TEACHERS’ MANUAL

LIME WINDOW

WINDOW OF LOVE
This Teachers’ Manual is part of the Window of Hope Series, which contains four manuals for grades 4 and 5 (green, yellow, blue and red) and four manuals for grades 6 and 7 (purple, turquoise, lime and orange).

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This publication is intended to support life skills and HIV and AIDS activities and may be copied and distributed as required, provided the source is fully acknowledged.

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We can learn to take responsible decisions about sex and sexual relationships.

Love between boys and girls or men and women should be based on mutual respect, mutual trust and equality.

Boys and girls should have equal opportunities, rights and responsibilities.

The general objective of the Lime Window is to help children

- understand the concept of sex and sexuality, its gifts and its risks
- understand that there are many forms and expressions of love
- understand that love implies mutual trust, mutual respect and equality
- take responsible and healthy decisions with respect to sexual and other relationships

This Window covers the following topics:

- The gifts and risks of sexuality
- The gift of my body
- The gift of love
- Equality between boys and girls
- The risks of sexuality (teenage pregnancy and rape)
- Different forms of love
## Notes for the Teacher/facilitator

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What is the Lime Window?

The Lime Window consists of six sessions lasting one and a half hours each, plus additional activities that are optional. The activities in the Lime Window will help children in grades 6 and 7 to deal responsibly with the risks and the gifts of their emerging sexuality.

The children will also learn to take responsible decisions with respect to relationships, in particular sexual relationships, and to understand the concepts of love, equality, mutual respect and mutual trust.

The songs, artwork and other activities in the Lime Window are designed to help children to form a positive attitude towards their body and their sexuality, and to strengthen their self-esteem in such a way that they are able to form positive relationships with the other sex.

The following skills are practised in the Lime Window:

- Naming and talking about body parts
- Identifying wrong ideas about sex and sexual body parts
- Asking questions about sex and sexuality
- Taking decisions about sexual relationships
- Naming ways how to protect oneself against the risks of teenage pregnancy, rape and abuse
- Helping friends who have problems or experience stigmatisation
- Treating each other with mutual respect
- Talking to parents and caregivers about difficult topics

The Lime Window requires a special effort on the part of the teacher/facilitator because of the numerous taboos around the topics of sex and sexuality. This manual tries to help you to overcome these difficulties by providing you with information and guidelines, and with activities that will enable both you and the children to deal with these topics in a relaxed and lively way.
Why is the Lime Window called the Window of Love?

When dealing with the children’s emerging sexuality the Lime Window focuses on relationships and values. The activities in this Window help children to identify important elements of a loving and caring relationship and to base sexual decisions on these values.

Children should learn that - while sexual attraction is an important part of a love relationship - love is not equal to sex, and that there is a difference between love and attraction or infatuation. Love and friendship are based on common interests and activities, on mutual respect and mutual trust, on equality and on being able to communicate openly and honestly with each other.

Why do we need the Window of Love?

As young children become teenagers, romantic and sexual feelings become important issues and take up a lot of their time. In this situation, teenagers look for guidelines and values that they can adopt for their lives.

In today’s world, children hear a lot about sex, even at a very young age. Messages about sex are all around us. Songs, TV movies or commercials speak about love and sex. Sex is used to sell everything from soap to cars. At the same time rape, abuse, teenage pregnancy and backstreet abortions are happening in our society all the time.

It is therefore necessary that parents and teachers provide children and teenagers with the necessary information, guidelines and values. If we do not talk about sex with our children and school children, young people might get wrong information, values and attitudes that will keep them vulnerable to sexual exploitation or to making ill-informed decisions about having sex.

How do we talk to children about sex?

Most of us feel uncomfortable talking about sex to children. Many of us were taught that talking about sex is taboo, and most of us are afraid that we do not have all the answers. Some of us even find it hard to admit that we are sexual human beings ourselves. In order to talk with children about sex and sexuality we have to break some cultural taboos and overcome shyness.

When talking to children about sex and sexuality the following points are important:

- You should know why you are talking about sex: it is not to teach children how to have sex but how to delay sex and how to protect themselves from teenage pregnancy and diseases.
- Know your terminology and practise using certain words, for example those for sexual body parts. The children and you need to know and be comfortable with acceptable words for discussing parts of the body and sexuality.
- Use humour and icebreakers whenever you need to desensitise a topic.
NOTE: Unmarried facilitators and young boys and girls often face the problem that others will regard them as ‘experienced’ as soon as they start teaching or talking about sexuality. They immediately expect them to have sexual experiences which they are not supposed to have in their culture or community. It could be helpful to address this perception beforehand by explaining that today everybody - children, teenagers and adults - has some information about sex and sexuality and that this information is necessary to make good decisions. There is no need to have sexual experiences in order to be well informed and even teach about sex.

What do we need to know to prepare for this Window?

It is important to have some background information about the changing bodies and changing feelings of learners in grades 6 and 7. You can get the necessary information in the Yellow Window of the Junior Window of Hope and in the sessions of this manual.

Children have many questions about sex and different forms of relationships. They hear all kinds of rumours and myths about issues such as masturbation, homosexuality and abortion - and usually they are very confused about the information they get.

You as the teacher/facilitator of the Senior Window of Hope might also be reluctant, shy or cautious to address these issues openly with the children because of the attitudes prevalent in your community. However, when children ask questions about these issues, they have a right to receive the correct information from you.

Although we do not specifically address the topic of masturbation as a form of safe sex in this window, below are some facts for your information.

**Masturbation**

Masturbation is when people touch their own sexual parts for the purpose of sexual pleasure. Masturbation helps to release sexual tension.

It is neither wrong nor unhealthy to masturbate. It is a 100% safe way to satisfy sexual needs and to discover your body.

Most people, male and female, boys and girls, and even very small children masturbate at some time in their lives.

There are many cultural and religious beliefs about masturbation being harmful. We have to separate facts about masturbation from incorrect ideas, while respecting religious and cultural beliefs.

If children ask about masturbation, let them understand that the topic is controversial, that there are cultural and religious differences and that they understand that it is a sensitive topic. But make sure that they know the following facts:

- Both boys and girls masturbate.
- Masturbation does not cause any physical problems.
- Emotional harm may be caused if a person suffers from guilt feelings when they masturbate, because the family values and beliefs teach that masturbation is harmful or wrong.
• Masturbation is a safe sexual practice. It releases sexual tension and in this way satisfies physical needs and prevents some children from becoming involved in a sexual relationship when they are too young to take proper responsibility for the consequences.

• Mutual masturbation is a safe way to give each other sexual pleasure as it prevents HIV infection and pregnancy.

Children are also very curious about different sexual orientations and usually know very little about them. When we speak of sexual orientation, we are usually talking about:

**Sexual Orientation**

Homosexuality – attraction of people of the same sex

Heterosexuality - attraction to people of the opposite sex

Bisexuality – attraction to people of both sexes

The word ‘gay’ is often used for a man who has sexual feelings for another man, while the word ‘lesbian’ is used for a woman who has sexual feelings for other women.

Most people are heterosexual, and many Africans argue that homosexuality is a foreign cultural practice which is not acceptable in African culture.

However, research has shown that there are gays and lesbians in every society. Many people have sexual feelings for people of the same sex. Some of these people will become homosexuals, others not.

You cannot tell from looking at someone that they are homosexual.

**Abortion** is not dealt with in this window, but children might come up with questions when dealing with teenage pregnancy.

**Abortion**

Abortion means killing an unborn baby (foetus) and removing it from the womb.

Some people regard abortion as murder. Others argue that it is a woman’s right to choose what happens to her body and that it is better than bringing an unwanted child into the world.

Legal abortions, done early enough in a hospital or clinic by qualified medical staff, are very safe.

However, there are a lot of risks with abortion when it is not done by qualified doctors. It can then result in permanent damage or even death.

Abortion can also have emotional consequences like sadness and regret.
SESSION 1

THE GIFTS AND RISKS OF SEXUALITY

AIM:
• To start the Lime Window
• To introduce the concept of sexuality, its gifts and its risks

MESSAGES:
• Our sexuality is a gift. It includes gifts like our body and our feelings such as love.
• Sexuality also involves risks such as teenage pregnancy, HIV and AIDS, rape and abuse.

ACTIVITIES:

Activity 1      GETTING STARTED              20 minutes
Activity 2      STARTING RITUAL                 10 minutes
Activity 3      GAME: The String game          10 minutes
Activity 4      SHARING: Gifts and risks of sexuality  20 minutes
Activity 5      SINGING: The Window-of-Love Song  10 minutes
Activity 6      ART: Circles of sexuality       15 minutes
Activity 7      CLOSING                         5 minutes

NOTE: Allocated minutes are just a very rough guideline.

WHAT YOU NEED:
• the flag
• pieces of paper and safety pins for name tags
• 8 sheets of A4 paper (Activity 4)
• Bostik (Activity 4)
• a ball of string or wool
• sheets of A4 paper (one for each child)
• crayons for all children
**ACTIVITY 1: GETTING STARTED**

20 minutes

Let the children sit in a circle.

**Seating arrangement for all sessions:**

Let the children sit in a circle in such a way that everybody sees everybody. You, the teacher/facilitator should sit with the children in the circle to form part of the group. This is NOT a teaching situation, but a sharing situation with you as the facilitator. This seating arrangement is very important to let children feel comfortable, included and important.

_Sitting in a circle_
STEPS
Step 1: Introducing yourself
Step 2: Introducing the Lime Window
Step 3: Children introducing themselves
Step 4: Attendance lists and rules

STEP 1: INTRODUCING YOURSELF

Greet the children, and then introduce yourself by the name that you want to be called by the children.

STEP 2: INTRODUCING THE LIME WINDOW OF HOPE

Teacher: The Window of Hope Programme is a Programme for Namibia’s children. All Primary Schools in Namibia will have a Window of Hope Programme.

In the Window of Hope club you will become strong. Not strong in your body, but strong in your heart and in your mind. You will learn to become strong through talking, sharing feelings, playing, singing, drawing, hearing stories and supporting each other.

The Window of Hope is also a club where you will learn about HIV and AIDS and how to protect yourself against HIV infection and other diseases.

In the Window of Hope club children can do four separate windows for grades 4 and 5 and four windows for grades 6 and 7. The four windows for grades 6 and 7 are the Purple, the Turquoise, the Lime and the Orange Windows.

We will now start with the Lime Window. As you know, each window has a special message for you and will teach you something new. The Lime Window is the Window of Love. It will help you to think about themes such as sexuality and love, and to take good decisions about relationships and sex.

STEP 3: CHILDREN INTRODUCING THEMSELVES

Teacher: In order to build a strong Window of Hope group we have to get to know each other well. So let us start by introducing each other.

First tell us your name. Because this is the Window of Love we will also tell each other about one person in our life whom we love or like very much. This person can be a member of our family, a friend or any other person in our community.

You can say, for example:

I am Jerry and I love my brother Jakobus.
or
I am Kauuna and I love my grandmother very much.
NOTE: Make sure no child is left out. It is very important in the Window of Hope club to include all children, especially those that are shy and may not want to participate at first. All children should develop a sense of belonging to the club after some time.

STEP 4: ATTENDANCE LISTS AND RULES

Tell the children that after the completion of each window they will receive a certificate. The condition is that they will attend at least five of the six sessions of the window.

Fill in the attendance lists.

Agree on some basic rules for the Window of Hope Club such as
- Be punctual
- Attend all sessions
- Respect all children and be polite
- Say sorry, if you hurt or disturb another child

Ask the children to stick a name tag or pin a piece of paper with their name to their shirt or dress.
ACTIVITY 2: STARTING RITUAL

10 minutes

Rituals create a sense of belonging. Teachers are encouraged to make up their own ritual which takes into account the culture of the children.

The ritual should:
- Be the same for every session of this window
- Help to foster a sense of belonging to the group
- Use symbols, movements and words

Below we give you an example of a starting and closing ritual called “Heart and Mind”.

Let the children stand in a circle.

At the beginning of every session the Window of Hope flag should be hung up in the classroom, draped over a table so everyone can see it, or spread out nicely in the middle of the circle. You may also want to place a candle on the flag. Then let the children do the ritual together:

HEART AND MIND

<table>
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<tr>
<th>TEXT</th>
<th>MOVEMENTS</th>
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</thead>
<tbody>
<tr>
<td>We are the future</td>
<td>Arms high and then coming inward, pointing with the thumbs towards the chest</td>
</tr>
<tr>
<td>Window of Love</td>
<td>Describe big circle with both arms</td>
</tr>
<tr>
<td>Clever and steady</td>
<td>Rub hands in circles together and patter your feet like the sound of rain sound of rain</td>
</tr>
<tr>
<td>We are ready</td>
<td>Continue as before</td>
</tr>
<tr>
<td>With our mind</td>
<td>Point to head</td>
</tr>
<tr>
<td>With our heart</td>
<td>Point to heart</td>
</tr>
<tr>
<td>Lime... Ready....</td>
<td>Continue as before</td>
</tr>
<tr>
<td>Lime ... Steady</td>
<td>Continue as before but voice gets louder and louder ... and louder ...</td>
</tr>
<tr>
<td>Lime – Go!</td>
<td>- with “Go!” jump into the air and clap your hands above your head</td>
</tr>
</tbody>
</table>

At the end of the session do the ritual again and fold up the flag.
ACTIVITY 3: GAME

10 minutes

THE STRING GAME

This is a game which helps children to get to know each others’ names.

You will need:
• a ball of string or wool

Instructions:

• Everybody, including the facilitator, is sitting in a circle. All children are wearing name tags.

• The facilitator is holding the ball of string in his or her hands and starts the game.

• Unroll a few metres of string.

• Keep the end of the string in your hand and throw the ball to one of the children, while calling his or her name.

• The child has to catch the ball, unroll a few metres, keep the string in his or her hand and throw it to another child, calling his or her name.

NOTE: The children have to keep hold to their part of the string very tightly and not let it go.

• This game goes on until all children hold a piece of string in their hands and the string has formed a web across the circle of children.

• Now the last child has to throw back the ball to the child who has thrown the string to her before, calling that child’s name.

• The child catches the ball, rolls up the string and then throws it back to the child who threw it to him or her, calling his or her name.

• This goes on until the ball is rolled up again and the web is unravelling. Remember that the children have to call out a name every time they throw the ball.

• The game is finished when the ball is rolled up completely again.
ACTIVITY 4: SHARING

20 minutes

GIFTS AND RISKS OF SEXUALITY

The aim of this activity is to make children aware that sexuality is a concept that includes many elements, not only sex. It includes my body, my feelings, my thoughts, my attitudes and my behaviour. It also includes risks such as teenage pregnancy, abuse, rape and diseases.

You will need:
• a blackboard or flipchart
• 8 sheets of A4 paper with the following words written on them:

<table>
<thead>
<tr>
<th>BODY</th>
<th>FEELINGS</th>
<th>LOVE</th>
<th>HAVING CHILDREN</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAPE</td>
<td>ABUSE</td>
<td>TEENAGE PREGNANCY</td>
<td>HIV and AIDS</td>
</tr>
</tbody>
</table>

STEPS
Step 1: Sharing: Talking about sexuality
Step 2: Sharing: The gifts and dangers of sexuality

STEP 1: SHARING: Talking about sexuality

Sit in a circle.

Read out the topic and the messages of the session.

Topic: Gifts and risks sexuality

Messages: Our sexuality is a gift. It includes gifts like our body and gifts like our feelings such as love.

We also need to know about the risks of sexuality such as teenage pregnancy, HIV and AIDS, rape and abuse.

Teacher: In the Lime Window, the Window of Love, we will talk about love and sexuality.

When we hear or see the word SEXUALITY, we usually think about things we do with our body (kissing, sleeping with each other and having sex etc.). However, sexuality includes much more: It includes all feelings and thoughts around sex, it includes the behaviours of being a man or a woman, and it includes the feelings of love and attraction.
Write the words SEXUALITY in big letters on the board or on a piece of flipchart paper.

Circle the three letters SEX.

Tell the children that sex is only three of the nine letters in the word sexuality. Sexuality is much more than only SEX.

**Teacher:** When talking about sexuality, perhaps you and I will be a little bit embarrassed. This is because people usually do not talk about sex and sexuality.

However, today it has become very important to talk about sexuality so that young people can appreciate the good things about sex, things that make them happy and fulfilled. It is also important to talk about sexuality so that young people can protect themselves against the dangers of sex, dangers that can make them very sick and unhappy.

**Teacher:** Maybe you can understand your body and your sexuality better when you think of a brand new beautiful car that you have received as a gift.

### THE CAR

**The car is a gift to me and I can enjoy my gift:**

- It looks beautiful and will remain beautiful if I look after it well.
- It can drive me from one place to another.
- It is a nice feeling to drive a well maintained car.
- I can drive together with my friends and family.

**But there are also dangers:**

- I can have accidents, and I can be killed or hurt.
- The car can get damaged or be broken.
- I can hurt other people with my car.

**I therefore need guidelines to keep my car in good shape and to enjoy it:**

- I must learn to drive my car before I drive.
- I have to know and observe traffic rules.
- I must look after my car well.
- Don’t drink and drive!
Step 2: THE GIFTS AND RISKS OF SEXUALITY

Now return to the word SEXUALITY on the board.

Tell the children that in the Lime Window we will deal with **gifts of sexuality** and with **risks of sexuality**.

Today we will look shortly at what these gifts and risks are.

Draw 8 big circles around the word SEXUALITY. See the illustration below.

In four of the circles you write **gift**, and in the four remaining circles you write **risk**.

**Gifts and risks of sexuality**
Then place the eight sheets of A4 paper that you prepared on the floor, in the middle of the circle, so that all children can see them.

Ask 8 different children to take one of the papers and place it with Bostik either in a circle marked **gift** or in a circle marked **risk**.

When all 8 papers have been stuck on the board, shortly talk about each gift and risk:

**My body – A gift**

My body is something very special because with my body I can show people that I love them and care for them.

What can we do with our body to show our feelings?

We can touch, hold hands, kiss, stroke, and hug a person.

We can also touch our own body to make us feel good.

One day, when we are old enough and ready for it, we can also have sex with someone we love.

**My feelings – A gift**

Sexuality comes with many good feelings. What are these feelings?

There are feelings of attraction, of love, of caring, tenderness, desire and many more.

**Love – A gift**

Love is a very special feeling because it is very strong.

There are many ways to show love, not only sex.

You can talk, play, kiss, hold each other, help and support each other, laugh with each other, do things together and have fun.

**Having children – A gift**

Men and women have received the gift of sexuality so that they can have children one day.
**Teenage pregnancy – A risk**

Teenage pregnancy is a risk when having sex too early.

**Rape and Abuse - Risks**

Rape happens because some people use sex to hurt others or to have power over them. We will talk about rape later on in this window.

**HIV and AIDS – A risk**

You can infect yourself with HIV or with other diseases if you do not protect yourself when having sex.

We will talk more about HIV and AIDS in the Orange Window.

Then tell the children that in the Lime and Orange Window we will talk about all these gifts and risks of sexuality so that they can make good choices about relationships which keep them safe and happy.

Next they will learn a song, called the **Window-of-Love Song**.
ACTIVITY 5: SINGING

10 minutes

Use the melody of “Ten Green bottles are hanging on the wall…”

You can sing this song in different ways. For example, let the boys sing the first two lines first and then let the girls repeat them, or the other way round.

You can also use drums or other percussion instruments such as sticks, pencils, and rulers etc. to accompany the song.

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THE WINDOW-OF-LOVE SONG

<table>
<thead>
<tr>
<th>TEXT</th>
<th>MOVEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are the future</strong></td>
<td>Slowly raising arms high and then coming inward, pointing with the thumbs towards the chest</td>
</tr>
<tr>
<td><strong>Window of Love</strong></td>
<td>Describe big circle with both arms</td>
</tr>
<tr>
<td><strong>We are the future</strong></td>
<td>same as above</td>
</tr>
<tr>
<td><strong>Window of Love</strong></td>
<td>same as above</td>
</tr>
<tr>
<td><strong>We are clever and steady</strong></td>
<td>Rub hands in circles together and patter your feet like the sound of rain</td>
</tr>
<tr>
<td><strong>With our mind</strong></td>
<td>Point to head</td>
</tr>
<tr>
<td><strong>Steady and ready</strong></td>
<td>Rub hands like above</td>
</tr>
<tr>
<td><strong>With all our heart</strong></td>
<td>Point to heart</td>
</tr>
<tr>
<td><strong>We are clever and steady</strong></td>
<td>Continue as before</td>
</tr>
<tr>
<td><strong>With our mind</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Steady and ready</strong></td>
<td></td>
</tr>
<tr>
<td><strong>With all our heart</strong></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 6: ART

15 minutes

CIRCLES OF SEXUALITY

This artwork session helps children to understand that sexuality involves many aspects of life.

You will need:
• sheets of A4 paper
• crayons

Instructions:
1. Give each learner a sheet of A4 paper.
2. Put all crayons in a box in the middle of the room and ask each child to take three or four crayons from the box.
3. Ask the children to place the paper horizontally in front of them and write SEXUALITY in the middle.
4. Then ask them to draw six (or more) circles around the word SEXUALITY and to draw or write in each circle something that they combine with sex and sexuality.
5. Let them surround each circle with a frame.
6. Words that they can write or draw: love, attraction, sex, children, rape, abuse, HIV, AIDS, disease, teenage pregnancy, feelings, fear, respect, trust, etc.
NOTE: While the children are busy drawing, walk around the room. Encourage each child by acknowledging what he or she has done so far. It is very important to praise children for their artwork, especially those who had difficulty doing it! It does not matter how well they did it, the important thing is that they produced something of their own.

7. After each drawing session, take a few minutes to look at all the pictures with the children. Put the chairs in a circle and spread the pictures on the floor in the middle of the circle. Ask if anyone would like to talk about his or her picture, but never force any of the children to discuss their picture.

8. Ask the children if they want to take their artwork home. If not, keep it for them and ask them again at the end of the six sessions. If they still do not want to take it home, tell them that you will keep it for them. Do not throw anything away!
ACTIVITY 7: CLOSING

5 minutes

- First let the children tidy up.
- Then let them sit or stand in a circle.
- Repeat the main messages of the session:

  **Our sexuality is a gift. It includes gifts like our body and our feelings such as love.**

  **Sexuality also involves risks such as teenage pregnancy, HIV and AIDS, rape and abuse.**

- Give the children a small assignment to do at home: Ask them to talk to their parents or caregivers about which problems they had when they were growing up.

Give them some advice on how to talk with their parents or caregivers:

1. Choose the right time and place, when everybody is relaxed and has some time to talk.
2. Be honest about how you feel. Say for example, “I want to ask you something, but I am a bit scared or embarrassed.”
3. Explain why you want to talk, for example, “I want to learn from you or I need some advice from you.”
4. Have your question ready, for example: “Who talked to you about boys and girls when you were young? How did you feel when you were growing up?”
5. Don’t be rude or aggressive.
6. If it is difficult to talk to your parents, don’t give up, try again another time.

- Repeat the starting ritual, as on page 11.
- Remind children of when and where to meet again, and say “Good-bye, Window of Hope club members!”
SESSION 2

THE GIFT OF MY BODY

AIM:

• To practise naming sexual body parts
• To answer questions about menstruation, wet dreams and sex
• To deal with wrong beliefs about the body and about sex

MESSAGES:

• My body is part of my sexuality.
• It is changing to become the body of a man or a woman.
• We can learn to take responsible decisions about sex and sexual relationships.

ACTIVITIES:

| Activity 1 | STARTING RITUAL | 5 minutes |
| Activity 2 | GAME: This chair is free | 10 minutes |
| Activity 3 | SHARING: My body | 30 minutes |
| Activity 4 | STORY: Growing up | 30 minutes |
| Activity 5 | SINGING: The Window of Hope Rap Song | 10 minutes |
| Activity 6 | CLOSING | 5 minutes |

NOTE: Allocated minutes are just a very rough guideline.

WHAT YOU NEED:

• the flag
• two posters: My Body
ACTIVITY 1: STARTING RITUAL

5 minutes

This is the same for all sessions. See page 11.

ACTIVITY 2: GAME

10 minutes

THIS CHAIR IS FREE

This game is fun and helps children to learn each others’ names. It also encourages boys and girls to interact playfully, but politely with each other. It is important that every child gets a turn.

- Let all the children sit in a circle on chairs. One chair is free, i.e. nobody is sitting on it.
- The child sitting to the right of the empty chair starts the game. He or she knocks on the empty chair and says, for example

  *This chair is free, I want Helen next to me!*

- Now Helen has to jump up and go sit on the empty chair.
- Helen’s former chair is now free, and it is the turn of the child to the right of that chair to call somebody else to sit next to her or him.

NOTE: It is important that every time a different child is called so that in the end each child has had a chance to be called and to call somebody.

- The game is finished when every child has had a turn.
ACTIVITY 3: SHARING

30 minutes

MY BODY

In this activity children learn to name the sexual parts of their body and to develop a positive attitude towards their changing body. Part of this activity is a revision of activities in the Yellow Window of the Junior Window of Hope.

You will need:
- two posters: my body

STEPS

Step 1: Recap
Step 2: What I like about my body
Step 3: My changing body
Step 4: Naming parts of my body
Step 5: Naming sexual parts of my body

STEP 1: RECAP

Recap with the children what you did and learned during the previous session. What do they remember about the gifts and dangers of sexuality?

Did anyone speak to parents or caregivers about problems they had when they were growing up? Did they manage to find time to talk with them?

Let some children report.

Read out the topic and messages of session 2 to the children:

Topic: The gift of my body
Messages: My body is part of my sexuality.

It is changing to become the body of a man or of a woman.

We can learn to take responsible decisions about sex and sexual relationships.
**STEP 2: WHAT I LIKE ABOUT MY BODY**

**Teacher:** Last time we said that our body is a gift. We also said that we have to take good care of our body and use it in such a way that we remain healthy and do not get hurt or sick.

Nobody has a perfect body. But everybody’s body is beautiful in its own way. Some people have beautiful eyes; other people have a pretty smile, a pretty mouth, or beautiful hands, strong legs, or lovely hair.

Let us now think about our own body and what we like about it.

Ask the children to think for a minute or two and then tell the group, one by one, what they like about their body.

**NOTE:** If a child is very embarrassed or does not know what to say, help him or her by saying, for example, I think you have very beautiful eyes.

**STEP 3: MY CHANGING BODY**

Gather the children around you and tell them that in order to take good care of their bodies, they have to know their body and how it is working, especially now that their bodies have started to change.

**Teacher:** The body of every girl and boy will start changing during the coming years. For many of you it has stared to change already.

Your bodies are changing to become the fully developed body of a woman or of a man. This change will start at different times for different children. It will take a long time for some children and only a short while for others. Every child grows and changes in different ways.

In which way do boys and girls change during the ages 10 to 18?

Let the children give some answers. Some answers might be:

*We will grow taller.*
*We will get fatter.*
*Girls will grow breasts.*
*Boys will get deeper voices.*
*Boys and girls begin to grow hair under our arms and private parts.*
*Girls will start menstruating.*

**Teacher:** You see that during the coming years a lot of changes will happen to you. Your body will change, and your feelings will also change.
Remember that theses changes happen in a different way for each boy and each girl. Each boy and each girl has his or her own way of changing.

For girls, these changes start when they are about nine, ten or eleven years old or even later.

For boys these changes start, when they are twelve, thirteen or fourteen years old. The changes usually go on until you are about 17 or 18.

Some of the changes and feelings may be confusing and not always easy to deal with. This is because not only is your body changing, but your feelings as well.

Now let us have a look at the body of a boy and a girl. We will learn to name different parts of the body, including the sexual parts.

**STEP 4: NAMING PARTS OF MY BODY**

Before you do this part of the session, please take some time to read the following carefully:

**Separating boys and girls?**

You as the facilitator/teacher must decide at this stage if you want to separate boys and girls for the following part of the session. It would be best if you could to this activity with boys and girls together. In this way boys and girls learn to talk with each other about the human body without too much embarrassment, and with mutual respect.

**Which language should I use?**

If you decide to conduct your Window of Hope sessions in one of our Namibian local languages, that is okay – but it may be easier for the learners to name the body parts in English. We have found that in English the children are often less embarrassed than in their local language, because in English there are not as many taboos with regard to speaking about sex and sexuality.

**What is the aim of this part of the session?**

The aim is to help children to become comfortable saying the names of the sexual organs. For this we will not talk about sexual organs ONLY, but about a number of important organs. By talking about several organs of our body, children will learn that all parts of our body work together and that the sexual organs (or reproductive organs) are a natural part of the body just as the heart, the lungs and the brain.
Why do we need this session?

Most people – adults and children alike – feel shy, when they have to talk about sexual organs. This is part of many cultures, where it is taboo to talk about sex and sexual body parts. However, if we really want to deal with the spread of HIV and AIDS and the numerous social problems in our country such as child abuse and rape, we all have to learn to talk about sex and safe sexual behaviour and practice. We therefore have to overcome our shyness and embarrassment. Not everywhere and with everybody, but in certain situations such as:

- in the classroom (if we teach biology or life skills)
- in the Window of Hope group
- whenever we have to deal with problems such as child abuse, rape, etc.

With practice, this will get easier by the day! It could help, if you as a facilitator/teacher first practise at home to say the names for the sex organs aloud, either by yourself, or to a friend or family member.

Start this activity by showing the children the Window of Hope posters, or the illustrations in this manual of the body of a boy and of a girl.

**Teacher:** These pictures show you some of the most important organs of our body. Our organs help our body to do its work so that we can breathe, eat, sleep, think and so on.

Let us look at the flipchart and see which organs you can name. Let us also see if you know what kind of work each organ has to do for our body.

Now go through all the organs of the poster (or in the manual) that are the same for boys and girls, one by one, namely

- BRAIN
- LUNGS
- HEART
- STOMACH
- BLADDER

First ask the children to name the organ, and then ask them to describe its function or work.

Let all children repeat the name of the organ together. Also repeat the correct information about its function. Do not take too long for this exercise.

You will find all the information you need on page 31.
My Body (girl)

- brain
- heart
- vagina
- lungs
- stomach (behind bowels)
- uterus (behind bowels)
- bladder
My Body (boy)

brain

heart

scrotum
(testicles inside)

lungs

stomach

bladder

penis
**For the teacher**

Below is all the information you need:

<table>
<thead>
<tr>
<th>Body Part</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRAIN</td>
<td>the brain helps us to think and is the manager of the whole body</td>
</tr>
<tr>
<td>LUNGS</td>
<td>the lungs help us to breathe air into and out of the body</td>
</tr>
<tr>
<td>HEART</td>
<td>the heart is between the lungs, and pumps the blood through the body</td>
</tr>
<tr>
<td>STOMACH</td>
<td>the stomach manages the food we eat</td>
</tr>
<tr>
<td>BLADDER</td>
<td>in the bladder the urine is stored that we pee out a few times every day</td>
</tr>
</tbody>
</table>

**STEP 5: NAMING SEXUAL PARTS OF MY BODY**

**Teacher:** Some parts of our body we do not like to name. In some cultures we are not allowed to name certain body parts, especially those that are different for women and men. We say that some parts of the body are **taboo**.

We have to respect the different cultures and what our parents and elders teach us.

However, here at school, and in our Window of Hope Group, we are allowed to name and to talk about all parts of the body. 
In our Window of Hope Group **no** parts of the body are taboo.

If we want to understand our body and if we want to protect our body against diseases and harm, we have to learn to name all parts of our body. In our Window of Hope Group and in school with the teacher we are **allowed** to speak and to learn about all parts of the body.

We will learn words that are acceptable to everybody.

NOTE: If some children in your club know the names of sexual body parts, this does not necessarily mean that he or she is already sexually active. Also the other way round – if someone does not know the names of sexual body parts, it does not automatically mean he or she is **not** sexually active.

Now let us learn the names and the function of the parts of the body which are difficult to talk about:
**SCROTUM AND TESTICLES**

- Point to the scrotum and ask if anybody knows any name for this part of the body.
- Let the children tell you all slang words, silly words or even dirty words for scrotum in their different languages.
- Then tell the children that in the Window of Hope Group we will use the name as shown on the flipchart, namely SCROTUM.
- Inform the children about the function of the scrotum:

  *The scrotum is a little bag outside a boy’s or a man’s private parts. The scrotum holds two TESTICLES. In the testicles sperm cells are produced which are needed to make babies.*

- Then do the same with penis, vagina and uterus.
- Explain the function of every sexual organ as in the example above.

Below is the information you need:

<table>
<thead>
<tr>
<th><strong>SCROTUM and TESTICLES</strong></th>
<th>the scrotum is a little bag holding two testicles outside a boy’s or a man’s body; in the testicles sperm cells are produced which are needed to make babies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PENIS</strong></td>
<td>the penis has two functions: the urine passes from the bladder through the penis to the outside when the penis gets hard, sperm cells are carried through the penis to the outside</td>
</tr>
<tr>
<td><strong>VAGINA</strong></td>
<td>the vagina is the opening of a woman’s body through which babies are born to make babies, the sperm of the man must be passed from the penis of the man into the vagina of the woman urine is passed just next to the vagina through a separate hole</td>
</tr>
<tr>
<td><strong>UTERUS</strong></td>
<td>a woman also has a uterus (known as a womb) inside her body – this is where a baby grows</td>
</tr>
</tbody>
</table>

If the children cooperate well, praise the children for their courage and cooperation.

Tell them that they will need these words to understand the story that you will read to them later on.
ACTIVITY 4: STORY

25 minutes

STEPS
Step 1: Introduction
Step 2: Story: Growing up
Step 3: Wrong stories about sex

STEP 1: INTRODUCTION

Share the following information with the children before you start reading the story:

Teacher: I will now read a story to you about a boy, Daniel, and a girl, Frieda.

They both experienced something that all of you will experience one day or that you have experienced already.

They have many questions that you might also have.

One of the most important questions that children have at your age is:

What is sex all about?

Many children do not understand what happens during sex.

When you don’t know, it’s easy to get fooled with wrong information or to do the wrong things.

To protect yourself and make good choices you need to know the facts.

Sex is very special but just as you are only allowed to drive a car when you are 18 and when you have passed a drivers license, people also wait for the right time to have sex:

• You have to be the right age
• You have to meet the right person, a person whom you can trust and love
• You must be responsible and informed

So listen carefully to the following story:

NOTE: The following story is similar to the story “Silas and Sofia” in the Yellow Window of the Junior Window of Hope.
PART 1: FRIEDA

One morning, when Frieda was 11 years old, she noticed that a little blood came out of the opening of her vagina. She was very worried. Was she sick? Or was this something else?

In the evening, she took up all her courage and went to her Auntie Anna to ask her about it. Auntie Anna was very kind and took time to talk to Frieda.

“You see, every month the body of a woman produces a tiny egg inside her body,” she explained and placed a hand on Frieda’s stomach. “The place where the egg is produced is about here,” she continued. “This tiny egg can develop into a baby inside the womb or uterus. But this only happens when a woman has sex with a man.”

“What happens during sex, Auntie Anna?” asked Frieda. She had always wanted to know this but was too embarrassed to ask anybody. But now, she thought, was a good chance!

“Ah, this is difficult to talk about,” said Auntie Anna. We are not used to talking about this. Sex is something very special and private which happens between a man and a woman.”

“But we always hear that people say we must stay away from sex. How can we stay away from sex if we do not even know what sex is?”

“OK, let me try, my child. You are right; you have a right to know this. Come sit near me so that I can talk more easily about it.”
With these words Auntie Anna put her arms around Frieda and drew her very close to her.

“You see, sex is when a man puts his *penis* inside a woman's *vagina*,” she explained. “When a man and a woman do this, the *sperm cells* of the man will come out of the man’s penis and can flow into the woman’s body. There it will join with the egg inside the body of the woman. This may be the beginning of a tiny baby which will grow inside a woman’s body for nine months until it is born.”

“Does this happen every time a man and a woman have sex?” asked Frieda.

“No, my child,” answered Auntie Anna, “for example, if a man puts on a condom this will not happen. But without a condom, there is a very good chance that it happens, even with very young girls.”

“But now I will tell you something very important,” Auntie Anna continued. “If two grown up people love each other and care for each other, sex can be a wonderful thing. Men and women then have sex because they like to be close together and feel each other's bodies. Sex is a way to show their love with their bodies. If they do not want to make a baby during sex, they can talk about it and decide to use condoms. Or they can just touch and kiss each other without having real sex.”

Auntie Anna stroked Frieda’s head. “Stay close to me, my child,” she said and gave Frieda a hug. “I must now also talk to you about another side to sex. Sex can also be a very frightening and painful experience. This happens when a boy or a girl is too young, or when people have sex without respecting each other and without caring for each other.”

“What can happen, Auntie Anna?”

“A girl can get pregnant when her body and her feelings are not ready for having a baby. This can harm her body and this can do harm to her whole life. She will have to leave school to give birth to her baby, and perhaps she
cannot go on with her education. She will also not have the money to raise her baby.”

“You can also give each other very bad sicknesses by having sex, for example AIDS or sexual diseases.”

“And thirdly, my dear, sex can be very painful if you do it with somebody who does not care about you.

“So I strongly advise you to stay away from sex and wait until you have grown into a strong, responsible and caring woman. And even then it is best to wait until you have found a caring and responsible man with whom you can have sex without getting harmed.”

Frieda wanted to think about all this on her own for a while. But she still had one question on her mind. “Why am I bleeding when I start to become a woman, Auntie Anna,” she asked.

“Oh, yes, I forgot to explain,” said Auntie Anna. “Let us go back to the tiny egg which is growing inside a woman every month. When this tiny, tiny egg does not come into contact with a man’s sperm to develop into a baby, then it is released with some blood through your vagina. You cannot see the egg because it is so small, you only see the blood. This is called menstruation or your monthly period.”

Frieda felt very happy that in her body a tiny little egg was growing every month, just like in all women. Maybe, sometime later in her life, when she would be a responsible adult woman and would get to love a responsible caring man, a baby would grow inside her! But she had heard enough of sex and menstruation and eggs and sperms for now!

“Auntie Anna, thank you so very much. I appreciate it that you took time and answered my questions,” Frieda said shyly. She hugged Auntie Anna and ran outside to play with her friends. “The pleasure is mine,” answered Auntie Anna.
PART 2: DANIEL AND PATRICK

When Daniel was about 14 years old, he discovered many changes with his body: Hair was growing around his penis and under his arms. Even a few beard hairs appeared on his chin and above his upper lips. He worried about pimples on his face, and about the fact that his penis sometimes grew hard. He worried about his whole body almost all of the time. His voice started to change and became deeper. He often thought about girls, but when he came near them, he became embarrassed - even with Frieda, his cousin.

One night, while he was asleep, he had a strange exciting dream. As he woke, he discovered a moist, jelly-like substance had flown out through his penis and left some stains on his clothing and the sheet.

Daniel had very mixed emotions. Was something wrong with him? Was he sick? Did he do something wrong? He was very worried.

On his way to school he gathered all his courage and told his friend’s elder brother Patrick, who was already 17, about what had happened to him.

Patrick smiled and explained, “My boy, Daniel, you have started to grow into a man! Your sex organs have started to work. You have started to get erections. You know what an erection is?”

Daniel shook his head.

“An erection means that your penis becomes stiff. You know: when you see a lovely girl that you like, or when you think of sexy things!

“Sometimes you also get an erection while you are sleeping - and then you have a ‘wet dream’. You want to know what a wet dream is?”

Daniel nodded.

“Listen: the testicles inside your scrotum produce sperm. This sperm is sometimes released through your penis during the night while you are
dreaming. This is what we call a wet dream, and it often happens to boys who are growing into men."

Daniel sighed with relief. What had happened to his body was just normal! He even felt proud that his body had started to grow into a man’s body.

"Does it mean that I must have sex now?" Daniel asked shyly.

"Oh no, not at all," replied Patrick. "Nobody MUST have sex. You will have sex when you are ready for it - not ready with your body but with your mind and your heart."

"How do I know that I am ready?"

"First of all, you have to be old enough to take responsibility - for yourself and the girl. Because, as you know, there are many risks around sex - diseases, HIV and AIDS, unwanted pregnancy."

"Secondly you have to find the right woman with whom to have sex: a woman or girl whom you love and respect and who loves and respects you so that sex is really good for both of you."

"Thirdly you can first learn many other good ways to show a girl that you love her: you can hold hands, kiss, and hug and what have you!"

"Thanks so much, Patrick," Daniel said and went off to his classroom.

"No, problem, kid, come again if you want to know more!" Patrick called.

**DISCUSSION**

The discussion should mainly serve to answer questions that children have.
STEP 3: WRONG STORIES ABOUT SEX

Tell the children that often people tell wrong stories about sex and growing up. Often we do not know if these stories are true or not. That is why being a teenager can be so scary!

Wrong stories can spread quickly and many people come to believe the ideas to be true.

Below are some of these wrong stories that children often hear:

*My aunt told me that every time I let a boy touch my breast they will grow bigger.*

*My friend told me that after a guy has his first wet dream he must get a girl and have sex.*

*If a man or young boy does not have sex regularly, his penis will fall off!*

*If you play with the boys, you will get pregnant.*

*My brother told me that I should kiss a lot of girls if I did not want to get any pimples on my face.*

Now ask the children to think about stories that they have heard about growing up and about sex - stories or rumours about which they are not sure if they are true or false.

Let the children write down one or two such sentences or statements on a piece of paper.

Tell them that they do NOT have to write their name on the paper.

Tell the children that you will take the papers home and that you will try to give them the correct information during the next session.

NOTE: These questions will provide very important information to you on what children hear about sex and growing up. Try to answer all their questions. Consult a school counsellor or any other professional in your area to find out about questions you cannot answer.

Read the children’s questions or sentences during the following session (without mentioning names) and provide answers and explanations. On the next page you will find some questions that children might ask, and their answers.
SOME TYPICAL QUESTIONS ASKED BY CHILDREN

Does a man get sick if he does not have sex?
No, nobody gets sick, when he or she does not have sex. If a person has strong sexual feelings, he or she can masturbate, do sport or do something which will focus his or her attention on something else.

What happens to the sperm in a boy’s testicles if he does not have sex?
The sperm just dissolves in your body after some time, and new sperm is produced.

Can I get pregnant when sleeping with a boy or man in the same bed?
No. You can only get pregnant if you have sex with that person.

Can a 13-year old boy make a girl pregnant?
Yes, young boys are already producing sperm and can make a girl pregnant.

Is it true that if you wash after sex you won’t fall pregnant?
No, it is impossible to wash away the millions of sperms released during sex.

Can a girl fall pregnant when she has not started menstruating?
Yes, her ovaries can already release an egg before her first period.

Can a girl fall pregnant the first time she has sex?
Yes, many girls get pregnant from their first sexual experience.

Can a girl fall pregnant if she has sex while menstruating?
Yes, she is less likely, but it is still possible.

Can a girl fall pregnant if the boy withdraws before ejaculation?
Yes, the boy releases some sperm even before ejaculation.

Can you fall pregnant when having sex standing up?
Yes, it does not make a difference in what position you have sex.
ACTIVITY 5: SINGING

10 minutes

Divide the children into two groups and let the two groups stand opposite each other. It can be a boys’ and a girls’ group, or any other grouping.

One group always chants the words *Window of Love* while snapping fingers and clapping hands.

The other groups then answers *So cool and so smart* etc. with the corresponding movements. This works well if you as the facilitator speak the words first and then let the children repeat them after you, until they know the text.

Change groups after a while.

**WINDOW OF LOVE RAP SONG**

<table>
<thead>
<tr>
<th>TEXT</th>
<th>MOVEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: Window of Love</td>
<td>snap fingers and clap once</td>
</tr>
<tr>
<td>Group 2: So cool and so smart</td>
<td>turn hands outside twice while swaying your body</td>
</tr>
<tr>
<td>Group 1: Window of Love</td>
<td>snap fingers and clap once</td>
</tr>
<tr>
<td>Group 2: Open mind, open Heart</td>
<td>touch head and heart</td>
</tr>
<tr>
<td>Group 1: Window of Love</td>
<td>snap fingers and clap once</td>
</tr>
<tr>
<td>Group 2: Let us play our game</td>
<td>rise left arm, then right arm high</td>
</tr>
<tr>
<td>Group 1: Window of Love</td>
<td>snap fingers and clap once</td>
</tr>
<tr>
<td>Group 2: Play all over again</td>
<td>stretch arms sideways, one after the other</td>
</tr>
<tr>
<td>Group 1: Window of Love</td>
<td>snap fingers and clap once</td>
</tr>
<tr>
<td>Group 2: Don’t play rough, don’t play tough</td>
<td>make boxing movements</td>
</tr>
<tr>
<td>Group 1: Window of Love</td>
<td>snap fingers and clap once</td>
</tr>
<tr>
<td>Group 2: Let us love soft enough</td>
<td>make a soft movement</td>
</tr>
<tr>
<td>Group 1: Window of Love</td>
<td>snap fingers and clap once</td>
</tr>
<tr>
<td>Group 2: To the top, to the top</td>
<td>stretch arms upwards, climbing</td>
</tr>
<tr>
<td>Group 1: Window of Love</td>
<td>snap fingers and clap once</td>
</tr>
<tr>
<td>Group 2: Let us stop, let us stop</td>
<td>stamp feet</td>
</tr>
</tbody>
</table>

You can add a third group who acts as a “percussion band”, making rhythmic sounds like clapping hands, whistling or snapping fingers, while the others are singing. You can let the three groups stand in different corners of the room.
ACTIVITY 6: CLOSING

5 minutes

- First let the children tidy up.
- Then let them sit or stand in a circle.
- Repeat the main messages of the session:
  
  **My body is part of my sexuality.**

  **It is changing to become the body of a man or a woman.**

  **We can learn to take responsible decisions about sex and sexual relationships.**

- Give the children a small assignment to do at home: Let them find out from their parents or caregivers if they had, when they were young, someone like Auntie Anna in their family who talked to boys and girls about growing up.

- Repeat the starting ritual, see on page 11.

- Remind children of when and where to meet again and say good-bye.
SESSION 3

THE GIFTS OF LOVE

AIM:

• To help children to understand the concept of love

MESSAGE:

• Love needs mutual respect, mutual trust and equality.

ACTIVITIES:

Activity 1  STARTING RITUAL  5 minutes
Activity 2  GAME: Winking game  10 minutes
Activity 3  QUESTIONS AND ANSWERS  10 minutes
Activity 4  SHARING: What is love?  30 minutes
Activity 5  SINGING: Is it love?  10 minutes
Activity 6  ART: The bird of love  20 minutes
Activity 7  CLOSING  5 minutes

NOTE: Allocated minutes are just a very rough guideline.

WHAT YOU NEED:

• the flag
• sheets of A4 paper (one for each child plus a few extra)
• crayons and/or colour pencils
• your paper with questions and answers from the previous session
ACTIVITY 1: STARTING RITUAL

5 minutes

This is the same for all sessions. See page 11.

Add the following game if children need to learn each others’ names:

NAME CHANT

Instructions:

• Sit in a circle.

• Start singing your own name three times and then mention the name of the child to the left of you, for example: Maggie, Maggie, Maggie   …. Samuelle.

• If the children do not know each others’ names well, give them a chance to find out the name of the child sitting to their left.

• Now Samuelle will sing her name three times and then mention the name of the child to her left, for example: Samuelle, Samuelle, Samuelle ... Tulonga.

• Now Tulonga will sing his name three times, and so on.

• End the game once every child has had a chance to sing his or her name.

NOTE: You can use this game to liven up a session from time to time, but do not use it too often.
ACTIVITY 2: GAME

10 minutes

WINKING GAME

This game encourages communication, group cohesion, and is fun.

Instructions:

• You need an uneven number of children for this game. Take part in the game if you have an even number of children.

• Let the children get into pairs. One child remains alone.

• Now let each pair of children stand one behind the other.

• The pairs form a circle, all children facing the middle of the circle.

• The children standing at the back hold their hands behind their backs.

• The child without a partner also stands in the circle.

• He or she now tries to ‘steal’ a partner by winking at any child standing in the inner circle.

• When a child sees that he or she has been winked at, he or she must try to run immediately to the person who winked.

• The winking is done as secretly as possible, because the partner standing in the outer circle must try to keep the partner standing in front. He or she can do this by throwing his or her arms around the partner in front. He or she may do this only when the winker has winked at his or her partner.

• The children at the back may not follow if their partner runs to the winker. If a partner has been stolen away, it is then the turn of the partner left behind to wink in order to steal another child.

• Each child must be very attentive and maintain eye contact with the child who has no partner.

See illustration on next page.
Winking game

Discussion:

- How did you feel when someone chose you?
- How did you feel when you were held back?
- How did you feel when your partner ran away from you?
- How did you feel when you managed to get a new partner?
The aim of this activity is to answer questions from the previous session.

You will need:
• the children’s questions from last session

RECAP

• Recap what children remember from the previous session and shortly revise the names of the body parts.

• Let some children report back on the assignment:
  Did they find out if their parents or caregivers had someone like Auntie Anna when they were young?
  Did they have someone who talked to boys and girls about growing up?

QUESTION AND ANSWERS

Read to the children the different questions they wrote down during the previous session (without mentioning names) and provide them with short and comprehensible answers.
WHAT IS LOVE?

The aim of this activity is to let children discover a concept of love which is based on mutual respect, mutual trust and equality.

Read out the topic and the message of the session:

**Topic:** The gift of love

**Message:** Love needs mutual respect, mutual trust and equality

**STEPS**

STEP 1: Group sharing: Four stories
STEP 2: The Bird of Love
STEP 3: Sharing: What we like about girls/what we like about boys

**STEP 1: GROUP SHARING: Four stories**

**Teacher:**

*Today we will talk about the gift of love. We will talk about different feelings and about what we mean by love.*

*At your age and when you get older, it is normal to be attracted to different boys or girls and to fall in love. It is part of life.*

*However, falling in love does not automatically mean that you will have a good and healthy relationship. You have to learn to make love a happy experience.*

*We know that looks, money, and clothes are often seen as very important and desirable in another person. But this is not enough for love.*

*What is really important is mutual respect, mutual trust, understanding and especially equality between the partners.*

Now read the four stories below to the children. After each story ask them:

**Is this love?**

Then explain the different feelings like attraction, infatuation and love.
Musa, a young man of 17, is walking along the street when he sees a beautiful young woman.
"Hi, lady", he calls, "Why are you so beautiful?" -

The young girl walks on and does not answer.

Musa follows her and says to her, "I love you very much! Why don’t you smile at me?"

QUESTION:

Is it love?  
Does Musa love the girl?

Let the children suggest some answers. Then make very clear:

ANSWER:

No! This is not love.

Why not? Musa does not know the girl at all.

So what kind of feeling does he have?

We call this feeling “attraction”.

If we find somebody very beautiful or “attractive”, we feel attraction. This attraction can be very short – a few minutes – or longer. But it is not love.

Rosa is dreaming day and night of a boy whom she saw in the shop a few days ago. She does not even know his name, but because he smiled at her, she thinks the boy must be in love with her.

She is neglecting her school work, she is neglecting her friends, she cannot think and talk about anything else, only about the boy.

“I love him so much!” Rosa keeps telling her sister and friends.
QUESTION:

Is it love?
Does Rosa really love this boy?

Let the children suggest some answers. Then make very clear:

ANSWER:

No! This is not love.

Why not? Rosa does not know the boy.
She is attracted to him, and even more than that.
She is infatuated.
This means she is acting foolishly, imaging things that are not true and forgetting everything else that is important.

Bob and Barbara have known each other for one year.

Bob gives Barbara a lot of presents. After some months, Bob tries to have sex with Barbara, but she says, “Please, Bob, let’s wait, I’m not ready for this!”

Bob answers, “I have waited for a long time. I thought you were a woman and not a baby anymore! Everybody is doing it!”

“Most of my girlfriends are not, they are afraid of getting pregnant! And of HIV and AIDS!” answers Barbara.

“Do you want to say I am sick with this disease?”

“No, Bob, please, I did not say that. But let us wait. I want to finish school first.”

Bob: “Wait, wait, wait! I can’t wait any longer. You are my woman and you have to please me if I want it. I gave you lots of presents. If you really loved me, you would do what I ask.”
QUESTION:

*Is it love?*

*Does Bob love Barbara?*

Let the children suggest some answers. Then make very clear:

ANSWER:

*No! This is not love.*

*Why not?*

*Presents cannot buy love.*

*Presents should also not be used to buy sex.*

*And sex is never a proof of love, if only one person wants it.*

*Bob does not respect Barbara, and Barbara cannot trust Bob.*

Julia and Johannes have known each other for six months. They see each other often.

Johannes says, “Julia always supports me. We are there for each other. If she feels sad, I help her out. I know she cares for and loves me. I know that I can tell her secrets and she will keep them. I trust her.”

Julia says, “Fun and laughter are important in our relationship. Otherwise it’s boring. You also need support. Johannes helps me with my schoolwork. We both play sport. He’s a friend who I can talk to.

“We do not lie to each other, and he always respects me when I say that I am not ready to have sex. If I don’t want it, he also does not want it, he says. We agreed to wait until we are both ready.”
QUESTION:

Is it love?
Do Julia and Johannes love each other?

Let the children suggest some answers. Then stress the following points:

ANSWER:

Yes! Julia and Johannes love each other.

They know each other, they care for each other, and they support each other.

They do things together, they talk with each other and they respect and trust each other.

They also treat each other as equal human beings.

STEP 2: THE BIRD OF LOVE

Now explain to the children the Bird of Love.

Teacher: Love is like a bird. A bird needs two wings to fly.

Draw a very simple bird on the board. It only needs a body, a head, two wings and a tail. The illustration below will help you.
Explain the Bird of Love as follows, using the picture on the board:

The Bird of Love

❖ THE WINGS

One wing of the Bird of Love is mutual respect.

Mutual means that I respect you, and you respect me.

The other wing is mutual trust.

Mutual trust means that I trust you, and that you trust me.

Trust means that we do not lie to each other and that we know that we will always support each other when needed.

If there is no mutual respect, there is no love.

If there is no mutual trust, there is no love.

If one of these wings is broken, the Bird of Love cannot fly.

❖ THE TAIL

The bird of love also has a tail.

The tail helps the bird to keep direction.

It helps the bird to steer its body and to keep its balance.

The tail of the Bird of Love is called equality.

People who love each other must treat each other as equal human beings.

Otherwise there cannot be true love.

If there is time, go on with the following part:
STEP 3: SHARING: What we like about girls/what we like about boys

In this activity boys and girls tell each other what kind of qualities they appreciate in each other.

Divide boys and girls into two groups.

Each group discusses the following question:

**Which kind of boy or which kind of girl would I like to marry one day?**

After a few minutes get the group together again.

Let the girls tell the boys what kind of man they like.

Let the boys tell the girls what kind of woman they like.

If the children have difficulties with language, give them some adjectives to choose from (write them on the board) such as

- caring
- funny
- clever
- trusting
- good-hearted
- kind
- beautiful
- respectful
ACTIVITY 5: SINGING

10 minutes

Use the melody of “This old man” with the following text:

<table>
<thead>
<tr>
<th>TEXT</th>
<th>MOVEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VERSE 1</strong></td>
<td></td>
</tr>
<tr>
<td>Is it love?</td>
<td>Make dancing steps and move your hands towards your chest and outward</td>
</tr>
<tr>
<td>Is it love?</td>
<td></td>
</tr>
<tr>
<td>Is it love that makes my heart</td>
<td></td>
</tr>
<tr>
<td>Feel so warm and soft</td>
<td>Rub hands together</td>
</tr>
<tr>
<td>Da-da-da-da-da?</td>
<td>Wriggle your hips</td>
</tr>
<tr>
<td>Oh, my heart so warm and soft.</td>
<td>Hold hands across chest and sway your body</td>
</tr>
<tr>
<td><strong>VERSE 2</strong></td>
<td></td>
</tr>
<tr>
<td>Is it you?</td>
<td>Make dancing steps and move your hands towards your chest and outward</td>
</tr>
<tr>
<td>Is it you?</td>
<td></td>
</tr>
<tr>
<td>Is it you that makes my heart</td>
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</tr>
<tr>
<td>Oh, my heart so warm and soft.</td>
<td>Hold hands across chest and sway your body</td>
</tr>
<tr>
<td><strong>VERSE 3</strong></td>
<td></td>
</tr>
<tr>
<td>Yes, it’s me</td>
<td>Make dancing steps and move your hands towards your chest and outward</td>
</tr>
<tr>
<td>Yes, it’s me</td>
<td></td>
</tr>
<tr>
<td>Yes it’s me that makes your heart</td>
<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>

If you do not know the melody then just speak the rhymes with the children. Maybe the children will find their own melody after some time.
ACTIVITY 6: ART

30 minutes

THE BIRD OF LOVE

The aim of this artwork is to let children express what they have learned about the concept of love during the sharing session in their own individual way.

You will need:
- sheets of A4 paper
- crayons

Instructions:

1. Give each child a sheet of A4 paper and a few crayons.
2. Let the children draw a beautiful bird in the middle of the paper with two big wings and a big tail. See illustration on page x.
3. Let the children write mutual respect and mutual trust into the two wings and equality into the tail.
4. Then let them decorate their bird beautifully.
ACTIVITY 7: CLOSING

5 minutes

• First let the children tidy up.

• Then let them sit or stand in a circle. Ask them what they liked or disliked in today’s session (short recap).

• Repeat the main message of the session:

  **Love needs mutual respect, mutual trust and equality.**

• Assignment: Ask the children to tell one other person about the Bird of Love and its wings. Next time tell the Window of Hope club what the people said and whether they liked the Bird of Love?

• Repeat the starting ritual, as explained on page 11.

• Remind children of when and where to meet again and say good-bye.
EQUALITY BETWEEN BOYS AND GIRLS

AIM:

- To emphasise the importance of gender equality

MESSAGES:

- Both boys and girls should have equal opportunities.
- Both boys and girls should have equal rights and responsibilities.

ACTIVITIES:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Name</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>STARTING RITUAL</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity 2</td>
<td>GAME: Touch something</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity 3</td>
<td>SHARING: When I was respected</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 4</td>
<td>STORY: Stories of inequality</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 5</td>
<td>ACTING: Stories of inequality</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Activity 6</td>
<td>CLOSING</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

NOTE: Allocated minutes are just a very rough guideline.

WHAT YOU NEED:

- the flag
- 4 sheets of A4 paper
ACTIVITY 1: STARTING RITUAL

5 minutes

This is the same for all sessions, see page 11.

ACTIVITY 2: GAME

10 minutes

TOUCH SOMETHING

This is a game in which children can learn to interact in a playful manner. They will need to touch each other lightly (and politely!) and in this way show mutual respect and trust.

Instructions:

- Ask all children to stand up.

- Tell the children that you are going to play a game named ‘Touch something!’ In this game the children will have to touch certain things in the room, and also touch people. This touching must be very respectful and light, no hitting or slapping is allowed! Window of Hope club members are polite and respectful!

- Now ask the children to walk around the room. When the teacher/facilitator calls out, for example **Touch something blue!** Everyone should run and touch something blue, for example a blue piece of paper, a blue book or someone’s blue shirt or pants, or whatever is blue.

- After a few seconds, you shout **Walk around again!**

- Then, after some time, ask the children again to touch something, for example:

  - **Touch something very soft!**
  - **Touch something bigger than yourself!**
  - **Touch something tiny!**
  - **Touch something red/white/brown/black etc.**
  - **Touch a boy/ girl!**
  - **Touch your teacher!**
  - **Touch the floor!**
  - **Touch the top of the blackboard!**
  - **Touch the bottom of a chair!**
  - **Touch a door/window/chair/cupboard!**

- End the game after a few minutes.
ACTIVITY 3: SHARING

20 minutes

WHEN I WAS RESPECTED

The aim of this activity is to introduce the value of “respect” by letting children think of a time when they felt respected.

Sit in a circle.

STEPS
Step 1: Recap and message
Step 2: Sharing in pairs

STEP 1: Recap and message

Do a brief recap of the previous session. What do the children remember about the Bird of Love? What did they learn about love?

Did they tell anybody about the Bird of love? Let some children report.

Then read out the topic and the messages of this session.

Topic: Equality between boys and girls

Messages: Both boys and girls should have equal opportunities.
Both boys and girls should have equal rights and responsibilities.

STEP 2: Sharing in pairs: When I was respected

Let the children close their eyes and think of a situation when they experienced that somebody respected them.

This person may have been a friend, a family member, a teacher or any other adult or child.

Below are some examples of what children have said:

I feel respected in the Window of Hope club where everybody listens to what I say.

I felt respected when my teacher told me that I gave a good answer.
I felt respected when my mother trusts me to look after my baby sister.

* I feel respected when my mother/my teacher asks me to do something, and they say it in a nice way and don’t just shout at me.

Let the children stand in pairs and tell each other about a situation when they felt respected.

- Where did it happen?
- What happened?
- What did the person say or do?
- How did the child feel about it?

After a few minutes let the children report back, pair by pair, about what their partner told them.

NOTE: Agree again with the group that no one should talk while a child is talking and that we do not make any comments about what children tell the group.
ACTIVITY 4: STORY

20 minutes

STORIES OF INEQUALITY

The aim of this activity is to let the children become aware of unequal and disrespectful behaviour between men and women in our communities. They will learn that this kind of behaviour is hurtful and will result in unhappy relationships.

Read to the children the following four short stories.

In between every story there will be a very short discussion on the behaviour of the people in the story.

Tell the children that after reading all four stories, each child will choose one story for acting it out in a group.

STORY 1: MARRIAGE OR SCHOOL?

One day, two women and a man came to our house. The man wanted to be my sister’s husband. My sister Nepeti was going to secondary school at that time and was almost finished with grade 12.

My father and stepmother liked the man very much because he was very rich and brought many gifts such as blankets and many red dollar notes, which they took greedily. Four days later my father told me to go and take Nepeti out of school. He said, “She does not need to go to school any more, because she will get married to a rich man.”

I refused to go. “Nepeti loves school and she wants to complete grade 12! Why don’t you allow her to finish school? Why must she get married at such a young age? Why can’t she choose her own man?”

Father got very angry. “Nepeti is my daughter and she will marry who I choose. I will go and fetch her from school myself.” He brought Nepeti home. Nepeti was crying and screaming, but Father said, “You will go, my daughter. You are not a daughter of your own. I am doing this for you.”
Nepeti and I decided to go to the deacon’s house in the next village and ask her to talk to our father. Deacon Suama was a very respected and wise woman. She talked with my father and stepmother for many days, and the following week Nepeti was back at school.

**STORY 2: WHO IS STUPID?**

Charmaine and Daniel are walking to the shop. They go to the same school and Daniel likes Charmaine very much. He wants to get to know her better and talk to her, maybe kiss her one day.

Charmaine likes the attention she is getting from Daniel. Today she wants him to buy her a gift, maybe some perfume or a nice top. All of a sudden she burst out. “Why do you talk so much!” she says. “Why don’t you buy me something nice? Are you too stupid to buy me something? Boys are so stupid; they never know what to do!”

Daniel does not know what to answer. He quickly says good-bye to Charmaine and goes home. At home, his brothers Jo and Simon are waiting for him to go and play soccer. Daniel is so sad that he tells Jo and Simon about what Charmaine said. Jo says, “Oh man, Danny, you know that you are not stupid! Some boys are stupid, some girls are stupid, but you are not! Let’s go and play soccer.”
Simon says on the way to the soccer field, “If a guy and his girl love and respect each other, you can both give each other small gifts — why only the man to the woman? Yesterday my girlfriend gave me a really cool cap for my birthday, and I want to give her a music tape for her birthday next month.”

**STORY 3: WHO SPILLED THE BEER?**

A group of young men and women were sitting outside a house, drinking beer. There were two young girls, Vicky and Conny, and six young men. Suddenly one of the young men, Tangeni, accidentally bumped against his friend Richard, who spilled his beer onto the table and the floor. Richard looked at one of the girls and said, “Vicky, go and get a cloth so you can wipe up the beer.”

**Note to the teacher:** Stop reading at this point and ask the children:
- What do you think of the behaviour of Richard?
- What would you do or say if you were Vicky?
- What would you do or say if you were Tangeni?
- What would you say if you were Conny?

Let them make some suggestions then tell them how the story ended:

Vicky asked Richard: “Why do you ask me, when you’re the one that spilled his drink? It was your beer and not mine.”

Richard answered, “You are the girl nearest to me to send for the cloth — and you seriously don’t expect a guy to stand up and get a cloth while a girl is around.”

Conny quickly got up and said, “I will do it, don’t worry!” But when Tangeni saw this, he got up and looked at Richard. “My friend, let me tell you something. I bumped against you, so I’ll clean up. A real man treats women with respect and not as his servants!”
STORY 4: WHO MAY GO TO SCHOOL?

Father, Mother, Uncle and Grandmother sit together with Uno and Jessie. Uno is 13 years old and Jessie is 14. They both want to go to secondary school next year. School fees are very expensive, and the family is poor. So father says, “Uno is a boy, he can go. Jessie can stay at home and help mother and grandmother with the cooking, cleaning and looking after the small children.”

Note to the teacher: Stop reading at this point and ask the children: What would you do if you were Uno, Jessie, mother, uncle, or grandmother? Let them make some suggestions, then tell them how the story goes on:

Jessie starts crying because she wants so much to continue school. “I need school just as much as Uno. I also have to find a good job when I have to support myself and my children!” Uncle says, “You can get a husband who will care for you!” Uno says, “Many husbands and fathers never support their wives and children, they have to learn to take care of themselves.” Mothers and grandmother both agree. “Let Jessie go to school as long as possible, she needs a good education!”

Before you form groups to do the dramas, summarize some important points such as:

1. Today it is very important that both boys and girls get a good education, because today both men and women have to find work to support their families. Husband and wife or fathers and mothers of children can support each other to have a good life for themselves and their children.

2. When women and men treat each other as equal human beings there will be much less conflict, fighting and violence. Equality is very important for a happy and lasting relationship.

3. It is also very important that women can decide for themselves if, when and how they want to have sex. Many women are forced into sex because they are not regarded as equal human beings but as servants or as property of men. This results in many women being infected with HIV against their will.
ACTIVITY 5: ACTING

30 minutes

You will need:
• four sheets of paper marked

NEPETI DANIEL VICKY JESSIE

Place the four sheets of paper in the four corners of the room.

Ask each child to choose one story and go to the respective corner of the room. In this way four groups will be formed.

If a group is very big, divide the group again so that about 4 to 6 children are in each group.

Let the groups act out the stories. Take care that all children are involved.

After about 10 minutes let each group present its drama to the whole group.
**ACTIVITY 6: CLOSING**

5 minutes

- First let the children tidy up.
- Then let them sit or stand in a circle.
- Repeat the main messages of the session:
  
  **Both boys and girls should have equal opportunities.**
  **Both boys and girls should have equal rights and responsibilities.**

- Give the children a small assignment to do at home: Ask the children to ask their mother, sister or any female caregiver about a situation when they felt that they were treated in a very unequal way as a woman. Report to the club next time.

- Repeat the starting ritual as on page 11.

- Remind the children of when and where to meet again, and say “Good-bye, Window of Hope club members!”
AIM:

- To make children aware of the risks of sexuality such as teenage pregnancy and rape
- To find ways to better avoid these dangers
- To discuss why and how to delay sex

MESSAGE:

- We can learn to avoid the risks of teenage pregnancy and rape!

ACTIVITIES:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>STARTING RITUAL</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity 2</td>
<td>GAME: Fire on the mountain</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity 3</td>
<td>SHARING 1: Teenage Pregnancy</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 4</td>
<td>STORY: David’s Mother</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity 5</td>
<td>SINGING: Stay away song</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity 6</td>
<td>SHARING 2: What is rape</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity 7</td>
<td>ART: My Mandala</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 8</td>
<td>CLOSING</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

NOTE: Allocated minutes are just a very rough guideline.

WHAT YOU NEED:

- the flag
- sheets of A4 paper and crayons
ACTIVITY 1: STARTING RITUAL

5 minutes

This is the same for all sessions, see page 11.

ACTIVITY 2: GAME

10 minutes

FIRE ON THE MOUNTAIN

This game is an energiser and also encourages children to interact with each other. It is similar to the game “Life Boat”.

Instructions:

• Tell the children that they are hiking on a big mountain, but there is thunder and lightning and the grass catches fire. There will be trucks coming to save them, but each truck can only take a certain amount of people. If too many people get onto a truck the truck will break down and cannot save them anymore.

• Now let all children run around the room, while you shout “Run, run, run ...!”

• When you shout “Truck for two!” all children have to stand together in pairs.

• After a while the game goes on.

• Whenever you shout “Truck for 6!” or “Truck for 10!” or “Truck for all of you!” they have to stand close together in groups of six, of ten or all of them etc.

• Children, who stand alone or in a wrong group, “burn”. A wrong group has either more children or fewer children than the number that was called out.

• The game ends after 5 to 10 minutes.
ACTIVITY 3: SHARING 1
20 minutes

TEENAGE PREGNANCY

The aim of this activity is to learn why and how to avoid teenage pregnancy.

STEPS
Step 1: Recap and message
Step 2: Sharing: Teenage Pregnancy
Step 3: Sharing in pairs
Step 4: Summary

STEP 1: Recap and message
Shortly recap what the children learned during the previous session. Why should there be equality between boys and girls?
Let some children report back on the assignment: Did they talk to a woman about not being treated as an equal human being?
Read out the topic and message of this session.

Topic: The risks of sexuality
Message: We can learn to avoid the risks of teenage pregnancy and rape!

STEP 2: SHARING: Teenage Pregnancy
Tell the children that the last few sessions you have talked about the gifts of sexuality: the gift of our beautiful body and the gift of love.
Today you will talk about some risks of sexuality.
One of these risks for young people is teenage pregnancy.
What is teenage pregnancy?
Let the children try to answer first.
Then make clear: We talk about teenage pregnancy when a very young girl is getting pregnant.

Tell the children to imagine the following situation:

*Ina is 15 years old and goes to school in her village. She is in grade 7. She is not feeling well. Also she has not menstruated for two months. So she goes to the clinic to talk to a nurse. The nurse finds out that Ina is pregnant. Ina starts to cry and is very worried. She knows that she had sex with a man a few months ago who gave her alcohol and then took her to his house.*

**STEP 3: SHARING IN PAIRS**

Let the children stand up and get together in pairs. If there is an uneven number of children, form one group of three, or pair off with one child yourself.

Ask the children to imagine Ina is their friend or their sister and discuss three questions with their partner:

- Why do you think Ina is crying and so worried?
- How you could help Ina as a friend or as a brother?
- What can you do to avoid teenage pregnancy, both as a girl and as a boy?

Let the pairs report back to the group after a few minutes.

**STEP 4: SUMMARY**

Make sure that the children have covered the following points:

**Why is teenage pregnancy a risk?**

- The girl can get sick because her body is not ready for pregnancy.
- The girl will probably drop out of school and not get a good education.
- The girl will perhaps feel very unhappy and lonely.
- The parents/family/church will maybe punish the girl, chase her away or feel ashamed.
• The baby is perhaps very small.

• The baby might be neglected, because the mother is too young.

• The girl might attempt backstreet abortion and endanger her life and that of her child.

• There are no financial means to support and raise the baby.

• The baby will grow up without a father.

**How can we help a friend who is pregnant?**

• Encourage her to go on with school.

• Encourage her to involve the father of the baby.

• Encourage her to go to the clinic regularly.

• Support her emotionally.

• Support her to talk to her family or trusted neighbours.

**What can you do to avoid teenage pregnancy?**

• Stay away from sex!

• Use a condom if you have sex one day!

• Remember that you always have the right to say No to sex!

• Know your facts about sex and getting pregnant!

• Stay away from alcohol!

• Stay away from drugs!
What can you do to delay sex?

• Learn to say No!

• Develop self-confidence and self-esteem by

  - surrounding yourself by positive people
  - joining sport clubs
  - joining a church choir
  - joining a youth group or girls club
  - reading books
  - studying hard
  - doing things that are fun like going to the movies, watching soccer games, visiting music
  - visiting concerts or art exhibitions
  - going to church and pray
DAVID’S MOTHER

by Neshani Andreas

David wishes his mother was not always so loud. He wishes she would take
care of herself and stop drinking. When she is drinking, she always makes a
scene in front of their friends.

Sometimes David feels sorry for his mother, especially when the social
worker took him and his sisters away from her. They said she was not in a
situation to take care of them.

Thank God for Grandma who took him in. They live on her pension in her small
house. His one sister lives with their other grandmother, and his baby sister
lives with his mother’s sister. He wished they were all living together.

David is always wondering how his mother got to be like that.

“Why is mother not like other mothers?” David asks Grandma one day.

“Your mother had big dreams for her future,” Grandma answers. “Do you
know that she wanted to become a lawyer?”

“A lawyer?” David asks excited.

“Yes, a lawyer.”

“Oh, how cool! What happened, why didn’t she study to become a lawyer?”

“Well, we sent your mum to secondary school. This is where she met your
sister’s father. She fell in love with him - and shortly after she got pregnant
with your sister. This was really bad news for your grandfather, especially
because she had to leave school.”
“Some time later, she met another man, your father, who promised to marry her. But all he did was getting her pregnant again. Then he left her, a few months before you were born. The father of your baby sister is still not known to us.”

“My poor daughter, we were all looking forward for her to become a lawyer just like Joshua’s mother, Auntie Victoria”.

David is thinking of how Auntie Victoria drives his classmate Joshua to school in a nice car. His school uniform is always clean and he has a lunch box every day. Many times David wishes his mother were like Auntie Victoria.

“But there is a lesson in every experience”, Grandma continues. “You and your sisters can learn from your mother’s experience not to make the same mistake. Concentrate on your education and work hard. You will end this suffering one day. Sex is something that can wait.”

Grandma sounds just like their teacher of the Window of Hope Club, and David thinks of the girls in his club who are so strong and so determined not to get pregnant until they finish their education.

“Was mother not a member of a Window of Hope club?” he asks Grandma.

“Ai, Davie, may be that was the problem. When your mother went to school there were no clubs for young people like today. In fact, we, the parents, we rose up against teachers who talked to our children about sex and things like that! We threatened to remove them from school!”

“But why, Grandma?”

“We thought sex education will simply encourage our children to have sex. We realize now that we made a mistake. A girl who has information is in a much better position to make wise decisions. If we had talked to your mother about sex - or allowed the teachers to talk to her - maybe she would be a lawyer today. One never knows.”
David sighs.

“But I have not lost all hope,” Grandma goes on. “I pray for the three of you that you will be able to withstand the temptations of early sex.”

David thinks of his sister Judith who lives with his other grandma. He knows that Judith wants to be a journalist.

“But Judith is not a member of the Window of Hope Club”, David is thinking out loud. “If she gets pregnant, chances are that she will never be a journalist.”

The next day, David visits Judith and invites her to go with him to his Window of Hope Club. Judith thinks it is really cool what they do and learn there and now wants to join a Window of Hope club too. Suddenly David sees a light at the end of the dark tunnel for him and the girls. He decides to take his club very seriously so that he and his sister can both have a better future. It is just a matter of time …

**Discussion**

Shortly discuss the story asking the children:

- Why did David’s mother get pregnant at such a young age?
- How did David suffer because of his mother’s teenage pregnancy?
ACTIVITY 5: SINGING

10 minutes

The following song uses the melody of “If you’re happy and you know it, clap your hands ...”
You can choose to teach the children only one verse or more verses. You or the children can also make your own verses, such as

“Stay away from bad touch ...”
“Stay away from shebeens...”
“Stay away from drugs ...” etc.

### STAY AWAY SONG

<table>
<thead>
<tr>
<th>Verse 1</th>
</tr>
</thead>
</table>
| Stay away from trouble  
Clap your hands: *clap-clap*  
Stay away from trouble  
Stamp your feet: *stamp-stamp*  
Stay away from trouble  
Stay away from trouble  
Stay away, stay away  
Stay away. |

<table>
<thead>
<tr>
<th>Verse 2</th>
</tr>
</thead>
</table>
| Stay away from sex  
Clap your hands: *clap-clap*  
Stay away from sex  
Stamp your feet: *stamp-stamp*  
Stay away from sex  
Stay away from sex  
Stay away, stay away  
Stay away. |

<table>
<thead>
<tr>
<th>Following verses:</th>
</tr>
</thead>
</table>
| Stay away from bad friends  
Clap your hands: *clap-clap*  
and so on.......... |
ACTIVITY 6: SHARING 2

10 minutes

WHAT IS RAPE?

The aim of this activity is to give children
• information on rape and its consequences
• some guidelines on how to avoid the risks of rape

What is rape?

Tell the children: Another risk which has to do with sex is rape. What is rape?

Let the children try to answer first.

Then give them or repeat the following answer:

• Rape is forcing a person to have sex against her or his will.

• It is also called rape if an old man or a man in authority like a teacher, a pastor, an uncle, father, grandfather etc. has sex with a very young girl or boy.

• Rape mostly happens to girls and women, but it can also happen to boys and men. Both boys and girls are usually raped by men.

• Rape is a very serious crime and will be punished with many years in prison.

Then ask the children if they know any people who have been raped?

If they know somebody ask them if they would like to tell the group about how this person is feeling.

Then summarise:

• People who have been raped are feeling very, very bad. They feel violated, depressed, scared, and dirty and often cry a lot.

• Women and girls who have been raped can get pregnant.

• A raped person can also get infected wit HIV or other sexual diseases.

Tell the children that it is good to know about these dangers because then you can take better care to avoid risky behaviour.

The following rules apply both to girls and boys:
What can you do to avoid the dangers of rape?

- Don’t walk in lonely places alone, especially at night. Try to always walk in groups. **NO LONELY PLACES!!!**
- Don’t allow men to give you hikes or gifts that make you feel thankful to them. **NO LIFTS OR GIFTS!!!**
- Avoid boys who are violent and do not respect girls. **NO VIOLENT PEOPLE AROUND ME!**
- **LEARN TO SAY NO!**

What can boys do to prevent rape in their community?

Boys, try to educate your friends to respect your sisters, nieces, mothers and grandmothers and girlfriends!

What can you do if you get raped?

- Don’t feel guilty, it is not YOUR fault!
- Tell somebody about the rape immediately or go to the police. Do not keep this to yourself!
- Go to the clinic or a doctor to get examined as fast as possible.
ACTIVITY 7: ART

20 minutes

MY MANDALA

MANDALAS are simple, round, harmonious forms around a centre.

There are many mandalas found in nature, for example, if you cut an orange in half horizontally you will see a mandala pattern, or if you cut a piece of wood horizontally. Many flowers also have mandala forms, all arranged in a pattern around a centre of a circle. A pattern is a shape that is repeated over and over again.

Drawing mandalas is a wonderful exercise to help children to calm down, relax, channel their energies, and to improve their concentration. Especially during times of change and transformation, drawing and colouring in a mandala has a soothing effect on restless and depressed children.

Every child can easily draw a mandala. Drawing mandalas is a lot of fun and helps children to feel good about themselves. Whenever there is time in between encourage children to draw different mandalas.

You will need:

• sheets of A4 paper
• crayons

Instructions:

1. Hand out a sheet A4 paper to each child.

2. Let each child carefully choose four or five wax crayons of different colours.

3. Tell the children that they will now draw a mandala. Drawing a mandala will strengthen their concentration and their good feelings. They can draw mandalas their spare time, even if they only have a pencil.

4. Ask each child to draw a dot or small circle in the middle of the paper. This will be the centre of their mandala.

5. Now ask them to draw a small circle around the dot. They should fill the space between the dot and the circle with a beautiful pattern and colours. See the illustrations on the next page.
6. Now let them draw a bigger circle around the smaller circle and again fill it with a beautiful pattern and colours.

7. Repeat until the circles fill the whole page.

8. It is important that each child finishes his or her mandala.

9. After each drawing session, take a few minutes to look at all the pictures with the children. Put the chairs in a circle and spread the pictures on the floor in the middle of the circle.

10. Praise the children for their beautiful mandalas.

Examples of Mandalas
ACTIVITY 8: CLOSING

5 minutes

• First let the children clean up.
• Then let them sit or stand in a circle.
• Ask them what they liked or disliked in today’s session (short recap).
• Repeat the message of the session:
  
  We can learn to avoid teenage pregnancy and rape.

• Assignment: Ask the children to talk to a parent or caregiver about if and how they learned to avoid teenage pregnancy when they were young.
• Repeat the starting ritual, as on page 11.
AIM:

- To help children understand different forms of love relationships
- To reinforce that the most important elements of a love relationship are mutual trust, mutual respect and equality
- To review the Lime Window

MESSAGE:

- Love has different forms. The important thing is that love is based on mutual respect, mutual trust and equality.

ACTIVITIES:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>STARTING RITUAL</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Activity 2</td>
<td>GAME: Get rid of it</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Activity 3</td>
<td>SHARING: Different forms of love</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Activity 4</td>
<td>REVIEW of the Lime Window</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 5</td>
<td>ART: Windows of Love</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 6</td>
<td>GOOD-BYE AND CLOSING</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

NOTE: Allocated minutes are just a very rough guideline.

WHAT YOU NEED:

- the flag
- old newspapers for the game
- a watch or an alarm clock
- blackboard or flipchart
- 2 flipchart papers for artwork
- sheets of A4 paper (one for each child)
- crayons for all children
ACTIVITY 1: STARTING RITUAL
5 minutes

This is the same for all sessions. See page 11.

ACTIVITY 2: GAME
10 minutes

GET RID OF IT

This is an energising game. It might also help children to get rid of tension and aggression.

You will need:
• old newspapers
• a watch or alarm clock

Instructions:
• Draw a playing field on the floor of the classroom or outside.
• Draw a line in the middle.
• Divide the children into two teams.
• Each player is given one sheet of newspaper, which must be squashed into a paper ball.

• One team stands in one half of the field, the other team in the other half. (If the field is too small, form four teams and let two teams play first, then the other two teams.)

• Set the alarm clock for six minutes.

• On your command, all children throw their paper balls into the opposite half of the field.

• The aim is for both teams to have as few balls as possible on their side of the field at the end of the game. Therefore each team immediately throws the balls that land on their side of the field back to the other side.

• After 6 minutes everybody must immediately stop throwing any balls into the opposite field.

• When time is up the winning team is the team with the fewest balls on their side of the field.

• Repeat the game if children have to get rid of more energy or tension!

NOTE: Don’t forget to ask children to collect the paper balls and throw them away after you have finished the game.
ACTIVITY 3: SHARING

15 minutes

DIFFERENT FORMS OF LOVE

The aim of this part of the session is to
• Inform children about different forms of relationships
• To encourage an attitude of tolerance for different lifestyles
• To empower teachers to give advice and support to children who may need information

STEPS
Step 1: Recap and message
Step 2: Different forms of love
Step 3: Sharing in pairs

STEP 1: RECAP

Shortly recap what you did during the previous session (teenage pregnancy, rape)

Ask if any child talked to a parent or caregiver about if and how they learned to avoid teenage pregnancy.

Read out the topic and message of this session:

Topic: Different forms of love

Message: Love has different forms. The important thing is that love is based on mutual respect, mutual trust and equality.

STEP 2: SHARING: Different forms of love

Introduction

Tell the children that we talked about love and that the most important parts of a love relationship are mutual trust, mutual respect and equality. This is true for all love relationships.

Teacher: Maybe you know that some people love someone who is the same sex as themselves. Boys can love boys and girls can love girls. Men can love men, and women can love women.
Sometimes people who are attracted or love someone of the same sex are called homosexual, or gay. Some gay women prefer to be called lesbians.

We cannot see if a person is gay or lesbian.

If a boy sometimes behaves a bit like a girl it does not mean that he is gay.

And if a girl sometimes acts or looks a little bit like a boy, it does not mean she is lesbian.

It just shows that every person is different and unique in his or her own way.

Short discussion

Ask the children if they know any gay people. Take care that they do this in a factual and respectful manner.

Let some children tell the group about them without mentioning any names.

Information

Tell the children that usually we do not know if a person is gay. Gay people are often afraid to talk about being attracted to a person of the same sex, because in some cultures this is not accepted.

Teacher: Many teenagers go through a time when they wonder if they are gay.

Maybe a girl thinks about kissing another girl, or a boy thinks about kissing another boy.

This is very normal. Sometimes it goes away, sometimes this feeling stays for the rest of your life. It is not a decision you take, and it is not a mistake. It is just the way that some people feel inside.

Being gay or lesbian does not make you bad. You should not lose the respect and love of your parents, friends and teachers. People should not treat you differently. Gay and lesbian people deserve to be treated just like everyone else.

This is what some teenagers say about being gay:

When I told my parents that I was a lesbian all hell broke loose. They were mad. They called me all kinds of names and chased me out of the house. I went to live with my grandmother who understands. She says being gay is not accepted in our culture, but the most important thing is that I am a caring and loving person. We are all human beings who want respect and love. (Tshidi, 16 years old)
People don’t understand that we were made this way and it is not our fault that we are gay. I told my parents that I was gay. It took a while for them to understand. But I am the same person, just gay. I am still their child and they love me. This helps me a lot, because often I get teased about being gay. Being gay is used as an insult. (Martin)

STEP 3: SHARING IN PAIRS

Let the children get into pairs. Tell them gay people sometimes need a trusted person to talk to.

Let the boys imagine a friend or brother comes to them and tells them that he is gay. What would they do or say?

Let the girls imagine that a sister or friend tells them that she is a lesbian. What would they do or say?

Let them report back.

Conclude the session by summarizing that we have to accept that people are different and that we have no right to discriminate against anybody because of the way they are. For all love relationships it is important that there is mutual trust, mutual respect and equality.
ACTIVITY 4: REVIEW

20 minutes

REVIEW OF THE LIME WINDOW

NOTE: This part serves as a review for children and as a feedback for teachers and facilitators. It is important to show children that the teacher/facilitator is interested in the children’s views.

You will need:
• a blackboard or two pieces of flip chart paper, fixed to the board or a wall
• two Koki-pens or chalk

STEPS
Step 1: Listing of things learned
Step 2: Group discussion
Step 3: Children drawing stars and circles

STEP 1: LISTING OF THINGS LEARNED

Let the children sit in a semi-circle, facing the board or the flip charts.

Teacher: Today is our last session of the Lime Window. Let us look back at what you have learned so far. Can you name a few things?

Let the children answer in whole sentences or just by calling different words that come to their mind. They can describe anything that they did.

For each appropriate answer, write a simple word or draw a simple symbol on the flipchart or board.

Leave some space between the words or symbols, so that the children can draw stars and circles next to them later.

Add games, songs, topics etc. that children have left out. The list on the next page will help you.
STEP 2: GROUP DISCUSSION

Now ask the children what they found most important in the Lime Window.

Let some children (three or four) give an answer and a reason.

Then ask them what they liked most in the Lime Window. What was the most fun?

Let some children answer.

STEP 3: CHILDREN DRAWING STARS AND CIRCLES

Tell the children that everybody will now get a piece of chalk (or a Koki pen). They will then draw, one by one, a little star next to the item they find most important in the Lime Window on the board (or on the flip chart).

Let the children come to the board one by one and do this exercise.

When every child has had a turn, ask the children to now draw a circle around the item they liked most in the Lime Window.

Then thank the children for their cooperation.
ACTIVITY 5: ART

20 minutes

WINDOWS OF LOVE

The aim of this activity is to look back at what the children learned about the concept of love in the Lime Window. It is a combination of individual expression and the expression of the group as a whole. It also gives the children a chance to present their activities to other children and teachers of the school and make the Window of Hope more visible.

You will need:
- one half-sheet A4 paper for each child
- two large flipchart papers
- crayons
- glue and sticky tape

Instructions:
1. Hand out a half-sheet of A4 paper to each child plus three or four crayons.
2. Ask the children to draw a Window of Love on their paper.
3. The window can have a special, frame or form (round, square or arched) and can have different colours.
4. Inside the window the children will then draw different symbols, words or pictures that have to do with love.
5. Paste all the different Windows of Love on one or several flip-charts to make a Window of Love Poster.
6. Ask the principal if you may put the posters up somewhere in the school building or show it to the school during assembly time.
ACTIVITY 6: GOOD-BYE AND CLOSING

20 minutes

STEPS
Step 1: Good-bye ritual
Step 2: Handing over of certificates
Step 3: Closing

STEP 1: GOOD-BYE RITUAL

Stand again in a big circle.

Tell the children that you have almost finished the Lime Window and that they will now do the good-bye ritual. It affirms that we all belong to the Window of Hope and that we will think of each other in the future.

Then let every second child step forward so that an inner circle is formed.

Ask the children in the inner circle to turn around so that each child is facing a child of the outer circle.

Then let the children do the following movements together with the words below:

\[
\text{It's You} \\
\text{and Me} \\
\text{and the Window} \\
\text{of} \\
\text{Hope.}
\]
The following movements go with the text:

<table>
<thead>
<tr>
<th>It’s</th>
<th>clap your hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>right hand of child A claps against left hand of child B.</td>
</tr>
<tr>
<td>and</td>
<td>each child claps her/his hands</td>
</tr>
<tr>
<td>Me</td>
<td>left hand of child A claps against right hand of child B.</td>
</tr>
<tr>
<td>and the</td>
<td>each child claps her/his own hands together</td>
</tr>
<tr>
<td>Window</td>
<td>children clap both hands against each other</td>
</tr>
<tr>
<td>of</td>
<td>children cross arms and clap hands against their own shoulders or upper arms</td>
</tr>
<tr>
<td>Hope</td>
<td>children clap hands against their own upper legs.</td>
</tr>
</tbody>
</table>

When the children can do the ritual, they can use it to say good-bye to each other and to the teacher/facilitator, until everybody has greeted everybody.

**STEP 2: HANDELING OVER OF CERTIFICATES**

For this part of the session you could ask the principal or a senior teacher to attend and hand over the certificates. You can also do the handing of certificates during assembly, or at an event when parents and caregivers come to the school.

Stand again in a big circle.

Tell the children that each child who has attended five sessions of the Lime Window will receive a certificate.

Read to them what is on the certificate.

Ask them to keep it or to give it to their teacher for safekeeping.

Then call out the name of each child and hand over the certificate.

**STEP 3: CLOSING**

Inform the children when and where the next window will be started.

Then do the closing ritual as before.
In this section, you will find some ideas for activities you can do after having completed the six compulsory sessions for the Lime Window.

During these activities, the children should be encouraged to work more independently, although they still need your guidance and discussions.

Use the games and songs from this manual or any other games and songs to make the additional sessions as much fun as the previous ones.

Always start and end with the Window of Hope Ritual.

1. SHARING OUR FEELINGS AND THOUGHTS

Sharing activities could focus on different topics around relationships. Begin with a sharing session and then continue with games, songs and artwork. Use topics that are of interest and importance to the children.

Suggested topics:

- How can we improve the relationship and communication with our parents or caregivers?
- The kind of father or mother I want to be one day
- Ten good reasons to delay sex (e.g. you are free from worries, you get time to know yourself better, you get time to develop strong friendships first, you are safe from getting sexually transmitted diseases and falling pregnant, you have time to explore new hobbies or sports)
- Sugar daddies and sugar mummies
- Stories of teenage pregnancy
- Ways to show love without having sex

2. ART

Make a poster with many colourful Birds of Love.

Make a poster with many colourful mandalas.

Make a pamphlet with the title "10 good reasons for delaying sex". 
3. SINGING

You could use the melody of “Silent night” for a love song with a text written by the children:

Below is an example of a simple text to go with the melody of “Silent night”:

If you feel ...

If you feel bright
If you feel right
I will be at your side
Sing with you and dance with you
Laugh with you and talk with you
I will be at your side
I will be at your side.

If you feel sad
If you feel bad
I will be at your side
Talk with you and cry with you
Holding you and hugging you
I will be at your side
I will be at your side.

Etc.

4. ACTING

Small groups can act out, for example

- a TV talk show with topics such as “What is true love?” or “Should a young girl accept gifts from a much older man?” etc.

- any of the stories in this Window
CERTIFICATE

This is to certify that

attended the

LIME WINDOW OF HOPE

Facilitator

Principal

SCHOOL

DATE
GLOSSARY

ABORTION means killing an unborn baby and removing it from the womb.

BISEXUAL people are sexually attracted to people of both sexes.

CAREGIVER refers to any adult person who raises and cares for a child or a number of children, no matter whether the child is his or her biological child.

EXPLOITATION means taking unfair advantage of somebody or using someone selfishly.

FEMIDOMS are condoms that can be used by women to avoid pregnancy and infection with sexually transmitted diseases, including HIV and AIDS.

GAY is a word used for a man who has sexual feelings for another man.

HETEROSEXUAL people are sexually attracted to people of the opposite sex.

HOMOSEXUAL people are sexually attracted to people of the same sex.

INFATUATION is a very strong, foolish feeling of attraction to somebody; it usually comes and goes very fast and is usually directed at someone whom you do not know well.

LESBIAN is a word used for a woman who has sexual feelings for other women.

MASTURBATION is touching one’s sexual parts for the purpose of sexual pleasure.

PERCEPTION means a view of something which might or might not be based on facts.

RAPE is a crime and means forcing a person to have sex against their will.

SEXUALITY refers to sexual feelings, behaviour, values and attitudes.

STIGMATISATION means discriminating or labelling people in a bad way.

TABOO refers to something forbidden, not to be touched or spoken of.

TERMINOLOGY refers to the system of names used in a science or for certain things such as body part or diseases.

VULNERABLE means being unprotected against attacks, dangers or bad experiences.