

Part

3



This part of the kit provides background information on how gender affects relationships and activities on relationship issues for young people, issues around sexuality, relationships and self-esteem.



Gender, sexuality and relationships

Adolescence is an exciting time when many young people try new experiences and explore who they are. It is also a time of change. Our bodies change rapidly, and we also face many emotional changes—growing into an adult, beginning to have sexual experiences or desires, having to make decisions about the future and having greater responsibilities and expectations placed upon us by adults.

Gender shapes girls' and boys' knowledge, attitudes, values, feelings, self-esteem and skills. It influences their ideas about themselves and about relationships, the choices they make about sexual behaviour and the way women and men behave in relationships.

Social changes

For many young people, life today is very different to what it was like when their parents were growing up—although most parents had the same worries and questions about sex and relationships when they were teenagers too! As Part 1 of this kit suggests, it can help everyone if parents are involved in youth programmes so that young people and parents and other adults in the community are aware of each others' needs and concerns.

'When the Bible and the Qu'ran were being written, and in traditional society in Africa, boys and girls were married very soon after puberty. They started having sexual feelings, and just within a year or so they were married and they were allowed to have sex. These days, youths can start having sexual feelings when they are 13 years old, but they will not marry maybe until they are 25—so they are expected to wait for maybe 12 years without sex. This is a problem our grandparents and ancestors never had.' *Treasuring the Gift (see Part 5: Resources)*

'Nowadays our girls go to school and study until they are in their twenties. I do not think we can ask these girls to remain virgins while they wait for a husband.' *Unknown source*

Exploring sexuality

Sexuality is closely associated with sex so it can be difficult for young people to discuss issues around sexuality. But (as with sex, see Part 4) in order to be aware of and understand their sexuality, it helps if they have a safe adult or knowledgeable peers to talk to. They can be encouraged to be aware of what they feel, of what they like and do not like, what they are attracted to and what fears they have. This helps young people to trust themselves and to build confidence to make their own choices.





Making choices and negotiating relationships

This confidence in themselves is also important if they find that they do not like a choice that they have made, for example, if they are in a relationship or situation in which they feel uncomfortable or scared.

Practising life skills safely

They may also lack the skills and confidence—in communication, assertiveness, decision-making, problem solving, negotiation, using condoms, recognising and dealing with risky situations—to make healthy choices. Used as part of a youth programme, some of the activities included in this section provide a safe opportunity for young people to practise these life skills.

Being aware of young people's different needs

All young people are different, but some young people have special needs.

Gays and lesbians For instance, some young people are sexually attracted to people of the same sex (homosexual), or sexually attracted to men and women (bisexual). These young people (often called gay if they are men or lesbian if they are women) often have little or no access to information or services. This is especially true in societies where people say homosexuality is not there, and in societies where people say homosexual youth are 'dirty'. Sex between men is often illegal and in most cultures is disapproved of by society.

The needs of homosexual people are ignored by youth programmes and HIV (Human Immuno-deficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome)/STI (Sexually Transmitted Infection) programmes in countries where it is assumed that all sexual activity is heterosexual. Services are often hostile or unsympathetic. This can make it harder for young people who have feelings of sexual attraction to the same sex to talk to other people about their feelings and to get access to information about safer sex, especially if they lack positive homosexual adult role models.

'Had I known and understood when I was 16 what I know now, it would have saved a lot of heartache to myself and others. I know that I am not the only one to be confused about my sexuality at an early age. But with no real sex education, counselling or anyone to talk to, I tried to block these feelings from my mind. I got a job with a 'macho' image—the army—and I even got married for 5 years. However, you can't run and hide forever. I finally told my wife and we are now 'happily' separated.'
Young man, UK

'When I first became attracted to other women, I told my parents; my father got extremely angry. Once he caught me with a girlfriend, and he beat me so hard I had to go to hospital. When I got out of hospital, a male friend went with me to make a formal complaint, but we received no legal response. In high school, I had a girlfriend, but my family found out, and my father sent three guys to rape me, so I got married. I separated after a year. Now I have a son, and my family is still watching me.'
Dely, 25-years-old, Mexico

Young people at risk

Many young people are affected by factors such as poverty, homelessness and unemployment, or their parents or carers or themselves are infected with HIV/AIDS or use of alcohol and other drugs. Young people in situations like these can be particularly vulnerable to sexual and reproductive health problems, abuse and exploitation and even more in need of support and resources to help them make and negotiate healthy choices.

Promoting social action networks for youth in Thailand

Youth who had moved away from their families to the city of Chiang Mai to study or work were found to be at increased risk of HIV, pregnancy and other reproductive health problems. The Urban Life Network Project decided to:

- build networks of support among youth at risk to promote healthy behaviours instead of risk behaviours
- encourage linkages between youth programmes and existing networks
- overcome negative attitudes about youth by engaging local decision makers
- identify youth at high risk, and who influence their friends to take risks, through outreach work in entertainment establishments. Provide them with training in life skills, problem solving, communication and reasoning skills and help them to build networks among their peers.

Urban Life Network Project, Chiang Mai University, Thailand.



Fact sheet

2



Sex and sexuality

Sex is biological—it is whether a person is born male or female.

Sexuality is how a person feels about his or her body and the way that the person acts depending on these beliefs. Everyone has a sexuality. It is made up of many different parts of our personality, sensitivities and preferences. Our gender and sexual orientation are a part of our sexuality.

Sexuality covers all kinds of relationships and ways of expressing ourselves sexually. Words like *heterosexual*, *bisexual* and *lesbian* can help define someone's sexual orientation, but the boundaries are not clear cut for everyone.

One way of looking at sexuality is to break it into three parts.

- ✿ A person's relationship with him or herself: including personal fantasy and masturbation.
- ✿ A person's relationship with other people: the intimate and sexual relationships we have with other people.
- ✿ A person's relationship with his or her community: how we express our sexuality to others and how society affects that expression.

Sexuality may not feel like a particularly important part of everyone's life. It is important not to feel pressurised into being sexually active just because 'everybody's doing it'. They're not!

Homosexual means being sexually attracted to people of the same sex (men attracted to men, or women attracted to women). This is also called being *gay* and, for women, *lesbian*.

Heterosexual means being attracted to people of the opposite sex (men attracted to women, or women attracted to men).

Bisexual means being attracted to both men and women.



Activity set

5



Exploring sexuality



Exercise

1

Sex and sexuality

PURPOSE To help young people understand what sexuality means to them and how it is defined by society

TIME 30 minutes

MATERIALS Drawings or photographs of a number of different scenes that can reflect sexuality (you can draw your own pictures, use newspaper or magazine photos or adapt the pictures below). Make sure that there are enough for at least two pictures for each participant

1. Tell the group that this activity is for them to think about the different ways that we can show our sexuality. Ask them what they understand by the words 'sex' and 'sexuality'. You can use Fact Sheet 2 as a hand out or write up the group's own definitions.
2. Place drawings or photos face upwards on the floor leaving room for everyone to move around freely to select the drawings or photos of their choice. Invite people to choose one or two photos which best reflect what the word 'sexuality' means for them.
3. Allow five to seven minutes for people to make their selection (if people want to, they can share the same card). Then invite everyone to talk in turn about the photo(s) they have chosen.

Discussion points

Does everyone have the same views about the different forms of sexual expression? Does it matter that we have different views?

Does the gender of the people involved in the pictures affect our views about the picture? How? Are there ways that each person can express their sexuality in positive ways and avoid the negative ways?

Note for the facilitator

You may want to follow this exercise with some of the exercises on ACTIVITY SET 14 if issues of sexual violence are raised.

Exercise

2

Factors and actors

PURPOSE To explore things that influence young people

TIME 30-45 minutes

MATERIALS Paper, pens, 16 large sheets of paper

1. Ask the group to divide into four small groups.
2. Give four large sheets of paper to each group. Ask them to write *Physical* on sheet 1, *Social* on sheet 2, *Emotional* on sheet 3 and *Spiritual* on sheet 4.
3. Explain that our own sexuality is affected by many things around us—our physical health and development (physical), the society we grow up in (social), how we feel (emotional) and our beliefs about the world (spiritual).
4. Ask each group to brainstorm the factors, influences and experiences, both positive and negative, belonging to each heading which might shape or influence a person's sexuality.
5. Ask each group to feed their responses back to the larger group and then discuss which of these factors are influenced by our gender.

Activity set

5



Exploring sexuality



Exercise

3

Sexuality information game

PURPOSE To understand what different forms of sexual expression are possible
TIME 30 minutes

MATERIALS Copies of the sexuality information worksheet. (You can add other definitions for other local practices, for example polygamy. You can use pictures instead of writing and ask people to explain what each picture means and what the official and local name for this is.)

1. Give copies of the worksheet to small groups of two or three people. Ask them to match up the words to the definitions by joining up the boxes on each side of the worksheet—or you can cut up the boxes to make a matching card game.

Words

A	Celibacy
B	Heterosexual
C	Homosexual
D	Gay man
E	Lesbian
F	Bisexual
G	Monogamy
H	Affair

Definitions

1.	Someone who is attracted to, or has sexual relationships with, the opposite sex (a man with a woman or a woman with a man).
2.	When a person has a sexual relationship with someone else without their partner knowing.
3.	Someone who is attracted to, or has sexual relationships with, both men and women.
4.	A man who is attracted to, or has a sexual relationship with, another man.
5.	When someone has a sexual relationship with only one person.
6.	When someone chooses not to have sexual relationships.
7.	Someone who is attracted to, or has sexual relationships with, people of the same sex (a man with a man or a woman with a woman).

2. After the quiz, ask participants for their answers. Agree on the correct answers: A6, B1, C7, D4, E8, F3, G5, H2.
3. Discuss each of the words and how the group feels about them.
4. Explain that our sexuality and sexual expression is affected by our sex, but also about the choices and feelings that each of us has as individuals.

Discussion points

Are there myths and stereotypes about different people?

Are there different laws for men and for women? What does the group feel about this? (Do the girls in the group feel differently about this to the boys?)

Explain that everyone has their own sexuality and sexual expression and we should not assume that everyone is the same.

Note for the facilitator You may find that some forms of sexual expression, such as homosexuality, are not considered to exist locally. It is important to remember that many forms of sexual expression are considered taboo, or are illegal, but are still practised.

Make sure everyone has the chance to ask questions and express their viewpoint—unless they are being abusive about other people. There may be young people in the group who are attracted to the same sex but are afraid to say this. Your role as a facilitator is to make sure people do not think that one choice is 'right' and another is 'wrong'.



Activity set

5



Exploring sexuality



Exercise

4

Same sex attraction

PURPOSE To think about what it feels like to be lesbian or gay
TIME 40 minutes

1. Explain what the different terms, heterosexual, homosexual (gay and lesbian) and bisexual mean.
2. Ask the group if they have heard these terms before and, if so, in what situations.
3. Suggest to the group that many people are gay and lesbian so that it is possible that a friend may tell them that they are lesbian or gay.
4. Ask the group in small groups to discuss what they would say or do if a friend told them they were gay/lesbian for about 10 minutes.
5. Each group should share these ideas with the rest of the group, who can comment on or question these ideas.
6. Discuss the importance of friends and friendship. Does it matter if your friend is lesbian or gay?

Alternatively, ask the group to imagine that they are an 'agony aunt' in a local newspaper. Hand out the letters below and ask them to write an answer.

'I'm fourteen-years-old. Two years ago there were rumours going around my school because I told a so-called friend that I loved this other girl. Because of this stupidity, I wasn't the only one who suffered—the girl herself was teased and she got really upset. She still talked to me even though we were both called lesbians. However, I can't bring myself to get close to her now because of the rumours. I haven't spoken to her for six months even though I'd love to be her best friend, but not more.'

Caroline

'I have a very big problem. I am gay. I don't know how to tell my friends and my father would kill me if I found out. I've a boyfriend and he has also not told anyone. Please can you tell me how to tell my friends, or even if I should? I think that some of them must know as I have never had a girlfriend and I always walk around with boys.' Upset and puzzled.

Note to facilitator It is important to make sure you communicate a positive message about homosexuality—that people practise a wide variety of sexual behaviour including homosexuality and that this is OK. Also explain that not every man who has sex with other men sees himself as gay or homosexual. Many men who have sex with men are married and have families. Discourage people from making negative or abusive comments about homosexuals in the group.

Activity set

5



Exploring sexuality



Exercise

5

Being different

PURPOSE To think about how each person is different in order to increase participants respect and understanding of other people

TIME 30 minutes

1. Discuss how we all have similarities and differences. What is good about this? What is good about people being different?
2. Give each person four pieces of paper and ask them to draw and/or write two ways they are similar and two ways they are different.
3. Collect the 'similar' pieces and discuss them with the group.
4. Repeat this with the 'different pieces'.
5. How many of these similarities are linked to whether we are male or female and how many are not?

Exercise

6

Feeling different

PURPOSE To look at why we feel people are different and to identify times when we felt different and what it felt like

TIME 45 minutes

1. Ask the group to sit in a circle. Explain to the group that they are going to play a game of observation (looking closely).
2. Ask four people to go in the centre of the circle and then ask the rest of the group to find out who is the odd one out, and say why.

Possible ways to select the group include:

Three people who are wearing a similar item of clothing (such as a skirt) and one who is not (such as trousers)

Three people who have braided hair and one who has not

Three girls and a boy or three boys and a girl

After two or three goes, ask others to choose the 'odd one out'.

3. Once the group has guessed who is the odd one out, encourage other people in the group to ask that person about how they felt: for example, good or bad; happy or sad; proud or ashamed.
4. Then divide the group into groups of four. Ask them to talk about their best friends, about how they are different and if it matters. After about 10 minutes, ask the group to feed back what they discussed and any conclusions they reached.
5. Ask each person to write a story or poem that describes a time when they thought they were different from other people and say how it felt.
6. If you like, you can then ask the group to think about a time they saw someone being treated badly for being different and write a journalist's 'eye-witness' account of what they saw. Ask them to offer a solution to the situation at the end of the writing.

Note for facilitators Make sure that the 'out' person is 'in' in other parts of the activity.



Activity set

5



Exploring sexuality



Exercise

7

Drawing up your bill of sexual rights

PURPOSE To decide what is the right choice for us and how to stand up for this
TIME 45 minutes

MATERIALS Copy of FACT SHEET 1 *The rights of young people*

1. Ask the group what they understand 'rights' to be. Brainstorm their ideas on a piece of paper—encourage people to write down any ideas and not to judge their ideas or those of other participants
2. Show the group FACT SHEET 1, give them time to read it or read it aloud, and discuss any issues that they want to raise from this.
3. Ask them what they think sexual rights and responsibilities are.
4. In small groups, ask them to draw up their own bill of sexual rights. Allow about 30 minutes for this.
5. In the large group, share the ideas. Ask the group:
Which rights do we find it easiest to claim? What helps us claim our rights in these situations?
Which rights are hardest for us to claim? What gets in the way of our claiming these?
Are sexual rights especially difficult to claim?
6. Give everyone a clean piece of paper and ask them to make their own decorative, personalised bill of rights which they can take home.

These are examples that other groups of girls have drawn up:

I have the right to:

- ✿ know what I want to know about sex when I need to know it
- ✿ ask about sex without being judged
- ✿ express and explore my sexuality as long as it does not hurt anybody
- ✿ sexual pleasure
- ✿ not to be judged because of my sexuality
- ✿ change my mind
- ✿ ask my partner to wear protection/practice safer sex
- ✿ confidentiality
- ✿ not to be abused in any way
- ✿ access to services without judgement
- ✿ be respected for who I am and what I am
- ✿ say 'NO' to any sex that I don't want at any time
- ✿ knowledge that helps me acknowledge and control my sexual health
- ✿ be taken notice of.

Activity set

6



Thinking about friendship, love, sex and relationships



Exercise

1

What is friendship?

PURPOSE To get young people to think about what friendship means and whether it is possible for girls and boys to be friends

TIME 30 minutes

1. Ask the group to divide into pairs and to think about what qualities they look for in a friend. Do young women and men share these qualities? Allow about 10-15 minutes.
2. Bring the group back together and ask them to give feedback on their discussion. *Is it possible for young men and young women to be just friends? Why? Why not? How do your friends, parents and other people in the community view friendships between girls and boys?*

Exercise

2

What is love?

PURPOSE To explore the meaning of love

TIME 45 minutes

MATERIALS Large sheet of paper

1. Start with whole group and brainstorm what they think love means.
2. Ask the group to form pairs and discuss three qualities that they would show towards someone they loved who is a boyfriend or girlfriend, and to someone who is not a boyfriend or girlfriend (for example, a parent or a brother or sister). Then ask them to think of three qualities they would expect from someone who loves them.
3. Bring the group together and ask them to share their discussion. *Is it easier for boys or girls to show these qualities? Are there times when it may not be possible to show these qualities?*



Activity set

6



Thinking about friendship, love, sex and relationships



Exercise

3

Daydreaming about relationships

PURPOSE To explore the difference between love and sexual attraction

TIME 30 minutes

MATERIALS Copies of the dialogue between Mercy and Violet, large sheet of paper

1. Give each participant a copy of the dialogue and ask them to spend a few minutes reading it.

Mercy: Hey Violet, are you daydreaming again?

Violet: Sorry. Yes, I was thinking about Tawanda. He's so handsome and wears the latest clothes. I'm sure his family is rich.

Mercy: Yes, but you don't know what he is really like. And he is always with different girls. Victor is much better. He's not rich, but I know he likes you and he is serious about things.

Violet: Maybe, but people would laugh at me if I went out with Victor.

2. Ask the group: *How old are Violet and Mercy? What is the main difference between them? Is Violet really in love? Ask the girls in the group who they think sounds nicer, Tawanda or Victor. Why? Ask the boys, which of the two girls they would prefer to meet? Why?*
3. Explain to the group that sometimes people think they are in love when they are sexually attracted to a person or infatuated with the idea of the person. Ask the group what they think love is about, and how this is different from infatuation or sexual attraction. Put the answers on a large sheet of paper. Explain that love is also about friendship, respect, loyalty, trust, tenderness and many other things.

Activity set

6



Thinking about friendship, love, sex and relationships



Exercise

4

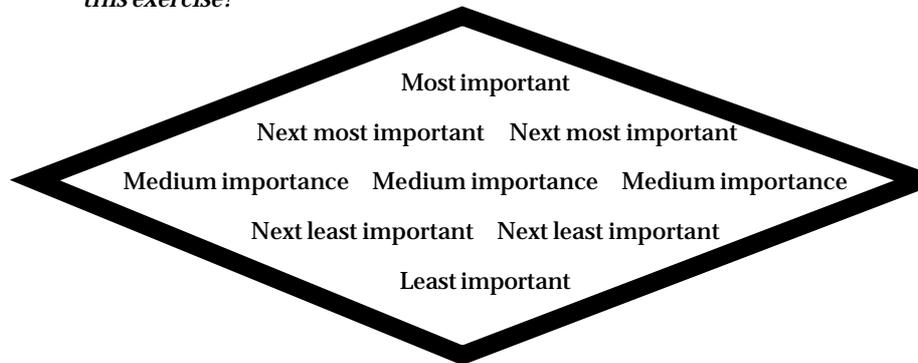
Diamond nines

PURPOSE To prioritise what is most important in relationships

TIME 45-60 minutes

MATERIALS One copy of the set of nine cards below for each small group of three people, cut into nine pieces

1. Divide the group into small groups of three people and give each group the nine cards.
2. Ask the groups to put the cards into a diamond nine shape, with the most important at the top and the least important at the bottom.
3. After half an hour, ask participants to take a large piece of paper and copy the finished result onto it and stick all of these on the wall.
4. Ask participants to look at all of these.
5. Ask the group: *What are the similarities and differences between the groups? Were there differences between what the young men and the young women did? How did your group agree in terms of prioritising among the different items? What did you discuss while you were doing this exercise?*



What makes for a good relationship?

Love	Similar social background
Equality	Money/Financial Security
Parent's choice	Approval and Support from Friends
Sex	Being faithful
Friendship	Religious faith
Free choice	

You could adapt this exercise to look at sexual behaviours.

What is the most acceptable? What is the least acceptable?

Vaginal sex	Sex for money or goods
Oral sex	Sex with someone much older
Anal sex	Sex with strangers
Masturbation	Sex with someone of the same sex
Forced sex	



Activity set

7



Looking at gender and sexual relationships



Exercise

1

What do young men and young women look for in the opposite sex?

PURPOSE To improve understanding between young men and women

TIME 45 minutes

MATERIALS Large sheet of paper, pens

1. Explain that the group is going to think about what young men like about young women and what young women like about young men.
2. Ask the participants to divide into separate groups of young women and men.
3. Each group of young women should decide what are the four most important things they look for in a young man, and the four most important things that a young man looks for in a young woman. Ask the young men to do the same. Allow about 15-20 minutes.
4. Write up, or ask for a volunteer from each group to write up, the answers on a large sheet of paper under the following headings:
Girls like... *Boys think girls like ...*
Boys like ... *Girls think boys like...*
5. Compare the answers with the whole group together.

Note to facilitator When doing this exercise, and any other on relationships, remember that not everyone in the room has strong sexual feelings for other people at this stage, or that some people in the group may be having an unwanted sexual relationship with someone, or may be sexually attracted to people of the same sex. Be careful to not make assumptions about people in the group.

Exercise

2

What do we look for in a partner?

PURPOSE To consider what girls and boys look for in a partner

TIME 30 minutes

MATERIALS Paper, pens, large sheet of paper

1. Divide the group into small groups of girls only and boys only.
2. Ask them to discuss what kind of partner they would like. Explain that one person in the group should write all the suggestions down and that the group should then agree on the three most important things.
3. Bring the groups back together and ask each group to call out their three most important things. Write a list on a large sheet of paper.
4. Explain that each person has two votes and has to decide which of the things on the list are most important to them. Ask the group to come up and vote one by one. Then count the votes.
5. Review which things got the most votes, ask the group why and if everyone agrees. Ask whether young men and young women voted for the same things.

Activity set

7



Looking at gender and sexual relationships



Exercise

3

Young men's attitudes

PURPOSE To get young men to explore their beliefs and attitudes about young women, sex and relationships

TIME 30-45 minutes

1. Begin by asking the whole group the following questions:
Is it OK for girls and young women to carry condoms?
Should people have only one sexual partner in a lifetime?
Is it more important to educate boys about condom use than girls?
2. Divide the group into smaller groups of five or six. Ask the groups to brainstorm the advantages and disadvantages of condom use; of having no sex at this stage in life; of sticking to one partner.
3. Bring the group back together and ask someone from each group to give feedback.
4. Divide the group into pairs. Ask them to discuss the following questions:
What would I do if my girlfriend became pregnant?
How would having a child affect my life?
How would my parents react? How would my friends react?
Would I want to continue seeing my girlfriend? Would I marry her?



Activity set

7



Looking at gender and sexual relationships



Exercise

4

Codes of behaviour

PURPOSE To think of ways to improve sexual relationships

TIME 90 minutes

MATERIALS Large sheet of paper, pens, sheets of paper or cards

PREPARATION Copies of the statements below

1. Give each participant a copy of the list of statements. Ask them to write F at the top if they are a girl and M if they are a boy.
Women should have the same sexual freedoms as men.
Men should make the first move.
Sexual faithfulness is important in a relationship.
Women have the main responsibility for contraception and safe sex.
People should only have sex if they are in love.
If a woman gets pregnant it is mostly her fault.
2. Then ask them to think about whether they agree or disagree. If they agree they should write A next to the statement and if they disagree D. Allow 5-10 minutes for this.
3. Collect the papers and summarise the responses for females and for males on a large sheet of paper. Discuss the responses with the group, including any differences in the answers given by girls and boys and reasons for these differences. Allow about 10 minutes.
4. After the discussion, give each participant a piece of paper or card. Ask the girls to write down one or two questions they want to ask the boys as a result of the discussion, for example, about things that puzzle or confuse them or make them upset or angry. Ask the boys to write down one or two questions they would like to ask the girls as a result of the discussion. Explain that these questions will be anonymous—they do not write their name on the card—and that they will be answered by the group, not by individual boys or girls. Allow about 5-10 minutes.
5. Collect the questions from the girls and ask the boys to form a circle inside a circle of girls. Ask the boys to answer the girls' questions. Tell the girls to listen without comment, they will have a chance to discuss the answers later.
6. Collect the questions from the boys, and ask the girls to form a circle inside the circle of boys. Ask the girls to answer the boys' questions. Again, the boys should listen to the answers without commenting. Allow 30-40 minutes.
7. Bring the group back together for a discussion. *Have any of the answers surprised them? Have the girls changed their ideas about boys? And vice-versa. Have the boys changed their ideas about girls? Have the girls changed their ideas about girls? How can boys and girls understand each other better?*
8. Finally, divide the group into mixed groups of boys and girls. Ask half the groups to discuss codes of ethics for girls, and the other half of the groups to do the same for boys. Explain that this code of ethics should relate to safer sex, responsibility for preventing HIV, STI and pregnancy. Allow 15-20 minutes.
9. Ask the groups to give feedback on their discussions and the guidelines they have drawn up.

Activity set

7



Looking at gender and sexual relationships



Exercise

5

How we behave in relationships

PURPOSE To explore what behaviours are considered acceptable and unacceptable

TIME 45 minutes

MATERIALS One large sheet of paper, two small sheets of paper, six pieces of card

1. Write 'acceptable' on one small sheet of paper and 'unacceptable' on the other. Write the following statements on the cards:

To do things to please your partner

To have sex without being in love

To hit each other

To be sexually faithful to each other

To have sex with lots of different people

To tell lies to your partner if you think the truth will hurt them

Draw a line on the floor or on a large sheet of paper. Put the sheet of paper with 'acceptable' at one end, and the one with 'unacceptable' at the other end.

2. Divide the participants into small groups of five or six. Give each group one of the statement cards.
3. Ask the groups to discuss their statement card and to decide where they would place it on the continuum between acceptable and unacceptable.
4. Then ask one person in the first group to read out their statement card and to say where their group would place it on the continuum. Ask if everyone in their group agreed. Do this for each group and statement card.
5. Then ask the whole group about how they feel about where the cards are placed.

Discussion points

What do they think about the statements on the cards?

How did the reactions of others affect what they thought and where they agreed to place their card? Has anyone changed their mind after listening to the opinions of others?



Activity set

7



Looking at gender and sexual relationships



Exercise

6

Positive and negative aspects of relationships

PURPOSE To explore the good things about relationships and risk

TIME 30 minutes

MATERIALS Large sheet of paper

1. Copy this table onto a large sheet of paper.

	Positive benefits	Risks
Relationships – emotional		
Sexual activity – physical		

2. With the whole group brainstorm the positive emotional and physical benefits and risks of relationships and sexual activity.
3. Together with the group complete the table. Ask: *Are the positive benefits of a relationship the same as the positive benefits of sexual activity? If not, in what way do they differ? Are the risks the same or different?*
4. Ask the group to think of a situation in which a young person knows the risks but decides not to take any precautions. Ask: *Why might they do this? Think of a situation in which a young person is unable to take precautions. Why are young people sometimes unable to take precautions? How can the situation be changed?*

Exercise

7

Young men and role models

PURPOSE To help young men think about being a man, a father and a son

TIME 30 minutes

1. Ask the group:
 - How much time do you spend with your father each day?*
 - If your father is not around is there someone else who does what a father should do?*
 - How much time do you spend with him?*
 - Would you like to spend more time with your father?*
 - What should fathers do?*
 - What is the best thing about your relationship with your father?*
 - What is the worst thing?*
 - At what age would you like to be a father?*
 - How would you behave differently from your own father?*
 - What do you think you would find difficult?*

Activity set

7



Looking at gender and sexual relationships



Exercise

8

Exploring the impact of gender on relationships and sexual behaviour

PURPOSE To explore adult attitudes to young women's and young men's sexuality and its effect on sexual behaviour

TIME 60 minutes

1. Divide the group into two groups. Ask the first group to write and rehearse a short play in which a mother discovers a packet of condoms in her son's pocket. Ask the second group to write and rehearse a play in which a mother discovers a packet of condoms in her daughter's pocket. *What happens? Who does the mother talk to about this?* Tell the groups that they can include other characters in the family. Allow 30 minutes.

2. Ask the two groups to perform their role plays.

3. Discuss: How did the mother react? What did she do? *Was her reaction different when it was her son than when it was her daughter? Why was this?*

4. Ask three of the participants to act out the following dialogue:
Mama Suzi is doing the washing, she finds a packet of contraceptive pills in the pocket of her daughter Suzi's school skirt.

Mama Suzi: Come here. What is this? What is this? (Slaps her).

Suzi: Pills, mummy.

Mama Suzi: What are the pills for?

Suzi: (Says nothing.)

Mama Suzi: I am asking you. Tell me! Who taught you this? (Beats her).

Suzi's uncle enters.

Uncle: Hey sister what is going on?

Mama Suzi: See this disgrace of your niece.

Uncle: What is it?

Mama Suzi: She has started using contraceptive pills. Hardly a minute ago I was boasting to a friend that I have a holy and immaculate daughter.

Uncle: Beating her is not the answer. It could be better for her to be educated about the consequences of indulging in love affairs before her time comes.

Discussion points

Is this a common situation? How do parents react if they find that their son has been having sex? What will happen next?



Activity set

7



Looking at gender and sexual relationships



Exercise

9

Gender roles and sexual behaviour

PURPOSE To explore traditional gender roles, how young people feel about these and gender expectations about sexual behaviour

TIME 45 minutes

MATERIALS Large sheet of paper

1. Divide group into girls and boys. Give them the following questions to discuss. *Is it OK for a woman to ask a man for sex? Why? Why not? If a man wants sex and a woman does not should he take her feelings into account or go ahead? Why do you think women have sex when they do not want to? Can a woman say no to sex? Why or why not?*
2. Bring the groups back together. Ask them to give feedback on their discussions and write up what the boys and the girls say on a large sheet of paper. Lead a discussion around the answers they have given.

Activity set

7



Looking at gender and sexual relationships



Exercise

10

Gender attitudes, roles and sexual relationships

PURPOSE To explore gender attitudes and roles in relationships

TIME 30 minutes

MATERIALS A large sheet of paper, coloured pens

1. Draw the following table on the large sheet of paper, but do not draw the numbers and ticks.

Vote	Young Women	Young Men
Agree	1 ✓	1 ✓ ✓ ✓
Not sure	1 ✓ ✓ ✓	1 ✓
Disagree	1 ✓ ✓ ✓ ✓ ✓ ✓	1 ✓ ✓ ✓

2. Choose 6-10 of the following statements then number each one.

Women should fulfil men's sexual needs

It is the man's role to initiate and discuss sex

Women have weaker sexual desires than men

Men show their masculinity by having many partners

Young men should know more about sex than young women

It's OK for a young woman to get angry

Everyone should be sexually faithful

Women are emotionally stronger than men

It's OK for a young man to not want sex

It's OK for a young woman to not want sex

It's OK for a young woman to ask a young man out

Sex is more important to young men than young women

For young women, love and romance are more important than sex

Young women who carry condoms are easy

Contraception is a shared responsibility

3. Put the sheet of paper on a wall or the ground. Give everyone a coloured pen.

4. Read each statement slowly. Write the numbers of the statements on the table then ask participants to draw a tick in the relevant box according to whether they agree with the statement, disagree or are not sure. The table above has been filled in as an example.

5. Afterwards, ask a few people in turn why they agree, disagree, or are not sure about the statements.

Discussion points

Are there differences between the opinions of young men and young women? Are there differences in the way young men and young women are expected to behave? If so, what are they? Are there things it is not acceptable for young men to do in sexual relationships? Are there things it is not acceptable for young women to do in sexual relationships? Are some emotions usually more associated with young men than young women? Do you think young women and young men have different emotions?

6. If there is time, use the discussion points to talk about society's expectations of the ideal young man or young woman. The purpose of this discussion is to help young people appreciate the difference between the ideal and the reality and how everyone finds it hard to live up to expectations.



Activity set

7



Looking at gender and sexual relationships



Exercise

11

Gender attitudes, roles and relationships

PURPOSE To explore gender differences in expectations in relationships

TIME 60 minutes

MATERIALS Large sheets of paper and pens, large sheet of paper

1. Write the following questions on the large sheet of paper:
How do we expect men to behave in sexual relationships?
How do we expect women to behave in sexual relationships?
What problems do men have in sexual relationships?
What problems do women have in sexual relationships?
2. Ask the group to divide into separate groups of men and women or boys and girls, with a maximum of five or six in each group. Give each group a large sheet of paper and a pen. Ask them to think about the four questions that you have written up on the large sheet of paper.
3. Allow the groups about 30 minutes for discussion.
4. Ask someone from each group to present the main points of their group's discussion to the whole group. Write up the main points on the large sheet of paper.

Discussion points

What are the differences between men's and women's ideas about relationships?

What are the similarities?

Is there anything men would like to change about their roles and women's roles?

Is there anything the women would like to change about their roles and men's roles?

Activity set

8



Building self esteem



Exercise

1

Thinking about the future

PURPOSE To help young people to start thinking about their future

TIME 15-30 minutes

MATERIALS Large sheet of paper

1. Brainstorm with the whole group the following questions:
What sort of life would you like to lead and be able to tell your grandchildren about? Where do you want to live? What job would you like?
2. Lead a discussion about people they know who have been successful or who they admire and why. Ask the group to think about the qualities and characteristics of those people.
3. Divide the group into pairs. Ask each pair to draw a life plan, showing what they would like to do and where they would like to be, and what needs to happen for them to achieve this. To do this, give everyone a sheet of paper and ask them to draw a line across it, marking different ages along the line. Mark key events in their life, such as getting their first job (what is it?), having a baby, learning how to ride a bicycle.

Exercise

2

Pictures of ourselves

PURPOSE To build self-esteem

TIME 30 minutes

MATERIALS Pieces of paper cut into circles for each person, large sheet of paper

1. Give each person in the group a paper or card circle. Explain that they will use these to make badges to introduce themselves.
2. Ask them to draw pictures or symbols showing their name and special qualities. Allow 10-15 minutes.
3. Bring the group together and ask each participant to explain their badge. As each one speaks write their name and qualities on the blackboard or flipchart.
4. When everyone has finished, ask: *Was it easy or hard to think about a quality that you are proud of? Why?*

Exercise

3

Feeling good and celebrating difference

PURPOSE To understand that everyone is different (this exercise can also be used to explore differences in sexuality)

TIME 45 minutes

MATERIALS Pictures from magazines, large sheet of paper, paper, pens

1. Ask everyone to write down or draw three things that they like doing or are good at.
2. Ask some of volunteers to tell the rest of the group what they have drawn or written.



Activity set

8



Building self esteem



3. In the large group, discuss the differences and similarities that have come up, stressing that we are all different and special.
4. Ask the group to brainstorm how we differ from each other (for example, height, appearance, family, gender, interests).
5. Divide the group into small groups and ask them to discuss pictures of people from magazines and to decide why the people in the pictures feel good.
6. With the whole group, sum up what makes people feel good. For example, feeling good has to do with: learning to be yourself and liking yourself the way you are; understanding that everyone is different; enjoying your body; learning to stand up for yourself.

Exercise

4

Role models for girls

PURPOSE Helping girls to plan their future

TIME 45 minutes

MATERIALS Enough pieces of card or paper for each participant, pens, large sheet of paper

PREPARATION Invite a woman who is a positive role model in the community to come to the session (optional)

1. Start by asking the group to explain what a role model means. Explain that role models are people that we admire and hope to be like.
2. Ask the participants to think of a woman they admire—in their family, community or country—someone that everyone in the group will know, and to write the name of this role model on a card or a piece of paper.
3. Collect the cards, shuffle them and distribute to the group, one to each participant. Ask them not to share their card with anyone else.
4. Divide the group into two teams, tell participants not to share their card with anyone. Make sure everyone understands the name or picture on their card.
5. Then play 'guess the role model'. There are two ways to do this. Either each participant can act out the person on their card for the other participants to guess who it is. Both teams have to try to guess who the person, and each correct answer gets one point. Or the first team chooses someone whose role model the other team must guess by asking up to ten questions, taking turns to ask questions. If they guess the identity correctly they get a point. Then the other team takes its turn. Continue until everyone has been questioned.
6. After the game, ask the group why they chose their role models. What do they admire about them? (List the qualities on a large sheet of paper). In what ways would they like to be similar to them? Do they have any qualities similar to their role model?
7. If you have been able to invite a role model to come to the session, ask her to talk about her life, how she made choices, whether her parents supported her, and what made her different from her friends? Ask the group what questions they would like to ask her.

Activity set

8



Building self esteem



Exercise

5

Girls feeling good

PURPOSE For girls and young women to look at their self-esteem

TIME 30 minutes

MATERIALS Nine pieces of paper with a self-esteem statement written on each one (enough sets of nine for each small group). You can use the ones below or prepare your own

1. Ask the group to divide into small groups of three or four. Give a set of nine statements to each group and ask them to rank them in order of importance, putting the ones they think best describe what self-esteem is at the top of the diamond, and the ones they think least relevant last.

Feeling good about ourselves

Knowing that we deserve love and respect

The belief that we have rights as well as responsibilities

Being able to negotiate what we want and don't want

Having high expectations for ourselves in every area of our lives

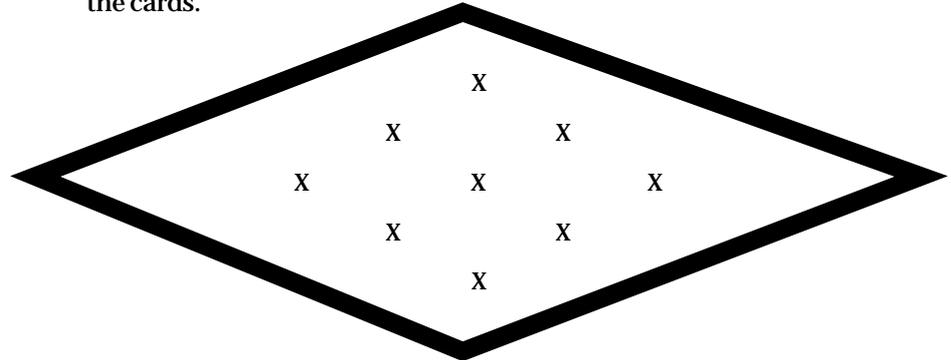
Insisting on our rights

Taking the best possible care of ourselves

Feeling in control of our lives

Empowerment

It helps to mark out a sheet of paper with 'X's' to show where to place the cards.



2. Stress that there is no right answer. Give each group two blank cards and ask them to come up with their own additional statements.

Discussion points

Which statements did you have most discussion over?

Which statements was it most difficult to agree on a position for, and why?

Why did you put your top statement first?



Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

1

Problem-page letters

PURPOSE To help young people think about how to solve problems

TIME 30 minutes

MATERIALS Copies of the problem page letters, one for each pair of participants, pens and sheets of paper

1. Write the following letters on separate sheets of paper.

Letter 1:

Dear Uncle,

I am a 13-year-old boy. I am studying hard because I want to be a doctor when I grow up. I have a girlfriend who I like very much. She says if I loved her I would have sex with her. I am frightened about this because of pregnancy. She says I am not a man yet. What should I do?

Chivu.

Letter 2:

Dear Uncle,

I am a 14-year-old boy. My friends all say that they have had sex with girls and laugh at me because I don't even have a girlfriend. I'm too shy to talk to girls. Please help.

Thomas.

Letter 3:

Dear Auntie,

I am 13-years-old and am going out with a boy who is 16. I like him very much and he takes me to nice places. My problem is that he wants to touch me and I'm scared. He says if I love him I should let him do it. He gave me a necklace for my birthday. If I don't let him do what he wants should I give it back? Please help me, I don't know what to do.

Mary.

2. Divide the group into pairs.
3. Give each pair one of the problem-page letters.
4. Ask them to discuss how they would respond to the problem and then to write down their reply. Allow 20 minutes.
5. Bring the group back together.
6. Ask each pair who had letter 1 to read out their reply. Then do the same for pairs with letter 2 and letter 3.
7. Ask the group what they think about the replies and whether they have any other suggestions.

Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

2

Making decisions

PURPOSE To explore decision-making in relationships

TIME 45 minutes

MATERIALS Angela and Mark's story, large sheet of paper, sheets of paper, pens

1. Read out, or ask one of the participants to read out, the story of Angela and Mark.

Angela is 16 and Mark is 18. They are both doing well at school. They have known each other a long time and recently became special friends. Mark wants to have sex with Angela, but isn't sure if she will agree. All his friends are bragging about having sex and Mark is worried about what they will think of him if he doesn't too. Angela is worried that Mark will pressurise her into having sex and her mother has warned her this might happen. She doesn't feel ready but wants to keep her relationship with Mark.

One night they go to a party, have some beer, slow dance, go outside and one thing leads to another. Angela says no and tries to stop him, but not very hard. It happens quickly and afterwards they are both embarrassed. In the following months, Mark pressures Angela to continue to have sex with him, arguing that as they have done it once there is no harm in doing it again. He tries to be careful, but Angela is worried and can't bring herself to discuss her fears with him.

Then Angela finds she is pregnant and has to leave school. Mark's family is very angry with him and refuses to pay his college fees. Angela and Mark are uncomfortable with each other and drift apart.

2. After reading the story, ask the group what they think about it. *Is this a common situation? Why did everything go wrong? What could Angela and Mark have done to prevent the situation? Whose responsibility was it? How might things have been different if Angela and Mark had talked about their feelings with each other? They both let things happen—how important is it to decide on your own actions?*
3. Divide the group into groups of five or six. Ask them to find as many decision points as possible in the story—times when Angela or Mark could have made a decision about their situation. Possible answers are listed below.
4. Ask each group to write their answers on the large sheet of paper. Discuss the groups' answers with the whole group.

Decision points:

Angela could have told Mark she wasn't ready for sex.

Either could have decided to talk to the other about their feelings and worries to decide what to do together.

Mark and Angela could have avoided drinking at the party, as alcohol reduces inhibitions.

Angela could have told Mark she didn't want sex after the party.

Mark could have listened to Angela when she said no.

Both could have said they didn't want to have sex without a condom.

They could have decided not to have sex again or to only have safer sex.



Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

3

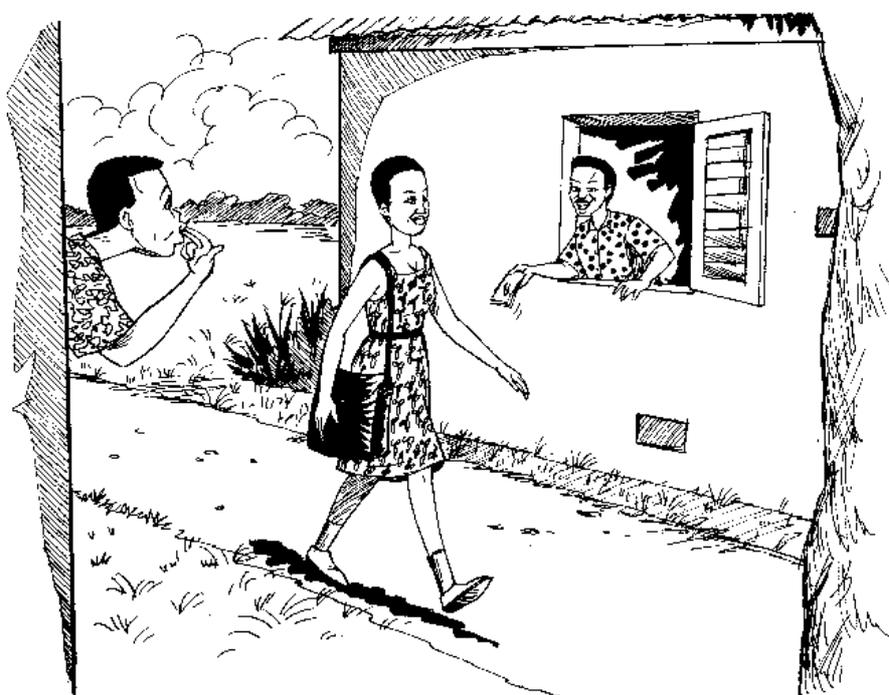
Choices

PURPOSE To think about choices

TIME 45 minutes

MATERIALS Picture story, large sheet of paper

1. Show the group the picture.
2. Ask them, in pairs, to make up a story about the girl and the boys in the picture. *How does the girl feel? How do the boys feel? Why are they offering her money? What choices does she have? What are the good and bad points about each choice? Allow 20 minutes.*
3. Bring the pairs back together and discuss their stories and answers to the questions.



Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

4

Exploring assertiveness

PURPOSE To understand what we mean by assertiveness and to think about assertive responses to situations

TIME 45 minutes

MATERIALS Copies of the five situations

1. Write these five situations on separate sheets of paper.

Situation 1: You are talking to your friends. Most of them have had sex and are teasing you about the fact that you have not. One of the group says something nasty to you. You make an assertive reply.

Your response is...

Situation 2: A person has asked you to go to a party with them. You do not know anyone else who is going and you have heard that this person and their friends drink a lot and do not have a good reputation. You decide to be assertive and say no.

Your response is...

Situation 3: A friend of the family asks if you want a ride home from school. You don't feel very good about this person and feel uncomfortable about the situation. You decide to be assertive and refuse the ride.

Your response is...

Situation 4: Mary's mother asks her to escort her uncle back at night. Mary does not want to because she has heard that her uncle has a reputation in the community for taking advantage of young girls.

Her response to her mother's request is...

Situation 5: John goes to the disco with Paul for the first time. Paul suggests they need to have a few beers to really enjoy themselves. John is not keen to drink at all.

His response is...

2. Ask the group what they think being assertive means. Put their responses on a large sheet of paper.
3. Explain that assertiveness is not the same as being aggressive or getting what you want at the expense of others. Being assertive means standing up for your rights without putting someone else down. It means you can say no without feeling guilty, disagree without becoming angry, and ask for help when you need it.
4. Divide the participants into five small groups.
5. Give each group one of the following situations. Ask them to think about assertive responses.



Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

5

How would you respond?

PURPOSE To think about how to respond assertively to situations

TIME 30 minutes

MATERIALS Pictures showing examples of peer pressure, for example, boys drinking and smoking, girls being bullied by boys

1. Show the group the pictures.
2. Ask them: *What is happening in the pictures? How would they respond? Would they respond like that? What were the consequences of the way the person in the picture responded?*

Exercise

6

Role playing negotiation and assertiveness

PURPOSE To practise negotiation and assertiveness skills

TIME 30-45 minutes

1. Ask the group to think of situations where they might need to be assertive. For example,
 - A young woman is going out with a young man who refuses to believe HIV might be a risk for him or his partner*
 - A young man convincing his friends that having lots of girlfriends is not cool*
 - A young woman refusing sex without a condom*
2. Divide the group into smaller groups and ask each group to develop a role play around one of these situations. Allow 20 minutes.
3. Bring the group back together and ask each small group to act out their role play.
4. Ask the whole group to comment on how each situation was handled. *How could the characters have acted differently?*

Practical tips—Being assertive

If someone tries to get you off the topic, you could say:

Please let me finish what I was saying

Please don't stop me until I'm finished with what I have to say

That's fine, but please listen to what I have to say

I know you think... but please let me finish

If someone tries to persuade you, strategies you could try include:

Refusing – saying no clearly and if necessary leaving, *'No, no, I really mean no', 'No, thank you', 'No, no and I am leaving'*.

Delaying – putting off a decision until you have had time to think about it, *'I'm not ready yet', 'Maybe we can talk later', 'I'd like to talk to my friend first'*.

Bargaining – trying to make a decision that both people like, *'Let's do... instead', 'I won't do that, maybe we could...' 'What would make us both happy?'*

Activity set

9



Making choices and practising negotiation and assertiveness



Exercise

7

What is assertive behaviour?

PURPOSE Identifying the characteristics of assertive behaviour

TIME 45 minutes

MATERIALS Angela and Mark's story (ACTIVITY SET 9, EXERCISE 2 page 73)

1. Using Angela and Mark's story, ask the group to point out what Angela did well and what she could have done differently. How could she have been more assertive?
2. Ask the group to identify the characteristics of assertive behaviour, for example, *look at the person you are talking to, stand firmly, speak clearly, know what you want, say what you want, stick with what you want.*
3. Ask the group in pairs to rewrite the story with Angela behaving more assertively. Give them time to practice and then ask some of the pairs to act out the scene in front of the group.
4. Encourage feedback from the group.

Exercise

8

Practising assertiveness

PURPOSE To develop assertiveness skills

TIME 30-45 minutes

1. Divide the group into smaller groups of three. One person in each group is person A, one is person B, one is person C.
2. Person A will practise being assertive, B will be the person A is being assertive to and C will observe.
3. Ask each group to think of a situation where they might need to be assertive, for example, *your boyfriend is trying to persuade you to go back to his house while his parents are out and you don't want to; your teacher has put his arm around you and suggested you go out for a drink with him but you don't want to; a boy in your gang has suggested you go with him to visit a commercial sex worker but you are not sure.*
4. Ask them to think about what gender the two people are, how well they know each other, where they are, what has already been said and how. Ask them to think about: *What does A want to say? How is B likely to respond?*
5. Ask the As and Bs in each group to role play the scene and C to watch.
6. Ask C to give feedback to the group on what she or he saw, for example, *was person A aggressive rather than assertive? Was their voice assertive, but their body language not?*
7. Back in the large group, ask how successful the As were in being assertive. What worked well? How could the group apply these strategies in their life?



