not have to lead to sexual intimacy, intercourse, or sexual activity of any kind.**
- **An erect penis does not always mean that the male must or wants to have sexual release or sexual intercourse.**
- **Infatuation should not be mistaken for love. Look out for the right signs. We should not get involved until we are sure of which is what.**

LINKING SENTENCE

Young people need to spend more time getting to know each other as individuals and not rush into sexual intercourse as a way of expressing their sexual feelings. We need to remember that being aroused by someone happens naturally. It can happen at any time and can be caused by a range of things. Both males and females need to be honest with each other about how they feel and what they want, so that they clearly express what they will and will not do.

ACTIVITY 4.5

COMMUNICATING EXPECTATIONS

Purpose:

To look at how easily people misunderstand each other by not speaking honestly and clearly.

To discuss the dangers of “reading between the lines.”

To examine the importance of stating expectations early in relationships.

Time:

90 minutes

Steps:

1. Ask for two volunteers, one male and one female. Give each of them the relevant part of the story below to read and act out. You can copy the two parts on separate sheets of paper. Each actor should learn it well and be able to tell the story in her or his own words, making sure not to miss out key points.
2. Do the play in two scenes, first with Steve and then with Teddy.

Actor 1 (male): Steve**Instructions**

Read through the following story and imagine that you are Steve. Learn the part well so that you are able to tell it in your own words. You will be talking to your best friend two days after the incident with Teddy takes place. Be sure not to miss out any key messages or information.

Steve: I met Teddy through my sister Joyce and the two of us liked each other immediately. When I invited her to the party on Saturday I was very happy that she agreed to come. When Teddy arrived she looked very sexy—she must have taken a lot of time to dress and prepare for this party. Her wrapper and headscarf were beautiful and she painted her lips and nails bright red. As soon as she walked into the room our eyes met and she gave me a big smile. We started dancing and man, could she move! I was really getting turned on especially during the slow dance when Teddy kept moving her hands all over my shoulders and back. It felt so good. She was giving me all the signals; the eyes, the smile, the laughter, the touching... I knew we would leave the party soon to kiss and fool around. We had been drinking a lot and were feeling great. The time felt right, so I asked Teddy if she wanted to go outside for some fresh air. When she said “sure,” I knew then that the two of us were going to have sex that night.

It was full moon outside so we took a short walk away from the flats to be alone. We headed over to some bush on the side of the road where no one would see us if they walked by. I held her close to me and I could feel her heart beating hard in her chest. I began to touch her breasts and kiss and rub her body all over. She made a few small noises and pulled away from me a little bit, but I held her hands together behind her back and told her everything was just fine.

I continued kissing her and she kissed me back, then I pulled her down onto her knees and then I laid her on the thick grass. She did ask me to wait but I thought, “What for? We don’t have all night—somebody might miss us from the party and come looking, so let’s just do it as quickly as we can.” She kept repeating “no,” “don’t,” “please,” and “wait” over and over again but I knew it was all part of the game because she didn’t want me to think that she was a fast girl. So I didn’t stop because that is what girls do—they always have to pretend to put up a fight but always give in at the end. Even when Teddy struggled and started crying, I knew it was all part of “the act.” I continued kissing her and simply lifted up her skirt and had sexual intercourse with her.

When we were done Teddy didn’t talk to me. She didn’t even look at me. I could see she was angry but I didn’t understand why. I tried to ask her what I’d done but she just pulled away from me, fixed her clothes and ran off, still crying. Now I was really confused and started thinking that maybe she was upset because I came too quickly, or that I put her on the grass and it scratched her back or something.

I knew she wanted to have sexual intercourse with me because if she didn’t she wouldn’t have danced with me the way she did, right? Or she wouldn’t have gone outside with me, right? I just don’t know, man—she still won’t talk to me so I don’t know.

Actor 2: (female): Teddy**Instructions**

Read through the following story and imagine that you are Teddy. Learn the part well so that you are able to tell it in your own words. You will be talking to your best friend two days after the incident with Steve takes place. Be sure not to miss out any key messages or information.

Teddy: I really liked Steve, whom I met a few months ago through my friend Joyce. Joyce is his sister and she's very nice so I knew that he would be nice too. I felt really glad that Steve invited me to the party last Saturday and was looking forward to dancing with him so much. He was very funny and made me laugh—we were having so much fun talking about all kinds of things. I knew he liked me from the way he was looking at me, you know, looking from my head down to my toes. He also had a really great smile that made me feel warm and relaxed inside. After dancing for a while Steve asked me to take a walk.

I knew it would be a chance to hold hands and maybe even kiss, and I felt tingly inside at the thought of kissing him. So I agreed and we left the party. We didn't walk too far when we stopped near some bushes where no one could see us. Steve and I started kissing and touching each other all over. It felt wonderful. I was enjoying his touch a lot and started feeling hot all over. We dropped down onto our knees and continued heavy petting and I could feel that Steve's penis was hard. That's when I realised that maybe we should slow down a bit so I asked him to wait.

But Steve didn't wait or stop. He started to say I was his woman and that he loved me. That made me feel funny inside, I don't know how really, and I still thought we should cool off. I asked him to stop again but he ignored me and put his weight on me so that I was lying down on my back. Then I got scared.

I knew that I was enjoying what we were doing but I also knew that it could lead to sexual intercourse, and I didn't want to have intercourse just yet. I started to cry, but that didn't make any difference to Steve. He kept touching me and then he started undoing his belt and pants. I tried to tell him to stop, but he just smiled and kept going. Then he pushed open my legs with his knees and started having intercourse with me. I couldn't believe that this was happening.

I didn't plan to have sexual intercourse with Steve, and certainly not like that. I really didn't think that he would force himself on me—I trusted him but he is just like most guys. All they want you for is sex. When he got off me I told him how angry I was at him, and he looked at me as if I was crazy. He even asked me what I was angry for! I didn't even talk to him, just fixed my clothes and left.

How could Steve have done this to me?

3. Ask the other participants to watch and listen closely as the actors put on the role-play.
4. At the end of both scenes ask participants to buzz in threes on:
 - a. What happened between Steve and Teddy? What do you think caused it?
 - b. How does this relate to real life?

5. After ten minutes ask them to share their responses and list key words or phrases on the chalkboard or flipchart. Participants should remain in their buzz groups.
6. At the end of the discussion divide participants into mixed sex groups and ask them to turn to **page 32** in their workbooks.



WORKBOOK ACTIVITY

COMMUNICATING EXPECTATIONS

1. Imagine that you are Steve (if you are a boy) or Teddy (if you are a girl).
2. Discuss with your group and agree on how you would respond to the feelings stated in the following table. Remember to communicate clearly with your partner. Your goal is to **enjoy being with your partner but not to do anything that your partner does not want, or to be forced into anything that you do not want to do.**
3. As a group, discuss and decide what you think the two of them should do. Try to reach an agreement then fill in the last block, “they decide.”
4. **Only fill in the area that applies to your sex (male/female).**
5. Steve starts the conversation.

TEDDY FEELS/SAYS ...	STEVE FEELS/SAYS ...
DO NOT WRITE HERE	1. He feels Teddy responding to his kisses and touch. He starts to think about having sex. He says...
2. She responds...	3. He responds...
4. She responds...	5. He responds...
6. She responds...	7. He responds...
They decide...	

7. Ask participants to make any changes to the story of Steve and Teddy that came about through the discussion. Make sure that participants agree on the final responses and that they copy these into their workbooks.
8. Now ask for one male and one female volunteer to role-play the final sequence, in front of the rest of the group. They should sit next to each other and can hold hands. They do not have to touch each other in any other way.
9. Ask the observing participants to comment on how well they are communicating, including body language.
10. At the end of the role-play ask participants if they have any questions and discuss these. Get them to share their opinion on the verbal/non-verbal tools they learnt in this activity.
11. Remind the participants about the seven Cs of effective communication.
12. Summarise and highlight the following points.

Key points:

- **It is best to say what we want and do not want rather than leaving it up to the other person to guess or “read our minds.” Assertive communication must be shown both verbally and non-verbally through good use of body language.**
- **Poor communication or lack of communication often causes misunderstandings that could cause friendships or relationships to break.**
- **When we are getting conflicting or confusing messages, we tend to believe the non-verbal signs more than the verbal. It is important to make sure that both verbal and non-verbal messages are the same.**

LINKING SENTENCE

For too long people have said that in sexual relationships, “no” means “yes” or “try harder to change my mind.” People (particularly women and girls) must start sending the message that they want to be heard and should not leave any room for misunderstanding or confusion. We should say exactly what we mean and mean what we say. If a young couple decides to have sexual intercourse, then they will need a different set of communication skills, so they can discuss and negotiate for safer sex and contraception. This will be looked at in another unit.

We always know when we are uncomfortable with a situation or a person, but we do not always follow our feelings. It is important that we trust our instincts. This is the first step to making the right decisions for ourselves and plays a big part in our behaviour. Let us now look at how to make good decisions.

ACTIVITY 4.6**GOOD DECISION MAKING****Purpose:**

To understand the (unconscious) process we go through when we make decisions.

To practise applying the good decision-making model to real life situations.

Time:

60 minutes

NTF:

If this activity was done in an earlier unit, skip steps 1 through 9 and do the following:

- **Remind participants about the model, referring to the particular unit where it was done.**
- **Start with step 10.**

Steps:

1. Ask the group the question, "Under what situations or conditions does a person make a decision?"
2. List the responses on the chalkboard or flipchart paper. These may include statements such as:
 - b. When faced with a difficult situation.
 - c. When faced with more than one choice.
 - d. When faced by a challenge or challenging situation.
 - e. When there is a problem.
3. Use the following "Presentation Notes" to introduce the decision-making model. Write out each letter step by step on the chalkboard or flipchart as you introduce and describe it. Copy each letter exactly as in the following notes, so that the word **DECIDE** is spelt vertically. Emphasise **the 3Cs**: Challenges, Choices, and Consequences.



PRESENTATION NOTES

We make decisions every day of our lives without always being aware of how we come to those decisions. Whenever we face a problem that requires us to make choices, there is a certain thought process we go through. This is sometimes done so quickly that we are not aware of it. Every decision-making process is made up of the following steps:

Define the problem or **challenge** you are facing.

Explore the **choices** that you have.

Choose one of the explored choices.

Identify the **consequences** of this choice.

Do—Act out the choice you have made.

Evaluate—Look back at your decision and see if it was a good

one. If not, choose another one and repeat the process.

4. Ask participants if they have any comments or questions and discuss these.
5. Tell participants that they will now practise using the model and ask them to turn to **page 35** in their workbooks.

NTF:

For semi-literate youth, do the following:

- **Choose and brief youth to role-play the scenario.**
- **Ask participants to get into pairs or small groups of three and do the activity.**
- **Each pair or small group should present its decision as a short skit.**



WORKBOOK ACTIVITY

GOOD DECISION MAKING

Read through the scenario below and use the **3Cs model** (Challenges, Choices, and Consequences) previously discussed to come to a decision.

Scenario

You have been invited to a party at your friend’s house on Saturday. Some other friends of yours are there too, including a girl/boy that you are attracted to. Later in the evening friends start to pair off and you find yourself alone with her/him.

You enjoy her/his company and start dancing together. S/he is telling you that s/he has liked you for a long time and is glad for the chance to get to know you better. S/he is pushing her/his body really close to yours and starts to move her/his hand all over your back. You do not feel very comfortable with the situation but don’t want to hurt her/his feelings. What should you do?

1. What is the **CHALLENGE** you are faced with?

2. What are your **CHOICES**? Think about these and write three of them in the space below.

Choice 1: _____

Choice 2: _____

Choice 3: _____

3. What are the **CONSEQUENCES** of each choice you have written down? Write these in the following table.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?

5. Why did you make this decision?

6. How did your values influence the decision you made?

6. Take participants through the good decision-making model using the following instructions. Write the relevant part of the model as you discuss it.
 - a. First identify the problem or **challenge** that you are faced with.
 - b. Next, think of the **choices** that you have and write at least three of these down.
 - c. Next, identify both the possible negative and positive **consequences** of each choice.
 - d. Look at the choices and consequences that you have listed and make a decision.
 - e. Lastly, evaluate the decision you made. Ask yourself why you made this decision and if it is the best one to make. If you are not happy with the decision you have made, make another choice and go through the process again.
7. Clarify that decision making is usually done alone, but people may seek other people's opinions before making a decision.
8. Ask participants to share their responses to the questions in the workbook activity. Let one person share her or his responses to the questions before moving on to another participant.
9. At the end, ask participants to briefly discuss how easy or difficult they found the model to use. Allow general discussion about the model.

10. Summarise and highlight the following points.

Key points:

- **The best decisions are made when we have all the facts.**
- **We must think of all the consequences, both negative and positive, of any choice, but especially any negative consequences there may be.**
- **People make wrong decisions sometimes. The important thing is to realise this and take steps to correct it**
- **It is not always easy or possible to go through this thought process when making a decision. Sometimes we do not have time to think of the consequences but have to make a quick decision to ensure our safety or survival. It is therefore up to us to weigh this and do what is appropriate for the time and situation.**
- **Good decisions are not easy to make. We can take extra efforts to succeed or achieve our goals.**

LINKING SENTENCE

Remember that the decision we make could prevent us from being in a difficult situation. Let us now look at some of these situations and how we could avoid or prevent them from happening.

ACTIVITY 4.7**RAPE AND DATE RAPE**

Purpose:	To understand the meaning of the words “rape” and “date rape”.
	To acknowledge that rape and date rape are criminal acts.
	To gain knowledge about asserting one’s boundaries.
	To understand the consequences of rape.

Time: 55 minutes

Steps:

1. Write the following sentence on a flipchart or the board:
“Young Ugandan men learn violence. Young Ugandan women learn to accept it.”
2. Ask participants to think about the statement without responding, then find a partner and discuss how they feel about the sentence.
3. Bring participants back together after five minutes and encourage general discussion about the sentence. Ask a few people to share whether they agree with the sentence or not, and ask them to give reasons for their opinion. Allow participants with a different view to share this with the group.
4. Ask participants what they understand by the term “rape.” List the responses on the flipchart.
5. Ask what the crime is called that occurs when a romantic partner forces another to have sex. If no one answers correctly write **ACQUAINTANCE RAPE/DATE RAPE** on the board. Use the following notes to clarify the words “rape” and “acquaintance/date rape”.

Acquaintance rape, also known as date rape, is forced sexual intercourse by someone that the victim knows and may even have an intimate relationship with. When a person is forced to have intercourse against her or his will, it is always rape or sexual assault, regardless of the circumstances, and it is illegal.

6. Ask if there are any questions and discuss these. Raise the issue of gang rape and give participants time to discuss its causes and consequences.
7. Probe for the likely consequences of rape for both the victim and the perpetrator: diseases, including AIDS, pregnancy, psychological and physical trauma, stigma, loss of self-esteem, etc.

8. Summarise and highlight the following points.

Key points:

- **Rape/sexual assault is when a person is forced to have sexual intercourse or take part in any penetrative sexual activity against her or his will.**
- **Rape/sexual assault is a crime. The victims of these crimes are not responsible for what happened to them.**
- **No one deserves to be raped, no matter the circumstances.**

LINKING SENTENCE

Rape/sexual assault is a crime. It has severe consequences for both the victim and the attacker. It is wrong. Nothing a person says or does gives another person the right to force her or him into any sexual act against her or his will. Whether the person is using drugs or alcohol, going to “risky” places, wearing sexy clothes, or kissing and sexually touching (even if s/he has had a previous sexual relationship with the other person)—none of this gives another person permission to sexually abuse or rape the person.

ACTIVITY 4.8**PREVENTING DATE RAPE/SEXUAL ASSAULT**

Purpose: To look at how date rape/sexual assault can happen and think through ways to prevent or avoid being in situations that could lead to rape.

Time: 90 minutes

Steps:

1. Ask participants to turn back to **page 32** and read through the story of Steve and Teddy again.
2. When they are finished reading, divide participants into five groups. Give each group one of the following to discuss:
 - a. **Group 1:** Did Steve rape Teddy? Give reasons for your answers.
 - b. **Group 2:** How many of our friends feel it is OK to force a girl to have sex; that it is all part of the “sex game”? Why might our friends feel this way?
 - c. **Group 3:** What could Steve or Teddy have done to prevent what happened?
 - d. **Group 4:** What should Teddy do? What should Steve do?
 - e. **Group 5:** Why do you think there is so much physical and sexual abuse in young people’s relationships?
3. When the groups are finished let them share their responses. They should remain in their groups.
4. Be sure to point out the following points **if they were not** raised in the discussion:
 - a. Not all rape/sexual assault is committed by men.
 - b. A man or woman can be raped/sexually assaulted by a member of the same sex.
 - c. Most rape is committed by men against women.
 - d. Rape, whether by a stranger or an acquaintance, is an act of aggression and violence that uses sex to dominate and show the person who is raped that the rapist has power.
 - e. Books and movies often suggest that women are turned on by the force of rape and may even fall in love with the rapist. But a person who is raped or sexually assaulted never experiences the act itself in a positive way, even in a date situation in which the beginning of the sexual encounter was pleasant.
 - f. Alcohol and/or drugs are very often involved when acquaintance/date rape occurs. Being drunk or high makes one or both partners less able to set clear sexual boundaries and less inclined to listen to, or abide by, those boundaries.
 - g. Rape and all other forms of sexual abuse violate the sexual and reproductive rights of an individual.

5. After the discussion, give the groups ten minutes to discuss tips that could help young people to prevent rape or date rape.
6. Ask each group to share its ideas and list these on flipchart paper. Encourage general discussion around these for a few minutes. Try to reach consensus on which tips or ideas the group should adopt.
7. Ask participants to turn to **page 37** in their workbooks.



TIPS FOR AVOIDING OR PREVENTING ABUSE AND RAPE (including date rape)

Copy the tips the group agreed on into the space below.

8. Draw participants' attention to the tips on **pages 37 and 38** in their workbooks and encourage them to read through them when they have more time.

Tips for Avoiding or Preventing Rape

1. Be alert to your surroundings.
2. Avoid dark, lonely places at night.
3. Keep doors and windows locked—especially if home alone.
4. Keep a loud whistle or noisemaker on a key ring or somewhere handy.
5. Walk in groups.

Tips for Avoiding or Preventing Acquaintance/Date Rape

1. No matter what the circumstances, you have the right to choose when, with whom, and how you want to express your sexuality.
2. Ask direct questions if things get confusing.
3. Communicate your limits on sexual behaviour clearly and directly. Say something like, "I will do _____, but I will not do _____."
4. Do not send mixed messages. It is OK to want to be intimate with someone and it is OK not to want to be intimate. Decide what you want sexually and do not act confused about it.
5. Find out how your date feels about the roles of men and women, especially in relationships.
6. Trust your feelings. If you begin to feel nervous or uncomfortable about the way things are going, do something about it right away. Let your date know how you feel and get away from the situation to a place where you feel more comfortable.
7. If your date tries to force you to do anything, say "no" loudly and clearly. Yell and shout, if necessary, and resist in any way you can, including fighting back and running away.

9. Use the following “Presentation Notes” to present tips on asserting your boundaries.



PRESENTATION NOTES

ASSERTING BOUNDARIES

- Assert your boundaries: say no to confusing or unwanted touch, or to someone getting closer than you are comfortable with.
- Sometimes people with more power, knowledge, and skill than you may try to trick you or trap you into doing something you do not want to do, for example, through giving you car lifts, enticing you with gifts, doing you big favours, promising you job offers, giving you free marks, special coaching, private tuition, and the like.
- If someone touches you in a way you do not like or that is confusing, firmly tell that person “no.” Take action.
- Use protection skills: be aware of your environment, look out for the above tricky situations, trust your feelings, and assert your boundaries.

SUPPORT SYSTEMS

- You have a support system made up of your family, friends, and community members. They can help you if you have a problem.
- Sometimes you may need help caring for yourself. There are times you need help, for instance, to wash your hair, to get dirt out of your eye, to help your sore throat get better, or to see if you have cavities in your teeth. Such situations could be exploited by someone to sexually abuse you. So, seek help from only those you trust. Some example of trusted helpers are your parents, your doctor, a baby sitter, or friend.
- If someone touches you in a way that makes you feel bad or confused, tell a trusted adult: your mother or father, grandparents, a friend’s mother, the school nurse, your teacher, pastor, counsellor, or the police.
- Keep telling until someone believes you and helps you.

10. Spend a few more minutes addressing any questions or comments that participants raise.

11. Summarise and highlight the following points.

Key points:

- **Females and males can prevent date rape by not being together in an isolated or lonely place.**
- **It is important to say upfront what we want or expect from a date or acquaintance, and what we are not prepared to do.**
- **People should not be embarrassed to scream for help if someone is trying to force them to have sexual intercourse.**

- Remember that rape/sexual assault violates the reproductive rights of an individual on top of traumatizing her or him.
- Asserting your boundaries and saying “no” are ways to avoid sexual abuse. If you are abused, tell someone immediately.

LINKING SENTENCE

Remember! No matter what the circumstances, you have the right to choose when, with whom, and how you want to express your sexuality. Under no circumstances is rape the fault of the person who is raped. Sometimes you can do everything right or just happen to be in the wrong place at the wrong time and end up being abused or raped. If you are raped get help immediately. Go to someone you trust, and do not feel guilty. **IT IS NOT YOUR FAULT!!!**

Remember to practise communicating your needs and expectations clearly, even if you know the person you are with. Also remember that most abuse and rape is committed by people you know, so be careful and attentive to how all people behave towards you. Always assert your boundaries and use the support system most accessible to you.

ACTIVITY 4.9**SEXUAL ABUSE AND FAMILY VIOLENCE****Purpose:**

To help young people identify what is sexual abuse.

To examine ways of dealing with sexual abuse.

To discuss and understand the fact that most abusers are known to their victims and what this means for young people.

Time:

60 minutes

Steps:

1. Divide participants into four groups and give each group one scenario from below.

NTF:

Make copies of the scenarios below. Cut them and give one to each group.

SCENARIOS**Nakatto and the Old Man**

All day Nakatto had been out in the streets of Kampala trying to sell her sweet bananas. She thought they were the best around, but nobody seemed to want any this evening. The day was drawing to a close and Nakatto was worried that she would have to go home with out any money, and that meant facing her stepfather. He was very mean and told her every day that she better come home with some money, or she would not get any food. Nakatto was very hungry and her feet were aching from walking all day in the hot sun. Finally, this man walked up to her and asked her name. When she told him, he asked if she was still a virgin. She didn't answer him—just turned and walked away. He said that he'd noticed she was selling sweet bananas and that he would buy them all if she let him have sexual intercourse with her.

What should Nakatto do? It was getting late; she was tired, scared of her stepfather, and very hungry. Nakatto thought hard about what the man said and decided that it would not be so terrible to let this man do what he wanted. After all, she would be getting money unlike the times when her older cousin forced her to have sex with him. She got nothing then. So she lied and said she was a virgin, and she agreed to have sex with him for Shs 1,000. The man was very happy. He took her behind an abandoned building. Nakatto closed her eyes as he lifted her skirt, and she only cried a little bit when he pushed himself inside her.

Bizibu and Her Father

Bizibu started crying softly after her father left her room. She felt like she always did when he came into her room and molested her—she wanted to die. He would always do the same things. He had been doing them since she was only nine years old. She hated it and always felt so dirty and disgusted with herself when he left. He told her that it was her fault—that she made him do these things, and that if she told anyone, she would be made to leave the family. Bizibu had thought about telling her mother, or running away. She had even thought about killing herself.

But she was always too scared to do anything but lie in her bed and pretend she was asleep. She was so miserable. She knew that she should get help but who could she trust? What should she do?

Khauka and Nagudi

Khauka wondered all the way home what he should do. Nagudi had forced him to have sex with her even though he had told her over and over again that he did not want to. She said it was his fault for kissing and touching and letting her get so turned on. She said that he must have wanted it too, and besides, he was her boyfriend so he should please her. Afterward, he had felt numb and angry, he felt no love anymore—he felt hurt, used, and betrayed. Would anyone understand that she had made him have sex? Would anyone believe he had told her “no”?

She said it was his fault. Was it? He wanted to talk to someone so badly, but he could not bear to tell any of his friends. What would they think of him? Who would believe that he did not want to have sex with his beautiful girlfriend? He would get laughed at so maybe he should just keep his mouth shut.

Nathan and His Mother

Nathan heard the sounds again. He knew what was going on. His stepfather, Tony, had come in late again and he had already been drinking. Nathan’s mother had given him his supper and another beer. Nathan always got angry when he watched his mother try to please this crazy man. Now it was almost midnight and he knew what was happening. Now he knew where his mother’s last split lip and swollen eye came from.

But he did not know what to do. Should he go in their bedroom and try to stop Tony from beating up his mother? Or should he wait till morning and plead with his mother to leave this guy? He was really scared because tonight, things sounded even worse than usual. Nathan was really worried about his mother. He thought about the police “hotline” he had read about in the newspaper the other day. Would they have any ideas?

2. Assign the scenarios as follows:
 - Group 1–Nakatto and the old man.
 - Group 2–Bizibu and her father.
 - Group 3 –Khauka and Nagudi.
 - Group 4–Nathan and his mother.

3. Give participants the following instructions:

Instructions

- a. Read through the scenario assigned to your group.
- b. Imagine that the main person in your scenario has confided in you and asked for your help.
- c. Using the decision-making model previously discussed, assess the situation and list the **challenges**, **choices**, and possible **consequences** of action to be taken by the young character.
- d. Discuss and decide how you would counsel the person.
- e. Prepare to share your decision with the rest of the group.

4. When participants are done, invite each group to read its scenario and share its discussion.
5. Use the following to stimulate discussion:
 - a. Many young people are abused by family members or people they know and trust. Why?
 - b. Many date rapes occur because people put substances into other people's drinks to make them dizzy or confused. Why does this happen?
6. Ask participants to share their understanding of sexual abuse. List the responses on flipchart paper.
7. Use the following "Presentation Notes" to clarify and define sexual abuse.

**PRESENTATION NOTES****SEXUAL ABUSE AMONGST YOUNG PEOPLE**

Abuse is forced, tricked, or manipulated touch or sexual contact. Sexual abuse happens when a person uses manipulative, cruel, and/or violent ways to get another person to participate in a sexual act with her/him. Sexual abuse includes:

- Adults manipulating or coercing children into sexual acts such as touching their genitals.
- Rape and defilement.
- Obscene phone calls.
- Disrespecting privacy (inappropriate exposure).
- Sexual assault—including use of instruments to cause pain.
- Incest.

Sexual abuse happens most often to women and children and can also happen within marriages. As long as a person does not willingly agree to take part in a sexual act, it is considered sexual abuse.

8. Ask participants if they have any questions and discuss these.
9. Use the following “Presentation Notes” to give additional insight on sexual abuse.



PRESENTATION NOTES

MYTHS AND FACTS ABOUT SEXUAL ABUSE

There are many myths about sexual abuse that need to be exposed. Knowing about these myths is one of the ways in which young people can be empowered to protect themselves against sexual abuse. Use the following table to guide your discussion. Read out the myth and ask if the participants think it is true or false. Probe to get the corresponding fact.

	Myth	Fact
1	Incest usually happens once.	It usually occurs over and over. (The average length of an incestuous relationship is two to three years).
2	Child sexual abuse happens “out of the blue.”	Sexual abuse usually builds up over a period of time, progressing from fondling to other types of sexual contact.
3	Sexual abuse is rare.	According to reported cases, one in four girls and one in eight boys will be sexually abused in some way before age 18.
4	Offenders are usually under the influence of alcohol.	Less than one third of the cases involve alcohol.
5	Child sexual abuse always involves a violent attack.	Coercion, trickery, and manipulation are the most common forms, not extreme force.
6	Offenders are poor and uneducated.	Offenders can be anyone.
7	Sexual abuse is usually carried out by strangers.	85 percent of all reported cases involve someone familiar to the child, usually a family member or someone the child knows very well.
8	Victims are seductive and “ask for it.”	No one asks to be abused. No matter how seductive a child may have learnt to act, it is always the older person’s responsibility to make sure that there is no sexual contact.

(Adapted from: Scout Programme Africa Region. *Curriculum Guide and Resource Manual for Family Life Education*. [1988].)

10. Summarise and highlight the following points.

Key points:

- **Sexual abuse is when a person uses cruel or violent treatment to get another person to give in to her or him sexually. This may be verbal, physical, emotional, or psychological violence or cruelty.**

- **Most of the people who are abused know the person who has sexually abused them.**
- **Sexual abuse is common and rarely happens “out of the blue.” It usually builds up over a period of time and is usually carried out by people well known to the person who is abused.**
- **Sexual abuse can happen in long-term or steady relationships, including marriage.**
- **A person who is being abused should tell someone. Keeping silent leads to emotional and other problems and makes it easier to continue being abused.**
- **We can prevent sexual abuse by knowing the facts, asserting our boundaries, and exposing any advances or acts. Always use the most appropriate support system.**
- **Remember: Take immediate action.**

CONCLUDING NOTES, UNIT 4: SEXUALITY

Sexuality is much more than sex—it is an important part of who a person is. Sexuality is shaped by the values that a person learns from family, society, and other influences. Being attracted to someone is part of building relationships and friendships, but attraction does not have to lead to sexual intercourse. Young people need to be comfortable talking about sexuality and be honest with each other about how they feel and what they want in a relationship.

Sexual abuse, including rape, date rape, or any other kind of sexual act against a person's will, is wrong, and is a crime. No one has the right to do this, regardless of what the victim says, does, or who the victim is. Young people have the right to choose when, with whom, and how they want to be sexual. You can sometimes prevent abuse, but if it does happen, it is not your fault. Tell someone you trust if it happens.

ACTIVITY 4.10**CONVERSATION CIRCLE & COMMITMENT****Purpose:**

To reflect on the unit and note the key facts and skills learnt.

To show how we will use the new knowledge and skills gained by making a commitment to change one thing about ourselves in terms of our sexuality.

Time:

20 minutes

NTF:

This activity works best with groups of 12 or less. If working with larger groups, first divide them into smaller groups, then get back a report from each group.

Make sure to give each group the questions they should answer or write them where the entire group can see them.

This activity can be done in a number of ways. For literate groups, do the following.

Steps:

1. Ask participants to sit in a circle and discuss the following:
 - a. What is one very important piece of information that you learnt from this unit?
 - b. How or why is this important to you?
 - c. How does this information influence you to change your behaviour?
2. Ask participants to think about one commitment they are going to make in terms of their sexuality.
3. Ask participants to turn to **page 39** in their workbooks.

**WORKBOOK ACTIVITY****KEY LESSONS LEARNT**

Based on the information discussed and the learning that has taken place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?
2. Why or how is this information important to you?
3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Write the commitment that you are going to make to yourself in terms of what you learnt about sexuality in the space below. You will not be asked to share this with the group.

NTF:

For semi or low-literate groups do steps 1 through 3 above, then continue as follows.

4. Close your eyes and make a promise to yourself—something that you will do to change your behaviour to be more in line with what you learnt about sexuality.

UNIT 5: HARMFUL TRADITIONAL PRACTICES

PURPOSE AND OBJECTIVES

This unit explains what tradition is and how traditions change over time. It highlights some of the harmful traditional practices that affect girls in particular and why these practices continue. The unit outlines what female genital mutilation (FGM) is and the differences between male and female circumcision. It points out the social and health effects of this harmful practice. The unit also describes the impact of early marriage on educational and vocational opportunities for girls. It further explains the basic human and individual rights that are protected under national and international conventions, which are violated by early marriage and FGM. Lastly, the unit describes how these practices can be eliminated.

By the end of this unit, participants should be able to:

- Explain what “tradition” means and how they can change over time.
- Describe what harmful traditional practices are.
- Explain why FGM, wife inheritance, and early marriage continue to be practised.
- Describe the differences between male and female circumcision.
- Explain the social and health effects of harmful traditional practices, especially on girls.
- Identify what human and other rights FGM, wife inheritance, and early marriage violate.
- State the positions of the major religions regarding FGM.
- State what can be done to end these harmful practices.

ACTIVITIES →

Tradition and Change	<i>25 minutes</i>
Myths and Facts about Harmful Traditional Practices	<i>60 minutes</i>
Social and Health Effects of FGM	<i>40 minutes</i>
Eradicating Harmful Traditional Practices	<i>60 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

3 hours 25 minutes

ACTIVITY 5.1**TRADITION AND CHANGE****Purpose:**

To examine what tradition is, and how some traditions can change over time.

To identify common traditional practices, both harmful and beneficial.

Time:

25 minutes

Steps:

1. Ask the teens if they can give any examples of traditional practices from their communities. (Answers should include: dowry, bride price, wife inheritance, self help, harambee, tooth extraction, scarification, story telling.) Spend a few minutes talking about these practices.
2. Ask if all traditional practices are good. If not, what are some harmful traditional practices? (Possible responses may include: wife beating, wife inheritance, female circumcision, early marriage.)
3. Ask participants to brainstorm on why they think some communities continue to practice certain traditions, like FGM, even though they know they are harmful, while others modify or abandon these practices. Write their responses on a flipchart. Add the following points if they do not appear:
 - a. People all around the world modify and/or abandon their traditions as they discover the harmful effects of some traditional practices, such as foot-binding in China. (*If possible, also provide relevant local examples, such as extraction of the lower teeth.*)
 - b. A good tradition is a tradition that respects, honours, and safeguards human worth and lives. However, FGM mutilates women and young girls' sexual organs putting their health and well-being at risk.
 - c. Early marriage means the girl is denied an opportunity to complete her education. It also means she starts child bearing at a very young age, which can be very risky for her health, and which also means that she is likely to have many children and fewer resources.
4. Facilitate a discussion about the following points:
 - a. Which traditions in your community are good and beneficial?
 - b. Should we discourage harmful traditions from being practised? Why/Why not?
5. Summarise and highlight the following points.

Key points:

- **All communities have traditional practices. Some of these may be beneficial and some may be harmful.**

- **Many people consider practices such as wife beating, wife inheritance, FGM, and early marriage to be harmful, especially for girls.**
- **People around the world may choose to modify or abandon practices that are found to be harmful.**

LINKING SENTENCE

Every community has traditions that have been practiced for many generations. Often, these traditions are so familiar that members of the community seldom consider whether they are harmful or beneficial. Sometimes, communities have certain beliefs about traditional practices that have persisted for a long time. Some of these beliefs are facts, but some are myths. Let us now look at some of the myths and facts about the harmful traditional practice of FGM.

ACTIVITY 5.2

MYTHS AND FACTS ABOUT HARMFUL TRADITIONAL PRACTICES

Purpose:

To examine common beliefs about harmful traditional practices, and understand which are myths and which are facts.

To understand the different types of FGM, and learn where in Africa it is prevalent.

To discuss the difference between male circumcision and FGM.

Time:

60 minutes

Material Needed

- Prepare overhead transparency or poster of the map of Africa showing countries where FGM is prevalent.

Steps:

1. Ask participants to turn to **page 42** in their workbooks.
2. Give them 15 minutes to fill in their answers.



WORKBOOK ACTIVITY

IS IT A MYTH OR A FACT?

Read the following statements and indicate which are facts and which are myths.

	Fact	Myth
1. The Bible and the Koran state that females should be circumcised.	_____	_____
2. Traditions do not change.	_____	_____
3. People decide what traditions to follow in society.	_____	_____
4. All Ugandan tribes practise FGM on their daughters.	_____	_____
5. Early marriage is a harmful traditional practice.	_____	_____
6. There are no risks involved if FGM is done in a hygienic environment with sterile equipment.	_____	_____

7. FGM can cause infertility (inability to have children) in women.	_____	_____
8. Women who have undergone FGM smell cleaner than women who have not.	_____	_____
9. If the clitoris is not excised, it will grow big, and make childbirth difficult.	_____	_____
10. FGM guarantees girls' virginity.	_____	_____
11. There are no health risks involved if the woman's clitoris is removed.	_____	_____
12. If a girl is forced into early marriage, she is less likely to return to school.	_____	_____
13. FGM violates the basic human rights of women and girls.	_____	_____
14. Children born to mothers who have not undergone FGM are bound to be mad (crazy).	_____	_____
15. A new born baby dies if its head touches the clitoris of a mother who has not undergone FGM.	_____	_____
16. FGM enhances men's sexual pleasure.	_____	_____

3. When the time is up, have the teens exchange their workbooks with one another. Go over the paper with them in the large group, using the answer sheet below.

ANSWER SHEET FOR "IS IT A MYTH OR A FACT?"

1. **Myth:** There is no verse in the Koran or the Bible that supports FGM.
2. **Myth:** Traditions are flexible. We change what we believe and what we practise when more effective ways of doing things are found or when some of the practices become invalid. For example, today, women in Kenya eat eggs and specific meat parts that had formally been reserved for men.
3. **Fact:** People in the community initiate the community's beliefs and cultural practices. Not everyone in the community believes the same things or follows the same practices. People follow customs and beliefs that are suitable to their age, ethnic group, gender, etc. Each person makes her or his own decision about what traditions to follow or not to follow.
4. **Myth:** There are very few tribes in Uganda that believe in or practise FGM.
5. **Fact:** Early marriage is a harmful traditional practice because it affects the health and social well being of women and young girls. It is known that

- many young girls are forced to leave school and enter into a pattern of early and prolonged childbearing if they are forced to marry when they are too young.
- 6. Myth:** There are always risks involved when FGM is practiced. FGM subjects women and young girls to various health complications, ranging from infection to bleeding to keloid scars and birth defects, and possibly death.
- 7. Fact:** One of the complications of FGM is infection in the genital area. Infections can occur for different reasons: using unsterile equipment to perform the procedure; application of substances such as ashes to cover the wound; accumulation of normal vaginal secretions in the vagina after infibulation as only a tiny hole is left through which urine and other body fluids can pass. If the infection travels up the female reproductive tract, the uterus, Fallopian tubes, and the ovaries may also become infected, possibly leading to fertility problems.
- 8. Myth:** Cleanliness of women or any other person is based on the availability of clean water and good hygiene practices, not on the practice of FGM. Women who have undergone FGM may suffer infection which could be accompanied by abnormal discharge and a foul smelling odour. Also, some women who have undergone FGM may develop a fistula—a division between the vagina and the rectum or between the vagina and the bladder which can occur as a result of obstructed labour and results in the inability of a woman to control her urine and/or faeces.
- 9. Myth:** Childbirth experiences are determined by the woman's overall health, diet, exercise patterns, and body make-up. In reality, women who have undergone FGM are more likely to have difficult childbirth. The complications from FGM such as pelvic infection, keloid scars, and a small vaginal opening, can cause a woman to have long and obstructed labour.
- 10. Myth:** Moral values and family values, such as honesty and respect for elders, can be taught by setting examples, that is, parents, elders, and educators becoming role models for children. Education is an important tool in teaching children about morality and sexuality issues. Teaching children about sexuality issues such as virginity can be achieved best through open, informative dialogue between parents and children, educators and students, and nurses, doctors, and patients, not by the cutting of the clitoris and other genital parts. The practice of FGM does not guarantee that girls will not have sex before marriage.
- 11. Myth:** There is always a risk of infection, bleeding, or shock, etc. when any form of mutilation is performed on the genitalia. Often FGM is practised in an unhygienic environment with equipment that is not sterilised, which increases the risk of infection, bleeding, scarring, and the transmission of disease such as HIV.
- 12. Fact:** Early marriage often causes a girl to drop out of school, and begin childbearing before she is fully developed for pregnancy and childbirth. Once this harmful cycle begins, it is often impossible for her to go to school to gain the opportunities that education offers.
- 13. Fact:** FGM violates international conventions and reproductive rights of women and girls.

14. **Myth:** A person may become mentally disturbed as a result of psychological trauma or from a brain defect, but not because the mother is uncircumcised. If this myth were true, how many crazy children would be born to the many Ugandans who do not practise FGM?
15. **Myth:** If this myth were true, how many babies would die in all the parts of Uganda where FGM is not practised?
16. **Myth:** FGM complicates the sexual relationship between men and women. In humans, the ability to have sexual pleasure depends on having normal external sex organs and the individual's psychological state. FGM alters the female sex organs and causes complications, which in turn complicate the sexual relationship between men and women.

4. Ask participants if they know any girl or woman who has undergone FGM. Then ask them to explain what FGM is. Make sure the following points come out:
- a. FGM refers to the traditional rituals of cutting and removing parts of the female sexual organs for cultural or non-medical reasons.
 - b. It may be performed during infancy, childhood, or adolescence.
 - c. It is prevalent in about 28 countries in Africa. (Show overhead transparency.)
5. Explain that there are three types of FGM. Describe the three types, using the following notes:



PRESENTATION NOTES

TYPES OF FGM

Infibulation: The clitoris is removed, some or all of the labia minora are amputated and incisions are made on the labia majora (outer lips) to create a raw surface. These surfaces are either stitched together and/or kept in contact until they seal as a “hood of skin” covering the urethra and most of the vaginal opening. A small opening (sometimes the size of a match head or the tip of the small finger) is left to allow for the flow of urine and menstrual blood.

Clitoridectomy: The prepuce (clitoral hood) is removed, sometimes along with part or all of the clitoris.

Excision: Both the clitoris and part or all of the labia minora (inner vaginal lips) are removed.

6. Ask participants if they can explain the difference between male circumcision and FGM (which is sometimes referred to as “female circumcision.”) Write their responses on the newsprint. Then ask if boys

who undergo circumcision experience the same health and psycho-social complications as girls. The following points should come out:

- a. Both male circumcision and FGM are painful. In the male, the foreskin that covers the penis is removed. Male circumcision is actually a good health practice, while FGM is not. Male circumcision plays a role in the prevention of sexually transmitted diseases and certain types of cancer.
- b. Both male circumcision and FGM are done as “rites of passage” to adulthood, although the most typical age for FGM is between four and ten years, indicating that FGM has less and less to do with initiation into adulthood.
- c. Males who are circumcised do not experience the health or psycho-social effects that women who have undergone FGM do.

7. Summarise and highlight the following points.

Key points:

- **Communities have many beliefs about harmful traditional practices such as FGM and early marriage. Some of those beliefs are facts, but many of those are myths.**
- **Many of the reasons given for practising FGM are myths.**
- **There are three types of FGM. All pose serious physical, psychological, and social risks to girls and women, even if the procedure is done in sterile conditions.**
- **Although FGM is sometimes referred to as “female circumcision,” suggesting that it is similar to male circumcision, the degree of cutting is much more extensive, often impairing a woman's sexual and reproductive functions. Male circumcision, on the other hand, has some health benefits if done properly and in hygienic conditions.**

LINKING SENTENCE

Although FGM is practised in many societies in Africa, many communities are reconsidering the practice. Some communities are recognising the serious health and social effects of FGM. Let us now look both immediate and long-term effects of FGM.

ACTIVITY 5.3: SOCIAL AND HEALTH EFFECTS OF FGM

Purpose: To understand the short-term and long-term physical, psychological, and social effects of FGM.

To examine and discuss why the practice of FGM continues despite its harmful effects.

Time: 40 minutes

Steps:

1. Ask participants to brainstorm on what the health and socio-psychological complications and consequences of FGM are. Write their responses on the flipchart and be sure to include the following:

Immediate Complications

- a. Haemorrhage, which could result in death.
- b. Shock due to bleeding and severe pain.
- c. Infection due to unhygienic conditions and the use of unsterilised or crude tools. These infections can cause tetanus, which causes death most of the time. HIV can also be transmitted through the use of dirty circumcision knives and instruments.
- d. Urine retention due to fear of passing urine on the raw wound.
- e. Injury to adjacent tissue.

Long Term Complications

- a. Bleeding after defibulation and re-infibulation due to childbirth.
 - b. Difficulty urinating due to the obstruction of the urinary opening.
 - c. Recurrent urinary tract infections due to damage of the lower urinary tract or because of subsequent complications.
 - d. Incontinence due to a damaged urethra.
 - e. Chronic pelvic infections.
 - f. Infertility, due to pelvic inflammatory disease or other diseases of the reproductive organs.
 - g. Vulval abscesses due to infections.
 - h. Keloid formations due to wounds healing with hard scar tissue.
 - i. Vesico-vaginal or recto-vaginal fistulae due to formation of an unusual opening between the vagina and the anus or the bladder.
 - j. Sexual dysfunction due to the absence of the clitoris and labia minora which are responsible for sexual pleasure.
 - k. Menstrual difficulties.
 - l. Problems in childbirth due to insufficient room for the child to leave the mother's body.
 - m. Increased risk of HIV transmission.
2. Discuss the psychological and social consequences of FGM, including:
 - a. Agony endured during the operation.

- b. Possible loss of trust and confidence in those who performed the procedure, or allowed it to occur.
 - c. Feelings of incompleteness, anxiety, depression, chronic irritability, frigidity, marital conflicts, and the inability to express feelings and fears in an acceptable way.
3. Ask the participants to name some good traditions in their community that have continued. Write the answers on the flipchart.
4. Ask the participants to name some harmful traditions in their community that have persisted. Write the answers on the flipchart.
5. Divide the participants in groups of three, and ask them to brainstorm for 15 minutes on why they think the practice is continuing. Have the small groups report their responses to the larger group. Add the following if they are not listed:
 - a. FGM is considered a significant rite of passage to adulthood.
 - b. Circumcised girls and women receive important recognition amongst peers and within their community.
 - c. Uncircumcised girls can be abused by their circumcised age mates or even younger circumcised girls.
 - d. It is believed that FGM prevents promiscuity.
 - e. FGM is believed to reduce girls' sexual desire.
 - f. It is considered taboo for an uncircumcised girl to have sex or become pregnant.
 - g. FGM increases marriage opportunities for the girl and attracts a big dowry.
 - h. Bearing the pain of FGM is supposed to "toughen" the girl for the subsequent pains of childbirth and wife beating.
 - i. It gives greater sexual pleasure to the husband.
 - j. Many men refuse to marry a girl who is uncircumcised.
6. Facilitate discussion on some of these statements in more depth. For example, is a six or eight-year-old ready to "pass" to adulthood? Then why perform FGM on such a girl?
7. Summarise and highlight the following points.

Key points:

- **FGM leads to many severe immediate physical, social, and psychological complications and consequences, including HIV infection and death.**
- **Long-term complications of FGM include infertility, difficulties in childbirth, and numerous emotional and psychological problems.**
- **Most communities have reasons why they continue FGM, but most of these reasons do not hold up to careful examination.**

LINKING SENTENCE

Many women have undergone FGM and suffered severe physical, social, and psychological effects. Although the practice is slowly becoming less prevalent, many girls and young women undergo FGM each year. Changing this practice requires communities to re-examine their beliefs, and this only happens when members of the community begin to question familiar traditions. Let us now look at what young people can do to help advocate for the eradication of FGM and other harmful traditional practices.

ACTIVITY 5.4**PROMOTING ALTERNATIVES TO HARMFUL TRADITIONAL PRACTICES****Purpose:**

To think about what young people can do in their families and communities to advocate for the eradication of FGM, early marriage, and wife inheritance.

To learn about the international human rights charters and conventions that relate to FGM and other harmful traditional practices.

Time:

60 minutes

Materials Needed

- Handouts on the points in international human rights charters and conventions that relate to FGM and the rights of girls. (Annex 2: Sexual and Reproductive Rights).

Steps:

1. Ask participants to brainstorm what they think they could do in their communities and families to help promote alternatives to the practice of FGM. Add the following points if they do not come out:
 - a. If you are a girl, ask your parents to protect you, your sisters, and your female cousins from FGM.
 - b. If you are a boy, ask your parents to protect your sisters and cousins from FGM and its harmful effects. Also tell your friends and family that you do not require your future wife to be circumcised.
 - c. Promise you will not allow FGM to be performed on your daughter.
 - d. Participate in initiation ceremonies that do not include FGM, and refuse to celebrate when a girl is being circumcised.
 - e. Support girls who are not circumcised.
 - f. Discourage the community and anyone else who abuses uncircumcised girls.
 - g. Ask your parents, teachers, and religious leaders to educate the community about the harmful effects of FGM.
 - h. Form anti-FGM clubs in your school and community.
 - i. Explain to your friends that cutting a part of someone's body does not teach respect to parents, siblings, and elders.
2. Ask participants to brainstorm on the impact of early and/or forced marriages on girls. Write their responses on the flipchart. The following points should come out:
 - a. Girls are denied educational opportunities.
 - b. Girls do not acquire skills and training.
 - c. Early marriage leads to early and prolonged periods of childbearing which can have a bad effect on a young woman's health and opportunities.
 - d. Young girls often give birth to premature or low weight infants.
 - e. Young girls and their infants often suffer from various birth complications.

3. For each item mentioned in Step 2, ask the participants to brainstorm what they feel they can do to reduce the incidence of early or forced marriage in their communities.
4. Ask teens to identify any community they know that practices wife inheritance. Write their responses on the flipchart. Ask them if they can think of any harmful or beneficial aspects of wife inheritance. Emphasize the following points:
 - a. Wife inheritance is a harmful practice because it facilitates the spread of STIs, including HIV and AIDS.
 - b. Wife inheritance also denies the woman the right to decide her future.
5. Ask teens to brainstorm what they can do to reduce the practise of wife inheritance.
6. Conclude this activity by distributing the handout on the points in international human rights charters and conventions that relate to FGM and the rights of girls (Annex 2: Sexual and Reproductive Rights). Ask the participants to read through the handout and answer any questions they have.
7. Facilitate a discussion using the following points:
 - a. How should young people be involved in eliminating harmful traditional practices?
 - b. What would it take for girls like you to say to your parents “Enough! I do not want my body or sex life interfered with!”
 - c. What do young people say to their parents and families about FGM? Is the topic openly discussed? Why do you think this is so?
 - d. What can young people do to ensure that governments who ratified and signed the conventions implement them at the local and national levels?
8. Summarise and highlight the following points.

Key points:

- **Young people who oppose FGM and other harmful traditional practices can take action in their families and communities to eradicate the practices.**
- **Several international human rights charters and conventions illustrate that FGM is a violation of girls’ and women’s human rights. Many countries who have ratified and signed these conventions do not implement them at the local and national levels.**

CONCLUDING NOTES, UNIT 5: HARMFUL TRADITIONAL PRACTICES

FGM, early marriage, and wife inheritance are harmful traditions that some communities continue to practise. They violate basic human rights of girls and women and can have serious physical, psychological, and social consequences. Like all traditions, they can be changed. It can be difficult for young people to question or examine familiar traditional practices, because parents or elders might object. However, young people are members of the community, and future leaders of the community, and therefore have the right and obligation to think about the community's beliefs and practices. In fact, youth may be best positioned to question harmful practices, since they may find it easier to accept, and then advocate for, new ideas. As an added benefit, young people who take the time to examine and learn about their community's traditions may find out about beneficial traditions that could be brought back or strengthened, to the advantage of all.

ACTIVITY 5.5**CONVERSATION CIRCLE & COMMITMENT****Purpose:**

To reflect on the unit and note the key facts and skills learnt.

To show how we will use the new knowledge and skills gained by making a commitment to change one thing about ourselves in terms of harmful traditional practices.

Time:

20 minutes

NTF:

This activity works best with groups of 12 or less. If working with larger groups, first divide them into smaller groups, then get a report back from each group.

Make sure to give each group the questions they should answer or write them where the entire group can see them.

This activity can be done in a number of ways. For literate groups, do the following.

Steps:

9. Ask participants to sit in a circle and discuss the following:
 - a. What is one very important piece of information that you learnt from this unit?
 - b. How or why is this important to you?
 - c. How does this information influence you to change your behaviour?
10. Ask participants to think about one commitment they are going to make in terms of harmful traditional practices.
11. Ask participants to turn to **page 43** in their workbooks.

**WORKBOOK ACTIVITY****KEY LESSONS LEARNT**

Based on the information discussed and the learning that has taken place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?
2. Why or how is this information important to you?
3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Write the commitment that you are going to make to yourself in terms of what you have learnt about harmful traditional practices. You will not be asked to share this with the group.

NTF:

For semi or low-literate groups do steps 1 through 3 above, then continue as follows.

12. Close your eyes and make a promise to yourself—something that you will do to change your behaviour to be more in line with what you learnt about harmful traditional practices.

