FOUNDATIONS
THE CURRICULUM

STRENGTHENING PREVENTION APPROACHES TO ADDRESS GENDER-BASED VIOLENCE IN THE CARIBBEAN

The Maria Holder Memorial Trust

UN WOMEN

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FOREWORD & ACKNOWLEDGEMENT

CARICOM estimates that young people under thirty years of age account for sixty-three per cent of the population of CARICOM countries. The investment of resources, time and energy in our young women and men is therefore crucial to the region's achievement of the sustainable development goals.

The economic, political and creative potential and resilience of Caribbean societies is intricately tied to our young women and men. Real possibility for change in negative social and cultural norms and values from one generation to the next also rests with our young people as architects of the future.

Gender-Based violence can create significant negative outcomes for young women and men. Experiencing and witnessing domestic violence can for example have a direct impact on the health, well-being and educational outcomes of young women and men. Sexual and Gender-Based violence experienced by young women and girls not only represents a serious violation of their human rights but impacts the resilience and life-long potential of women and girls.

The Foundations Programme aimed at contributing to and strengthening prevention approaches to addressing Gender-Based Violence in the Caribbean, is an important tool within UN Women's overall strategy to address Gender-Based violence and its most prevalent form Violence Against Women and Girls in the Caribbean Region.

This strategy which focuses on prevention and response: including the provision of quality essential services and access to justice for survivors, is anchored to the transformation of cultural and social norms, values, attitudes and beliefs which support the perpetuation of Gender-Based discrimination, gender inequality and Gender-Based violence.

Education is an important driver of social and cultural change. The application of human rights-based, participatory and youth centered approaches which also take on board feminist pedagogical practice are indispensable to efforts towards Gender-Based violence prevention.

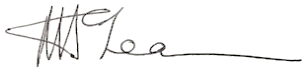
The Foundations programme is developed primarily for a Caribbean audience, but its themes and content are applicable globally. This programme through its focus on youth and on addressing the gender-power relations which are at the root of Gender-Based discrimination and Gender-Based violence, is intended to make a signal contribution to the fields of Gender-Based violence prevention education but also to the areas of youth development in the Caribbean.

The programme includes step by step guidance on the implementation of each session of the twelve week programme for young women and men (13 to 24 years of age), a manual for the training of facilitators to deliver this programme, as well as operational guidance and a monitoring and evaluation framework for organizations and institutions wishing to adopt or implement the programme with young persons whom they serve.

UN Women MCO Caribbean would like to thank the Maria Holders Memorial Trust for their contribution to the development and piloting of this programme as well as the Governments of Antigua and Barbuda, Dominica and Grenada and the Legal Aid and Counselling Clinic in Grenada who also supported the piloting and testing of various elements of the curriculum and facilitators training manual.

UN Women MCO Caribbean would also like to thank the team of experts who worked on putting all the components of this programme together along with peer reviewers, members of our Civil Society Advisory Group and UN Women's Training Centre for their invaluable contribution to the substantive content of this programme and to making this programme a reality.

We encourage our partners across the Caribbean region and the globe to adopt and implement this programme and to join UN Women in our efforts to STEP IT UP to end Gender-Based Violence once and for all.



Mary Alison Mc Lean
Representative UN Women MCO Caribbean

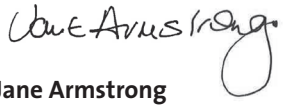
The Maria Holder Memorial Trust is a registered Charity in Barbados founded in 2007 by Christopher Holder and Chesterfield Brewster in memory of Maria Holder, following her untimely death in 2004. Maria Holder was of Swiss nationality and made Barbados her home for over thirty years. She was committed to charitable work and gave generously to many Organisations. The Maria Holder Memorial Trust proudly carries her name and continues that legacy, particularly in Barbados, in the areas of Education and Training, Health, Poverty Alleviation, Culture and the Arts and Emergency/Disaster Relief. We have a small, dedicated Project Management Team who work tirelessly to carry out the work of the Trust. Within our sectors, we work with children and youth, the elderly and those in vulnerable circumstances. Although our primary focus is in Barbados, we do have some projects in Antigua, British Virgin Islands, Dominica, Grenada and St. Vincent and the Grenadines.

Education and training is of utmost importance to us and continues to be our biggest sector in terms of the provision of assistance. This encompasses the provision of infrastructure as well as social development programmes. The partnership and funding for this programme in collaboration with UNWomen was no different as Gender Based Violence continues to be a serious problem for the safety and wellbeing of women and families throughout the region.

Programmes such as these seek to empower girls to help them be less vulnerable to violence and will aid in their personal development. We hope that those trained with the use of these manuals will internalise what is taught and also share the information with others in the home and community as well.

The Maria Holder Memorial Trust has also had the pleasure of partnering with some other agencies to impart prevention education as it relates to Gender Based Violence and we are very pleased with the results and impact that we have seen to date. Of importance is the fact that there appears that more work needs to be done and such initiatives need to be expanded so we urge everyone to make use of the manuals that will be available and seek to educate our young people as much as possible.

We join our Partners at UNWomen to reiterate the need for the all agencies across the Caribbean to implement this programme and do all in their power to end Gender Based Violence.



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INTRODUCTION

With very few exceptions, all Caribbean states have enacted domestic violence legislation. While there has been a legislative and programmatic emphasis on responding to intimate partner violence in many countries in the region, it has been noted that there is an absence of preventative programming that promotes gender justice. To address these gaps UN Women has developed **Foundations**. This programme is designed to engender an appreciation of core gender concepts such as gender socialisation, gender equality and Human Rights. The overarching goal of the programme is to accelerate action towards preventing gender-based violence (GBV). **This curriculum** as part of a number of core programme tools is centred on an awareness of gender justice and human rights as universal and inalienable and on a psychoeducational approach that engages personal interrogation about gendered norms and values.

People who perpetrate violence are solely responsible for their actions and victims of violence never share blame or responsibility for the actions of others. With that said, all people in a given community contribute to the production of gender meanings. This curriculum seeks to empower young people ages of 13 and 24, to actively participate in gender constructions, thereby impacting the gender-based discrimination that fuels GBV and the ways in which it is treated with by community members.

COMPONENTS OF ***THE FOUNDATIONS PROGRAMME:***

I. THE CURRICULUM: A gender equality curriculum specifically designed for young people in the region.

II. THE TRAINING OF FACILITATOR'S MANUAL: A curriculum to train gender advocates to facilitate GBV prevention education among young people.

III. THE OPERATIONAL MANUAL AND PROCEDURAL GUIDELINES: A guide for implementing ***The Foundations Programme***.

IV. THE MONITORING AND EVALUATION FRAMEWORK: A guide for monitoring and measuring program outputs and evaluating outcomes of of ***The Foundations Programme***.

FOUNDATIONS – THE CURRICULUM

BACKGROUND

Throughout the past 10 years, UN Women Multi Country Office for the Caribbean has supported the development of initiatives that seek to promote gender equality and to address gender-based violence. UN Women's commitment has been responsive to key evidence based reports which demonstrate the persistence of gender inequalities and gender based discrimination in the Caribbean. Violence against women and girls remains the most pervasive and server form of gender-based violence and gender-based discrimination in the region.

Within the context of UN Women's prevention framework and with the view to developing and supporting sustainable and measurable prevention initiatives in the Caribbean region, UN Women Multi Country office for the Caribbean sought to develop a curriculum to meet the increasing calls for the development and scaling up of gender-responsive violence prevention programmes which target young people. This curriculum was conceived to address the gendered causes and consequences of violence, including gender socialisation, harmful and stereotypical gender roles and gender inequality. To this end, a 15-week community-based prevention programme for young men and boys was developed and piloted in 2012 in partnership with the Government of Antigua and Barbuda. Building upon the success of the pilot of this prevention programme, the UN Women MCO with support of The Maria Holder Memorial Trust, subsequently spearheaded a similar programme for young women and girls which was also piloted in schools in Antigua and Barbuda in 2015. This Curriculum is the culmination of these aforementioned initiatives, which have been piloted and revised based on evaluations of their implementation in school and community settings in the region.

OBJECTIVES

The Curriculum consists of 12 modules for implementation with young people based on the premise that violence is intentional, and that abusive behaviours are chosen methods for gaining control over persons and situations. The curriculum demonstrates how GBV is derived from socially and culturally bound concepts of gender, gender hierarchy and patriarchy, which rationalizes and legitimizes violence against women and girls in particular and all forms of GBV generally. It is based on teaching concepts and techniques that help to challenge harmful and hierarchical gender norms, values and attitudes and encourage the adoption of social and cultural norms and values which emulate gender equality, respect, justice, fairness, open communication and healthy relationships.

The Curriculum recognises that young people have expert knowledge about the realities of the social conditions they face in their everyday lives. Potential participants for this programme are therefore seen as competent, knowing persons who are in the best position to speak about how they live and experience gender constructions. **The Curriculum** is participant-centered and invites young people to engage in 'thinking through' concepts such as gender, gender socialisation, gender hierarchies and constructions of masculinity, femininity, sexuality and their impact on relationships with themselves and others. The specific objectives of the Curriculum are to:

1. Empower young people to understand GBV and its genesis in gender inequalities and gender-based discrimination.
2. Promote an understanding of the consequences of GBV to partner(s), children, communities and societies in general.
3. Endow young people with knowledge, skills and attitudes for addressing conflict and responding to stress and stressors that arise in relationships.
4. Establish and model an atmosphere of respect within group relations among and between young people.
5. Promote self-sufficiency among young people in taking steps towards improving their relationships and their lives.
6. Create a network of young people who will advocate for non-violent relationships.

EIGHT GUIDING PRINCIPLES OF THE FOUNDATIONS CURRICULUM

With the aim of broadening the understanding of gender equality, gender equity and gender justice among young people in the Caribbean, this Curriculum promotes the development of healthy affective relationships between and among young women and men. Its implementation is grounded in the following principles:

1. HUMAN RIGHTS ARE YOUR BIRTH RIGHTS

All individuals, regardless of age, biological sex or gender identity are "rights holders". Young people have the right to enjoy equal treatment and universal human rights. We all have equal value regardless of our sex. Young people are taught to ascribe to a belief in equality and dignity of all human beings and justice for all.

2. EMOTIONAL AND PHYSICAL SAFETY TO TALK GENDER

Young people are facilitated with an emotionally safe and structured space in which gender concepts can be interrogated in same sex and mixed sex groups in both school and community settings. Participants explore how early gender socialisation affects development and contributes to gender inequality.

3. GENDER EDUCATION STARTS WITH GENDER AWARENESS

Young people are encouraged to recognize the negative ways in which gender stereotypes and the gender inequalities that result, affect the lives of females and males. They are motivated to envision genuine civic equality where women and men live in relationships built on cooperation and mutual respect.

4. SAYING NO TO GENDER STEREOTYPES AND RIGID GENDER EXPECTATIONS

Throughout the workshop, young people are continuously challenged to confront stereotypes and rigid gender expectations about masculinity and femininity that obstruct the realization of their full potential. They are

taught that patriarchy, not men, is the 'problem'. They are encouraged to understand the concept of patriarchy, its roots in unequal relations of power which are based on ideas about gendered roles, responsibilities and abilities and its implications for GBV.

5. DIALOGUE AND PROBLEM-POSING EDUCATION

No one has all the answers! Each person has different answers based on his or her own experiences. To discover valid solutions everyone needs to be both a learner and a teacher. Education must be a mutual learning process. Based on this principle, young people are treated as thinking, creative people, with the capacity for action.

6. TRANSFORMING RELATIONSHIPS

Young people are encouraged to transform their relationships within their families and communities to reflect their full potential. They are encouraged to examine their lives, including their gender socialization and reflect on how they can integrate principles of gender justice within a life skills framework.

7. SELF-EXAMINATION AND INTROSPECTION

Young people are encouraged to engage in self-examination and develop critical and creative thinking skills. They are challenged to return to their social environments (their homes, neighbourhoods, schools and communities) and continue questioning social, cultural and religious assumptions that were previously taken for granted. They are encouraged to develop a critical eye towards behaviours and attitudes that may perpetuate gender inequality.

8. SOCIAL TRANSFORMATION STARTS WITH PERSONAL TRANSFORMATION

Gender equality and human rights for all cannot be achieved through personal transformation alone, but require collective action to bring about sustainable social transformation. The transformation of the individual is a fundamental element of social transformation. This is because individual attitudes and behaviours influence practices and actions, and individual actions and practices shape the world we live in. Dominant or harmful forms of masculinity are thus produced and reinforced by individuals and institutions. Change must occur across all levels of the society. This Curriculum should be viewed in the larger picture of a movement to improve the life of every woman and man, girl and boy.

CURRICULUM FORMAT

Through an interactive, participatory and intensive introspective experience, this curriculum guides participants through personal interrogation of gender socialization in the context of their community culture. The curriculum consists of twelve modules, with three implementation options (see suggested agendas for Implementation in subsequent section). Each module follows the following format:

- **Summary Page:** The information included are:
  - An overview of the main topics covered in the module
  - Summary of the key learning points of the given session
  - A tabulated presentation of the session components, time allocations, facilitators' objectives and the materials needed to prepare for the session
- **Guidance for convening the session:** Suggested methods for opening the sessions, establishing/re-establishing working agreements and conducting emotional and physical check-ins. Energizers/ice breakers are also offered.
- **The main topic of the module:** The core subject matter of the module is covered in 2 or 3 learning activities. All relevant handouts are included within the contents of the module
- **Closing Activity:** The objective of this session is to prepare participants for ending the group interaction by expressing any thoughts or emotions that arose during the session. There are art journal exercises given at the close of each module and participants are given art journal prompts to continue their exploration of curriculum topics between sessions.

METHODS

The curriculum uses various methods to enhance learning. These include:

- PowerPoint/ Lecture Style Presentations – These provide empirical information on the topics. Facilitators use multi-media materials (music, films, educational documentaries, and educational video-clips) intended to increase understanding and knowledge.
  *A special note about PowerPoint Presentations: PowerPoint presentations are not provided. Facilitators are encouraged to create presentations from the content provided.
- Interactive and participatory discussions and activities – Group members are encouraged to engage openly in discussions and brainstorming activities. Participants are engaged in defining terms, drawing exercises, and building consensus within their groups. They may write their ideas and consensus on flip chart paper and make presentations to their co-participants.
- Personal Reflective Exercises – These are individual reflective exercises used to stimulate self-awareness in the area of life skills and GBV prevention.

- Psycho Bodywork & Breath work Exercises - Through engagement in deep breathing exercises and body stretches, participants deepen their body awareness and contact with sensations and emotions.
- Small Group Discussions – These are designed for personal questions and individualized challenges for participants to answer in small groups. These offer an environment of security, trust, respect and personal responsibility for topics that participants may not wish to share with a large group. It allows for intimate sharing of personal experiences and presents opportunities to share different aspects of gender socialization and personal experiences with GBV.

The combination of these strategies allow for an introspective, participatory, dynamic, intensive, and personalized experience.

HOW TO USE THIS CURRICULUM

WHO IS THIS CURRICULUM FOR?

This Curriculum was designed for use by experienced facilitators who are trained by professional social workers, psychologists or youth workers to work with same-sex and mixed sex groups of young people in school and community settings. Consult ***The Training of Facilitator's Manual*** for detailed information about facilitators' competencies to implement this Curriculum. Please also consult ***The Operational Manual*** and ***Procedural Guidelines*** for details on how to go about organising and administering this programme.

TARGET AUDIENCE

This Curriculum is for use with young people between the ages of 13 and 24 in school or community settings. The curriculum should be implemented with groups of young people of similar ages. It is suggested that the following age group limits are observed when implementing the curriculum:

13-15	16-18	18-24

Group configurations of young people of similar ages encourage cohesiveness and promotes the aims of the curriculum by ensuring that participants are at similar developmental stages. More detailed guidance on formulating groups is included in The Operational Manual and Procedural Guidelines.

NUMBER OF PARTICIPANTS AND SEX COMPOSITION OF GROUPS

This is an interactive, activity-based curriculum that also requires time for introspection. It invites participants to share their life experiences, thoughts and feelings. As such, the number of facilitators, as well as the workshop size are important considerations. An environment that is conducive to the type of learning and reflection necessary for the curriculum implementation should include two facilitators and no more than twenty-five participants. The ideal number of participants is 15 - 20 young people. The minimum recommended group size is ten.

Due to the sensitive nature of the content covered in this workshop, the curriculum should be conducted among same-sex groups. Simultaneous implementation of the curriculum among same sex groups is highly recommended.

The curriculum is designed to facilitate mixed-sex group sessions for specific modules and if same sex sessions are run concurrently, joint sessions between the two groups can be facilitated. This type of implementation will allow for rich discussions between young women and men about differing experiences of gender socialization.

It also provides unprecedented opportunities for partnership and cooperation between young people for gender advocacy and GBV activism. More detailed guidance on formulating groups are included in The Operational Manual and Procedural Guidelines.

FACILITATION

Addressing Gender Socialisation and Gender Based violence are sensitive topics and it is strongly recommended that groups of young women be facilitated only by female facilitators, while groups of young men should be facilitated by both male and female co-facilitators. This facilitator arrangement is recommended because of the importance of positive gender power relations being modelled especially for young men for whom masculinity can often be associated with power and dominance over women and girls. Having female only facilitators for groups of young women is encouraged with the view to supporting assertiveness and empowerment of young women, and to enable the practice and challenge of entrenched and often subconscious ideas related to female subordination to men.

HOW TO SET UP THE ROOM

The training room used should be large enough to allow the young people to move around comfortably. It should also facilitate privacy and confidentiality. There should be facilities that will allow the large group to break up into smaller groups and pairs for some of the activities. If possible, having one or more break-out rooms is advisable; this will help with the small group discussions and activities. If you are working with a mixed group for the designated modules, ensure that the workshop space is adequate to facilitate a large group. The workshop space should be sufficient to facilitate the four facilitators as well as young people of both groups.

SCHOOL-BASED AND COMMUNITY-BASED IMPLEMENTATIONS

This curriculum consists of twelve modules and can be implemented in the following formats:

Twelve Weekly Sessions: This is recommended for school-based implementations. It is suggested that each should be 90 minutes long.

Six Weekly Sessions: This is recommended for implementation in community based settings. The duration of each session should be 4 contact hours. This format can also be used in vacation camps for school aged young people.

Four Day Intensive: This is recommended for community based settings. It is suggested that the sessions are implemented during 2 consecutive weekends or four consecutive days. Each programme day should be 6 contact hours in duration. This format is highly recommended for residential workshops or retreats.

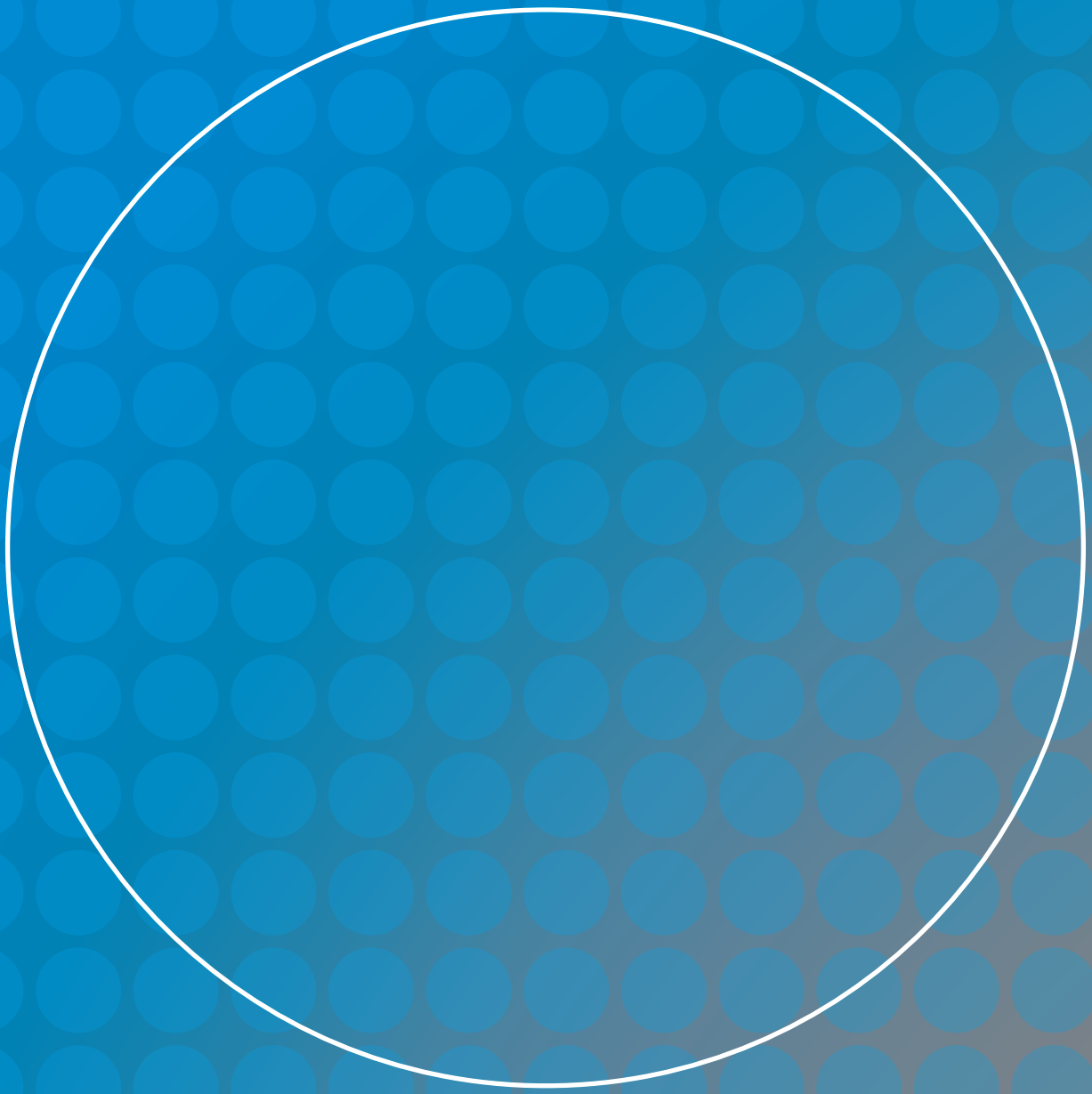
SUGGESTED AGENDAS FOR IMPLEMENTATION

TWELVE WEEKLY SESSIONS		
Week	**Modules**	**Overall Objectives**
1	**Getting Started – Welcome and Introductions**	• Get consensus on working agreements/Establish group norms • Build awareness of personal strengths and self-esteem
2	**Gender and Me**	• Explore gender roles for both females and males • Define gender stereotypes and explain the role that gender stereotypes play in socialization • Encourage participants to share their experiences of Gender Hierarchies (how males and females and how masculine and feminine qualities are valued differently).
3	**Family History and Values**	• Reflect on the existence of families and how they have shaped understandings of the gendered self • Discuss the powerful influences that shape gender identity and challenge participants to reject negative or harmful gender norms.
4	**Understanding Cultural Influences**	• Discuss different aspects of culture and its impact on the lives of participants • Explore how culture reinforces gender expectations, power imbalances and inequalities
5	**Reproductive Health and Gender**	• Discuss how ideas of masculinity and femininity influence decision making about our bodies • Discuss how the separation of gender roles and behaviours become more acute during adolescence and assess critically the impact of these changes on gender relations between and among males and females
6	**Sexuality**	• Discuss the relationship between gender and sexuality • Discuss different aspects of sexuality
7	**Gender-based Discrimination and Gender-based Violence (GBV)**	• Examine the ways in which inequality is used to justify GBV • Discuss types of GBV • Examine the subtle nature of coercive sexual violence
8	**Human Rights**	• Increase understanding of GBV as a human rights issue among young people • Describe how intimate relationships and sexuality are affected by our ability to exercise our human rights
9	**Managing Emotions**	• Build empathy among young men in relation to women's vulnerability to GBV • Examine the ways in which the threat of violence and fear of violence differs for females and males
10	**Managing Relationships**	• Interrogate how gender norms create imbalances in power and how this impacts relationships • Understand what constitutes healthy and unhealthy romantic relationships
11	**Techniques for Dealing with Challenging Attitudes, Behaviours and Values**	• Demonstrate techniques for challenging gender inequality, discrimination and abuse • Build resiliency skills that can assist in achieving goals and confronting challenges
12	**Goal Setting**	• Reflect on any personal changes experienced through the past 12 weeks • Develop a personal plan with action steps to move towards achieving goals

SIX WEEKLY SESSIONS		
Week	**Modules**	**Objectives**
1 Modules 1 and 2	**Getting Started – Welcome and Introductions** **Gender and Me**	Get consensus on working agreements/Establish group norms Build awareness of personal strengths and self-esteem Explore gender roles for both females and males Define gender stereotypes and explain the role that gender stereotypes play in socialization
2 Modules 3 and 4	**The Impact of Family and Culture on Gender**	Discuss how family influences contribute to building our gendered self Reflect on the existence of families and how they have shaped understandings of the gendered self Discuss the powerful influences that shape gender identity and challenge participants to reject negative or harmful gender norms Discuss different aspects of culture and its impact on the lives of participants Explore how culture reinforces gender expectations and inequalities
3 Modules 5 and 6	**Reproductive Health, Gender and Sexuality**	Discuss how ideas of masculinity and femininity influence decision making about our bodies Discuss how the separation of gender roles and behaviours become more acute during adolescence and assess critically the impact of these changes on girls, boys, and gender relations Discuss the relationship between gender and sexuality
4 Modules 7 and 8	**Gender-based Discrimination, Gender-based violence and Human Rights**	Examine the ways in which inequality is used to justify GBV Discuss types of GBV Examine the subtle nature of coercive sexual violence Increase understanding of GBV as a human rights issue among young people. Describe how intimate relationships and sexuality are affected by our ability to exercise our human rights
5 Modules 9 and 10	**Managing Emotions and Relationships**	Build empathy among young men of the women's vulnerability to GBV and the threat thereof Examine the ways in which the threat of violence and fear of violence differs for females and males Interrogate how gender norms create imbalances in power and how this impacts relationships Understand what constitutes healthy and unhealthy romantic relationships
6 Modules 11 and 12	**Techniques for Dealing with Challenging Attitudes, Behaviours and Values and Goal Setting**	Demonstrate techniques for challenging gender inequality, discrimination and abuse Build resiliency skills that can assist in achieving goals and confronting challenges Reflect on any personal changes experienced throughout the workshop Develop a personal plan with action steps to move towards achieving goals

FOUR DAY INTENSIVE		
	Modules	**Objectives**
DAY ONE Combination of Modules 1, 2 and 3	**Getting Started – Welcome and Introductions**	Get consensus on working agreements/Establish group norms Build awareness of personal strengths and self-esteem Explore gender roles for both females and males
	Gender and Me	Define gender stereotypes and explain it as a component of socialization
	Family History and Values	Discuss how family influences contribute to building our gendered self
DAY TWO Combination of Modules 4, 5 and 6	**Understanding Cultural Influences**	Discuss different aspects of culture and its impact on the lives of participants Explore how culture reinforces gender expectations and inequalities
	Reproductive Health and Gender	Discuss how ideas of masculinity and femininity influence decision making about our bodies Discuss how the separation of gender roles and behaviours become more acute during adolescence and assess critically the impact of these changes on gender relations between males and females
	Sexuality	Discuss the relationship between gender and sexuality Discuss different aspects of sexuality
DAY THREE Combination of Modules 7, 8 and 9	**Gender-based Discrimination and GBV**	Examine the ways in which inequality is used to justify GBV Discuss types of GBV Examine the subtle nature of coercive sexual violence
	Human Rights	Increase understanding of GBV as a human rights issue among young people.
	Managing Emotions	Examine the ways in which the threat of violence and fear of violence differs for both females and males
DAY FOUR Combination of Modules 10, 11 and 12	**Managing Relationships**	Interrogate how gender norms create imbalances in power and how this impacts relationships
	Techniques for Dealing with Challenging Attitudes, Behaviours and Values	Demonstrate techniques for challenging gender inequality, discrimination and abuse Build resiliency skills that can assist in achieving goals and confronting challenges
	Goal Setting	Reflect on any personal changes experienced throughout the workshop Develop a personal plan with action steps to move towards achieving goals

MODULES



MODULE 1
GETTING STARTED – WELCOME AND INTRODUCTIONS

The purpose of this module is to prepare participants to engage in this programme by orienting them to the overall objectives of the curriculum, the facilitators, other participants and the attitude and behavioural expectations of participation. The tone for the programme is established by outlining important working agreements to maximize personal learning and learning from others.

KEY LEARNING POINTS

Everyone has wisdom: Each individual has unique life experiences that have shaped their beliefs and values. Therefore everyone in the room has wisdom.

Everyone will be heard and hear others: Each person has the right to share their opinions and experiences and the responsibility to listen to the opinions and experiences of others. While we may not always agree with each other, we will respect everyone's right to their opinion and their freedom to change their minds.

Valuing yourself: Each person has value. Each person has special qualities and strengths that make them worthy of love and belonging. When you recognize and value your special qualities, you can function with self-esteem in your homes, with friends and in your communities. Healthy self-esteem allows us to be resilient or bounce back from experiences that make us feel bad about ourselves. We can take care of ourselves and be good to other people when we remember our strengths and special qualities.

Session Component	Facilitators will:
Convene the Session 20 minutes	• Welcome participants to the session • Indicate the length of the session • Indicate the duration and format of the workshop • Establish an opening ritual
Why are we here 10 minutes	• Introduce programmatic goals and objectives
How do we work together 20 minutes	• Get consensus on working agreements • Establish group norms
My strengths and unique qualities 30 minutes	• Build awareness of personal strengths and self-esteem
Closing Activity & Session Wrap-up 10 minutes	• Introduce journaling

Materials/ Preparation

Presentation/ Notetaking

Flip chart paper or news print paper; Easel board

PowerPoint Slides

Stationery/Supplies

Assorted coloured markers for writing on flip chart paper

Coloured pencils & markers

Pens and pencils

Handouts
- Guidelines for Working Agreements Reference
- Self-Esteem worksheet
- Evaluation Forms

Journaling
Participant Journals

20 minutes

CONVENING THE SESSION

Facilitators should write the word 'Welcome' on a flip board chart. The following should be written on the first page of the flip board located at the front of the room:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

Given that this is the first contact participants have with the programme, they should be made to feel as relaxed as possible. The primary purpose of this module is to establish the workshop as a learning environment based on mutual respect, confidentiality and sharing. Consider having music playing softly in the background as participants enter the room. Turning the music off will serve as a signal that the session is about to begin. Be ready for them to engage in learning activities from the minute they enter. If the ritual of having music playing as participants enter the room is established, remember that turning the music off will serve as a signal that the session is about to begin.

Both facilitators should co-lead the opening of the workshop. Facilitators should make it clear to participants that they are both equally responsible for the delivery of the workshop. The opening of the workshop sets the tone for the work to follow and participants must be very cognizant that their tone, verbal and non-verbal language promotes inclusiveness and enthusiasm. The main objective of the facilitators is to build rapport among the group members. In this module facilitators will describe and outline the important skills to build group cohesion, like mutual respect, confidentiality and acceptance of different opinions and ideas. Facilitators will also model these skills.

POINTS TO REMEMBER WHEN CONVENING THE GROUP

- **Room is physically prepared**
- **Music is softly playing**
- **Materials for the session are visible and easily accessible**
- **Opening Ritual is established and performed**

Both Facilitators will:

- Introduce themselves to the participants in the room.
- Welcome the participants to the programme and advise them about the format that the workshop will take 12 week, 6 weeks or 4-day intensive.

- Clearly state the start and end date of the programme and specify the duration of each session (90 minutes, 2 hours or 6 hours/1 day).
  - Verbally check in with all of the participants in the room to ensure that everyone is intentionally present at the workshop.
  - Establish an opening ritual:
    - Explain that an opening ritual is a habit or custom you do always that signals that something has started. Most of us use the opening ritual of 'Hello' or 'Good morning' when we first meet someone or enter a room.
    - Explain that every time we come together as a group we will use an opening ritual.
    - Facilitators are encouraged to make this a fun interactive activity. This activity can serve as an icebreaker. Name games can be found at: http://www.ultimatecampresource.com/site/camp-activities/name-games.page-1.html

FACILITATORS

Be particularly diligent about modelling male-female partnerships when facilitating the workshop. This non-verbal cue is a strong demonstration or example of gender equality in action. For some of the participants it may likely be their first model of what gender equality in leadership looks like. Although this modelling is not explicitly discussed in this session, it can be used as the foundation for subsequent discussions.

10 minutes

WHY ARE WE HERE

Facilitators will briefly explain the purpose of the programme. The following points should be included in their brief introduction[1]:

- This is an empowerment programme that was especially designed for young women and men. It has 3 main aspects that are essential to the healthy development of young people.
- This programme focuses on how young people can:
  1. Develop as an emotionally healthy individual
  2. Build meaningful, nurturing relationships that are not harmful
  3. Contribute to building caring communities that promote the wellbeing of all individuals
- During this programme participants will get to know themselves better. The following questions will be posed:
  - How did you become the young woman or man that you are today?
  - What has shaped your beliefs about what is important to you?
- In the workshop sessions, participants will get to understand all the elements that make them who they are as a thinking and feeling human being. Participants will also learn clear actions that can be taken to become a healthy, positive young person.
- This programme will also teach participants about choosing harmonious relationships that do not hurt them physically or emotionally.
- Throughout the workshop sessions, participants will also work together to learn ways in which they can make their communities places that nurture the wellbeing of all its members.
- This programme will also help young persons identify where they can turn to for help and support.

1 Do NOT read from this Manual. The facilitator should aim to create a relaxed, comfortable environment. Facilitators should make a note of the points to be addressed and speak to them as naturally as possible. If any points were missed, these should be addressed at a later time in this session or at the start of the next session.

20 minutes

HOW DO WE WORK TOGETHER

It is important from the outset that the stage is set for an atmosphere of equality and respect amongst the group. A working agreement is the MOST important element of creating conditions that are conducive to learning in a safe environment. Well-articulated and explicit agreements will be the foundation upon which all the future work with this group will be built upon.

Facilitators will **EXPLAIN** to participants why agreements are important. Here are points to include:

- Gets us all on the same page! It helps everyone know what is acceptable and what is not acceptable. It establishes **mutual respect**.
- It also promotes fairness and tolerance. It's important that all persons can pay attention and participate in group experiences. For example, if ringing telephones are distracting for one person it is not fair that another person has their phone ringing during the group session.
- Makes us all responsible to each other. Our agreements will help all group members become active participants in creating a meaningful and useful group experience.
- We call them working agreements because they are open for renegotiation. There is always room for change!

Facilitators will **FORMULATE** the working agreements for the workshop in partnership with participants.

Facilitators will:

- Ask participants to develop a list of working agreements that will guide the group and help to maintain a respectful and safe learning environment throughout the entire programme.
- Record the working agreements on flipchart paper and post them on the wall for reference throughout the programme.
- Review **Reference 1.1 Guidance for Setting Working Agreements** below, and suggest anything that participants did not come up with. An agreement should only be recorded after a consensus has been arrived at by the group.

Once a consensus is achieved, **Facilitators will:**

- Review all of the working agreements.
- Distribute participant journals with pencils, pens and coloured markers or coloured pencils to the group.
- Ask participants to skip the first and the second page and copy the agreements on the third page of their journals. Encourage them to use coloured pencils and markers to record the agreements.

FACILITATORS

This may be a very useful activity for a new group with shy members who are still figuring out if it is safe to participate. Facilitators should be meticulous and proceed slowly in this session. Take the full time allotted for this activity.

REFERENCE 1.1

GUIDANCE FOR SETTING WORKING AGREEMENTS

Confidentiality: What is shared here should not be repeated anywhere else. Confidential means that we do not talk about what was discussed in the group. You should:

- Keep stories, feelings and thoughts shared by other participants during session sacred by never talking about it outside of the group session.
- Not reveal identifying information to any person outside your group. Identifying information includes any participant's name or alias and where they live.
- No photos or video recordings of the group are to be taken during the session.

Remember, that this workshop is private. We are building trust and safety to be able to talk about our personal experiences.

Discussion Content: We encourage you to focus the discussion on your emotions (feelings), attitudes (how you see/view things) and behaviours (what YOU do). You will learn more about what we discuss if you are in touch with your feelings and ideas. Other people may have feelings and thoughts that are different from yours. That's okay.

Personal Disclosure: The group is a safe place to share personal and sometimes intimate information. You may notice that other people have some experiences and feelings just like yours. Please feel free to say or not say anything about yourself in these sessions. There is **NO pressure** to share information that you may not be ready to share. Share only what feels comfortable and safe for you.

Managing Emotions: Be aware of your feelings, emotions, and sensations (experiences in your body) during our sessions. Having a feeling and acting on it are not the same thing. Acting out your feelings (on self or others) is not acceptable. The way we most respect others and ourselves is by experiencing feelings, naming them, and then allowing ourselves to talk about them.

Absences: If you are going to miss a session or any part thereof, please inform one of the facilitators of the workshop. It is however important that you do your best to attend all the sessions for the full amount of time allocated for each session.

Time Management (Arriving and leaving on time): We have 12 modules to cover in this curriculum. In each module (every time we meet) we will have a lot to cover. The following will help us get the most out of the workshop:

- The group meeting times have been set, please take note of them.
- Please let your facilitators know if you are experiencing any type of difficulties (feelings, emotions, physical discomfort, inability to attend, etc.).
- If you become ill, or decide to leave for any reason, please let the facilitators know.

Respect: Respect each other, no name-calling, interrupting, dominating the conversation or side-talking is allowed. Please do not answer phone calls nor use cell phones during this workshop (texting or posting). Please ask questions to the facilitator if you have doubts, don't ask your neighbour, this will disrupt the group process.

Be Non-judgmental: It is fine to disagree, but it is not acceptable to pass judgment or put others down for their feelings, opinions or experiences. Treat others how you would want to be treated. Listen to others and give them your full attention: Do not interrupt. Everyone will have a chance to participate.

Participation is Your Responsibility: Actively engage in the activities and discussions. You are responsible for your own exploration of your personal reflection and growth.

Everyone has a right to pass: While this programme encourages participation, it is always acceptable to pass on an activity or pass when a question is asked.

Any question is worth asking: No question is silly or foolish. Chances are someone else may have the same question.

30 minutes

Alternative timing for 2-hour session is 50 minutes

MY STRENGTHS AND UNIQUE QUALITIES

THE SELF-ESTEEM CHECK-UP

Facilitators should:

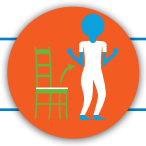
- Distribute The **Handout 1.1 Self Esteem Check-Up***. Explain that this is an activity to complete privately.
- Read out each statement and ask the participant to write a number between 1 and 10 that describes how they feel about the statement. Remind participants that they should not discuss the number values they are writing.

When the participants have completed the entire worksheet, facilitators will explain that:

- Self-esteem is the belief that one is naturally worthy.
- We all have special qualities and indicate that our special quality or characteristic can remind us about our value or worth
- We are going to get to know one another better by learning more about what makes us special.

Facilitators will:

- Ask participants to think of a special quality or strength they have.
- Both facilitators give examples of special qualities that they have to encourage group members to share their qualities. Ask the participants to take a minute or two to silently think about their unique quality.
- Ask participants to fold their worksheet and place it in their journals.



ON OUR FEET:

Facilitators will:

- Ask participants to form a large circle
- Ask participants to turn to the person next to them and share one talent or strength.
- Encourage every participant to give an answer.
- Ask participants to return to their seated positions.
- Review the activity and have a discussion using the following discussion questions as probes.
  - Why is it important to recognize special qualities in yourself?
  - Why is it important to recognize special qualities in others?
  - Is it boastful to recognize a good quality in yourself? Why or why not?

- How do they think the various qualities identified by the group can be drawn upon for members of the group to help support one another?

SUMMARIZE DISCUSSION:

Qualities identified by the group which relate either directly or indirectly to the qualities of co-operation, kindness and consideration will be extracted and summarized.

Facilitators will:

- Share definitions of these 3 qualities with the group.
  - **Cooperation** is working together for the good of everyone.
  - **Kindness** is showing we care and doing good to make the lives of others better. It means being thoughtful about people's needs and showing love to someone who is sad or needs help.
  - **Consideration** is being thoughtful about other people and their feelings. It is thinking about how one's own actions affect other people and caring about how others feel. It means paying attention to what other people like and don't like and being respectful of others' feelings.

REFLECTING ON GENDER [ADDITIONAL ACTIVITY FOR 2-HOUR SESSIONS]:

Facilitators will:

- Ask participants to think about ways in which males (for male group) or females (for female group) in particular express cooperation, kindness and consideration.
- Make note of all the gendered expressions of these qualities on flip chart paper and stick them on the wall.
- Ask participants about their observations about the differences between the qualities expressed by males and females. Do not discuss, comment or 'correct' any of their observations. Simply make a note of the observations.

KEY SUMMARY POINTS

Facilitators will:

- Let participants know that recognizing they have good qualities contributes to their self-esteem.
- Explain that self-esteem means feeling good about themselves and furthermore, that self-esteem does not mean thinking they are better than other people. Instead, having high self-esteem helps people to accept disappointments and frustrations when they arise. It also strengthens them to stand up against things that are harmful.

HANDOUT 1.1

SELF ESTEEM CHECK-UP*

	Statement	Rating On a scale of 1 – 10, where 0=I do not feel this way at all 10=I absolutely feel this way.
1	I am a worthwhile person.	
2	I am as valuable a person as anyone else.	
3	When I look into my eyes in the mirror, I have a pleasant feeling.	
4	I am happy to be me.	
5	I can laugh at myself.	
6	I like myself, even when others reject me.	
7	I love and support myself, regardless of what happens.	
8	I am generally satisfied with the way I am developing as a person.	
9	I respect myself.	
10	I'd rather be someone else than me.	

*Adapted from Schiraldi, G. R. (2001). The self-esteem workbook. Oakland, CA: New Harbinger Publications. p7.

10 minutes

Alternative timing for 2-hour session is 20 minutes

CLOSING ACTIVITY: INTRODUCE THE ART JOURNAL

Facilitators will **EXPLAIN** that Art Journaling is the use of art to explore feelings and thoughts. Similar to a journal where they may jot down their private thoughts and feelings, an art journal is a book where thoughts and feelings are explored using art supplies. Point out that by using coloured markers or pencils in their notebooks, they have already started to do this. (Facilitators please review further guidance on Journal Safety in the operational manual and procedural guidelines)

Facilitators will

- Explain to participants that throughout the workshop you will be asked to reflect on different topics discussed in these journals.
- Journals are private dossiers and sharing what is in them is at the sole discretion of the participant. Facilitators should make it clear to the participants that she or he is not required to share what is created in their journal.
- The final minutes of each session will be dedicated to starting a journal entry that may or may not be completed during the session. Participants are encouraged to continue the exploration after the session if so needed.
- Journaling is ALWAYS an individual activity and never done as a group activity.

Facilitators will:

- **ASK** participants to turn to the next two facing pages of their journal.
- Ask the participants to write the strengths they possess on one side of the page. On the facing page, ask the participant to draw his or her ambitions.

The following are some useful prompts (Remember, you should not use all the probes; select the ones that feel "natural" to you and the context of your programme implementation):

- What is possible in your life?
- What are your hopes and dreams?
- What would you like to become in life? All of us have potential, no matter what are our circumstances.

FACILITATORS

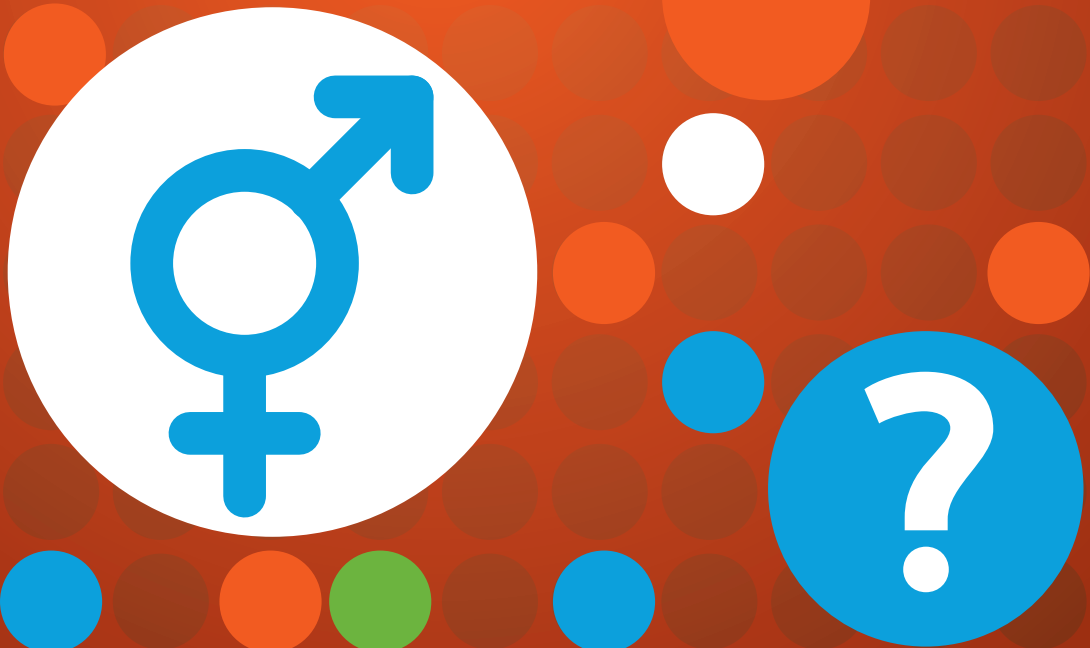
Check in with the group about their experience at the close of session. Are you planning to conduct joint sessions with another same-sex group of young people for Module 8 (Human Rights) and Module 11 (Techniques for Dealing with Difficult Situations) ? If yes, let participants know that there is another group of young people who are participating in the same workshop with another pair for facilitators. Clarify that the groups will work together for these sessions. Explain that you will give participants more information as those sessions draw closer.

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- **Review the Key Learning Points:**
  - a. ***Everyone has wisdom***
  - b. ***Everyone will be heard and hear others***
  - c. ***Valuing yourself***
- **Check out: Ask participants to let facilitators know if they need further support**
- **Closing Ritual – Grounding before leaving the workshop room:**
  - a. Put all objects down
  - b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  - c. Deep inhale for 4 counts (1..2..3..4..)
  - d. Deep exhale for 4 counts (1..2..3..4..)
  - e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  - f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  - g. Repeat 2 or 3 times
  - h. Thank the participants for attending

MODULE 2
GENDER AND ME

This module introduces the concept of the gendered self and gender hierarchy. Participants will question the differential values they have learned to place on women and men as well as boys and girls. After generating and evaluating lists of qualities associated with being male or female, the difference in values ascribed to being female and male will be placed on a scale or continuum of worth. Finally, participants will discuss the social mechanisms used to maintain the gender scale such as violence, intimidation and name calling.



KEY LEARNING POINTS

Sex and Gender: Sex refers to the biological aspects of being male and female. It is determined at birth. Gender on the other hand is determined by what we are taught are the valuable traits or qualities of being male or being female. Our understandings/beliefs about masculine and feminine traits or qualities are not determined at birth – they are learned.

We are all gendered beings: Gender is not a fixed quality or trait, but one socially constructed between men and women. We are all gendered beings and we have been taught about gender from childhood. Our ideas about our gendered self (as a female or a male) has a strong influence on how we think, speak and act.

Gender Norms and Gender Stereotypes: Gender norms are not set in stone but are shaped every day by our experiences. Traditions, popular culture, peers, family and the community all play a role in shaping and reinforcing these norms. Young people however, have the power to accept or reject them. Gender stereotypes create a damaging division between women and men and give rise to gender inequality.

Gender Hierarchies: A hierarchy is a ranking system in which some qualities are placed in a higher position or at a higher value or status than other qualities. When masculine qualities or traits are seen as having greater value than feminine qualities or traits, these hierarchies produce gender inequalities which can lead to and perpetuate GBV.

Session Component	Facilitators will
Convene the session 5 minutes	• Welcome participants to Session2/ Recap Session 1 • Review Working Agreements
My Ideal Self 30 minutes	• Foster an understanding of the distinction between sex and gender. • Explore gender roles for both females and males.
Gender Pyramid 30 minutes	• Define gender stereotypes and explain it as a component of socialization • Encourage participants to share their experiences of gender hierarchies (how males and females and how masculine and feminine qualities are valued differently). • Discuss how gender hierarchies are reinforced
Gender Box 20 minutes	• Examine beliefs about being a girl or a boy in their culture
Closing Activity & Session Wrap-up 5 minutes	• Provide quick recap ensuring that key messages are delivered

Materials/ Preparation	
Presentation/ Notetaking	
Flip chart paper or a news print paper Easel board	
Stationery/Supplies	
Assorted coloured markers for writing on flip chart paper	Coloured pencils & markers
Pens and pencils	Glue and scissors/ Bristol boards
Handouts • Key Gender terms	**Journaling** Participant Journals

5 minutes

CONVENING THE SESSION

Facilitators should write the word 'Welcome' on your flip board chart. The following should be written on the first page of the flip board located at the front of the room:

- **Name of the programme**
- **Session Two**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

The group is still in the early stages of fostering a learning environment based on mutual respect, confidentiality and sharing. There are core gender concepts taught in this module. Remember, although your participants may not have heard terms like gender hierarchy or gender inequality, these are very familiar lived experiences. Remember that there is experience and wisdom in the room.

Facilitators should re-mount any flip chart paper that was taped to the walls on the previous day. A degree of consistency should be maintained in terms of the workshop space. Arrive at the workshop room before the participants to prepare the space. Facilitators should welcome participants into a workshop space that is ready for them to engage in learning activities from the minute they enter. If the ritual of having music playing as participants enter the room is established, remember that turning the music off will serve as a signal that the session is about to begin.

POINTS TO REMEMBER WHEN CONVENING THE GROUP

- **Room is physically prepared**
- **Music is softly playing**
- **Materials for the session are visible and easily accessible**
- **Opening Ritual established in the first session is performed**
- **Quick Recap of previous session performed**

Welcome the participants to the programme and let them know that this session looks at what it means to be female or male in our Caribbean society. The session will also look at how being female or male affect their lives in different ways. Facilitators may wish to quickly review participants' names. The agreed upon opening ritual should be conducted at this time.

30 minutes

MY IDEAL SELF

The facilitators should have PREPARED the room in advance for the participants by arranging old magazines and/or newspaper clippings, glue and scissors either on their desks or an easily accessible area. Also supply hard boards (bristol board), pencils and markers.

Facilitators will:

- Split the group of participants into smaller groups of 3 or 4.
- Inform participants that during this activity they should reflect on their ideas about the ideal woman or ideal man that they will like to be when they are adults.
- Ask participants to look through women's and men's magazines and clip any advertisements or pictures that are striking in conveying messages of how their adult selves will look and behave if they were the ideal woman or man.
- Instruct participants to create a collage of THE IDEAL WOMAN or THE IDEAL MAN.
- Inform participants that this is a group activity and they can either find a consensus among themselves about the images or include all the images selected by the group members.
- Ask each group to present their collage and to highlight at least three qualities that represent their ideal selves whether as a woman or as a man.

While one facilitator is managing the group presentations, another facilitator should write each quality identified by the participants on a flipchart sheet. When all persons have presented, facilitators should ask the following question of the participants:

IS THERE ANY DIFFERENCE BETWEEN THE MEANING OF THE WORD "SEX" AND THE WORD "GENDER"?

Facilitators will guide a brief discussion about the differences between sex and gender using participants' feedback and the teaching points given below. Facilitators may opt to place the teaching points in a PowerPoint Presentation. If this is done, please ensure that participants' responses about the differences between sex and gender are discussed before the presentation is shown.

SEX refers to the biological differences between males and females. Sex differences are concerned with the physiology of males and females, and generally remain constant across cultures and over time. Sex tells us about the differences between males and females in their bodies.

GENDER describes the differences in the way that men and boys and women and girls are expected to behave: their dress, the work they do, the way they speak and their status in society. These differences are created by our culture and not nature, and we can change them.

SEX AND GENDER STATEMENTS

Facilitators will read the following statements and ask participants to indicate whether the statement is based on sex or gender. The participants will write their independent answers in their notebooks and then the full group will provide oral answers as a collective.

- Women give birth to babies, men don't. (S)
  - Little girls are gentle: boys are tough. (G)
  - Women can breastfeed babies: men can bottle-feed babies. (S)
  - Most construction workers in the Caribbean are men. (G)
  - Men's voices break at puberty; women's do not. (S)
  - Girls need to find a good husband; boys need to find a good job. (G)
  - Girls experience menstruation once they reach the age of puberty. (S)
  - Girls are more emotional than boys. (G)
  - In most of the world, women do more housework than men. (G)

Facilitators will:

- **DISCUSS** each statement with the whole group.
- **ASK** participants why they classified each statement under 'gender' or 'sex'.
- **IDENTIFY DIFFERENCES**: Did any participants classify a 'gender' statement under 'sex' or the other way around? **EXPLORE** their reasons why.
  - Make any corrections necessary and explain the reasons why.

REFLECTING ON GENDER

[ADDITIONAL ACTIVITY FOR 2-HOUR SESSION]:

Facilitators will ask participants to think about ways in which males (for male group) or females (for female group) in particular express cooperation, kindness and consideration. Review the actions or gendered expressions of the qualities written on flip chart paper during that session. Have a brief discussion about if the ways in which they express kindness, cooperation and consideration are biological or gendered functions.

30 minutes

Alternative timing for 2-hour session is 25 minutes

GENDER PYRAMID

Facilitators will introduce the concept of **gender hierarchy** by asking participants to think about the value placed on women and men, boys and girls based on the list of gender qualities (IDEAL WOMAN/ IDEAL MAN) created in the last activity. Here are some additional qualities that can be added to the list[2]:

- Men and boys and women and girls may believe that to be masculine men and boys should:
  - Be in control and appear unemotional
  - Be the dominant partner in a relationship
  - Exert pressure or force on their sexual partners
  - Become sexually active early and have many partners
  - Work in careers that are mechanical or analytical
  - Assume responsibility as the "breadwinner."
  - Achieve status by earning lots of money
  - Take risks to prove their manhood
  - Resolve conflicts with violence
  - Avoid traditionally female work in the arts or human services
- Men and boys and women and girls may believe that to be feminine women and girls should
  - Be emotionally sensitive and vulnerable
  - Submit to **all of** the wishes and demands of boys and men including; brothers, friends, fathers, uncles and a partner or husband
  - Have children, regardless of personal wishes
  - Do all of the housework and cooking at home
  - Meet the needs of others before their own
  - Choose careers in the "helping" professions
  - Be physically attractive, by someone else's standards
  - Tolerate sexually harassing behaviour without complaint
  - Assume responsibility for sexual assault or rape
  - Avoid non-traditional careers in math or the sciences

2 Adapted from Gender Advantages and Disadvantages in Hunter-Geboy, Carol. Life Planning Education: A Youth Development Programme. Washington, DC: Advocates for Youth, 1995.

OVERCOMING STEREOTYPED THINKING

Facilitators will:

- Ask participants to form small groups and distribute newsprint with the outline of a man and a woman's body as well as markers to each group.
- Ask participants to make reference to the qualities associated with being a man or a woman and brainstorm the advantages and disadvantages of being a man and a woman in a community where the stereotypes identified above are accepted. Advantages should be listed on one side of the figure and disadvantages on the other side.

Before reconvening in the large group, **Facilitators will:**

- Ask participants to examine the advantages and disadvantages that they have listed.
- Instruct each group to agree upon what are the qualities or characteristics held by women and held by men which enable them to benefit from the advantages of being a woman or man and simultaneously which qualities or characteristics held by women and men leave them at a disadvantage, based on the lists they have made.
- ***A gender stereotype*** *can be a label which can be used to describe a type of man or a type of woman; for example a 'macho man' or a 'good wife'.* A gender stereotype can also refer to expectations about how a man or woman should behave for example what they should wear and what they should say, as well as expectations about their role in the home, workplace, government or society in general. For example the idea that all women should stay at home and take care of the house and raise children and that this is what woman do best is a gender stereotype. The idea that real men must not or should not show any emotion other than anger is another gender stereotype.
- Ask each group to write each of the four gender stereotypes they identified on coloured index cards.

When the groups have completed the activity, **Facilitators will:**

- **ASK** the groups to reconvene as a large group and tape their newsprint sheets to the walls. Sheets should be grouped on the wall according to the sex body represented.
- **FOCUS** the groups' attention on the advantages and disadvantages of being a woman or girl.
- **BRAINSTORM** a definition of the term **STEREOTYPE**. (The idea or belief that all members of a certain group are very similar, leaving no room for individual differences.)
- **ASK** participants to look at the list and respond to the following questions:
  - Are these stereotypes?
  - Are these true characteristics of all women?
- Repeat the process with the lists of advantages and disadvantages of being man or a boy.
- **ASK** participants to examine the list of advantages and disadvantages they have compiled, and notice the people who have greater power or advantage in our communities. For example:
  - Do certain categories of men have more power than other men or women?
  - Are there some women that have greater power and value than other women?

CREATE A PYRAMID

Facilitators will:

- **ASK** a representative from each group to present the four gender stereotypes they named in their group.
- **PRESENT** the group with a large drawing of a pyramid on a sheet of flipchart paper.
- **EXPLAIN** that a hierarchy is a ranking system that expresses the value or status of elements of that system in relation to each other.
- **ASK** for a volunteer participant from each group to use their four gender stereotypes (written on coloured index cards) and work together to populate the gender pyramid. The group must decide with a consensus decision which qualities and characteristics are ranked higher than others and how the gender pyramid should be illustrated.

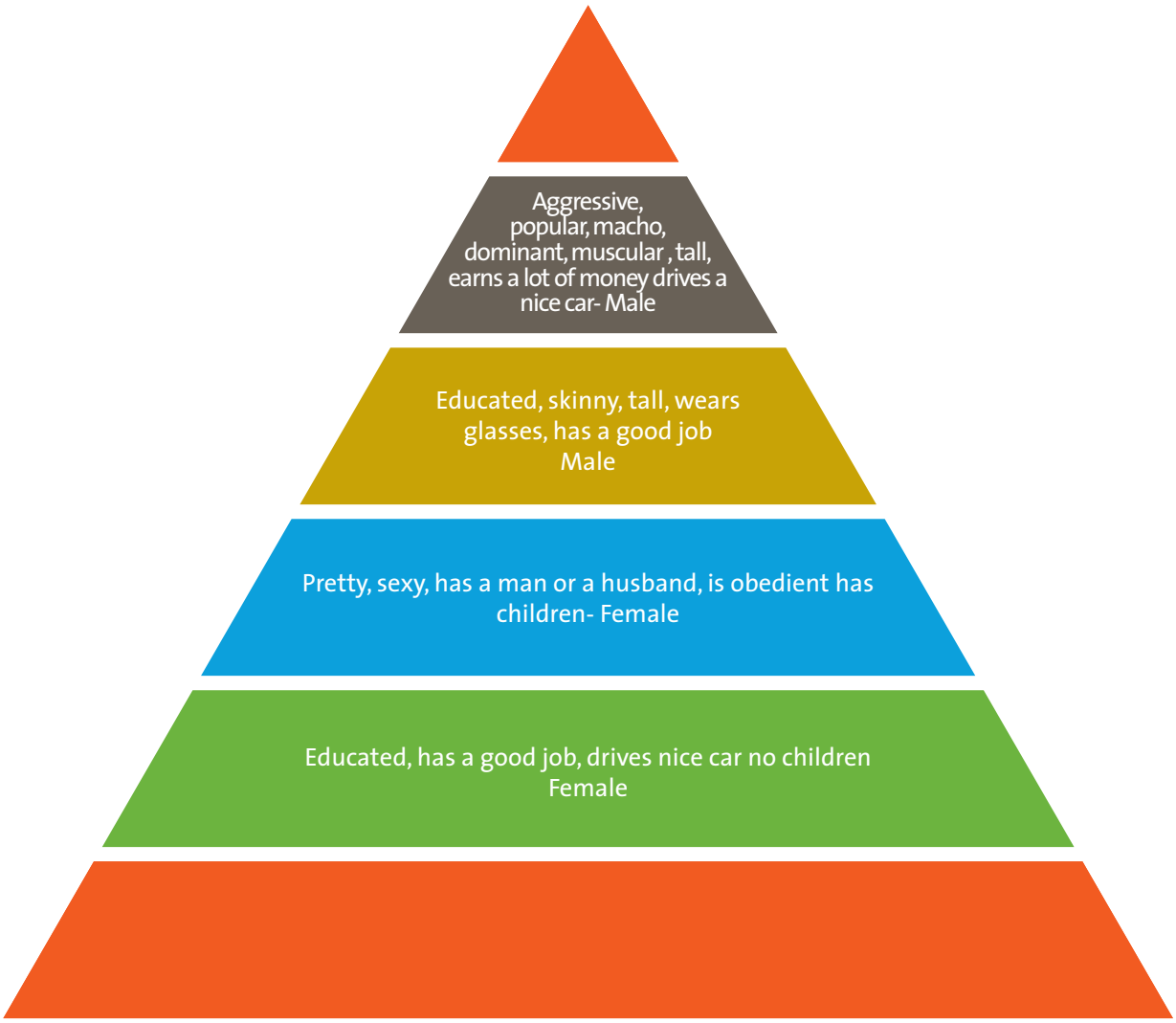


Figure 1. Example of a completed Gender Pyramid

Facilitators should conclude the activity using the following questions to stimulate a DISCUSSION:

FOR FEMALES

Are there negative consequences for a young woman who limits herself to traditionally female roles? What about a young man limiting himself to traditionally male roles? Which sex has the most advantages? Disadvantages? Why? What happens when a woman behaves in ways traditionally thought of as male? What about a man who behaves in ways traditionally thought of as female?

FOR MALES

Are there negative consequences for a young man who limits himself to traditionally male roles? What about a young woman limiting herself to traditionally female roles? Which sex has the most advantages? Disadvantages? Why? What happens when a man behaves in ways traditionally thought of as female? What about a woman who behaves in ways traditionally thought of as male?

20 minutes

Alternative timing for 2-hour session is 35 minutes

THE GENDER BOX

This activity demonstrates how gender norms are shaped by society and illustrates how young people can accept or reject them. It shows that gender norms and stereotypes can create divisions between women and men and give rise to gender inequality and gender-based discrimination.

Facilitators will:

- **DRAW** a picture of a boy on flipchart paper and ask participants to name the boy.
- **WRITE** the answers given by the participants to the following questions around the drawing:
  - What messages does your community send to this boy when he is told to act like a man?
  - What is he expected to do?
  - How is the boy encouraged to act?
- **DRAW** a picture of a girl on a separate sheet of flipchart paper. Give the girl a name and repeat the same questions.
  - What messages does your community send to this girl when she is told to act like a woman?
  - What is she expected to do?
  - How is the girl encouraged to act?
- **DRAW** a box around the messages, drawings and answers from the participants
- **EXPLAIN** that this is a gender box. This is how we expect people to act, depending on society's idea of what is considered masculine or feminine behaviour.

On the outside of the box, facilitators will write the answers to the following question:

- What is the girl or boy discouraged from being or doing?
- Ensure that there is active discussion which can be led by the discussion points noted below.

DISCUSSION POINTS

Facilitators will use the following questions to stimulate discussion:

- What qualities are women and girls supposed to have? For example, are girls supposed to be quiet?
- What qualities are men and boys supposed to have? For example, are boys supposed to be tough and not cry?
- What if a man or woman/ boy or girl acts out in a way that is outside the gender box? What happens to them? How are they treated by their families, peers and the community?
- What are some things girls are told they cannot do? For example, can a girl be a mechanic? What are some things boys are told they cannot do? For example, can a man be a nurse?

- Do you know any girl or woman who behaved differently than the expectations in the gender box? Do you know a man who behaved differently? How did they do it? What was the community's or society's reaction to them?
- How can these expectations influence your goals and dreams for the future? How can you handle these expectations and still achieve your goals?

NOTE TO FACILITATORS- ADDRESSING ISSUES OF SEXUAL ORIENTATION

Facilitators are also encouraged to use this session on gender to address issues of sexual orientation especially where this arises from students or participants. As a part of the discussion on gender norms and stereotypes, expectations related to sexual orientation can be discussed. Please be sure to distinguish between **gender expression and sexual orientation** so that this is clear in the minds of participants. Please note that the objective of this part of the session is not to convince participants whether being gay or straight is right or wrong but to educate them on the fact that people may express their sexuality differently and may be of varying sexual orientation. It is also important to note that whatever a persons' sexual orientation all people are to be treated with dignity and respect and their human rights are to be valued and upheld.

Having already defined gender and sex, the facilitators should ensure that other key gender terms are used and defined for the participants. These would include:

Gender roles; gender norms; gender equality, gender equity, gender inequality, gender expression and gender identity, gender-based discrimination, gender binary, gender hierarchy.

Use the youth-friendly definitions provided at **Handout 2.1**

HANDOUT 2.1

KEY GENDER TERMS

Gender refers to our socially constructed ideas about how men and women should be and act.

Gender roles are the different roles that a society expects women and men to play in their culture. For example, in some cultures, a man is expected to cut down trees and a woman is expected to cook and take care of the children. These roles vary depending on many factors even within a society, and change over time.

Gender norms refer to standard kinds of behaviour for men and women that are considered normal in a society. These normal roles can often limit the rights, opportunities and capabilities of women and girls. These limits can in turn cause discrimination, exploitation or inequality. Boys and young men can also be restricted in some decision-making and choices because of how society expects them to behave.

Gender equality refers to a state where there is no discrimination on the basis of a person's sex in the allocation of resources and in the access to various services in a society. In other words, when men and women are valued equally and they have equal access to and control of resources, opportunities and benefits despite their differences, there is gender equality.

Gender inequality refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles.

Gender equity refers to the strategies or processes used to achieve gender equality. It is the process of being fair to women and men This does not mean that women and men should necessarily receive the same treatment since individual differences among them demand different interventions. Both women and men should have a fair chance of having their needs met and have equal access to opportunities for realizing their full potentials as human beings. Equity is the means; equality is the result.

Gender-Based Discrimination Happens when people act in ways that limit other people's rights, opportunities and ability to participate fully in society. Discrimination can occur on the basis of race, class, gender, age, religion, disability, ethnicity, sexual orientation and many other factors. It includes negative attitudes, behaviours and practices that result in people being treated differently or unfairly because of social characteristics rather than their personal skills, abilities or rights.

Gender expression is how an individual expresses their own gender to the world, i.e through names, clothes, how they walk, speak, communicate, their roles in society and general behaviour. People's gender expression may not match societally accepted norms for their biological sex at birth.

Gender Identity is an individual's self- conception as being a man or woman as distinguished from their biological sex at birth.

Sexual Orientation refers to whether an individual is attracted to the same sex, another sex or both sexes.

Gender Binary System insists that there are only two gender categories, male/masculine and female/feminine. It is an artificial division of the society that creates a social boundary disallowing people from crossing the socially constructed gender roles. It creates a "natural" hierarchy claiming that male qualities and characteristics are superior to female qualities and characteristics.

Transgender refers to a person whose biological sex does not correspond with their expected external expression of gender identity. This refers to for example someone who was born with male sex organs yet identifies and feels more comfortable with a more feminine gender identity and in turn someone who may have been born with female sex organs but who identifies and feels more comfortable with a more masculine gender identity.

Gender Hierarchy refers to the different value assigned to male and female qualities and characteristics and to the male and female sex. Gender Hierarchy is often expressed in terms of a gender pyramid with masculinity occupying the higher points on the gender pyramid and femininity occupying the lower points on the gender pyramid. Gender hierarchies contribute to gender inequality and gender-based discrimination and bias.

KEY SUMMARY POINTS:

Facilitators will close the discussion on the Gender Box in the following way[3]:

- **ASK** participants: What happens when someone does not fit in the gender box?
- On flip chart paper, **WRITE** the headings Punishments and Rewards. Record the list given by the participants; these are likely to include:
  - **PUNISHMENTS**: bulliying, isolation, mocking, rumours, discrimination, name calling, physical violence etc.
  - **REWARDS**: Respect, notoriety, popularity, influence, more opportunities, freedom from abuse etc.

3 Mediterranean Institute of Gender Studies, 2012. Youth for youth a Manual for empowering young people in preventing gender-based violence through peer education

5 minutes

CLOSING ACTIVITY: CREATE A MANTRA

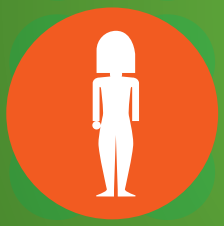
Facilitators will:

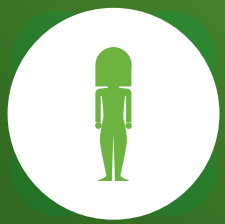
- **TELL** participants that they are going to close the session today by creating a personal mantra with the special quality they identified during module 1: (My Strengths and Unique Qualities).
- **EXPLAIN** to them that the word mantra has two parts: "man," which means mind, and "tra," which means transport or vehicle. In other words, a mantra is a vehicle that can be used by the mind. A mantra can be used to take your mind to the place you want it to go.
- **Tell** participants that we are going to use our special quality or strength and create a short positive statement that can energize us and remind us of our self-worth.
  - Both facilitators should use their qualities and create a mantra and share it with the group. Some examples of personal mantras are:
    - I am special I am worthy I deserve respect
    - I am kind and generous
    - I am dependable
    - I am loved
    - My strength is my patience
- **ASK** participants to write their mantra on the first page of their journal.

Remind participants of the Working Agreements before they leave session, highlighting confidentiality.

MODULE 3
FAMILY HISTORY AND VALUES

The family is another source of powerful influence in moulding gender norms and helping to shape our sense of what it means to be a young woman or young man. In this module participants will discuss how family influences contribute to how we create our gendered self. Participants will be invited to share messages learned from their family about being a girl or being a boy. Reflective exercises will be used to guide participants to look at how the values they learned in their family circles reproduce larger societal values.





KEY LEARNING POINTS

Family Circles: Our family consists of that first group of people we come to know as we become self-aware. They are people that teach us about the world. Many people choose new family circles when they become adults. The family circle we are born into however is beyond our control.

Family Influences on Our Gendered Self: The family is often called our primary agent of socialization, meaning that they are the first people to teach us about the world. One of the first things our family teaches us is how we are supposed to be as male and female. They don't only teach us this with words, but with their actions, rewards and punishments.

Societal Values: Remember values are the criteria or conditions that people use in assessing their daily lives. It's the mechanism used to arrange priorities and choose between alternative courses of action. These values are standards or ideals for social conduct; they are agreed upon by a large group of people. Societal values are often not questioned because these values are often just accepted as truths or facts..

Session Component	Facilitators will:
Convene the session 5 minutes	• Welcome participants to Session3/ Recap Session 2 • Review Working Agreements
Mechanisms of Gender Inequalities and Hierarchies 30 minutes	• Encourage participants to share their experiences of gender hierarchies • Discuss how gender hierarchies are reinforced by violence against women and girls
My Family and Me 20 minutes	• Discuss how family influences contribute to building our gendered self
Gender and Family History 25 minutes	• Reflect on the existence of families and how it has shaped understandings of the gendered self • Discuss the powerful influences that shape gender identity and challenge participants to reject negative or harmful gender norms.
Closing Activity & Session Wrap-up 10 minutes	Provide quick recap ensuring that key messages are delivered

Materials/ Preparation

Presentation/ Notetaking

- Flip chart paper or a news print paper; Easel board
- PowerPoint Slides

Stationery/Supplies

- Assorted coloured markers for writing on flip chart paper
- Coloured pencils & markers
- Pens and pencils

Music
- Audio player for Guided Imagery

Journaling
Participant Journals

5 minutes

CONVENING THE SESSION

The participants should know from the moment they enter the room what the focus of the session will be. Facilitators will write 'Session 3' on their flip board chart.

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

Today your focus will be on Family. Remember that your participants emerge from a range of backgrounds and for some people, the topic of 'family' can trigger deep negative feelings. Some participants may respond with resistance in the form of aggression or withdrawal to this topic. Remember that these feelings are about their family histories and not about the curriculum. Be careful to validate all the feelings that arise in the room. Also, be careful to validate all family types and avoid any connotation that one family type is 'better' or of more value that the other. Remember that there is experience and wisdom in the room.

Remember to ensure that there is consistency in the workshop space. Facilitators should welcome participants into a workshop space that is ready for them to engage in learning activities from the minute they enter. Given that this session may be emotionally triggering to participants, Facilitators should try to establish a calm and warm space. Music can help create this ambiance. If the ritual of having music playing as participants enter the room is established, remember that turning the music off will serve as a signal that the session is about to begin.

POINTS TO REMEMBER WHEN CONVENING THE GROUP

- **Room is physically prepared**
- **Music is softly playing**
- **Materials for the session are visible and easily accessible**
- **Opening Ritual established in the first session is performed**
- **Quick Recap of previous session performed**

Facilitators will:

- Welcome the participants back to the programme and let them know that this session will focus on one of our primary agents of socialization – our families.
- Briefly speak about the diversity of family systems and mention different types of families, for example, extended, nuclear and sibling or adoptive.
- Emphasize that regardless of the shape of our families, this is one of the first places we learn about gender.

In commencing this module share with the participants that this session will build on the previous one and will focus on how culture helps shape gender norms.

30 minutes

MECHANISMS OF GENDER INEQUALITIES AND HIERARCHIES

This session will build on the lessons learned about the gender hierarchies during the segment on the gender pyramid in module 2.

Before starting discussions about family influences, **Facilitators will:**

- Briefly review the gender terms on **Handout 2.1** discussed during the last session.
- Review the terms gender hierarchy and ask participants to recall the gender pyramid created.

Facilitators will **WRITE** the following question on flipchart paper or on a PowerPoint presentation

WHAT MECHANISMS MAINTAIN GENDER HIERARCHIES?

Facilitators will:

- **EXPLAIN** what is meant by this question. Consider restating the question in simpler terms, for example, what kinds of sanctions or punishments do boys and girls/ women and men receive when they don't behave according to what is expected of them? i.e. when they do not stick to or behave according to the gender roles expected of them.
- **ASK** participants to think of examples of these mechanisms. Some examples are violence, intimidation and name calling.
- **ASK** participants to identify other things people do, including parents, peers, and teachers, that reinforce gender norms.
- **LIST** the participants' responses on flip chart paper and display it on the walls of the room.
- Discuss that by punishing certain behaviours of both men and women, boys and girls, a certain gender order is maintained, this order works to keep women and men in the gender boxes we discussed earlier. The gender order is also based on a system of ranking which rates qualities considered to be male higher than qualities that are seen to be female. The reason boys are often told not to cry for example is because crying is seen to be a soft and weak quality that is often associated with girls. In reality however crying is an expression of human emotions of sadness, anger and sometimes joy, and therefore it is only natural that all human beings may cry from time to time and this does not make them weak or soft and it does not make a boy less of a boy and more like a girl.

In this part of the workshop, participants should begin to explore the important link between gender inequalities and GBV. This session is not designed to facilitate an in-depth analysis of GBV at this point of the programme. Facilitators should ensure that participants understand that ideas of gender and gender inequalities that they have already explored, are connected to GBV.

Facilitators will:

- **DEFINE** GBV as any form of violence that is perpetrated as a result of expectations and beliefs about the different roles and behaviours and that should be associated with a person's sex. For example, women who are physically punished for not following the instructions of their husbands or partners is a form of GBV.
- **ASK** participants to consider which groups of persons on the pyramid are more vulnerable to violence.
- **ASK** participants if they can think about any connection that might exist between the violence and discrimination that girls or women may experience and the way that they are expected to behave.
- **ALLOW** participants to probe the connection for themselves as a collective by sharing their responses openly.
- **RECORD** the responses on flipchart paper.

The following **DISCUSSION POINTS**[4] should be introduced:

- The different **ROLES AND BEHAVIOURS OF FEMALES AND MALES** are shaped and reinforced by gender norms, stereotypes and expectations within society. Society defines appropriate behaviours for women and men which can create inequalities. Thus, in many societies, women are viewed as subordinate to men and have a lower social status, allowing men control over women. These inequalities increase the risk of girls and young women to experience violence. They can also hinder the ability of girls to remove themselves from abusive situations or seek support.
- **GENDER INEQUALITY** has been described as a root cause of violence against women and girls, and that conversely, violence against women and girls further perpetuates inequalities between genders.
  - **SHARE** with participants the 2 following observations:
    - *Men and boys are less likely to respect women and girls if they are not encouraged to treat them as equals.*
    - *Women and girls are less likely to realize that they are experiencing violence if they are used to being treated differently because they are female.*
- **GENDER ROLES, NORMS AND EXPECTATIONS** are socially constructed and can lead to the acceptance and justification of violence against women and girls. Often women and girls learn to accept and expect violence in relationships, or do not recognize what they are experiencing as violence.

Let participants know that they will have a session to talk more about GBV and the various forms in which it can exist. For now, the group will start to think about where individuals learn about these societal values.

4 Do not read these out to the participants. Instead use them as talking points. Co-facilitators should work together to ensure that all the points are addressed. Facilitators can include some of the points on a PowerPoint presentation.

20 minutes

Alternative timing for 2-hour session is 35 minutes

MY FAMILY AND ME

This session will explore how young people learn about gender norms in the context of their family cultures.

Facilitators will:

- **ASK** participants to think about how their community views them as young women or men.
- **REMIND** them of the observations that were made in the Gender Box Activity that was done in the previous session.
- **REINFORCE** that activity by asking them to do another brief exercise that highlights gender stereotypes.
- **ASK** participants to write in their journal these 2 statements:

FOR FEMALES

IN MY FAMILY PEOPLE BELIEVE THAT:

- GIRLS SHOULD.....
- GIRLS SHOULDN'T.....

FOR MALES

IN MY FAMILY PEOPLE BELIEVE THAT:

- BOYS SHOULD.....
- BOYS SHOULDN'T.....

- **ASK** for volunteers who are comfortable sharing what they learned about their gendered self from their family circles.
- **MAKE A LIST** of some of the gender rules that were learnt in the family.
- **LEAD** a discussion about the statements reminding participants about the discussion points they already canvassed in the Gender Box Activity.

FAMILY CULTURE

Facilitators will:

- Inform participants that all families have a culture or general understanding of how things are supposed to be done. What females/males should do is part of that culture.
- **DEFINE** culture as follows: CULTURE is a way of life, value systems and beliefs.
- **ASK** participants to think about what value systems and beliefs exists in their family circles.
- **REMIND** participants of their right to accept or reject the gender stereotypes imposed on them.

25 minutes

Alternative timing for 2-hour session is 40 minutes

GENDER AND FAMILY HISTORY

This part of the session is designed to facilitate reflection upon how family experiences affect participants' current views and feelings about gender and relationship issues. Participants will be asked to reflect on experiences in the family in which they grew up. They will be asked to focus on how those experiences have helped shape their personal views on gender. This should be approached cautiously given the potential for reflections that remind participants of violence, abuse, suffering, or harm that they have experienced or witnessed in their homes. Warn participants from the beginning that some of their reflections may be difficult for them and they should feel free to either discontinue the reflection exercise; express the need to speak to someone in private about their feelings or take any reasonable course of action to ensure their own emotional safety and comfort.

GUIDED VISUALIZATION ON PERSONAL – REFLECTIONS ABOUT MY FAMILY

Facilitators will:

- **TELL** the participants that this exercise is a personal activity and they will not be required to share their private thoughts or experiences with the larger group. They will only be asked to write answers to questions which they can choose to share or not share with the group depending on their personal feelings.
- **ASK** participants to make themselves comfortable and to close their eyes. In a slow, reassuring voice read aloud the questions below, pausing to enable them to reflect on memories and images. **Maintaining a comfortable, quiet and private environment in the training room is critical to this exercise.**

READING FOR GUIDED VISUALIZATION

In this activity, you will spend time alone reflecting as I guide you through memories and thoughts about growing up in your family. You will then consider how these experiences shaped your own sense of self as a young woman or man.

You will be alone with your thoughts, feelings, and body. When I have finished reading the questions which you would have reflected on only in your mind, I will ask you to respond in your journal. You will not be required to share what you write with the group.

Get comfortable, relax, take a deep breath and be calmed by the soothing music. (Have a soft, relaxing musical piece playing in the background.)

FOR MALES

Think about yourself as you were growing up.

- Where did you live?
- Who were the important people in your life?
- When you were a young child, what types of messages did you receive from other people about being a man?
- What did you learn about men from your father?
- What is one quality that you admire in your father or male role models?
- What is one quality that you hope you don't develop that your father or male role model has?
- What did you learn about men from your mother?
- What did you learn about women from your father?
- What is one quality-which you admire in your mother or female role models?
- What kinds of things did you learn to expect from men in your growing up experiences? What kinds of mannerisms, behaviours, attitudes, did you learn to think are acceptable or unacceptable in your growing up?
- Are there things you might want to change, to make healthier?

FOR FEMALES

Think about yourself as you were growing up.

- Where did you live? Who were the important people in your life?
- When you were a young child, what types of messages did you receive from other people about being a girl/female?
- What did you learn about women from your mother?
- What is one quality that you admire in your mother? Grandmother? Aunts?
- What is one quality that you hope you don't develop that your mother had?
- What did you learn about men from your father?
- What did you learn about women from your father?
- What is one quality-which you admire in your father? Grandfather? Uncles?
- What is one quality that your father had, that you hope you don't develop?
- What kinds of things did you learn to expect from women in your growing up experiences? What kinds of mannerisms, behaviours, attitudes, did you learn to think are acceptable or unacceptable in your growing up?
- Are there current behaviours you engage in that reflect your mother's behaviours?
- Are there things you might want to change, to make healthier?

Slowly reduce the volume of the music until there is silence. Stop the music and ask participants to open their eyes. **Facilitators will:**

- **TELL** participants that you are now going to ask just three (3) questions and they will be invited to write their answers in their journals.
- **ASK** the following questions giving participants some time to record their response.

1. What was my experience like growing up in my family?
2. a. **For Females** What messages did I learn about womanhood from my mother? From my father? Sisters and brothers?

   b. **For Males** What messages did I learn about manhood from my father? From my mother? Sisters and brothers?
3. What have I learned from these early experiences?

After participants have made their personal recordings, **Facilitators will:**

- **LEAD** a large group discussion about how the participants felt during this exercise:
- **EMPHASIZE** that the participants need not share their personal life experiences, but rather focus on how it felt to think about them.
- **ASK** participants the following questions:
  - How did you feel during this exercise? Did anything I say make you feel uncomfortable or surprised?
  - What messages did you learn from your family about what it meant to be female? About relating to each other?
  - How does this exercise help us understand ourselves in relationship to others? In how we communicate and treat others?

10 minutes

CLOSING ACTIVITY: SELF PORTRAITS

Facilitators will:

- **ASK** participants to draw two self-portraits using crayons in their Art Journal.
- **REMIND** the participants that they do not have to share their art journals with other participants.
- (Under the first drawing) ask the participants to list three ways that they keep gender stereotyping and gender discrimination alive?
- (Under the second drawing) ask the participants to make a list of three things they can do differently in terms of gender roles and stereotypes to create a more equal society, and to make their own lives less constrained by gender stereotypes and expectations.

NOTE TO FACILITATORS

If you are planning to conduct joint sessions with both females and males for Modules 8 and 11, please give participants an update on these plans and answer any questions which may arise.

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. ***Family Circles***
  b. ***Family Influences on Our Gendered Self***
  c. ***Societal Values***
- Check out: Ask participants to let facilitators know if they need further support note that this can be done in private after the session or that they can also call or message (Give child hotline or domestic violence hotline number for your country or district). In school setting remind students that they can also see their guidance counsellor if there is one assigned to the school.
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

MODULE 4
UNDERSTANDING CULTURAL INFLUENCES

The culture of a society is a very powerful source of influence in shaping gender norms. Culture comprises of traditional values, religious beliefs, and are evident in different forms of media. The messaging derived from these sources helps shape gender identity. In this module, participants will define and explore the concept of culture and how it reinforces gender expectations and inequalities. We must acknowledge the power of culture if we are to consciously choose to accept or reject aspects of gender identity it imposes.

KEY LEARNING POINTS

What is Culture? Culture broadly described, is a way of life, beliefs and value systems. Some cultural messages can reinforce negative and harmful ideas and beliefs which work to maintain gender inequality and which perpetuate gender-based violence.

Gender Expectations: These are behaviours that are considered normal for a particular sex.

The Impact of Popular Culture on Gender Norms and Stereotypes: Popular culture refers to mainstream, highly accessible ideas, values, beliefs and behaviours that shapes the experiences of young people in particular. Its impact on gender identity is evidence in media and communication. Challenging or rejecting the negative or harmful impact of popular culture on gender expectations, requires a keen awareness of how it affects everyday life.

Session Component	Facilitators will:
Convene the session 10 minutes	• Welcome participants to Session 4/ Recap Session 3 • Review Working Agreements
The Culture Lens 35 minutes	• Discuss different aspects of Culture and its impact on the lives of participants • Examine how popular culture reinforces gender norms and stereotypes.
My Community and Me 35 minutes	• Explore how culture reinforces gender expectations and inequalities
Closing Activity & Session Wrap-up 10 minutes	• Provide quick recap ensuring that key messages are delivered

Materials/ Preparation

Presentation/ Notetaking

Flip chart paper or a news print paper; Easel board

PowerPoint Slides

Stationery/Supplies

Assorted coloured markers for writing on flip chart paper

Coloured pencils & markers

Magazines and/or newspaper clippings

Glue and scissors/ Paint

Handouts

Song Lyrics to "Kick in she Back Door"or other current song whose lyrics perpetuates harmful gender norms related to female subordination and violence against women

10 minutes

CONVENING THE SESSION

The participants should know from the moment they enter the room that they are about to begin Session Four. Facilitators should write 'Session 4' on the flip board chart. Include on that first page of flip board:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

You should quickly recap the lessons of the previous 3 sessions. Use the notes made on flip chart paper that are stuck around the room. It is time to start making room for new material. After this session you will begin removing some of the paper on the walls as you begin making room for new content that the group will produce.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP:

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual established in the first session is performed
- Quick Recap of previous session performed

This session is primarily geared to explore how communities view young people and what aspects of culture have helped shape that view point. In commencing this module share with the participants that this session will build on the previous one and will focus on how culture helps shape gender norms. Facilitators will review the definition of culture given in the previous module – ***a way of life, value systems and beliefs***. While previously the definition of culture was applied exclusively to family and familial socialization, in this module, participants will examine the impact of other forms of culture.

35 minutes

Alternative timing for 2-hour session is 45 minutes

THE CULTURE LENS

Once the meaning of culture has been addressed, **Facilitators will:**

- **ASK** participants to form groups of three.
- **ASK** each group to create the following chart on a flipchart paper

Traditional Values	Religious Beliefs	Music	Movies/Television shows/ Ads/ music videos

Facilitators will:

- **ASK** participants to identify three (3) examples under each of the chart headings that might help reinforce some of the gender norms that were identified in the previous session. (Examples are : young women are supposed to be soft and gentle/young men rough and tough; young women need to find a good husband/ young men need to find a good job; young women need to be sexually attractive/young men need to be macho etc.)
- **ASK** the small groups to discuss and record their selection.
- **MOUNT** the charts on the walls and ask each group to present their findings, ensuring that they explain how the example helps reinforce a gender norm.

CULTURE IS WHAT I SEE AND HEAR AROUND ME

Facilitators will explain to participants that they are now going to examine how culture can influence gender norms.

Refer participants to HANDOUT 4.1 which sets out the lyrics for a popular song called "kick in she back door". (Facilitators can also substitute these lyrics for another that is relevant and current in your cultural context and age appropriate. Be certain that the song is one known and popular among young people. The song lyrics must reflect gender norms). Facilitators should have carefully chosen the song lyrics in the Handout and will lead the discussion about the powerful social messaging that is captured in the lyrics and the potential that it has for perpetuating harmful gender norms.

HANDOUT 4.1 SONG LYRICS TO "KICK IN SHE BACK DOOR"

[woman screaming]

[man mocking woman's voice "murder murder, ah kill he gine kill me"]

If she front door lock and you can't get in
And she bathroom window lock
And you can't get in
And she bedroom window lock
And you can't get in
And she kitchen window lock
And you can't get in

What to do?

Kick in she back door
Kick in she back door
What ah mean?
Kick um in

And she bawling murder
[more screaming]

I don't really know bout you
But I know just what to do
When a woman batten down she house
Make up she mind to keep you out
You push your key to find it jam
And it in {something} in you hand
So the solution to get inside
Cause she lock down she house so tight
Whether rain or shine
Morning, noon or night
Is the only way to win this fight

Chorus

[more screaming: "Call the police, come out mi yard, you too damn wicked"]

Women does mek things real hard
Especially when they get mad
No matter how hard you try
No easy way to slip inside
So the solution to get inside
Cause she lock down she house so tight
Whether rain or sun
Morning, noon or night
Is the only way to win this fight

Facilitators will:

- **ASK** participants to break into small groups
- **NOTE** that cultural products act like vehicles of popular culture and are able to transport ideas, values and beliefs and also influence people's behaviour. Note that cultural products include: Music, music videos, TV shows and movies, social media. Facebook, Snapchat etc.
- **ASSIGN** a cultural product to each of the groups
- **ASK** participants to discuss the cultural product assigned and how they think it utilizes the song lyrics to reinforce gender stereotypes and hierarchies.

When all the groups are finished with their discussion, facilitators will ask half of the group members to leave their group and go to another group.

The participants who remain in the group, will engage in a similar discussion about a different cultural product with the remaining members of the group. All members of the group are to get an opportunity to rotate so that they can discuss at least one other popular culture product.

In a large group briefly discuss or give an opportunity for participants to share their observations or learning.

GENERAL NOTE TO FACILITATORS

It is important to ensure that participants do not simply use this activity to engage with the song for what they may consider its "entertainment value." Participants should be encouraged to think about the song's lyrics through a gender lens and to sufficiently probe its implications for the promotion of GBV.

Facilitators will conclude this session by telling participants that they will engage in another exercise to examine how popular culture reinforces gender norms and stereotypes.

35 minutes

Alternative timing for 2-hour session is 50 minutes

MY COMMUNITY AND ME

Facilitators will:

- **Ask** the participants to create small groups of 4 to 6 persons ensuring that you work with someone you do not know very well.
- **Ask** participants to use the materials provided to create a group mural that represents how culture impacts them as young women or as young men.The following statements should be used to prompt the activity:
  - **IN MY CULTURE PEOPLE BELIEVE THAT:**
    - **GIRLS SHOULD.....**
    - **GIRLS SHOULDN'T.....**
    - **BOYS SHOULD.....**
    - **BOYS SHOULDN'T.....**
- **Ask** participants to complete 2 sentences for each of the statements:
- Each group will elect 1 or 2 members to present their art murals to the large group. Or they can present their art mural as a group, taking turns to present different parts. Ask some participants to share their statements and quickly record them on the flipchart.
- **Have some discussion** about the statements reminding participants about the discussion points they already canvassed in the Gender Box Activity (Module 2), including their own right to accept or reject imposed gender stereotypes.

10 minutes

Alternative timing for 2-hour session is 15 minutes

CLOSING ACTIVITY: DEFINING MY GENDERED SELF

Ask participants to use magazine clippings to create a collage that responds to the question: ***What can I do differently in terms of gender roles and stereotypes to create a more equal society for boys and girls/ men and women and a life for myself that is not constrained by gender stereotypes and expectations.***

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. What is Culture?
  b. Gender Expectations
  c. The Impact of Popular Culture on Gender Norms and Stereotypes
- Check out: Ask participants to let facilitators know if they need further support
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

MODULE 5
REPRODUCTIVE HEALTH AND GENDER

As their physical bodies change during adolescence, so too do the gender roles of boys and girls. This module has distinct activities to focus on highlighting the connection between the gendered self and the biological self. Upon completion of this module, participants should be able to name the main parts of the male and female reproductive system using accurate biological terms. Through an examination of myths about the female and male reproductive systems, participants will discover how gender socialization impacts how we think and feel about our bodies.

KEY LEARNING POINTS

Gender and Puberty: At puberty, sexual and reproductive organs mature. These physical changes are different for boys and girls. Changes in gender socialization are also very different for girls and boys. As girls and boys mature there is also a growing gap in equality and opportunities. Bridging the gap between boys and girls requires accurate knowledge of the body as well as the debunking of myths that enforce harmful and inaccurate messages about male and female bodies and their functions.

Session Component	Facilitators will:
Convene the session 5 minutes	• Welcome participants to Session 5/ Recap Session 4 • Review Working Agreements
Knowledge of Reproductive Organs 40 minutes	• Encourage the use of accurate biological terms for the male and female reproductive system
Myths about Reproductive Organs 30 minutes	• Discuss how ideas of masculinity and femininity influence decision making about our bodies • Examine how gender socialization impact how we treat with and care for our bodies
Puberty what else to expect 10 minutes	• Discuss how gender roles change during adolescence and assess critically the impact of these changes on gender relations between and among young women and men.
Closing Activity & Session Wrap-up 5 minutes	• Provide quick recap ensuring that key messages are delivered

Materials/ Preparation

Presentation/ Notetaking

Flip chart paper or a news print paper; Easel board

PowerPoint Slides

Stationery/Supplies

Assorted coloured markers for writing on flip chart paper

Coloured pencils & markers, masking tape

Drawing of the male and female reproductive system

Flash Cards
•Organs & Functions
•Body Flash Cards
•Puberty slips

Handouts
Female/Male Reproductive System
Participant Journals

5 minutes

CONVENING THE SESSION

The participants should know from the moment they enter the room that they are about to begin a new session. Facilitators should write 'Session 5' on the flip board chart. Include on that first page of the flip board chart:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

This session requires you to be very familiar with the male and female reproductive system. Be certain to prepare for this session by ensuring that you know the names and functions of the different parts of the human reproductive system.

This session has several activities that require small group work. There also a number of teaching aids. Ensure that your teaching aids are well prepared. Careful planning is key to the successful implementation of this module.

Facilitators will:

- Briefly **review** the contents of the last session.
- **Explain** to participants that while the focus of the last module was on societal values, this module will examine the biological system of males and females.
- **Explain** that the group will also examine how social systems impact how we think, feel and act towards our biological system.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

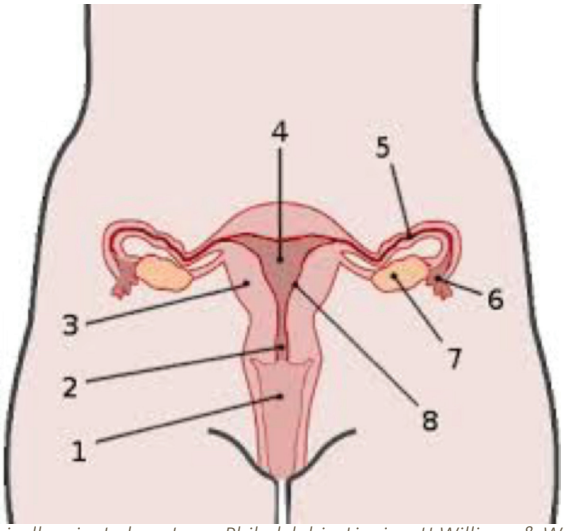
- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual established in the first session is performed
- Quick Recap of previous session performed

20 minutes

KNOWLEDGE ON FEMALE REPRODUCTIVE ORGANS

Begin the session by placing a large sheet with a hand drawn picture of the female reproductive system, as the one depicted below, in a position where it can be seen by all participants. Ensure that the drawing covers an entire sheet of flip chart paper.

Figure 2. Blank Female Anatomy Diagram



Moore, K. L., & Dalley, A. F. (2006). Clinically oriented anatomy. Philadelphia: Lippincott Williams & Wilkins

Facilitators will:

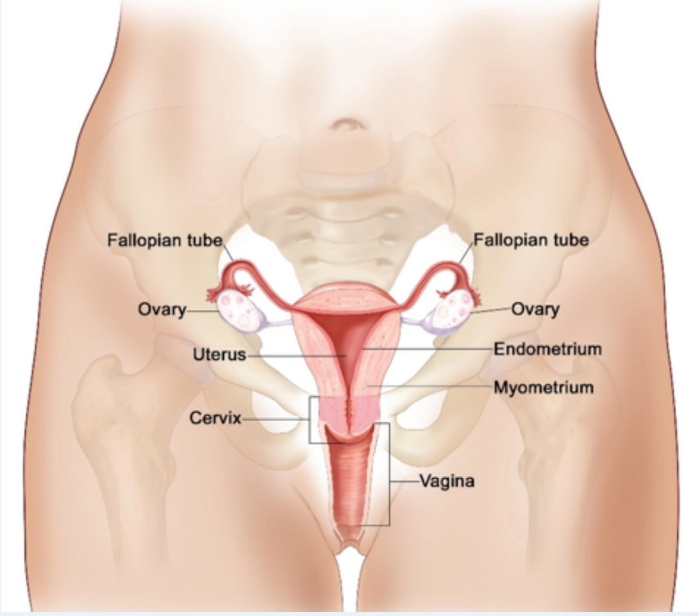
- **DISTRIBUTE** the Organs and Functions Flash cards:
  - **a.** Cards with names of the female reproductive organs.
  - **b.** Cards with corresponding functions of descriptions of female reproductive organs.
- **ASK** participants to walk around the room and pair up with the person who has the corresponding card.

Once everyone has found their partner, **Facilitators will:**

- **INVITE EACH PAIR** to come to the front of the room and read the cards aloud. If the correct cards have been paired, ask the participants to **STICK OR PIN THE ORGAN CARD ON THE DIAGRAM** of the reproductive organ mounted on the wall. The function card can be stuck on the wall adjacent to the diagram.
- Encourage other participants to ask questions and offer assistance to their colleagues.**SUMMARIZE THE MAIN POINTS** learnt on female reproductive organs and ask how the activity helped to clarify the female reproductive organs.

HANDOUT 5.1

FEMALE REPRODUCTIVE SYSTEM



Female Reproductive Information to make Cards and Function*	
Female Reproductive Organs Cards	**Function Cards**
Uterus	Implantation takes place and holds a foetus. The inner lining of it sheds blood once every month during menstruation and comes out as blood.
Fallopian Tubes	Are two hollow like structures that connect the ovaries to the uterus on either side.
Cervix	The neck or opening of the uterus. The lower end of the womb connecting with the upper part of the vagina.
Vagina	Is the passage from the outside of the body to the mouth of the uterus. The vagina serves as the receptacle for the penis during vaginal sexual intercourse.
Vulva	The external parts of the female genital organ.
Clitoris	A small, sensitive organ above the vagina that responds to stimulation during sexual activity.
Labia majora	The outer lips of vulva covered with hair that protects labia minora and internal structures.
Labia minora	The two inner lips covering and protecting the vaginal opening.
Pelvis	The bones containing and protecting the internal genital organs.
Ovaries	Produce eggs and two major hormones, estrogen and progesterone
Urethra	A narrow tube for passage of urine to the outside.
Hymen	Thin membrane covering the opening of the vagina.

*Definitions - German Foundation for World Population (DSW) (2006). Sexual and Reproductive Health Training Manual for Young People. (p31 for female definitions)

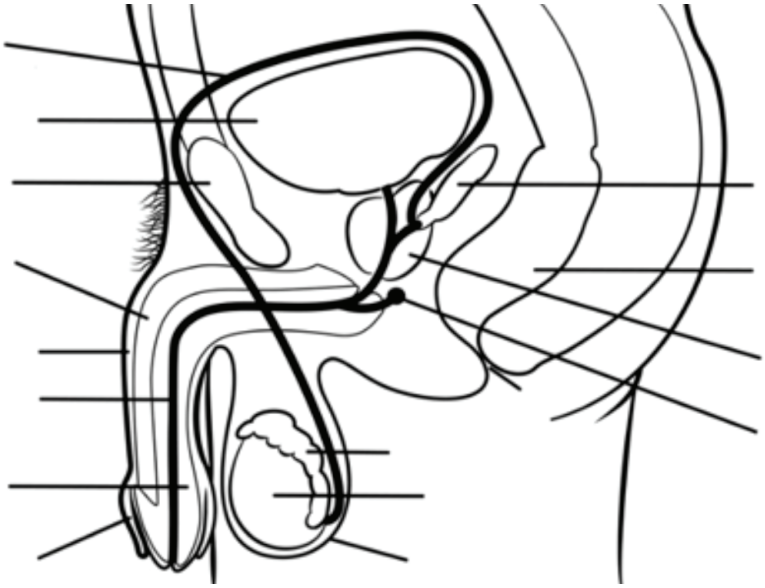
20 minutes

KNOWLEDGE ON THE MALE REPRODUCTIVE ORGANS

Facilitators should distribute copies of **Handout 5.1** and **Handout 5.2** to participants. Ask them to glue it in their journals

Repeat the previous activity, this time focussing on the male reproductive system. Ensure that the drawing below covers an entire sheet of flip chart paper.

Figure 3. Blank Male Anatomy Diagram



Department of Health, Government of Western Australia (n.d)

Facilitators will:

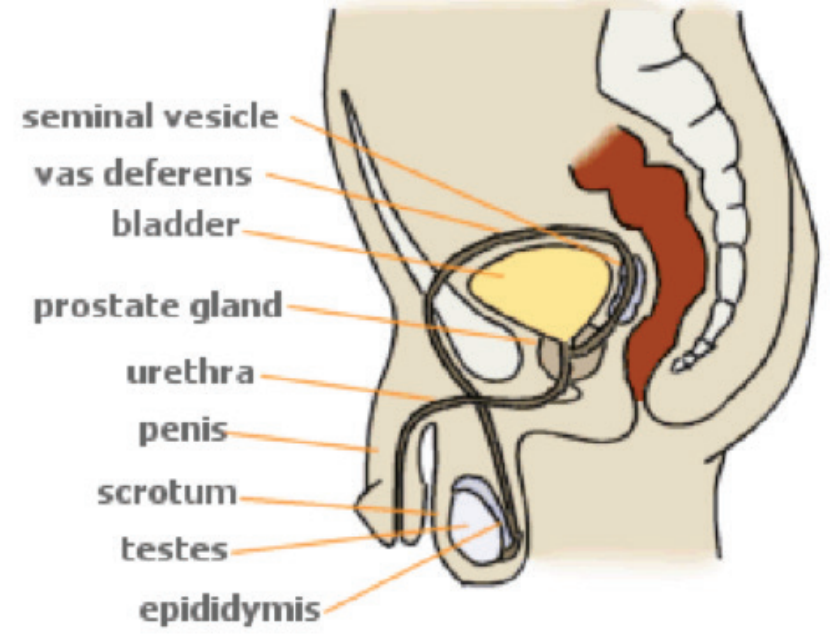
- **DISTRIBUTE** the Organs and Functions Flash cards:
  - **a.** Cards with names of the male reproductive organs.
  - **b.** Cards with corresponding functions of descriptions of reproductive organs.
- **ASK** participants to walk around the room and pair up with the person who has the corresponding card.

Once everyone has found their partner, **Facilitators will:**

- **INVITE EACH PAIR** to come to the front of the room and read the cards aloud. If the correct cards have been paired, ask the participants to **STICK OR PIN THE ORGAN CARD ON THE DIAGRAM** of the reproductive organ mounted on the wall. The function card can be stuck on the wall adjacent to the diagram.
- Encourage other participants to ask questions and offer assistance to their colleagues.
- **SUMMARIZE THE MAIN POINTS** learnt on male reproductive organs and ask how the activity helped to clarify the male reproductive organs.

HANDOUT 5.2

MALE REPRODUCTIVE SYSTEM



Male Reproductive Information to make Cards and Function*	
Male Reproductive Organ	**Corresponding description/function**
Prepuce	Foreskin that protects the head of the penis.
Testes	Two sex glands that produce sperm and male hormones.
Seminal vesicles	Pockets or glands where the white fluid (semen) is produced and the sperms stored.
Penis	Male sexual organ used for vaginal or anal sexual intercourse
Prostate	Exocrine gland of the male reproductive system which produces fluid.
Vas deferens	Tubes through which the man's sperms passes from the testicles to the penis
Scrotum	A sac which holds the testes, and protects them against extreme temperatures.
Pelvis	The bones containing and protecting the internal genital organs.
Epididymis	Coiled tubes leading from the testes to the vas deferens
Urethra	Long narrow tube inside the penis through which both sperms and urine pass
Cowper's gland	Produces fluid, which helps create a good environment for the sperm in the penile urethra where sperm mature.

*Definitions - German Foundation for World Population (DSW) (2006). Sexual and Reproductive Health Training Manual for Young People. (p31 for female definitions)

30 minutes

Alternative timing for 2-hour session is 60 minutes

MYTHS ABOUT THE FEMALE REPRODUCTIVE ORGANS FOR FEMALES AND MALES[5]

In this activity, participants will increase their knowledge of sexual functions of parts of the body. Facilitators should pay attention to the myths that exist in the group to be able to correct them with accurate information.

Facilitators will:

- **ASK** participants to work in small groups to instruct and attach sheets of flip chart paper with masking tape and trace the body outline of one of their group members
- **ASSIGN** a sex to the life size human body maps (Ensure that there are an equal number of male and female body maps)
- **ASK** participants to put the drawings of the human body on the floor or on the wall. Explain that this is an exercise on the use of language and its different connotations
- **DISTRIBUTE** the **BODY FLASH CARDS** with terms included on the table below

Female body	Male body
Breast	Penis
Hip	Beard
Pubic hair	Pubic hair
Armpit hair	Armpit hair
Anus	Nipple
Clitoris	Foreskin
Vagina	Anus
Labia minora	Bladder
Labia majora	Erection
Ovarian tube	Prostate
Nipple	Testicle

- **ASK** participants to work with their group and put their cards in the appropriate place.

5 Adapted from IPPF European network Training Manual For Sensitizing Intermediaries On Sexual Rights Of Young People With Learning Disabilities

- **ASK** participants to discuss other popular names for the body part and record those names on the body map.
- Reconvene the large group and have each small group present their body map.

Once all groups have presented, facilitators will convene a discussion about what they observed about the non-biological names given to parts of the human body. Use the following prompts to elicit a discussion:

- What do you notice about the names of female body parts as opposed to the names of male body parts?
- What kinds of qualities or characteristics are female body parts associated with ?
- What kinds of qualities or characteristics are male body parts associated with?
- Is a value associated with the different parts of the male and female body? What is the value?
- Do you notice any myths? (Facilitators should define myths as a false belief or story that explains a natural or social phenomenon) Are there any other myths about the human body that you know of?

NOTE that when names and a related value are assigned to male and female bodies and organs, this is what we mean when we talk about bodies in a gendered way. Gender refers to socially constructed ideas of what it means to be male or female and how we should behave based on our sex. Assigning negative values to female organs or referring to male sexual organs as tools for violence and aggression therefore are example of how ideas about gender and a ranking system or gender hierarchy is applied to our female or male bodies.

DISPELLING BODY MYTHS

Facilitators will:

- Draw a table on a sheet of flip chart paper as illustrated below

Body Myth	Body Fact

- List of all the myths that arise in the discussion in this table.
- Go through with participants all myths that have been shared and identify corresponding facts.

NOTE TO FACILITATORS.

Be sure to take time to discuss the myths and facts about male and female bodies and reproductive systems reinforcing the idea that through the use of myths and names, gendered ideas about male and female bodies and therefore about male and female abilities are reinforced which may restrict and prevent young men and women from achieving their full potential and from pursuing and fulfilling their dreams.

10 minutes

Alternative timing for 2-hour session is 20 minutes

PUBERTY: WHAT ELSE TO EXPECT[6]

This activity will build participants' understandings of the ways that gender roles change during adolescence and assess critically the impact of these changes on gender relations between and among males and females.

Facilitators will:

- **INTRODUCE** the topic by explaining that all young people experience changes with puberty and adolescence. Some of these changes are natural physical developments. Others are not physical developments; they are shifts in the way people treat you.
- **WALK** around and ask some participants to remove a slip of paper (Puberty Slips) from an envelope and read it aloud.
- **INVITE** participants to assess if what they are reading is a physical development that happens to young people all around the world, or a shift in how society treats young people when they reach puberty and adolescence.

Changes in the Body	Changes in how people treat you
Menstrual bleeding/mucus secretion (among girls)	New opportunities for leadership at school and in the community
Increased perspiration	Changes in responsibilities
Breast growth (among girls)	New pressures related to sexual activity
Wet dreams (among boys)	New pressures related to marriage
Voice changes (among boys)	New rules about how to dress
Increase in overall growth; need for extra nutrition	New rules about social mixing between boys & girls
Increase in sexual feelings	Change in the amount of freedom allowed

- **ASK** participants to turn to a person next to them and discuss how young people's gender roles and lives change with puberty and adolescence; ask specifically:
  - What do you notice about what boys encounter at puberty? Overall, is their freedom expanding or shrinking?
  - What do you notice about what girls encounter at puberty? Overall, is their freedom expanding or shrinking?
  - Could things be different? Is it possible to live in a way that would be better or fairer? What is your vision?
  - Name one way that the society could allow young people a better experience of puberty and adolescence.

6 2009 The Population Council, Inc It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education Accessed at www.popcouncil.org/publications/books/2010_ItsAllOne.asp

5 minutes

CLOSING ACTIVITY: MY PROMISE

Facilitators will ask participants to **WRITE** two short letters in their journal: "Promise to my future daughter" and "Promise to my future son." What is written should be based on the day's discussion. (Can be given as a homework assignment)

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. Gender and Puberty
- Check out: Ask participants to let facilitators know if they need further support
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

MODULE 6
SEXUALITY

Young people have the right and the capacity to create their desired experiences around sexuality and prevent unwanted experiences. The content in this module seeks to provide accurate, evidence-based knowledge about sex and sexuality. These approaches aim to foster improved help-seeking behaviours from participants, and reinforce that the motivation for sexual violence is not purely sexual but intricately connected to inequality and the abuse of power.

KEY LEARNING POINTS

The difference between Sex and Sexuality: Sex is a biological description which is determined by biology. Sexuality on the other hand refers to the capacity for sexual feelings and their expression. Sex is related to biology, while sexuality is related to feelings and expressions or behaviours. Sexuality is therefore strongly influenced by gender.

Gender Role Socialization: Gender Norms and expectations strongly influence sexual expression and sexual relationships. Gender hierarchies and the abuse of power to maintain these hierarchies impact both females and males in ways that limit their sexual expression and which may create vulnerabilities to sexual harassment, exploitation and violence. These gender narratives that play out in the way in which both women and men and boys and girls express their sexuality can be unhealthy and can cause or result in harm.

Session Component	Facilitators will:
Convene the session 5 minutes	• Welcome participants to Session 6/ Recap Session 5 • Review Working Agreements
Myth Busters 20 minutes	• Discuss the relationship between gender and sexuality
Sexuality: Concepts and Dimensions 40 minutes	• Define sexuality • Discuss different aspects of sexuality • Discuss sexual desire • Discuss the cultural norms that legitimizes the power of men over women's bodies.
Setting Safe Boundaries – For Females/ Talking About Sexuality – For Males 20 minutes	
Closing Activity & Session Wrap-up 5 minutes	• Provide quick recap ensuring that key messages are delivered

Materials/ Preparation	
Presentation/ Notetaking	
Flip chart paper or a news print paper; Easel board	PowerPoint Slides
Stationery/Supplies	**Flash Cards**
Post it notes	Sex and Sexuality Myth Cards
Handouts • The Truth about Desire Worksheet • Sexual Desire: What is the Truth • Evaluation Forms	**Journaling** Participant Journals

5 minutes

CONVENING THE SESSION

The participants should know from the moment they enter the room that they are about to begin a new session. Facilitators should write 'Session 6' on the flip chart board. Include on that first page of the flip board:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

It is extremely important that in this session facilitators model a positive attitude towards discussions on sex and sexuality. Open communication on the subject of sex and sexuality with partners or in a peer group should be encouraged. Facilitators should be aware that some adolescents in this group may be victims of sexual abuse or assault. This session must be delivered without judgement, and in a manner and tone which makes participants feel comfortable, safe and validated.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual established in the first session is performed
- Quick Recap of previous session performed

Facilitator should tell participants that this session is not meant to provide religious guidance around sex and sexuality. It is designed to present factual information and to stimulate discussion. Remind participants that they are not to sit in judgement of each other and that these sessions are to remain confidential. This is a good time to review the rules of group engagement which were committed during the first session.

Facilitators must clarify that they are not presuming that anyone is currently having sexual experiences; no one is asked to make any such disclosure. This session however assumes that everyone may engage in sexual activity at some stage of their life and the discussions are based around that eventuality. For the purposes of this group, "sexual activity" refers to anything from holding hands with a partner to engaging in sexual intercourse.

20 minutes

MYTH BUSTERS[7]

Facilitators will:

- **STICK** a sheet of paper saying "TRUE" to the wall on one side of the room, one saying "FALSE" on the opposite side, and another saying "I HAVE NO IDEA WHAT THIS MEANS" in another location. No discussion is required from participants at this stage. This segment is also meant to function as a barometer of the level of education and comfort that these participants have with the subject.
- **ASK** participants to stand at the place that reflects their response to the statements below. After each statement, randomly ask a few participants why they choose to move to their given position.
  1. Having sex means having intercourse.
  2. Sex is only for reproduction.
  3. Adolescent males have a greater sex drive than adolescent girls.
  4. The more knowledge adolescents have about their sexuality, the more likely they will engage in intercourse.
  5. Adolescent males know more about their own and female sexuality than do females.
  6. Girls need love -boys need sex.
  7. Boys have a penis -girls have a vagina.
  8. The sexual behaviour of adolescents is strongly influenced by the perception of his or her gender role.
  9. There are many myths about sexuality.
- **Ask** participants to return to their seats. Randomly distribute the **SEX AND SEXUALITY MYTH FLASH** cards with the following responses to each of the 9 statements. Ask participants to read the responses aloud for each statement. Briefly address any questions that may arise.
  1. Having sex means having intercourse. False. Although the word "sex" is often used to mean intercourse, there is much more to having sex than only intercourse. Sex also often involves sexual activity, which can be very pleasurable and may lead to sexual arousal and even orgasm, includes caressing, kissing, masturbation and oral sex.
  2. Sex is only for reproduction. **False**. While sexual intercourse is necessary for reproduction, sexual relations are also important for enhancing intimacy, for pleasure and for forming relationships.
  3. Adolescent males have a greater sex drive than adolescent girls. False. This is a common belief but there is no evidence to support it. Females have just as much sexual drive as males but society's ideas about different standards of correct and incorrect behaviour for men and women make it appropriate for men to express sexual desire and to be initiators and often sets up an expectation that women will be compliant and passive recipients for whom it is inappropriate to express sexual desire or to initiate sexual activity.
  4. The more knowledge adolescents have about their sexuality, the more likely they will engage in intercourse. False. Many research studies show that just the opposite is true. If well educated, adolescents are less likely to find themselves ill prepared for relationship development and sexual decision-making.

7 Adapted from Medical Women's International Association (2002) The Adolescents Sexuality Training Manual

5 Adolescent males know more about their own and female sexuality than do females. False. Society's expectation is that males, being the initiator, know it all. This puts males in a difficult position if they wish to ask questions or admit that they do not know it all. It may also work to restrict girls from gaining knowledge about their bodies and sexuality.

6 Girls need love -boys need sex. False. This is another myth about the differing sexual needs of females and males. Girls have as much sexual desire as boys. Boys are as much in need of intimacy and affection as girls.

7 Boys have a penis -girls have a vagina. This is both true and false. Although this is generally true, there are individuals who are born with sexual anatomy that does not seem to fit the typical definitions of female or male as they may be born with both male and female organs. This sexual anatomy is called Intersex.

8 The sexual behaviour of adolescents is strongly influenced by the perception of his or her gender role. True. Most societies strongly influence the perception of females and males about their appropriate gender roles. From early childhood, children are exposed to messages from parents, schools, media, friends and religious institutions about how they are expected to behave as males and females in their society. In these roles, boys are expected to be strong, aggressive, to take leadership and to be sexually knowledgeable and experienced. Girls are expected to be passive, weak, followers and sexually naive. It may be stressful for females or males to step out of this role, particularly in their sexual interactions.

9 There are many myths about sex. True. The biggest myth of all is that there are no myths. Some of these myths are:

- If a boy does not have sex by the time he is 13, the sperm will damage his testes and his penis will shrivel up and die.
- You cannot get pregnant the first time you have sex.
- If you have sex with a younger boy, you cannot get pregnant.
- The number of girls a boy sleeps with is a measure of his sexual prowess.
- When a man allows a woman to be on top during sexual intercourse it means he is weak.
- Men need sex, women need love. Men need sex more than women do. Men must be the initiators.

40 minutes

Alternative timing for 2-hour session is 45 minutes

SEXUALITY: CONCEPT AND DIMENSIONS

GROUP BRAINSTORMING[8]

This activity is geared towards inviting participants to understand the diverse meanings of sexuality and how individuals experience it.

Facilitators will:

- **ASK** participants for words that may be related to sexuality. Reinforce that there are no right or wrong words.
- **EXPLAIN** that 'sexuality' is a diverse concept and everyone has a different experience and understanding of it.
- **ASK** participants to write each word on a post-it note.
- **ASK** participants to share the words with the entire group. As a new word is offered, ask participants to put the words into categories. On a flipchart write the category name and place the post it note under the designated category.

The rule is that every word the participants come up with is accepted. Briefly explore whatever comes up. It enables participants to understand that sexuality is a broad subject and that it's different for every person. The purpose of this activity is to get them thinking about sexuality.

WHAT IS SEXUALITY?[9]

Facilitators will define sexuality as follows:

Sexuality describes the ways in which a person goes about expressing herself or himself as a sexual being. Sexual expression can be seen in the ways we act, speak and dress. Sexuality is therefore not limited to sexual intercourse or any sexual behaviours.

There are four major components of sexuality:

1 **Sensuality**
2 **Intimacy in Relationships**
3 **Sexual Identity**
4 **Gender Identity**

8 Adapted from Keep Me Safe Training Manual For sensitizing intermediaries on sexual rights of young people with learning disabilities, n.d. Accessed at http://www.ippfen.org/sites/default/files/KMS%20TRAINING%20manual%20for%20INTERMEDIARIES%20-%20designed.pdf

9 International Sexuality and HIV Curriculum Working Group., Haberland, N., Rogow, D., & Population Council. (2009). It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. New York: Population Council.

Facilitators will explain each category as follows:

- **Sensuality** is the enjoyment, expression, or pursuit of pleasure as a result of using your senses, especially sexual pleasure.
- **Intimacy** is a state of being close, affectionate or loving with others.
- **Sexual Identity** refers to how you think of yourself in terms of who you are romantically or sexually. It includes your sexual orientation – who you are sexually attracted to and or desire to have sex with. Sexual identity is different from your gender identity.
- **Gender identity** refers to your internal sense of being a man or a woman and how this is performed or expressed externally i.e. in dress, mannerisms, attitudes, values and behaviours. Gender expression occurs on a continuum which includes a gender binary of masculine on one end and feminine on the other.

Most people however express gender identities which combine characteristics which are associated with both masculinity and femininity with females generally adopting gender identities which are closer to the femininity end of the scale or gender binary and males adopting gender identities which are closer to the masculinity end of the scale or gender binary. This does not however apply to all people.

The word **transgender** refers to a person whose biological sex does not correspond with their expected external expression of gender identity this refers to for example someone who was born with male sex organs yet identifies and feels more comfortable with a more feminine gender identity and in turn someone who may have been born with female sex organs but who identifies and feels more comfortable with a more masculine gender identity.

NOTE TO FACILITATORS

As in session two when the concept of gender was first introduced, facilitators may need to address topics related to sexual orientation, transgender and non-gender binary identification which may arise through questions from participants. Facilitators should be prepared to respond to these questions and requests for clarification utilising guidance included in this toolkit.

Facilitators will continue to EXPLAIN that Sexuality:

- Is experienced in thoughts, feelings, and practices.
- May be expressed by oneself or with others.
- Includes desires or practices involving someone of the other sex, the same sex, or both.

Furthermore:

- At different times most of us will experience various emotions related to sexuality. We may feel excitement, confusion, anguish, happiness, or many other feelings. Such emotions may be intense or, at other times, mild.
- Feeling discomfort and/ or a lack of confidence about sexuality is part of growing up. Such comfort is also influenced by individual, family, and social factors and experiences.

Facilitators will put participants into four groups and assign each group one of the components of sexuality. Each group will be asked to discuss and make notes of the ways in which the following can impact or influence the component of sexuality that they were assigned:

- Values and beliefs
- Attitudes
- Physical attributes
- Societal expectations

Facilitators will invite participants to summarise their discussions with the large group.

NOTE TO FACILITATORS

Facilitators should be prepared to respond to participants' concerns regarding religious teachings on sexual expression and sexual intercourse for young people including outside the context of marriage as well as to teachings related to sexual orientation. Remember the focus of this curriculum is to promote respect for the human rights and freedoms of all persons and to promote tolerance and non- discrimination. It is also meant to be used to provide a space for young persons to feel safe to ask questions and to share experiences if they want to. It is not meant to usurp religious teachings or beliefs or to cast judgements about right or wrong behaviour. The promotion of fair treatment, non-discrimination and respect for the dignity of all persons should remain the key focus particularly when strong feelings related to issues of sexual orientation or gender identity arise.

THE TRUTH ABOUT DESIRE[10]

Facilitators will:

- **TELL** participants that we will complete a true-or-false exercise.
- **DISTRIBUTE** the worksheet and instruct participants to fill it out quickly. Ask a volunteer to read the first statement and then encourage discussion by asking:
  - How many of you think that statement is true? Who thinks it is false?
  - *If no one offers the correct answer, ask questions to help the group reach the correct response. Offer the correct answer yourself only if no one in the group comes up with it. Be sure to ask if anyone still has a question or comment.*
  - Repeat this process for each statement.
  - Allocate the last 5 minutes to ask:
    - i. What effect can this kind of misinformation have on our feelings about ourselves and our sexuality?
    - ii. What do you notice about society's messages about male desire compared with its messages about female desire?

NOTE TO FACILITATORS

Facilitators may need to adapt this worksheet for younger age groups selecting only specific questions or adding in questions and answers that they deem to be appropriate to the specific age group. This especially relates to the 13-14 age group.

10 International Sexuality and HIV Curriculum Working Group., Haberland, N., Rogow, D., & Population Council. (2009). It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. New York: Population Council.

WORKSHEET 6.1 SEXUAL DESIRE: WHAT IS THE TRUTH?

Read each statement. Decide if it is true (T) or false (F). Mark your answer in the box on the right. T or F?

Statement	T or F
1 Most women do not really desire sex.	
2 If you desire sex, you have to have it.	
3 The social expectation that women should not want sex can affect their level of desire.	
4 If a man or boy gets an erection, it means he wants to have sex; if a girl's or woman's vagina lubricates, it means she wants to have sex.	
5 Some women want to have sex more than their sex partners do.	
6 People have sexual fantasies about things that they do not desire to experience in real life.	
7 Fear of becoming pregnant or of becoming infected with an STI can affect sexual desire.	
8 Everyone's level of sexual desire changes over time and with different circumstances.	
9 If you are male, then you want to have sex all the time.	
10 Most older people still feel sexual desire.	
11 If a man does not get an erection in a sexual situation, he does not desire the person he's with.	
12 Some medications affect sexual desire.	
13 A person can feel sexual desire for someone he or she does not love.	
14 It is normal for men not to want sex sometimes.	
15 If you desire sex, you will become sexually excited.	

HANDOUT 6.2 SEXUAL DESIRE: WHAT IS THE TRUTH?

1. **False**. Most women do desire sex. However, if a woman does not get pleasure from sex, she may lose interest.

2. **False**. Sexual desire does not have to lead to sexual activity. In fact, people can enjoy feeling "turned on" without wanting to have sex.

3. **True**. Sexual desire is affected by social expectations. If a woman thinks she should not want sex, she may suppress or deny her desire.

4. **False**. Erections and lubrication can occur for no reason or for reasons not related to desire. For example, most males wake up with an erection in the morning because their bladders are full. Teenage boys often get spontaneous erections that are not related to sexual desire or excitement.

5. **True**. Levels of sexual desire vary by individual and circumstance. In some couples, or at some points in life, a woman may desire sex more than her partner does.

6. **True**. Fantasies are often just fantasies. A person may not want to experience the fantasy.

7. **True**. Emotional states, such as fear, can affect a person's sexual desire.

8. **True**. "Normal" levels of sexual desire vary widely and change. Sexual desire is affected by physical, emotional, and social factors. If a person's level of desire is causing him or her a problem, the person can talk with a sexual health professional.

9. **False**. Men do not always desire sex. They experience variations in their levels of desire, as do all people.

10. **True**. Sexual desire may decrease with age. If a society frowns on elderly people's sexuality, their level of desire may be affected by stigma. Many people experience some sexual desire throughout their lives.

11. **False**. A man may not get an erection in a sexual situation for many reasons, including medical conditions (for example, diabetes or heart disease), the use of certain drugs, and emotional factors (such as anxiety about sexual performance, anger at the other person or about someone else, or because he is preoccupied).

12. **True**. A decrease in sexual desire is one side effect of some medications. Some medications such as Viagra increase erectile function and are taken specifically for that purpose.

13. **True**. People often confuse sexual desire and love. You may love someone and not desire to have sex with them, and you can desire to have sex with someone whom you do not love,

14. **True**. No one, whether male or female, always wants to have sex.

15. **False**. Sometimes people do desire sex but do not become sexually excited. This situation happens to most people at some point. It is not something to worry about.

20 minutes

Alternative timing for 2-hour session is 45 minutes

SETTING SAFE BOUNDARIES[11] FOR FEMALES

In this activity facilitators will ask participants to explore the levels of comfort or discomfort within their own bodies, in the realm of close physical proximity to another. Facilitators must be prepared to discuss the concept of "boundary" in terms of self-esteem, personal agency, and the capacity to maintain a sense of power and control over one's own personhood.

NOTE TO FACILITATORS

Please note that this session is divided into different activities for the groups of young men and groups of young women . Please follow the activities related to the sex of the group that you are working with. If time permits the facilitators may also choose to do both activities with each group.

Facilitators will:

- **Clear** an area large enough for two people to stand at opposite ends of the room and have an unobstructed path to each other (about 18 feet if you have a larger room).
- **Ask** for two volunteers. Have them stand at opposite ends of the room, facing each other.
- **Ask** the volunteers to walk very slowly toward each other, looking at each other but not speaking.
- **Instruct** Person A to say STOP when the distance between the two people is about to become uncomfortable for her. Person B is to stop immediately, and the two people should continue looking at each other.
- Then have the volunteers go back to their original spots and walk very slowly toward each other again. This time Person B should say STOP whenever the distance begins to feel uncomfortable.
- **Repeat** this with a couple of other pairs of volunteers.

DISCUSSION POINTS

Does it happen sometimes that even when you feel very uncomfortable with someone's presence, you don't ask them to stop? Why might some people have difficulty setting boundaries? Possibilities:

- not wanting to hurt the other person's feelings
- not having thought about it before, and therefore being unsure of your own feelings

11 http://www.wcsap.org/sites/www.wcsap.org/files/uploads/resources_and_pubs/teen_support_guide_04_2013.pdf pg. 89

- not realizing you are uncomfortable until after it happens
- being concerned about what other people may think of your boundaries

TALK ABOUT some of the variables that make a difference in how comfortable people are with physical proximity, including:

- how well the two people know each other
- the relative size of the two people
- the person's gender or perceived gender
- cultural norms
- the perception of the other person's mood or propensity for violence--in other words, you would not want to get too close to someone who looked angry or dangerous.

DISCUSS WITH THE GROUP how people react when you set boundaries. Do they try to make you feel stupid, uncool, or unreasonable?

- Be sure to explicitly say that power differentials make it very hard to set boundaries and this can lead to victimization.
- **MAKE THE POINT** that if a person who does not respect your general boundaries (such as the amount of time you spend together, your requests for privacy, sharing your clothing or other things), may also be less likely to respect your physical boundaries.
- **REMIND PARTICIPANTS** that being victimized is never the fault of the victim. As a society, we need to be sure that people learn to respect each other's boundaries. Often, when boundaries are violated (as in sexual abuse or assault), people blame the victim for failing to set boundaries, when the blame actually lies with the perpetrator for failing to respect those boundaries or even to think or ask about them.

20 minutes

Alternative timing for 2-hour session is 45 minutes

TALKING ABOUT SEXUALITY FOR MALES[12]

This segment starts as a large group discussion for the males to exchange perceptions, cultural norms, beliefs, and practices about sexuality among boys and men. Use the following questions to spark the discussion:

- What is the meaning of sexuality and sex for men?
- Is sex important for 'being a man'?
- Do men need sex more than women do?

In small groups of 3 or 4, **ASK** participants to discuss the following:

- What are seen as acceptable expressions of sexuality for men in our culture/society? How are men supposed to express their sexuality in relation to women?
- How can men and boys influence cultural norms to respect women? What three things can men and boys do to respect women and girls especially where their bodies sex and sexuality are concerned?

Reconvene the group and **ASK** each group to summarise their discussion points.

Make a note of all the responses on flip chart paper.

12 Gary Barker, Henny Slegh, & Piotr Pawlak. (2012). Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment. CARE Rwanda.

5 minutes

CLOSING ACTIVITY: WHAT DOES SEXUALITY MEAN TO ME?

Facilitators will ask participants to use their art supplies to illustrate a response to the question:

What does 'sexuality' mean to me?

NOTE TO FACILITATORS

If you are planning to conduct joint sessions with both females and males for Modules 8 and 11, please give participants an update on these plans and answer any questions which may arise

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. *The difference between Sex and Sexuality*
  b. *Gender Role Socialization*
- Check out: Ask participants to let facilitators know if they need further support
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

MODULE 7
GENDER-BASED DISCRIMINATION AND GBV

In this module, participants learn about the many ways in which discrimination and violence are fuelled by gender hierarchies and by an imbalance in gender power relations. This gender order gives legitimacy to and encourages tolerance and acceptance of the destructive and harmful use of power and authority by some individuals against and over others because of an ascribed higher value placed on qualities associated with masculinity and a lower value on qualities associated with femininity. Additionally because of these differences in value this gender order supports the control of the group that is defined as more powerful over the less powerful group through the use of many different forms of violence. Physical and psychological abuse as well as bullying are among the types of Gender-Based Violence (GBV) and discrimination addressed in this module. In addition to building a sound understanding of GBV, participants will come to embrace the notion that victims are never to blame for violence perpetrated against them. Violence is a choice that a perpetrator makes and each individual has the capacity, and the responsibility to help end the cycle of violence in their homes and communities.

KEY LEARNING POINTS

Gender-Based Discrimination[13]: This type of discrimination is any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms. It prevents a person from enjoying full human rights.

Gender- Based Violence (GBV): This encompasses all forms of violence directed at an individual, deemed justifiable because of her or his gender, including, but not limited to, domestic violence, rape and sexual assault, community violence, gender-based bullying and emotional or psychological abuse.

Sexual Violence: All forms of sexual violence are equally egregious and suggestions of hierarchies of abuse are reflective of gender inequalities. It also reflects the devaluing of women's bodies and their inherent human rights. There must always be mutual agreement and consent in any form of sexual behaviour. Regardless of the sensitivities around and uncertainties or "greyness" of coerced and forced sex, all sexual behaviour without consent is sexual violence. Definitions of sexual violence are often found in sexual offences legislation and can include vaginal and anal rape, penetration with objects, penetration with the penis of other orifices in the body, oral sex, forced prostitution or sexual exploitation. Especially for minors this can include: forced exposure to pornography, exposure to sexually explicit material via the internet and other social media, forced sexual touching or grooming.

Session Component	Facilitators will:
Convene the session 5 minutes	• Welcome participants to Session 7/ Recap Session 6 • Review Working Agreements
Types of GBV 40 minutes	• Discuss types of GBV • Examine the ways in which inequality is used to justify GBV
Where on the line? 40 minutes	• Discuss sexual violence • Examine the subtle nature of coercive sexual violence
Closing Activity & Session Wrap-up 5 minutes	• Provide quick recap ensuring that key messages are delivered

Materials/ Preparation

Presentation/ Notetaking

Flip chart paper or a news print paper; Easel board

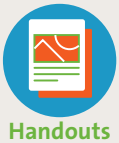
PowerPoint Slides

Stationery/Supplies

Masking tape

String

Flash Cards
GBV Case Studies



Handouts
Case Studies

13 ICRW, 2011. GEMS Training Manual for facilitators. New Delhi

5 minutes

CONVENING THE SESSION

The participants should know from the moment they enter the room that they are about to begin a new session. Facilitators should write 'Session 7' on the flip board chart. Include on that first page of the flip board:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

As with the previous session, facilitators should be aware that some participants in this group may be or have been victims of or may have been witness to domestic violence as well as sexual abuse or assault. This session must be delivered without judgement, and in a manner and tone which makes participants feel comfortable, safe and validated. Remember that there is experience and wisdom in the room. Participants emerge from a range of backgrounds and for some people, the topic of gender-based and sexual violence in particular may trigger deep negative feelings. Some participants may respond with resistance in the form of aggression or withdrawal. Focus on the topic, communicate positive regard and respect the experience in the room.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual established in the first session is performed
- Quick Recap of previous session performed

40 minutes

Alternative timing for 2-hour session is 55 minutes

TYPES OF GBV[14]

Present and review the list of 'punishments' from the flipchart sheets prepared in Module 2 during the Gender Box activity.

Facilitators will:

- **REMIND** participants of the main messages from Module 2 when gender norms were discussed, i.e. that society places rigid expectations on both females and males to look and behave in certain ways. People who don't conform to societal norms or ideals and are not in the 'gender box' are punished in various ways. These 'punishments' are forms of GBV.
- **SHOW** participants the list of 'punishments' that they came up with and ask them to add other forms of violence or abuse that they know of. If not already mentioned, probe for: bullying, intimidation, isolation, name-calling, spreading rumours, sharing private photos and videos on facebook, whatsapp or snapchat, homophobic abuse, sexual violence, sexual harassment and different types of physical violence like pushing, punching etc.
- **WRITE TEN FORMS OF GBV** on a flip chart sheet:
  1. Gender based bullying
  2. Physical violence
  3. Sexual violence
  4. Psychological or Emotional violence
  5. Sexual abuse
  6. Rape
  7. Forced Marriage
  8. Marital Rape/ Spousal Rape
  9. Sexual Harassment
  10. Economic Violence
- Randomly **DISTRIBUTE** flashcards with the definitions of types of GBV[15]. Ask individual participants to read the definitions aloud. When the definitions are read, ask participants to determine which type of GBV is being defined. Tell the participants that they must achieve consensus before you confirm that they have accurately paired the definition with the form of GBV to which it refers.

14 Mediterranean Institute of Gender Studies, 2012. Youth for youth a Manual for empowering young people in preventing gender-based violence through peer education

15 Adapted from DSW, 2014, SRH Facilitators' Training Manual, p18

HANDOUT 7.1

GBV DEFINITIONS[16]

Psychological or Emotional violence

This includes intimidation or threatening of physical harm, restricted freedom of movement, verbal abuse, controlling, denial of care and love, embarrassments.

Gender based bullying

This is aimed at individuals considered not to conform to the ideal norms associated with masculinity and femininity in a given context. It is a form of psychological violence and it includes sexual harassment, stalking, isolation, ridiculing, put-downs and offensive name-calling, intimidation, controlling who a person can see or what they can wear, sexual innuendos, and jokes about the sexuality of boys and the sexual availability of women. It can be seen as an act of punishment towards the victim or as an attempt to 'normalise' victims into 'proper males' and 'proper females'.

Physical violence

This is forced labour, trafficking, beating, kicking, slapping or other physical harm perpetrated on another.

Sexual abuse

Acts or threats of physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. This includes but is not limited to attempted or committed rape, any forced and non-consensual sexual act, as well as sexual behaviour that the victim finds humiliating and degrading.

Forced Marriage

Any marriage conducted without the full consent of both parties and where duress is a factor. Early marriages often include some element of force.

Child (early) Marriage

Early marriage is generally classified as a type of gender-based violence and of forced marriage, given that boys and girls under 18 years of age are considered too young to give valid consent.

Rape

Non-consensual sexual intercourse that is committed by physical force, threat of injury, or other duress. Rape can occur when the offender and victim have a pre-existing relationship (sometimes called date rape).

Marital Rape/ Spousal Rape

Non-consensual sexual assault in which the perpetrator is the victim's spouse.

Sexual Harassment

Unsolicited verbal or physical behaviour of a sexual nature. Sexual harassment may include any sexually motivated behaviour considered offensive by the recipient.

Sexual Violence

Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim

Economic Violence

Lack of access to land rights, rights of inheritance and education, destruction of women's property, withholding money.

16 adaptation DSW, 2014, SRH Facilitators' Training Manual, p14 a

Facilitators will:

- **ENSURE** that the participants have the accurate pairing of forms of GBV with the appropriate definitions. Clarify any inaccuracies and justify each of the definitions.
- **EXPLAIN** that **POWER** is at the root of all forms of GBV. The person who perpetrates GBV is using their **POWER** over another person.
- **REMIND** participants of previous discussions about gender hierarchies. Recall the gender pyramid created during module 2. Recall that differential value was ascribed to groups of people because of their gender. GBV is fuelled by HIERARCHIES OF POWER where one person discriminates against another on the basis of their gender or sexual orientation. Hierarchies of power are justified by gender norms, values and beliefs which support inequalities between women and men as well as among men and among women. These hierarchies of power function to support GBV because it creates an environment where GBV is accepted.
- **HIGHLIGHT** the following points in summary:
  - GBV is an umbrella term for any kind of real or perceived discrimination or harmful acts focused toward someone because of their gender or sexual orientation
  - GBV has many forms: physical, sexual, psychological, economic or socio-cultural.
  - GBV affects both women and men but affects women and girls more because they are ranked lower in the gender and power hierarchies.

Facilitators will then ask participants to work in groups of 3 or 4. Participants will be given a few minutes to rate the top 5 forms of GBV from 1 to 5, where 1 is 'very serious' and 5 is 'not serious at all'. Each group will share with the large group which 5 types of GBV they selected and how they were rated. When all the groups have presented, facilitators will pose the following discussion questions:

- Why are certain types of violence perceived as more serious or less serious?
- Is the impact of different forms of GBV worse than others?

At the end of the discussion, summarize that often psychological forms of violence are thought to be 'less serious' and some may even be perceived as 'not serious at all'. It is important that participants understand the impact of psychological violence and furthermore that all types of violence are equally serious.

40 minutes

Alternative timing for 2-hour session is 55 minutes

WHERE ON THE LINE? THE CONTINUUM BETWEEN SEXUAL CHOICE AND COERCION[17]

Facilitators will ask participants to rate case studies on a continuum between forced sex and voluntary and desired sex. In this activity, participants will be asked to recognize cases where sex is voluntary but not wanted.

Facilitators will:

- **Attach a string** horizontally across the room. At one end label: "Completely forced, not desired" and at the other end label: "Fully voluntary, desired."
- **Introduce** the topic and explain that there is a continuum between sex that is forced and completely undesired and sex that is fully voluntary and desired.
- **Ask**:
  - **a.** What do we call sex that is forced? After they respond, add the word "rape" at that end of the continuum.
  - **b.** If a person agrees to have sex, does that always mean that he or she actually wants to have sex? After they respond, ask: When sex is voluntary but not really wanted, would that be at one end of the string or somewhere in between the two ends?
- **Divide** participants into four groups. Give each group the handout and a set of paper clips
- **Explain** to participants that they will:
  - **a.** Read over each scenario in their group. Then talk it over and decide where on the string — the 0 to 10 continuum — you think the case study falls.
  - **a.** Mark the case with your names [with a coloured marker]. Then attach it with a paper clip at the place on the string where you have decided it fits.
- **Circulate** among the groups and offer help. Allow them to spend extra time discussing their views even if they do not complete all the case studies.
- After 15 minutes, **ask** someone from one group to read the first case study and explain where on the 0 to 10 continuum his/her group put it and why. Allow two to three minutes for the other groups to indicate where

17 International Sexuality and HIV Curriculum Working Group., Haberland, N., Rogow, D., & Population Council. (2009). It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. New York: Population Council.

they put it on the continuum; encourage them to discuss any differences of opinion. Repeat this process for each case study

- **Reserve** ten minutes at the end to discuss the following questions:
  - **a.** Forcing someone to have unwanted sex is a violation of that person's human rights. By a show of hands, who believes that forced sex is common among young people? Who thinks it is rare?
  - **b.** We discussed that a person who does not want to have sex and is not forced into it may still voluntarily engage in sex. Who believes this is a fairly common experience among young people? Who thinks it is rare?
  - **c.** Are young people equally likely to have sex in a situation that is not forced but also not desired? [Probe: Do you think young people usually share equal power in sexual relationships? What about adult men and women?] [Note: Emphasize that even if a situation does not fall at the extreme "forced" end of the spectrum it may, nonetheless, be unacceptable.]
  - **d.** Does a person always know whether his or her partner really wants to have sex? What are some ways to be sure? [Probe for: Ask the person! Talking it over together beforehand is best. What if you ask and your partner is not sure what he or she wants?

NOTE TO FACILITATORS

Facilitators should be mindful that there is always the possibility that there may be a participant or participants who are currently victims of sexual violence at the hands of peers or adults. Facilitators should therefore be aware of the emotional reactions of participants during this session and be prepared to respond if a participant becomes overwhelmed. Facilitators must also pay particular attention to asking if any participants need additional support in the check out activity.

HANDOUT 7.2

CASE STUDIES

MOHAMMED and AMMA: Mohammed wants to have sex but his wife Amma does not feel like it tonight. She has been taught that it is a wife's duty to have sex whenever her husband wants it unless she feels sick or is menstruating, so she has sex with Mohammed.

NINA and CARL: Nina, age 18, has been going out with Carl for about six months. He has told her several times that he really wants to have sex with her, but only if she wants to. Nina feels unsure but she thinks that she should do what her boyfriend wants. She knows other young women have sex with their boyfriends and is concerned that he might leave her if she doesn't, although Carl has never threatened to do so. The next time they are intimate, they have sex.

JACOB and GRACE: Jacob and his girlfriend Grace are alone at his parents' house. Jacob, drunk and slurring his words, lies down on the floor. Grace, who also had a bit to drink, lies down next to him. Feeling uninhibited, she takes the initiative and has oral sex with him. Jacob feels confused and is not sure what to say. He doesn't remember anything the next day.

HENRY and MARIA: Henry and Maria have been kissing passionately. When Henry starts to undress Maria, she tries to stop him and says, "No". Henry thinks she wants more but that she is worried about admitting it. So he keeps trying. After trying to push Henry away and saying "no" for five minutes, she eventually stops struggling and just lies there. Henry goes ahead and has intercourse with her.

AJIT and ANILA: Ajit and Anila have met only a couple of times, always with supervision. Ajit seems like a good person so Anila agrees when her parents tell her that Ajit wants to marry her. Anila has been taught that everything related to sex is shameful. She has heard that it hurts the first time and will make her bleed. She is really scared. She hardly knows Ajit and feels ashamed at the thought of him touching her body. She isn't interested in having sex and doesn't feel excited, but she knows that when you get married, you must have sex on the wedding night. She lets Ajit have sex with her.

SELAH and JAMES: The last time Selah refused her husband James, he threatened her and beat her badly, giving her a black eye. She doesn't want to have sex with James today but he might beat her again, so she doesn't refuse.

LIN and YANG: Lin's boyfriend Yang is really pressuring her to have sex. She knows that she doesn't really want to do it, but she came with Yang alone to this secluded place. Thinking it is inevitable, she just lets Yang do what he wants without saying anything.

TEO and HELENA: Teo and Helena are classmates at university. They have been dating for a few months and are very attracted to each other. They are not deeply in love but they agree that they want to have sex. After agreeing to use a condom, they have sexual intercourse.

GINA and AHMED: Gina comes from a poor family. She works in a shop for Ahmed and her salary is her family's main income. One day Ahmed starts touching her and after the shop closes, he pulls her into the storeroom in the back and lifts up her dress. Gina is confused, and frightened about losing her job. She starts to resist but when Ahmed says, "What? You don't like working here?" she gives in.

JULIA and OSCAR: Oscar is not sure if he really wants to have sex with Julia, but Julia suggested it and he is afraid that his friends will find out and tease him if he says no. He goes ahead.

PETER and LAURA: Peter often buys Laura gifts and other things she needs. Tonight they went out for dinner and he paid. Even though Laura doesn't feel ready to have sex, she feels that she owes it to Peter. She doesn't refuse him.

VERA and WILLIAM: Vera and William have had sex once before. Tonight, William tells Vera that he has been wanting her all day. Vera would rather just hang out and talk, but she thinks that since they did it once, there is no going back. When William starts to take off his clothes, Vera says nothing to him and they have sex again.

EMMA and ROBERT: One evening Emma drank a lot. Robert finds her lying on the bed, passed out cold. He takes off her clothes and has sex with her. She doesn't wake up.

5 minutes

CLOSING ACTIVITY: MY SEXUAL BOUNDARIES

Facilitators will ask participants to make a list of their sexual boundaries: Write 5 things that are okay with you and 5 things that are not okay when it comes to your sexual boundaries.

NOTE TO FACILITATORS WHO ARE PLANNING TO CONDUCT A JOINT SESSION WITH YOUNG PEOPLE FOR MODULE 8

Remind the participants that they will be part of a larger group for the next module (Module 8: Human Rights). Remind the participants that the prospect of merging with another group was raised as a possibility the very first time the group met for Module one. The logistics of the joint session should be reviewed with details about the following given to the participants:

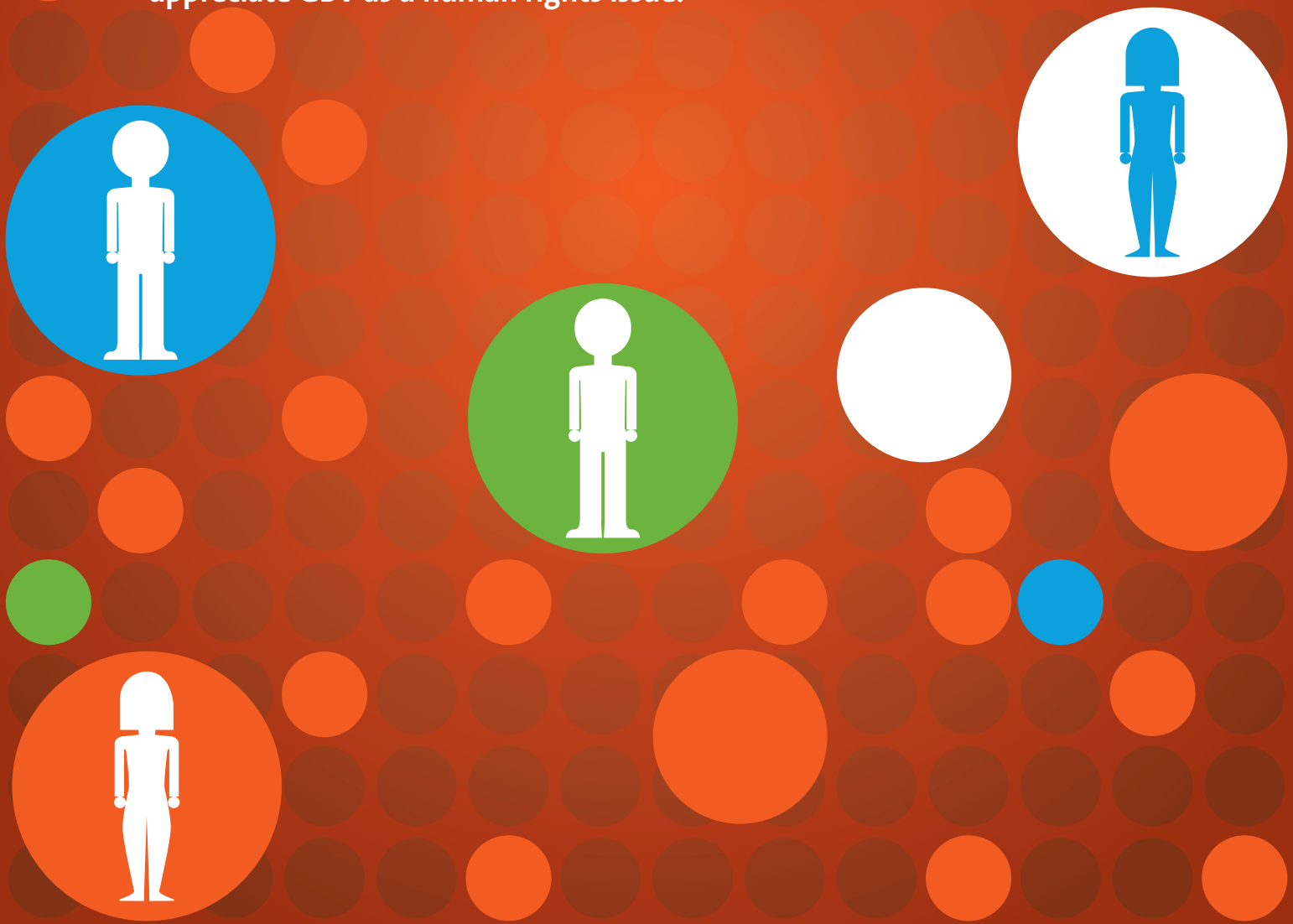
- Location of session
- Time and Date

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. *Gender-Based Discrimination*
  b. *GBV*
  c. *Sexual Violence*
- Check out: Ask participants to let facilitators know if they need further support
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

MODULE 8
HUMAN RIGHTS

This module gives an introduction to basic human rights. Many people are not aware of their basic human rights and often young people think of rights as something they will obtain when they get older. In this Module, participants explore rights and corresponding responsibilities. They also become familiar with some of the legal frameworks that protect their right to experience a life free of violence. Participants will also learn to appreciate GBV as a human rights issue.



KEY LEARNING POINTS

Human rights are about respect for everyone: Everyone has the right to have his or her needs met, to be safe and to take part in decisions that affect him or her. Young people have rights, but they also have responsibilities to themselves, their peers, their parents and other adults. There are laws that help protect rights, including the right to live a life free of all forms of violence, including GBV.

Session Component	Facilitators will:
Convene the session 10 minutes	• Welcome participants to Session8/ Recap Session 7 • Review Working Agreements
Exploring Human Rights 30 minutes	• Describe the concept of human rights and be able to name several basic human rights • Appreciate the connection between rights and responsibility
Identifying Violation of Rights 30 minutes	• Increased understanding of GBV as a human rights issue among young people.
Identifying Violation of Rights 10 minutes	• Describe how intimate relationships and sexuality are affected by our ability to exercise our human rights
Closing Activity & Session Wrap-up 10 minutes	• Provide quick recap ensuring that key messages are delivered

Materials/ Preparation

Presentation/ Notetaking

Flip chart paper or a news print paper; Easel board

PowerPoint Slides

Stationery/Supplies

Masking tape

Pens/Pencils

Post it notes

Handouts
- Universal Declaration of Human Rights
- Children's Rights
- Scenarios
- Handout 8.1

Journaling
Participant Journals

10 minutes

CONVENING THE SESSION

The participants should know from the moment they enter the room that they are about to begin a new session. Facilitators should write 'Session 8' on the flip board chart. Include on that first page of the flip board:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

If there is another workshop with a same sex group of young people being run parallel to your group, then this Module presents the second opportunity to bring both young women and men together for a joint session. All 4 facilitators should meet prior to plan the session together. Although these are two groups, the facilitators should deliver this session as one team. You should have met prior to the workshop to plan which co-facilitators will lead specific segments. See the Facilitator's Manual for Guidelines for conducting joint mix-sex sessions.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual for joint group is established and performed
- Quick Recap of previous session performed

30 minutes

Alternative timing for 2-hour session is 45 minutes

EXPLORING HUMAN RIGHTS

Facilitators will:

- **Write** on flipchart paper "What Are Human Rights?"
- **Ask** participants if they have ever heard of human rights. Let them share their answers, and record them on flipchart paper.
- **Explain** human rights in child-friendly language as follows:
  - Everyone has rights. Human rights are about respect for everyone. It does not matter if the person is old or young, a man or woman, a girl or boy or where he or she lives. Everyone has a right to have his or her needs met, to be safe and to have a say in what happens in his or her life.
- **Ask** for examples of human rights and record answers on flipchart. The following are examples that the young people might list: Everyone has the right to:
  - Education; employment; movement; to live free from violence; health care; make their own choices etc.

Participants should be made aware that there are many rights and that they fall into three (3) basic categories:

1. **Rights to things they need**, such as a home, food, health care and places to stay and learn.
2. **Rights to keep them safe from harm.**
3. **Rights to take part in decisions** that affect their lives.

These basic Human Rights are generally protected in each country's Constitution but are also protected at an international level by the Universal Declaration of Human Rights. Refer the participants to HANDOUT 8.1 which outlines (in a child-friendly way the basic provisions of the Declaration. It should be pointed out that the lead up to the provisions states as follows;

Member States of the United Nations have affirmed:

- their faith in human rights.
- the dignity and the worth of the human person.
- the equal rights of men and women.
- to promote social progress, better standards of life and larger freedom.
- to promote human rights and a common understanding of these rights.

HANDOUT 8.1

SUMMARY OF THE ARTICLES OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS*

Article 1 Right to equality

Article 2 Freedom from discrimination

Article 3 Right to life, freedom, personal security

Article 4 Freedom from slavery

Article 5 Freedom from torture and degrading treatment

Article 6 Right to recognition as a person before the law

Article 7 Right to equality before the law

Article 8 Right to remedy by competent tribunal

Article 9 Freedom from arbitrary arrest, exile

Article 10 Right to a fair public hearing

Article 11 Right to be considered innocent until proven guilty

Article 12 Freedom from interference with privacy, family, home, and correspondence

Article 13 Right to free movement in and out of any country

Article 14 Right to asylum in other countries from persecution

Article 15 Right to a nationality and freedom to change it

Article 16 Right to marriage and family

Article 17 Right to own property

Article 18 Freedom of belief and religion

Article 19 Freedom of opinion and information

Article 20 Right of peaceful assembly and association

Article 21 Right to participate in government and free elections

Article 22 Right to social security

Article 23 Right to desirable work and to join trade unions

Article 24 Right to rest and leisure

Article 25 Right to adequate living standards

Article 26 Right to education

Article 27 Right to participate in cultural life and community

Article 28 Right to social order assuring human rights

Article 29 Community duties essential to free and full development

Article 30 Freedom from state and personal interference

* 2008 Equitas International Centre for Human Rights Education. Play it Fair Toolkit. Accessed at: https://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit_En.pdf

Facilitators will:

- **Assign** the participants to small groups of 5 or 6
- Randomly **assign** 10 articles from the Universal Declaration of Human Rights to each of the 3 groups
- **Ask** each group to work together and identify which of the following 3 categories their 10 assigned articles fall into.
- **Reconvene** the large group and **ask** one representative of each group to share their 10 assigned articles and how their group categorised them

Facilitators will then:

- **Explain** that with rights come responsibilities. For example, with the right to be treated equally comes the responsibility to treat others equally.
- **Distribute Handout 8.2 Children's Rights**. Explain that the Convention on the Rights of the Child is another international instrument to which all Caribbean states are signatories. Handout 8.2 is an abridged version of the Convention.

HANDOUT 8.2

CHILDREN'S RIGHTS (UNICEF)

You have the right to an education. You have the right to go to school and get an education. You should be encouraged to go to school to the highest level possible.

You have the right to be protected from harmful practices. Some traditional practices are bad for your health and against your rights, such as early and forced marriage or someone forcing you to have sex against your will. You have a right to know about the danger of such practices and to be protected from them.

You have the right to be as healthy as possible and to be able to access the best possible health care services. You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.

You have the right to privacy and confidentiality. If you tell a medical person or teacher something that you don't want anyone else to know, they should respect your privacy. However, if you have been abused, adults may have a duty to inform others who can protect you.

You have the right to freedom from abuse and exploitation. No one, including your parents, relatives or teachers, should physically, sexually or mentally abuse you. The government should make sure that you are protected from abuse and must take action if you experience violence or abuse.

You have the right to take part in important life decisions. When decisions are made about your life, you have a right to take part in making those decisions. Your feelings and opinions should be listened to and taken into consideration.

You have the right to freedom of association. You have the right to meet friends and form groups to express ideas, as long as no laws are broken. You have a right to ask publicly for your rights to be met. Some ways of doing this include meeting with friends and discussing issues or forming groups.

You have the right to freedom of expression. Young people have the right to think and believe what they like, as long as it does not harm anyone else. You have a right to form your own views.

Facilitators will:

- **Ask** for a volunteer to read Handout 8.2 aloud.
- **Ask** the group if they can think of any responsibility that may come with any of these rights
- Here are some suggestions of the responsibilities that could accompany rights:
- All children, regardless of their sex, ethnic origin, social status, language, age, nationality or religion have human rights. They also have a responsibility to respect each other in a humane way.
- Children have a right to be protected from conflict, cruelty, exploitation and neglect. They also have a responsibility not to bully or harm each other.
- Children have a right to a clean environment. They also have a responsibility to do what they can to look after their environment.
- Emphasize that it is important to discuss the responsibilities children have to other children and adults. For example children have a particular responsibility to respect the rights of their parents. Children's education should aim to develop respect for the values and culture of their parents.

30 minutes

Alternative timing for 2-hour session is 45 minutes

IDENTIFYING VIOLATION OF RIGHTS

Facilitators will present a series of case scenarios and ask participants to examine them with their human rights lens

Facilitators will:

- **Ask** participants to recall what they learned about Power Hierarchies in the previous module. Offer the appropriate prompts and ensure that the following main points are recalled:
  - Power and gender hierarchies are rankings
  - In hierarchies the people who are ranked to the top of the pyramid are seen as having more value, or more rights than people who are ranked beneath them
- **EXPLAIN** that in power hierarchies, some people believe they have a right to have POWER OVER other people
  - GBV is an umbrella term for any kind of real or perceived discrimination or harmful acts focused toward someone because of their gender or sexual orientation. The person who exerts POWER OVER justifies that they are entitled to do so because the other person is perceived to have less rights, power or value.
- **Divide** participants into mixed sex groups of four.
- **Assign** each group a scenario from the Children's Right's Scenarios provided below.

SCENARIO 1:

Jameela and Patrick attend the same school. They also live in the same community and their parents are friends often visiting each other on weekends. Though their parents are friends Jameela and Partick are not very good friends. Jameela keeps her distance from Patrick who is quite popular at school because she has noticed that he sometimes makes vulgar remarks about girls especially about their bodies. Some remarks are very sexual and are made in a mocking way. This is done with other boys in the school in a way which makes girls feel very embarrassed and ashamed. One day while Patrick and his parents are over at Jameela's house for a weekend visit Patrick comes into Jameela's room while she is doing her home work for the following week. He walks up to Jameela who is seated at her desk and reaches out and touches her breasts. Smiling he asks her if she likes it. Jameela immediately moves his hand away and tells him to get out of her room. He goes away laughing. Jameela wants to tell her parents about Patrick's behaviour, but she does not want to cause trouble with Patick's parents who are good friends to her mother and father.

SCENARIO 2:

Leah is part of an organization at her church and loves participating in the weekly meetings. At the last meeting, one of the church leaders asked her to stay after the meeting and when talking to her tried to kiss her and fondle her breast. Leah is now refusing to go back to that Church and wishes to attend another church in her community. Her mother is very angry and insists that Leah attends the same church because "that is where she was baptized and that is the religious faith that she should follow."

SCENARIO 3:

Mary's family is very poor and her mother is unable to buy even the basic necessities. Her mother has told her that there is a man in the community who is lonely and has asked for Mary to visit him. Mary, who is now 14, is told that she should do "anything that the man wants..." because it will help the family with food and money for her sisters and brothers. She tells Mary that if she does not do this, she will send her away to live with her very physically abusive father who lives in another country in the Caribbean.

SCENARIO 4 (ALTERNATIVE SCENARIO):

Debbie is a form 5 student at Secondary School and is President of the Debating Society. She is a strong advocate for gay rights and has made several appearances on TV shows presenting her position. The School Principal has warned Debbie that she should discontinue her crusade for gay rights and warned her that if she continued to do so she would be expelled. After calling into a television programme and expressing her views on the issue of the decriminalization of homosexuality, Debbie was expelled by the Principal the following day. Debbie is scheduled to write 8 CXC subjects in a few weeks.

Facilitators will:

- Have the groups read and discuss their scenario and answer the following questions:
  - Has the girl's rights been violated?
  - Which right has been violated? (Participants should try to reference the international instrument they are referring to and the Article number; there could be more than one correct response.)
  - How does this violation affect the girl?
  - Does anyone have POWER OVER anyone else? Who?
  - Create a power pyramid and illustrate which persons have more power and what having more power has to do with ideas about their their gender.

Each group will have the opportunity to report their findings to the collective

10 minutes

REVISITING WHERE ON THE LINE?

Facilitators will remind the participants of the Case Scenarios from Module 7. Distribute Handout 7.1. For each case ask the following questions:

- Was there a human rights violation? Who was violated?
- What/Who had POWER OVER someone else?
- Why was it difficult for the person who was violated to exercise her or his human rights?

When all the cases are reviewed, ask participants – How do intimate relationships and sexuality affect our ability to exercise human rights?

Record the answers given on flip chart paper.

Facilitators will summarise the discussion and ensure to make the following points:

- Human rights are inalienable – it is absolute and unchallengeable.
- GBV is a human rights issue because it undermines the health, dignity, security and autonomy of people and it is our right to be healthy, be treated with dignity, feel safe and make decisions about our personhood.
- Both men and women, boys and girls can be victims of GBV. Due to gender inequalities and hierarchies, women and girls are disproportionately affected by GBV, meaning that it happens to girls more because of gender imbalances, discrimination and inequalities.

10 minutes

CLOSING ACTIVITY: ADDRESSING GENDER IMBALANCES

Facilitators will:

- Share that the imbalance of power between women and men is at the root of violence against women.
- Ask the participants to open their journals and write three things they can do as a young man or woman to address gender imbalances in their households, schools or communities.

NOTE TO FACILITATORS

Be sure to continue to reinforce and clarify definitions of what is meant by gender imbalance, gender inequality and gender-based discrimination referring to previous sessions and recordings on flip chart paper that may be hung on the walls from previous sessions.

Facilitators should write in large block capitals on a sheet of flip chart paper:

RIGHTING THE WRONGS

After 5 minutes has passed, ask participants to write any one of those things recorded in their journals on a post-it note. Emphasise that they are not to include their names on the post-it. Ask participants to stick their post-it anywhere on the flip chart below the sign **Righting the Wrongs**.

Close the session by reminding participants that they all have rights and responsibilities.

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. *Human rights are about respect for everyone*
  b. *When people abuse power and trust, human rights are violated and this can be very harmful.*
  c. *It is important to know your rights and to seek help and support if you feel that someone is taking advantage of you and violating any of your human rights.*
- Check out: Ask participants to let facilitators know if they need further support
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

MODULE 9
MANAGING EMOTIONS

Empathy is at the foundation of all prevention work. There are four attributes of empathy[18] :
1. perspective-taking,
2. staying out of judgement,
3. understanding another's feelings and
4. communicating your understanding of that person's feelings.

Building empathy is interwoven into the activities in this module with the aim of inspiring both female and male participants to embrace a prevention stance. The learning in this module revolves around understanding the impact of traumatic stress by empowering participants to respond empathetically and skilfully to disclosures, acts witnessed or suspicions of violence among their family and friends.

18 Wiseman, T. (1996). A concept analysis of empathy. Journal of Advanced Nursing, 23, 1162-1167

KEY LEARNING POINTS

All Fear is real: Fear has a physiological response on the neurobiological system. Whether someone is experiencing a "real" danger, or only "perceived" danger, their sense of fear is real and should be respected.

Personal Responsibility for Prevention: Abuse has severe, long-lasting impact on victims. Each of us has the capacity to counter violence in our homes, schools or communities, at least in some measure. Each of us has the responsibility to challenge violence, in whatever measure we can.

Bystander Effect: This refers to the phenomenon where individuals do not intervene to help someone who is in trouble. It happens often in GBV situations; where individuals are able to distance themselves from a violation because it is not happening to them. The Bystander does not necessarily agree with the abuse happening but they do not take action. There are many barriers to taking action, including feeling afraid, embarrassed, not feeling confident or accepting a social norm that says that the abuse is acceptable.

Session Component	Facilitators will:
Convene the session 10 minutes	• Welcome participants to Session9/ Recap Session 8 • Review Working Agreements
Standing in her shoes (for Males) 60 minutes	• Build empathy among young men of women's vulnerability to GBV and the threat thereof
One Life, One Love, One Hope (for Males) 10 minutes	
Community Mapping (for Females) 70 minutes	• Examine the threat and fear of GBV for young women in communities
Closing Activity & Session Wrap-up 15 minutes	• Provide quick recap ensuring that key messages are delivered

Materials/ Preparation

Presentation/ Notetaking

Flip chart paper or a news print paper; Easel board

PowerPoint Slides

Stationery/Supplies

Masking tape

Pens/Pencils

Notecards

Multimedia player - Youtube video

Handouts

- What women and girls do on a daily basis to feel safe
- Safety scale
- Safety nets

Journaling

Participant Journals

10 minutes

CONVENING THE SESSION

The participants should know from the moment they enter the room that they are about to begin a new session. Facilitators should write 'Session 9' on the flip board chart. Include on that first page of the flip board:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

Please note that this session is divided into different activities for the groups of young men and groups of young women please follow the activities related to the sex of the group that you are working with.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual for joint group is established and performed
- Quick Recap of previous session performed

60 minutes

Alternative timing for 2-hour session is 75 minutes

STANDING IN HER SHOES FOR MALES[19]

In this activity, the aim of the facilitators is to increase participants' understanding about the many ways in which women's and girls' lives are limited by men's use of violence. By the end of this activity, male participants should be able to empathise with women and girls in their experience of living in constant fear of violence throughout their lives

Facilitators will:

- **EXPLAIN** that both men and women experience some form of violence in their lifetime. However, men and women understand and experience violence differently. In a typical patriarchal setting (without armed conflict, political and social turmoil, or disasters), men and boys do not live their daily lives with constant concern about safety and security, as women and girls do.
- **Divide** participants into two groups ask both groups to do this exercise from their perspective as young men. Give each group one flipchart paper. Before starting the group work, ask participants to reflect on a question privately and quietly. The question is:
  - "What do you do on a daily basis to be safe and to protect yourself from harm, violence and harassment?"
- **Give** participants a couple of minutes, then ask them to go to their groups to work together to answer this question, and write their answers on the flipchart. Please note that most likely the groups will not have much to say. Please make sure that their answers are not jokes. Their answers must be reasonable.
- **Gather** their attention and ask each group to present their work. The group of young men may not have much on their list. After each group has presented, place a flip chart that is already prepared outlining the things that young women and girls their age identified as the things that they do every day to feel safe. This flip chart can be developed utilising responses from **Handout 9.1**.
- After both the perspective of young men and the perspective of young women are presented have a **discussion** based on the following questions:
  - As boys/men, have you ever thought about the extent women and girls to go every day to protect themselves from violence? Have you realised how much work women and girls put in, how much effort they put in, how much energy they put in, how much anxiety and stress they feel, and how much courage they need to try to be safe?
  - What does it feel like to know about this? Do you think about your safety and security on a daily basis?
  - How does fear limit women's freedom and potential?
  - Ask who are women and girls mostly trying to protect themselves from?
  - Ask about what lessons from previous sessions have helped them to understand why women are more vulnerable to violence which is mostly perpetrated by men.

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- Summarise key points raised in the discussion and wrap up with the idea that violence and threat of violence are everyday facts for women and girls. Men and boys may not realise the extent of the stress and fear that women and girls face on a regular basis. It is important for men and boys to understand how fear limits women's freedom, choices and opportunities, and potential. For example, in some places, it is not safe for girls to go to the library at night, to go to school, or to travel alone. Violence denies women's and girl's enjoyment of their rights as a human being and it constantly keeps them at an inferior status and in a vulnerable situation. Meanwhile, social acceptance of violence reassures men's power and privileges, and tells women and girls that they are not equal to men.
- Please note that this activity can be sensitive. Some men may get defensive and some will have strong emotional reactions to this activity. Assure the group that this activity does not blame, accuse or demonise men. It is only to help boys/men to understand violence from a woman's perspective. At the same time, be careful around the idea of men thinking it is their job to "protect" women and girls. Perhaps that is a good intention, but that is a patriarchal attitude, because that belief reinforces that men are stronger and are therefore protectors. If this situation occurs, stress to the group the importance of men and women working together, side-by-side, to end violence. Cast them all as protectors of human rights.
- Ask the young men to think of their girlfriends, sisters, mothers, nieces and female friends. Then imagine what these women would do on a daily basis to stay safe. Or maybe, if appropriate for the context and they feel comfortable, they can go home and ask family members.

Facilitator may amend this list to include additional or different actions and strategies that they are aware that women and girls do every day to be safe.

HANDOUT 9.1

WHAT WOMEN AND GIRLS DO ON A DAILY BASIS TO FEEL SAFE

- Always make sure that room doors and bathroom doors are locked
- Make sure to travel to and from school with a friend or family member but never walk or travel to school alone.
- Avoid walking past certain places especially where groups of boys hang out.
- Cross the street if a group of boys is on that side of the road.
- Call a friend or family member and remain on the call with them if travelling home alone particularly at night.
- Always inform a family member and/or friend of where they are going.
- Be sure to adjust how they dress to try to not attract unwanted attention.
- Avoid being in spaces even public spaces alone with men or boys.
- Limit activities after school and be sure to be home well before dark.
- Avoid being among groups of boys at the crowded cafeteria or tuck shop as this is often a place where they may get touched in unwanted sexual ways by boys.
- Always stay with a group of friends during recess or lunch period.
- Never go to the bathroom especially in public places alone. Make sure to inform a friend and let her come with you and wait outside the door.

10 minutes

Alternative timing for 2-hour session is 25 minutes

ONE LIFE, ONE LOVE, ONE HOPE FOR MALES

Facilitators will:

- **Write** the following definition on a sheet of flip chart paper:
  - Bystander. A 'bystander' is a person who witnesses abuse and whilst they may not in any way perpetrate or condone the abuse, their inaction can contribute to its continuation. It is often difficult for people to take action or speak out in these situations: often they may feel threatened, embarrassed to speak out or take action in front of their peer group, or simply not know what to do or say in such a situation. The barriers to intervening or challenging this behaviour are multi-faceted and include: fear of putting yourself at risk, social punishment for speaking out, not having the confidence or language to challenge, and 'keeping quiet' being reinforced by societal, community or institutional norms.
- **Ask** male participants to make a list of times when they were a bystander when any form of GBV occurred. Ask them to name the form of GBV and describe their feelings. Participants should not be asked whether or not they acted in the situation.
- **Ask** for a few volunteers who are comfortable sharing one incident from their list.
- **Summarise** the discussion and mention that in many ways boys and men enjoy privilege and power in their daily lives because they do not experience similar levels of threat and lack of safety as do girls and women. While it is not their fault that they have these privileges, it is their responsibility to be aware of power differentials and act in ways that make their communities safe for all people that live in them.
- **Show** the video "Live Up - Gender-Based Violence - Love, Poetry and Song" accessed at https://www.youtube.com/watch?v=GdohRXFS_RM
- **ASK** participants: How can boys and men help end GBV and promote equality in their schools or communities? Record their responses on flip chart paper.

15 minutes

CLOSING ACTIVITY FOR MALES: SAFETY SCALE

Facilitators will ask male participants to respond to the following in their journal: What might you be able to do in your own daily life to promote greater equality and acknowledge each person's dignity?

Distribute two copies of the Safety Scale (statements given in the safety scale have can be adjusted as appropriate).

- **Ask** participants to write their sex on the top of the page (Male) and their age.
- **Give** participants 5 minutes to complete the scale.
- **Inform** the participants that for home work they are to ask someone of the opposite sex and same age to complete the scale. The person must also indicate their sex and age.
- **Note** that also for homework they are to compare their scale to that of the other person's and note any differences.

HANDOUT 9.2

SAFETY SCALE

Activity	Scale of 0-5 where 0 = I feel absolutely unsafe 5= I am terrified to do this!
Move into certain 'bad' neighbourhoods or live on certain blocks	
Meet our landlords, the cable guy, or the electrician by ourselves	
Travel alone	
Run alone at night	
Talk back to harassers	
Walk home at night without holding our keys out	
Meet a stranger to buy something advertised online	
Wear flimsy clothing	
Wear loud or outrageous clothing	
Engage in small talk with a man	
Make eye contact with strangers	
Smile with a stranger	
Ride our bikes late at night	
Stay at a party or a show after our friends have gone home	
Walk around late at night with headphones on and blasting music	
Answer the door to unexpected visitors	
Let the taxi driver drop us off directly in front our buildings	
Give our last names to strangers or potential dates	
Stay late at our offices by ourselves	
Use an ATM that's outside or isolated	

70 minutes

Alternative timing for 2-hour session is 90 minutes

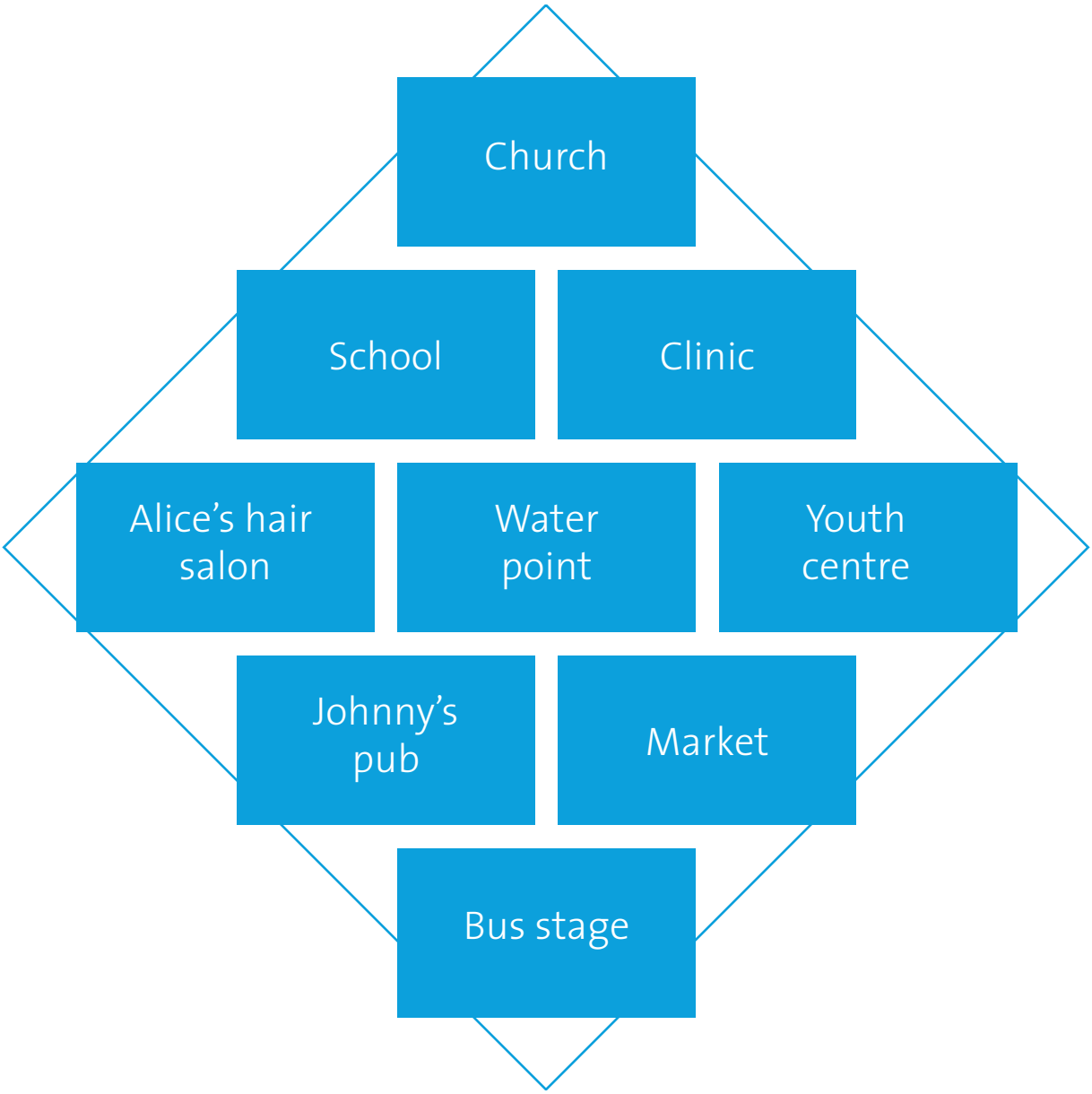
COMMUNITY SAFETY MAPPING FOR FEMALES

Facilitators will:

- Inform participants that while continuing to explore hierarchies of power, and the abuses of power, we will now begin to identify ways and means of challenging the attitudes and behaviours of our peers, which support GBV in homes, schools and communities in general.
- Ask girls to form small groups. Give each group a sheet of flip chart paper and markers. Give them 15 minutes to draw a map of their community. Tell them to start by drawing the outline, and then to fill in with all the major landmarks (schools, churches, markets, clinics, bus terminals, roads, etc., including their own homes.)
- The completed community safety map should look something like this:

- Give each group 9 note cards, and tell them to write the name of one location in the community on each note card.
- Hand out another sheet of flip chart paper to each group and ask them to prioritize each place in the community according to safety for females like themselves. They should put the cards in a diamond shape with most safe on the top and least safe on the bottom. This is their Safety Ranking Diamond.
- Have each group present their map, describe the locations in their community, and then have them share their safety ranking diamond. (If the location permits, fix these to a wall to facilitate presentations.)

- The Safety Ranking Diamond should look something like this:



Facilitators will use the following questions to facilitate a **DISCUSSION** of the activity:

- What makes "xxx" safe?
- What makes "xxx" unsafe?
- What would make "xxx" safer?
- Are there certain times of the day when a place is safe and other times when the same place becomes unsafe? When? Why?

- If different groups had different safety rankings for the same places, ask them to defend their positions.
- What are some strategies for avoiding unsafe locations, or being safe at the unsafe locations they identified?

The Facilitator will share the following with the girls:

- Safety:
  - Consider what "safety" means for adolescent girls. The term "safe spaces" is used quite frequently, but what qualifies the term, and what does it mean for girls and women who want access to those spaces? A "safe space" should be a safe physical space where girls can regularly meet friends who are close in age, from the same community, and have access to a mentor. But within that safe place to meet it is also important to create safety in two important ways.
    - **Physical Safety:**

      Girls should be free from physical harm within the places they meet. The space should be located in an area that is easy and safe for them to get to. If it is unavoidable that there will be relatively unsafe places for girls and women to pass through, help the girls come up with a plan for how to get to places safely, for example, walking in pairs or making sure the programmes ends early enough so they can walk home before dark. This Community Mapping exercise will help.

    - Girls should always be alert and aware of their physical environment even in spaces that are considered to be safe. Be aware of strange persons (men and women) who are not regularly in the space or who have no legitimate reason to be there. In more public spaces like malls or shopping centres be aware of who is in your immediate surroundings at all times, always remain in a group and be certain about your mode of transport for getting home. Never take rides from strangers or unregistered taxis. If at any time you feel unsafe or feel like you are being followed remain with your group of friends alert them, inform an adult or family member via telephone and as soon as possible find and alert a security guard or police officer of your situation.

    - **Emotional or Mental Safety**

      Many girls are very socially isolated, and the group or programme that they participate in may be one of their only social networks. Creating a girls-only space could be a critical first step to making places emotionally safe.

15 minutes

Alternative timing for 2-hour session is 30 minutes

CLOSING ACTIVITY FOR FEMALES: FEELING SAFE

Facilitators will ask girls to choose one place where women and girls do not feel safe and welcome. In their journals:

- Describe what would have to happen for that situation to change.
- How might such a change take place?
- What can you do (now or in the future) to make that place safe for women and girls?

Facilitators will ask girls to complete the following handout and tape in your journal:

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. *All Fear is real*
  b. *Personal Responsibility for Prevention*
  c. *Bystander Effect*
- Check out: Ask participants to let facilitators know if they need further support
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

HANDOUT 9.3

SAFETY NETS

In an Emergency, do you have?	Yes	No	Not Sure	Comment
Five non-family female friends?				
A place to meet female friends at least once a week?				
Someone to turn to if you have a personal problem – your own or someone else's?				
Someone from whom you can borrow money?				
A safe place to stay for the night?				
Someone to turn to if you have a health problem?				
Someone to turn to if you have an economic problem?				

MODULE 10
MANAGING RELATIONSHIPS

Although many people understand the destructive nature of GBV, they often still show tolerance for various forms of violence in dating relationships. Gendered cultural norms are extremely difficult to transform, therefore it is important to be deliberate in managing our relationships. In this module participants are encouraged to engage their critical thinking and understanding of how gender norms are shaped by society, and how they in turn shape individual identities and behaviour patterns which may give rise to GBV. Through an exploration of these issues and the exchange of ideas, participants will realize that they have the power both as individuals and collectively, to prevent violence and abuse from affecting their lives.

KEY LEARNING POINTS

The Connection between Gender and Relationships: Males and females have been raised differently, and therefore are seen to be different in gendered ways. These perceived differences, which are based on social constructs, create an imbalance of power between males and females. Just as the gendered imbalances in power were created, balance can similarly be regained. A balance in power is capable of being restored and upheld in relationships of any kind.

In each relationship, and in each exchange between individuals, we are either contributing to the sustenance or to the erosion of the other's personal power. GBV can become a reality in any of your relationships – either with friends or intimate partners. The risk of harm is especially devastating in the context of intimate relationships

Session Component	Facilitators will:
Convene the session 5 minutes	• Welcome participants to Session 10/ Recap Session 9 • Review Working Agreements
My Relationships 40 minutes	• Interrogate how gender norms create imbalances in power and how this impacts relationships
What's going on between us? 40 minutes	• Understand what constitutes healthy and unhealthy romantic relationships
Sex for Trade (Alternative Activity for Females) 40 minutes	• Explore the relationship between sex, and sex for trade, or sex for benefit
Closing Activity & Session Wrap-up 5 minutes	• Provide quick recap ensuring that key messages are delivered

Materials/ Preparation

Presentation/ Notetaking

Flip chart paper or a news print paper; Easel board

Stationery/Supplies

Masking tape

Pens/Pencils

Coloured notecards

Participant journal

5 minutes

CONVENING THE SESSION

The participants should know from the moment they enter the room that they are about to begin a new session. Facilitators should write 'Session 10' on the flip chart board. Include on that first page of the flip board:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

This topic may lead some participants to reflect on personal experiences of discrimination, injustice or violence. Such reflections can be very powerful and can trigger strong emotional responses. Be prepared to hear personal and poignant stories. Honour all experiences shared, and take additional time if needed so that all participants who would like to share their experiences have the opportunity to do so. Offer to be available to participants beyond the session for support, within the boundaries of your own capacity. Be prepared with referrals for additional or professional support, should they be requested.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual for joint group is established and performed
- Quick Recap of previous session performed

40 minutes

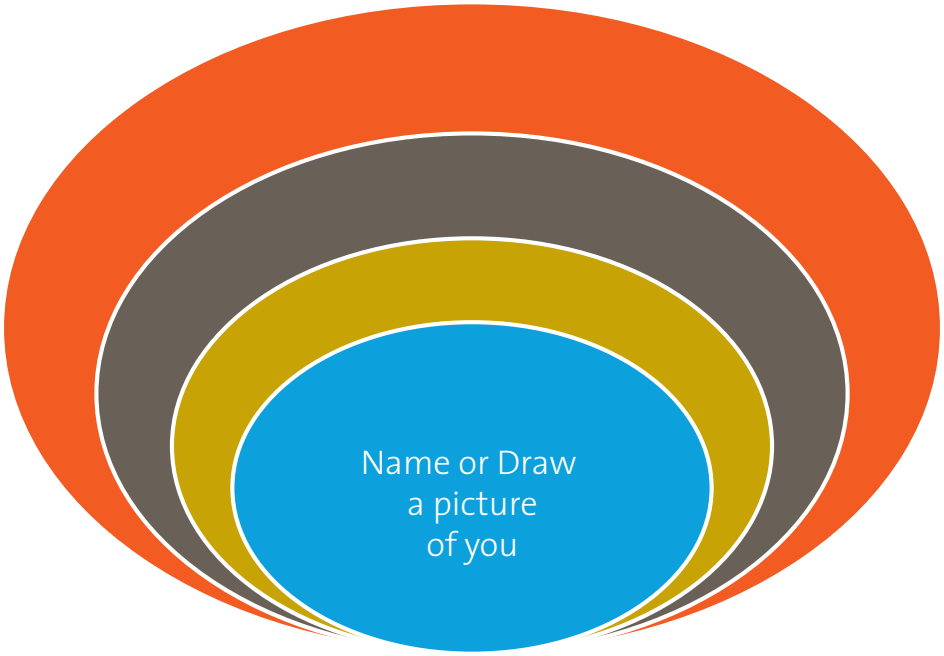
Alternative timing for 2-hour session is 55 minutes

MY RELATIONSHIPS[20]

In this activity facilitators will ask participants to create a visual representation of their relationships. Facilitators will guide participants in identifying different relationships in their lives and naming the qualities they value in themselves and that they seek in close relationships.

Facilitators will:

- **EXPLAIN** to participants that they are going to identify the various relationships they have with people. Ask participants to make a personal list of their relationships and connections with other people.
- **INVITE** a few participants to share their lists voluntarily. Note on the flip chart board the different kinds of relationships they mention, such as those with relatives, friends, or neighbours.
- **ON FLIP CHART BOARDS DRAW** a diagram of four concentric circles.



- **Ask** participants to take out a blank piece of paper. **Explain**:
  - **Draw** a series of four circles, from small to large, like the one I have drawn. Use your whole sheet for the largest circle.

20 International Sexuality and HIV Curriculum Working Group., Haberland, N., Rogow, D., & Population Council. (2009). It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. New York: Population Council.

- In the smallest circle, **write** your name (or draw a picture of yourself).
- Think about the different people in your life. Just outside that small circle, **write** the names (or draw simple pictures) of those who are closest to you.
- In the two outer circles, **put** the names (or pictures) of those who are not as close.
- **Ask** participants to form groups of three or four with those sitting closest to them, and have them take about two minutes each to explain their drawing to the other members in their group.

Facilitators will convene a large group discussion using the following questions:

- Did everyone in your group list the same kinds of relationships or were there differences?
- Did everyone place their family members, friends, neighbours, teachers, religious leaders, or others in the same circle or in different circles?
- Name some words that describe what you value in the people you feel closest to. [Probe for: honest, respectful, sharing, caring, trusting, fun, safe, understanding, reliable, interesting, and loving. Write these words on the board.]
- Reserve ten minutes for participants to explore the qualities they value in their relationships:
  - Think about one person on your page whom you would like to have move closer toward the inner circle. Pick one word that most describes what you value in that person.
  - Now think about one or two of the words on the board that you think people would say describes you.
  - Celebrate a quality you value highly (either in yourself or in others) by writing it on your paper with decorative letters or in a creative style.
  - As you write or draw, think about what that word means to you.

40 minutes

Alternative timing for 2-hour session is 55 minutes

WHAT'S GOING ON BETWEEN THESE TWO?[21]

In this activity, participants will read case studies of relationships characterized by societal inequalities. Participants will then identify the inequalities and discuss their effect on the relationships.

Facilitators will:

- **Explain** that today's session will explore how inequality and power differences between people can affect our relationships.
- **Ask** participants: What forms of inequality exist in our society among different groups?
  - [Probe for racism; caste; and inequality based on such variables as gender, age, class, ethnicity, sexual orientation, and physical ability.]
- **Ask** participants to form four groups and each group will read a case study, along with some discussion questions. Then you will give your responses to the questions.
- **Give** each group a case study and a copy of the discussion questions. Allow them ten minutes.
- **Ask** one group to read its case study and present its responses to the discussion questions in five to seven minutes. Then allow a few minutes for others to comment.
- **Proceed** the same way for the other three case studies.
- **Summarise** the activity by encouraging participants to think about an inequality in the society that carries over into their own personal relationships and to reflect on the consequences they experience.

21 International Sexuality and HIV Curriculum Working Group., Haberland, N., Rogow, D., & Population Council. (2009). It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. New York: Population Council.

HANDOUT 10.1 GROUP 1 HANDOUT

I was attracted to my boyfriend because he was older and no one knew him. He seemed mysterious and exciting. We fell in love and now we spend most of our time together. You know how it is. I really like listening to his stories about all his experiences. When we go out, he mostly decides where we go because he pays and knows all of these great places. He has influenced me a lot. I was never that interested in sports, but he loves football, so I spend a lot of my free time now with him at games or watching sports on TV. After we'd known each other for a few months, he said that he wanted to make love to me. I hesitated, but I thought that he might leave me if I didn't. He's 23, after all, and experienced. These days, I hardly see my friends. They complain and say that I've changed. I miss them and sometimes I think about how I used to study more and how much I liked reading. But, you know, I just think that's what happens when you are in love.

Questions:

1. Different kinds of inequality exist among groups in society (for example, people may have greater or lesser status based on their ethnic or racial groups, economic class, sex, age, or other characteristics). Which forms of inequality are present in this relationship?
2. Which person has the more powerful position in this relationship as a result of his or her status in society? What is the basis for this inequality? How is this more powerful position demonstrated?
3. Which person has the inferior position in this relationship because of his or her social status? How is this inferior position demonstrated?
4. What effect, if any, does this inequality have on each person? How does it affect the relationship?
5. Do you think these kinds of issues exist in our community? Please comment on them.

HANDOUT 10.2 GROUP 2 HANDOUT

Last year I started going out with a guy from our village football team. Things started getting serious between us. One night at a meeting at the village hall, he signalled for me to meet him behind the hall. My mother and father were there, but I knew that they would assume I was with the other girls. So he and I slipped away and went for a walk into the bushes behind the hall. When we went into the bush we started kissing and then he started to feel my breasts. I knew we were going to have sex. I didn't really want to. I just wanted to talk with him and kiss and nothing else, but he wanted to, and I had gone with him so we ended up having sex. I cried later because I knew I had disrespected my parents and that I had just lost my virginity. I knew about condoms and that they can prevent a girl from becoming pregnant and getting diseases, but at the time I was thinking about other things, like how my parents would feel if they knew what I was doing. I was more worried about the fact that I was losing my virginity. When I got pregnant, my parents were furious and forbade me to see my boyfriend anymore.

Questions:

1. Different kinds of inequality exist among groups in society (for example, people may have greater or lesser status based on their ethnic or racial groups, economic class, sex, age, or other characteristics). Which forms of inequality are present in this relationship?
2. Which person has the more powerful position in this relationship as a result of his or her status in society? What is the basis for this inequality? How is this more powerful position demonstrated?
3. Which person has the inferior position in this relationship because of his or her social status? How is this inferior position demonstrated?
4. What effect, if any, does this inequality have on each person? How does it affect the relationship?
5. Do you think these kinds of issues exist in our community? Please comment on them.

HANDOUT 10.3 GROUP 3 HANDOUT

When I turned 35, I thought I had better get married. I finally had a job and could support a family. I had graduated from the university, but because there was so much unemployment, it was hard to find a job at home. Eventually, I migrated to find work. When I went home to visit my mother, I decided to look for a wife in our village. I met several young women, and I liked one a lot. She was 20 then and a quiet person. She had finished primary school, but had never really gone far from the village. Although I told her that she would have to live with my mother until I could bring her with me, she agreed to marry me. After we had our first child, I didn't want her to use contraceptives, so I used withdrawal. I do my best to provide for her and our child. She still lives with my mother but never creates problems or says that she needs anything. I love her, but there are things that I can't talk with her about. Some things she just wouldn't be able to understand. You know, she really doesn't know much about the world.

Questions:

1. Different kinds of inequality exist among groups in society (for example, people may have greater or lesser status based on their ethnic or racial groups, economic class, sex, age, or other characteristics). Which forms of inequality are present in this relationship?
2. Which person has the more powerful position in this relationship as a result of his or her status in society? What is the basis for this inequality? How is this more powerful position demonstrated?
3. Which person has the inferior position in this relationship because of his or her social status? How is this inferior position demonstrated?
4. What effect, if any, does this inequality have on each person? How does it affect the relationship?
5. Do you think these kinds of issues exist in our community? Please comment on them.

HANDOUT 10.4 GROUP 4 HANDOUT

I went abroad to work for a while and I wound up falling in love with one of the men working with me. When I became pregnant, we decided to marry. My parents were against the marriage because he was from a poor family. They said, "We don't think you know the implications of marrying someone who is not your equal. Why don't you just come home and have the baby? We'll help you." But we got married anyway. We decided to return to my country so he could get a university degree, while I worked. Before he could study, however, he had to learn the language. Unfortunately, he found it difficult. He was staying at home with the baby and trying to learn, but felt very isolated. He got more and more depressed and his sense of self-esteem fell very low. He had to rely on me for money and felt guilty because we had to regularly send money to his family. I didn't like that he wasn't studying or looking for a job or working, but I felt self-conscious about saying anything. It was such sensitive topic, and I didn't want to hurt his feelings. Eventually he became friends with some men from his country and started spending time with them, hanging out in bars and drinking. Once he even became violent toward me. That was a real wake-up call for us.

Questions:

1. Different kinds of inequality exist among groups in society (for example, people may have greater or lesser status based on their ethnic or racial groups, economic class, sex, age, or other characteristics). Which forms of inequality are present in this relationship?
2. Which person has the more powerful position in this relationship as a result of his or her status in society? What is the basis for this inequality? How is this more powerful position demonstrated?
3. Which person has the inferior position in this relationship because of his or her social status? How is this inferior position demonstrated?
4. What effect, if any does this inequality have on each person? How does it affect the relationship?
5. Do you think these kinds of issues exist in our community? Please comment on them.

40 minutes

Alternative timing for 2-hour session is 55 minutes

SEX FOR TRADE (ALTERNATIVE ACTIVITY FOR FEMALES)

NOTE TO FACILITATORS

This exercise can be very emotional for some participants. Bear in mind that you do not necessarily know 'who is in the room'. Someone may have been a victim of violence and will therefore need to feel that they are in a safe environment when participating. Prior to the commencement of the exercise, remind participants of the Ground Rules: no-one is obliged to share intimate details or discuss incidents that may make them feel uncomfortable. They need only disclose what they feel comfortable with sharing. Ask all participants to treat what others share with sensitivity and care. Also remind them of the need to maintain confidentiality at all times. Facilitators should make sure that participants can access information about sources of support or help-lines should they need to speak to someone after the Session. The discussion should be conducted in a 'non-personal' manner, so that even if someone has personal experience of abuse, they do not have to refer to it directly.

Facilitators will lead participants in exploring the relationship between sex, and sex for trade, or sex for benefit. Linkages will be made between the pressures produced by social media for girls and women to look and act in certain ways. The pressures around financial and other material needs (real or imagined), respect for oneself and one's body, sex for benefit, and the consequences of relationships that are built on commercial exchange will be discussed.

Facilitators will:

- **Ask** a volunteer to draw on a flip chart a picture of a typical girl in their community.
- **Ask** another volunteer to give the girl a name.
- **Pass out** note cards to each girl using only 2 different colours – yellow and blue, for example. Give each participant 3 cards of each colour.
- **Ask** them to write the answer to the following question on yellow cards.
  - Where do girls get money?
- Each girl will write three separate answers, each one on a yellow card.
- Then **ask** them to write the answer to following question on the blue cards.
  - What do girls spend their money on?
- **Invite** the girls to tape their cards about the first question on the left side of the girl's body, and the second set of responses on the right.
- Facilitators work with the girls to move the cards on the left into common categories.
- **Repeat** with categories on the right side.

DISCUSSION:

Facilitator will share the following with the group:

- In many countries, it is common for adolescent girls to have relationships with older men that involve some transaction dependence. The older men may help pay the girl's school fees, or provide gifts of clothing or food.
- This kind of transaction often involves sex without condoms. The girls may know that unprotected sex puts her at risk for STIs including HIV infection, as well as unwanted pregnancy but the man may not want to practice safe sex, and the girl may not be able to negotiate it successfully, especially since she needs the money that he will give her.

Facilitators will:

- **ASK** the group if this is true in a Caribbean context.
- **INVITE** the group to describe scenarios where they may have seen sex for trade occurring.
- **Discuss** gendered concepts of masculinity and femininity, which makes it normal for a man to attempt to dominate a woman sexually or for a woman to expect that a man should provide for her financially. Draw the links between these gendered cultural norms, and the behavioural choices.
- **Ask** the girls to consider the issue of subjugating oneself sexually to someone more powerful in exchange for money, which may put one at risk of STIs and HIV infection and unwanted pregnancy and see if they can conceptualize how such actions can make one complicit in one's own abuse and that this too is a form of GBV that causes general harm.

5 minutes

CLOSING ACTIVITY: RELATIONSHIP SELF-EVALUATION

Facilitators will ask participants to complete the "Relationship Self-Evaluation[22]" below to evaluate the balance of power in your intimate relationship.

Please note that facilitators should use their discretion in determining whether this evaluation is appropriate for younger children particularly those in the 13-14 age group.

If participants are not in a relationship, ask them to complete the form based on a past relationship, or for a relationship they know well (e.g., the relationship between your mother and father). If participants are completing the evaluation based on a relationship that they know well please note that they do not need to complete the questions related to sex and sexual activity.

This assessment is for your eyes only. Take your time and be as honest as possible. If you feel safe to do so, ask your partner to also complete this form, and then discuss areas that you are proud of in your relationship and areas you would like to change. For each question choose one of the following scores:

1 = never. 2 = seldom. 3 = sometimes. 4 = often. 5 = always.

Question	Score
Are both partners' interests treated with equal priority?	
When making decisions, do both partners aim to reach consensus?	
If a date or event is being jointly planned, do both partners have equal influence over how money is used?	
Do both partners contribute financially to the expenses incurred on a date	
If married, can both partners access the family's money independently?	
Do both partners apologize and admit wrong when necessary?	
Do both partners have equal opportunity to spend time alone with their own friends?	
Do both partners control their anger or temper appropriately?	
Do both partners make each other feel equally comfortable saying no to sex?	

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Question	Score
Do both partners make equal effort not to project their bad moods on the other?	
Are both partners free to express their views and opinions and to have these heard.	
Are both partners equally able to turn to the other for support?	
Do both partners feel equally safe?	
Do both partners equally trust the other's fidelity? (Fidelity refers to one person being faithful or loyal to the other)	
Do both partners feel that the other would care for them if they became ill?	
If married, do both partners have equal security should the other die or disappear?	
If co-habiting or married, do both partners have equal hours of family responsibility (i.e., household work, school work, helping family members, etc.)?	
Do both partners have equal power and equal respect during sexual activity?	
Do both partners have equal ability to initiate sexual activity?	
Do both partners equally prioritize safe sex?	
Is the sexual pleasure of both partners treated as equally important?	

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. *The Connection between Gender and Relationships*
- Check out: Ask participants to let facilitators know if they need further support
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

MODULE 11

TECHNIQUES FOR DEALING WITH CHALLENGING ATTITUDES, BEHAVIOURS AND VALUES

In this Module participants will acquire and practice skills to implement difficult decisions, comfortably and thoughtfully. The focus of the previous modules have been on consciousness-raising, introspection and critical self-analysis. While understanding GBV and its root causes in gender-based discrimination and inequality is essential to working towards ending GBV; confronting and managing attitudes steeped in gender bias requires additional skills.

KEY LEARNING POINTS

Difficult conversations are scary for most of us: Difficult conversations can be fear-provoking or upsetting for the most confident people because the risks are high. It is very possible that you will cause a reaction in someone else that is hurtful to you. Similar to the Bystander effect discussed in previous sessions, it is intimidating to speak up especially when you are not directly being affected by someone else's actions. In these situations, "pushing with your words is like pushing with your hands - If you "push" with words, you will get push back from your counterpart"[23]. When you encounter challenging attitudes, values and behaviours addressing GBV, remember that your goal is to be respectful, be heard and stand up for human rights and justice for all.

Session Component	Facilitators will
Convene the session 15 minutes	• Welcome participants to Session 11/ Recap Session 10 • Review Working Agreements
Making and Carrying out Difficult Decisions 20 minutes	• Ability to make and implement difficult decisions comfortably and thoughtfully
Males as Friends 20 minutes	• Demonstrate techniques for challenging gender inequality, discrimination and abuse
Role of Peer Pressure 30 minutes	• Build resiliency skills that can assist in achieving goals and confronting challenges
Closing Activity & Session Wrap-up 5 minutes	• Provide quick recap ensuring that key messages are delivered

Materials/ Preparation

Presentation/ Notetaking

Flip chart paper or a news print paper; Easel board

PowerPoint Slides

Handouts

- Eight Steps for Carrying out Difficult Decisions
- Samples – Difficult Decisions
- Evaluation form – Mixed groups

23 Kofman, Fred (n.d.) Lean in Discussion Guide: Difficult conversations. Accessed at http://cdn-media.leanin.org/wp-content/uploads/2013/10/Difficult_Conversations_RD4.pdf

15 minutes

CONVENING THE SESSION

The participants should know from the moment they enter the room that they are about to begin a new session. Facilitators should write 'Session 11' on the flip chart board. Include on that first page of the flip board:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**

GENERAL NOTE TO FACILITATORS

If there is another same sex group running this workshop parallel to your group, then this Module presents the second opportunity to bring both females and males together for a joint session. All 4 facilitators should meet prior to plan the session together. Although these are two groups, the facilitators should deliver this session as one team. You should have met prior to the workshop to plan which co-facilitators will lead specific segments. See the Facilitator's Manual for Guidelines for conducting joint sessions. Since this is your second joint session, the participants already have a sense about what to expect. Nevertheless, take the opportunity to review the working agreements for this joint session.

This is your second to last session and you want to ensure that your participants are aware that your time together is coming to an end. When you complete your check in and opening ritual, be certain to ask how participants are feeling as you draw close to the end of the workshop.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual for joint group is established and performed
- Quick Recap of previous session performed

20 minutes

Alternative timing for 2-hour session is 30 minutes

MAKING AND CARRYING OUT DIFFICULT DECISIONS[24]

In this session, participants will learn basic steps for implementing a decision.

Facilitators will:

- **Introduce** the topic by asking participants to think about a time when they made a decision but had trouble carrying it out. [Give examples, such as deciding: to finish your homework as soon as you get home; to end an unhappy relationship; to ask someone on a date; to talk to a parent about a sensitive matter; to tell a friend when your feelings were hurt.]
- **Write** down what the decision was. Then think about all the factors that made it difficult to make the decision and to implement it. Write them down.
  - What are some things that can get in the way of making and implementing a decision?
  - Get feedback from participants.
- **Distribute** the "Nine Steps . . ." handout and tell the group:
  - Now let's take an imaginary decision.
  - You do not like how your friend treats his girlfriend, you have witnessed that his language is emotionally abusive, he calls her names and puts her down all of the time and you feel very uncomfortable about this. You have also noticed that he has similar attitudes towards girls in general. He is very disrespectful towards girls and often devalues or discredits what they have to say, sometimes refers to them as whores/ sluts (use popular term used by young people) and is constantly putting down the girls in your class.
  - Using this example, help participants go through the nine steps in the handout. Record their responses to the questions for each step on flip chart paper
    - **STEP ONE**: What do you need to consider in **making the decision to confront** your friend about the way in which he was treating his girlfriend? What makes it easier to make the decision? What makes it more difficult to make the decision?
    - **STEP TWO:** What might make it easier to carry out your decision?
    - **STEP THREE:** What are the most likely barriers you will face in carrying out this decision?
    - **STEP FOUR:** How might you rehearse your decision privately and safely?
    - **STEP FIVE:** Discuss the decision and plan with a supportive person. Who might this be?
    - **STEP SIX:** Think about how to carry out your decision in the safest way. What possible risks might arise in this example?
    - **STEP SEVEN:** Implement your decision according to your plan. What would you actually do?
    - **STEP EIGHT:** If barriers arise in carrying out this decision, develop a different plan of action or rethink your decision.
    - **STEP NINE:** Be aware that even if you do not encounter a barrier, you have the right to re-evaluate decisions and change your mind. What factors might influence you to reconsider your decision to confront your friend

24 Adapted from International Sexuality and HIV Curriculum Working Group., Haberland, N., Rogow, D., & Population Council. (2009). It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV, and human rights education. New York: Population Council.

HANDOUT 11.1

NINE STEPS FOR MAKING AND CARRYING OUT DIFFICULT DECISIONS

STEP ONE

Think about what you need to consider when making decisions.

STEP TWO

Consider what will make the decision easiest to carry out.

STEP THREE

Think about likely barriers to carrying out a decision.

STEP FOUR

Rehearse your decision safely or privately.

STEP FIVE

Discuss the decision and plan with a supportive person.

STEP SIX

Think about how to carry out your decision in the safest way.

STEP SEVEN

Implement your decision according to your plan.

STEP EIGHT

If barriers arise in carrying out a decision, develop a different plan of action or rethink the decision.

STEP NINE

Be aware that even when people do not encounter a barrier, they have the right to re-evaluate decisions and change their minds.

20 minutes

Alternative timing for 2-hour session is 30 minutes

MALES AND FEMALES AS FRIENDS

In this activity, participants will identify advantages and disadvantages of friendships with the opposite sex. They will also identify ways to be good friends with members of the opposite sex.

Facilitators will:

- Divide the group into smaller mixed sex groups and have them brainstorm answers to the following questions:
  - What do you like about being friends with the opposite sex?
  - What makes a good friendship with members of the opposite sex?
  - What don't you like in a friend of the opposite sex?
  - What behaviours or characteristics do not make a good friend?
  - How can young people help or support each other?
  - How do people in your community feel about males and females being friends?

After the large group is reconvened, a representative from the small groups will briefly summarise their discussions and responses to the questions

- Throughout the discussions **Facilitators will:**
  - **UNDERSCORE** the point that young people can be good friends without having a physical or sexual relationship. Friendships between males and females help them to understand each other and can also improve gender relations throughout the participant's lives.
  - **Highlight** ways in which young people can work together to help make their lives, schools and communities into safer and more supportive places. Facilitators should build on the answers provided if necessary. Examples would include:
    - Resist bullying
    - Resist assaults and other harmful behaviours (physical and sexual)
    - Breakdown stereotypes
    - Encourage each other
    - Learn from each other

30 minutes

Alternative timing for 2-hour session is 40 minutes

THE ROLE OF PEER PRESSURE IN FRIENDSHIPS

Commence this activity by pointing out that belonging to a group is a natural part of growing up. Sometimes, however, males and females may feel pressured to do something they do not want to do to be accepted by the group. This is called peer pressure.

Facilitators will:

- **Explain** that PEER PRESSURE is social pressure on somebody to adopt a type of behaviour, dress or attitude to be accepted as part of a group.
- **Read** the following scenario to the group.
  James and Debbie are friends. James is not on speaking terms with another girl in the class named Marcia because Marcia is allegedly saying bad things about him behind his back. James and Debbie are having lunch at school and James says to Debbie "I think I need to teach that girl Marcia a lesson.... I am going to give her a sound beating to remind her that she can't go around saying nasty things about me without being punished for it!" James then tries to convince Debbie that she should help him lure Marcia into one of the bathrooms and help hold her down so that he can beat her up. Debbie is reluctant and says to James, "This is none of my business...why don't you fight your own battles. In any event, you have no proof that she really said these bad things about you. I am really not into this fighting thing....why don't you just talk to her about it? "James becomes very upset and says to Debbie, "I thought you were my good friend. Why would you desert me now when I really need you? I can't do this on my own....I need your help. You should be more than willing to help because rumour has it that Marcia is saying nasty things about you as well. "Debbie pauses to think about what she should do.

Facilitators will:

- **Use** the following questions to guide the discussion (Record responses on flip chart paper):
  - Who was exerting peer pressure in the scenario?
  - How did she/he exert peer pressure?
  - What could Debbie do to avoid being influenced to do something she does not want to do?
  - Why do you think James is exerting pressure on Debbie?
  - How do you think Debbie is feeling?
  - What are Debbie's options?

After participants have identified peer pressure, they should now be given an opportunity to develop some skills around resisting peer pressure.

LEARNING TO SAY NO

Facilitators will:

- **Divide** the participants into smaller mixed sex groups and give each group a scenario from the scenarios for Peer Pressure.
- **Ask** participants to develop a role-play and act out resisting the peer pressure in the scenario.
- **Remind** them to use assertive communication and problem-solving skills.

After groups have presented their role-plays, answer the Discussion Questions.

- What was the peer pressure in the scenario?
- What techniques were used to resist the peer pressure?
- Why do you think your peers exert pressure like this?
- Have you ever experienced any of the peer pressure that you saw in the role-plays?
  - What did you do?
  - How did you feel being the subject of such pressure?
  - What are some other skills that can help you overcome peer pressure?
- Are there examples when peer pressure is positive or motivates you to do something good?

HANDOUT 11.2

CASE SCENARIOS

Scenario 1

Some boys are at a party. A classmate joins them and, after a few minutes, takes out a flask of rum and begins drinking. They all resist for a while, but then some begin drinking the alcohol as well. One boy in the group refuses to drink, although everyone pressures him to do so.

Scenario 2

A girl at school is pregnant and the pregnancy is beginning to show. Her parents are fighting the school policy that she must leave school to attend a special programme for teen mothers because she wants to remain at her same school. Some students have been very hostile to her with several saying that "she should go home with her big belly self". Her good friend Mary feels very sorry for what is happening to her and wants to continue to support her but she is also afraid of being stigmatized and alienated. Many of the girls' other friends have stopped hanging out with her because they don't want to be labelled and feel the need to protect their reputations.

Scenario 3

Some girls are at the beach. They see a boy from their school who is very skinny and he is in his swim trunks. They all start pointing at him and laughing loudly. He is visibly embarrassed and one of the girls feels uncomfortable because the boy is her friend.

Scenario 4

A group of girls in 5th Form at school are all talking about sex. Two of them in the group do not have a boyfriend and have never had an intimate relationship with a boy. One of the girls joins in with the conversation and lies about a sexual encounter that she had never had. The other girl openly states that she has never even kissed a boy, far less had any sexual relationship. After saying this she is ridiculed by the other girls in the group including the girl who lied about having a sexual experience. She begins to wonder why she is so different from the other girls and whether she is missing out. She wants to fit in and to be like other girls her age.

5 minutes

CLOSING ACTIVITY: PRACTICING DIFFICULT DECISIONS

Facilitators will:

- **Distribute** the "Sample Difficult Decisions" handout.
- **Explain**: To practice using these steps, you will each select a decision from this list. Your assignment is to create a comic strip (series of cartoon illustrations) based on a character who has made this decision. Show the character going through the nine-step model for implementing a difficult decision. You may go through some of the steps very quickly; for example, the character can refer simply to what he or she is doing. For at least one or two of the steps, go into some detail in your comic strip.

HANDOUT 11.3

SAMPLES – DIFFICULT DECISIONS

NOTE TO FACILITATORS:

The difficult decisions identified in this handout may be adapted for the age group that you are facilitating.

You have decided that you will not join in with your friends in bullying and bad talking a girl or boy at your school.

You have decided that you will no longer take part in the gambling games that take place at your school

You have decided that you do not like it when boys call out to or touch girls at school and that you will take a stand against this by confronting the boys in your class who regularly do this to girls.

You have decided that you no longer want to join in with other girls and boys who regularly skip classes and who hang out behind the school.

You have decided that you will not participate in a plan that friends of yours are developing to steal the cell phone of a girl in your class so that it can be sold and the money shared amongst you.

You have decided that you are not ready for a sexual relationship.

You have decided to use a condom every time you have sex.

You have decided not to follow a practice that is common in your community (for example, dropping out of school at a certain age, or joining a gang). You have decided not to have sex with your partner even though that partner has threatened to leave if you don't agree to have sex.

You have decided to break up with your intimate partner (girlfriend or boyfriend).

You have decided to tell your parents that you (or your partner) are pregnant.

You have decided to leave a violent partner.

You have decided to tell your parents that you are gay.

You have decided to get tested for HIV.

You have decided to tell your partner that you are not experiencing pleasure (or orgasm) during sex.

You have decided to oppose marrying someone your parents have chosen.

You have decided to marry someone against the wishes of your parents. You have decided to tell your partner or spouse that you know that he or she is having a sexual relationship with someone else.

You have decided to tell your partner or spouse that you have been unfaithful.

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. *The Connection between Gender and Relationships*
- Check out: Ask participants to let facilitators know if they need further support
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

MODULE 12
GOAL SETTING

This is the final Module in this GBV prevention workshop for young people and it focuses on getting inspired and staying motivated. Armed with new attitudes, new knowledge and new skills, participants are challenged to consolidate the personal changes they have experienced into a plan to contribute to ending GBV.

KEY LEARNING POINTS

Violence against women is perhaps the most shameful human rights violation. And it is perhaps the most pervasive. It knows no boundaries of geography, culture or wealth. As long as it continues, we cannot claim to be making real progress towards equality, development, and peace.

Former UN Secretary-General, Kofi Annan.

We are all responsible for creating a world that is free of Gender-Based Violence. Because it is so pervasive, we have a responsibility to be constantly vigilant in our actions and within our social world. We must all participate in creating a violence free world. This grand goal starts with small steps and actions we can take every day to safeguard ourselves, and the people with who we interact every day, by being vigilant about GBV.

Session Component	Facilitators will
Convene the session 30 minutes	• Reflect on any personal changes experienced through the workshop
Change Collage 30 minutes	• Lead participants to use visual images and words that represent their perceived changes in thinking, feelings and acting as a result of participating in the program
Limiting GBV – A Plan for My Life 15 minutes	• Guide participants with developing a personal plan with action steps to limit the impact of GBV on their lives
Evaluation 15 minutes	

Materials/ Preparation

Magazine Clippings

Glue

Handouts

- Handout 12.1 I want to become
- Evaluation Forms

30 minutes

Alternative timing for 2-hour session is 45 minutes

CONVENING THE SESSION

This is the final session of the workshop and as participants enter the room, they must know that they are about to begin the final session. Facilitators should write 'Session 12 – END OF WORKSHOP on the flip chat board. Include on that first page of the flip board:

- **Name of the programme**
- **Name of the Module**
- **Start and end time**
- **End of Workshop**

GENERAL NOTE TO FACILITATORS

The end of the workshop should have a celebratory tone. Clearly state to the participants that you are celebrating their perseverance as they stayed with the workshop through to its very end. Recall that the workshop room was a space that held a range of emotions from joy, confusion, sadness, anger and hurt. Congratulate the participants for being able to sit with such a broad mix of emotions and stay to the end.

While there are set activities for the end of this workshop, you want to ensure that participants have the opportunity to speak anything that has been unspoken that they feel compelled to say. Do not rush this session. Let the participants guide the session and ensure that they have a satisfying end to the workshop.

POINTS TO REMEMBER WHEN YOU ARE CONVENING THE GROUP

- Room is physically prepared
- Music is softly playing
- Materials for the session are visible and easily accessible
- Opening Ritual for joint group is established and performed
- Quick Recap of previous session performed – Check-in about the homework – Practicing Difficult Conversations

Facilitators will:

- **Ask** participants to make a large circle with their chairs
- **Ensure** that all the participants are seated and able to see everyone sitting in the circle
- **Thank** the participants for coming and staying through to the last workshop session

- **Call** each participant by name and **acknowledge** their presence
- **Be** certain to acknowledge anyone who is not present at the session
- **Ask** each participant to think about the most memorable moment of the workshop and 1 thing that they will take with them as they leave. Give the group a few minutes of silence to consider these two points:
- **Tell** the participants that we will all complete 2 sentences:
  - The most memorable time was ....
  - I am taking with me ...
  - The facilitators will complete the sentences first and model the activity. Be open, transparent and honest.
  - Each participant will complete the sentences.

30 minutes

Alternative timing for 2-hour session is

30 minutes

CHANGE COLLAGES

Facilitators will:

- **PROVIDE** participants with large sheets of newsprint or tape sheets of flip chart paper together.
- **ASK** participants to work as a group using magazine clippings, art supplies and stencils to create a group collage representing what they have learned during the entire workshop

When the activity is completed review the entire collage as a group. This collage will be submitted to the workshop coordinator as an evaluation component.

NOTE TO FACILITATORS

As an alternative to magazine clippings and newspapers facilitators can ask participants to write or to draw on the sheets of flip chart paper or newsprint. Facilitators can also develop specific evaluation questions and ask participants to draw their responses to these on separate pieces of flip chart paper appointing one participant to be in charge of each flip chart paper with the related question written in.

15 minutes

Alternative timing for 2-hour session is 30 minutes

DEALING WITH GENDER-BASED VIOLENCE – A PLAN FOR MY LIFE

Facilitators will:

- **EXPLAIN** to participants that they are going to complete an activity called '***Dealing with GBV – A Plan for My Life***'. The purpose of the activity is to think through how they are going to use the knowledge, skills and attitudes developed over the course of this workshop to impact their lives for the next 12 months.
  - **Ask** participants to sit comfortably in their chair, with their feet flat on the ground and close their eyes.
  - **Breathe** deeply and slowly (inhaling and exhaling at their own rhythm). Do this three times, slowly and calmly and with purpose to engage in deep reflection.

ENSURE THAT YOU PROCEED WITH A SLOW, CALMING VOICE. GIVE PARTICIPANTS TIME TO THINK ABOUT WHAT YOU SAY AS YOU ASK THEM TO CONSIDER IDEAS AND ACTIONS.

- **Explain** that making a personal plan requires that we think about the different relationships and social spaces that we operate in on a daily basis. This is necessary to create goals to improve our quality of life.
- **Explain** that in order to make their personal plan for dealing with GBV in their lives, it is important to first imagine how they want to see themselves change:
- **Ask** participants to listen to the questions/statements take time to reflect and then record their responses in their journals (If they choose to do this).
  - I may not be able to end GBV in the world, but I can limit its impact in my life. What are the small actions I can take:

Girls and young women

- If I am not treated with respect and dignity by men and boys in my family and who I associate with.
- To ensure that I speak up and take action if I feel that anyone is mistreating me
- To ensure that I do not use my personal power to hurt or harm others
  - What do I need to be aware of in my family relationships which might protect me from GBV ?
  - What do I need to be aware of in my family relationships which might make me vulnerable to GBV.
  - What do I want for my life regarding my intimate relationships?
  - What actions can I take in my school or community to help protect myself and others from GBV.
  - How can I challenge gender inequalities and gender-based discriminationin my community and school environments?
- **Ask** participants to slowly open their eyes and prepare themselves to complete the activity.
- **Close** this segment off with the following important points:
  - As simple as a plan can be, it always gives us a clearer idea of what we want and need to do.
  - It is important that we set realistic goals and try to achieve them.

- Making a plan helps us not lose ourselves on the path we want to follow. It motivates us to continue to strive to achieve our goals.
- Think about how you can connect what you want to become with actions that you can take
- **DISTRIBUTE** Handout 12.1 'Limiting GBV – A Plan for My Life' and invite participants to identify their goals for the next 12 months.

HANDOUT 12.1 I WANT TO BECOME*

Behaviour I want:	What I am going to do:
I want to become a violence-free man	
I want to become	
I want to become	
I want to become	
I want to become	
I want to become	
I want to become	
I want to become	
I want to become	
I want to become	
I want to become	
I want to become	
I want to become	

* Adapted with permission from the UNIFEM 2009 Partnership for Peace (PfP): A Violence Intervention Programme.

Facilitators will ask participants to mingle among their group and share at least 1 goal with 3 persons.

Note to facilitators: As this is the final module of the workshop, organize a celebration. Be it group hug, a little social, a ritual to say good-bye, group photos taken. Or depict the photos taken during the workshop as a slide show with music.

NOTE TO FACILITATORS

As this is the final module of the workshop, organize a celebration. Be it group hug, a little social, a ritual to say good-bye, group photos taken. Or depict the photos taken during the workshop as a slide show with music.

End the workshop as you always do with the following activity

POINTS TO REMEMBER WHEN YOU ARE ENDING THE SESSION

- Review the Key Learning Points:
  a. ***Setting goals to be able to deal with GBV and limiting its impact on their lives.***
- Check out: Ask participants to let facilitators know if they need further support
- Closing Ritual – Grounding before leaving the workshop room:
  a. Put all objects down
  b. Sit upright, roll shoulders back over your hips, feet flat on the ground, hands on lap, back straight, eyes gently closed
  c. Deep inhale for 4 counts (1..2..3..4..)
  d. Deep exhale for 4 counts (1..2..3..4..)
  e. Deep inhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  f. Deep exhale for 4 counts (1..2..3..4..) silently say to yourself Relax
  g. Repeat 2 or 3 times
  h. Thank the participants for attending

THE END