



ONE YOUTH CAN: Changing Gender Norms and Promoting Gender Equality



Sonke Gender Justice (Sonke) pursues a vision of a world in which men, women, youth and children can enjoy equitable, healthy and happy relationships that contribute to the development of just and democratic societies. To achieve this, Sonke seeks to strengthen government, civil society and citizen capacity to promote gender equality and human rights, prevent domestic and sexual violence, and reduce the spread and impact of HIV and AIDS.

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ABOUT THIS MANUAL

This Manual is intended to be a resource for those working with youth on issues of citizenship, human rights, gender, health, sexuality and violence. The content is informed by a commitment to social justice, gender equality and engaged citizen activism. The activities encourage all youth to reflect on their own experiences, attitudes and values regarding sexuality; gender; what it means to be a boy/man or girl/woman; domestic and sexual violence; HIV/AIDS, democracy and human rights. They encourage all youth to take action to help prevent domestic and sexual violence, reduce the spread and impact of HIV and AIDS, and promote gender equality.

Background

South Africa has amongst the highest levels of domestic violence and rape of any country in the world. Research conducted by the Medical Research Council in 2004 shows that every six hours, a woman is killed by her intimate partner. This is the highest rate recorded anywhere in the world.

Even though domestic and sexual violence are so widespread, arrest and conviction rates for perpetrators are amongst the worst in the world. In South Africa, it is estimated that only 10% of rapes are actually reported. Even more shocking is that only 4.1% of reported rapes lead to conviction (according to an October 2008 report from Tshwaranang Legal Resources and the Centre for the Study of Violence and Reconciliation).

This violence and the unequal power it reflects between men and women is one of the root causes of the rapid spread of HIV in South Africa. Almost one-third of sexually experienced women (31%) reported that they did not want to have their first sexual encounter and that they were coerced into sex. As a result, young women in South Africa are much more likely to be infected than men and make up 77% of the 10% of South African youth between the ages of 15-24 who are infected with HIV.

These levels of violence are a threat to our new democracy and a violation of women's human rights. They undermine our ability to enjoy the rights enshrined in our widely respected Constitution, especially Section 12, subsection 2 of the Bill of Rights which makes clear that:

“Everyone has the right to bodily and psychological integrity, which includes the right (a) to make decisions concerning reproduction; and (b) to security in and control over their body”.



The One Youth Can Campaign

The **One Youth Can Campaign** has been developed by Sonke Gender Justice. It developed out of the **One Man Can Campaign** which promotes the idea that each one of us can create a better, more equitable and more just world. In addition to taking action in our personal lives, the campaign encourages all of us (men and women, girls and boys) to work together to take action in our homes and communities – to build a movement, to demand justice, to claim our rights and to change the world.

In our society, males are socialised into violence and they commit the vast majority of violent acts. Men learn violence as a result of experiencing it in childhood or as adults. But if violence is a learned behaviour then it can be unlearned. Men can choose not to behave violently toward women, children, and other men.

Saying that men choose to use violence, rather than that men lose control and become violent, is the first step in holding men accountable for their decisions and actions. This principle of accountability is central to any program focused on stopping gender-based violence.

The **One Youth Can Campaign** aims to help boys and girls choose not to use violence and to rather choose to live in equal relationships with males and females. In other words, it aims to help youth “break the gender rules” and end violence of any kind, but especially gender-based violence, in our society.

When we conducted research for the **One Man Can Campaign**, we learned that many men and boys worry about the safety of women and girls – their partners, sisters, mothers, girlfriends, wives, co-workers, neighbours, classmates and fellow congregants. Many men and boys spoke about wanting to play a role in creating a safer and more just world, but that often they did not know how to do this. Our research also told us that many men are beginning to live more gender equitable lives with their partners and with their families. As gender roles continue to change, a growing number of men are realising that relationships based on equality and mutual respect are far more satisfying than those based on fear and domination.

The **One Youth Can Campaign** activities and materials are intended to support boys and girls to act on their convictions that violence against females is wrong and must be stopped. The materials are designed to help youth take action in their own lives and in their communities to promote healthy relationships based on a commitment to gender equality and to supporting females to achieve their rights to health, happiness and dignity.



Guiding principles

We have used following principles to conceptualise and design the activities.

- **Domestic and sexual violence are against international and national laws and human rights, and violate the constitutions in many countries.**
- **Domestic violence and dating violence is everyone’s business – it is not a “private matter”.** Too many people still say that domestic and sexual violence are private matters and argue that “it is not my business to intervene”. Sexual and domestic violence are, of course, all of our business. Violence affects all of us and we each have a role to play in stopping it. There are many opportunities in our daily lives to take action when we witness someone being mistreated, disrespected or abused. We have to find the courage to act on our convictions that violence is wrong.
- **Violence happens in all communities.** Domestic violence and sexual violence against women and girls occur in all communities, including black and white communities, and in rich, poor, religious and non-religious communities.
- **No one is safe until everyone is safe.** If violence against one group or individual goes unchallenged, then it allows violence to be justified against all of us. We all have a responsibility to ourselves and to each other to take a stand against violence. Remember, silence can be interpreted as approval.
- **All violent acts or behaviours are connected to each other.** When we glorify any kind of male violence e.g. asking a six year old boy in a fight if he “won”; giving children toy weapons; encouraging boys to “fight back” instead of solving conflicts with words; allowing violence in sports games, etc, we build a culture in which violence is normalised and even encouraged.
- **There are lots of reasons why dating violence, sexual violence and domestic violence are issues that boys and men should care about and take action to prevent.** Boys and men are often deeply affected by dating violence and domestic violence. As individuals they see the pain suffered by victims they know and care about – their daughters, mothers, sisters, friends, colleagues. As a group, men and boys see the fear and suspicion all males encounter as a result of violence committed by other males. Increasingly boys and men are recognizing this and choosing to play a critical role in creating a healthier world for females and males, free of violence and founded on principles of equity and compassion.
- **Violence is learned. It can be unlearned.** No one is born violent or abusive. These behaviours are learned and they can be unlearned. We can work together to promote the changes needed to build healthy relationships and healthy communities where we do not have to fear violence or worry about our loved ones.



ABOUT THIS MANUAL

- **Violence is a choice and is a strategy for gaining power and control.** Violent and abusive behaviours are strategies used to gain power and control over others. People who become violent may try to excuse their behaviour by saying that they “lost control”, “couldn’t stop themselves”, “snapped”, or “blacked out”. In reality, people who commit acts of violence do know how to manage their anger. After all, they rarely assault their bosses or their co-workers. Also have you noticed that often when men do assault women or girls, they are careful not to leave bruises in visible places? This suggests control.
- **Always promote victim safety and perpetrator accountability.** Domestic and sexual violence have devastating impacts on millions of girls and women each year. Addressing this problem requires protecting victims from abuse and holding perpetrator’s accountable for their actions. Counselling services for victims and abusers can help people heal from past abuse and learn to live violence-free lives.
- **Make sure the group is safe for all participants.** In almost any group there will be people whose lives have been affected by violence. Chances are that you will have members in your group who have witnessed or experienced violence at home or in a dating relationship. Be aware that these members may feel self-conscious, ashamed, or worried that they will be singled out in the group. Allow members to share as much or as little as they wish about their experiences. Invite members to speak with you privately after group sessions if they choose. Remind all members of their group agreements including confidentiality.
- **Model equality in the group with equitable gender dynamics between facilitators and participants.** Group participants will learn about healthy relationships from the activities and from their relationship with you and the other participants. Therefore, the facilitators must model the behaviours promoted in this programme by being fair and respectful at all times. The facilitators must never harm or intimidate a group member or allow any other member to do this in the group. If conflict occurs, the facilitator must deal with it in a firm but non-abusive manner.



How to use this manual

Read through this manual before you use the activities. Read through each activity again before you start it. The manual provides the following information on the activities:

Objectives: These describe what participants should know, feel and be able to do, after doing the activity. You do not need to tell participants about the objectives before you start the session. Sharing the objectives can create a bias so that participants act or respond to match the objectives and this can limit the individual process of learning.

Concepts: At the beginning of each activity we have listed concepts that are covered in the activity, together with their meanings or definitions.

Time: This is simply a guideline of how long each activity should take, based on our experience. These timings are not fixed and you will need to change them based on the group you are working with and the issues that come up.

Materials: This lists the resources you will need for each activity.

Steps: These are the instructions to follow to do the activity. We suggest you follow them in the order in which they are written.

Facilitator's notes: These notes give you background or additional information about a topic. They help you to prepare for the workshop content and anticipate what issues you might need to help participants deal with. Read these notes and think through the issues before the workshop.

Glossary: We have made every effort to use plain language and we have also listed the CONCEPTS used in each activity in this Manual, after the objectives. However sometimes you will find terms, concepts and words which are unfamiliar to participants. It is important for participants to know and understand these words, so rather than use a simpler word we have created a GLOSSARY in both this Manual and in the *Participant's Workbook*. Encourage participants to look up unfamiliar words in the glossary and to find their own synonyms for these words.

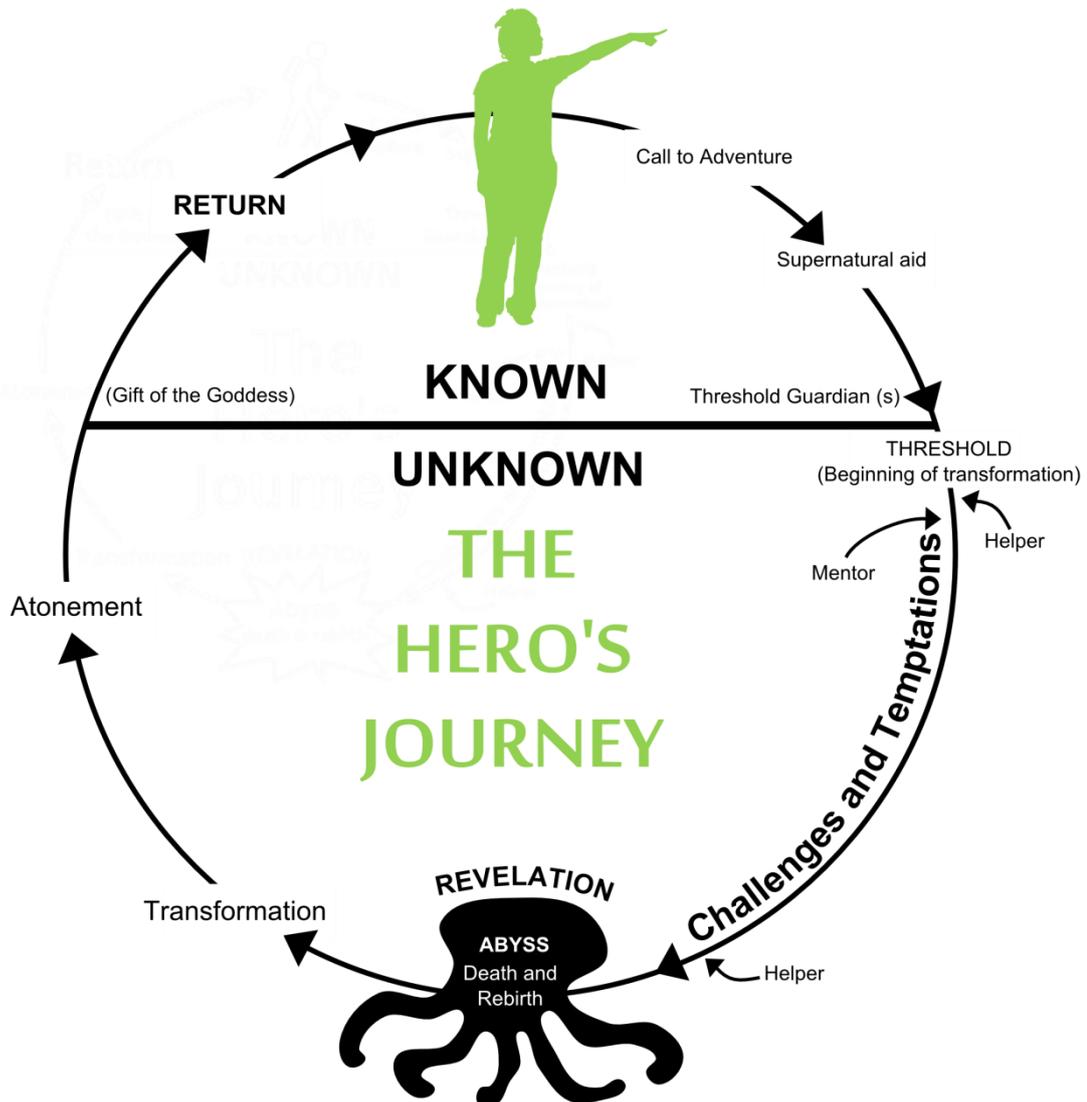


A note about the Participant's Workbook

The One Youth Can *Participant's Workbook* contains worksheets which participants use as they do the activities in the workshops. We will let you know when to use the worksheets in this Manual. Please note that not every activity has an accompanying worksheet. For example, you will see in Workshop 1, there are no worksheets for Activities 1.1 and 1.2, as these are discussion-based activities.

ONE YOUTH CAN:

- Be the hero
- Take responsibility
- Live powerfully
- Promote gender equality
- Give respect
- Stop HIV and AIDS
- End gender-based violence
- Show compassion
- Change the story



GLOSSARY

Accountability:	The ability to account for the decisions and actions we take; the ability to accept the results of our decisions and not blame others for the consequences they lead to.
Asexual:	A person who is not interested in or does not desire sexual activity. An asexual person can still feel love for other people and enjoy non-sexual intimacy.
Bi-sexual:	People who have the ability to fall in love with and/or be sexually attracted to people from both sexes.
Bill of Responsibilities:	A list of the human responsibilities that we all have to act in ways that protect, ensure and uphold our human rights.
Body image:	A person's feelings about their body, including how beautiful or sexually attractive they are.
Brand:	The image shown to others, including name, appearance, slogan, tag line, logo, strengths and so on.
Coercion:	To be forced to do something or not do something against your will.
Communication:	To express thoughts, opinions, feelings and values through speaking, listening, reading and writing.
Compassion:	To show deep caring and sympathy for the suffering of others, including the desire to help.
Conflict management:	To discuss, manage and resolve conflict in healthy ways.
Consent (sexual):	When a person agrees, gives permission, or says "yes" to sexual activity with another person. Consent is always freely given and all people in a sexual situation must feel that they are able to say "yes" or "no" or stop the sexual activity at any point. Consent cannot be assumed by: body language and appearance, dating relationships or previous sexual activity, marriage, silence or non-response, inability to respond because of consumption of drugs or alcohol.
Cooperation:	Working together for a common goal.
Courage:	The ability and willingness to confront fear, pain, danger, uncertainty or intimidation; the ability to act responsibly in the face of popular opposition, shame, or discouragement.
Date rape:	Sexual assault by someone you are romantically involved with, dating or out on a date with. Date rape can also



GLOSSARY

Dating violence:	involve being given drugs and/or alcohol to reduce or prevent your ability to say “no”.
Dignity:	Any form of controlling, abusive or aggressive behaviour against someone you are dating.
Discrimination:	A feeling of self-importance and worth.
Diversity:	To treat someone in an unfair way.
Economic status:	Having people of many different cultures, races, traditions and ways of thinking in a group.
Ejaculation:	Your access to money or income situation and how it affects your place in society.
Empathy:	The discharge of semen from the penis when a man has an orgasm.
Fairness:	A deep appreciation of another person’s situation or point of view. The ability to put yourself in the other person’s shoes.
Family:	Free from favouritism, self-interest, or preference. Treating people equally.
Family planning:	A group of people united by the ties of marriage, blood, adoption or cohabitation; interacting and communicating with one another in their respective family roles, maintaining a common culture, and governed by ‘family rules’.
FTM:	Planning to choose the number and spacing of children in a family through the practice of contraception or other methods of birth control.
Functionality:	An abbreviation for "female-to-male" transsexual, in other words, women who undergo the medical and legal procedures necessary to become men.
Gay:	A person’s physical and/or cognitive condition – and any limits to how they can function through movement, understanding, senses or activities.
Gender:	Men who are attracted to men.
Gender equality:	The way society defines the, roles, behaviours, activities, and attributes of men, women and people who are transgender. These definitions are not fixed, but change over time and from society to society.
	Men, women and transgender people are equal. They have



the same rights, opportunities and responsibilities. They should be treated with equal concern and respect, and should be entitled to develop to their full human potential.

Gender identity:	A person's own inner sense of being a man, woman, or transgender. The person's gender identity might or might not be the same as his/her sex at birth.
Gender fluid:	Someone whose gender identity and presentation are not confined to only one gender category. Gender fluid people may have different understandings of their gender, moving between categories as feels right.
Gender roles/norms:	Society's ideas of what it means to be a man or woman, and the different roles that men and women should play.
Gender stereotypes:	Simplistic generalisations about the differences, characteristics and roles that men and women should play. Most stereotypes are built on inaccurate information about others.
Gender stereotyping:	Requiring a person to behave or dress a certain way based on his or her gender.
Gender-based violence:	Any form of violence that results from and contributes to gender inequality.
Heteronormative	A norm that dictates that there are fundamental differences between men and women, that a person must be either a man or a woman and that it is "natural" to be attracted to the opposite sex.
Heterosexual:	People who have the ability to fall in love with and/or be sexually attracted to those from the opposite sex.
HIV affected:	To be affected or impacted in some way by HIV, e.g. to have changes in your life, like being orphaned, unable to attend school because of HIV/AIDS.
HIV infected:	To be infected with HIV; to be HIV positive.
Homo- and transphobia:	The irrational fear of LGBTI people or any behaviour, belief or attitude in self or others that doesn't conform to rigid sex-role or gender stereotypes. It is a fear of homosexuality and homosexual or transgender people of all things associated with homosexuality or transgenderism. Some people who experience homo- and transphobia simply avoid gay, lesbian and transgender people, places, events and topics of conversation. The extreme behaviour of homo- and transphobia is violence against homosexuals



GLOSSARY

Homosexual:	People who have the ability to fall in love with and/or be sexually attracted to those of the same sex as themselves.
Human rights:	The fundamental freedoms that every person in the world is entitled to just because they are human. Nobody can take away these rights, and you have them forever.
Humanity:	To be caring and have compassion towards others.
Identity:	Behaviour, appearance and characteristics that people recognise as being you.
Integrity:	A sense of inner wholeness derived from personal qualities and values that are positive and affirming. Doing the right thing, even when no one is looking.
Image:	The picture of ourselves which we present to the world. It is made up of how we think or feel about ourselves and how we want to be seen.
Inclusion:	Being allowed to take part in group decisions, events, or activities.
Infidelity:	Being unfaithful to your husband, wife or sexual partner.
Intellectual:	Using carefully considered thought rather than emotions to make decisions or choices.
Intersex:	An intersex person is born with sexual anatomy, reproductive organs, and/or chromosome patterns that do not fit the typical definition of male or female. This may be apparent at birth or become so later in life. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity: intersex people experience the same range of sexual orientations and gender identities as non-intersex people. UN 2013
Intimidation:	The act of making someone scared, usually so that they won't talk about something you did.
Lesbian:	Women who are attracted to women.
LGBTI	Lesbian, Gay, Bi-sexual, Transgender and Intersex.
Maputo Plan of Action (MPoA) on Sexual and Reproductive Rights	A framework for implementing the African Union's Continental Policy Framework for Sexual and Reproductive Health and Rights. It focuses on nine areas: Integration of sexual and reproductive health (SRH) services into primary health care; repositioning family planning; developing and



	promoting youth friendly services; preventing unsafe abortion; promoting safe motherhood; encouraging resource mobilisation; ensuring commodity security; and monitoring and evaluation.
Mastery:	To feel competent or have control over something; to know that you can solve problems and deal with your life issues.
Material:	Physical thing that can be seen and touched.
Monogamous:	To be faithful to one partner.
MTF:	An abbreviation for "male-to-female" transsexual, in other words, men who undergo the medical and legal procedures necessary to become women.
Non-discrimination:	Treating people fairly without prejudice.
Non-penetrative sex:	Anything that sexually arouses and pleasures you but does not involve vaginal or anal penetration. It may involve for example, making out, kissing, masturbating, stroking, oral sex, sexting, fantasising, cybersex, flirting, and so on. Also called outercourse.
Opposite-sex relationships:	Relationships between a woman and a man.
Orgasm:	The climax of sexual excitement, characterized by intensely pleasurable feelings centred in the genitals. In men, experienced as an accompaniment to ejaculation.
Pansexual:	Not limited or inhibited in sexual choice with regard to gender or activity.
Penetrative sex:	When a penis is inserted into the vagina (also called vaginal intercourse) or when a penis is inserted into or enclosed by the anus (also called anal intercourse). Can include oral sex when the mouth or tongue surrounds the penis or penetrates the vagina or anus.
Power:	The ability to control and influence oneself, as well as other people and their actions. This power can be used both negatively and positively.
Prejudice:	The attitudes and feelings that people have about members of other groups – these could be positive or negative, conscious or non-conscious.
Psychological:	Relating to the mind.
Respect:	Treating a person with kindness, courtesy and



GLOSSARY

Responsibilities:	consideration. Duties, obligations, being held accountable for your actions and behaviour.
Responsibility:	The ability to respond to the demands of a situation that one finds oneself in.
Risk:	The potential loss or an undesirable outcome resulting from an action, activity or inaction.
Role model:	Any person who serves as an example to others; whose behaviour others want to match or copy.
Same-sex relationships:	Relationships between two men or two women.
Self-awareness:	To be able to recognize yourself as an individual, separate from other individuals and from your environment. To focus on yourself and compare your behaviour to your internal values and beliefs.
Self-esteem:	The way we feel and think about ourselves; how much we like, value and accept ourselves.
Self-knowledge:	Knowledge or understanding of one's own capabilities, character, feelings, or motivations.
Self-reflection:	To think about yourself and your actions so that you can learn from your experiences.
Setting boundaries:	To set limits about what values and behaviour you are prepared to accept and what you are not prepared to accept.
Sex:	The biological and physiological characteristics that define men, women and people who are transgender.
Sexual harassment:	Uninvited or unwelcome words or acts that are sexual in nature.
Sexual health:	The state of physical, emotional, mental and social well-being in relation to sexuality.
Sexual identity:	Every person is born with a sexual identity, even before he or she feels a sexual orientation and/or starts sexual activities. A person's sexual identity is the sense of his or her own sexuality and includes sexual orientation, sexual preferences, and gender identity. A person's sexual identity may change as he or she moves through life.
Sexual orientation:	A person's sexual attraction and behaviour towards another – of the same sex (homosexuality) or of the opposite sex



(heterosexuality) or of either sex (bisexual), or to people across the gender spectrum. The attraction is on many levels – sexual, physical, intellectual, emotional and spiritual. It is not only about sex. A person may also be asexual, meaning that he or she has no sexual feelings or desires.

Sexuality:	Sexuality is how we feel about ourselves as sexual beings. It includes our sex, gender identity, sexual orientation, eroticism, pleasure, intimacy and reproduction. We express our sexuality through our thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While our sexuality includes all of these elements, we do not experience or express them all the time. (adapted from WHO, 2006a)
Social:	Being around, and interacting with, other people.
South African Bill of Rights:	A list of human rights that all people in South Africa have. These rights do not have to be earned and they cannot be taken away.
Spiritual:	Relating to the spirit, religion or faith. Things you cannot touch or see, but believe in.
Stereotypes:	Specific beliefs about a group, such as descriptions of what members of a particular group look like, how they behave or their abilities.
Stigma:	An attitude towards someone that makes them feel shame or disgrace.
STIs (Sexually Transmitted Infections):	Any infections you get through mouth-to-mouth kissing, e.g. herpes; unprotected sexual contact with the genitals of person who has an STI, e.g. syphilis, gonorrhoea, chlamydia and hepatitis B; and/or through blood and breastmilk, e.g. HIV – the virus that leads to AIDS.
Strategy:	A plan of action designed to achieve a long-term goal.
SWOT	A model for identifying Strengths, Weaknesses, Opportunities and Threats. Can be used as a personal development tool or applied to an organisation, business or project.
Third gender (TG):	A person who doesn't define themselves as female or male. Some countries has started to recognise TG as a third category in public registers, passports etc.
To face a risk:	To have no or little choice or influence over the outcome of



	an action
To take a risk:	To have a choice and perhaps some influence over the outcome of an action.
Trans:	A general term that refers to the many ways people can challenge or refuse to comply with gender roles or norms.
Transgender:	The umbrella term used to describe those who have a gender identity, expressions or behaviours not traditionally associated with their birth sex. Often mistakenly used as a synonym for transsexualism.
Trans person:	Someone who was born male and now lives as a female and has a feminine gender identity; or was born female but who lives as a male and has a masculine identity. This person may or may not have changed his/her physical body with surgery, hormones, or in other ways. MTF is an abbreviation of Male To Female. FTM is an abbreviation of Female to Male.
Transmitted:	A person caused something to be passed on to another person.
Transvestite:	An individual who dresses in the clothing of the opposite gender for a variety of reasons.
Universal:	Relating to or affecting the whole world. Having an effect on everything.
Values:	The things that are important to us (we value), which we use to guide and direct our lives, and which are seen in the way we live and in our actions and behaviour.
Visualise:	To imagine an outcome or event in your mind.
HIV Counselling and Testing (HCT) Services:	Services where people can take an HIV test which will tell them if they are infected with HIV. The test is voluntary – it is the person’s own decision to get tested or not. The test is also confidential. HCT services include counselling people before and after the test when they get the results.
Vulnerable:	Exposed to the possibility of being attacked or harmed, either physically or emotionally.
Whole person:	The multiple parts of what makes up a human being, including physical, social, emotional, sexual, intellectual, spiritual, environmental, universal



WORKSHOP MAP

WORKSHOP	ACTIVITY	OBJECTIVES
1. WHO ARE YOU ON THE OUTSIDE?	Activity 1.1: Act like a man; Act like a woman NO WORKSHEET	<ul style="list-style-type: none"> Describe gender roles and stereotypes. Examine how messages about gender can affect behaviour and influence relationships between males and females. Examine how it is possible to step outside these gender roles.
	Activity 1.2: Learning from men who have been role models NO WORKSHEET	<ul style="list-style-type: none"> Describe and identify positive qualities of male role models. Explore the idea that men can play an important role in promoting gender equality.
	Activity 1.3: Brand you! WORKSHEET 1	<ul style="list-style-type: none"> Create a poster of an image of self. Reflect on how others have played a part in creating this image. Explore personal branding.
2. WHO ARE YOU ON THE INSIDE?	Activity 2.1: Aspects of Self WORKSHEET 2	<ul style="list-style-type: none"> Explain the different aspects of the 'whole person'. Explore how identity and our life experiences are affected by a range of factors.
	Activity 2.2: Johari's Window WORKSHEET 3	<ul style="list-style-type: none"> Create a diagram of the different aspects of self. Become more aware of previously unknown parts of self. Decide which parts to bring into the open and how to do this.
	Activity 2.3: The Circle of Courage® WORKSHEET 4	<ul style="list-style-type: none"> Explore the values of belonging, mastery, generosity and independence. Reflect on how to show or demonstrate these values in our lives.



<p>3. SHIFTING POWER LINES</p>	<p>Activity 3.1: Power lines</p> <p>WORKSHEET 5</p>	<ul style="list-style-type: none"> • Explore different forms, meanings and practices of power. • Practice power differently in order to address power inequalities. • Challenge male power and privilege.
	<p>Activity 3.2: A healthy picture</p> <p>WORKSHEET 6</p>	<ul style="list-style-type: none"> • Re-image a ‘healthy’ picture of childhood and parenting. • Commit to taking action to move towards health.
	<p>Activity 3.3: Rights and responsibilities</p> <p>WORKSHEET 7</p>	<ul style="list-style-type: none"> • Explain how rights are protected by international and national laws. • Discuss rights and responsibilities. • Reach consensus in a group.
<p>4. FACING CROSSROADS, CHALLENGES AND CHOICES</p>	<p>Activity 4.1: Clarify gender values</p> <p>WORKSHEET 8</p>	<ul style="list-style-type: none"> • Explore and clarify gender values.
	<p>Activity 4.2: Which road will you take?</p> <p>WORKSHEET 9</p>	<ul style="list-style-type: none"> • Use the steps in BE A STAR model to make responsible choices and decisions. • Reflect on decisions, actions and personal accountability.
	<p>Activity 4.3: New kinds of courage</p> <p>WORKSHEET 10</p>	<ul style="list-style-type: none"> • Identify strategies which promote equal and healthy relationships between boys and girls, and which develop fairer and more responsible practices. • Envision ‘being’ courageous in the world.
<p>5. THE SACRED SEXUAL AND REPRODUCTIVE BODY</p>	<p>Activity 5.1: The sexual body</p> <p>WORKSHEET 11</p>	<ul style="list-style-type: none"> • Discuss sexual words to identify those which are acceptable to use and to raise awareness about the power dimension of certain words. • Explain how the male and female sexual and reproductive health systems work.



	<p>Activity 5.2: The sexual mind</p> <p>WORKSHEET 12</p>	<ul style="list-style-type: none"> • Reflect on a wider range of sexual expression and pleasure –penetrative as well as non-penetrative. • Discuss how you know when you are emotionally ready for sex. • Discuss safer sex and contraception and how to reduce the risk of HIV, STIs and pregnancy.
	<p>Activity 5.3: Your sexual integrity</p> <p>WORKSHEET 13</p>	<ul style="list-style-type: none"> • Connect with own sense of sexual integrity. • Identify norms for sexual behaviour. • Discuss what consent means and what NO means.
6. CREATING HEALTHY RELATIONSHIPS	<p>Activity 6.1: Power and exclusion in relationships</p> <p>WORKSHEET 14</p>	<ul style="list-style-type: none"> • Experience exclusion and ‘power’ in a safe environment; and understand the effect these have on relationships with others. • Demonstrate how perceptions about others influence how we treat them.
	<p>Activity 6.2: Communication and conflict management</p> <p>WORKSHEET 15</p>	<ul style="list-style-type: none"> • Describe the importance of communication in relationships. • Rate own communication skills.
	<p>Activity 6.3: The ingredients for a healthy relationship</p> <p>WORKSHEET 16</p>	<ul style="list-style-type: none"> • Identify what a healthy relationship looks like. • Practice conflict resolution skills.
7. CREATING A HEALTHY RELATIONSHIP WITH SELF	<p>Activity 7.1: Body mapping</p> <p>NO WORKSHEET</p>	<ul style="list-style-type: none"> • Discuss sexuality and body image. • Identify like and dislikes about self.
	<p>Activity 7.2: The voice in your head</p> <p>WORKSHEET 17</p>	<ul style="list-style-type: none"> • Explain what self-esteem is and the importance of having good self-esteem. • Explore how self-esteem influences our relationship with self and others.



	<p>Activity 7.3: Being a friend</p> <p>WORKSHEET 18</p>	<ul style="list-style-type: none"> • Identify how risk behaviours are often associated with low self-esteem. • Explore ways to help change feelings, thoughts and behaviours.
<p>8. CONSIDERING SEXUAL ORIENTATION</p>	<p>Activity 8.1: Understanding sexual identity</p> <p>WORKSHEET 19</p>	<ul style="list-style-type: none"> • Clarify the concept <i>sexual identity</i> – which includes gender identity and sexual orientation. • Discuss gender identity and sexual orientation. • Raise awareness about the dangers of stereotypes and prejudice.
	<p>Activity 8.2: Two steps forward</p> <p>WORKSHEET 19</p>	<ul style="list-style-type: none"> • Identify with the experience of keeping a secret, such as your sexual orientation. • Reflect on the relevance of keeping or revealing a secret. • Draw up a ‘charter’ of Sexual Rights.
	<p>Activity 8.3: Challenge prejudice; Build acceptance and inclusion</p> <p>WORKSHEET 20</p>	<ul style="list-style-type: none"> • Discuss what to do on an individual and community level to campaign against prejudice and stigma. • Build full acceptance and inclusion to counter prejudice and stigma.
<p>9. BREAKING THE CYCLE: GENDER-BASED VIOLENCE</p>	<p>Activity 9.1 Violence clothesline</p> <p>WORKSHEET 21</p>	<ul style="list-style-type: none"> • Explain different forms of gender-based violence and better understand why it happens and how it impacts on men, women and children. • Explore how gender-based violence perpetuates attitudes of gender inequality.
	<p>Activity 9.2 Consent versus Coercion: Attitudes towards dating violence</p> <p>WORKSHEET 22</p>	<ul style="list-style-type: none"> • Explain what is dating violence and why it happens. • Explain the difference between sexual consent and coercion. • Explore attitudes and values towards dating violence.
	<p>Activity 9.3 Break the cycle</p> <p>WORKSHEET 23</p>	<ul style="list-style-type: none"> • Identify actions to break the cycle of violence against females. • Design a mural to raise awareness of the need to say NO to gender-based violence.



<p>10. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 1)</p>	<p>Activity 10.1 The transmission game</p> <p>NO WORKSHEET</p>	<ul style="list-style-type: none"> • Explain how STIs, including HIV can spread rapidly in a community. • Better understand the basic facts about HIV and AIDS.
	<p>Activity 10.2 Take the HIV quiz</p> <p>WORKSHEET 24</p>	<ul style="list-style-type: none"> • Explain the facts about HIV and AIDS. • Dispel myths about HIV and AIDS. • Identify the level of HIV risk that various behaviours carry.
	<p>Activity 10.3 Correct condom usage</p> <p>WORKSHEET 25</p>	<ul style="list-style-type: none"> • Identify the correct steps for using a condom. • Explore how to have fun with and enjoy using condoms.
<p>11. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 2)</p>	<p>Activity 11.1 HIV/STI vulnerabilities</p> <p>NO WORKSHEET</p>	<ul style="list-style-type: none"> • Explore different aspects of HIV/STI vulnerability and the difference in risk that males and females take and face. • Identify the main reasons why there are these differences in risk or vulnerability.
	<p>Activity 11.2 Living with HIV and AIDS</p> <p>WORKSHEET 26</p>	<ul style="list-style-type: none"> • Explore the feelings, thoughts and challenges of living with HIV. • Understand the impact of HIV and AIDS. • Identify roles that males can play in reducing the impact of HIV and AIDS.
	<p>Activity 11.3 Getting tested</p> <p>NO WORKSHEET</p>	<ul style="list-style-type: none"> • Explain HCT services and the importance of getting tested.
<p>12. THE CALL TO ACTION</p>	<p>Activity 12.1 Going full circle</p> <p>WORKSHEET 22</p>	<ul style="list-style-type: none"> • Reflect on and consolidate the journey travelled so far. • Do a SWOT analysis.
	<p>Activity 12.2 The belief change cycle</p> <p>WORKSHEET 28</p>	<ul style="list-style-type: none"> • Describe the process involved in the belief change cycle. • Create symbols or characters to use in the belief change cycle, and use the cycle to strengthen a new belief they have.
	<p>Activity 12.3 Taking action: Making a difference</p> <p>WORKSHEET 29 & 30</p>	<ul style="list-style-type: none"> • Explore how to take action for change in the community - to work for social justice and gender equality. • Generate a vision of their future.



WORKSHOP ONE

WHO ARE YOU ON THE OUTSIDE?

Workshops 1 and 2 provide a starting point for all the sessions. Although both workshops are about the Self, Workshop 1 focuses on the external Self which we present to others – the images of masculinity and femininity that we present to others, the roles we are taught to play or that are ‘branded’ into us from birth. Workshop 2 is more about the internal Self or our inner world – how we feel, what we think, what we believe and so on.

Workshop 1 aims to help participants to:

- Describe gender roles and stereotypes.
- Examine how messages about gender can affect behaviour and influence relationships between males and females.
- Examine how it is possible to step outside these gender roles.
- Describe and identify positive qualities of male role models.
- Explore the idea that men can play an important role in promoting gender equality.
- Create a poster of an image of self.
- Reflect on how others have played a part in creating this image.
- Explore personal branding.

TIME PLAN

Activity	Focus	Time	Material
1.1	Act like a man; Act like a woman	60 minutes	<ul style="list-style-type: none"> • Flipchart, markers, masking tape/ prestik
1.2	Learning from men who have been role models	30 minutes	<ul style="list-style-type: none"> • Flipchart, masking tape/prestik, markers brightly coloured pieces of paper for each participant
1.3	Brand YOU!	60–90 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook, Worksheet 1: Brand YOU!</i> • Flip-chart (enough for each participant), masking tape/ prestik / scissors • Markers, pencils, coloured pens and pencils • Magazines, newspapers, posters, pamphlets (to cut up)



ACTIVITY 1.1: ACT LIKE A MAN; ACT LIKE A WOMAN

OBJECTIVES

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

- Describe gender roles and stereotypes.
- Examine how messages about gender can affect behaviour and influence relationships between males and females.
- Examine how it is possible to step outside these gender roles.



TIME: 60 minutes

MATERIALS

- Flip-chart, markers, masking tape/ prestik

CONCEPTS

Gender: The way society defines the, roles, behaviours, activities, and attributes of men, women and people who are transgender. These definitions are not fixed, but change over time and from society to society.

Gender roles: Society's ideas of what it means to be a man or woman, and the different roles that men and women should play.

Gender stereotypes: Simplistic generalisations about the differences, characteristics and roles that men and women should play. Most stereotypes are built on inaccurate information about others.

ADVANCE PREPARATION:

- On a flipchart paper, draw a large box or frame. At the top write the heading: ACT LIKE A MAN.
- On another flipchart paper, draw a large box or frame. At the top write the heading: ACT LIKE A WOMAN.

Steps

1. Ask male participants if they have ever been told to 'act like a man'; and female participants if they have ever been told to 'act like a woman'. Ask a few participants to share the story of it: What happened? Why was it said? How did it make them feel?
2. Ask participants to work in pairs to role play for 2 minutes what it means to 'act like a man'. Afterwards, ask a few participants to share how it felt to act like a man. How did the female partner feel?
3. Use the flipchart: *ACT LIKE A MAN*. As a group, brainstorm how society expects men to behave. Write participants' responses inside the box. Add messages from the list



1. WHO ARE YOU ON THE OUTSIDE?

below.

FACILITATOR'S NOTES

Either pair a male with a female; or one person can act out the role of the male and the other the role of the female.

ACT LIKE A MAN

- Be tough.
 - Don't cry.
 - Yell at people.
 - Don't show your feelings.
 - Take care of other people.
 - Stay in control.
 - Don't back down.
 - Be the boss.
 - Earn money/Be the breadwinner.
 - Have more than one girlfriend / spouse.
 - Have sex when you want it /Get sexual pleasure from women.
 - Travel to find work.
4. Facilitate a discussion about the male gender role. Here are some questions to ask:
- How do you feel about this 'gender box' that society puts males into?
 - Why is it limiting for a male to remain in his box and be expected to always behave in these ways?
 - Which feelings are males not supposed to show? Does this mean that men don't have these feelings?
 - How does this gender role affect a man's relationship with his partner and children?
 - How has it affected your relationship with males in your life?
5. Ask participants to work in the same pairs to role play for 2 minutes what it means to 'act like a woman. Afterwards ask a few participants to share how it felt like to act like a woman'? How did the male partner feel?
6. Use the flipchart: ACT LIKE A WOMAN. As a group, brainstorm how society expects females to behave. Write participants' responses inside the box. Add messages from the following list.



ACT LIKE A WOMAN

- Be passive. /Don't argue./Be quiet.
- Listen to others.
- Be the caregiver.
- Be the homemaker.
- Act sexy, but not too sexy.
- Be smart, but not too smart.
- Be faithful.
- Be obedient.
- Follow men's lead.
- Provide your man with sexual pleasure in order to keep him.
- Don't complain.

7. Facilitate a discussion about the female gender role. Here are some questions to ask:

- How do you feel about this gender box that society puts females into?
- Why is it limiting for a female to remain in her box and be expected to always behave in these ways?
- Which feelings are females not supposed to show? Does this mean that women don't have these feelings?
- How does this gender role affect a women's relationship with her partner and children?
- How has it affected your relationship with females in your life?

8. Point out that men and women are not born with these characteristics or behaviours. They learn how society expects a man or woman to act from the spoken and unspoken messages they get from their family, community and society as a whole. But these gender stereotypes affect our lives in the following ways:

- They create a division between men and women and this can lead to discrimination and inequality.
- Men start to believe that they are superior to women and that they should therefore have access to different rights, resources and power.
- Women start to believe that they are inferior to men and they 'buy' into their weaker female role. They often lack self-confidence and are highly vulnerable to violence. They have less control than men over their sexual lives, and are at higher risk of getting HIV and AIDS.



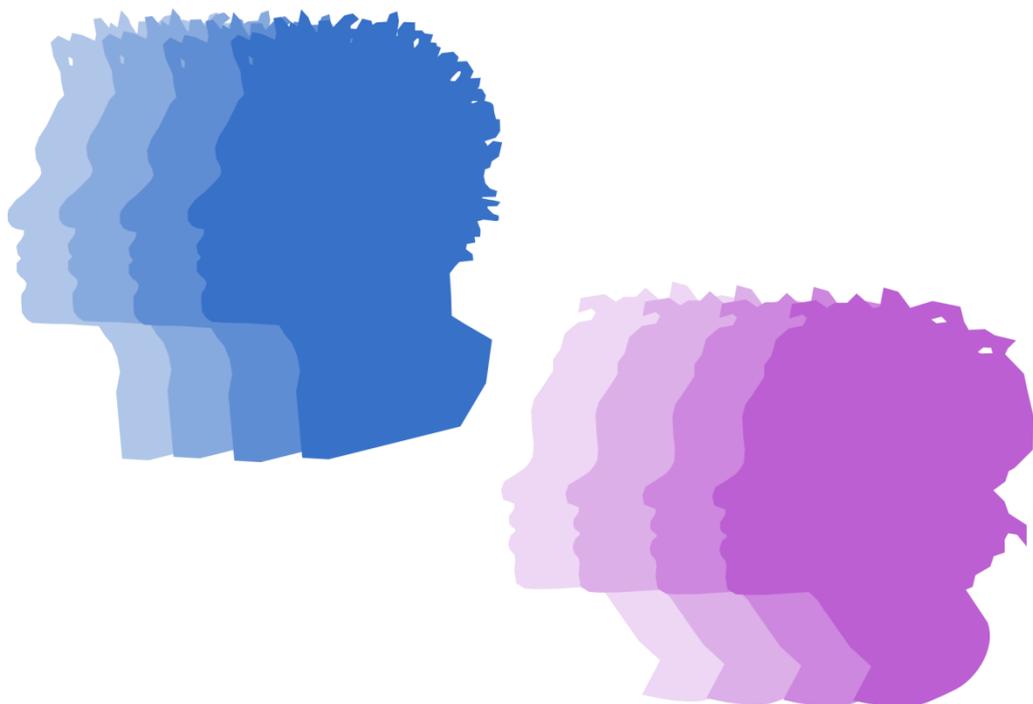
1. WHO ARE YOU ON THE OUTSIDE?

- Men are afraid to show their feelings in case they are seen as weak. They feel the constant need to prove that they are 'real men'. Many use sex or violence to prove this.
 - Ridicule, threats and violence are used to keep women and men in their gender roles.
9. If you have time, ask participants to work in their pairs again. This time they should each act outside their gender roles and treat each other more equally. Afterwards, ask a few participants to share how they felt this time? What was the same? What was different? Was it difficult to step outside the gender box? Why?
10. To end, ask participants to reflect on these questions: What would make it easier for men and women to act outside their gender boxes? What can you do to support this? What one thing can you do to change how you act towards men/women?

"The wounded child inside many males is a boy who, when he first spoke his truths, was silenced by paternal sadism, by a patriarchal world that did not want him to claim his true feelings.

The wounded child inside many females is a girl who was taught from early childhood that she must become something other than herself, deny her true feelings, in order to attract and please others."

— Bell Hooks, American author, feminist, and social activist



ACTIVITY 1.2: LEARNING FROM MEN WHO HAVE BEEN ROLE MODELS

OBJECTIVES

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

- Describe and identify positive qualities of male role models.
- Explore the idea that men can play an important role in promoting gender equality.



TIME: 30 minutes

MATERIALS

Flipchart, masking tape/prestik
Brightly coloured pieces of paper for each participant
Enough markers for all participants to use

CONCEPTS

Role model: Any person who serves as an example to others; whose behaviour others want to match or copy.

Steps

1. Discuss what participants understand by the term, 'role model' and ask them for some examples of well-known role models.
2. Give each participant a piece of coloured paper and lead them in this activity as follows:

FACILITATOR'S NOTES

Refer to the notes at the end of the activity.

- Close your eyes and think of a man who you see as your role model. It could be a man who is still in your life, or someone from your past. The man may or may not be a family member. You may not personally know the man, but have heard or know of him. The person may not even be real, but could be a character in a story or a superhero in a comic or from a movie.
- What qualities does this man have that you admire or respect most? What is important in his life – what does he value? How does he treat others, especially women and girls?
- Write down the two qualities this man has that you think are most important.
- Stick your paper on the wall. Allow everyone a little time to read the different qualities.



1. WHO ARE YOU ON THE OUTSIDE?

3. Refer to the list of qualities on the wall. It is likely that they will be about being responsible, respectful, compassionate, caring, patient, courageous, brave, dependable and fair.

Ask:

- What do you notice about the list of qualities?
 - What is similar and what is different about them?
 - Are these the usual qualities that are associated with the stereotypical male role? Or, are they qualities associated with people who have stepped out of the gender box?
4. Remind participants that the qualities we respect in others are usually the qualities we also possess or want to possess, whether or not we are aware of it. Highlight the following points about a good role model:
 - They know who they are and what their strengths and weaknesses are.
 - They are willing to take responsibility for their mistakes and to work on their weaknesses.
 - They have a clear set of values which help them make healthy lifestyle choices.
 - They know who looks up to them and why.
 - They have a passion for life and can inspire others.
 - They will stand up for their values in front of others.
 - They are committed to others and not only to themselves.
 - They accept others even if they are different from themselves.
 - They are willing to speak up when someone uses discrimination or violence.
 - They are committed to overcoming challenges and obstacles.
 5. To end the activity, ask each participant to think about these questions:
 - How can you bring the qualities of your role model into the room?
 - What can you do to honour your role model?
 - What can you do to serve as a role model yourself?

FACILITATOR'S NOTES

Many youth find it difficult to identify positive male role models in their lives. In South Africa many men were (and still are) forced to leave their families to find work and so became absent fathers. Often children experienced the men in their lives as abusive or violent; or as having values and principles which they did not share.

If there is time, discuss why participants think it is hard for some people to identify a male role model. Discuss their thought on this and how it makes them feel. Explore with the group what effect they think father absence or violent fatherhood has had on our society today.



ACTIVITY 1.3: BRAND YOU!

OBJECTIVES

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

- Create a poster of an image of self.
- Reflect on how others have played a part in creating this image.
- Explore personal branding.



TIME: 60 - 90 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 1: Brand YOU!*
- Flip-chart (enough for each participant), masking tape/ prestik / scissors
- Enough markers, pencils, coloured pens and pencils
- Magazines, newspapers, posters, pamphlets (to cut up)

CONCEPTS

Image: The picture of ourselves which we present to the world. It is made up of how we think or feel about ourselves and how we want to be seen.

Brand: The image shown to others, including name, appearance, slogan, tag line, logo, strengths and so on.

ADVANCE PREPARATION:

- On flipchart paper write this YOU ARE A BRAND quote:

You are a brand. Everything you do, say, wear and create is part of your brand.



1. WHO ARE YOU ON THE OUTSIDE?

Steps

1. Refer participants to the *Participant's Workbook: Worksheet 1: Brand YOU!* Ask the five questions.
2. Give input about brands and logos such as:

Businesses, countries and even people create a brand for themselves to tell us who they are and what makes them special. A brand usually includes an identifying name, logo, symbol or picture (in specific colours and lettering), and possibly a slogan, tune or jingle. Each element is deliberately chosen to make an impact and to make us want to identify with that brand.

3. Put up the YOU ARE A BRAND flipchart. Ask: what do you understand by this statement? What makes up the image or 'brand' that you present to the world?
4. Give input about the image we present to the world, such as:

Your brand is the image you show others. It is what you want people to know and remember about you or what you have done, and how you want them to see you. It includes everything about you - your name, appearance and the clothes you wear, your personality; your strengths - what you know and can do; how you think and feel; what is important to you; what is special or unique to you, how you behave – how you walk, talk, and treat people, animals and the world around you.

Many people just copy the brand of others without really thinking about it, or they let other people brand them, such as their family, friends, partner or community. So, they really are living someone else's brand and have given up their own control or power to tell the world who they are and what makes them special.

5. Explain that participants will create their own brand: brand you! The aim is for them to explore how they want to show the world who they are and what makes them special. Remind them to think about the previous discussions on gender stereotyping and on role models.
6. Refer them to the *Participant's Workbook: Worksheet 1: Brand YOU!* and go through the instructions. Give each participant flipchart paper, and ask them to share the other resources. Explain that while they are doing the activity they should be aware of how they have been branded by others – their family, cultural group, school, the media, community or society they come from.

FACILITATOR'S NOTES

Tell participants that they have about 60 minutes for this activity.

7. When participants are finished, ask them to put up their posters. Do a gallery walk. If there is time, each person can briefly talk about their brand.



- To end, highlight the following:

Branding yourself helps you to explore who you are, your strengths, your values, and what you believe, think and feel about issues. It helps you take control of your life and not blindly follow others because you make a choice about how you will present your sense of self to the world.

FACILITATOR'S NOTES

Explain that we are all constantly changing and growing. As we change, our brand, logo, image or tattoo also changes. In other words, we are not trapped or imprisoned by the brand we choose today. We can change brands at any time!

- Point out the self-reflection task at the end of Session One in the *Participant's Workbook* for participants to do on their own.

FACILITATOR'S NOTES

You can do a similar activity at the end of all the workshops to raise awareness of how identity constantly shifts as we learn new things and have new experiences, and how we can choose to change our brand or identity.



WORKSHOP TWO

WHO ARE YOU ON THE INSIDE?

In Workshop 1, participants explored the image of themselves they present to the world – their external Self. In this workshop participants explore their internal world in more depth – looking at the different parts of Self and how they are influenced by family, community, friends and the broader environment in which they live. They begin to explore the obvious as well as the more hidden parts of Self, including feelings, thoughts, beliefs and values – all of which affect behaviour and the choices we make.

Workshop 2 aims to help participants to:

- Explain the different aspects of the ‘whole person’.
- Explore how identity and our life experiences are affected by a range of factors.
- Create a diagram of the different aspects of self.
- Become more aware of previously unknown parts of self.
- Decide which parts to bring into the open and how to do this.
- Explore the values of belonging, mastery, generosity and independence.
- Reflect on how to show or demonstrate these values in our lives.

TIME PLAN

Activity	Focus	Time	Material
2.1	Aspects of Self	30-45 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 2: Aspects of self.</i> • Flipchart, masking tape/ prestik, pencils or pens for participants
2.2	Johari's Window	60-90 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 3: Johari's Window.</i> • Flipchart, masking tape/ prestik, pencils or pens for participants
2.3	Circle of Courage	60-90 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 4: Circle of courage.</i> • Flipchart, masking tape/ prestik, pencils or pens for participants



ACTIVITY 2.1: ASPECTS OF SELF

OBJECTIVES

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

- Explain the different aspects of the 'whole person'.
- Explore how identity and our life experiences are affected by a range of factors.



TIME: 30 - 45 minutes

MATERIALS

- One Youth Can Participant's Workbook: Worksheet 2: Aspects of self
- Masking tape/ prestik, pencils or pens for participants

CONCEPTS

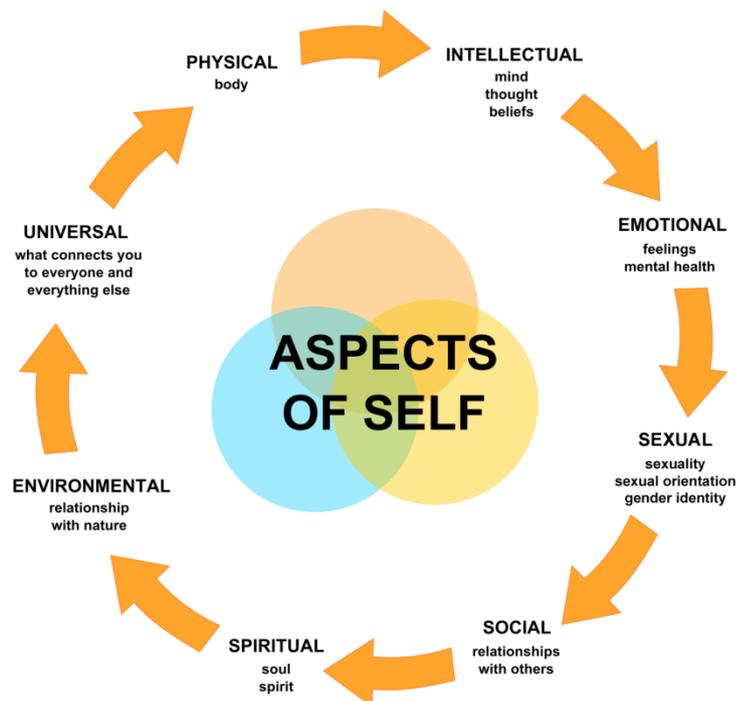
Whole person: The multiple parts of what makes up a human being, including physical, social, emotional, sexual, intellectual, spiritual, environmental, universal

Humanity: To be caring and have compassion towards others

Self-awareness: To be able to recognize yourself as an individual, separate from other individuals and from your environment. To focus on yourself and compare your behaviour to your internal values and beliefs.

ADVANCE PREPARATION:

- Draw the ASPECTS OF SELF flow chart on flipchart paper:



2. WHO ARE YOU ON THE INSIDE?

Steps

1. Use your aspects of self flow-chart. Go through each aspect, asking participants: what do you understand by this aspect of self? What do you think you need to do to 'feed' or fulfil this part of your self? Write up some of their responses as key words on the flipchart.
2. Give input on each aspect if necessary, such as:
 - The **physical** aspect is about the body; how we move our bodies; and what we eat and drink to feed our bodies.
 - The **intellectual** aspect is about the mind, what we think and believe, and our ability to cope with daily life.
 - The **emotional** aspect is about the feelings we have and how we express them; it is about our mental health.
 - The **social** aspect is about our relationship with others and the quality of these relationships. It is also about finding a balance between the personal and private and the social and public.
 - The **sexual** aspect is about our sexuality, how we feel about ourselves as sexual beings and how we express our sexuality with others. It is also about our gender identity and sexual orientation.
 - The **spiritual** aspect is how we 'feed' the spirit or soul. Some people turn to religion, others develop their own beliefs and philosophy that they live by.
 - The **environmental** aspect is about our relationship with the natural environment around us and the respect we show for our planet and its resources.
 - The **universal** aspect is what connects you to everything and everyone else in the world. It is what gives you your humanity or humanness, able to have compassion for other humans.
3. Explain that each aspect is part and parcel of who we are. Each aspect has needs which must be fulfilled in order for us to live as whole people. Health can be defined as a state of being in which each aspect is in balance.
4. Refer to the *Participant's Workbook: Worksheet 2: Aspects of self*. Ask participants to note down key words which they think are most important for feeding or fulfilling each aspect of their own selves. As they do this they should reflect on which aspects of self they tend to neglect or ignore. If there is time, ask them to share some of their key words.

"[...] A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they were less than who they are."— Desmond Tutu



ACTIVITY 2.2: JOHARI'S WINDOW

OBJECTIVES

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

- Create a diagram of the different aspects of Self.
- Become more aware of previously unknown parts of Self.
- Decide which parts to bring into the open and how to do this.



TIME: 60 - 90 minutes

MATERIALS

- One Youth Can Participant's Workbook: Worksheet 3: Johari's Window
- Masking tape/ prestik, pencils or pens for participants

ADVANCE PREPARATION:

- Draw the following two Johari's Window examples on flipchart paper:

Example 1: Before the exercise: the windows are the same size.

	KNOWN TO SELF	NOT KNOWN TO SELF
KNOWN TO OTHERS	1. OPEN	2. BLIND
NOT KNOWN TO OTHERS	3. HIDDEN	4. UNKONWN

Example 2: After the exercise: The windows are different sizes.

1 open/free area	blind area	2
hidden area	unknown area	4
3		

Steps

1. Ask participants what they understand by external and internal Self or identity.
2. Clarify by giving the following kind of input:

External identity is about how you present your sense of who you are to the world.

It's about how you want to be seen or what you want others to know about you.

Your inner identity is more about the way you feel and what you think about



2. WHO ARE YOU ON THE INSIDE?

yourself and others; how connected or disconnected you feel to others.

3. Refer to the *Participant's Workbook: Worksheet 3: Johari's Window*. Explain that the aim of this activity is to explore different parts of the Self that you and others know about, as well as parts that you don't show others or aren't aware of. The idea is to become more aware of all the parts of you, so that you can see which you want to work on and use more favourably in your life.

We will use a tool called Johari's Window which actually has four 'windows':

- **Window 1 is OPEN.** It includes the parts of yourself that you know and others know. The more you and others know about yourself, the larger the window becomes.
 - **Window 2 is a BLIND SPOT.** It includes parts of yourself that others know or see, but that you don't know, see or feel. You can shrink the size of your blind spot by asking others for feedback or by becoming more self-aware.
 - **Window 3 is HIDDEN.** It includes parts of yourself that you know but you keep hidden or a secret from others. You can enlarge this window by sharing these parts with others.
 - **Window 4 is UNKOWN.** It includes parts of yourself which are unknown to you and to others. It might include deep-rooted fears or deeply buried talents, so it is better to uncover these parts and bring them into the open.
4. Use the flipchart you have prepared: Johari's Window. Show how the different windows can be drawn unevenly to show how a person has different amounts of information about themselves.
 5. Ask participants to work in pairs – preferably put two people who know each other together. Go through the instructions with participants. Explain that they have 60 minutes to complete the activity.

FACILITATOR'S NOTES

How will you help participants deal with unhelpful and potentially harmful criticism? One way is to remind participants that the group is a safe place for everyone. Ask them to think carefully before they give their feedback or comments; to put themselves in the other person's position and to ask themselves how they would feel if they were to receive that feedback. Then they should make sure that they phrase their feedback in a way that is helpful and constructive – in a way that they would be happy to receive it themselves. If they cannot give useful feedback in a supportive way, then it is best for them to keep quiet.

However, if something hurtful is said, or if a participant becomes upset or feels vulnerable, try to discuss the situation without further embarrassing or damaging the participant. Better still, invite the participant to speak with you privately after the workshop if he or she chooses. And, remind everyone that whatever they hear or see in the workshop must remain confidential and stay in the workshop.



ACTIVITY 2.3: THE CIRCLE OF COURAGE

OBJECTIVES

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

- Explore the values of belonging, mastery, generosity and independence.
- Reflect on how to show or demonstrate these values in our lives and how we can strengthen each area



TIME: 60 - 90 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 4: Circle of courage*
- Masking tape/ prestik, pencils or pens for participants

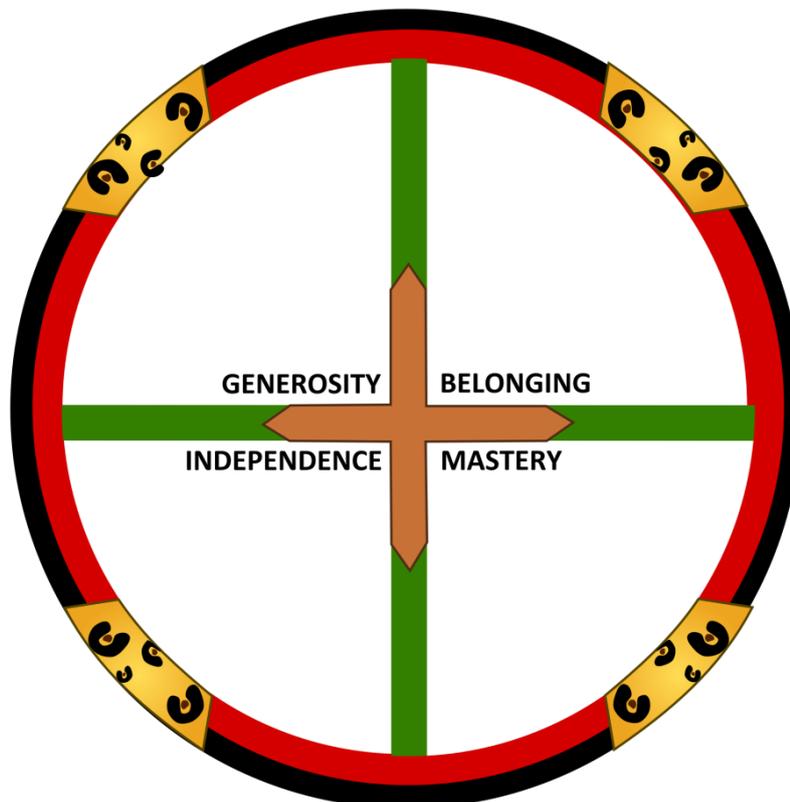
CONCEPTS

Values: The accepted principles and standards of an individual or group.

Mastery: To feel competent or have control over something; to know that you can solve problems and deal with your life issues.

ADVANCE PREPARATION:

- Draw the CIRCLE OF COURAGE on flipchart paper.
- Read the Facilitator's Notes that follow on the Circle of Courage and decide how you will give the input.



2. WHO ARE YOU ON THE INSIDE?

FACILITATOR'S NOTES

The Circle of Courage® is a model of youth empowerment which was developed by Dr. Larry Brendtro, Dr. Martin Brokenleg, and Dr. Steve Van Bockern. The main theme is that a community which shares a set of healthy values, which meets all people's needs, and which promotes courage, will foster a healthy environment in which children can grow and develop as healthy beings. An environment which is hazardous and breeds discouragement will also breed children who are 'alienated'

The model is represented by a circle or wheel with four spokes which keep the wheel strong. Each area stands for a core value: belonging; mastery, independence, and generosity. We all have some of each of the four values, but one is usually more dominant than the others. Each value can be described on its own, but it is connected to the other values and together they are seen as one.

Belonging: Everyone needs to feel that they belong to, or are part of, a group – be it a family, school group, community or cultural group. When we feel that we belong, we learn to become a respectful part of a group and we learn to treat others with respect and care. This creates a powerful bond between us all.

Mastery: Everyone wants to know that they are competent, can solve problems, can cope with life, achieve their goals and be successful. For this to happen we need encouraging role models that we can listen to and observe; and we need opportunities to overcome challenges so that we can achieve mastery.

Independence: While community is important, we all also need to be able to function independently, with self-discipline, to make decisions, solve problems, and show personal responsibility. Adults need to model these actions and behaviours; teach values and give children feedback. They also need to give children many opportunities to make choices, without coercion or violence.

Generosity: This value is to do with being unselfish, giving back, having a concern for others and making a positive contribution to the life of another. These actions make each of us worthy human beings.

Steps

1. Put up the Circle of Courage flipchart. Explain that this activity will help participants explore their own values and how they show these values in their lives. Remind them that no response is right or wrong.
2. Give input about the Circle of Courage (see the Facilitator's Notes), encouraging participants to share their thoughts and feelings about each value. Explain the concepts and any unfamiliar words. Remind participants to find synonyms for these.
3. Refer participants to Worksheet 4 in the *Participant's Workbook*. Go through the instructions with them. Explain that this is a self-reflection exercise and that participants do not need to share their responses unless they want to.



WORKSHOP THREE

SHIFTING POWER LINES

Workshop 3 explores different forms, meanings and practices of power and the interconnections between them.

Workshop 3 aims to help participants to:

- Explore different forms, meanings and practices of power.
- Practice power differently in order to address power inequalities.
- Challenge male power and privilege.
- Re-image a ‘healthy’ picture of childhood and parenting.
- Commit to taking action to move towards health.
- Explain how rights are protected by international and national laws.
- Discuss rights and responsibilities.
- Reach consensus in a group.

TIME PLAN

Activity	Focus	Time	Material
3.1	Power lines	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 5: Power lines</i> • Flipchart, masking tape/ prestik, pencils or pens for participants
3.2	A healthy picture	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 6: A healthy picture</i>
3.3	Rights and responsibilities	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 7: Rights and responsibilities</i> • Flipchart, masking tape/ prestik, pencils or pens for participants



ACTIVITY 3.1: POWER LINES

OBJECTIVES

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

- Explore different forms, meanings and practices of power, including the 'right use of power'.
- Practice power differently in order to address power inequalities.
- Challenge male power and privilege.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 5: Power lines*
- Masking tape/ prestik, pencils or pens for participants

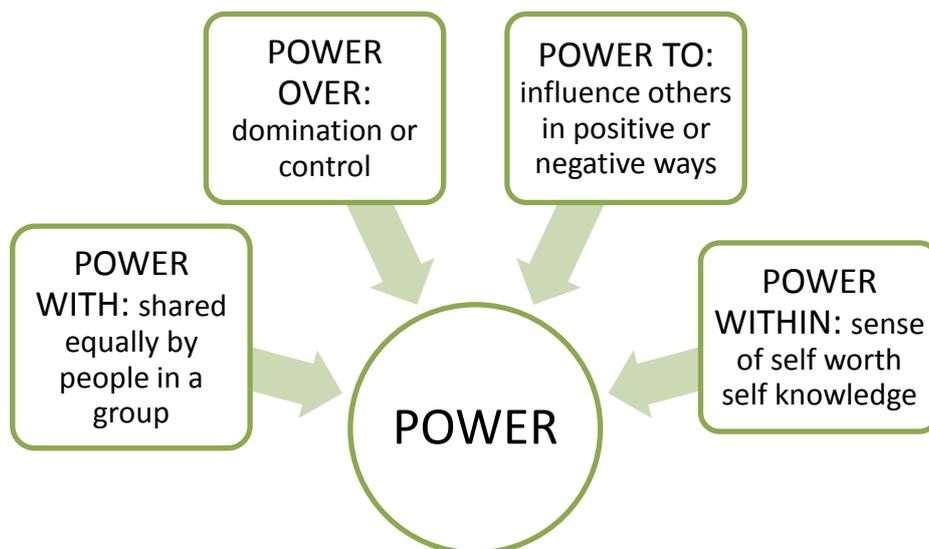
CONCEPTS

Power: The ability to control and influence oneself, as well as other people and their actions. This power can be used both negatively and positively.

Gender equality: Men, women and transgender people are equal. They have the same rights, opportunities and responsibilities. They should be treated with equal concern and respect, and should be entitled to develop to their full human potential.

Responsibilities: Duties, obligations, being held accountable for your actions and behaviour.

ADVANCE



PREPARATION:

- Draw the power diagram on flipchart paper:



Steps

1. Work in two groups. Give each group 10 minutes to come up with a definition of the word 'power'. Remind participants that there is no right or wrong answer.
2. Ask each group to present their definition to the plenary.
3. Put up the flipchart with the power diagram. Give input on each type of power (see the Facilitation Notes below). Ask participants for examples of each type of power from their own experiences.

FACILITATOR'S NOTES

It is important to look at the different meanings and practices of power. It is helpful to think about different ways that power can work.

Power-over: To have control over somebody or a situation in a negative way. This is usually associated with domination, repression, force, corruption, discrimination and abuse. It is based on the belief that power is a limited resource and so people must fight to take control and keep control of it.

Power to: To have the ideas, knowledge, skills, money and ability to shape and influence your own life and the lives of others who share your vision. Power here can either be used selfishly to block outsiders from gaining power, or generously to make more power for all.

Power with: The collective power of people or groups, based on a common goal or purpose to the benefit of all in the relationship. This power is based on support, solidarity and collaboration. Power is seen as an unlimited resource and that the more it is shared equally among all, the more power there is to share.

Power-within: This kind of power is related to a person's feeling of self-worth, self-knowledge and self-confidence. It is based on a person's ability to imagine a better life and their ability to share this power with others – in other words to empower self and others. It is based on knowing and having a strong sense of rights as a human being and respecting the rights of others. This type of power also means having power over our own bodies and sexuality and how we make decisions about what we want to do or not do sexually.

Power and responsibilities

Having power is not just about rights, it is also about taking responsibility and making space for others to take responsibility. An important goal in working with men on the imbalance of power, is to challenge and support men to take responsibility for their actions. It is also important to help men ensure that their peers also take responsibility and are accountable for their actions. Finally, it is important to help men respect women's decisions, especially their power to say no.

The right use of power

The 'right use of power' means using our power and our influence for good rather than for harm. In other words, it involves using our power to prevent or repair harm, and to promote well-being (Cedar Barstow, author of *The Right use of Power*).



4. FACING CROSSROADS, CHALLENGES AND CHOICES

4. Lead a discussion about the following:
 - What kind of power did participants feel in their group while doing the exercise to define the word, power?
 - Did anyone dominate or exercise power-over the rest of the group? Who had power over whom?
 - Did anyone have power to influence others about his/her ideas?
 - Did they feel that they had equal power with the rest of the group?
 - Did they have a sense of their own power (power-within) while working with the group?
 - Can they think of different situations in which they have felt or seen these different forms of power?

5. Explain that you will describe a family, first in words. Then together you will all describe the family by doing a family sculpture. Ask participants to think about the power relationships in the family as you describe it. Who has power over whom? How is this power used or abused? Who has power to influence others? Who shares power with others? Do any of the members feel power-within?

My name is Ayanda. I am a 16 year old guy and I live with my mother and my younger sister, Angie. My mother and my real father split up when I was five years old and I never saw my father again. At that time we went to live with my mother's father (my grandfather) and her twin brother (my uncle) on the farm. This was when my mother met David. They dated for about a year and then we moved in with him. Things went well for the next two years. My mother quit her job and David bought us everything we wanted.

When I was about eight or nine I started to see that things were not going well with them. David started telling my mother how to dress, who she could talk to and even who she was allowed to visit. She was only allowed to see her father and brother at certain times. They could not even reason with David or get my mother to see reason.

My mother and David argued all the time, and then he started hitting her and telling her how she was useless and that she would never find a better man than him. The relationship just got worse and I could see that her feelings towards him were changing into anger. And this anger made her do a lot of bad things. She drank a lot and neglected herself, me, David, her father and the rest of her family and friends.

She spoke about leaving David, but then she found out that she was pregnant. She was like an animal trapped in a cage. But once Angie was born, everything changed again. David adored his daughter.

Of course a few months later the nightmare started up again, but this time it was



worse, and David also started hitting me. When it got really bad my mother would leave me with Angie and run to the police station. The police would just bring her back and give David a verbal warning. That's when she became violent. Once she hit him nonstop with her cell phone. She cracked his scalp and his eyes were bleeding.

After that she got a protection order and we went back to stay with her father. I wish I could tell you that my mother had the courage to break away from her fear and stand in front of David, look him straight in his eyes and tell him, "I'm not scared of you anymore and there is nothing you can say or do that will change the way I feel." But she did go back to him. I couldn't and when I was 14 years old I ran away.

6. Ask for six volunteers to play the roles of the six people in this family – 16 year old Ayanda; his mother; her partner, David; his sister, Angie; the grandfather; and the mother's brother.
7. Ask the group to help you 'sculpture' the family to show the relationships between the different family members. Start with the family member that the group believes wields the most power in the family. Place the others in relation to this person.
8. When the group has finished sculpting the family, ask the participants who are not part of the sculpture:
 - How do you feel when you look at the sculpture?
 - How do you feel about each person?
 - What do you think each person is getting or not getting out of their position?
9. Now ask each 'family member' on the power line:
 - How do you feel in the pose?
 - What power do you have? What power are you giving away?
 - What are you doing for the family? What is the family doing for you?
10. Ask participants to think about the power relationships in their own family or household:
 - Who has power over whom?
 - How is this power used or abused?
 - Who has power to influence others?
 - Who shares power with others?
 - Where is their power in the family at present?
 - Do they feel power-within in the family or household?



4. FACING CROSSROADS, CHALLENGES AND CHOICES

11. Remember to ask participants to derole, by stepping out of the roles they played, stretching their bodies, taking a few deep breaths.
12. Refer participants to Worksheet 5 in the *Participant's Workbook*. Ask them to use the space to draw or write about the relationships between members of their family. They can use stick figures and label them, e.g. father, mother, sister, and so on.
13. Conclude this activity by reading the quotation below about the 'right use of power', and discussing what participants understand by this. Ask them to think about how they can change how they or others use power to rebuild and strengthen relationships.

"The right use of power and influence is any use of power that does any or all of the following: prevents harm, repairs harm, promotes well-being..."

--- Cedar Barstow
Director of the *Right Use of Power Institute*

14. Remind them about the self-reflection questions.

"What makes a family; is it being related by blood or being connected by love?"



ACTIVITY 3.2: A HEALTHY PICTURE

OBJECTIVES

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

- Re-image a 'healthy' picture of childhood and parenting.
- Commit to taking action to move towards health.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 6: A healthy picture*

CONCEPTS

Family: A group of people united by the ties of marriage, blood, adoption or cohabitation; interacting and communicating with one another in their respective family roles, maintaining a common culture, and governed by 'family rules'.

Steps

1. Work in two groups (different from the groups from Activity 3.1). Give each group 10 minutes to come up with a definition of the word 'family'. Remind participants that there is no right or wrong answer, but ask participants to be aware of the power relationships in the group.

FACILITATOR'S NOTES

Families come in all kinds of shapes, colours, cultures and sizes. Some include family members from different generations who may or may not share the same household. Others are made up of a single parent and children, or are held together by the eldest or most responsible child. There are same-sex families, with two adults or parents of the same sex, as well as opposite-sex families with adult partners from different sexes. Some families are made up of blood relatives or people who are related through marriage; others are made up of people who choose to live together, but have no blood or legal relationship.

Many families have been weakened by poverty, overcrowding, migrant labour and a general sense of hopelessness. Many families are not adequately equipped to cope with life challenges, and especially with highly politicised youth. There is often disunity in the family, poor communication and relationships, poor parenting and irresponsible behaviour. Often the result is increasing tension and strain between family members, leading to domestic violence and abuse.



4. FACING CROSSROADS, CHALLENGES AND CHOICES

Although there is no such thing as 'the perfect family', we can talk about 'healthy' families which are able to fulfil their roles, rights and responsibilities, such as:

- caring for, socialising and parenting children
- modelling healthy relationships, communication and interactions
- respecting children as human beings and full members of the society
- teaching family members acceptable standards of behaviour that contribute to the well-being of the family, community and of the broader society
- choosing non-violent and constructive ways of interacting and solving problems
- helping family members cope with and adapt to different stages, changes and crises
- laying the foundation for children to become tolerant, respectful, productive and responsible citizens in the future, who respect diversity and practice non-

2. Ask each group to present their definition to the plenary.
3. Give input about families and the role, rights and responsibilities of the family.
4. Use the example from Activity 3.1 and the same volunteer 'family members'. This time, ask the group to help you place each family member in a position and in poses to show a 'healthier' family with new power relationships, which is able to fulfil its roles, rights and responsibilities.
5. When you are finished the new family sculpture ask the participants who are not part of the sculpture:
 - How do you feel when you look at the sculpture now?
 - How do you feel about each person now?
 - What do you think each person is getting or not getting out of their position now?
 - What is the same and what is different about the two family sculptures?
6. Now ask each 'family member':
 - How do you feel in the pose now?
 - What power do you have now? What power are you now giving away?
 - What are you doing for the family now? What is the family doing for you now?
 - Are there any gender inequalities now?
7. Keep asking for suggestions to changes to the family sculpture to challenge male power and gender inequalities and to re-image the family. Each time ask the group and the family members to say how they feel now.
8. Ask each participant to use Worksheet 6 of the *Participant's Workbook* to re-image their own family or household in a way that challenges the existing power and gender inequalities, and which shows a healthier family.
9. Remind them about the self-reflection questions.



ACTIVITY 3.3: RIGHTS AND RESPONSIBILITIES

OBJECTIVES

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

- Explain how rights are protected by international and national laws.
- Discuss rights and responsibilities.
- Reach consensus in a group.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 7: Rights and responsibilities*

CONCEPTS

Human rights: The fundamental freedoms that every person in the world is entitled to just because they are human. Nobody can take away these rights, and you have them forever.

The South African Bill of Rights: A list of human rights that all people in South Africa have. These rights do not have to be earned and they cannot be taken away.

Bill of Responsibilities: A list of the human responsibilities that we all have to act in ways that protect, ensure and uphold our human rights.

ADVANCE PREPARATION

- Prepare the BILL OF RIGHTS diagram on flipchart paper:

South African Bill of Rights

- List of human rights that all people in South Africa have, that cannot be taken away. Given through the Constitution.
- Includes Children's Rights: List of rights for children under 18 years old.

South African Bill of Responsibilities

- List of responsibilities that we all have to act in ways that protect, ensure and uphold human rights and the Bill of Rights.

The Children's Act

- Protects children from abuse, harm and neglect.

Some international conventions, instruments and committees to protect children and women

- United Nations Universal Declaration of Human Rights
- United Nations Convention on the Rights of the Child
- The African Charter on the Rights and Welfare of Children
- Committee on the Elimination of Discrimination Against Women (CEDAW)
- International Planned Parenthood Declaration on Sexual and Reproductive Health and Rights



4. FACING CROSSROADS, CHALLENGES AND CHOICES

Steps

1. Ask the group: What are human rights? Why are rights important for you?
2. Explain that there are national and international laws, conventions and other instruments which protect people's rights, and specifically the rights of children and youth under 18 years and the rights of women. Ask if anyone knows any of these laws and instruments, and what they say.
3. Put up the flipchart you have prepared and go through it. Explain that these are just some of the instruments which protect our rights. Participants can find a copy of the Universal Declaration of Human Rights and the Universal Declaration of Children's Rights in Worksheet 7 in the *Participant's Workbook*.
4. Explain the values below upon which these rights and responsibilities are built. First ask participants what each value means to them and to provide examples from their own experience. Then add to their input:
 - **Cooperation:** To work together to achieve a common goal.
 - **Respect:** To recognise that everyone is important and must be treated with dignity.
 - **Fairness:** To ensure that everyone is treated with the same importance, and has the same rights and opportunities.
 - **Inclusion:** To recognise that every person is a full member of society and of a group.
 - **Respect for diversity:** To recognise and respect individual differences.
 - **Acceptance:** Not to judge anyone.
 - **Responsibility:** To think before we act and be willing to accept the full consequences of our actions or inactions.
5. Explain that in this workshop we will mainly focus on the Bill of Rights and the Bill of Responsibilities. Discuss how with rights come responsibilities and the willingness to be accountable for our actions.
6. Refer participants to the *Participant's Workbook: Worksheet 7: Rights and responsibilities*. Explain that the 12 responsibilities (in Column 2 of the table) flow from each of the 12 rights enshrined in the Constitution of the Republic of South Africa.
7. Go through the instructions for the activity and then divide participants into small groups of about four people in each. Explain that it is important for the group as a whole to reach consensus or agreement. Tell them that they have 30 minutes.
8. Give each group an opportunity to:
 - Give feedback about the rights and responsibilities they felt were most important and why.
 - Talk about the process they used to reach consensus and how it felt.



WORKSHOP FOUR

FACING CROSSROADS, CHALLENGES AND CHOICES

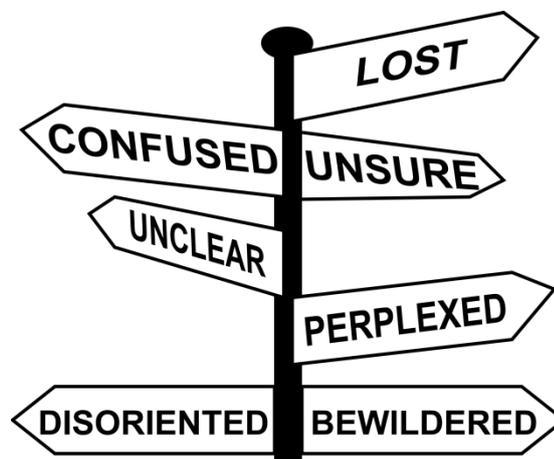
Workshop 4 provides an overview of key concepts related to responsibility, consequences, choices and accountability.

Workshop 4 aims to help participants to:

- Explore and clarify own gender values.
- Use the steps in BE A STAR model to make responsible choices and decisions.
- Reflect on decisions, actions and personal accountability.
- Identify strategies which promote equal and healthy relationships between boys and girls, and which develop fairer and more responsible practices.
- Envision ‘being’ courageous in the world.

TIME PLAN

Activity	Focus	Time	Material
4.1	Clarify gender values	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 8: Clarify gender values</i> • Flipchart, masking tape/ prestik, pencils or pens for participants
4.2	Which road will you take?	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 9: Which road will you take?</i> • Flipchart, masking tape/ prestik, pencils or pens for participants
4.3	New kinds of courage	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 10: New kinds of courage</i> • Flipchart, masking tape/ prestik, pencils or pens for participants



ACTIVITY 4.1: CLARIFY GENDER VALUES

OBJECTIVES

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

- Explore and clarify gender values.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 8: Clarify gender values*
- Four signs which you have prepared (see below)
- Flipchart, masking tape/ prestik, pencils or pens for participants

CONCEPTS

Sex: The biological and physiological characteristics that define men, women and people who are transgender.

Gender: The way society defines the, roles, behaviours, activities, and attributes of men, women and people who are transgender. These definitions are not fixed, but change over time and from society to society.

Gender identity: A person's own inner sense of being a man, woman, or transgender. The person's gender identity might or might not be the same as his/her sex at birth.

Gender equality: Men, women and transgender people are equal. They have the same rights, opportunities and responsibilities. They should be treated with equal concern and respect, and should be entitled to develop to their full human potential.

Values: The things that are important to us (we value), which we use to guide and direct our lives, and which are seen in the way we live and in our actions and behaviour.

ADVANCE PREPARATION

- Prepare these four large signs:

**Strongly
agree**

**Strongly
disagree**

Agree

Disagree

Steps

1. Before you begin the activity, clarify the following terms with participants: sex, gender, gender identity, gender equality. Ask for examples. Make sure the participants are absolutely clear about these terms before proceeding.



2. Put up the four signs around the room. Leave enough space between each sign to allow a group of participants to stand near each one.
3. Explain that this activity will help participants explore their values and attitudes about gender. Clarify that everyone understands the word, 'values' (give and ask for examples). Remind participants that everyone has a right to their own opinion, and that no response is right or wrong.
4. Ask participants to stand in the centre of the room. Explain that you want them to think about whether they strongly agree, strongly disagree, agree or disagree with each statement you will read out to them.
5. Read Statement A (only) below out loud. Ask participants to go stand next to the sign that shows what they think about this statement.
 - A. Girls who wear short skirts are partly to blame if boys sexually harass them or if they are raped.
 - B. All violence against women and girls is wrong and must be stopped. This includes dating violence, sexual violence and violence in the home or domestic violence.
 - C. A woman is more of a woman when she has had children.
 - D. Relationships based on equality and respect are far more satisfying than relationships based on fear and domination.
6. Once everyone is at a sign, ask one or two participants next to each sign to briefly explain why they are standing there and why they feel this way about the statement. When the participants are all finished explaining their reasoning, ask if anyone wants to change their mind and move to another sign. Let them do this. They should explain why they changed their mind if they want to.
7. Bring everyone back together into the centre of the room and read Statement B. Repeat steps 4 and 5. Continue in this way for the other statements.
8. After discussing all of the statements, lead a discussion about values and attitudes about gender by asking these questions:
 - Which statements did you feel most strongly about? Why? How does this feeling affect the way you behave towards girls and women who are affected by gender-based violence?
 - What other examples can you think of to show how attitudes and values affect the way people treat girls and women?
 - How can you be involved in helping to change these attitudes and values, and the actions they lead to?
 - What do you think you'll do differently as a result of this exercise?



4. FACING CROSSROADS, CHALLENGES AND CHOICES

FACILITATOR'S NOTES

This session focuses on our attitudes and values towards girls and women. While girls and women experience the majority of gender-based discrimination and violence, other groups are also targets because of their gender e.g. boys and men can also be sexually molested and abused, transgender people are often targets of discrimination, prejudice and violence.

The session also focuses on gender values and challenging our stereotyped views around men, women and people who are transgender. However, in our society other groups of people are also affected by stereotyping, Prejudice, discrimination and violence is not always linked to gender. Sometimes people are targeted because they have less power or because they are different from society's norms in some way, e.g. people who are infected with HIV, people who have limited functionality, the aged, foreigners and refugees.

9. Refer participants to the *Participant's Workbook: Worksheet 8: Clarify gender values* to complete the worksheet that contains false or stereotyped statements.
10. After participants have completed the worksheet, have a discussion. The purpose of the worksheet is for participants to read statements typical of society's gender norms and to reject these false and stereotyped ideas. Go through each statement with participants. Ask them if there are people in their family or community who believe this false idea. Ask them if they were taught this idea when they were growing up. Ask them what they think now. Encourage healthy debate -- but make sure that all participants understand that the statements are false and stereotyped by the end of the session.
11. Encourage participants (whether male, female or transgender) to talk about actions they can take to improve gender equality and to reduce violence against women and children, as well as other groups who are targets. Use the Facilitator's Notes below to suggest actions if participants need further ideas.



"How important it is for us to recognize and celebrate our heroes and she-roes!"

Maya Angelou
Writer and activist



FACILITATOR'S NOTES

You can take action: show your strength, take a stand!

1. Examine your own beliefs and actions: We live in a society where women are often blamed for men's violence. Society makes all sorts of excuses for Men's violence. We are told men can't control themselves when they are angry or aroused. That's an insult to men. We're not animals. We are human beings with the ability to choose how we respond. It's never okay to rape, harass or abuse a woman.

2. Learn how to support a survivor: Take the time to learn how to support a survivor of rape or domestic violence. Know where your nearest police station and rape crisis centre are - and remember she has the right to be treated with respect and to receive immediate medical care, including medicines to prevent HIV infection. Make sure she gets the services she needs and keep the pressure on the police to take action.

3. It's also in men's interests to stop domestic violence and rape: When some men get away with violence, all of us men are seen as suspicious and as potential rapists and abusers. And often women we care deeply about are devastated by violence committed against them. It's in our interests to end violence - for ourselves and for the women in our lives.

4. Take action to demand justice: The schools or universities we attend have policies and procedures that are supposed to prevent dating violence. As South Africans, our constitution gives us the right to live without violence. If our school governing bodies, teachers, administrators or local police are not doing everything they can to prevent dating violence, we have the right to demand that they do. We can write petitions and newspaper articles, organise marches, and even conduct sit-ins in their offices until they take action.

5. Develop visible messages: We can educate people around us by forming a group to develop messages that we can put up on the walls on campus, at school, the spaza shop, after-school centre or church hall. If you're an artist or graphic designer, you can develop a poster series. If you're a graffiti artist, spray messages up on your walls or paint a mural depicting people stopping the violence.

6. Write articles for your local paper: Make your opinions known. Newspapers are often interested in men's perspectives on violence against women. Write an article to your campus, high school or local newspapers about ending violence against women and children. Make it personal and write about your own story and why you are taking a stand. Be brief and to the point.



4. FACING CROSSROADS, CHALLENGES AND CHOICES

7. Involve your sports club, prevent violence: Speak to your coach and tell him or her that you think they have a role to play in addressing rape and dating violence. Speak to the sports stars at your school and in your community about the important role they can play. Remind them that lots of people look up to them and follow the example they set. Invite them to participate in your activities. **Use the performing arts:** Develop and perform theatre, dance and songs to educate others about rape and domestic violence and to encourage them to stand up against violence against women and children. Creative approaches can show the effects of violence on the victim as well as what happens to the perpetrator.

9. Use student leadership organisations: Work with your student leadership organisations to use the influence they have with other students. You can also use your existing student structures to reach large audiences.

10. Find non-violent ways to take action: In our research many men and boys could not identify non-violent ways of challenging a perpetrator. Many men thought the best thing to do was to beat them up. When the Perpetrator is your friend or classmate, you probably won't want to do this - and if violence is your only option, you'll probably just keep quiet. Instead of using violence, find a moment to talk one-on-one with him, tell him you think his violence is a problem and that you think he should stop hurting others. Tell him he may end up in jail if he doesn't stop. Remind him that there's no excuse for abuse.

11. See it and stop it: Challenge bullying, sexual harassment and anti-gay discrimination at school, on campus and in your communities. Don't participate in jokes and insults about gays and lesbians. Insulting gays and lesbians is not funny and it doesn't show that you're cool. It simply shows that you are insecure.

12. Work with other organisations that are doing work to end abuse and violence against women and children. Take part in activities that are marked in the national calendar by the government, for example in the 16 days of Activism against violence against women and children from November 25th to December 10th.



ACTIVITY 4.2: WHICH ROAD WILL YOU TAKE?

OBJECTIVES

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

- Use the steps in BE A STAR model to make responsible choices and decisions.
- Reflect on decisions, actions and personal accountability.



TIME: 60 minutes

MATERIALS

- One Youth Can Participant's Workbook: Worksheet 9: Which road will you take?
- Flipchart, masking tape/ prestik, pencils or pens for participants.

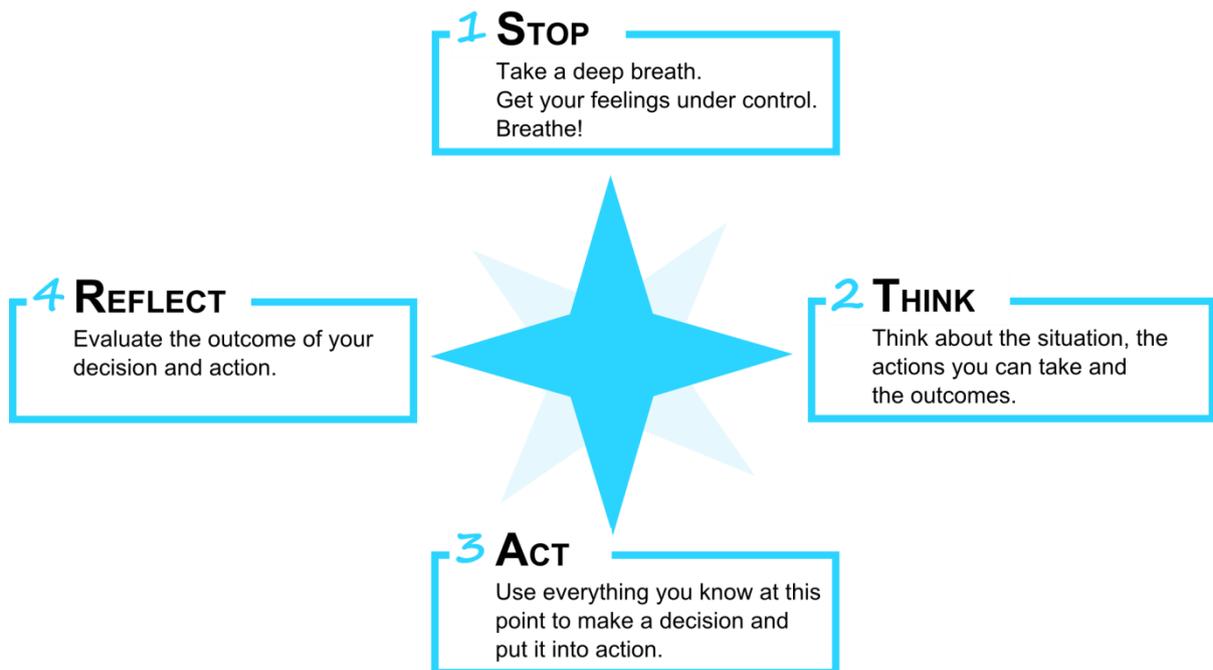
CONCEPTS

Responsibility: The ability to respond to the demands of a situation that one finds oneself in.

Accountability: The ability to account for the decisions and actions we take; the ability to accept the results of our decisions and not blame others for the consequences they lead to.

ADVANCE PREPARATION

- Prepare the *BE A STAR* diagram on flipchart paper (NOTE: Keep this flipchart as you will add to the diagram in a later workshop):



4. FACING CROSSROADS, CHALLENGES AND CHOICES

Steps

1. As a group, define these words: responsibility, accountability and decisions.
2. Highlight the following:
 - Every day we have choices and decisions to make.
 - Every decision we make has results and consequences – even if we decide not to do anything about a situation (this is still a decision); and even if we did not intend for the result to happen.
 - Personal accountability means that we accept the results of our decisions and do not blame others for the results or consequences they lead to.
 - We therefore need to make responsible decisions that we are prepared to be accountable for.
3. Put up the BE A STAR diagram. Explain that these four steps are one way of making responsible decisions. Go through each step:
 1. **STOP.** Take a deep breath. Get your feelings under control. Think! Breathe!
 2. **THINK.** Think about the situation: What is happening? Why? Who is involved? What can I do about it? What will all the possible outcomes of my actions be? Consider the positives and negatives for each action. Is it safe? Is it legal? Is it non-violent? Are the risks reasonable? Are these actions in keeping with my values?
 3. **ACT.** Use everything you know at this point to make a decision and then to put it into action.
 4. **REFLECT.** What was the outcome of your decision and action? Did it differ from what was expected? Would you make a different decision next time?
4. Refer participants to the *Participant's Workbook: Worksheet 9: Which road will you take?* Work in four groups. Assign each group one case example to work on (see below). Explain that they should use the steps in BE A STAR to decide which road to take – to action or do nothing. Remind them about making responsible decisions and being held personally accountable for the decisions we make.
5. Ask each group to report back on:
 - a. What decisions and actions they took.
 - b. What they think the positive and negative consequences of these decision and actions will be.
 - c. Whether or not they are prepared to be personally accountable for these decisions and actions.



6. Discuss: How did you use the steps in BE A STAR to make decision and to take action? Could you use these steps in your life to help you make decisions? Ask for some examples.

CASE EXAMPLES:

1. Urged on by his friends, a young man gropes a classmate despite her efforts to push him away. Others around them are uncomfortable but don't know what to do.

What will you do?

2. A friend of yours tells you that for years she has been sexually assaulted by her uncle who often visits. The uncle has told her that he will kill her if she tells anyone. Now she fears all men and says she does not trust them.

What will you do?

3. A boy rapes another boy at a camp. Other boys see this happen; but they don't know what to do. They don't tell the people in charge.

What will you do?

4. A girl is invited to a party by a boy she really likes. They have fun and a good time together. He tells her that if she really likes him she will have sex with him. She doesn't want to. You see him try to rape her.

What will you do?

“Be a global citizen. Act with passion and compassion. Help us make this world safer and more sustainable today and for the generations that will follow us. That is our moral responsibility.”

— Ban Ki-moon

Secretary - General of the United Nations



ACTIVITY 4.3: NEW KINDS OF COURAGE

OBJECTIVES

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

- Identify strategies which promote equal and healthy relationships between boys and girls, and which develop fairer and more responsible practices.
- Envision 'being' courageous in the world.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 10: New kinds of courage*
- Flipchart, masking tape/ prestik, pencils or pens for participants.
- Flipchart with Key Points (see below).

CONCEPTS

Courage: The ability and willingness to confront fear, pain, danger, uncertainty or intimidation; the ability to act responsibly in the face of popular opposition, shame, or discouragement.

ADVANCE PREPARATION

- Prepare a flipchart with the following key points:

KEY POINTS:

1. Most boys care deeply about the girls and women in their lives.
2. Males commit most of the dating, sexual and domestic violence and therefore have a special responsibility to end the violence and to work for equal relations between males and females.
3. Boys can set a positive example for others, by treating girls and women with respect and by challenging harmful attitudes and behaviours.
4. Boys can challenge the gender roles and rules which benefit males, set by society.

Steps

1. Ask: Why should boys and men especially be concerned about violence against girls and women? Why should they promote fairer and more responsible treatment of females? Why should they promote more equal relations between males and females? How can they do these things?
2. Put up the flipchart with the four key points. Use these to sum up the discussion.



3. Explain that there are different actions that we can take to end violence against women and to promote more equal and healthier relationships. Some of these actions take more courage than others. Before you look at the actions, ask participants what they understand by the word, 'courage'.
4. Give input into what courage means and use these quotations if you want:

"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear." — Nelson Mandela, First President of South Africa

"Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen."— Winston Churchill, Prime Minister of England (1941-1945; 1951-1955)

5. Refer participants to the *Participant's Workbook: Worksheet 10: New kinds of courage*. Read the instructions and go through each statement. Ask participants to tick where they think the action should be placed on the Spectrum of Courage.
6. Ask participants to discuss their placement of each action with a partner. The two should reach an agreement on the placement of each action.
7. The pairs should then join with another pair (so that there are now four participants). Again they should reach an agreement about the placement of each action.
8. The group of four should join with another group of four (so that there are eight participants). Again they should reach an agreement about the placement of each action.
9. Continue in this way until the whole group is involved in reaching an agreement about the placement of each action.
10. Divide participants into groups of five. Assign each group one of the statements that has been placed in the 'Most Courage' end of the spectrum. Ask each group to prepare a role-play that shows boys taking the action described in the statement. Allow 5-10 minutes for the role play preparations.
11. Allow 5 minutes for each role-play presentation and for questions from the audience afterwards. Once all the role-plays are over make sure to remind participants that the role plays are over, and that they are no longer in role.



4. FACING CROSSROADS, CHALLENGES AND CHOICES

12. Lead a general discussion about the courage needed to take action by asking:
 - What was it like to be in the role-play? What was it like to watch the role-play?
 - Which situations felt harder/easier to imagine in real life?
 - What kinds of courage do boys need to take these actions in the real world?
 - What kinds of support do boys need to take these actions?

13. End the activity by reminding the group that they have identified ways for boys to end violence against women and promote more equal and healthier relationships. Remind participants to make a note of any new suggested actions on their Action Chart.

“When we meet real tragedy in life, we can react in two ways--either by losing hope and falling into self-destructive habits, or by using the challenge to find our inner strength.”

— Dalai Lama XIV
Tibetan Buddhist Leader



WORKSHOP FIVE

THE SACRED SEXUAL AND REPRODUCTIVE BODY

Workshop 5 focuses on the sexual body, emotions and mind; sexual expression and sexual behaviour.

Workshop 5 aims to help participants to:

- Increase knowledge about sex, the sexual body (thoughts and feelings) and about sexual pleasure.
- Challenge ideas that sex is only penetrative and explore non-penetrative ways to get sexual pleasure.
- Raise awareness about emotional readiness to have sex, including safety aspects (use of contraceptive methods).
- Discuss norms for sexual behaviour, including beliefs, opinions, attitudes and myths related to sex and sexuality.

TIME PLAN

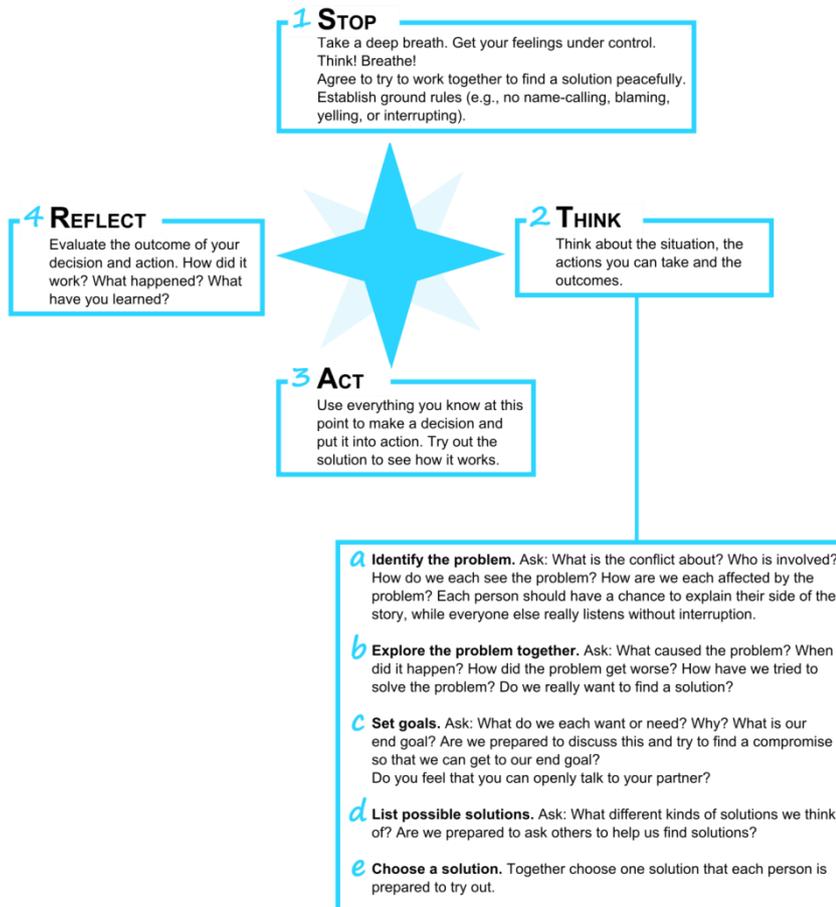
Activity	Focus	Time	Material
5.1	The sexual body	60 mins	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 11: The sexual body</i> • flipchart, markers, masking tape/ prestik
5.2	The sexual mind	60 mins	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 12: Are you emotionally ready for sex?</i> • flipchart, masking tape/prestik, markers, post-its, sheets of paper • BE A STAR diagram (see note on Advanced preparation)
5.3	Your sexual integrity	60 mins	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 13: Consent is ...</i>



6. CREATING HEALTHY RELATIONSHIPS

ADVANCE PREPARATION

- Use the BE A STAR diagram from the previous workshop, but add to it as follows:



ACTIVITY 5.1: THE SEXUAL BODY

OBJECTIVES

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

- Discuss sexual words to identify those which are acceptable to use and to raise awareness about the power dimension of certain words.
- Explain how the male and female sexual and reproductive health systems work.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 11: Label the female and male sexual and reproductive health systems*
- Flipchart, masking tape/ prestik, pencils or pens for participants.

CONCEPTS

Sexuality: Sexuality is how we feel about ourselves as sexual beings. It includes our sex, gender identity, sexual orientation, eroticism, pleasure, intimacy and reproduction. We express our sexuality through our thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While our sexuality includes all of these elements, we do not experience or express them all the time. (adapted from WHO, 2006a)

Sexual pleasure: When a person is sexually aroused or excited and engages in sexual activities to get sexual enjoyment. This could be as a result of sensations (e.g. what you see, hear, smell, taste and feel); or thoughts (e.g. fantasies and memories).

FACILITATOR'S NOTES

The workshop begins with the group talking about sexual words. This fulfils various purposes:

- Together with participants you decide which words are familiar and acceptable to use in the workshop.
- As participants discuss the meaning of different sexual words, you get an understanding of their knowledge and attitudes regarding different themes related to sex and sexuality.
- You can raise awareness about the power dimension of certain sexual words and how some words are used as forms of abuse to oppress or humiliate others.

Carry out the discussions in this workshop in the most open and informal way possible, even when participants laugh or joke about the issues. In fact, joking is one of the ways that people use to "defend" themselves or express anxiety, particularly when faced with new information.



6. CREATING HEALTHY RELATIONSHIPS

Steps

1. Work as a large group. Ask participants to help you list different sexual words. As they call out words, list them on the flipchart.
2. When you feel that the list is sufficient, ask the class to talk about the words that are listed. Use questions like these to guide the discussion of the key words:
 - When would you use this particular sexual word? (context)
 - How would you use it? How could it be used to mean different things?
 - What does this word mean to you?
 - Which others words on this list would you group with this word (in terms of context)?
 - Which words are usually used to mean something positive?
 - Which words are usually used to mean something negative (e.g. to harass or put down others)? Why are these particular words used?
3. Explain that in order to talk openly about sex and sexuality, we need to all agree on the words and terms that are acceptable and not offensive or abusive for us to use. As a group, agree on which sexual words everyone feels are acceptable to use in these workshops. Remember that if you or anyone disagrees, the group as a whole needs to refrain from using these words and must find another word which is not offensive.
4. Explain that you will give input about how the body works in sexual terms. Use the correct terms because it is important for participants to know these. Also use the sex words and terms that the group has agreed on.
5. Give input about the female and male sexual and reproductive health systems and about puberty, using the notes below and the drawings which follow. As you go through the input, discuss physical diversity, and how there are different shapes and sizes of penis, vagina and breasts – this does not determine sexual pleasure.
6. Refer participants to Worksheet 11 in the Participant’s Workbook. Ask participants to complete the exercise on their own. They should use the labels provided. They can check their labels with a partner and explain to each other how the sexual and reproductive health system works.
7. Sum up the activity:
 - Remind participants to be aware of the sexual words and terms they use.
 - Explain that knowing how the sexual and reproductive health systems function helps you to understand what is happening in your own body and enable you to keep healthy. It also helps you make healthy decisions about sexual activities.



FACILITATOR'S NOTES

What do the female genitals look like and how do they work?

A woman's outside reproductive health system (her external genitals) consists of the vulva which has the following parts:

- the outer lips, called the labia majora - they protect the vagina
- the inner lips, called the labia minora - they protect the urinary tract (from which a woman urinates)
- the clitoris, which is covered by the clitoral hood
- the vaginal opening
- the perineum
- the anus
- the public hair

A woman's internal reproductive health system includes:

- the ovaries which sit on each side of the uterus or womb and contain thousands of eggs or ova. The ovaries also produce progesterone – the female sex hormone
- two fallopian tubes stretch from the ovary to the uterus (womb)
- the uterus

When a woman is sexually excited, the inside of the clitoris and the labia fill with blood, causing the clitoris to become erect and the inner labia to spread out. The labia and clitoris are very sensitive to touch (heighten sexual pleasure) and during sex they get wet and lubricate the vagina. Some women have a sensitive and pleasurable area inside the vagina (pressing upward about 2-4cm inside the vagina), sometimes called the G-spot. Women can enjoy having this area stimulated. The best way for females to find out what their own external genitals look like is to use a mirror to examine themselves.

Virginity and the vaginal corona

The vaginal corona (or hymen) is located 1-2 cm inside the vagina. The shape of the corona is different for every woman. It consists of folds of mucous tissue and is usually elastic and stretchy. There are many **myths** about the vaginal corona. It is a myth that the corona is a membrane that covers the vaginal opening that it is broken during sex for the first time. It is also a myth that the vaginal corona can be used for virginity checking.

NOTE: If you can discuss the common myths that participants have about the vaginal corona and virginity. You can use this booklet as a resource: *Vaginal corona: Myths surrounding virginity – your questions answered*. http://www.rfsu.se/Bildbank/Dokument/Praktikor/praktika-Vaginal_corona2009.pdf?epslanguage=sv

Ovulation

About 14 days before her period, the ovaries release an egg or ovum into the fallopian tubes and womb. This is called ovulation.

Fertilisation and conception

During sex, when a male ejaculates (comes) inside a woman's vagina, he releases about one tablespoon of semen into the vagina. There are millions of sperm in the semen, which swim from the vagina into the womb and fallopian tubes to the woman's ova. It takes just one sperm to fertilise the ova. If the ova fixes itself in the wall of the womb, conception happens and the woman falls pregnant.



6. CREATING HEALTHY RELATIONSHIPS

FACILITATOR'S NOTES

What do the male genitals look like and how do they work?

A man's external genitals include:

- the shaft of the penis
- the glans (depending on how much foreskin the man has)
- the scrotum which contains two testicles
- the perineum
- the anus
- the public hair

A man's internal reproductive health system includes:

- testicles (glands) – they make sperm and testosterone (male sex hormone)
- the prostate, seminal vesicles and Cowper's gland – they make semen which carries sperm
- tubes called vasa deferens or sperm ducts - they carry sperm from the testicles to the urethra
- the urethra of the penis carries sperm out of the body, as well as urine away from the bladder

When a man is sexually excited, the inside of the penis fills with blood and causes an erection (the penis becomes hard). Ejaculation happens when semen is released from the urethra and penis, through rhythmic muscle contractions. The prostate gland can also provide pleasure when stimulated.

NOTE: If at all possible, show the group the movie, *Sex on the map* which you can download or stream from: <http://www.rfsu.se/en/Engelska/Sexuality-Education/Sex-on-the-map/>

This is a 28 minute educational hand-drawn film based on young people's own questions. The setting takes place in a school library where five students have voluntarily assembled for tutoring in math. Their regular teacher does not show up and their substitute teacher would rather teach sexuality education than math. Genitals, vaginal corona, sexual acts, masturbation and sexual interaction are all discussed. The film is available in Swedish with English subtitles.

You can also refer to material in the accompanying book called, *Teaching notes for Sex on the map*, (Swedish Association for Sexuality Education (RFSU), 2012, which you can download for free from: <http://www.rfsu.se/en/Engelska/Sexuality-Education/Sex-on-the-map/>

FACILITATOR'S NOTES

What happens during puberty?

Males and females start going through puberty sometime between 9 and 14 years of age. During this process the body goes through many physical changes, as the boy becomes a man; and the girl becomes a woman. From puberty onwards most males and females are physically able to reproduce and make a baby.

We are all unique and our bodies change at their own pace and in their own ways.

The male usually goes through these changes:

- His body hair grows – high and low! He might grow a beard or moustache, get a hairy chest and underarms, and his pubic hairs also grow.
- His voice usually gets squeaky and then deepens.
- He grows taller and his body broadens out.
- He might get pimples.
- His penis and testes get bigger, and he produces semen which has millions of sperm, which he can ejaculate from his penis.
- Boys might ejaculate in their sleep, as a natural body release. These are called wet dreams.

The female usually goes through these changes:

- She grows hair under her arms and her pubic hair grows.
- Her breasts develop.
- She grows taller and her hips might widen.
- She might get pimples.
- Her clitoris, labia and ovaries get bigger and develop. Ova (an egg) develops in the ovaries and the girl starts to menstruate (get her period).
- Girls can also have orgasms in their sleep.

Solo sex (or masturbation)

It is completely normal for boys and girls to explore their bodies and masturbate or give themselves sexual pleasure. In fact, solo sex is the most common sexual act. BUT, there are many myths about it, for example, that it is dangerous to masturbate a lot, that it is abnormal and can damage you in some way. Solo sex is actually healthy and is one of the few safe sex practices where boys and girls do not need to worry about STI's or pregnancy. Of course, solo sex is private, and every person can choose whether or not they want to practice it.

NOTE: If you have time, discuss the common misconceptions and myths that participants have about solo sex.



6. CREATING HEALTHY RELATIONSHIPS

Female reproductive health system

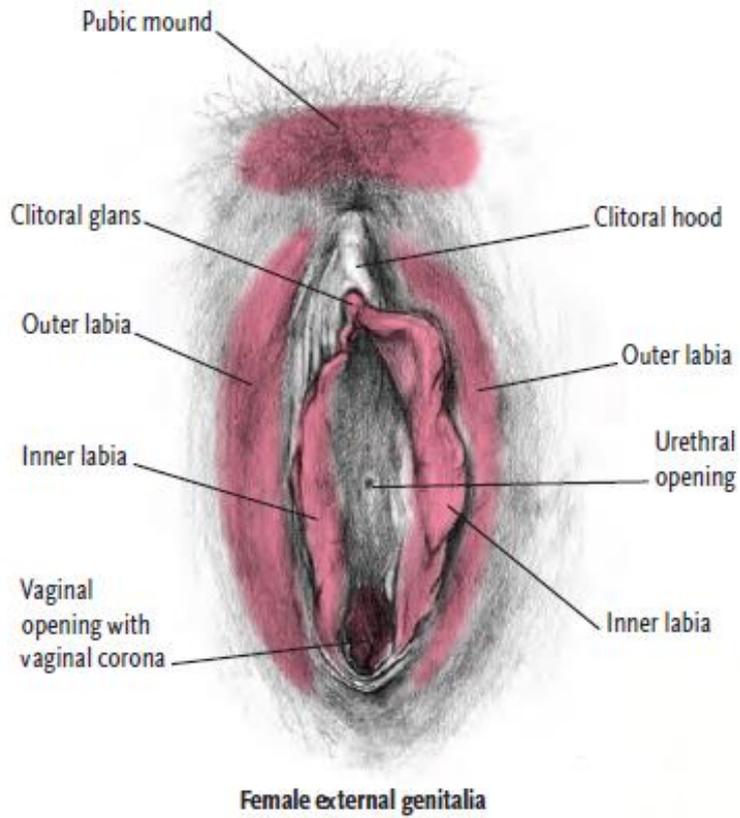


Diagram from: <http://www.rfsu.se/en/Engelska/Sexuality-Education/Sex-on-the-map/>

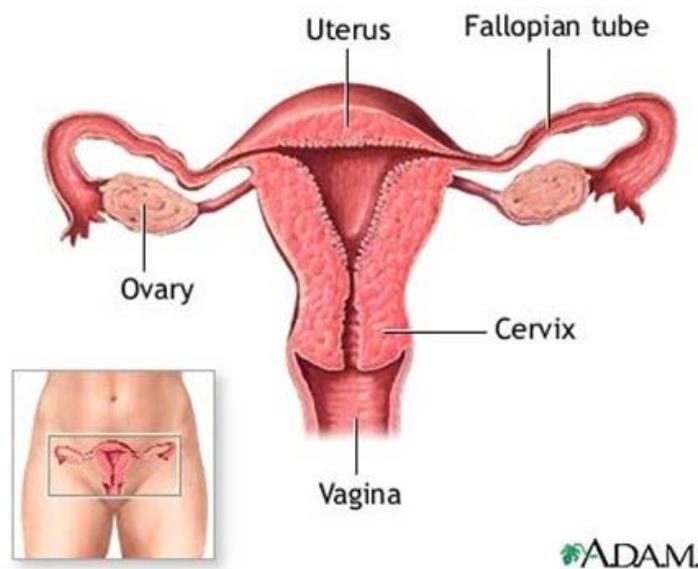
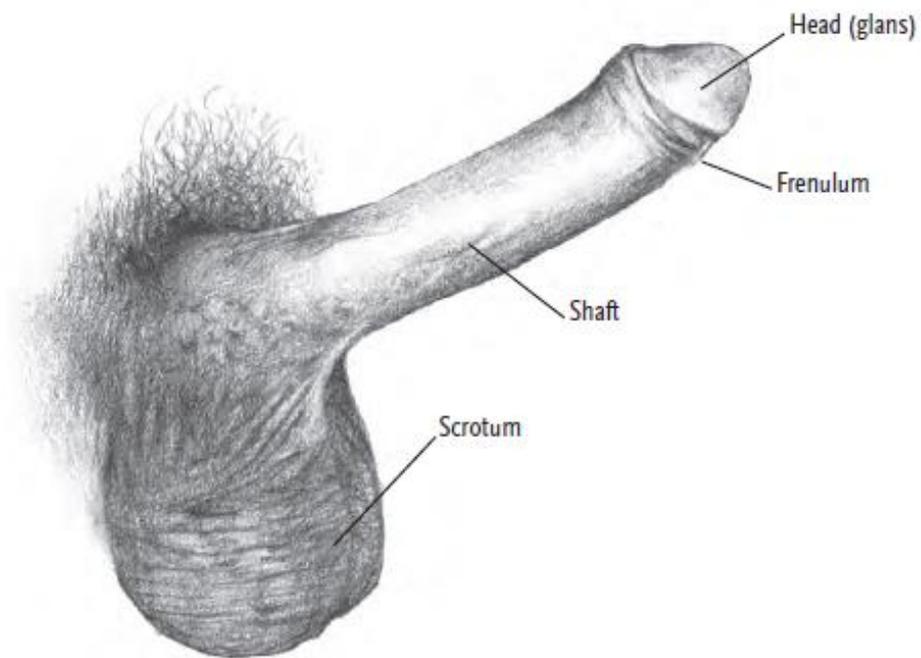
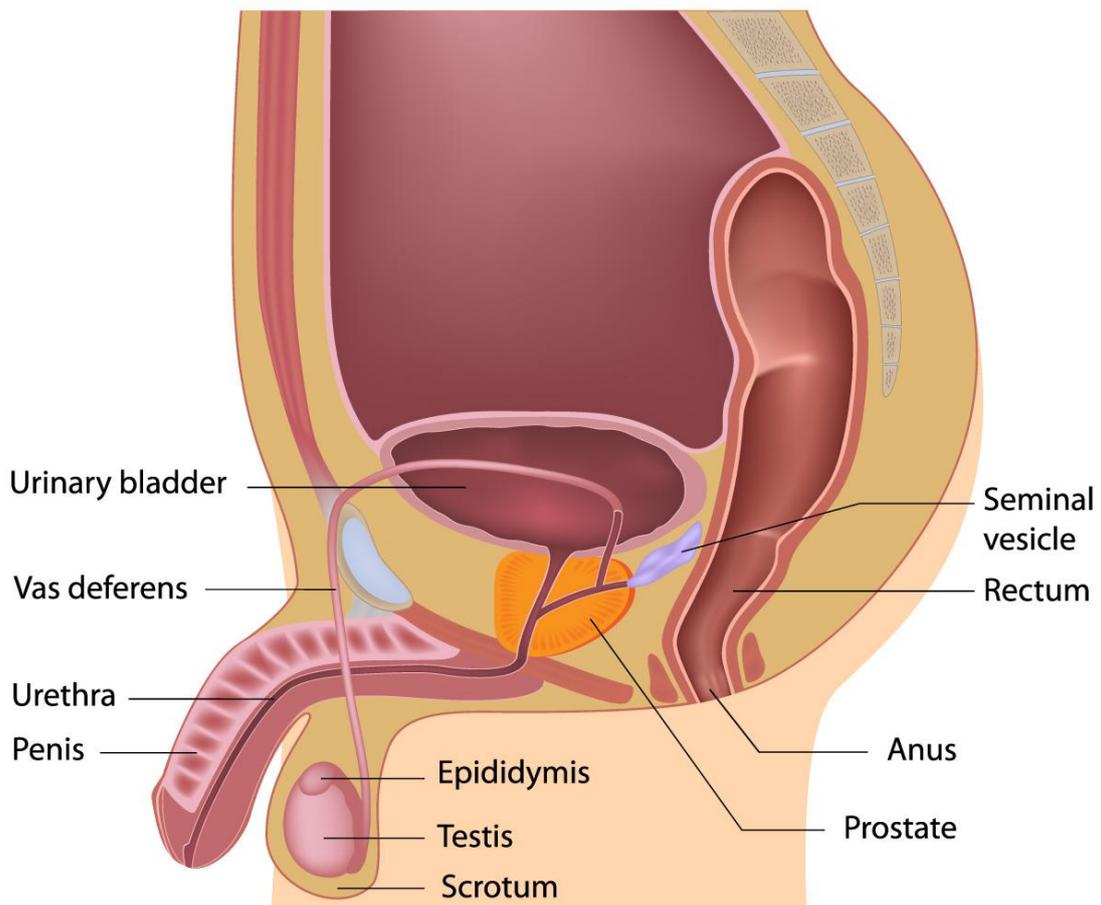


Diagram from: <http://nursingcrib.com/news-blog/female-reproductive-system/>



Male external genitalia

Diagram from: <http://www.rfsu.se/en/Engelska/Sexuality-Education/Sex-on-the-map/>



ACTIVITY 5.2: THE SEXUAL MIND

OBJECTIVES

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

- Reflect on a wider range of sexual expression and pleasure –penetrative as well as non-penetrative.
- Discuss how you know when you are emotionally ready for sex.
- Discuss safer sex and contraception and how to reduce the risk of HIV, STIs and pregnancy.



TIME: 60 minutes

MATERIALS

- Flip-chart, blue and red markers, masking tape/ prestik, post-its, pieces of paper, prestik
- *Participant's Workbook: Worksheet 12: Are you emotionally ready for sex?*
- Samples of contraceptives and/ or drawings of contraceptive methods.

CONCEPTS

Penetrative sex: When a penis is inserted into the vagina (also called vaginal intercourse) or when a penis is inserted into or enclosed by the anus (also called anal intercourse). Can include oral sex when the mouth or tongue surrounds the penis or penetrates the vagina or anus.

Non-penetrative sex: Anything that sexually arouses and pleasures you but does not involve vaginal or anal penetration. It may involve for example, making out, kissing, masturbating, stroking, oral sex, sexting, fantasising, cybersex, flirting, and so on. Also called outercourse.

ADVANCE PREPARATION

- Collect physical samples of all the different types of contraception available.
- Create a “contraceptive market” display by arranging the samples on tables or flipchart paper on the floor. Group the samples according to the different method. Make sure that there is enough space for participants to walk around, look at and examine the different contraceptive methods.

Steps

1. Work as a group. Explain that we are going to make a sex mind-map. Ask: What is sex? What's the difference between penetrative and non-penetrative sex? Can you give examples? As participants brainstorm and call out their responses, write them up on a mind-map like the one below. Remind them to use the sexual words and terms you together agree where appropriate and not offensive.



- Go through each idea on the sex mind-map, asking: Is this an example of penetrative or non-penetrative sex? Circle penetrative sex in blue and non-penetrative in red. Write up more examples as participants think of them.

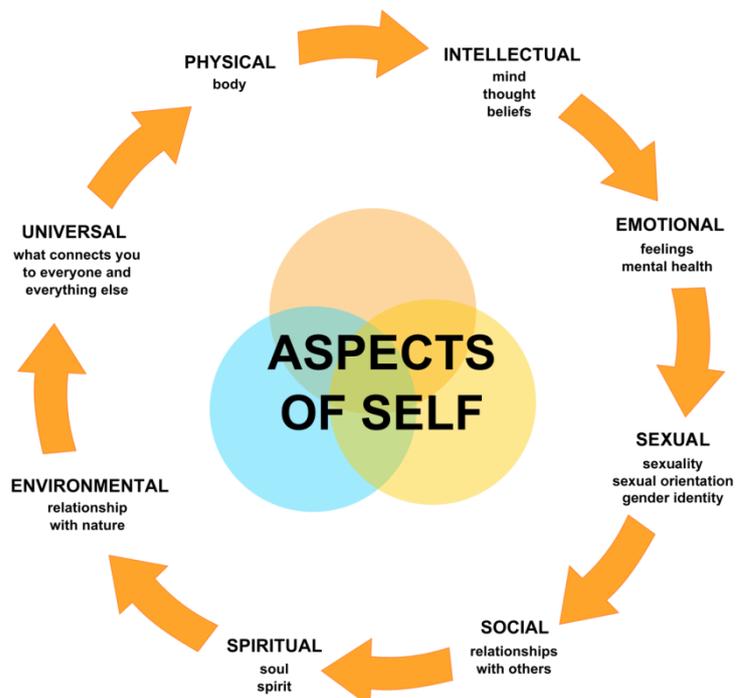
FACILITATOR'S NOTES

An alternative way to do this activity is to give each participant post-its or pieces of paper. Ask them to write one idea they have on each piece and then to come up and stick it on the mind-map themselves. Then let all participants view and discuss the ideas on the mind-map.

- Point out the following:
 - Sex is not just penetrative; there are a many different non-penetrative ways that partners can use to give and get sexual pleasure.
 - Sexual pleasure is not limited to just our sexual organs, but there are areas throughout the body that give sexual pleasure.
 - Every part of the human body can produce pleasure when touched. But, usually, both men and women have certain areas that are more sensitive to caressing than others. These are called erogenous zones (breasts, anus, vulva, clitoris, vagina, penis, mouth, ears, neck, etc.). These zones differ from person to person, so only by talking or experimenting will you know what excites you and your partner most.
 - Males and females have similar sexual desires and needs.
- Put up the **Aspects of Self** flow chart that you drew on flipchart paper during Workshop 2.

FACILITATOR'S NOTES

Refer to Workshop 2 for more about Aspects of Self, if necessary.



6. CREATING HEALTHY RELATIONSHIPS

5. Remind participants that they already know that we are more than our physical bodies. There are different aspects to Self which are part and parcel of who we are. The same is true of us as sexual beings. So far we have mainly focused on the physical part of sex. But sex is not just physical. It also involves feelings. Your body may be ready to have sex and even to reproduce and make a baby, but how do you know if you are ready to deal with the feelings or emotions that come with sex? Give examples if necessary, such as: Sex in a loving or caring relationship can leave both people with good feelings. There is trust and respect. But if there is no trust and respect, there is potential for sex that can give us physical pleasure, but does not nurture the other parts of ourselves, especially our emotional aspect. Without respect and trust, abuse and hurt can also happen. Ask for other examples about the emotional part of sex.
6. Refer participants to Worksheet 12 of the Participant's Workbook. Read through the input and ask participants to complete the short questionnaire on their own. Encourage participants to be completely honest – they will not need to share their work with anyone else. It's for their eyes only.
7. Introduce the topic on contraception by asking participants to brainstorm the different methods of contraception that they know about.
8. Tell participants that they are going to a “contraceptive market” (see Advance Preparation). Ask participants to walk around, look at and feel all the different types of contraceptives. As they walk around, they should write down any questions that they have on the different contraceptives.
9. Once this is done, go through each contraceptive method, explaining:
 - How does this method prevent pregnancy?
 - How is it used?
 - What are its advantages?
 - What are its disadvantages?
 - Does it prevent the passing on of STIs?

Then ask the group: “What is your opinion about this method?”

10. Ask participants to discuss what contraceptives are most used in their area and how they can get contraceptives if they want to use them.
11. Refer participants to the input on Contraceptive Methods in the Participant's Workbook. Explain that this worksheet gives a summary of all the contraceptive methods discussed. Encourage participants to ask any further questions for clarification.



12. Sum up the discussion with these key points

KEY POINTS

- Emphasise the responsibilities that come with sex (e.g. like the responsibility to protect yourself and others from STIs, especially HIV; and from unwanted pregnancy; and the rights that come with sex, like the right not to be sexually harassed.
- Encourage participants to explore how they might negotiate contraceptive use with a partner. Explore the difficulties of access that they are faced with; discuss whether they know about health services and if there are obstacles and difficulties in using them.
- It may also be useful to consider the theme of privacy, and the right of an adolescent to use health services and seek contraceptives without being afraid that his/her parents will be notified.
- Emphasise that contraception is a responsibility that should be shared. If neither of the partners want a pregnancy or STIs, it is essential that both take precautions so that this does not happen.
- Remind participants to use BE A STAR process when they have a big decision to make.

FACILITATOR'S NOTES

Ensure that you get as many different types of contraceptives as you can get for this exercise for your display. Give explanations in simple language and avoid the use of medical terms that may confuse participants.

Facilitators must source additional information on contraceptives and PCA in their locality. There is comprehensive information on this topic in the document titled *Family Planning: A Global Handbook for Providers* that you can find online.

Remind participants that non-penetrative sexual activities have a reduced pregnancy and STI risk.

Use this session to highlight and sort out myths about sexuality e.g. the virginity test and virginity testing; emergency pills and myths like taking the pills only the "day-after", "it's an abortion" etc.



ACTIVITY 5.3: YOUR SEXUAL INTEGRITY

OBJECTIVES

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

- Connect with own sense of sexual integrity.
- Identify norms for sexual behaviour.
- Discuss what consent means and what NO means.



TIME: 60 minutes

MATERIALS

- Flip-chart, markers, masking tape/ prestik; Agree/Disagree signs.
- *Participant's Workbook: Worksheet 13: Consent is*

CONCEPTS

Integrity: A sense of inner wholeness derived from personal qualities and values that are positive and affirming. Doing the right thing, even when no one is looking.

Empathy: A deep appreciation of another person's situation or point of view. The ability to put yourself in the other person's shoes.

Consent: When a person agrees, gives permission, or says "yes" to sexual activity with another person. Consent is always **freely given** and all people in a sexual situation must feel that they are able to say "yes" or "no" or stop the sexual activity at any point. Consent cannot be assumed by: body language and appearance, dating relationships or previous sexual activity, marriage, silence or non-response, inability to respond because of consumption of drugs or alcohol.

Mutual consent: When partners both have the right to decide **when, where** and **how** they want, and **if** they want, to have sexual contact.

Coercion: To use physical, verbal, emotional, mental, financial, and any other form of force until someone gives in to your needs and demands. When someone is coerced into doing something, they are not freely saying yes on their own terms.

ADVANCE PREPARATION

- Prepare these two large signs:

Agree

Disagree

Steps

1. Put up the two signs on either side of the room.



2. Explain that this activity will help participants explore their values and attitudes around their sexual partner, and in particular what consent and what coercion mean. Clarify that everyone understands these two words (give and ask for examples).
3. Ask participants to stand in the centre of the room. Explain that you want them to think about whether they agree or disagree that the statements you will read out to them show that the person has given CONSENT to sex.
4. Read Statement A (only) below out loud. Ask participants to go stand next to the sign that shows what they think about this statement. Do they agree that this action is consent to sex, or do they disagree?

- A. Girls who wear sexy clothes are just asking for sex. They can't later say that they said no and cry rape!
5. B. There is only one way to say NO and that is in very loud words to show that you really mean it.
- C. Real men always want to have sex, even when they are tired or don't feel like it.
- D. He said that if I really loved him that I would have sex with him, so I had no choice. It's not that I didn't want to say no, I **couldn't** say no.

6. Once everyone is at a sign, ask one or two participants next to each sign to briefly explain why they feel that the statement shows consent to sex. When the participants are finished explaining their reasoning, ask if anyone wants to change their mind and move to another sign. Let them do this. If anyone wants to, they can explain why they changed their mind.
7. Bring everyone back together into the centre of the room and read Statement B. Repeat steps 4 and 5. Continue in this way for the other statements.
8. Then lead a discussion about coercion and consent:
 - Which statements did you feel most strongly about (either agree or disagree)? Why? How does this feeling affect your sexual behaviour?
 - What other typical examples can you think of to show coercion and consent?
 - How can you be involved in helping to change the way people in your community understand what YES and what NO mean in the context of sex?
 - What is the best way of knowing whether or not someone wants to have sex?



6. CREATING HEALTHY RELATIONSHIPS

- What do you think you'll do differently as a result of this exercise?

FACILITATOR'S NOTES

When you talk about consent and coercion, the issue of abuse will probably come up. Use the opportunity to tell the group about three principles about abuse (inspired by groups of sexual abuse survivors):

- It is NOT your fault! -- Even though it is common to feel shame and guilty, it is NOT your fault
- Unfortunately, you are not alone. There are others with similar experiences, so you can talk about it. Younger children especially may think that they are the only ones who it has happened to.
- There's a way out of it! You can, and should, get help when you are ready for it. (Refer to help-lines, victim support units/ NGO's, shelters etc.)

9. Refer participants to the Participant's Workbook, Worksheet 13: Consent is Ask them to add their own word/s about consent. Then give each participant a post-it or piece of paper, so they can write their word/s on it and put it on the flipchart under the heading: Consent is
10. Introduce the word "integrity". Ask participants what it means to have integrity. Explain that when we act with integrity, we "do the right thing" – even if there is pressure others. Explain how we usually know deep down what the "right thing" is. Ask them for a few examples of people they know who act with integrity.
11. Now, introduce the term "sexual integrity". Ask participants to brainstorm what they think the term means. After the brainstorm, clarify that having sexual integrity means choosing to act or behave towards a potential sexual partner with respect. It involves putting yourself in the other person's shoes and considering their feelings when it comes to expressing their sexuality or having sex. It also means having respect for yourself, and making sexual choices for yourself that build your feelings of inner wholeness.
12. Ask: If you have sexual integrity, is it possible to use coercion? Why? How can having sexual integrity help us to have sexual lives that are enjoyable and based on consent rather than coercion?
13. Use the Facilitator's Notes below to sum up the discussion.



FACILITATOR'S NOTES

When someone is **coerced** or forced into having sex, they are not freely saying yes. Coercion is seen as the difference between sex and rape! Coercion might not only be physical violence. It can take many forms, for example:

- Pressure: Repeatedly asking or nagging someone until you wear them down. They might even say something like, “Just do it, I don’t care!”
- Threats: Telling someone that you will leave them unless they have sex with you.
- Intimidation: Throwing things around, shouting, being verbally abusive until the person gives in.
- Blackmail: Threatening to reveal something about the person unless they have sex with you.
- Guilt: Saying something like, “If you really loved me, you would have sex with me.”

Consent is the foundation of sex – like the foundations of a house. It is this foundation that is missing in sexual violence and rape. The main way to establish whether or not someone has given consent is to ask! You can say something like: Are you okay with this? Does this feel good or not?

Note: If you have time, watch this short video which shows examples of people saying and implying consent and non-consent. It would be good to show this to participants too:
<http://www.consented.ca/consent/clearing-up-consent/>

When we have “**empathy**”, we make an effort to see the other person as a human being with feelings just like our own. We put ourselves in that person’s shoes. This can help us to treat the other person with sensitivity and to respect their choices about what they may want sexually. This includes saying “no” to sex if they want to.

Having “**empathy**” is closely tied having “**sexual integrity**”. When we have sexual integrity, we have a sense of our own inner wholeness, and all the positive values and qualities that make us feel whole. We want to protect this feeling of wholeness by doing the right thing. This means respecting ourselves sexually and also respecting the sexual choices of others. It also means choosing to have sex when there is consent, and never using coercion.



WORKSHOP SIX

CREATING HEALTHY RELATIONSHIPS

Workshop 6 focuses on the relationship with others and continues with the theme of crossroads, challenges and choices.

Workshop 6 aims to help participants to:

- Experience exclusion and ‘power’ in a safe environment; and understand the effect these have on relationships with others.
- Demonstrate how perceptions about others influence how we treat them.
- Describe the importance of communication in relationships.
- Rate own communication skills.
- Identify what a healthy relationship looks like.
- Practice conflict resolution skills.

TIME PLAN

Activity	Focus	Time	Material
6.1	Power in a relationship	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 14: Power in a relationship</i> • flipchart, markers, masking tape/ prestik
6.2	Communication and conflict management	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 15: Communication and conflict management</i> • BE A STAR diagram • flipchart, masking tape/prestik, markers
6.3	The ingredients of a healthy relationship	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant’s Workbook: Worksheet 16: What are the ingredients for a healthy relationship?</i>



ACTIVITY 6.1: POWER IN A RELATIONSHIP

OBJECTIVES

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

- Experience exclusion and 'power' in a safe environment; and understand the effect these have on relationships with others.
- Demonstrate how perceptions about others influence how we treat them.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 14: Power in a relationship*
- Flipchart, masking tape/ prestik, pencils or pens for participants.
- Two different colour sheets of sticky dots (e.g. blue and green).
- A ball of string, wool or cotton.

CONCEPTS

Empathy: A deep appreciation of another person's situation or point of view. The ability to put yourself in the other person's shoes.

Compassion: To show deep caring and sympathy for the suffering of others, including the desire to help.

Steps

1. Divide participants into two random groups. Place a green dot on the forehead of each person in the one group and a blue dot on the forehead of people in the other group.
2. Explain that people with green dots are more powerful than those with blue dots – they are stronger, more intelligent, and can boss others around. They can have more privileges, for example, they can sit on the chairs, while the people with the blue dots must stand together at the back of the room. The people with blue dots mustn't look around or talk, and they must do exactly what the people with green dots say. Give some suggestions for instruction such as hop on one leg, do press ups, make animal noises, or sing. Give the people with green dots 10 minutes of 'power'.
3. After 15 minutes tell participants that you lied. It is actually the people with blue dots who are superior and have more power. The Greens must get up and let the people with blue dots sit on the chairs, and they must do exactly what this more powerful group says. Allow the people with blue dots 10 minutes of 'power'.



6. CREATING HEALTHY RELATIONSHIPS

FACILITATOR'S NOTES

Make sure you keep control of the situation all the time. If the activity goes out of control, stop the activity and discuss what is happening and why.

After the activity, make sure that participants shake out any anger built up in the activity and have the opportunity to discuss how it made them feel.

4. Bring all participants back together in a circle. Ask them to remove the dots from their head and to shake out their arms and legs taking deep breaths. Remind them that they are all one group and are now all equal.
5. Discuss:
 - a. What did you learn from this activity?
 - b. What do you think the purpose of the activity was?
 - c. How did you feel when you were the group in power? How did you feel about the group with no power and what was happening to them? Did you protest in any way?
 - d. How did you feel when you were the group without power? How did you feel about the group with power? Did you protest in any way?
6. Give the following input:
 - a. The activity tries to show that discrimination is often based simply on random or illogical factors like whether or not you have blue or green or brown eyes; or are male or female.
 - b. Discrimination has harmful effects and can lead to the abuse of power and privilege.
 - c. The purpose of the activity is to help people experience what it is like to walk in another person's shoes.
 - d. In the activity, the females were the group without power. Think about what it was like to walk in the shoes of a female today.

“When two people respect each other, the ability to be vulnerable and to reveal hurt feelings can create a powerful emotional connection that is the source of real intimacy and friendship.”

— David Burns, Professor emeritus, Department of Psychiatry and Behavioral Sciences, Stanford University



7. Talk about empathy (see the notes below).

FACILITATOR'S NOTES

Empathy is a deep appreciation for another person's situation and point of view. It begins with awareness, understanding, caring, compassion and perceiving a similarity of experience. Empathy allows us to understand situations without actually having to experience them. It is very important to have empathy for others, especially when people are going through a difficult time in their life. When we lack empathy, it is difficult to communicate and relate with one another.

Acting with empathy can be very difficult. Here are some general steps to follow:

- Try to maintain your and the other person's dignity and avoid humiliating them.
- Talk to the other person to try to understand his/her point of view and needs.
- You are responsible for your choices and actions. Other people are responsible for their choices and actions.

You can change some things but not others.

8. End this activity by creating a web to show how we are all connected:

- Stand in a large circle, shoulder to shoulder.
- One person holds a ball of string. He/she must hold onto the end of the string tightly and throw the ball to someone else in the circle.
- The person who receives the ball does the same thing – he/she holds the strand tight and throws to someone else.
- The process continues until everyone in the circle is holding onto a piece of string. People may catch the ball more than once.
- A web will form in the middle of the circle.

9. Discuss: What does this web tell us about the connections between us?



ACTIVITY 6.2: COMMUNICATION AND CONFLICT MANAGEMENT

OBJECTIVES

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

- Describe the importance of communication in relationships.
- Rate own communication skills.



TIME: 60 minutes

MATERIALS

- Flip-chart, markers, masking tape/ prestik
- BE A STAR diagram
- *Participant's Workbook: Worksheet 15: Communication and conflict management*

CONCEPTS

Communication: To express thoughts, opinions, feelings and values through speaking, listening, reading and writing.

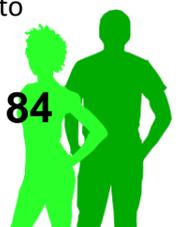
Conflict management: To discuss, manage and resolve conflict in healthy ways.

Adapted from Klein, N (1999). *Time to Think*. Cassell Illustrated

Steps

Part A: Thinking Pairs

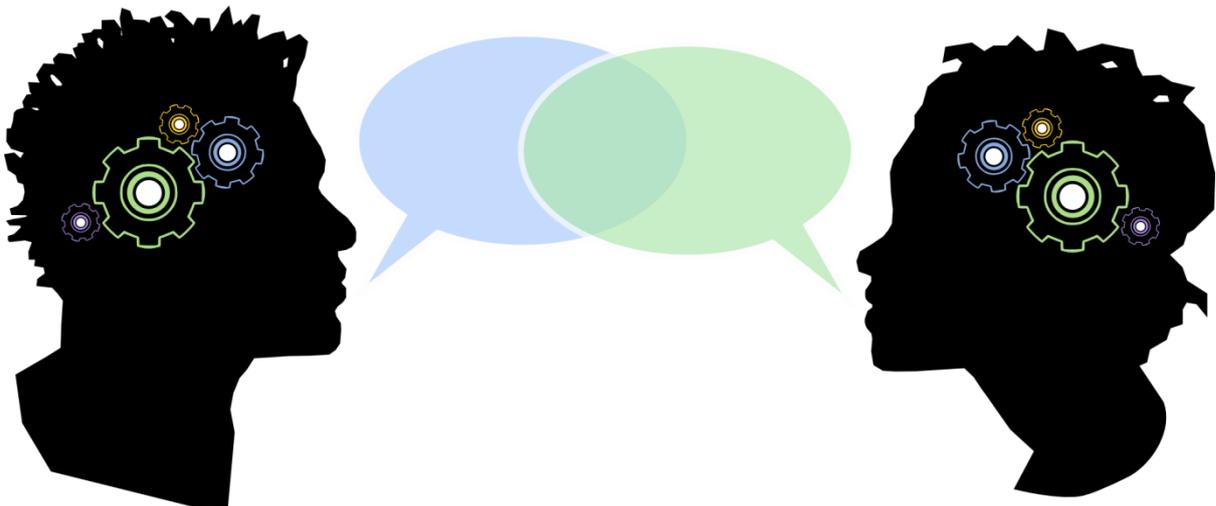
1. Tell participants that they are going to do a listening and thinking activity called "Thinking Pairs". Participants will pair up to form a "Thinking Pair" – a "thinker" and a "thinking partner".
2. Ask participants to find a partner. Explain that each "thinker" will get a chance to think aloud about a problem they have; then a timer will go off and they will swap roles. Give them the following instructions (3-6):
3. The partners sit opposite each other. The "thinking partner" begins by asking his or her partner a single question: *"What do you want to think about today, and what are your thoughts?"*
4. The "thinker" will have two full minutes to choose an issue or problem they want to solve, to "think" aloud about it and/or "think" silently without interruptions.
5. The "thinking partner" gives the "thinker" their full attention by staying silent and listening with interest, without interrupting. The "thinking partner" also keeps their eyes on the "thinker", and trusts the "thinker's" natural intelligence to respond to



6. CREATING HEALTHY RELATIONSHIPS

the question. It is important to give the “thinker” complete attention and not to interrupt even if they are silent.

6. If the “thinker” says that they have finished thinking, the “thinking partner” can ask: *“What more do you think or feel or want to say?”* Again, the “thinking partner” will give their full attention to the “thinker” until they have nothing more to say.
7. After two minutes (use a timer), tell the partners to swop roles.
8. Have a report back of about 5 minutes, by discussing these questions with the whole group:
 - a) How did it feel to be a “thinking pair”?
 - b) What was it like to “think” with your partner’s full attention?
 - c) What was it like to create a safe and supportive environment in which your partner could think?
 - d) What about “thinking pairs” would you like to use to help you build healthy communication in your relationships?
9. After the report back, tell the partners to share with each other one thing that they appreciate about the other.



6. CREATING HEALTHY RELATIONSHIPS

Part B: Thinking Groups

10. Now, ask the whole group to suggest a few controversial problems. This works best if the problems are current and involve a lot of debate. Write them up on a flipchart.
11. Ask participants to work in small groups of 4-6 people to debate one of the problems and find a solution as a group. Refer them to the *Participant's Workbook: Worksheet 12: Communication and conflict management*.
12. Let the discussion run for about 15 minutes. Then ask each group to report back their decision only to the plenary.
13. After the report back, discuss these questions with the whole group:
 - a) How did it feel to have to find a group solution to a controversial problem in a short time?
 - b) What criteria did you use to make a decision? Did you use the steps in the BE A STAR chart?
 - c) Did the group arrive at the same decisions or was there discussion and even conflict?
 - d) What problems or issues did you face in making a group decision? How did you deal with these?
14. Refer participants to Worksheet 15 in the *Participant's Workbook*. Ask participants to rate their listening and speaking skills.



ACTIVITY 6.3: THE INGREDIENTS OF A HEALTHY RELATIONSHIP

OBJECTIVES

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

- Identify what a healthy relationship looks like.
- Practice conflict resolution skills.



TIME: 60 minutes

MATERIALS

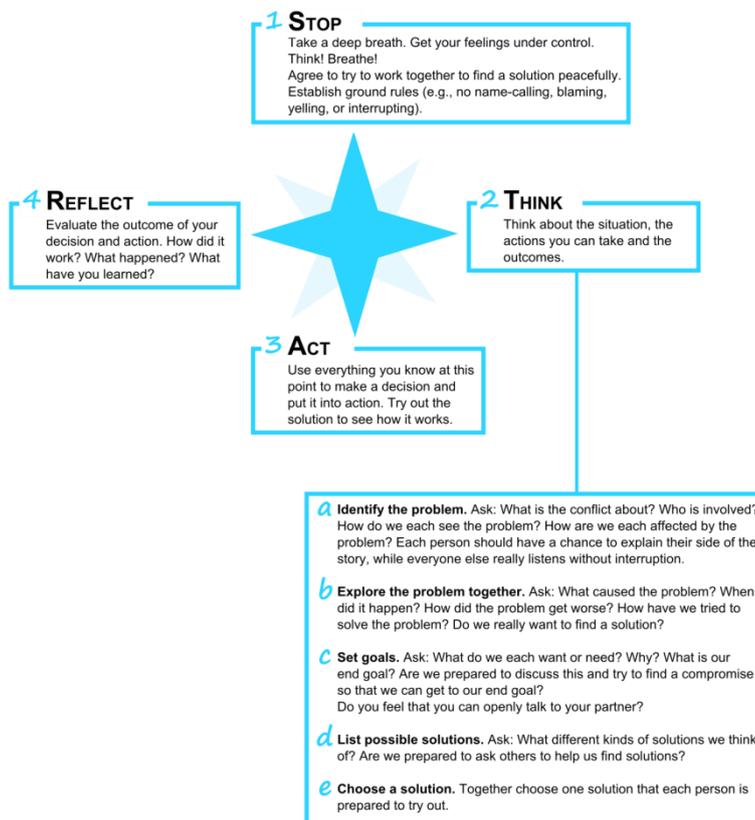
- Flip-chart, markers, masking tape/ prestik
- *Participant's Workbook: Worksheet 16: What are the ingredients for a healthy relationship?*

CONCEPTS

Setting boundaries: To set limits about what values and behaviour you are prepared to accept and what you are not prepared to accept.

ADVANCE PREPARATION

- Use the BE A STAR diagram from the previous workshop.



6. CREATING HEALTHY RELATIONSHIPS

Steps

1. Discuss: What do you understand by a 'healthy relationship'? Write up participant's ideas in a list like the one below.

Healthy relationship	
Trust	
Communication	

2. Give input about healthy relationships and the ingredients for a healthy relationship (see Facilitator's Notes below). Add points to the list on the flipchart which participants have not mentioned (especially communication and setting boundaries).

FACILITATOR'S NOTES

In a healthy relationship between two people, both people feel supported and connected, but they still feel like independent people.

Here are some signs of a healthy relationship. Both people:

- treat each other with respect
- feel supported to do things they like
- don't criticise each other
- allow each other to spend time with friends and family
- listen to each other and compromise
- share some interests such as sports, dancing or music
- aren't afraid to share their thoughts and feelings
- celebrate each other's successes
- respect boundaries
- trust each other and don't require their partner to "check in"
- don't pressure the other to do things that they don't want to do
- don't constantly accuse each other of cheating or being unfaithful

There are two main ingredients of healthy relationships: communication and setting boundaries.

Communication: This allows both people in the relationship to have a deep understanding of each other. It allows them to connect with each other, to talk openly, and to feel heard when they express their feelings.



Setting boundaries: There are two separate people in a relationship. While they should have shared goals and values, it is also important that both people have their needs met. Each person should express to their partner what they are and are not comfortable with, especially when it comes to their sex life, money, family and friends, personal space and time.

In the end, the two people in the relationship decide what is healthy for them and what is not. If something doesn't feel right, they should have the freedom to voice their concerns to their partner.

3. Ask participants to think of a relationship they have had. They should go through each point on the list and decide whether or not this was part of their relationship. At the end, they should decide whether or not the relationship was healthy.
4. Put up the BE A STAR diagram and give input about conflict management (see Facilitator's Notes below). Refer participants to the *Participant's Workbook: Worksheet 16: What are the ingredients for a healthy relationship?* Give input about each step.

FACILITATOR'S NOTES

Conflict is not always a bad or negative thing. When dealt with in a healthy way it can lead to growth in yourself and/or in a relationship. But it is obviously harmful when dealt with in a violent way. Many people believe that the only way to resolve a conflict is to fight, and that it is a sign of weakness to avoid a fight. But conflicts don't have to be avoided and don't have to lead to violence.

5. Work in small groups of 4-6 people. Give each group one of the situations below to discuss and role-play. Or let them choose another, more familiar example.

Situations to role-play:

1. A teen boy insults, pushes, bumps or shoves you.
 2. Someone you know steals from you.
 3. A teen boy boasts about hitting a girl.
6. First ask the groups to first discuss what they would normally do in the situation. Then ask them to use the conflict resolution steps (in the *Participant's Workbook*) to try to manage and resolve the situation in a healthier way. One person in the group



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must act as the mediator – the person who helps the people in the conflict follow the steps and reach an agreement.

FACILITATOR'S NOTES

Use arguments between participants as 'teachable moments' especially to practise conflict resolution skills. Once tempers have cooled down, discuss what happened, why it happened, who was involved, how the people responded to each other, how the problem escalated, how the situation could have been handled more effectively?

7. After the role-plays, ask the groups to discuss the following in plenary:
 - Was the conflict resolved? If so, how?
 - Did the mediator help? If not, why not?
 - What else could you do to resolve the conflict without using violence?
 - Could you use these steps to try to resolve conflict in your relationships?
8. Ask participants to complete the *Participant's Workbook: Worksheet 16: What are the ingredients for a healthy relationship?*



"My father always used to say, "Don't raise your voice. Improve your argument." Good sense does not always lie with the loudest shouters, nor can we say that a large, unruly crowd is always the best arbiter of what is right."

– Desmond Tutu, South African social rights activist and retired Anglican bishop

WORKSHOP SEVEN

CREATING A HEALTHY RELATIONSHIP WITH SELF

Workshop 7 focuses on the relationship with self – our vulnerabilities, challenges, choices, responsibilities and accountability. It looks at the development of self-image and self-esteem.

Workshop 7 aims to help participants to:

- Discuss sexuality and body image.
- Identify likes and dislikes about self.
- Explain what self-esteem is and the importance of having good self-esteem.
- Explore how self-esteem influences our relationship with self and others.
- Identify how risk behaviours are often associated with low self-esteem.
- Explore ways to help change feelings, thoughts and behaviours.

TIME PLAN

Activity	Focus	Time	Material
6.1	Body mapping	60 minutes	<ul style="list-style-type: none"> • Sheets of flipchart paper joined together for each participant. • Four different colour markers per group. • <i>Different aspects of self</i> flipchart from Workshop 2.
6.2	The voice in your head	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 17: The voice in your head</i> • Flipchart, masking tape/ prestik • Feelings-thoughts-behaviour-response circle on a flipchart.
6.3	Being a friend	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 18: Being a friend</i> • Flipchart, masking tape/ prestik, pencils or pens for participants • Use the Star diagram from Workshops 2 and 5.



ACTIVITY 7.1: BODY MAPPING

OBJECTIVES

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

- Discuss sexuality and body image.
- Identify likes and dislikes about self.



TIME: 60 minutes

MATERIALS

- Large sheets of flipchart paper which you will need to join together for each participant for the body mapping exercise.
- Different colour markers (sets of 4 colours per group).
- The *ASPECTS OF SELF* flipchart from Workshop 2

CONCEPTS

Sexuality: Sexuality is how we feel about ourselves as sexual beings. It includes our sex, gender identity, sexual orientation, eroticism, pleasure, intimacy and reproduction. We express our sexuality through our thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While our sexuality includes all of these elements, we do not experience or express them all the time. (adapted from WHO, 2006a)

Sexual identity: Every person is born with a sexual identity, even before he or she feels a sexual orientation and/or starts sexual activities. A person's sexual identity is the sense of his or her own sexuality and includes sexual orientation, sexual preferences, and gender identity. A person's sexual identity may change as he or she moves through life.

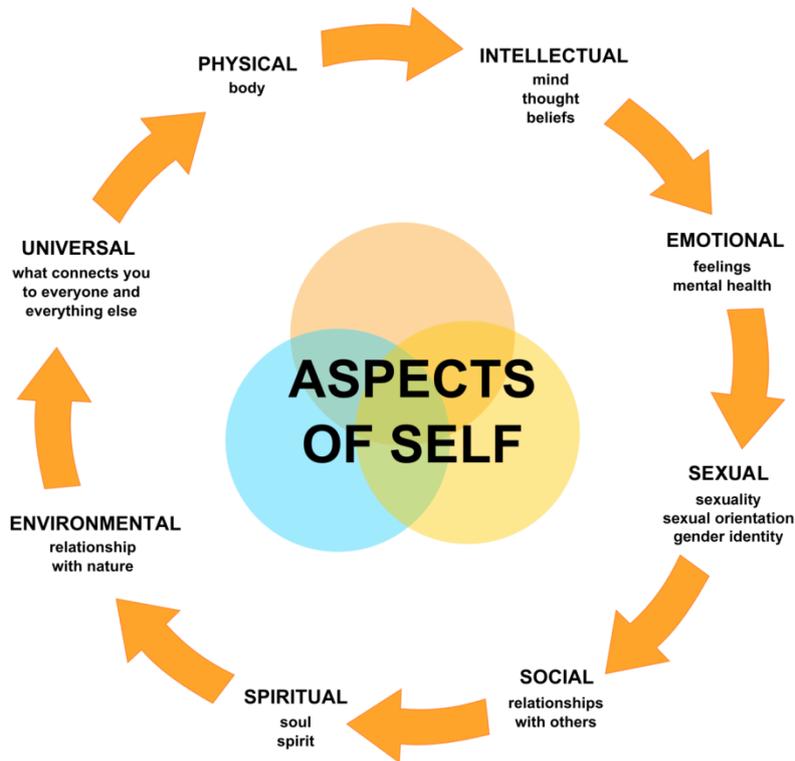
Sexual orientation: A person's sexual attraction and behaviour towards another – of the same sex (homosexuality) or of the opposite sex (heterosexuality) or of either sex (bisexual), or to people across the gender spectrum. The attraction is on many levels – sexual, physical, intellectual, emotional and spiritual. It is not only about sex. A person may also be asexual, meaning that he or she has no sexual feelings or desires.

Body image: A person's feelings about their body, including how beautiful or sexually attractive they are

Steps

1. Use your ASPECTS OF SELF flowchart. Remind participants that they used this diagram in Workshop 2 where they spoke about the different aspect of self and how we need to 'feed' or fulfil each part of the Self. We defined health as a state of being in which each aspect is in balance





2. Give input and discuss sexuality and body image (see Facilitator’s Notes below).

FACILITATOR’S NOTES

Sexuality refers to our capacity to have sexual experiences and responses. We are all sexual beings. Our sexuality is not simply a physical aspect of self and is not limited to our sexual organs. It has an emotional, social, intellectual and spiritual component, and includes our thoughts, feelings, fantasies, longings, worries and concerns.

People’s sexuality is also diverse. People have different experiences/notions of pleasure and pain. We need to accept these and be sensitive to these. Healthy sexual relationships are based on respect and communication.

Being comfortable with our own bodies is an important aspect of accepting ourselves, as whole beings. However many people are uncomfortable with how they look or how they feel about their body. This is partly because society has placed great value on beauty and the media tells us what the ‘perfect’ male or female body is supposed to be. These images may not fit in with our own images of our body, leaving us feeling ‘bad’ or less than perfect. It is healthier to view human beings as belonging to diverse cultures and races, and as having different shapes and sizes.



7. CREATING A HEALTHY RELATIONSHIP WITH SELF

3. Divide participants into small groups and explain that each person will have a chance to map their bodies. Each person will have a chance to lie down on blank flipchart pages which you have joined together while the others help to map the person's body outline.
4. Once each person has their own body map, give input on body mapping (see the following Facilitator's Notes).

FACILITATOR'S NOTES

Body mapping is a creative process that helps us explore how we feel about our bodies. We can use images, symbols and words to map places in our bodies that we like and don't like, that are full of life or full of pain; and places that hold hope for the future. In the process, we discover links between the places in us and gain a deeper understanding of our own power to become healthier in our bodies and through the way we live in this world.

5. Lead everyone in the following exercise:
 - a. Mark in GREEN on your own body map the part/s of your body that you like.
 - b. Mark in RED the part/s of your body that you don't like.
 - c. Mark in PURPLE the parts of your body where you feel pleasure.
 - d. Mark in YELLOW the parts of your body where you feel pain.
6. Participants can use images, symbols and words to tell the stories that they hold in their bodies; and to 'map' their thoughts and feelings.
7. After the body mapping, do a short relaxation exercise. Then encourage participants to journal on their own about their body maps, the feelings, issues and stories associated with them, and how they have felt about this experience.

FACILITATOR'S NOTES

Remind participants that we can feel both pleasure and pain on the same place on the body depending on the situation, who we are with, and how it is done. Also, our feelings can vary from time to time, and over time. For example, something we don't like today, may change into something we like in the future.



ACTIVITY 7.2: THE VOICE IN YOUR HEAD

OBJECTIVES

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

- Explain what self-esteem is and the importance of having good self-esteem.
- Explore how self-esteem influences our relationship with self and others.



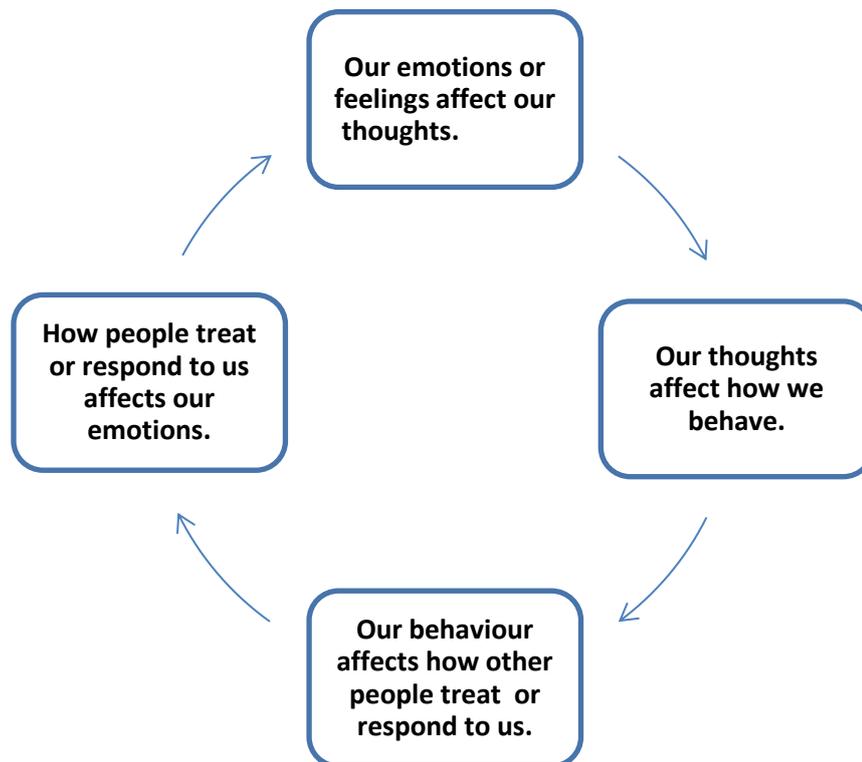
TIME: 60 minutes

MATERIALS

- One Youth Can Participant's Workbook: Worksheet 17: The voice in your head
- Flipchart, masking tape/ prestik
- Create a flipchart of the *FEELINGS-THOUGHTS-BEHAVIOUR-RESPONSE CIRCLE*

CONCEPTS

Self-esteem: The way we feel and think about ourselves; how much we like, value and accept ourselves.



7. CREATING A HEALTHY RELATIONSHIP WITH SELF

Steps

1. Ask participants to think about how the body mapping exercise made them feel and think about themselves. Ask: What was the voice inside your head telling you about yourself? Were they positive or negative things?
2. Explain that we all have an inner voice which is constantly telling us things about the world and about ourselves in the world. When you feel good about yourself, your inner voice is positive and reminds you about what you like about yourself and that you are a valuable and worthy person. But when you feel bad or upset about something, that voice can turn negative and exaggerate your bad feelings, making you feel even worse.
3. Explain that how we feel and what we think about ourselves is called 'self-esteem'. Give input about self-esteem (see the Facilitator's Notes below/ put up the FEELINGS-THOUGHTS-BEHAVIOUR-RESPONSE CIRCLE).

FACILITATOR'S NOTES

When we feel positive or good about ourselves and believe that we are people of worth and value, we are said to have high or good self-esteem. When we feel bad about ourselves most of the time, we are said to have low or poor self-esteem.

We develop these feelings about ourselves from the experiences we have in our lives, from the responses we get from the important people around us; and from the society we live in and the media that represents that society – newspapers, advertisements, movies, and so on.

Our feelings affect our thoughts: If we are constantly being judged and criticised, then we learn to feel bad about ourselves and we begin to think and believe bad or negative things about ourselves.

Our thoughts affect our behaviour: For example, we might begin to behave as if we are inferior to others.

Our behaviour affects how people treat or react to us: Think about people who enter into relationships in which they give their partner all the power. They will do whatever it takes to please their partner even if that person is abusive.

How people treat or react to us affects our feelings: For example in an abusive relationship people may believe that they are so bad that they don't deserve any better.

4. Refer participants to the *Participant's Workbook: Worksheet 17: The voice in your head*. Go through the instructions with them and give them time to complete the questionnaire. Then go through the feedback as a group. Encourage participants to try out the advice.



5. Lead a discussion about breaking the FEELINGS-THOUGHTS-BEHAVIOUR-RESPONSE CIRCLE. Ask for examples to illustrate the following:

- How you change a negative thought into a positive thought.
- How this will affect how you feel about yourself.
- How it will affect how you behave towards yourself and others.
- How it will affect how others react to you.

Give input from the Facilitator's Notes below:

FACILITATOR'S NOTES

We can change and break the feelings-thoughts-behaviour-response circle by doing the following:

- Start paying attention to negative thoughts or to your negative inner voice. The more aware of them you become the more you will notice just how many negative thoughts you have.
- STOP the negative thought in its tracks and ask: Is this really true (all the time) or not? What do I get out of thinking this thought – does it make me feel like a victim or a hero; does it make me feel sorry for myself or others feel sorry for me?
- Check it out. Ask a friend or someone you trust if you should believe the negative thoughts about yourself.
- Every time you have a negative thought change it into a positive thought. For example:
I am not worth anything – change to – I am a valuable person.
I always make mistakes – change to – I do many things well.
I don't deserve to be happy – change to – I deserve to be happy and healthy.
- Repeat your positive thoughts over and over to yourself.

Changing negative thoughts into positive thoughts takes time and persistence. Keep practising because it will increase your self-esteem.



ACTIVITY 7.3: BEING A FRIEND

OBJECTIVES

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

- Identify how risk behaviours are often associated with low self-esteem.
- Explore ways to help change feelings, thoughts and behaviours.



TIME: 60 minutes

MATERIALS

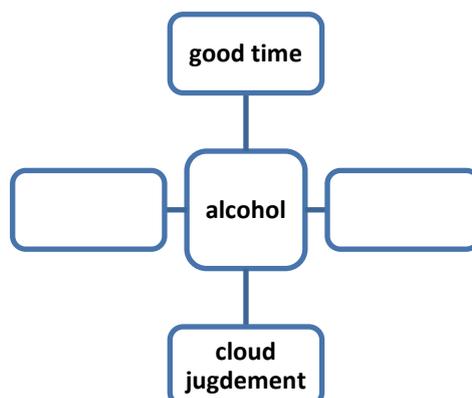
- *One Youth Can Participant's Workbook: Worksheet 18: Being a friend*
- Flipchart, masking tape/ prestik, pencils or pens for participants
- Use the *BE A STAR* diagram from Workshop 5.

FACILITATOR'S NOTES

The ages 12 to 17 years are a critical and vulnerable stage of human development. As young people go through their teen years, they experience many biological, social, and cognitive changes. They are challenging authority, developing a sense of independence, but are under mounting peer pressure and may begin experimenting with smoking, drinking and doing drugs. Young people usually start to explore their sexuality and become sexually active. This is the time that they need to: be empowered with knowledge; learn about their bodies and what they do or do not want to do; have good and consenting sex (and sex is so much more than intercourse); build good self-esteem and promote a healthy life. They also need to learn how to protect themselves and make healthy choices that do not place them at risk sexually or in any other way.

Steps

1. Draw a mind-map with the word, 'alcohol' in the middle. Ask participants to call out whatever comes into their head when they think of the word, 'alcohol'. Record their words/phrases on the mind-map.



2. Repeat Step 1 but with the word, 'drugs' in the middle of the mind-map.
3. Lead a discussion about the words/phrases that have come up for both alcohol and drugs.
4. Ask: What are the negative effects of alcohol and/or drug use on individuals, groups of friends, and communities? Can you guess what most people who abuse alcohol and/or drugs have in common? (Answer: Very low self-esteem.) Explain that many people use drugs or alcohol to try to make them feel better about themselves.
5. Work in three groups. Refer participants to the *Participant's Workbook: Worksheet 18: Being a friend*. Give each group one of the case studies to discuss and to answer the questions. Remind participants about the STAR diagram, the ingredients to a healthy relationship and conflict resolution, which they learn about in Workshop 5.
6. Reconvene the group after 20 minutes and ask each group to briefly summarise their case study and the responses to their questions.
7. To sum up, give the input on communication skills (see the Facilitator's Notes below).

FACILITATOR'S NOTES

Although it is challenging for friends to help each other change their feelings, thoughts and behaviour, good communication skills help.

Some of these skills might include:

- **Timing:** Know when to and when not to engage your peers in discussions.
- **Listen:** Be a good listener and encourage friends to speak about how they feel and what they think.
- **Identify and explore the problem together:** Use "I" or "We" statements rather than "You". Avoid criticising or blaming.
- **Be honest:** Say what you think and feel. When you don't know the answer or solution, say "I don't know".
- **Respect boundaries:** Help friends set their own goals and find their own solutions (which might not be your solutions).
- **Be a role model:** Lead by example. Even if your behaviour in the past has been risky, show that you can change and therefore your friends can too.



WORKSHOP EIGHT

UNDERSTANDING SEXUAL ORIENTATION

Workshop 8 focuses on encouraging awareness around sexual identity and building full acceptance and inclusion.

Workshop 8 aims to help participants to:

- Discuss gender identity and sexual orientation.
- Recognise the rights of all to be valued and treated with respect, no matter their sexual orientation.
- Explore and clarify values and prejudices in relation to sexual orientation.
- Build full acceptance and inclusion to counter prejudice and stigma.

TIME PLAN

Activity	Focus	Time	Material
8.1	Understanding sexual identity	60 mins	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 19: Sexual Rights and Responsibilities</i> • flipchart, markers, masking tape/ prestik
8.2	Two steps forward	60 mins	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 19: Sexual Rights and Responsibilities</i> • Flipchart, masking tape/prestik, markers, post-its, sheets of paper
8.3	Challenging prejudice and teaching tolerance	60 mins	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 20: Challenging prejudice</i>



ACTIVITY 8.1: UNDERSTANDING SEXUAL IDENTITY

OBJECTIVES

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

- Clarify the concept *sexual identity* – which includes gender identity and sexual orientation.
- Discuss gender identity and sexual orientation.
- Raise awareness about the dangers of stereotypes and prejudice.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 19: Sexual Rights and Responsibilities*
- Flipchart, masking tape/ prestik, pencils or pens for participants.

CONCEPTS

Sexual identity: Every person is born with a sexual identity, even before he or she feels a sexual orientation and/or starts sexual activities. A person's sexual identity is the sense of his or her own sexuality and includes sexual orientation, sexual preferences, and gender identity. A person's sexual identity may change as he or she moves through life.

Gender identity: A person's own inner sense of being a man, woman, transgender. The person's gender identity might or might not be the same as his/her sex at birth.

Sexual orientation: A person's sexual attraction and behaviour towards another – of the same sex (homosexuality) or of the opposite sex (heterosexuality) or of either sex (bisexual), or to people across the gender spectrum. The attraction is on many levels – sexual, physical, intellectual, emotional and spiritual. It is not only about sex. A person may also be asexual, meaning that he or she has no sexual feelings or desires.

Prejudice: The attitudes and feelings that people have about members of other groups – these could be positive or negative, conscious or non-conscious.

Stereotypes: Specific beliefs about a group, such as descriptions of what members of a particular group look like, how they behave or their abilities.

FACILITATOR'S NOTES

The purpose of this activity is not to categorise people in boxes based on sexual identity (gender identity and sexual orientation). Instead, it is to help participants to understand sexual identity better and encourage acceptance and inclusion. If possible, try to build an atmosphere of understanding rather than labelling.

While gender identity and sexual orientation are closely related, they may not always be the same. For example, a person who self-defines as heterosexual can practice same-sex. A person who self-defines as homosexual can practice opposite-sex, and a person who self-defines as asexual can still practice sex for different reasons.



9. BREAKING THE CYCLE: GENDER-BASED VIOLENCE

Steps

1. Clarify the key concepts– sexual identity, gender identity and sexual orientation – with the participants. There can be confusion about these terms, because they are so closely connected. In this manual, we use sexual identity as the broader term that incorporates both our gender identity and our sexual orientation. Use *The Genderbread Person (One Youth Can Participant’s Workbook: Worksheet 19: Sexual Rights and Responsibilities)* to help learners build a clear understanding.
2. On the left-hand side of a flipchart paper write the heading: **GENDER IDENTITY**.
3. Work as a whole group. Present scenario A below. After you have presented it, write the name of the person, Paulie underneath the GENDER IDENTITY heading.
4. Ask: Which gender do you think this person identifies with? Why do you say so? Next to his name, write down what the majority of participants say. Don’t comment on the answer until you have been through each scenario in the same way.

FACILITATOR’S NOTES

Use the words and terms that participants provide, but raise awareness about the power dimension of certain words and how some are used as forms of abuse to oppress or humiliate others. So, together decide which words are familiar and acceptable terms to use in the workshop.

SCENARIOS

- A. Paulie considers himself a man and is most comfortable talking about himself in masculine terms. Paulie usually wears jeans and a T-shirt, works as a mechanic and likes to go for a drink after work, with his mates.
- B. Beth is dressed in a skirt, white blouse, and red high heels.
- C. Jamie feels more like a man one day and more like a woman on another day.
- D. Siphos was born male but now lives as a woman and has a feminine gender expression and female gender identity. She is changing her physical body with surgery, hormones, voice training and so on.
- E. Savannah is a beautiful woman. She considers herself a woman, is comfortable talking about herself in feminine terms, wears women clothing, works in marketing and sales.



4. Now explain what each person says about their own gender identity (see below), e.g. Paulie’s gender identity is male. Write male next to Paulie. Continue for each person. Explain the terms (see glossary below). Compare what the participants’ said and what each person said about their gender identity.

	GENDER IDENTITY	
A. Paulie	<i>participants’ response</i>	male
B. Beth	<i>participants’ response</i>	female
C. Jamie	<i>participants’ response</i>	gender fluid
D. Sipho	<i>participants’ response</i>	trans person
E. Savannah	<i>participants’ response</i>	female

Glossary

Trans: A general term that refers to the many ways people can challenge or refuse to comply with gender roles or norms.

Trans person: Someone who was born male and now lives as a female and has a feminine gender identity; or was born female but who lives as a male and has a masculine identity. This person may or may not have changed his/her physical body with surgery, hormones, or in other ways. MTF is an abbreviation of Male To Female. FTM is an abbreviation of Female to Male.

Gender fluid: Someone whose gender identity and presentation are not confined to only one gender category. Gender fluid people may have different understandings of their gender, moving between categories as feels right.

5. On the right-hand side of the flipchart write the heading: **SEXUAL ORIENTATION**.
6. Go back to Scenario A. After you have presented it, remind participants that Paulie identifies as a male. Ask: Who do you think Paulie is sexually attracted to, e.g. men, women or both? Why do you say so? Next to his name, write down what the majority of participants say. Don’t comment on the answer until you have presented each scenario in the same way.
7. Now explain what each person says about their sexual orientation, e.g. Paulie says that he is attracted to other men. Write homosexual /gay next to Paulie. Continue for each person. Explain the terms (see glossary below). Point out that we can never know what someone’s sexual orientation is, until the person tells us.



9. BREAKING THE CYCLE: GENDER-BASED VIOLENCE

GENDER IDENTITY			SEXUAL ORIENTATION	
A. Paulie	<i>participants' response</i>	male	<i>Person's actual sexual orientation</i>	Homosexual / gay
B. Beth	<i>participants' response</i>	female	<i>Person's actual sexual orientation</i>	Asexual
C. Jamie	<i>participants' response</i>	gender fluid	<i>Person's actual sexual orientation</i>	Bisexual
D. Siphon	<i>participants' response</i>	trans person	<i>Person's actual sexual orientation</i>	Heterosexual
E. Savannah	<i>participants' response</i>	female	<i>Person's actual sexual orientation</i>	Homosexual /lesbian

Glossary

Homosexual: Attraction between two people of the same sex.

Gay: Attraction between two males.

Lesbian: Attraction between two females.

Heterosexual/ straight: Attraction between two people of the opposite sex.

Bisexual: Attraction to people of the same and opposite sex. Not necessarily at the same time and not necessarily an equal amount of attraction.

Asexual: A person who is not interested in or does not desire sexual activity. An asexual person can still feel love for other people and enjoy non-sexual intimacy.

- Ask participants to help you explain the difference between gender identity and sexual orientation. Make sure they understand that sexual orientation is about attraction and feelings on many levels – sexually, physically, intellectually, emotionally and spiritually. It is not only about sex.

Explain that each person's sexual identity is unique and personal. We all express our sexual identity in different ways. That is why we should never assume anything! For example, we shouldn't assume that if a man is macho, then he must be heterosexual, or if a boy is gay, then he must be feminine, or that a lesbian must be masculine.

- Ask if anyone's attitudes and feelings changed (either positively or negatively) towards the person in each scenario when they heard his/her sexual orientation. For example, how did they first see and think about Paulie? Did this change when they heard that he was gay? How did it change? Why did it change? Go through the others, each time asking how they first felt, if and how this changed and why.
- Use the input in the Facilitator Notes to discuss stereotypes and prejudice.



FACILITATOR'S NOTES

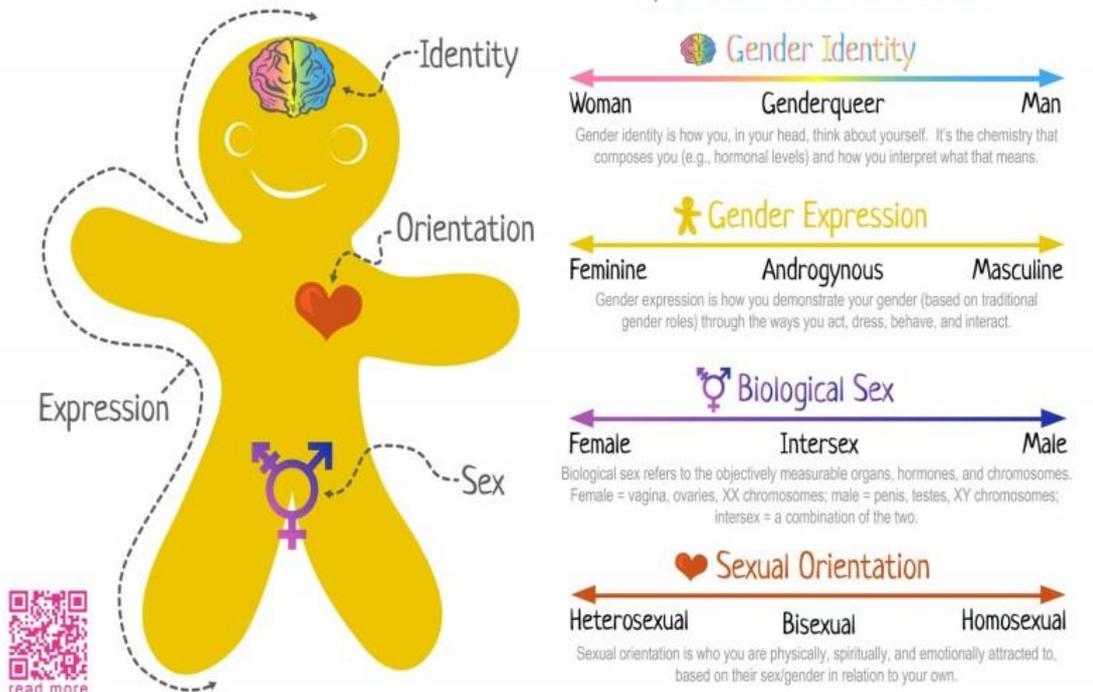
We all judge and stereotype people as a way of structuring our world, and placing ourselves and others in it. (It is a way of deciding who belongs in our world and who does not belong/ who is 'similar' and who is 'different'). Stereotypes are based on assumptions we make about people because of the way they look or how they behave. They have very little to do with reality. In fact, often we don't even know the people we are labelling or judging, we have never spoken to them, or heard their views about what's important in life.

But somehow these people threaten how we think the world should be. So stereotypes come out of fear of difference of 'others'. Sometimes we stereotype others because they remind us about something we fear or don't accept in ourselves.

Stereotypes lead to prejudice and biases against whole groups of people, which can be extremely dangerous and lead to discrimination, inequality and mistreatment. So, it is important for us to be aware of our stereotypes and prejudices and never assume anything about others. It is important to be aware of the power dimension of our stereotypes and prejudices and how they can lead to violence and abuse.

The Genderbread Person

by www.ItsPronouncedMetrosexual.com



ACTIVITY 8.2: TWO STEPS FORWARD

OBJECTIVES

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

- Identify with the experience of keeping a secret, such as your sexual orientation.
- Reflect on the relevance of keeping or revealing a secret.
- Draw up a 'charter' of Sexual Rights.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 19: Sexual Rights and Responsibilities*
- Flipchart, masking tape/ prestik, pencils or pens for participants.

CONCEPTS

LGBTI: Abbreviation for Lesbian, Gay, Bisexual, Transgender, Intersex.

Intersex: An intersex person is born with sexual anatomy, reproductive organs, and/or chromosome patterns that are not typically male or female. This may be apparent at birth or become so later in life. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity: intersex people experience the same range of sexual orientations and gender identities as non-intersex people. UN 2013

The activity below was adapted from: *Understanding human sexuality – Train the trainer manual*, OUT Well-Being (2011). Available at: www.out.org.za.



Steps

1. Work as a group. Explain that you are going to do an exercise about keeping or revealing secrets. People are allowed to hide the truth in this workshop. No one has to be honest if they don't want to be.

FACILITATOR'S NOTES

Even though in this workshop, participants can play a role and not tell the truth, there may still be fears around labelling or victimisation when responding to questions about sexual experiences and sexual orientation. For this reason, we avoid asking participants (and especially young people under 18) about their sexual experiences and sexual orientation, and/or revealing this in the big group. In this workshop, we have used statements that focus on participants' feelings, fantasies and thoughts, rather than their actual sexual orientation or experiences.

The facilitator should "read the group" and adapt the questions if needed. Even if the participants know they do not have to be honest and can "play a role, it could contribute to peer-pressure and discrimination outside of the workshop. The facilitator should emphasise the importance of confidentiality, explain that participants do not have to be honest, and make every effort to ensure that all participants are protected from feeling exposed or bullied outside of the group.

2. Ask all participants to stand on one side of the room/space. Explain the following:
 - You will read out a sentence and if it applies to anyone in the group, they should take 2 steps forward. They don't have to think very hard about the sentence, but should just make a quick decision and walk or not walk forward.
 - While they are walking forward they should look to see who is walking with them and who stays behind.
 - Then when you tell them to walk back, they can walk back to join the group that stayed behind.
 - Stress again that they do not have to reveal anything or be honest – they don't have to take 2 steps forward, they can simply stay put.
 - They shouldn't ask any questions during the exercise.
3. When everyone is ready, choose 10 of the following sentences or use your own sentences. Say the first sentence slowly, give participants time to walk; wait a few seconds and then give the "walk back" command. Do this with each sentence.
 - Everyone who is wearing a dress, walk.
 - Everyone with brown eyes, walk.
 - Everyone who lives in a township, walk.
 - Everyone who has a child, walk.



9. BREAKING THE CYCLE: GENDER-BASED VIOLENCE

- Everyone who does not have a partner, walk.
 - Everyone who feels overweight, walk.
 - Everyone who has ever thought about cheating on a partner, walk.
 - Everyone who has ever felt tempted, even once, to have unsafe sex, walk.
 - Everyone who has ever had an HIV test, walk.
 - Everyone who would support and stand by a friend who told you that he/she was not heterosexual, walk.
 - Everyone who would NOT feel comfortable if a friend was gay, lesbian, bisexual or transgendered, walk.
 - Everyone who believes that lesbians are failed females, haven't found the right man, or want to be male, walk.
 - Everyone who believes that lesbians, gay males, bisexual and transgendered individuals could change if they really wanted to, walk.
 - Everyone who feels pressure from peers and family not to accept lesbians, gay males, bisexual and transgendered individuals, walk.
 - Everyone who has, even once, kept a secret about themselves because they feel concerned that they will not be supported by other, walk.
4. Stop the exercise after 10 minutes and ask everyone to return to their seats.
 5. Discuss what participants thought of the exercise. Use questions like the following to guide the discussion:
 - How did the exercise make you feel?
 - What thoughts went through your mind?
 - How did it feel to reveal a secret?
 - How did it feel to keep a secret?
 - How do you think LGBTI people feel about revealing or keeping their sexual orientation a secret?
 - What have you learned from this exercise?
 - What can you do with this information in the future?
 6. Refer participants to Worksheet 19 in the *Participant's Workbook*. They can work in small groups, pairs or individually. If there is time, let them share their list of Sexual Rights and Responsibilities.

FACILITATOR'S NOTES

Encourage participants to discuss legal rights as well. For example, what rights should a transgender person have about the gender listed in their passport or identity document? What are the legal implications if a person has sex-correctional surgery and changes his or her gender identity? What are the person's legal rights around a registered name, legal status, etc?



ACTIVITY 8.3: CHALLENGE PREJUDICE AND BUILD ACCEPTANCE AND INCLUSION

OBJECTIVES

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

- Discuss what to do on an individual and community level to campaign against prejudice and stigma.
- Build full acceptance and inclusion to counter prejudice and stigma.



TIME: 60 minutes

MATERIALS

- Flip-chart, blue and red markers, masking tape/ prestik, post-its, pieces of paper
- *Participant's Workbook: Worksheet 20: Challenging prejudice*

CONCEPTS

Acceptance: The willingness to fully accept others even if their opinions, views and or behaviours are different to your own.

Inclusion: To include people in all aspects of life.

Steps

1. Work as a group. Ask:
 - What examples can you think of where prejudice has led to stigma and discrimination against people who are seen as 'different' to the norm, for example because of their sexual orientation?
 - Think of a time when you may have been stigmatised and discriminated against. What happened? How did you feel? Did anyone support you? What would have helped? (Encourage storytelling and examples.)
2. Explain that prejudice and stigma have three main functions (the 3Ds) (give or ask for an example of each):
 - They emphasise **differences** to keep people **out**.
 - They emphasise **danger** and **fear** to keep people **away**.
 - They emphasise **discrimination** to keep people **down**.
3. Refer participants to Worksheet 20 in the Participant's Workbook. Ask them to first work on their own to write down what they can do on an individual level to challenge and change (their own and others') intolerant attitudes, beliefs and behaviours towards people with different sexual orientations. For example, ask:



9. BREAKING THE CYCLE: GENDER-BASED VIOLENCE

- How do the words, terms, language and labels you use perpetuate stigma? How can you change these so that you build acceptance and inclusion rather than prejudice?
 - What would you do if you heard others use these words and terms?
 - How do you treat people who you see as being 'different'? How can you change this so that you build acceptance and inclusion instead of prejudice?
4. When they are finished working on their own, ask them to work with a partner to share what they have written. Ask them to write one list of how together they can challenge prejudice and build acceptance and inclusion.
 5. When the pairs of finished, ask them to join with another pair to form a small group and to repeat Step 4.
 6. Then ask small groups to join together to repeat Step 4.
 7. Continue in this way until the whole group is working together. Help them compile a list of at least three strategies that they can use to challenge prejudice and build acceptance and inclusion.
 8. Discuss and sum up:

KEY POINTS

- **Our values guide our beliefs and behaviour or action.** Our prejudices can lead to stigma, which can lead to discrimination.
- **Prejudice and stigma have three main functions (the 3Ds):**
 - They emphasise differences to keep people out.
 - They emphasise danger and fear to keep people away.
 - They emphasise discrimination to keep people down.
- **We can work at both an individual and group level to campaign against prejudice.** Examine your own beliefs and actions; develop visible messages: educate others; use the performing arts; see it and stop it; use student leadership organisations; work with other organisations.



WORKSHOP NINE

BREAKING THE CYCLE: GENDER-BASED VIOLENCE

This workshop explores how violence is a tool or oppression. Its purpose is to control and manipulate others.

Workshop 9 aims to help participants to:

- Explain different forms of gender-based violence, better understand why it happens, and how it impacts on men, women and children.
- Explore how gender-based violence perpetuates attitudes of gender inequality.
- Explain what is dating violence and why it happens.
- Explain the difference between sexual consent and coercion.
- Explore attitudes and values towards dating violence.
- Identify actions to break the cycle of violence against females.
- Design a mural to raise awareness of the need to say NO to gender-based violence.

TIME PLAN

Activity	Focus	Time	Material
9.1	Violence clothesline	60 minutes	<ul style="list-style-type: none"> • A ball of string or fishing line for four clotheslines. • Strong tape to attach string to wall. • Enough paper for all participants (4 pieces each) to write on. • Clothes pegs or tape to attach paper to clothesline. • <i>One Youth Can Participant's Workbook: Worksheet 21: Violence clothesline</i> • Flipchart, masking tape/ prestik, pencils or pens for participants.
9.2	Attitudes towards dating violence	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 22: Attitudes towards dating violence</i> • Flipchart, masking tape/ prestik
9.3	Break the cycle	60 minutes	<ul style="list-style-type: none"> • Flipchart paper, markers, coloured pens, crayons, paints for a mural, tape. • <i>One Youth Can Participant's Workbook: Worksheet 23: Break the cycle</i>



ACTIVITY 9.1: VIOLENCE CLOTHESLINE

OBJECTIVES

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

- Explain different forms of gender-based violence, better understand why it happens, and how it impacts on men, women and children.
- Explore how gender-based violence perpetuates attitudes of gender inequality.



TIME: 60 minutes

MATERIALS

- A ball of string or fishing line for four clotheslines.
- Strong tape to attach string to wall.
- Enough paper for all participants (4 pieces each) to write on.
- Clothes pegs or tape to attach paper to clothesline.
- *One Youth Can Participant's Workbook: Worksheet 21: Violence clothesline*
- Flipchart, masking tape/ prestik, pencils or pens for participants.

CONCEPTS

Gender-based violence: Any form of violence that results from and contributes to gender inequality.

ADVANCE PREPARATION

- Four large labels for the clotheslines:

Violence I
have used

Violence used
against me

How I felt when
violence was
used against me

How I felt when I
used violence

- Read the Facilitator's Notes that follow before the workshop.



FACILITATOR'S NOTES

Introduction

Violence is a tool of oppression. Its purpose is to control and manipulate, to claim and reinforce power. Gender-based violence is any form of violence that results from and contributes to gender inequality. Most people who use violence are males, and most victims of violence are females.

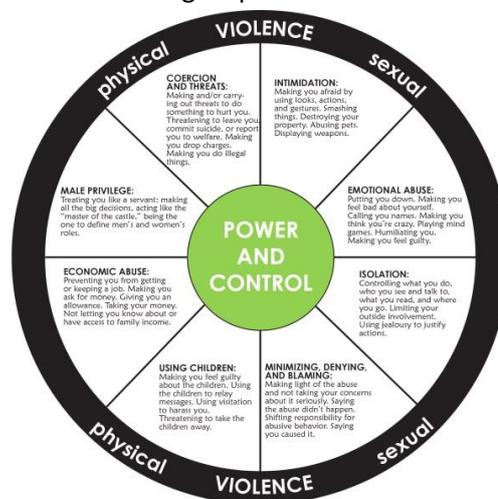
We sometimes think of physical violence and aggression in individual terms, as a result of individual's feeling angry or being in a bad temper. But male violence against females takes place in a larger system of male violence. The purpose of this system is to maintain the current gender order, in which males have power over females.

Different forms of violence

People usually think of violence in terms of physical violence. But there are other forms of violence that are used to harm and maintain power over people. Violence can also be psychological, sexual, emotional, or material (economic violence). It may involve direct force, but it does not have to be direct to be effective. Threats, intimidation and coercion have a devastating impact on the lives, choices and decisions people make.

A lot of violence is not even defined as a problem, but is accepted as a normal part of everyday life. Street-level sexual harassment of women, for example, is a form of everyday violence that is widespread and also widely ignored. Everyday violence also includes violence in relationships, especially between young women and older men. The power inequalities of gender, age, and often of economic status, within these relationships make violence almost an inherent part of them.

The wheel of violence below shows different forms of physical and sexual violence and how they are each used to gain power and control.



Developed by:
Domestic Abuse Intervention Project



9. BREAKING THE CYCLE: GENDER-BASED VIOLENCE

Why does gender-based violence happen?

Many people minimise or deny the reality and extent of gender-based violence. Some blame “bad” men for the violence, but say that it has nothing to do with them. Others blame women or argue that the violence is justified. These attitudes are dangerous because they diminish the seriousness and pervasiveness of violence and allow it to continue. There is no excuse for violence.

Violence against women and girls does not happen because men lose their temper or because they have no impulse control. Men who use violence do so because they equate manhood with aggression, with dominance over women, and with sexual conquest. Often they are afraid that they will be viewed as less than “real” men if they apologise, compromise or share power. So instead of finding ways to resolve conflict, they resort to violence.

These definitions of manhood are a recipe for disaster. They lead to high levels of violence against women and they also contribute to extremely high levels of man-on-man violence. South Africa’s National Injury Mortality Surveillance System tells us that the rate at which South African men kill each other is amongst the highest in the world.

Who does gender-based violence affect?

Women are the main victims of male violence, and their lives are damaged and destroyed in many ways by the range of men’s violence.

Men are also negatively affected by violence and rape. Boys and girls who live in homes where the father abuses the mothers are terrified by the father and the violence he commits. As a result they may experience depression, anxiety and aggression that interferes with their ability to pay attention at school. In the same way, all men are affected when women or girls they care about are raped or assaulted.

Men are also the targets of male violence, especially those men who do not stick to the gender rules. For example, men who have sex with men are seen as breaking a perceived belief that says that men must only have sex with women, and these men are targets of male violence.

So, gender-based violence victimizes all of us – males, females and children. It limits our ability to express all of ourselves and our potential for healthy relationships with others.



How can we deal with gender-based violence?

We all have the following basic human rights:

- The right to life.
- The right to dignity.
- Freedom of movement and association.

All men and women have the following rights and freedoms:

- The right to be free from all forms of discrimination.
- The right to say NO to sex we don't want – And the freedom to consent and say YES to the sex we
- The right to decide on the number and spacing of children.
- The freedom to choose.
- The freedom to enjoy.
- The freedom to be oneself.
- AND where one person's freedom never should limit or impose on another person's freedom.

Our human rights are sacred and cannot be broken. To be fully human, we need to have all of our rights recognized, at all times. Violence threatens and breaks our rights. It is against the law, and anyone who witnesses violence has an obligation to do something about it.

Additional resources:

- *One Man Can toolkit* – www.genderjustice.org.za/onemancan
- *Family Violence Prevention Fund's Toolkit* for working with men and boys <http://toolkit.endabuse.org/Home.html>
- *UNFPA's Partnering with Men and Boys*: <http://www.unfpa.org/swp/2005/english/ch6/index.html>
- *Raising Voices*, a Uganda based NGO working to end gender based violence: <http://www.raisingvoices.org/>

Steps

1. Put up four clotheslines and peg or stick a label on each one.
2. Explain that we're going to explore our understanding of and experiences with violence. Remind them that full participation is encouraged but that talking about violence can be difficult and that no-one should feel pressured to disclose anything they are not ready to talk about.



9. BREAKING THE CYCLE: GENDER-BASED VIOLENCE

3. Ask participants to identify different types of violence (in general) that they have experienced. Use your flipchart to capture their ideas, for example on a mind-map. Encourage them to identify the following forms of violence: physical, verbal, psychological/ emotional, financial and sexual. (Give examples of each.)
4. Now ask participants to identify different types of gender-based violence that they have experienced. Again capture their ideas on the flipchart and encourage them to identify all forms of violence.
5. Discuss similarities and differences between the two mind-maps/lists. Remind participants that gender-based violence is one aspect of violence in general and that all forms of violence are used to gain power and control over others.
6. Refer participants to the 'Wheel of Violence' in Worksheet 21 in the *Participant's Workbook*. Go through it together, with examples.
7. Give each participant four sheets of paper and explain that they should write examples on these the following:

Paper 1: Types of violence that has been used against me

Paper 2: Types of violence that I have used against others

Paper 3: How I felt when violence was used against me

Paper 4: How I felt when I used violence against others

8. Ask participants to peg or stick up each paper on the corresponding clothesline.
9. Ask people to walk around and read the papers and reflect on their reactions to them.
10. Bring the group together to discuss reactions to the papers. Be aware that some people will have strong reactions based on their own experiences with violence. Focus on the following:
 - What did you think or feel as you read the statements of others?
 - How did it feel to have your experiences available for others to read?
11. Explain that violence and the threat of violence is an everyday fact for females, especially in Africa, across all parts of the continent and all sectors of society –poor and rich. Lead a discussion on why gender-based violence happens and how it affects us all. You can use these types of questions:



- Why do you think males in particular use violence against females? (Remind participants about what they know about power - power with; power over; power to; power within and the 'right to use power').
- How does violence and gender-based violence impact on males, females and children?

12. Sum up with these key points:

KEY POINTS

- **Violence is a choice.** It is a deliberate strategy that some people use to gain power and control over others – and those who use violence must be held accountable for their decisions and actions. People who use violence may try to excuse their behaviour by saying that they 'lost control' or 'couldn't stop themselves'. But in reality these people do know how to control their anger. After all, they don't assault their friends or people in authority. And, when they do use violence against women, they are often careful not to leave bruises where people can see them.
- **Violence is a learned behaviour and so it can be unlearned.** No one is born violent or abusive. People learn to use violence as a strategy of power and control. They can unlearn this and relearn healthier ways of relating to others.
- **Violence damages all our lives – both males and females.** It is the people we care about who are harmed - our sisters, mothers, daughters, cousins and friends, and this impacts on us all. We each have a role to play in stopping violence.
- **Violence is everyone's business.** If we continue to accept gender-based violence and do nothing about it, we are giving males permission to treat females as inferior and unequal, and to abuse their human rights.

"The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals."

— Martin Luther King Jr. American leader and civil rights activist



ACTIVITY 9.2: ATTITUDES TOWARDS DATING VIOLENCE

OBJECTIVES

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

- Explain what is dating violence and why it happens.
- Explain the difference between sexual consent and coercion.
- Explore attitudes and values towards dating violence.



TIME: 60 minutes

MATERIALS

- Flipchart, marker, tape.
- *One Youth Can Participant's Workbook: Worksheet 22: Attitudes towards dating violence*

CONCEPTS

Dating violence: Any form of controlling, abusive or aggressive behaviour against someone you are dating.

Date rape: Sexual assault by someone you are romantically involved with, dating or out on a date with. Date rape can also involve unknowingly being given drugs and/or alcohol to reduce or prevent your ability to say "no".

Consent: To agree to do or not to do something; to give permission.

Coercion: To be forced to do something or not do something against your will.

ADVANCE PREPARATION

- Prepare these four large signs:

Strongly
Agree

Strongly
Disagree

Agree

Disagree



Steps

1. Put up the four signs around the room. Leave enough space between each sign to allow a group of participants to stand near each one.
2. Explain that this activity will help participants explore their values and attitudes towards consent and coercion in a dating relationship. Clarify what consent and coercion mean if necessary.
3. Ask participants to stand in the centre of the room. Explain that you want them to think about whether they strongly agree, strongly disagree, agree or disagree with each statement you will read out to them.
4. Read Statement A (only) below out loud. Ask participants to go stand next to the sign that shows what they think about this statement.
5. Once everyone is at a sign, ask one or two participants next to each sign to briefly explain why they feel this way about the statement. When the participants are finished explaining their reasoning, ask if anyone wants to change their mind and move to another sign. Let them do this. They can explain why they changed their mind if they want to.
6. Bring everyone back into the centre of the room and read Statement B. Repeat steps 4 and 5. Continue in this way for the other statements.

Statements:

- a. If a man is aroused it is very difficult for him to not have sex.
 - b. If a female is on a date with me and has been drinking with me, I expect to be able to have sex with her.
 - c. If you are dating someone then it is okay to pressure them into having sex with you.
 - d. Dating violence is a private matter between the people who are dating and is not my business.
7. After discussing all of the statements, lead a discussion about values and attitudes towards dating violence. (Give input from the Facilitator's Notes that follow.) You can ask these questions:
 - Which statements did you feel most strongly about? Why?
 - Why do you think dating violence and date rape happens?
 - What is the difference between sexual consent and sexual coercion?
 - What do you think you'll do differently as a result of this exercise?



9. BREAKING THE CYCLE: GENDER-BASED VIOLENCE

FACILITATOR'S NOTES

Dating violence is any form of controlling, abusive or aggressive behaviour against someone you are on a date with or in an established relationship with. It can happen to people of all ages, races, cultures, incomes, education levels and sexual orientation (straight or gay). It can include physical, emotional or sexual abuse, like forcing your date to do something sexual (such as kissing, touching or having sex) or doing something sexual to your date when he/she cannot consent (like when the person has knowingly or unknowingly consumed alcohol and/or drugs).

Rape of any kind is a violation of a person's human rights. People often unfairly blame the survivor for rape because of something she did, said or wore. There is NEVER an excuse for rape. No one ever wants to be raped. It is a deeply traumatic experience that scars people for life.

Many people believe that rape occurs because of strong sexual urges that males cannot control. But we know that men can control sexual urges and delay sexual pleasure. Research shows that rape is more about power and control than about sexual pleasure. Many often cannot get an erection or ejaculate. Combine this with the fact that most women who are raped show absolutely no sign of sexual response, and you can understand that rape would not be a very sexually pleasurable act. It is an act of violence.

8. Refer participants to the *Participant's Workbook: Worksheet 22: Attitudes towards dating violence* to complete the activity.

"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality."

— Desmond Tutu. South African social rights activist and retired Anglican bishop



ACTIVITY 9.3: BREAK THE CYCLE

OBJECTIVES

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

- Identify actions to break the cycle of violence against females.
- Design a mural to raise awareness of the need to say NO to gender-based violence.



TIME: 60 minutes

MATERIALS

- Flipchart paper, markers, coloured pens, crayons, paints for a mural, tape.
- *One Youth Can Participant's Workbook: Worksheet 23: Break the cycle*

Steps

1. Ask participants to listen while you read this article to them.

Brothers For Life Gender-Based Violence Campaign: Men Can Change

You could have heard a pin drop when actor Patrick Shai described in brutally honest detail how he has changed from a wife-beater into an activist against gender-based violence. Shai was speaking at the launch of a campaign called Brothers Against Violence which aims to address the issue of violence against women. The campaign is organized by Brothers for Life.

Shai explained that three years ago he was acting in a domestic violence scene for the TV drama *Soul City*, when he suddenly found himself no longer on the set, but in his own home and abusing his own family.

"For the first time, I saw the pain I was dishing out to my wife," he said. "For the first time, I heard the pleas of my son, and I saw the pain on the face of my wife ... I knew then that I needed to change."

Today Shai is still amazed at how his own rehabilitation has changed his life and the life of his family. He is an example of how men can and do stop using violence against women. But he says they need to do three things:

1. They must recognise that they have a problem.
2. They must own the problem and not blame others or try to justify the problem.
3. They must take action to stop abusing women.

(Adapted from: http://www.brothersforlife.org/sites/default/themes/mb_brothersforlife)



9. BREAKING THE CYCLE: GENDER-BASED VIOLENCE

2. Lead a brief discussion about the article. Ask participants: In your own experience, do you believe that abusers can and do change? How do you think this could happen?
3. Divide into small groups. Refer participants the *Participant's Workbook: Worksheet 23: Break the cycle*. Ask the groups to do the following:
 - a. Read about the mural that was unveiled in Khayelitsha Cape Town.
 - b. Read through the 16 actions that males can take to actively oppose violence against women and children.
 - c. Choose one or two actions (either from this list or actions of their own) which are realistic to do as a group.
 - d. Design a wall mural to raise awareness of gender-based violence and to highlight the actions that they have chosen. They can use flipchart paper for their mural.
4. When each group has completed their murals, stick them up on the wall as one awareness raising mural.
5. Discuss how they can use these murals in a local venue to raise awareness about actions to take to oppose gender-based violence.



WORKSHOP TEN

BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 1)

Workshops 10 and 11 examine the relationship between gender, SRHR and human rights.

Workshop 10 aims to help participants to:

- Explain how STIs, including HIV can spread rapidly in a community.
- Better understand the basic facts about HIV and AIDS.
- Explain the facts about HIV and AIDS.
- Dispel myths about HIV and AIDS.
- Identify the level of HIV risk that various behaviours carry.
- Identify the correct steps for using a condom.
- Explore how to have fun with and enjoy using condoms.

TIME PLAN

Activity	Focus	Time	Material
10.1	The transmission game	90 minutes	<ul style="list-style-type: none"> • Prepare enough small cards or pieces of paper to distribute to all the participants. All cards except 5 are blank. 5 cards are marked as follows: 1 card with HIV; 1 card with CHLAMYDIA; 1 card with GONORRHOEA; 2 cards with CONDOM. Cards should be sealed.
10.2	Take the HIV quiz	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 24: Take the HIV quiz</i>
10.3	Condom line-up	30 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 25: Condom line-up</i> • 20 cards/pieces of paper with one step written on each (see <i>Participant's Workbook: Worksheet 25: Condom line-up</i>).



ACTIVITY 10.1: THE TRANSMISSION GAME

OBJECTIVES

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

- Explain how STIs, including HIV can spread rapidly in a community.
- Better understand the basic facts about HIV and AIDS.



TIME: 90 minutes

MATERIALS

- Flipchart paper, markers, tape, pencils/pens for participants.

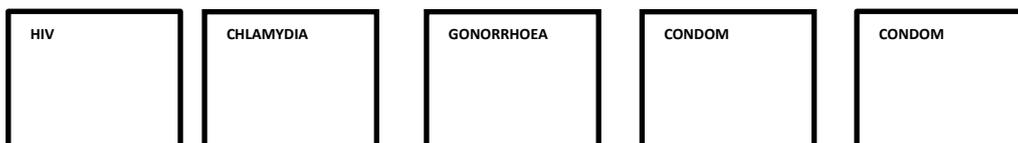
CONCEPTS

STIs (Sexually Transmitted Infections): Any infections you get through mouth-to-mouth kissing, e.g. herpes; unprotected sexual contact with the genitals of person who has an STI, e.g. syphilis, gonorrhoea, chlamydia and hepatitis B; and/or through blood and breastmilk, e.g. HIV – the virus that leads to AIDS.

ADVANCE PREPARATION

- Prepare SIGNATURE CARDS or pieces of paper to distribute to all the participants. All except 5 cards should be blank. The 5 cards should be marked as follows:
 - 1 card with HIV written on it.
 - 1 card with CHLAMYDIA written on it.
 - 1 card with GONORRHOEA written on it.
 - 2 cards with CONDOM written on them.

Be sure to seal the cards so that the participants do not know what is written on them.



- Also prepare a set of cards labelled “positive and “negative” for when the participants “get tested”.

Steps

1. Give each participant one SIGNATURE CARD. Ask them to sign their name in the top right-hand corner of their card. Ask participants not to open their cards until instructed to do so by you. They should keep track of their card throughout this activity.
2. Ask participants to walk freely around the room and greet three other participants



10. BREAKING THE CYCLE: GENDER, HIV AND AIDS (PART 1)

with a handshake. After they shake hands with each person, they should sign each other's card. So after shaking hands with 3 other people, they should have 3 signatures on their card. Once they have greeted three people, they must sit down.

3. Ask participants to open their signature cards. Ask the people who have the STIs (HIV, Gonorrhoea and Chlamydia) written on their card to stand up and come to the front. These are the people infected with these STIs. Then ask all those who greeted them to stand up and come to the front.
4. Now ask anyone that is still seated, who shook hands with anyone who is standing to come to the front. Repeat until the majority of the participants are standing.
5. Now ask those with 'condom' on their signature cards to return to their seats. These people were saved from getting infected as these infections cannot pass through a condom.
6. Ask the participants to look at how many people are still standing. This illustrates how quickly and easily STIs can spread from one person to the next.
7. There will probably be people who were exposed to two or three STIs. Talk about how this is the reality in real life as well.
8. Now – explain that the people standing need to get tested to see if they test positive or negative for HIV, Gonorrhoea and Chlamydia. Hand out the cards labelled "negative" and "positive" cards. The people that test "negative" can sit down.

FACILITATOR'S NOTES

- Once the transmission game is finished, and before you reflect on the game, it is important to 'de-role' participants by mentioning that they 'played' a role for the purposes of learning. The role they played is now over. This is to help people to 'leave' the role and any negative connotations the role might have had.
- Ensure that the discussion after the game is over focuses not only on HIV, but on other STIs as well.
- It might be useful put up the telephone number for the clinic or HIV Counselling and Testing (HCT) Services where participants can test for HIV or STIs.



10. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 1)

9. Explain that you will not definitely get infected just because you have unprotected sex. However, you put yourself at greater risk. That's why it is important to take responsibility for yourself by choosing safe sex practices.
10. Explain that though it was not shown in this exercise, there is a small number of people who do not have sex, but this number is very small when compared to the majority of the population that are sexually active.
11. Remind the group that this is just an exercise, and allow everyone to sit down. Now discuss the following questions:
 - How many people started out being infected? (Remind them again that the person who had the HIV, Gonorrhoea and Chlamydia cards are not really infected with diseases.)
 - How many people ended up being exposed? Did the original person who was infected directly expose every person in the room?
 - How does this exercise help explain how HIV, Gonorrhoea and Chlamydia can spread so quickly in a community?
 - Did anyone realise that he or she had been exposed before passing on HIV, Gonorrhoea and Chlamydia to someone else?
 - Does anyone think in real life that HIV, Gonorrhoea and Chlamydia are often passed from one person to another without someone knowing or realising that he or she is infected? Why is this?
 - After testing, how many people tested negative and how many tested positive? Will you definitely get infected just because you have unprotected sex?
 - Do you put yourself at greater risk of being infected if you have unprotected sex?
 - How does using a condom or choosing safe sex practices help to protect you?
12. Ask questions about STIs and HIV. Clarify understanding by giving the correct answer:
 - What are STIs? (Answer: Sexually Transmitted Infections. Any infections you get through mouth-to-mouth kissing, e.g. herpes; unprotected sexual contact with the genitals of person who has an STI, e.g. syphilis, gonorrhoea, chlamydia and hepatitis B; and/or through blood and breastmilk, e.g. HIV – the virus that leads to AIDS.)
 - What is HIV? (Answer: HIV stands for the Human immunodeficiency Virus. It is a virus which weakens your immune system making you vulnerable to various infections and diseases and leading to AIDS - (acquired immune deficiency syndrome) which is the final stage of HIV disease, and causes severe damage to the immune system.)
 - Are HIV and AIDS the same thing? (Answer: No. The one is a virus and the other is the end stage of the disease. The period between becoming infected with HIV



and getting AIDS can be a long time, especially if people keep themselves healthy.)

- Can you tell if someone is infected with and STI or HIV just by looking at them? (Answer: No. Most people who are infected with and STI or HIV don't show any visible signs or symptoms. In fact, many individuals with and STI or HIV don't even know that they are infected.)
- How do you know if you are infected with HIV? (Answer: The only way to know is to have an HIV test.)
- What does HIV negative mean? (Answer: You are not infected with HIV.)
- What does HIV positive mean? (Answer: You are infected with HIV.)
- Can HIV infection spread between two people who are not HIV infected? (Answer: No. You need to be infected with HIV in order to spread HIV.)
- How is HIV spread? (Answer: The HIV can be transmitted in the following ways: during unprotected sexual intercourse; by HIV-infected blood transfusions or contaminated injecting equipment or cutting instruments; from an HIV-infected woman to the baby during pregnancy, delivery and breastfeeding.)
- Can HIV be spread through shaking hands? (Answer: No.)
- Can you have sex without a condom and be protected from being infected with HIV? (Answer: Yes. There are many ways to have safe sex without a condom, for example using hands instead of penetration.)

13. Explain the link between STIs and HIV infection; the fact that STIs increase the chance of infection with HIV.

“Remove the stigma around HIV by introducing healthy living and positive thinking.”

— Michelle Bachelet

UN Women Executive Director



ACTIVITY 10.2: TAKE THE HIV QUIZ

OBJECTIVES

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

- Explain the facts about HIV and AIDS.
- Dispel myths about HIV and AIDS.
- Identify the level of HIV risk that various behaviours carry.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 24: Take the HIV quiz*

CONCEPTS

Monogamous: To be faithful to one partner.

Steps

1. Refer participants to the *Participant's Workbook: Worksheet 24: Take the HIV quiz*. They can either work on their own or in pairs to complete the True/False quiz.
2. When participants have finished, go through each statement. Ask them to say whether it is True or False, and then follow up each statement with the notes below.
3. Then ask them to read through and mark the level of HIV risk the behaviours carry. Go through these answers as well.

FACILITATOR'S NOTES

1. **You can become infected with HIV from mosquito bites. FALSE.** There is extensive research and proof to show that HIV cannot be transmitted this way. In Africa, where malaria is common (and spread from mosquito bites), the only people infected with HIV are sexually active males and females, babies born to HIV-infected mothers, and people who became infected through blood transfusions or sharing needles.
2. **Anal sex is the riskiest form of sexual contact. TRUE.** Anal sex carries a higher risk of HIV transmission than other types of sexual contact – if you do not use protection. During anal sex, the penis can tear the mucous membrane of the anus. This provides the virus with an entry point into the bloodstream.
3. **People can become infected with HIV if they perform oral sex on a male. TRUE.** HIV is present in the semen of infected males. So HIV may be transmitted if semen enters the person's mouth. A man can reduce the risk of transmitting HIV by wearing a condom and ensuring that no semen enters his partner's mouth.



4. When used correctly, condoms can protect males and females from becoming infected with HIV. TRUE. Latex condoms are not 100% effective, but after abstinence, they are the most effective way of preventing STIs, including HIV infection. HIV cannot pass through latex condoms. In fact, standard tests show that water molecules, which are five times smaller than HIV molecules, cannot pass through latex condoms. While male condoms are the most common, dental dams or female condoms can also be used to prevent HIV infection.

5. Special medicines can cure HIV infection. FALSE. Currently, there is no cure or vaccine for HIV infection. There are some drugs that can slow down the production of the virus or can prevent certain opportunistic infections in an infected person.

6. HIV is a disease that affects only sex workers and homosexuals. FALSE. Anyone can become infected with HIV. People's risk for HIV is not related to the type of person they are, but rather to the behaviour they engage in.

7. If you stay with only one partner, you cannot become infected with HIV. FALSE. Monogamous individuals are still at risk for HIV if their partner engages in sexual activity with other people. Also, they may be monogamous with their partner now but may have contracted HIV from someone else in the past. So, they may be HIV infected without knowing it and/or without telling their current partner. Only a long-term, monogamous relationship with someone who has not been previously infected can be considered "safe."

8. People with STIs are at higher risk for becoming HIV-infected than people who do not have STIs. TRUE. Infections in the genital area provide HIV with an easy way to enter the bloodstream.

9. South Africa has one of the highest rates of HIV infection in the world. TRUE. South Africa has one of the world's fastest-growing AIDS epidemics.

10. A man can transmit HIV to his partner during sex, even if he withdraws before ejaculation. TRUE. Withdrawal does not eliminate the risk of HIV. The virus can live in pre-ejaculatory fluid. However, withdrawing is better than ejaculating inside the sexual partner since it minimises the amount of exposure to semen.

11. A man can be cured of HIV by having sex with a girl who is a virgin. FALSE. This is a myth which is not true. Virgins do not have any power to heal HIV-infected individuals. There is no way to cure HIV once a person is infected.



12. HIV is transmitted more easily during dry sex than wet sex. TRUE. HIV can be transmitted more easily during dry sex because the lack of lubrication causes cuts and tearing on the skin and mucous membranes of the genitals of both males and females. These cuts allow the virus an easy entry into the bloodstream.

13. You cannot contract HIV simply by living in the same house as someone who is HIV infected. TRUE. HIV is transmitted through exposure to infected blood and other infected bodily secretions. Living in the same house with someone who is infected with HIV does not put those in contact with him or her at risk unless they share items that have been exposed to the infected person's blood or genital secretions (e.g. toothbrushes, razors, or douching equipment), and even in these cases the risk is low.

14. You can always tell if a person has HIV by his or her appearance. FALSE. Most HIV infected people do not show any signs of illness for years, even though the virus is in their body and can be passed on to other people. People usually only look ill in the last stages of AIDS, when they are near death.

15. Sangomas can cure HIV. FALSE. Over the years, many indigenous healers (sangomas) have claimed to be able to cure AIDS. So far no treatments done by sangomas have proven to cure HIV infection. HIV infected people are vulnerable because they desperately want to get rid of their illness and often will pay large amounts for even a small chance of a cure. Many people will try to exploit this. Unfortunately, there is no cure at the moment for HIV infection.

16. HIV can be transmitted from one person to another when they share needles while using drugs or when the instruments used for circumcision are not properly sterilized and are shared. TRUE
Sharing any equipment which pierces the skin has some risk of HIV transmission. However, the HIV virus does not survive for long outside the human body. For example, if the blood is dry, it is not infectious.

17. An HIV positive person can have a safe and enjoyable sex life – with a partner who is positive or negative. TRUE. An HIV positive person can find out about the many safe and fun ways to have sex – from outercourse, petting while being careful with body fluids, to sex with a condom.



ACTIVITY 10.3: CONDOM LINE-UP

OBJECTIVES

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

- Identify the correct steps for using a condom.
- Explore how to have fun with and enjoy using condoms.



TIME: 60 minutes

MATERIALS

- Flipchart paper, markers, tape, pencils/pens for participants.
- *One Youth Can Participant's Workbook: Worksheet 25: Condom line-up*

ADVANCE PREPARATION

- Refer to the *Participant's Workbook: Worksheet 25: Condom line-up*. Prepare 20 'condom' cards or pieces of paper on which you print in large letters each of the 20 steps, one step per card. **Do not include the step number.**

Steps

1. Start by talking generally about condoms and their importance in combating the spread of HIV.
2. Explain that the lack of correct and consistent use of condoms due to various reasons is a major challenge for HIV prevention.
3. Explain that the purpose of the activity is for us to go through the journey of using the condom, from thoughts and feelings associated with it, to communicating with our partner and also managing the more technical aspects of using it. Add that the activity is also so we can explore how to have fun with and enjoy using condoms.
4. Randomly give each participant a 'condom' card with one of the steps on it. Explain that they must organise themselves in the chronological order in which they think the 'events' should happen.
5. Explain that some stages can be interpreted in different ways and can happen at different times in the process, but participants must try to organise themselves the best way they can.

FACILITATOR'S NOTES

If the group consists of more than 20 participants and some do not have a card, they can help the others arrange themselves in the correct order. If the group consists of fewer than 20 participants, ask them to place the cards on the floor in order (from first step to last).



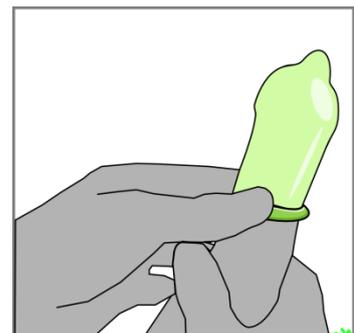
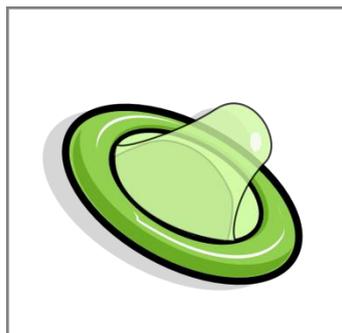
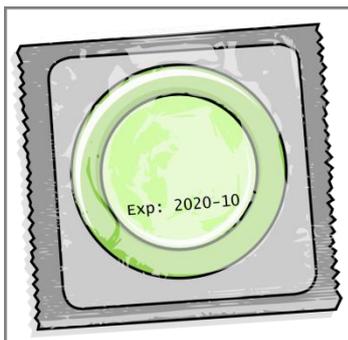
10. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 1)

6. Once they are done they must arrange themselves into a U-shape, with the first person being the first 'event', and the last person being the last 'event'. Give them 10 minutes in which to do this.
7. When they are finished, tell them to stay in the U-shape, and help them to check the correct order by referring to the *Participant's Workbook: Worksheet 25: Condom line-up*.
8. Ask participants to think about possible problems or challenges in using condoms that are associated with their 'event', and how these possible barriers or challenges to using condoms could be addressed.
9. Ask participants to think about the possible problems that are associated with their 'event' from a gender perspective, and how these could be addressed.
10. Ensure that you give time for each 'event' to be discussed properly.
11. Discuss the following questions:
 - What are some tips for talking with your partner when using a condom and having sex?
 - Can condoms be fun and sexy?

FACILITATOR'S NOTES

Remember to point out that some 'steps' in the sequence can happen at different times in the process from purchase to disposal .

The time pressure can create a feeling of excitement in the group as participants rush to find the correct order before the time is up. This can create an atmosphere of laughter and fun, which will help to break the ice so you can openly discuss how to use condoms in a fun and sexy way.



WORKSHOP ELEVEN

BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 2)

Workshop 11 aims to help participants to:

- Explore different aspects of HIV/STI vulnerability and the difference in risk that males and females take and face.
- Identify the main reasons why there are these differences in risk or vulnerability.
- Explore the impact of HIV and AIDS.
- Identify roles that males can play in reducing the impact of HIV and AIDS.
- Explain HCT services and the importance of getting tested and staying negative.

TIME PLAN

Activity	Focus	Time	Material
11.1	HIV/STI vulnerabilities	90 minutes	<ul style="list-style-type: none"> • Newsprint and koki pens • Vulnerability Grouping Chart • Two decks of cards (to be made in advance).
11.2	The impact of HIV and AIDS	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 26: Living with HIV and AIDS</i>
11.3	Getting tested and keeping healthy	30 minutes	



ACTIVITY 11.1: HIV/STI VULNERABILITIES

OBJECTIVES

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

- Explore different aspects of HIV/STI vulnerability and the difference in risk that males and females take and face.
- Identify the main reasons why there are these differences in risk or vulnerability.



TIME: 90 minutes

MATERIALS

- Newsprint and koki pens

CONCEPTS

Risk: The potential loss or an undesirable outcome resulting from an action, activity or inaction.

To take a risk: To have a choice and perhaps some influence over the outcome of an action.

ADVANCE PREPARATION

- Prepare a *VULNERABILITY GROUPING CHART* on flipchart paper:

Greater exposure	Fewer choices
Lesser abilities	Greater pressures

- Prepare two 'decks' of cards, with 5 cards each:
 - On the **first deck of cards** write the person – one for each card:

Wealthy local politician

Factory worker

Unemployed youth

Gang member

Teacher

- On the **second deck of cards** write the person – one for each card:

Nurse

Widow

Young schoolgirl

Orphan

Sex worker



Steps

1. Discuss situations and examples in which different people take a risk with HIV; and situations in which people face a risk of getting HIV. Talk about the difference between taking a risk and facing a risk.

Explain that gender norms and roles as well as inequalities in power, have a huge impact on the different HIV risks that males and females face and take. But other factors are also important – age, wealth/poverty and location (village/town). In this activity they will look at what makes some people more vulnerable to HIV and other STIs than other people.

2. Divide the group down the middle of the room. Tell them that each group will get a deck of 5 cards, but they are NOT to turn the cards over until you tell them to. Hand out the first 'deck' of cards face down to the participants on your left. Hand out the second 'deck' face down to the participants on your right.
3. Explain that when you say "first card" each group can turn over their top card and show it to the other group. Call out "first card".
4. Now ask the groups to imagine and make up a situation in which these two people have had sex together or are having a sexual relationship. In this situation, who is more vulnerable to HIV infection? What makes this person more vulnerable? Ask participants to be specific about each person in terms of their gender, age and economic status when describing the situation in which the two people find themselves. Highlight any assumptions the participants are making about these people, especially in terms of gender. For example, the group may assume that the wealthy politician is a man and that the nurse is a woman.
5. Allow participants time to discuss the vulnerability of the two people. On a blank piece of flipchart paper write up the conclusion on who is more vulnerable and why.
6. Repeat Steps 4 and 5 until all of the cards have been turned over.
7. Now, put the "Vulnerability Grouping Chart" next to the flipchart recording the responses about who is more vulnerable to HIV infection and why. Ask participants to try to place each of the reasons they have listed in one of the four different categories of the chart: Greater exposure; Fewer choices; Lesser abilities; and Greater pressures (see the key points).
8. Allow plenty of time for the group as a whole to discuss where each reason should be placed. When there is agreement, write the reason in the correct box on the Chart. If the group cannot agree, make a cross next to that reason, and move on to the next reason listed.



11. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 2)

9. Discuss whether there are any other factors affecting HIV vulnerability that should be listed in each of the four categories. Write up any other further suggestions.
10. If there is time, go back and discuss any items that have a cross next to them.
11. Sum up the discussion, making sure that the following key points are covered.

KEY POINTS

GREATER EXPOSURE

Physical differences

- Females are about 4 times more vulnerable to HIV/STI infection than males because of their bodies.
- They are more likely to get HIV from any single act of sex because semen remains in the vagina for a long time after sex and increases the chance of infection. There is also more HIV in sperm than in vaginal fluid.
- The inside of the vagina is thinner than skin and more likely to cut or tear so that HIV and other STIs are easily transmitted. The penis is less vulnerable because it is protected by skin.
- Very young girls are even more vulnerable because the lining of the vagina has not fully developed.
- Forced sex increases the chance that the vagina will tear or cut.
- Often, females don't know that they have an STI because they have no signs. Untreated STIs are a high risk factor for HIV infection.

Environmental exposure

- Many females who live in poverty exchange sex for material favours, such as for the payment of school fees, rent, food or other forms of status and protection.
- People with other diseases of poverty are more exposed because of the impact of other infections on their immune system.

FEWER CHOICES

Some people are more vulnerable because of their lack of access to and control over 'external' resources, such as economic, political and social power and status. Less resources = fewer choices.

- Gender inequalities often account for lack of access and control; and fewer choices.
- Females are more vulnerable because they lack power and control in their sexual lives.
- The many forms of violence against women means that sex is often forced which is itself a risk factor for HIV infection. Women often give in to their partner's wishes to avoid abuse.
- Females often cannot ask for, let alone insist on males using a condom or any other form of protection even when they know they risk becoming pregnant or infected with an STI/HIV.

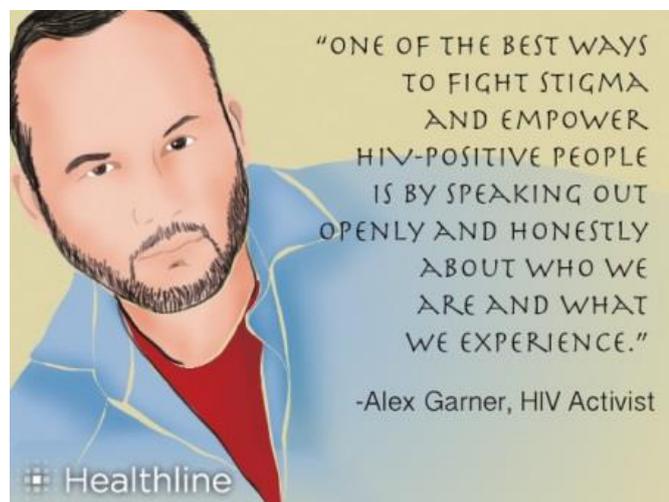


LESSER ABILITIES

- People's ability to deal with the risk of HIV/STI infection is related to their level of 'internal' resources, such as the specific skills they have (or don't have), emotional strength; educational attainment, emotional intelligence, quality of relationship; and their self-esteem.
- People's internal resources are often affected by their access to and control over external resources (see above).

GREATER PRESSURE

- Males take more risks with HIV because of the way they have been raised to think of themselves as men.
- Men are encouraged to begin having sex as early as possible, and so increase the possible time for them to become infected.
- Signs of manhood and success include:
 - Having as many female partners as possible (it is culturally accepted that married and unmarried men can have multiple partners)
 - Taking advantage of all and any sexual opportunities
 - Being competitive, including in the area of sexuality
 - Being sexually daring, for example, not wearing a condom because this would be a sign of weakness
 - Many men believe that condoms lead to a lack of pleasure or are a sign of infidelity and promiscuity
 - Using condoms also goes against one of the most important signs of manhood - having as many children as possible.



ACTIVITY 11.2: LIVING WITH HIV AND AIDS

OBJECTIVES

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

- Explore the feelings, thoughts and challenges of living with HIV.
- Understand the impact of HIV and AIDS.
- Identify roles that males can play in reducing the impact of HIV and AIDS.



TIME: 60 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 26: Living with HIV and AIDS*

CONCEPTS

HIV infected: To be infected with HIV; to be HIV positive.

HIV affected: To be affected or impacted in some way by HIV, e.g. to have changes in your life, like being orphaned, unable to attend school because of HIV/AIDS.

Stigma: An attitude towards someone which makes them feel shame or disgrace.

Discrimination: To treat someone in an unfair way.

Steps

1. Explain that our group is a microcosm of our society. In our group, some people may be living with HIV, some people may not be living with HIV, and all of us probably have friends or family members who living with HIV. So this activity is an opportunity to explore our feelings, thoughts and challenges of living with HIV.
2. Divide participants into two groups. Ask them to discuss in their group what people living with HIV often go through and feel. They must focus on both the positive and negative. They can refer to their own personal experience of living with HIV or from what they know about HIV from friends or family members affected by HIV.
3. They must then represent this through a drawing. (Refer participants to the *Participant's Workbook: Worksheet 26: Living with HIV and AIDS. They can create their drawing in the space provided.*)
4. No word should be used in the drawing except HIV.
5. After participants have drawn their pictures, have a discussion about them. Make sure that you look at both the positive and negative aspects of being HIV positive.
6. Discuss the issue of stigma and the negative effects of it on people infected and affected by HIV.



FACILITATOR'S NOTES

This activity can be very personal and emotional. There may be participants in the group who are HIV positive or who have close friends or family members who are infected or affected by HIV and AIDS.

It is important to handle this discussion with sensitivity and inclusivity – so that participants all feel included, acknowledged and respected whether or not they are infected or affected by HIV personally. Remind the group that it is OK to pass on a question and encourage the participants to only share the information that they feel comfortable sharing.

The drawing exercise is a method which is used to help us reflect on what people living with HIV go through. It can be used in communities where people are illiterate to help them reflect on the stigma and the way they treat people.

The drawing game works very well with young people as it brings out their feelings, emotions and knowledge about HIV, positive living and stigma.

- e
8. Explain that you will now look more closely at the differences between the impact of HIV and AIDS on females and males. In most of our families and communities, it is traditionally females who are the main caregivers – the grandmothers, mothers, aunts, sisters and daughters. If they become HIV infected, then not only do they have to care for themselves, but they also have to carry on caring for those around them. HIV/AIDS also impacts children. In many instances they are forced to become caregivers for sick parents and their surviving siblings.
 9. Divide participants into two groups. (Refer participants to the *Participant's Workbook: Worksheet 26: Living with HIV and AIDS* in which they can note down their responses on the mind-maps.)
 - Ask Group 1 to discuss HIV through the eyes of a female. What are her thoughts and feelings? How has HIV affected the women in her family, her community, and her society? What wisdom or advice can she share with young people about women and HIV?
 - Ask Group 2 to discuss HIV through the eyes of a male. What are his thoughts and feelings? How has HIV affected the men his family, his community, his society? What wisdom or advice can he share with young people about men and HIV?
 10. Allow 20 minutes for the group work. Make sure that every person participates in the discussions. Then bring the groups back together.



11. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 2)

11. Then lead a discussion using the following questions:

- What are the main differences between males and females in terms of being infected with HIV and AIDS?
- What are the main differences between males and females in terms of being affected by HIV and AIDS? What can you do to help in the fight against HIV and AIDS, especially so that females do not have to carry this burden on their own?

12. Sum up the discussion making sure that the key points below are covered. End the activity by referring participants to the Self-reflection exercise at the end of Session Eleven in the *Participant's Workbook*.

KEY POINTS

Females are more heavily affected by HIV and AIDS than males.

- Women are usually responsible for running the home and family, and for seeing to the health care of all family members. Many also work outside the home and contribute to the family income.
- If women are HIV infected and become so ill that they cannot work, this affects the income of the household and the long-term well-being of the family. In addition, they are still expected to run the home, care for the family and see to their own health care needs.
- If the male partner is HIV infected, it is often the female who is blamed for not caring enough. She has to live with stigma and discrimination, adding to her stress.
- Pregnant women who are HIV positive fear infecting their unborn children.
- Often grandmothers and aunts take on the care of orphaned children.

Gender roles affect the way that males deal with HIV and AIDS.

- Gender roles can harm the well-being of males living with HIV. For instance, research shows that even when males want to help with care and support activities, they may choose not to because they fear that other men might ridicule them for doing 'women's work'.
- Many males think that it is a sign of weakness to ask for help. This discourages them from getting tested, getting treatment or from using support groups. Instead of seeking support, many rely on alcohol, drugs or even sex to help them deal with their feelings of fear and despair.
- It is also not seen as 'manly' to offer support to others dealing with HIV and AIDS.

Males can play a greater role in reducing the impact of HIV and AIDS.

- Males can talk with the females in their lives about sharing the tasks in the family or household more equally.
- Males also have a critical role to play in supporting other males to deal with HIV and AIDS, both emotionally and practically.



ACTIVITY 11.3: GETTING TESTED

OBJECTIVES

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

- Explain HCT services and the importance of getting tested.



TIME: 30 minutes

MATERIALS

CONCEPTS

HIV Counselling and Testing (HCT) Services: Services where people can take an HIV test which will tell them if they are infected with HIV. The test is voluntary – it is the person’s own decision to get tested or not. The test is also confidential. HCT services include counseling people before and after the test when they get the results.

ADVANCE PREPARATION

- Before the workshop, find out about the local HCT services in the area – where they are, when they are open, if they charge a fee and so on.

Steps

1. Form two circles – an outer and an inner circle. Ask participants in the inner circle to turn to face a partner in the outer circle. Explain that people in the outer circle will ask a question, and their partner in the inner circle has 10 seconds to answer. When they have answered, the outer circle will move one place to the right, so that everyone has a new partner. Then the outer circle participant will ask the question of a new partner.
2. When the groups are ready, tell them the question:
 - Why should people go for an HIV test?
3. After a few minutes, tell the groups to stop turning.
4. Explain that this time the inner circle will get a chance to ask the question:
 - Why may people not want to go for a test?
5. After a few minutes, tell the participants to return to the large group. Ask a few volunteers to share responses to each question. Use the Facilitator’s Notes below to give further input if necessary.



11. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 2)

FACILITATOR'S NOTES

People might be against the HIV test for the following reasons:

- Although the HIV test is confidential, it is sometimes difficult for people to keep their HIV positive result private, especially in small communities. So they run the risk of stigma and discrimination, which is still very common against people who are HIV positive.
- In southern Africa it is still difficult for most people to get treatment (ARVs). So some argue that there is little point in finding out if you are HIV positive if you cannot get treatment when you need it.

People who are for HIV testing give the following reasons:

- There is evidence that people who find out their HIV positive status before they get sick are able to live longer. They can change the way they live so that they protect their health and the health and HIV status of others.
- They can avoid infecting others.
- They can make good decisions about parenthood.
- There is some emotional relief in knowing the truth.
- They can get the support of others.
- They can get the necessary medical care and related information.

6. Ask:

- What does HCT stand for?
- What HCT services are there in their area?

Provide information about HCT and on local HCT services.

7. Work in pairs.

- The pairs on the left side of the room should discuss: What makes it hard for males to go for HCT services?
- The pairs on the right side of the room should discuss: What would help more males go for HCT services (e.g. information, encouragement, community involvement, etc.)?



8. After five minutes, tell each of the pairs on the left side of the room to link up with one of the pairs on the right side (to make a group of four). Ask them to share the main points of their discussion. Give the groups 15 minutes to make a list of actions that could increase male use of HCT. Ask them to make sure that each of the actions is realistic.
9. Bring the whole group back together. Ask participants to present their list to the whole group. For each suggested action ask:
 - Did other groups have the same or a similar suggestion?
 - Is it realistic?
 - How do you see it happening?

“Masculinity is a hard, small cage, and we put boys inside this cage.”

“Gender as it functions today is a grave injustice. I am angry. We should all be angry. Anger has a long history of bringing about positive change. But I am also hopeful, because I believe deeply in the ability of human beings to remake themselves for the better.”

— Chimamanda Ngozi Adichie

Nigerian author



WORKSHOP TWELVE

THE CALL TO ACTION

This final workshop helps participants consolidate what they have gained, and helps them look to the future. It focuses on taking action for change and helping to build a world of free of violence and shared power.

Workshop 12 aims to help participants to:

- Reflect on and consolidate the journey travelled so far.
- Do a SWOT analysis.
- Describe the process involved in the belief change cycle.
- Create symbols or characters to use in the belief change cycle, and use the cycle to strengthen a new belief they have.
- Explore how to take action for change in the community - to work for social justice and gender equality.
- Generate a vision of their future.

TIME PLAN

Activity	Focus	Time	Material
12.1	Going full circle	60 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 27: Going full circle</i> • Workshop map (in this <i>Facilitator's Guide</i>).
12.2	The belief change cycle	75 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 28: The belief change cycle</i> • Create six signs to put around the room for the belief change cycle.
12.3	Taking action: Making a difference	30 minutes	<ul style="list-style-type: none"> • <i>One Youth Can Participant's Workbook: Worksheet 29: Taking action: How can I make a difference?</i> • <i>One Youth Can Participant's Workbook: Worksheet 30: Create a vision board</i>



ACTIVITY 12.1: GOING FULL CIRCLE

OBJECTIVES

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

- Reflect on and consolidate the journey travelled so far.
- Do a SWOT analysis.



TIME: 75 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 27: Going full circle*
- Workshop map (in this *Facilitator's Guide*).

Steps

1. Explain that in this final workshop we will reflect on what was covered, and what participants feel they have gained or still need to gain.
2. Remind participants of each workshop, the activities they did and the objectives of each activity by going through the Workshop map. As you go through each workshop, ask participants to look through their own workbook.
3. Ask participants to think about their values, attitudes, feelings, thoughts, beliefs and behaviour before they started on the workshops, and whether or not any of these have changed. Use some of these example questions, but add your own:
 - How did they previously see gender roles and how do they see them now?
 - Do they now see how messages about gender – for example from the media - can affect behaviour and relationships between males and females?
 - Did they think it was possible for males to be involved in promoting gender equality?
 - What do they now think about power inequalities?
 - What is their definition now of courage and power?
 - What is their position of gender violence?
 - What have they learnt about STIs and HIV/AIDS?
4. Refer participants to *Worksheet 27: Going full circle in the Participant's Workbook*. Go through the instructions for doing the SWOT analysis. Give participants time to do their SWOT analysis. When they are finished, ask if anyone wants to share any of their strengths, weaknesses, opportunities and threats?



ACTIVITY 12.2: THE BELIEF CHANGE CYCLE

OBJECTIVES

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

- Describe the process involved in the belief change cycle.
- Create their own symbols or characters to use in the belief change cycle, and use the cycle to strengthen a new belief they have.



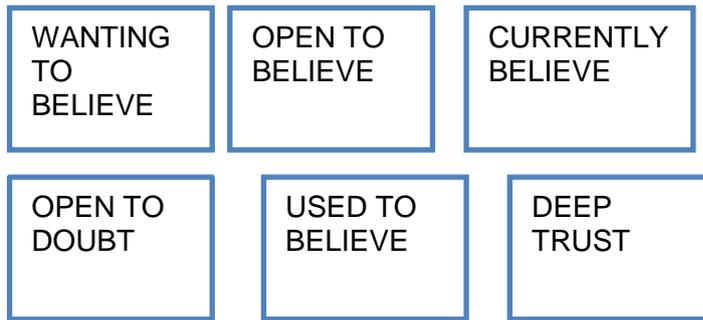
TIME: 75 minutes

MATERIALS

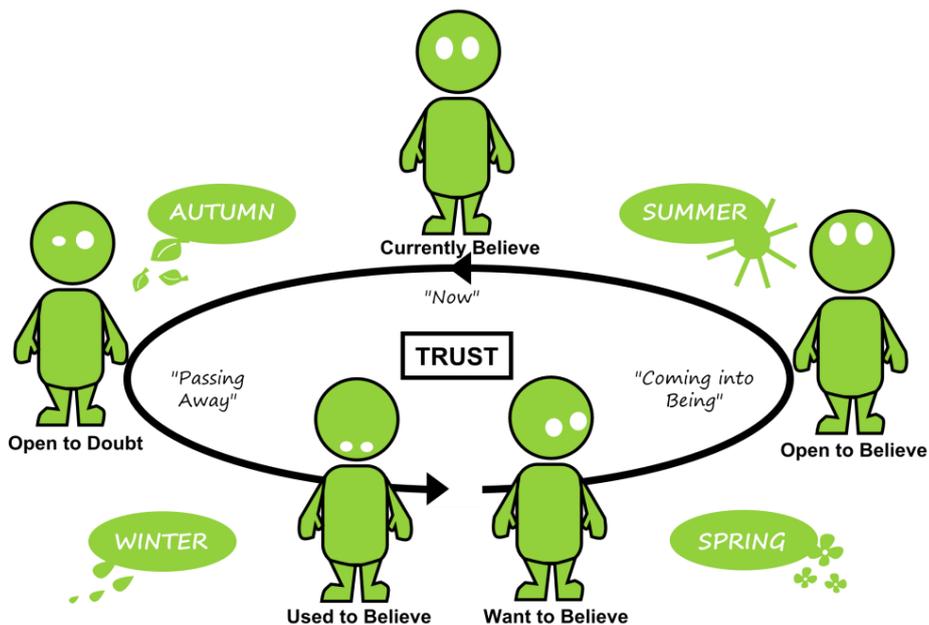
- *One Youth Can Participant's Workbook: Worksheet 28: The belief change cycle*

ADVANCE PREPARATION

- Create the following six signs to put around the room in a circle:



- Read the Facilitator's Notes that follow prior to the workshop.



FACILITATOR'S NOTES

The BELIEF CHANGE CYCLE helps people to strengthen new beliefs in a very concrete way. A circle or 'stage' is laid out, and along the circle six positions or steps are laid out. Each step is connected with a stage in the belief change cycle. A person physically walks through each step of the cycle and experiences (physically and emotionally) the change and strengthening of the new belief. Many people find that just walking through the steps (or even imagining walking through these steps) and re-experiencing the states allows them to gently shift their beliefs.

The different steps are:

1. WANTING TO BELIEVE something new.
2. Being OPEN TO BELIEVE something new.
3. Beliefs that you CURRENTLY BELIEVE, including limiting beliefs or beliefs that conflict with the new belief you want to have.
4. Being OPEN TO DOUBT something you had believed for a long time.
5. Beliefs you USED TO BELIEVE but no longer believe.
6. An experience of DEEP TRUST – perhaps a time when you did not know what to believe anymore but trusted in yourself or a higher power.

Steps

1. Lay out the circle or 'stage', placing the signs at different positions along the circle as shown in the above diagram. Explain to participants that you are going to use this circle or stage to show them a process that they can use to strengthen a new belief or value.
2. Ask participants to think of a new belief that they want to strengthen – perhaps a new belief or value that they have learnt on these workshops, for example, the belief in gender equality. Give participants a little time to each think of a new belief they want to strengthen.
3. Ask for a volunteer to come up to 'walk' through the steps of belief change cycle. Explain that the participant is not required to say anything or tell the group what he/she is feeling or thinking. Everything will happen in his/her own mind. The other participants can symbolically 'walk' the cycle with the participant, but think of their own new belief as they do so.
4. Go through each of the instructions below slowly so that the participant has enough time to experience each state. Tell the participant to only move when he/she feels ready:
 - a. Stand in the WANT TO BELIEVE space and concentrate on the new belief that you want to strengthen.



12. THE CALL TO ACTION

- b. Keep this belief in your mind as you move into the OPEN TO BELIEVE space.
- c. Now, in this OPEN TO BELIEVE space, think of a role-model who you think or want to help you in this space. See yourself in this space through the eyes of your role-model –step into your role-model’s ‘shoes’. What helpful advice or support is your role-model giving you about the new belief? What is he/she saying? Give yourself this advice and be really open to it. Feel what it is like to become more open to believe this new belief.
- d. When you feel the time is right, step into the CURRENTLY BELIEVE space. Keep focusing on the new belief you want to strengthen.
- e. In the CURRENTLY BELIEVE space, do any of your old beliefs that conflict with your new belief come into your mind? Hold them in your mind and move to the OPEN TO DOUBT space.
- f. Once in the OPEN TO DOUBT space, again step into the shoes of your role-model. See yourself in this space through the eyes of your role-model. What helpful advice or support is your role-model giving you about the old beliefs that might be in conflict with the new belief? Give yourself this advice and be open to it.
- g. Now, step into the DEEP TRUST space. Think about the following:
 - What is positive about the new belief; and what is positive about the old belief?
 - What is the aim or purpose of the old belief? What is the aim or purpose of the new belief?
 - Are there any changes you want to make to your new belief?
 - Are there any parts of the old belief that would be worth keeping or incorporating along with the new belief?
- h. Return to the OPEN TO DOUBT space. Keep focusing on your old belief as well as anything new you learnt or thought about them in the DEEP TRUST space.
- i. While you are still focusing on these thoughts, move to the USED TO BELIEVE space. Try to leave your old, limiting and conflicting belief in this space now.
- j. Then step back into the CURRENTLY BELIEVE space, focusing on your the new belief you want to strengthen. Experience your new sense of confidence in the belief. Think about the process you have been through and any new thoughts you have had about your new belief, your old belief, or yourself? What did you learn?
- k. Step into the DEEP TRUST space again and think about the changes you have made.
- l. Explain to all participants that this process and the belief change cycle will continue to develop and change. You can use this process (in your imagination) to help you work through these changes.



- Now refer participants to the *Participant's Workbook: Worksheet 28: The belief change cycle*. Explain that there are many ways to use the belief change cycle. The exercise here helps each person to create their own character or symbol for each of the steps or states in the cycle. Use the following Facilitator's Notes to explain.

FACILITATOR'S NOTES

Another way to use the belief change cycle is to create symbols or characters for each of the steps in the cycle. This can be very powerful because the symbols or characters are easy to remember and they can very effectively help us to work through the process of change.

Each person creates their own symbol or characters for each of the steps in the cycle. The symbols/characters do not need to relate to each other in any way and they do not need to make any sense at this point. Participants should simply think about the step and write down whatever pops into their mind as a symbol or character for that step or state. Just try to keep the symbols general and not connected to any particular belief so that you can use them again and again when you 'walk' yourself through the belief change cycle.

- Go through the instructions and give participants enough time to do the exercise. Then ask them to use the symbols/characters they have developed to go through their own belief change cycle with a new belief they want to strengthen.

"When we are no longer able to change a situation, we are challenged to change ourselves."

— Viktor E. Frankl

*Austrian neurologist, psychiatrist
and Holocaust survivor.*



ACTIVITY 12.3: TAKING ACTION: MAKING A DIFFERENCE

OBJECTIVES

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

- Identify goals, commitments and strategies for personal action.
- Identify the skills and support we have and need to take action.
- Create a vision board.



TIME: 30 minutes

MATERIALS

- *One Youth Can Participant's Workbook: Worksheet 29: Taking action: How can I make a difference?*
- *Worksheet 30: Create a vision board*

Steps

1. Ask participants to work in pairs or small groups to think about and fill out the commitment to action chart in the *Participant's Workbook: Worksheet 29: Taking action: How can I make a difference?*
2. Bring the group back together and ask for a few volunteers to share the commitments and strategies they identified. Facilitate discussion about themes and reactions.
3. Divide participants into groups of 6-8 people. Ask them to develop role-plays that capture the ideas they've identified in their individual worksheets. Explain that the purpose is for them to rehearse what they've committed to. Ask that people take enough time to really think through what they would say and how they would go about it and then depict this in the role play.
4. Have all groups present their role-plays and then discuss themes and issues that emerge.

FACILITATOR'S NOTES

Remind people that it's always easier to make commitments than to implement them. Ask people what support they think they'll need to act on their commitments. Ask them to agree on a date when they'll meet with at least one other group member to discuss the progress to date.

5. Finally, refer participants to the *Participant's Workbook: Worksheet 30: Create a vision board*. Go through the instructions with them for how to create a vision board to help them clarify their goals and dreams. They can begin it now if there is any time and complete it on their own at home.

