Tuko Pamoja

Adolescent Reproductive Health and Life Skills Curriculum
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Acknowledgements

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Foreword

Adolescence is a time of dynamic change, filled with new feelings, physical and emotional changes, excitement, questions, and difficult decisions. During this time, young people need information about their own sexuality and skills to help them plan for a happy future. As they move through adolescence, young people begin to have different kinds of relationships with their peers, family members, and adults; good communication and other relationship skills can help ensure that these relationships are satisfying and mutually respectful. Young people need to learn how to manage new feelings about sexuality in order to make responsible decisions about their health, reproduction, and parenthood.

This curriculum, entitled *Tuko Pamoja* (We Are Together), can help facilitate dialogue between adults and young people on issues related to adolescent reproductive health. It is for teachers; community, religious, and youth group leaders; health care professionals; and anyone working with young people. The curriculum is designed to delay sexual debut and promote sexual and reproductive health by addressing gender, reproductive health, preventive behaviours, sexually transmitted infections, HIV and AIDS, abstinence, gender violence, and decision-making, communication, and other important life skills.

Within this curriculum, facilitators can examine their own values and attitudes towards gender and relationships, build knowledge on sexual and reproductive health, and develop participatory facilitation skills to impart crucial life-saving information to young people. The objectives of this curriculum are to:

- Increase adolescents’ knowledge of reproductive health and sexuality.
- Reinforce and promote attitudes and behaviours that will lead to a better quality of life for adolescents.
- Instill skills among adolescents to enable them to overcome the challenges of growing up and become responsible adults including communication skills, decision-making, assertiveness, setting goals, and resisting peer pressure.

**Audience**

This curriculum is for use with adolescent boys and girls aged 10 to 19. Some of the material that is contained in the curriculum may not be suitable for younger learners. It is difficult and impractical to cover all of the material in the curriculum in one year for one age group. As the years progress, the same students will be moving up in grade levels and should be given new and more in-depth information as they mature. Much of the material can be repeated year after year with greater emphasis in certain areas or more time committed to others. The final decision on how to present the material is at the discretion of the facilitator. Many of the reproductive health sessions may be better conducted by an outside guest speaker. These topics include abstinence, unsafe abortion, sexual exploitation, rape, STIs, and HIV. Other topics may be better taught outside of a school setting including condom use and other contraceptive methods (available in the resource section).

Unless otherwise noted, activities are suggested for all ages. These shapes will be used to note whether optional activities are for younger or older adolescents:

**Curriculum Design**

The curriculum has thirty sessions which focus on Life Skills and Adolescent Health. Each session has clear learning objectives that are addressed through a variety of participatory learning activities. Each session outlines the learning objectives to be achieved, materials needed, and activities to be conducted. Background notes are also included for facilitators to familiarize themselves with the subject beforehand. General time limits have been assigned to aid in determining how many activities can be conducted in the given time frame. These time limits should not limit the facilitation of each activity because often learners may want to explore issues in greater depth or at other times they may work through the material more quickly. We also suggest that learners are allowed the space and time to synthesize all the issues covered in each session to develop their own understanding and application of the information into their lives. The aim of the curriculum is to assist young people in changing their behaviour and making healthy decisions.
Before Facilitating a Session

You should familiarize yourself with the entire curriculum before beginning. Depending on the age of the learners, and your institution’s policies, you may choose to complete only some of the sessions. Before facilitating a session, prepare all the required materials and carefully read the background notes and all of the activities for session. Think about how you will perform each step and what you will add to every session.

Handouts, Background Notes, and Possible Questions and Answers

All handouts and background notes are provided in each session section. Background notes should be read and understood by the facilitator prior to the session planning. Adolescents tend to be very inquisitive, so samples of possible questions and answers have been provided for some sessions. Supplementary answers can be retrieved from the background notes for each section.

Sessions and Optional Exercises

Most of the sessions include games and activities, which some learners and facilitators might object to initially as childish. Sometimes facilitators who are unfamiliar with participatory techniques would prefer to give a lecture and may find facilitating a game or other interactive exercise a bit challenging. However, a lecture is rarely as productive as an analysis of a game or an exercise. Games and activities provide learners with an opportunity to interact freely and generate more discussion that cannot be yielded by other methods. Many of the optional exercises delve deeper into the topics covered in the sessions. These should not be substituted for the session exercises but can be used to explore a subject in greater detail.

Starting a Session

It is advisable to introduce each session to the learners and explain the objectives of the session. Ask questions to help learners understand how the objectives relate to their daily lives. Also relate the session to the previous session, if applicable.

Ending a Session

Each session should end with a reinforcement exercise. Sample reinforcement exercises are provided in the Facilitation Techniques section of this curriculum.

Games and Energizers

Sample games and energizers are included in the Facilitation Techniques section. Use the games and energizers to keep learners’ motivation and participation high. Add your own if it would make learners more comfortable. Alternatively, learners can lead the introductory or closing games or energizers.

Seating Arrangements

Sitting in circles rather than rows can encourage learners to feel like part of a group, as well as participate more fully. This seating arrangement allows eye contact between learners and the facilitator, creates a more relaxed atmosphere, and encourages participation.

Guest Speakers

Some topics and sessions might require a guest speaker, especially the sessions the facilitator does not feel confident about or those that require technical or professional guidance. In such sessions, it is encouraged to invite a guest speaker or facilitator. To ensure the session is successful, invite the guest ahead of time, provide the session guide that he or she is expected to facilitate, and make certain that all materials for the session are ready beforehand. Guest facilitators or health care workers are encouraged, particularly in sessions on preventive behaviours (contraceptive methods, STIs, abstinence, condom use, abortion and drug use). It is also essential that the facilitator ensures that the guest facilitator shares the principles and attitudes mentioned throughout the curriculum so that contradictions are not created.
Talking about Sensitive Topics

Young people will be embarrassed talking about anything to do with sex or reproduction. Do not let this discourage you or make you uncomfortable. They need accurate information on these subjects to make healthy choices and feel more comfortable with the changes they are experiencing. Let the embarrassment pass and then focus on the information and skills they need.

Tips for Tackling Difficult Subjects

Clarify your own values before you facilitate your sessions. Think about how you feel about the issue before you discuss it with the learners.

Be prepared and plan ahead. Know what you want to achieve before the session. Find out as much information beforehand, so that you feel confident facilitating the session.

You do not have to know everything. Sometimes facilitators may not know the answer to a question. Be honest with learners. There is no shame in saying 'I don't know.' Turn it into a investigative project and ask learners to help you find the answer.

Do not dismiss or look down on what learners know. Learners have been exposed to a variety of information and experiences. Try to make them feel that their experiences have value and are important. Remember that you do not know everything about the learner's lives.

Set your own limits. Learners will be excited because you are prepared to talk about topics that interest them. Few adults guide them or give them this knowledge. So they may ask questions that make you feel embarrassed. It is important to be as open and honest as you can. But tell them when it is enough or when their behaviour is disrespectful. Explain when you feel uncomfortable answering a particular question.

You have a right to express your opinion. Share your wisdom and values with them. However, emphasize that it is your opinion. Share your feelings honestly and in a caring way without being judgemental.

Use guest speakers, if you are not comfortable facilitating a certain session or feel that learners would benefit from talking with an expert.

Get advice and help if you need it. Teaching life skills and reproductive health is not easy. If you had a difficult session, find another facilitator or someone who you trust, to talk with afterwards. However, respect the learners' privacy and do not share information that learners shared with you during the session.

Working with Parents

Parents are co-educators in teaching life skills and reproduction to their children. If teachers, community members, religious leaders, and parents can work together, then the young person will emerge a well-rounded, healthy individual. Unfortunately, it is not always so easy. Parents often have concerns when reproduction is taught and may not feel comfortable addressing these issues.

Tips for Working with Parents

Keep parents informed. Write a letter explaining what you are doing and why. Ask parents for their opinions. Listen to their concerns and try to address them.

Talk with parents about their concerns and fears around reproductive health and HIV and AIDS. Do this through Parent-Teacher Associations, prize giving days, parents' days, and board of governors' meetings. Invite parents to a meeting to discuss their concerns.

Know your community. Find out about its needs and concerns, as well as the skills and expertise of the parents. For example, a parent may be a nurse at a local clinic who could talk with the learners and give your advice and support.

Offer talks on parenting skills. Bring in experts to present their ideas, help improve parent-child communication, and share resources and materials.

Involve parents. Ask parents to check schoolwork and assign activities that require learners to talk with their parents.
Sample Letter to Parents

Dear Parent:

We will be teaching life skills and reproductive health education this year. Research in several parts of the world has shown that this kind of education does not encourage sexual activity. Accurate information helps teenagers to delay sexual activity and make healthy choices for themselves. Young people are most at risk of unwanted pregnancy, sexually transmitted infections, sexual abuse and HIV and AIDS. They need honest and accurate information to help them make informed and healthy choices for their lives.

We will be using the Kenya Adolescent Reproductive Health Curriculum (Tuko Pamoja) which teaches young people about their bodies, HIV and AIDS and how to build better relationships. It also teaches skills that help to resist peer pressure, enhance decision making, set goals, and assess their values. The curriculum has been successfully tested with pupils and teachers and the results were found to be very positive.

Your child would really benefit from your support. If you would like to see the curriculum, or talk to us about the approach or topics we will be teaching, please do not hesitate to contact us.

Yours sincerely,

The Headmaster

Mzazi Mpendwa:

Kuanzia mwaka huu, shule yetu itampa mwanao elimu ya maisha ya jamii na afya ya kimwili. Utafiti umeonyeshakwamba masomo ya aina hii hayachochei vijana kujihusisha na ngono. Kuwa na maelezo sahihi na kamili kuhusumiili yao hufanyanya vijana kujihindia kikamilifu na kuwawelesha kujiuia au kususia kufanya mapenzi kwa mudamrefu. Vijana wetu wako kwenye hatari kubwa sana ya kushika mimba isiyotarajiwa, kuambukizwa na maradhi yazinaa, kubakwa na hata kupata virusi vya ukimwi. Kwa sababu hii, wanahitaji masomo na maelezo kikamilifu iliwaweze kufanya uamuzi bora au wa busara kuhusu afya na maisha yao.

Tutatumia utaratibu wa mafunzo ujulikanao kama Kenya Adolescent Health Reproductive Health Curriculum (Tuko Pamoja), ambao huelimisha vijana kuhusu mili yao, ukimwi na jinsi ya kuunda uhusiano bora. Kadhalika, mafunzo jinsi ya kufanya uamuzi mwema na kuunda mpangilio bora wa maisha yatatolewa kupita muundo huu.

Mwanao atafaidika sana kama utampa mkono na usaidizi wako wakati wa masomo haya. Ukiwa na hamu ya kukagua utaratibu wa haya mafunzo, au ukiwa na maswali au mawaidha zaidi, tutafurahia sana ukiwasiliiana nasi.

Wako mwaminifu,

Mwalimu Mkuu
Lesson Planning

This curriculum was designed to be used with learners 10 to 19 years of age. There are sessions that may not be appropriate for younger learners. The outline below has examples of sessions appropriate for different ages. It is ultimately up to the discretion of the facilitator to decide which information is most relevant for his or her learners.

**10 to 14-year-olds**

- Session 1  Values
- Session 2  Life Cycle
- Session 3  Adolescence and Puberty
- Session 4  Male and Female Reproductive Systems
- Session 5  Reproduction Myths
- Session 6  Healthy Relationships
- Session 8  Friendship
- Session 11  Managing Stress, Anger, and Conflict
- Session 12  Introduction to Gender
- Session 13  Gender Stereotypes
- Session 14  Sexuality and Behaviour
- Session 15  Self-Esteem
- Session 16  Being Assertive
- Session 17  Decision Making
- Session 18  Setting Goals
- Session 19  Abstinence
- Session 20  Resisting Peer Pressure
- Session 21  Drug Use
- Session 26  HIV and AIDS
- Session 27  Voluntary Counselling and Testing (VCT)
- Session 28  Care and Support for people with HIV
- Session 29  Sexually Transmitted Infections
- Session 30  Facts and Myths about STIs

**15 to 19-year-olds**

- Session 1  Values
- Session 2  Life Cycle
- Session 3  Adolescence and Puberty
- Session 4  Male and Female Reproductive Systems
- Session 5  Reproduction Myths
- Session 6  Healthy Relationships
- Session 7  Communication
- Session 8  Friendship
- Session 9  Romantic Relationships
- Session 10  Love and Infatuation
- Session 11  Managing Stress, Anger, and Conflict
- Session 12  Introduction to Gender
- Session 13  Gender Stereotypes
- Session 14  Sexuality and Behaviour
- Session 15  Self-Esteem
- Session 16  Being Assertive
- Session 17  Decision Making
- Session 18  Setting Goals
- Session 19  Abstinence
- Session 20  Resisting Peer Pressure
- Session 21  Drug Use
- Session 22  Sexual Exploitation, Rape and Violence
- Session 23  Teenage Pregnancy
- Session 24  Parenthood
- Session 25  Unsafe Abortion
- Session 26  HIV and AIDS
- Session 27  Voluntary Counselling and Testing (VCT)
- Session 28  Care and Support for people with HIV
- Session 29  Sexually Transmitted Infections
- Session 30  Facts and Myths about STIs
Session 1 Values

Learning Objectives

By the end of this session, learners will be able to:

- Define values
- List values that are important to them
- Explain the relationship between values and behaviour

Time 60 minutes

Background Notes

Values are:

- Things that are important to us
- Things we support or are against (give examples like sex before marriage, girls’ right to education)
- Things we choose freely (may be influenced by families, religious teachings, culture, friends, media)
- Things we believe in and are willing to stand up for
- Beliefs, principles, or ideas that are important to us and help define who we are
- Things that guide our behaviour and lives

Even young adolescents may feel strongly about personal and family values, and discussing these values may bring up many emotions. Be sure that ground rules are followed at all times including confidentiality, not passing judgment on responses, and allowing everyone to participate. Emphasize that individual values differ and there are no right or wrong answers. Allow learners to express, explain, and defend their values. Encourage them to use I statements (expressing their own perspectives and feelings rather than making generalizations) and do not allow any negative comments about other learners. Examples of I statements are:

- I believe...
- I feel...
- I do not like it when...

If there is an argument over a value-related issue, take immediate and overall control and ask each side to explain their point of view. Remind learners that people’s values differ and that is normal to disagree or agree, then move on to another topic. If confusion and dissatisfaction remain, the teacher may want to schedule a formal debate of the issue at another time.

Remember that while you are monitoring the learners to ensure that they are non-judgmental, you must be non-judgmental as well. Be aware of your own personal values, especially when controversial topics like abortion, family planning, or premarital sexual intercourse are discussed. Pay attention to your comments and body language to avoid supporting one position or another. Support learners so that they will not feel overwhelmed or subordinated by the values and opinions of their peers. Make it clear that it is normal to change one’s mind based on new information or a new way of looking at an issue.

Occasionally, one or two learners will express a particular value in opposition to the rest of the group. In such a case, it is your responsibility to support the right for someone to have a minority viewpoint. Use verbal comments, touch or physical proximity to show your support, but state clearly that you support the behaviour of standing up for one’s values, even if they are in the minority, rather than the position. Whenever there is discussion about a topic and no one in the group expresses a commonly held position, remind the group of that position. You could say, “Other people might say...” and give reasons for that position.
Teachers, and other authority figures, are often asked about their own values on various topics. It is appropriate to share some of your personal values and to discuss the values that you learned from your family, which helped you make positive decisions about professional goals or education. It is better not to share personal values related to highly controversial topics. Teachers are important figures in the lives of adolescents and can influence their values and behaviours. If asked about a controversial topic, say something like “I'm more interested in what you believe right now.” If you do share personal values, be clear that the values are right for you, but not necessarily right for the learners.

**Instructions**

**Values (20 minutes)**
1. Ask learners to list ideas that are important to them, beliefs that are important to them, and ideas that help them to make decisions.

2. Ask learners what they understand by the word “values.” Provide some examples like:

   A man who values family, cares about his wife, his children, and his home life.
   A person who values education, may strive to go to a National School.
   A person who values friends, may spend time making sure his/her relationships are strong.

3. Facilitate a discussion on values by asking the following questions:

   Where do you think we get our values?
   What is one example of a value your family feels is very important?
   What is an example of a religious value you may have been taught?
   Which of your values come from your cultural beliefs?
   What is a national value that may be less important in other countries?
   Can you think of a value someone else has that you do not share? What is it?

4. Explain that learners will be asked to express their feelings about particular values. Designate three areas of the room as “Agree,” “Disagree,” and “Not sure.”

5. Select five to seven of the statements below, and read each statement aloud. After each statement, ask learners to move to the part of the room to show whether they agree, disagree, or are not sure. Explain that there are no right or wrong answers and that everyone is allowed to have his or her opinion.

   It is okay to have a child before marriage.
   You can earn a decent salary without finishing school.
   Boys should pay the bill when a boy and girl go to a restaurant.
   Having a job you enjoy is more important than earning a lot of money.
   When a man and woman have sex, making sure the woman does not become pregnant is her responsibility.
   Children can be raped by a parent.
   It is not okay for a boy or man to cry.
   It is okay to have sex while you are still attending school if you love the person.
   Waiting to have sexual intercourse until you are an adult is a good idea.
   Girls should be allowed to inherit property.
   Women should understand that a man needs to have many sexual partners at the same time, even if he is married.
Boys and girls should have equal rights.
A girl who dresses in mini skirts and sexy clothing is asking to be raped.
A man who fathers a child but does not take responsibility should be punished.
It is important to follow traditions no matter what.
Men need to have sex more than women.
A 15-year-old girl who wants contraceptives should be able to get them.
When a girl says no to having sex, she really means yes.
It is preferable to have male children than female children.
It is okay for a boy to have pre-marital sex, but not a girl.
Having sex with an older man or woman for money or gifts is okay.

6. After this exercise, bring the group together and discuss:
   Did you know right away how you felt or did you have to think about each one?
   Did you ever change your mind?
   Did anyone else in the group influence your vote?
   How did you feel about the differences in values of the group?

Values and Behaviours (40 minutes)
1. Ask learners to name people they know (parents, siblings, teachers, politicians, religious leaders, TV personalities, writers, sportsmen and friends) who have felt very strongly about something and have acted because of their values. Allow plenty of time for learners to think of someone. Give an example if necessary to get the groups started.

2. Create three columns on the board headed, Person, Value, and Behaviour. Ask learners to fill them with the names of the person they have thought of, their values (principles, beliefs) and their specific activities or behaviours.

<table>
<thead>
<tr>
<th>Person</th>
<th>Value</th>
<th>Behaviour</th>
</tr>
</thead>
</table>

3. Ask the group to think of examples of values that have influenced their own lives in some way. Give one example of a behaviour that resulted from your values, such as telling a friend a joke was inappropriate because you value treating people with dignity and respect, or donating money to help others because you believe people should help each other.

4. Ask learners to think of values learned from their families, communities, or religious leaders that have influenced their behaviour. Examples of values include “do not lie, cheat, or steal,” “take care of your brother or sister” and “live in harmony with the world around you.” Ask how such principles have influenced their behaviour.

5. Explain that you will read several statements, followed by a series of questions. They should not answer the questions out loud, but think about them and write notes to themselves. Each statement reflects a value. Questions will be about behaviours that support or ignore the value. When you have finished, ask the group to talk about the results.

6. Read aloud the following statements and questions (or substitute statements of your own):
   (a) Your health is important to you.
       Do you get regular exercise?
       Do you eat healthy foods?
       Are you a non-smoker?
       Do you avoid using alcohol and other drugs?
(b) Men and women should have equal opportunities. 
Would you encourage a female friend to study pure physics? 
Would you encourage a male friend to study home economics? 

(c) Teens should not have sex unless they use contraception and protect themselves against HIV and other sexually transmitted infections.

*If you have not had sexual intercourse:* 
Have you thought about what contraceptives you would use if you were sexually active? 
Do you have information on how to get and use contraceptives when you need them? 
Have you talked with your friends about the importance of using contraceptives? 

*If you are having sexual intercourse:* 
Have you talked to your partner about condoms and other contraceptives? 
Have the two of you made a decision about what contraceptives to use, based on accurate information and your needs as partners? 
Do you, or does your partner, always use condoms to prevent the spread of HIV infection? 

7. Ask the group members to think about their answers to the questions for a few minutes and then write an ending to the following sentence:

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

8. Summarize the relationship between values and behaviour by discussing the following points:

People tell others about the values that are important to them. 
People do what their values tell them to do or not to do. 
People make decisions based on their values. 
People stand up for their values. 
People feel guilty if they do not behave according to their values.

9. Facilitate a discussion with the following questions:

How does it feel to stand up for your values when friends disagree with your position? 
What happens when young people’s behaviour goes against their parents’ values? (Answers include: they argue; may lie to their parents; they may avoid talking about it) 
What happens if their behaviour goes against the religious or spiritual values they were taught? (Answers include: They may stop attending religious services or avoid spiritual leaders because they feel guilty, embarrassed, or angry) 
What influences people to behave in ways that are consistent with their values? Give an example. (Answers include: It feels good to follow one’s values; parents and other adults reward behaviour that reflects the values they teach) 
What influences people to behave in ways that are different from their values? Give an example. (Answers include: People may want to experiment, peer pressure, opportunity for personal gain, to rebel, or to get attention) 
Will your values change or remain the same as you get older? 
If your values and behaviour are different, which should you change, your values or your behaviour? 
What are the consequences of picking bad values and behaviours?
Optional Activity

#1 Value Ranking

1. Explain that you will read several statements that reflect different values. Ask them to rank their values individually. Read the list of values to the learners. Ask them to write the list down as you read it, and allow them to add any others. Ask them to rank the following from 1-12 with 1 being the most important and 12 being the least important:

   - Being independent.
   - Getting good marks in school.
   - Preparing for my future.
   - Being on good terms with my parents.
   - Getting married.
   - Living by my religion.
   - Being artistic or creative.
   - Making money.
   - Being popular with my friends.
   - Having sex with someone I love.
   - Getting a job I really like.
   - Being good in sports.

2. Facilitate a discussion with the following questions:

   - Which was easier, choosing the most important or the least important?
   - Are there values on the list that you have never thought about before?
   - Were you surprised by your feelings about any particular value?
Session 2 Life Cycle

Learning Objectives

By the end of this session, learners will be able to:

- List physical and emotional changes that happen during different stages of life
- Explain that sexual feelings are normal

Time 45 minutes

Background Notes

The table below outlines different physical and emotional characteristics of each of the stages of the life cycle.

<table>
<thead>
<tr>
<th>INFANCY</th>
<th>CHILDHOOD</th>
<th>ADOLESCENCE</th>
<th>ADULTHOOD</th>
<th>OLD AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Birth to 3 years)</td>
<td>(4 to 12 years)</td>
<td>(13 to 20 years)</td>
<td>(20 to 50 years)</td>
<td>(50 years or more)</td>
</tr>
<tr>
<td>Bond with parent</td>
<td>Learn gender role</td>
<td>Puberty</td>
<td>Forming long-term sexual relationships</td>
<td>Need for touching and affection</td>
</tr>
<tr>
<td>Get early needs met</td>
<td>Begin to be independent</td>
<td>Menstruation in girls</td>
<td>Setting long-term goals and making plans to reach them</td>
<td>If healthy, continuing interest in sex and ability to perform</td>
</tr>
<tr>
<td>Learn to trust</td>
<td>Childhood sex play</td>
<td>Sperm production in boys</td>
<td>Strong need for independence</td>
<td>Women can no longer become pregnant (menopause)</td>
</tr>
<tr>
<td>Experience touching by another person</td>
<td>Same-sex friendships</td>
<td>Strong need for independence</td>
<td>Learning how to be a man or woman from family, friends, media</td>
<td>Grandparenthood</td>
</tr>
<tr>
<td>Develop gender identity</td>
<td>Masturbation</td>
<td>Learning how to be a man or woman from family, friends, media</td>
<td>Sexual decision making</td>
<td>Death of a loved one</td>
</tr>
<tr>
<td>Boy and girl stereotypes learned</td>
<td>Family life education</td>
<td>Possibility of contraception decision making</td>
<td>Possibility of pregnancy or impregnating someone</td>
<td></td>
</tr>
<tr>
<td>Explore genitals</td>
<td>Begin puberty</td>
<td>Possibility of pregnancy or impregnating someone</td>
<td>Possibility of pregnancy or impregnating someone</td>
<td></td>
</tr>
<tr>
<td>Toilet training</td>
<td>Vaginal discharge in pre-pubescent girls</td>
<td>Possibility of menopause for women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erection of penis in boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lubrication of vagina in girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions

1. Explain that this session is about the physical and emotional changes people go through as they grow up.

2. List the five stages of the life cycle (infancy, childhood, adolescence, adulthood, older age) and write them as headings on a board. Ask learners to describe physical and emotional characteristics of each stage, starting with infancy. Ask questions like, “What can a baby do? How does a baby feel?” Write their comments on the board. As each response is given, ask if everyone in the group agrees with the comments. Facilitate a discussion if there is not agreement. Ask learners to think about their own experiences and their family situations. Continue with each stage.

3. When the lists are complete for each stage, review the changes mentioned for each and explore the most important ones in greater detail.

Optional Activity

#1 Puberty Skits

1. In a large group, review the physical and emotional changes of adolescence and puberty in the life cycle.

2. Ask for volunteers to speak about their personal experiences.

3. Divide learners into groups of four and assign each group a physical or emotional change to use as a focus for a skit.

4. Give each group 15 minutes to prepare a short skit to present to the entire group.
Session 3 Adolescence and Puberty

Learning Objectives
By the end of this session, learners will be able to:

- Define adolescence
- List physical and emotional changes that happen during adolescence
- Explain that sexual feelings are normal

Time 60 minutes

Background Notes
Adolescence is the time in everyone’s life when they change from a child into an adult. Adolescence is the age between 10 and 19 years of age.

Puberty
Puberty is a time when the bodies of boys and girls physically change – bodies grow bigger and taller, genitals mature, and hair often starts growing in new places on the body. During puberty, a girl becomes physically able to become pregnant and a boy becomes physically able to father a child. New chemicals produced by the body, called hormones, create changes in the body and turn young people into adults.

Puberty typically starts between ages 8 to 13 in girls, and ages 10 to 15 in boys, although some young people start puberty a bit earlier or later. People are different, so everyone starts and goes through puberty at their own pace. During puberty, young people are experiencing a major growth change. Puberty lasts for about 2-5 years. Some people grow four or more inches in one year. This growth during puberty will be the last time the body will grow taller. When the growth period is over, young people will be at their adult height.

Body Changes in Boys
Boy’s shoulders will grow wider, and their bodies will become more muscular. Some body parts (especially hands and legs) may grow faster than others. Many boys have uncomfortable growing pains in their arms and legs as the bones grow faster than the muscles can stretch to keep up with them. Some boys develop swelling underneath their nipples, which looks like the start of breasts. This is caused by the hormones that are active throughout the body and will usually go away with time. During puberty, boys will start to have erections and wet dreams. An erection is when the penis gets stiff and becomes bigger than usual. They will notice other changes as well, such as the lengthening and widening of the penis and the enlargement of the testicles.

Body Changes in Girls
Girl’s bodies usually become rounder and more womanly. They gain weight on their hips, and their breasts develop, starting with just a little swelling under the nipples. Sometimes one breast might develop faster than the other, but over time the slower one catches up. Girls will notice an increase in body fat and will occasionally feel sore under the nipples as the breasts start to enlarge. This is normal. Gaining some weight is part of developing into a woman, and it is unhealthy for girls to go on a diet to try to stop this normal weight gain.

About one to two years after girls’ breasts start to develop, they usually experience their first menstrual period. Menstruation is one more sign that lets them know puberty is progressing. It means that the puberty hormones have been doing their job. Girls might see and feel a white or clear liquid from the vagina. This does not necessarily mean anything is wrong; it is usually just another sign of their changing body and hormones.
More Changes
One of the first signs of puberty is hair growing where it did not grow before. Hair will grow in the armpits and in the pubic area (on and around the genitals). At first it is thin. Then it becomes longer, thicker, and heavier. Eventually, young men also start to grow hair on their faces and chests. Acne (pimples or spots) often starts around the beginning of puberty and can remain all through adolescence. It usually gets better or disappears by the end of adolescence. Young adults should wash their faces each day with soap and water to keep their skin clean.

A new odour under arms and elsewhere on the body might develop. This is body odour, and everyone gets it. The puberty hormones affect glands in the skin, and the glands make chemicals that have a strong odour. Bathing or washing every day helps reduce this odour, and so do perfumes and deodorants. Boys will notice that their voices may “break” and eventually get deeper. Girls’ voices might get a little deeper, too. Boys’ voices will stop breaking as they get older.

During puberty, young people might become sensitive or easily upset. Feeling nervous or uncomfortable about how their bodies look and change is one of the things young people are most sensitive about. It is common for young people to lose their tempers, get angry with friends or family members, or feel sad or depressed more than usual. Young people should talk to adults they trust about any feelings of anger, sadness, or depression they may have.

During puberty, it is normal to become more aware of the opposite sex and to feel more sexual. In boys, the main sign of sexual feelings is an erection of the penis. In girls, it is wetness of the vagina. Sexual feelings can come from reading a romantic novel or thinking about another boy or girl. Having sexual feelings is normal and is nothing to feel guilty about. Acting on such feelings, however, is a big responsibility, and it is best to wait until one is older.

Instructions
1. Divide learners into three groups and ask them to discuss and write down the changes that occur to boys and girls as they go through adolescence. Assign one of the following types of changes to each group: 1) boy’s physical change, 2) girl’s physical changes, 3) emotional changes

2. Ask one person from each group to share their group’s list. Write the responses on the board. Ask the other three groups if they have other changes they would like to add to the list.

3. Point out any other changes that were not mentioned. Help them distinguish between physical and emotional changes. Use the tables below as a guide.

<table>
<thead>
<tr>
<th>Physical Changes in Boys</th>
<th>Physical Changes in Girls</th>
<th>Physical Changes in Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoulders broaden</td>
<td>Hips widen</td>
<td>Grow</td>
</tr>
<tr>
<td>Facial hair</td>
<td>Breasts develop</td>
<td>Gain weight</td>
</tr>
<tr>
<td>Voice deepens</td>
<td>Ovulation and menstruation</td>
<td>Pubic and underarm hair</td>
</tr>
<tr>
<td>Sperm production and ejaculation</td>
<td>Acne</td>
<td>Genitals enlarge</td>
</tr>
<tr>
<td>Wet dreams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Changes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual feelings</td>
<td></td>
</tr>
<tr>
<td>Changes in mood</td>
<td></td>
</tr>
<tr>
<td>Feel embarrassed easily</td>
<td></td>
</tr>
<tr>
<td>Feel closer to friends than family</td>
<td></td>
</tr>
<tr>
<td>Feel shy</td>
<td></td>
</tr>
</tbody>
</table>

Better able to reason and solve problems
Rebel against parents, want to be independent
Concerns about being normal
Experimentation
4. Discuss how these changes can also change adolescents’ attitudes and behaviours. Ask them to list consequences of these attitudes and behaviours. Changes include the following:

- Struggling with a sense of identity and questions about oneself
- Moodiness, anger, and depression (being rude, self-centred)
- Need for more independence and privacy
- Experimentation (taking risks, using drugs, having sex)
- Identification with peers and relationships with friends and opinions of others become more important (peer pressure, wanting to please friends even if it means getting into trouble)
- More concern or worry about appearance and body
- Worry about the future (school, family, job)
- New “crushes” on friends, classmates, teachers, or celebrities
- Curiosity about sexual organs
- Feeling sexually attracted to people
- Better able to reason (can learn quickly, can plan, dependable)

5. Ask learners which attitudes and behaviours adolescents need to monitor in order to avoid negative consequences? Make sure they include unprotected sex, giving in to peer pressure, and drugs.

6. Ask learners to brainstorm their fears about becoming adolescents and write these on the board.

7. Ask what skills adolescents need in order to cope with this growth period. Divide responses into “knowledge” and “skills,” and use the table below as a guide. Tell the learners that knowledge and skills will be covered extensively in a series of upcoming sessions.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the body changes</td>
<td>Decision-making</td>
</tr>
<tr>
<td>Consequences of unprotected sex</td>
<td>Being assertive about needs and wants</td>
</tr>
<tr>
<td>Abstinence</td>
<td>Negotiation</td>
</tr>
</tbody>
</table>

8. End the session by reviewing the following:

- All of these physical and emotional changes are normal.
- Everyone develops at their own pace; some earlier, some later. It is important not to tease others who may develop earlier or later.
- Young people often feel uncomfortable, clumsy, or self-conscious because of the changes in their bodies.
- Menstruation and wet dreams are normal and will be talked about more in a later session.
- During puberty, a girl becomes physically able to become pregnant and a boy becomes physically able to father a child.

9. Ask learners to list things they can be proud of as they become adolescents. Ask learners to share what they learned in this lesson.
Optional Activities

#1 Role-Plays: Talking about Puberty (60 minutes)

1. Assign one of the following role-plays to a pair of learners that volunteer to present to the group. Away from the other learners review the role-play with the volunteers. Ask the pair to act out the situation using the information they just learned in the session. Encourage them to be creative and encourage girls to act out male roles or boys to act out female roles. Give learners a couple of minutes to prepare for the role-play. Present the role-play to the group. After the pair presents the role-play have the other learners clap for their presentation.

   **Role-play scenarios**
   1. One person plays a 12-year-old boy; the other plays the older brother. The younger boy is sad because everyone at school teases him about his breaking voice. The older brother explains why his voice is breaking and what to say to people when they tease him.

   2. Both people play 10-year-old girls. One girl teases the other girl because she is taller than all the other girls in the group. The tall girl explains that boys and girls grow at different paces and to different heights. She also explains why she does not like being teased and asks the other girl to be a nicer person. The teasing girl apologizes.

   3. One person plays a 13-year-old boy; the other plays his friend. The friend is worried because he is not as tall and big as the 13-year-old boy. The boy comforts his friend, letting him know that the age when boys start the physical changes of puberty varies.

   4. One person plays a 12-year-old boy; the other plays his father (uncle, grandfather). The boy is worried because he is growing hair under his arms and a little on his face. The father (uncle, grandfather) comforts him and tells him that most boys develop hair in new places as they grow older.

   5. One person plays an 11-year-old girl; the other plays her friend. The friend is worried because she has not started her period but the 11-year-old girl has. The girl comforts her friend, letting her know that the age when girls start menstruation varies.

   6. One person plays the mother (or aunt, or grandmother); the other plays a 12-year-old girl. The girl is worried because she has not developed breasts, although most of her friends have. The mother (aunt, grandmother) comforts the girl, letting her know that the age when breasts start forming varies and that breast size varies.

2. Ask the group the following discussion questions and write the responses on the board:

   - What did you see? What did you hear the two characters say?
   - Does this happen here in our community (school, home)?
   - What problems does it cause?
   - What should we do when this happens? What should we do to avoid this?
   - What else could she or he have said to give more information?

3. Ask another two volunteers to do the same role-play only this time have them go into more depth and improve on the first role-play using some of the answers that were generated from the discussion. Have them perform and thank them for their participation afterwards.

4. Move on to the next role-play and ask for two more volunteers. Use the same discussion questions above for all role-plays.
#2 Interviews with Adults about Puberty (20 minutes)

1. Divide the groups into small, same-sex groups. Ask each group to think of a list of questions that they would like to ask an adult of the opposite sex and same sex. Suggest that learners think of questions about physical changes and emotional changes that the adult went through during puberty. Possible questions include:

   - What did you like best about being age 10 to 14?
   - What did you like least about being age 10 to 14?
   - What emotional changes did you have during puberty?
   - How did your life change in puberty?
   - Where can I get accurate information about puberty?
   - Do you have any advice for anyone about to enter puberty?

2. Ask learners to use the questions their group has listed to interview an adult of their choosing.

3. Discuss the results of the interviews at the next session. Make a list of the changes the males and females experienced. Compare the lists to note similarities and differences between the two sexes.

#3 Letter to Sibling about Puberty (20 minutes)

1. Ask learners to write a letter to an imaginary brother or sister about to enter puberty. In the letter, each learner should explain what he or she will go through and offer tips to better prepare for these changes. NOTE: For low-literate or younger learners, you can modify this activity by asking the learners to make up a poem, story, or song instead of writing a letter.

Frequently Asked Questions about Puberty

**Is it normal for some boys and girls to mature earlier than others?**
Yes, some boys start puberty at age 10, but others do not start until they are 14 or 15. Some girls start puberty as early as age eight, and others do not start until they are 13 or 14. However, if a girl does not start menstruating by the age of 16, she should consult a health provider.

**Why do some parts of the body mature more quickly than others?**
During puberty, there is an order in which certain physical changes usually occur. For girls, breasts begin to grow; for boys, growth of the testicles is usually the earliest sign. However, bodily changes can occur in a different order and still be considered normal.

**Why do some boys experience breast tenderness during puberty?**
Occasionally one or both of a boy’s breasts can become slightly enlarged or sore. This is related to the rising levels of hormones in the body.

**Why do some adolescents have skin problems?**
During puberty increased hormonal activity leads to increased activity in the skin glands. Oil produced by the glands block skin pores and mixes with bacteria to cause pimples or spots. To help keep skin clear, young people should wash their faces and hands frequently.

**How long does it take for breasts to fully develop?**
It takes a different amount of time for each girl. If a girl starts later than other girls, it does not mean that her breasts will always be smaller. There is no link between what size breasts will be and when they start to develop.
Session 4 Male and Female Reproductive Systems

Learning Objectives

By the end of this session, learners will be able to:

- List the main organs in the male and female reproductive systems
- Explain the process of sperm production and ejaculation
- Explain the process of menstruation and fertilization

Materials Required

- Chalk
- Handout 4.1 Reproductive System – Male
- Handout 4.2 Reproductive System – Female
- Handout 4.3 Reproductive System Story

Time 60 minutes

Background Notes

Male Reproductive System

Under the penis there is a small bag of skin containing the testicles. There are two of them and they produce sperm and testosterone. Testosterone is the male sex hormone and it makes pubic hair grow and boys’ voices become deeper. Semen is the fluid that carries the sperm. Sperm makes babies when it joins up with women’s eggs. Most of the time sperm is inside the body. There is only one exit for the sperm, which is through the hole at the end of the penis, called the urethra. When the penis is soft, that hole is used to urinate; when it is erect, it is used to release semen.

An erection occurs when the penis fills with blood and becomes hard and straight because a boy or man is sexually excited. Erections can happen when boys fantasize and think about sexual things, or sometimes for no reason at all. Boys do not have any control over when this will happen. It is very common for boys to wake up with an erection in the morning. While asleep at night, a boy’s penis will probably become erect and then go down about five to seven times. This is completely normal and healthy. Having erections is not a sign that a boy needs to have sex.

When the penis is erect, a boy will find that he cannot urinate easily because a muscle closes off the bladder. He will have to wait until the erection goes down before he can urinate. Ejaculation is when semen comes out of an erect penis due to sexual excitement. A man does not have to ejaculate every time he has an erection. If he waits, the erection will go down without causing any harm.

When a boy begins puberty, the ejaculated semen tends to be slightly clear or yellow. As the boy grows into an adult, he begins making a large amount of mature sperm, and his ejaculation will probably become more whitish. Boys are not born with sperm; they begin to produce them during puberty. A boy begins to produce sperm and continues to produce them through his entire life. If the sperm is ejaculated into the woman’s vagina, she may become pregnant. The semen can also carry diseases that could infect another person.

A wet dream is when a boy’s penis becomes erect, and he ejaculates while sleeping. This causes the boy’s underwear or the bed to be a little wet when he wakes up. If a boy does not know about wet dreams, he could be worried or confused. Wet dreams are completely natural and normal. A boy cannot stop himself from having wet dreams.
Female Reproductive System

The female external genital organs are called the vulva. It includes the two folds of skin called the labia, the clitoris, and the vagina. The external genitalia, or the labia, has two sets of rounded folds of skin called the outer and inner lips. The labia cover and protect the vaginal opening. The inner and outer lips come together in the pubic area. Near the top of the lips, inside the folds, is a small cylindrical body called the clitoris. The clitoris is made up of the same type of tissue as the tip of the penis and is very sensitive. The clitoris has no other function than to help a woman have sexual pleasure. The urethra is a short tube that carries urine from the bladder to the outside of the body. The opening to the urethra is very small, and can be hard to find by touch or sight. It is right above the opening to the vagina. The vagina is where a man puts his penis during sexual intercourse. Also, menstrual blood and babies come out of the vagina. The vagina is an incredibly elastic muscle that can stretch wide enough to allow a baby to pass through.

Every female is born with thousands of eggs in her ovaries. The eggs are so small that they cannot be seen by the naked eye. Once a girl reaches puberty, a tiny egg matures in one of her ovaries and then travels down a fallopian tube on its way to the uterus. This release of the egg from the ovary is called ovulation. The uterus prepares for the egg’s arrival by developing a thick and soft lining like a pillow. If the girl has had sex in the last few days before or the day after ovulation, by the time the egg arrives in the fallopian tube, there might be some sperm waiting to unite with the egg. If the arriving egg is united with the sperm (called fertilization) the fertilized egg travels to the uterus, and attaches to the lining of the uterus (called implantation) and a pregnancy begins. If the egg is not fertilized, there is no pregnancy and the uterus does not need the thick lining it has made to protect the egg. It discards the lining, along with some blood, body fluids, and the unfertilized egg. All of this flows through the cervix and then out of the vagina. This flow of blood is called the “period” or menstruation. The blood and tissue usually leave the body slowly over three to seven days.

Menstruation and Ovulation

Menstruation happens for most women about once a month, and that is why it is commonly called the “monthly period.” It usually lasts between three and seven days. It is a sign that a girl or woman can become pregnant if she has sexual intercourse. Women stop menstruating while they are pregnant, and may or may not menstruate when they are breastfeeding.

Just as some girls begin puberty earlier or later than others, the same is true for periods. Some girls may begin to menstruate at age nine or ten, others may not get their first period until a few years later. A woman knows that she has started her period when a little blood comes out of her vagina. The blood does not pour like water from a tap. It comes out slowly, like a dribble. Usually by the time she has noticed a feeling of unusual wetness, her panties have absorbed any blood that has come out. This is why it is important to anticipate when each month she will start bleeding, so she can wear a sanitary pad or other protection to prevent clothing stains.

The amount of blood that comes out of the vagina can vary widely from person to person. Usually, an entire period consists of a few to several spoonfuls of blood – how much blood depends on the individual. The blood often starts off as a rusty or deep brown colour and then gets redder. It lightens to a rust colour again until it stops. The amount of blood can also vary from day to day.

The menstrual cycle is the period of time beginning on the first day of a woman’s period until the day before she begins her next period. Since this happens regularly, it is called a “cycle.” The length of time between one period and the next varies for each woman. For some, the cycle is 21 days (or fewer). For others, it is as long as 35 days or more. Irregular periods are common in girls who are just beginning to menstruate. It may take the body a while to adjust to all the changes taking place. For example, a girl may have the same length cycle for two months, then miss a month, or have two periods with fewer days in between them. Her menstrual cycle will probably become more regular, although she may continue to have irregular periods into adulthood. Sometimes she might have some spotting of blood for a day or two in the middle of her cycle. This is usually nothing to worry about. Stress or infections can disrupt a regular menstrual cycle.
Ovulation is the periodic release of a mature egg from the ovary. The time from ovulation to the next period is a very consistent length of 12 to 16 days and is controlled by hormones. The two weeks or so before ovulation and the two weeks after make a menstrual cycle about four weeks or a month long.

**Vaginal Secretion**

Girls can sometimes see secretions on their underpants or experience a feeling of wetness. These secretions are a whitish liquid. Girls often have vaginal secretions around the time of ovulation, when the body is ready to receive and nurture a fertilized egg. Secretions help sperm travel through the uterus to meet the egg for fertilization, so when a girl has secretions, she knows that this is the time when she is fertile.

Paying attention to vaginal secretions helps girls understand their bodies. Knowing what is normal for the body helps girls recognize things that are not normal. For example, yellow or strong-smelling secretions are not normal. These kinds of secretions are often a sign of infection, and should be checked by a health provider.

**Menopause**

Menopause is when a woman’s menstruation ends. It ends because the hormones that cause eggs to mature in her ovaries stop. When this happens, women can no longer become pregnant. Menopause usually happens after age 45. But, menopause can take place earlier or later than this. Some women may stop menstruating by the time they are 35, and some not until their late fifties.

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**What Do Girls Use During Menstruation?**

- **Clean pieces of cloth**: These are cut to fit in the panty area by sewing several layers of cotton cloth on top of each other. These must be clean. They must be washed thoroughly and hung in a private but sunny place to dry. They should not be shared.

- **Toilet tissue**: She can use a thick, long wad of toilet tissue. Sometimes toilet tissue is too rough, and it can irritate the skin. It also may not be sufficient to absorb the quantity of blood.

- **Pads or sanitary towels**: These are designed to fit the panty area close to the body. They have strips of tape that keep them attached to the panties, and the panties help to hold the pads close to the opening of the vagina. Pads have a plastic lining to minimize the spill of blood. If a woman uses pads, she needs to throw them down a pit latrine, bury them, or burn them after use. They should not be left in the garbage pile or flushed down the toilet.

- **Tampons**: These are small, compressed cotton objects, formed into solid, tube-like shapes, which are pushed up into the vagina during menstruation. The cotton softens as it absorbs the blood that comes into the vagina from the uterus. Attached to the tampon is a strong, soft cotton string, which hangs out of the vagina. Pulling this string removes the tampon. A girl must always wash her hands before and after inserting a tampon. Tampons need to be changed often, it could cause infection if left in. One should never leave a tampon in for more than eight hours.

Whatever a girl uses, she should change it frequently to avoid staining or odour. A girl can usually ask her sister, mother, or other close female relative what she uses. A girl might be worried that her friends might see her carrying such products with her. She should know that placing these in a simple plastic bag in a handbag or school bag, usually prevents any embarrassment. If a girl’s panties or clothes get stained with blood, she can soak them in cool, mildly salty water. Hot water will cause the blood to set and remain as a permanent stain.

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**Instructions**

**Body Mapping Exercise: Male and Female Reproductive Systems (30 minutes)**

1. Explain that the purpose of this lesson is for learners to better understand their own bodies, feel more comfortable with their bodies, and have information so they can ask questions.
2. Divide learners into two groups. One group will do the male reproductive system and one group will do the female reproductive system. Ask each group to draw an outline of a body (either on paper or using chalk). Explain that the easiest way to do this is for one to learner lie down on the floor and for someone to draw around his or her body.

Ask all learners in the group to discuss among themselves and draw the following body parts:

- Eyes, nose, and mouth
- Heart and lungs
- Stomach and liver
- Male reproductive organs (where male sperm are produced, where the sperm travel through, used for sexual intercourse)
- Female reproductive organs (where the egg matures, where egg and sperm unite, where the baby grows, where sex occurs)

3. As learners are drawing, move around and observe the exercise without giving comments or correcting any mistakes.

4. Ask each group to present their drawing and explain the different parts. Allow members of the other group to ask questions. Correct any misinformation.

**Sperm Production and Ejaculation (15 minutes)**

1. Ask learners what sperm is. Allow them to share their ideas. Then ask what they know about how sperm is produced.

2. Divide the learners into pairs and give them each a copy of Handout 4.1. Have them label the parts of the male reproductive system.

3. Review the completed handouts and make sure that all the points are clear and they understand the process of sperm production and ejaculation. Ask learners to discuss information they have learned that will be useful in their lives.

4. Ask volunteers to share something new they learned. Ask if they have learned something that is different from what they thought they knew before. Clarify any myths or misconceptions that learners might have. (The myth that if a boy waits too long to have sex, he will not be able to have children.)

**Ovulation and Menstruation (15 minutes)**

1. Ask learners what they have heard about menstruation from their sisters, mothers, aunts, female friends and relatives, media, school, etc. After you let them speak, confirm or correct their statements.

2. Ask for a volunteer to explain how menstruation occurs. Allow other learners to help.

3. Ask learners what they know about ovulation and the menstrual cycle. Allow them to exchange their ideas. Listen carefully to their answers as many misconceptions regarding ovulation and menstruation may come out.

4. Ask learners to explain ovulation. The following should be discussed:

   - Ovulation is the release of a ripe egg from one of the ovaries once in a month.
   - This egg is picked up by the broad, funnel shaped end of the fallopian tube and starts moving in the tube towards the womb.
   - Fertilization is the joining of a released egg and sperm after sexual intercourse.
   - Usually only one egg is released during ovulation. Sometimes, however, two eggs are released at the same time. If this happens and both are fertilized, twins will be born.
   - If an egg is not fertilized the lining of the uterus sheds and menstruation occurs.
5. Divide learners into pairs and give them each a copy of the Handout 3.2. Ask them to label all the parts of the female reproductive system. Review the completed handout and ensure all the points are clear and learners understand the process of ovulation and menstruation.

6. Facilitate a discussion with the following questions:

   What have they learned in this lesson that can be useful in their lives?
   Have they learned something they did not know before? What?
   Have they learned something that contradicts what they knew before?

7. Ask volunteers to share what they have learned. Emphasize the following:

   The menstrual cycle is not the same for all girls and women and that it can change for many reasons (stress, change in diet, change in environment, sickness).
   Some girls and women may experience discomfort and pain, and describe some pain management techniques (exercise, medication).
   Menstrual hygiene is important.

8. Discuss any myths that learners may have heard.

9. Let learners know that there will be a session to talk about these myths in greater detail. Ask learners to bring all the materials they used in this session (male and female) to the next session.

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**Frequently Asked Questions on the Reproductive System**

**Do boys get a period?**
Boys do not get a period, or menstruate, because they have a different reproductive system than girls. Menstruation is the breaking away of the lining of the uterus – the place where a foetus develops during a pregnancy. Since only women have a uterus, only they have periods.

**What is the normal length of the penis?**
The average penis is between 11 and 18 centimetres long when it is erect. There is no normal penis size, shape, or length. Some are wide and short. Others are long and thin. There is no truth to the idea that a bigger penis is a better penis. It is also normal for a boy to have a curving penis. It will usually become straight when it is erect.

**Is it normal to have one testicle hanging lower than the other one?**
Yes. Most men’s testicles hang unevenly.

**How does a girl know when her period is about to start?**
Most girls begin menstruating between the ages of 12 and 16. The best way to know is to look for signs. Underarm hair and a whitish discharge from the vagina are signs that the period will start soon.

**What if a girl’s period never starts?**
Periods will start sooner or later. However, if a girl reaches age 16 and has not yet had her first period, she should visit a health provider.

**Can a woman get pregnant during her period?**
Yes. If a woman has a short cycle – typically 21 days from first day to last day – then she is ovulating on day seven of her cycle (the seventh day from the first day of her period). Some periods last seven days, so it is possible that she would be ovulating when she has her period.

**Is menstruation painful?**
As hormone levels rise and fall during a woman’s menstrual cycle, they can affect the way she feels, both physically and emotionally. Some experience cramping in their stomachs before or during their period. This pain is usually not a serious problem and can be treated with paracetamol or other pain reliever, exercise, a hot bath, or a hot water bottle. A young girl may also experience back pain, headaches, nausea, vomiting, and constipation. The pain usually lasts just two or three days at the beginning of the period. Period pain is usually worse during adolescence and may subside as the young woman becomes an adult.
Optional Activities

#1 Reproductive System Sculptures

Creating two or three-dimensional works of art allows learners to look more closely at the reproductive system than they ever have before.

Materials: Any (or all) of these materials can be used: Felt, clay or modelling dough, fruit or vegetables, or “found objects” (silverware, bottles, boxes, paper plates for cutting). Scissors, tape, glue, paper, as needed. Learners will also need Handouts 4.1 and 4.2.

Instructions

1. Have individuals or teams work together to create a sculpture of the male or female reproductive system. Give them a time frame and ask them to take the time to create something interesting. Hold an art exhibit and allow them to show off their masterpieces.

2. Facilitate a discussion with the following questions:

   - Have you ever looked so closely at the male and female reproductive systems?
   - Was there anything surprising about them?
   - Did their design affect your choice of art materials?
   - Can you imagine these systems inside your own bodies?
   - Do you think about these organs inside you every day?
   - Do you think they are important? Why?
   - What can you do to keep them healthy?

#2 Small Group Activity: Products used during Menstruation

1. Ask learners to form five or six small groups. If culturally appropriate, have boys and girls mixed together.

2. Display the products used during a woman’s period (pad, tampon, cotton, cloth) and a cup or glass of water. (Use products that are readily available and commonly used among women within your community.)

3. Ask learners to identify the products. Ask the learners in each group to explain how the products are used and disposed of. Tell each group to place the products in water or pour water on them. Explain that the products absorb water like a sponge and this is what they do for blood during the menstrual period.

4. Encourage the learners to ask questions and allow other learners to answer.

5. Facilitate a discussion with the following questions:

   - Why use these products?
   - How do they work?
   - How often do they need to be changed?
   - How should they be disposed of or cleaned?
   - Where can you get these products?
#3 Pair Exercise: Talking about our Fertility

1. Assign one of the following role-plays to a pair of learners who volunteer to act it out for the group. Away from the other learners review the role-play with the volunteers. Ask the pair to act out the situation using the information they just learned in the session. Encourage them to be creative and encourage girls to act out male roles or boys to act out female roles. Give learners a couple of minutes to prepare for the role-play. Present the role-play to the group. After the pair presents the role-play have the other learners clap for the presentation.

2. Ask the group the following discussion questions, one at a time, and write the responses on the board:
   - Does this happen here in our community (school, home)?
   - What problems does it cause?
   - What should we do when this happens?
   - What should we do to avoid these problems or this situation?
   - What else could she or he have said to give more information?

3. Ask another two learners to volunteer to do the same role-play only this time have them go into more depth and improve on the first role-play using some of the answers that were generated from the discussion. Have them perform and thank them for their participation.

4. Move on to the next role-play and ask for two more volunteers. Use the same discussion questions for all other role-plays.

   **Role-play #1**: One person plays the aunt; the other plays a 12-year-old girl. The girl is worried because she has not gotten her period yet, but her friends have. The aunt comforts the girl, letting her know that the first period starts as early as age 9 or 10, but can also start a few years later.

   **Role-play #2**: One person plays a 10-year-old girl; the other plays the older sister. The girl is afraid because she began her period and does not understand it. The older sister explains menstruation.

   **Role-play #3**: One person plays the father; the other plays the 13-year-old son. The son is worried because he keeps waking up, and the bed is a little wet. He asks his father what is wrong with him. The father explains to him what wet dreams are and that they are normal.

   **Role-play #4**: One person plays a 12-year-old girl; the other plays her mother or father. The girl has stained her clothes with menstrual blood at school and is too embarrassed to return to school because she thinks everyone saw. The parent comforts her and tells her that every woman has an occasional spot on her clothes. The mother or father explains what to use to stop the blood in her panties.

   **Role-play #5**: One person plays the older brother; the other plays a 12-year-old boy. The boy is worried because he ejaculated and now thinks his sperm is floating in the air and might get someone pregnant. The brother explains to him about wet dreams and ejaculation.

#4 Fertility Dance

1. As a group, design a space to represent female reproductive organs including ovaries, fallopian tubes, uterus, vagina, and vulva. Doors and hallways may be used, or tape or chalk on the floor. Assign roles, eggs and sperm (the majority of dancers in the role of sperm). One player may be a narrator with a calendar. Music to play during the action can be an extra element of fun.

2. Allow students to perform the dance, with a discussion during and after the performance. Bring in spectators if possible. Repeat to allow dancers the chance to perform different parts. Then have a contest: individuals or teams must read a scenario for students to choreograph (fraternal twins are conceived, identical twins are conceived, or different types of contraception are used (including abstinence).

3. Ask the “dancers” to re-enact their dance, stopping at times to explain what is going on. Ask the dancers to explain which parts were confusing to demonstrate, and what they learned. Have dancers or the audience suggest other issues to demonstrate.
Handout 4.2 Female Reproductive System

![Diagram of female reproductive system](image)

- **ovary**
- **uterus**
- **bladder**
- **vagina**

![Diagram of female reproductive system](image)

- **fallopian tube**
- **ovary**
- **uterus**
- **vagina**
Handout 4.3 Reproductive System Story

Below are two stories. The events are out of order. Use a sheet of paper and write the stories so that they make sense. Find a topic sentence to begin your paragraph. Make sure that the last sentence is a good conclusion.

Male Reproductive System

The Life of a Sperm Cell

I am produced in the testicles.

When the penis becomes erect, I leave the body through the urethra in a white, milky fluid in a process called ejaculation.

Without me, an egg cell couldn’t begin the process of reproduction.

If I can find the egg before the other sperm do, I will be the winner: part of a fertilized egg!

Female Reproductive System

The Menstrual Cycle

An egg starts to develop in the ovary.

While the egg is developing, the lining of the uterus is getting thick and soft.

The egg travels to the uterus.

If the egg doesn’t meet a sperm, it dissolves.

About two weeks later, since the lining of the uterus is not needed for a pregnancy, it comes out through the vagina.

Facilitator Notes Reproductive System Story Answers

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Session 5 Reproduction Myths

Learning Objectives

By the end of this session, learners will be able to:

- Differentiate between reproductive system facts and myths
- Apply knowledge of the reproductive system to dispel myths

Time 60 minutes

Background Notes

A myth is a traditional story or collection of stories told among a group of people, that may be based on a truth or real story, but is not true. It often is based on the cultural ideals or commonly held beliefs or emotions in a community. Myths form part of the beliefs of a community or society. A fact is something that is true and has been proven with evidence.

Although most young people have some basic information about sex and reproduction, they often believe myths about reproduction. It is important to let learners talk about these tales they have grown up with in order to bring the myths out into the open so they can be dispelled and replaced with facts. Myths can range from the less harmful to the highly dangerous ones, like those concerning sexual health. Partial and incorrect information can lead adolescents to make risky decisions for themselves. Long-held, culturally approved beliefs or myths that peers swear are true are often extremely difficult to change. But the misinformation must be cleared away and real facts provided, so that choices can be based on knowledge instead of ignorance.

Instructions

Reproduction myths (60 minutes)

1. Ask learners to define the word “myth.” Write their responses on the board. Responses should include: opinions, beliefs, fables, stories or fantasies that are not true. Ask learners to discuss how their definition of “myths” is different from “facts.”

2. Explain that “facts” are things that are known to be true; events that have actually occurred; and things that are real, actual, and can be proved. For example, if you throw a ball in the air, it will come down or Jomo Kenyatta was the first president of Kenya. Myths are ideas, sayings or beliefs that people create and are not or cannot be proven. Usually, myths are a mixture of truths and untruths passed around verbally within a community, to explain an issue that people do not fully understand. For example, in some communities, people say that if a woman thatches a roof, she will go blind. (Use an appropriate example of a myth in your community.) Myths are distorted or misunderstood truths. Emphasize that while some myths are quite harmless, many of them can be dangerous because they are the opposite of known facts and acting on them can lead a person into trouble or negative consequences. For example, some people say that you cannot get pregnant the first time you have sex and in fact, you can get pregnant anytime you have sex without using contraception, even the first time.

3. Ask learners to list myths that they have heard about the reproductive system functions and processes. For example, if a girl or boy does not have sex, she or he will get backaches. Collect the information without discussion.

4. Once a list of myths has been collected, divide learners into groups of four or five. Assign one or two myths to each group and ask them to work as a team to use their knowledge to dispel each myth.

5. Ask a representative from each group to present back to the group. Allow others to ask questions.
6. End the session by emphasizing that there are many myths and misconceptions about reproduction and acting on them can have negative consequences and it is important to only consider the facts about reproduction when making decisions about sexual activity. If they are not sure about the facts, they should ask a knowledgeable person, such as a counsellor, doctor, or nurse, and not rely on friends who may not have accurate information.

Optional Activities

#1 Small Group Activity or Homework Assignment: Myth Tracing
15-19
Have learners collect reproductive health myths among their family and friends. Trace the origin of certain specific myths in Kenya. Write up an essay on why the myth is incorrect.

#2 Myths Role-Play
13-14
Divide learners into small groups and assign one reproductive health myth to each group. Ask each group to act out their myth and the consequences of the misinformation and then resent them to the group.

#3 Large Group Game: Fertility Myths and Facts
13-14
1. Explain that the group is going to play a game that will focus on signs of female and male fertility, specifically menstruation and wet dreams, and that this game will help them identify and correct myths around the topic.

2. Divide the group into two teams and place them on opposite sides of the room. Have each team choose a name. Read one of the following statements to the first member of Team A. That person should consult with the rest of the team to determine whether the statement is a “myth” or “fact.”

3. Once the first player responds, say whether the answer is correct and mark the score on the board. Award one point for each correct answer. If the answer is correct, ask the player to say why this is correct. If the answer is incorrect, provide the right response and briefly explain why.

4. Continue by reading another statement to the first member of Team B, then alternate teams until everyone has had a chance to respond. After you have read each of the myths and facts, ask the teams to come up with two things that they have heard about menstruation and wet dreams and share these. Have the opposite team state if it is a myth or fact, and again, tell them if they are correct and why. Afterward, add up the score and announce the winning team.

MYTH or FACT?
The blood coming from a woman during menstruation means that she is sick (MYTH)
Cold drinks do not cause menstrual cramps (FACT)
Women should not eat spicy or sour foods during menstruation (MYTH)
If a woman misses her period, this could mean she is pregnant (FACT)
If men do not ejaculate, sperm will collect and make their penis or testicles burst (MYTH)
It is perfectly safe for a woman to wash her hair or take a bath during her period (FACT)
Having menstrual blood means a woman is dirty (MYTH)
When a boy or a man has a wet dream, it means he needs to have sex (MYTH)
When a man has an erection, he must always ejaculate (MYTH)
Most boys have wet dreams during puberty (FACT)
If a penis is touched a lot, it will become permanently larger (MYTH)
If a person jumps over the legs of a pregnant woman the child will look like the jumper (MYTH)
If a person masturbates a lot, they will go blind (MYTH)
Reproduction Myths

**MYTH:** One cannot get pregnant with one sexual act.
**FACT:** One runs the risk of pregnancy each and every time one has unprotected sex, even the very first time.

**MYTH:** The safest time to have sex is between periods.
**FACT:** For women with menstrual cycles between 26 to 32 days, they can become pregnant from the 8th to 19th day or halfway between periods. This is the least safe time to have sexual intercourse.

**MYTH:** You need your parent’s permission to find out about contraception and reproductive health.
**FACT:** Knowledge about contraception can protect against consequences of unprotected sex like unplanned pregnancies and STIs. Knowledge of reproductive health makes one fully aware of one’s body, its functions and its care. So, it is not necessary to seek parent’s permission for it. Adolescent reproductive health and development policy in Kenya gives young people the right to access information and services.

**MYTH:** Ejaculating during the night (“wet dreams”) is harmful to boy’s health.
**FACT:** Ejaculating while sleeping is normal and natural during adolescence and is not harmful.

**MYTH:** A woman becomes “dirty” or “untouchable” during menstruation.
**FACT:** Menstruation is normal and occurs with all women. The blood that comes out is not dirty.

**MYTH:** One should not take a bath during menstruation.
**FACT:** Menstruation is natural and there is no restriction regarding having a bath. In fact, it is very important to keep the body clean during this time, to avoid infection of the reproductive tract.

**MYTH:** If the hymen is broken then a girl is not a virgin.
**FACT:** The hymen can break even without sexual intercourse, by certain physical activities like sports, exercise, and the use of tampons during menstruation. Sometimes the hymen may be loose or absent and there is no breaking of the hymen.

**MYTH:** Contraceptive methods are harmful to your health.
**FACT:** Contraceptive methods can improve the family’s health and women’s reproductive health.

**MYTH:** Contraceptive pills make women barren.
**FACT:** The use of pills does not make a woman barren. Most women find that on stopping the pill, they become pregnant within three months.

**MYTH:** Condoms have holes and are laced with viruses.
**FACT:** Condoms do not have holes and do not allow HIV to pass. HIV can only get through if the condom has been damaged or torn. The presence of microscopic pores in some condoms does not matter much, since HIV cannot move on its own and is often attached to white blood cells, which are much larger than the virus. Condoms have of two or three layers of latex, and pores would have to be lined up in order for the virus to pass through. Then, enough of the virus (more than 15,000) would have to pass through to cause infection. The authors of a study investigating leakage concluded that if a condom does not break, it provides 10,000 times more protection than no condom at all.
Session 6 Communication

Learning Objectives

By the end of this session, learners will be able to:
- Define and demonstrate effective non-verbal communication
- Describe effective communication skills
- List good listening skills

Time 80 minutes

Materials Required

Large sheets of paper and markers for each group (or notebooks and pencils)

Background Notes

Communication is the process of sending and receiving information or thoughts through words, actions, or signs. People communicate to share knowledge and experiences, give information, express feelings, and solve problems or arguments. Communication is a skill and forms the basis of all relationships. The quality of communication affects the quality of a relationship.

Non-verbal communication or body language gives meaning to what is said and includes tone of voice, facial expressions (smiling, frowning, etc.), eye contact, body position (sitting, standing, pacing, leaning forward or backward), touch, and actions. Body language can influence communication negatively or positively.

Verbal communication is when one person talks and others listen and react. The conversation can be informative, in the form of questions, a negotiation, statements, instructions, or a story. In relationships, communication is usually informal. Communication misunderstandings and problems can happen when one person talks for too long, speaks too softly, interrupts the speaker, does not listen carefully, or when there are loud noises in the background or other distractions.

Listening carefully is essential for effective communication. Many times the listener is busy thinking about what they are going to say and does not pay close attention to what the speaker is saying. This can cause misunderstanding and confusion. It is important to listen closely to everything that is said without interrupting and then react afterwards.

Instructions

Non-verbal Communication

1. Divide learners into pairs. Explain that this session will start with an exercise called “house-tree-dog.” Give each pair one marker and one piece of paper. Read the following instructions:

   The exercise is to be done without talking.
   Each pair sits facing each other, with the paper between them.
   Both people hold the marker together and jointly draw a house, a tree, and a dog. Still without talking, they should write their names on the picture.

2. When all learners have finished, they should present their drawings to the group and describe their experiences creating it. Ask the following questions:

   How was drawing together without speaking?
   Was it difficult? Why?
   Did one person take control? How did this make the other person feel?
3. Write down key words described by each pair and facilitate a discussion as a way of introducing communication. Explain that communication is so much a part of our daily lives that we take it for granted. It is not as easy as we might think to be a good communicator; it is a skill that requires practice.

4. Ask learners to list the different types of communication (written, spoken, non-verbal/body language). Explain that much of communication is non-verbal and that people use it to express many different emotions.

5. Divide learners into groups. Assign each group feelings/actions from the following list and ask them to practice silently acting them out without letting the other groups see:

<table>
<thead>
<tr>
<th>Anger</th>
<th>Shyness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rejection</td>
<td>Excitement</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>Disappointment</td>
</tr>
<tr>
<td>Fear</td>
<td>Exhaustion/tired</td>
</tr>
<tr>
<td>Worried/stressed</td>
<td>Regretful</td>
</tr>
<tr>
<td>Happy</td>
<td>Be quiet</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Come here</td>
<td>Stop</td>
</tr>
</tbody>
</table>

6. Ask each group to act out their feelings/actions without speaking. Ask the others to guess the word.

7. After each group has acted out their words, facilitate a discussion about non-verbal communication using the following questions:

- What are other gestures or expressions that we commonly use?
- Why do people use nonverbal communication instead of expressing themselves verbally?
- Is it possible not to use nonverbal communication?
- Can non-verbal communication contradict verbal communication? (For example, a person is visibly upset but says she is “fine.”)

**Importance of Clear Communication**

1. Explain to the learners that communication is a process. Ask them to take out a piece of paper. Explain that you will give them instructions and they are to listen to them and draw what you say. Do not tell them that you are having them draw an elephant. Give them the following instructions, pausing for several seconds after each instruction, so they complete the instruction before hearing the next instruction.

   - Draw a body
   - Draw four legs
   - Draw two ears
   - Draw a head
   - Draw a trunk

2. Ask them to look at each other’s pictures. Explain that you were having them draw an elephant. Do any of the pictures look like an elephant? When everyone was given the same instructions do all of the pictures look the same? Why not? Explain that even with good communication everyone understands messages differently.

3. Ask the learners if there is a difference between “hearing” and “listening.” Explain that people hear through their ears and have no control over what they hear. Hearing is natural and people are hearing all the time (unless they are deaf). A person listens by paying attention to and thinking about what someone is saying. Deaf people can listen even though they cannot hear. Most of the time, people hear but they do not listen. Listening is a learned skill and gets better with practice.
4. Divide learners into pairs. Ask one person to tell the other a story about a happy time they spent with a friend or family member. Explain that the partner who is listening cannot talk but can show interest and understanding without words. After two minutes ask participants to switch roles. Have the listening partner retell the story that the speaking partner just told.

5. In the group, ask learners to talk about their experience. Did the listening partner retell the story correctly? Were they listening well? Ask the listening partners how they felt listening and not being able to talk. Did they feel they listened better when they knew they could not speak?

6. Ask learners to return to their pairs and switch roles. After two minutes ask all the pairs to come back to the group and discuss their experience in the different role. Emphasize that:

   - It is difficult to listen and think at the same time.
   - You listen better when you do not interrupt.
   - You listen better when you pay attention.
   - It takes practice to be a good listener.

7. Ask the group to think about someone who it is easy for them to talk with. Ask for volunteers to name that person and their relationship. Ask what makes it easy for them to talk with that person. Write the characteristics on the board. Ask the group to think about someone who it is difficult to talk to. Ask for volunteers to name that person and their relationship. Write those characteristics. Ask learners to talk about the importance of good communication in relationships.

Optional Activities

#1 Group Exercise: Good Communication

1. Ask the learners to form pairs. Give them these instructions:

   One person is Person A and one person is Person B
   Person A should talk for 2 minutes about some problem or concern they have. For example, a girl could be talking to her friend about a boyfriend who is pressuring her into having sex. Or, a man could be talking to his brother about his desire to stop drinking so much.
   Person B should try to communicate interest, understanding and help in any way they wish except that they may not speak.
   At the end of 2 minutes, have pairs switch roles and repeat the exercise.
   At the end of the second 2 minutes, the pairs should talk freely for another minute about the problems previously discussed.

2. Facilitate a discussion with the following questions:

   - How did it feel to talk for two minutes without being interrupted? (Shy, uncomfortable)
   - How did it feel to not be allowed to speak? (Frustrating, wanting to interrupt)
   - Did you feel that your partner understood you? How did you know? (Expression, body movement, eye contact)
   - Did anyone feel helped by the listener? (Yes, by nods and smiles. No, wanted verbal acknowledgement)
   - Why is silence so uncomfortable? (We need feedback)
   - What specific body behaviours communicate understanding and support? (Eye contact, leaning forward)
#2 Role-Play: Talking about Reproductive Health

1. Assign one of the following role-play scenarios to a pair of learners that volunteer to act it out for the group. Away from the other learners review the role-play with the volunteers. Ask the pair to act out the situation using the information they just learned in the session. Encourage them to be creative and encourage girls to act in male roles or boys to act in female roles. Give learners a couple of minutes to prepare for the role-play.

<table>
<thead>
<tr>
<th>Role-play scenarios</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: A young couple that has been dating for some time and has decided to have sex for the first time and the young woman is asking the man to use a condom.</td>
</tr>
<tr>
<td>2: A boy is approaching his girlfriend to ask her to begin using a form of contraception.</td>
</tr>
<tr>
<td>3: A young woman has just been diagnosed and treated for an STI. She is telling her partner and asking him to go for treatment as well.</td>
</tr>
<tr>
<td>4: An adolescent boy is visiting a health clinic and is asking to be tested and treated for an STI.</td>
</tr>
<tr>
<td>5: A mother is worried that her 15-year-old daughter is having sex and wants to talk with her.</td>
</tr>
</tbody>
</table>

2. Ask the group the following discussion questions, after each role-play:
   - What happened? What did you hear the two characters say?
   - Does this happen here in our community (school, home)?
   - What problems does it cause?
   - What should we do when this happens? What should we do to avoid these problems or this situation?
   - What else could she/he have said to give more information?

3. Ask another two learners to volunteer and do the same role-play only this time have them go into more detail and improve on the first role-play based on the answers that were asked during this discussion. Ask for volunteers to act out the other scenarios. Facilitate discussions using the questions above.

#3 Role-Play: Foundation for a successful relationship

1. Explain that communicating well is a skill that takes time and practice to develop. Good relationships depend on both people being able to express their feelings, their preferences, their dreams and ambitions, and their fears. Ask for two volunteers to act out one of the role-plays below. Select one (or more) of the following role-plays, according to which seems most appropriate for your audience:

<table>
<thead>
<tr>
<th>Role-play scenarios</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Asha, 18, and Hassan, 20 have been in a sexual relationship for two years and are quite serious. Hassan is in his last year of college where he is studying mechanics. Asha is about to finish her secondary education and wants to go for further studies. Hassan wants to get married and to start a family immediately.</td>
</tr>
<tr>
<td>2. Rose, 14, and Solomon, 16, have been dating for four months and Solomon wants to start having sexual intercourse. Rose likes him a lot, but does not want to have sex until she is married.</td>
</tr>
<tr>
<td>3. Mary, 16, and John, 17, have been dating for a year and a half. They are very serious about each other and have decided that they want to start having sexual intercourse. John really thinks they should use condoms, but Mary thinks that only people who sleep with prostitutes need to use condoms.</td>
</tr>
</tbody>
</table>

2. When they are finished, ask other learners to comment on the conversation between the boy and girl, and how they think it could be improved. Afterwards, ask the group to brainstorm tips and effective strategies for bringing up a sensitive topic with a boyfriend or girlfriend.
Session 7 Healthy Relationships

Learning Objectives

By the end of this session, learners will be able to:

- Identify four qualities that contribute to a fulfilling relationship
- Name four qualities that contribute to a breakdown of relationships

Time 60 minutes

Background Notes

Good relationships are based on love, mutual respect and willingness to work at the relationship. In a good relationship, both people are honest with each other. Both people feel safe in the relationship and do not worry that the other will betray their trust. Both people usually find enjoyment and pleasure in the relationship and neither person tries to control the other person or to pressure him or her into doing things. Neither person exploits or takes advantage of the other in any way.

What are Healthy Relationships?

There are several qualities that make a relationship healthy. The best relationships result from both people contributing all of these qualities:

- **Respect**: To respect another person means to honour them, to hold them in high regard or esteem, and to treat them as if they are worthwhile even if they are different from you.
- **Responsibility**: To be responsible means that others can depend and rely on you, that you do as you said you would, and you are able to distinguish right from wrong. For example, you take responsibility for taking care of your own health and well-being and that of your partner and your family.
- **Understanding**: To be understanding means to be knowledgeable about another person, to try to understand his or her position or feelings, or to listen and support someone. It means trying to ‘put yourself in someone else’s shoes’, in order to understand what life looks like from their point of view.
- **Cooperation**: To work at a relationship means to put effort into the relationship, and not take the other person for granted. It involves willingness to work with someone to be in a relationship and sustain it.
- **Caring**: To be concerned and interested in another person’s feelings and needs, and to want what is best for that person. It means feeling love or a liking for a person and wanting to protect that person.

Instructions

**Healthy Relationships (60 minutes)**

1. Ask learners to name different relationships (Possible answers: child/parents, other family relationships, girlfriend/boyfriend, same-sex friendship, married couples, teacher/students, employer/employee, father/mother, etc.)

2. Ask learners to discuss what makes a relationship successful. Write down their responses on the board. (Possible answers: respect, dependability, honesty, caring, understanding, etc.)

3. Divide learners into pairs and assign them each a relationship (mother/child, girl/girl, mother/father, etc.) Ask them to create a role-play that will demonstrate the qualities of the relationship assigned. Have each pair act out their role-play for the whole group, and review:
   - What are some of the actions and words in the role-plays that illustrated the various elements of respect, understanding, caring, and responsibility?
   - What other actions or words could be added to this role-play to show this quality?
4. Facilitate a discussion using the following questions:

Which of the qualities discussed are the most important to you?
How do we put these qualities into our relationships?
How would you feel about a friend who did not respect you? Who did not put much effort into the relationship? What could you do?
How would you feel if a parent or guardian didn’t understand you? What would you do to improve the relationship?

5. Ask learners to describe qualities of bad relationships and give examples. Write their responses on the board. Help the learners understand that these are the opposite of what makes a fulfilling relationship: disrespect, lack of understanding, lack of caring, irresponsibility. One example that might be mentioned is gender violence or rape. If it is, tell the learners that this subject will be talked about in more detail later.

Optional Activity

#1 Assessing Relationships

1. Explain that there are several qualities that make a relationship special. Write these five words on a flip chart: respect, responsibility, understanding, cooperation, and caring. Ask for volunteers to define each word. Explain that the best relationships result from both people contributing all of these qualities, though many relationships are far from perfect.

2. Explain to the learners that they will identify behaviours people can use in their relationships to show their respect, responsibility, understanding, work, and caring for one another. Divide them into five groups and go over the following instructions for this activity:

Each group will be assigned one of the five qualities of a good relationship and will be asked to give an example of a relationship that shows that quality – with a parent, friend, or boyfriend/girlfriend.
Each group should develop two examples of what the young person in each case study could do to demonstrate the assigned quality.

3. Review the following information about the qualities that contribute to a healthy relationship:

Respect: you can show respect for a parent or guardian by obeying the rules they set for you.
Responsibility: you can show your friend responsibility by coming to an agreed upon event on time.
Understanding: you can show understanding for a friend who is having problems at home by being a good listener and spending time together.
Cooperation: you can show cooperation by being tolerant, communicating honestly, and creating trust in a romantic relationship.
Caring: you can show caring by helping a family member who is sick, taking them to the clinic or helping them in the shamba.

4. After 10 minutes, ask each group to present their results and share them with the larger group.

5. Facilitate a discussion with the following questions:

What is the most important quality in your relationship with a parent or another trusted adult? What about a relationship with a friend? Romantic partner? Why?
What can we do to be sure we have the five qualities and practice them in our relationships? (Answers: by observing and imitating others in their relationships with us, by listening to what others say about their good and bad relationships, by reading books and magazines that describe relationships and how to communicate better in a relationship).
Can you give me examples of good and bad relationships? Describe why it is good or bad.
Session 8 Friendship

Learning Objectives

By the end of this session, learners will be able to:

- Identify qualities of a good friend
- Assess whether they are a good friend
- Recognize different kinds of friendships
- List at least three ways to maintain a friendship

Time 40 minutes

Background Notes

As young people try to understand the changes they experience in adolescence they often become more and more attached to their friends who are going through the same changes. They seek acceptance and respect from these friends. During this time it is important to feel like they belong to a group. They often do things for the sake of pleasing friends and will follow most of what peers tell them, wanting to feel like part of their peer group. At the same time, many adolescents find it difficult to completely ignore adults since they live with their parents and still want to please them.

Adolescents’ behaviour can be strongly influenced by their peers. If friends smoke, drink alcohol or make other unhealthy choices, in all likelihood they will do the same to be accepted by the group. But peers can also be helpful during adolescence. They help make the transition from a family orientation to a peer or society orientation. They also provide opportunities for adult-like relationships. They form a reference group for judging behaviour and help adolescents clarify personal identities. Adolescents should choose friends and relationships that are going to develop their personality positively.

Friendships

Friendship can provide a source of support beyond what family or peer groups can offer. Adolescents may spend time with just one friend or a small group of friends. These friends can be quite important. They can help young people share ideas, thoughts and experiences without fear or betrayal. They may share experiences about bodily changes, which helps them feel normal. In such friendly groupings, adolescents can explore and discover themselves as people; which is part of the search for identity. Adolescents tend to select friends with characteristics similar to their own as a way of confirming their own opinions and sense of self worth.

Instructions

Friendship Circles (40 minutes)

1. Ask learners to describe what a friend is. (Answers may include: a person who you have a good relationship with, not a relative, share something in common). Have the group list the characteristics of a good friend and discuss. Explain that during adolescence not only do their bodies change, but so do their understanding of themselves and their friendships.

2. Explain that not all friends are “best friends” or even very close friends. In fact, friends can range from very close to not-so-close. Ask learners if they can think of examples of different kinds of friends they have in their lives.

3. Display the large illustration of circles of friends (Handout 8.1). Explain that this represents circles of friendships, with closest friends in the circle closest to the centre, casual friends in the next circle and acquaintances (or people they know) in the outside circle.
4. Ask learners to copy the circles into their own notebooks and make their own friendship circles. Read the following directions out loud to the group:

   Write your name in the centre circle.
   Write name(s) of your closest friend or friends in the innermost circle.
   Write the names of casual friends – friends you know well enough to talk to, but not as well as your closest friends – in the middle circle.
   Write the names of acquaintances - people you speak to sometimes, but do not consider your friends – in the outer circle.

   Allow learners a few minutes to complete their circles.

5. Facilitate a discussion with the following questions:

   Some people have many best friends while others have one special friend; some have more casual friends and others have more acquaintances. What did you learn about your own friendships from this activity?
   How did you decide who is in your inner circle? The middle circle? The outer circle?
   What are the ages of your closest friends? Casual friends? Acquaintances? Why do people choose friends of different ages? Are there advantages of having an older teen or an adult as a friend? Disadvantages?
   In which circles did you place friends of the same sex? Opposite sex? Why?
   Where did you place your friends of another religion? Why?
   What are two things that you would talk about with close friends but not with casual friends or acquaintances? Why?
   Would you like to make changes in your friendship circles? Which ones?
   What things could you do to get to know an acquaintance or casual friend better?

6. Write the following on the board:

   If you want to keep a friend, it helps to…

   Ask the learners to complete the sentence, either in their notebooks or aloud. Let several learners share what they wrote.

7. Facilitate a discussion to summarize these points:

   Everyone values different things in friendships.
   Each of us is valuable as a friend for one reason or another.
   As we grow up what we look for in a friend changes.
   There are many ways to maintain friendships but friendships.
   Friendships should not be taken for granted.
Session 9 Romantic Relationships

Learning Objectives

By the end of the session, learners will be able to:

- List qualities of healthy romantic relationships
- Identify three skills needed to overcome challenges in romantic relationships

Time 45 minutes

Background Notes

As young people move through puberty and adolescence, many begin to have boyfriends or girlfriends. Having a boyfriend or girlfriend can involve going places or spending time with someone in order to get to know him or her better or having feelings for each other and wanting to be more than just friends. This can be fun and exciting, but it can also create problems. For instance, young people may want to date before their parents think they are old enough or they may not feel ready to date but their parents or peers push them into it. Sometimes group activities are more comfortable and safer than individual or private dates.

Instructions

Qualities in an Ideal Mate (15 minutes)

1. Ask learners to explain what having a boyfriend or girlfriend means.

2. Divide learners into two groups: one boy group and one girl group. Explain to learners that there are qualities we each look for in a partner or relationship. Ask each group to brainstorm the qualities that are important in choosing an ideal mate or partner and write them down. These qualities should include emotional, physical and personality characteristics. Once they have finished brainstorming, ask them to select ten qualities, which they agree are most important and why these qualities are important. Ask them to pick the three most important qualities.

3. Bring everyone together and ask them to share their lists. Ask the following questions:

   - How similar were the lists?
   - What kinds of qualities were similar on the lists?
   - Were there differences between the sexes in the order in which they ranked certain qualities?
   - How do you find the qualities you are looking for in your ideal person?

Challenges in Romantic Relationships (15 minutes)

1. Ask learners to discuss their opinions on the following (one issue at a time). Explain that every opinion is to be respected.

   - At what age do girls and boys start having relationships? What kinds of relationships?
   - Why do people get involved in relationships? What are some of the good qualities of being in a relationship? (learning to relate to members of the opposite sex outside of family members)
   - What are some of the negative consequences of boy/girl relationships? (unplanned pregnancies.)

2. Write down their responses in a chart similar to the one that follows. Add additional challenges and possible consequences that they do not mention.
3. Ensure that the following are discussed:

Different expectations (girls may think of having a boyfriend, boys may think of “sex”).
Differences in self-esteem (boys may tend to dominate the relationships).
Differences in societal expectations of sexual behaviour for girls and boys (as expressed by their parents and other adults): “good” girls don’t have sex before marriage, but it is acceptable for boys to experiment.
Prejudice (religion, tribes, family background) can create family conflicts.
Because of socialization, boys and girls do not have the same ideas and expectations. For example, when a girl says “no” the boy may interpret it as “yes.”

Skills to Overcome Challenges (15 minutes)
1. Ask learners to discuss what boys and girls can do to make their relationships more fulfilling. Examples include:
   - Respect their partner
   - Express feelings and expectations using good communication skills
   - Make decisions together based on values and goals
   - Resolve conflicts immediately
   - Uphold each other’s self-esteem
   - Be assertive
   - Make sure each person feels valued in the relationship
2. Explain that these life skills are important not just in boy-girl relationships, but also throughout their lives. They may have already learned about some of these life skills in previous sessions and there will have a chance to learn about more. Remind participants of the following:
   - We will not find all the behaviours or qualities that we expect or like in one person.
   - We should get to know people well enough to know what qualities they bring to the relationship.
   - No one is perfect. Everyone has weaknesses and makes mistakes at some time.
   - We should not judge others, but learn to accept people for who they are, while at the same time respecting our serves and knowing our limits.
Session 10 Love and Infatuation

Learning Objectives

By the end of the session, learners will be able to:

- Differentiate between love and infatuation
- Identify the qualities of love
- Explain the importance of communication in relationships

Time 50 minutes

Background Notes

What is Love?

Love is a complex emotion, and every person may define love differently based on his or her own experience with loving relationships. Generally, love refers to a deep feeling of fondness, attraction, respect, caring and understanding for another person, despite their weaknesses or faults. It is important to remember that sexual intercourse is not the only way of showing love to someone. Also, having sex does not mean that two people will fall in love. Remember, love is about respect and caring for each other. Love is never a good reason to do anything that puts your health and future at risk.

Love is a word that is used loosely in conversation but rarely discussed. Young people often mistake infatuation for love. They feel very strong attraction and feelings toward another person and the intensity of the emotion leads them to believe it must be love. This can get them into trouble, because infatuation is usually short lived and fades as quickly as it begins.

Relationships and Sex

Good friendships and relationships help people feel good about themselves. Good friends help with problems, introduce new ideas and share dreams for the future. Good friends can be people of the same sex or people of the opposite sex. Boys and girls, men and women, can be good friends without having a sexual relationship. The words “boyfriend” or “girlfriend” do not necessarily mean that the relationship is a sexual one. Any two people can have a close and loving relationship without sex.

Getting along with the opposite sex can be hard because many men and women are not sure what the other wants in a relationship. Remember, most people want the same thing in a relationship. They want respect, trust, honesty, understanding and caring.

Building a good relationship takes time and patience. Sex is not a way to build a close relationship. In fact, sex can ruin a relationship. Having sex does not necessarily mean that two people love each other or that they are close. Sex without true friendship is dangerous for a person’s health and heart.

Two people can share time together and become very close without having sex. By talking and sharing experiences, they can learn important things about each other. They can learn how each views life, how they would make decisions together, what kind of partner and parent each person would make, and how each feels about the other’s plans for his or her life. Touching each other (without sexual intercourse) can be satisfying by itself and is not dangerous as long as it does not lead a person to lose control or sex before he or she is ready.

It can take a long time to develop a good relationship, but one of the most important things in a relationship is good communication. In order to understand and care for each other, people need to be able to talk with each other and make their feelings understood. By talking to each other and being honest about their feelings, two people might discover that neither one really feels ready to have a sexual relationship. They might find that both of them want to wait until they are sure it is the right time.
Instructions

Love and Infatuation (30 minutes)
1. Ask for a volunteer to define the word love and another to define infatuation. Divide the group into two teams and tell them they are going to play a game called What’s the difference?

2. Divide learners into two teams. One team is love and one team is infatuation. Explain that you will read a statement and if they think it is about love, the love team should raise their hand; if they think it is about infatuation, then the infatuation team should raise their hand.

- It comes gradually between two people. They grow into it after many experiences together. [love]
- Others often do not understand their relationship. [infatuation]
- One person uses the other for personal pleasure, security or other personal gain. [infatuation]
- It involves the entire personality. [love]
- Each person respects the mind and body of the other. [love]
- It focuses on the present and feels like it cannot wait. [infatuation]
- It is insecure, distrustful, jealous and fearful. [infatuation]
- It is based on knowing and understanding each other. [love]
- There is a focus on physical contact and feeling good. [infatuation]
- It thinks of the other person, wants to protect him/her and does things to make him/her happy. [love]
- It is trustful, calm, secure, hopeful and self-confident. [love]
- It happens suddenly after two people meet. They think they are “in love.” [infatuation]
- It is mostly based on attraction. [infatuation]
- People are often embarrassed about the relationship or secretive with parents and others. [infatuation]
- It is patient and says, “We want to be together forever! We can wait! Nothing can happen to our love for each other.” [love]
- Its physical expression has tender meaning and comes slowly, naturally and sincerely. [love]
- It causes one to be proud of the other person and wants to introduce him/her to others, including parents and other adults. [love]
- It makes the other person happy and makes him or her a better person. [love]

3. Facilitate a discussion with the following questions:

- What new things did you learn about infatuation? Love?
- How can you help people understand the differences between love and infatuation?
- Do you have to like someone in order to love them? How do you know if you like someone?

Understanding Love (10 minutes)
1. Divide learners into small groups. Ask them to discuss the following questions:

- Is love the same for men and women?
- Do women have a greater capacity for love than men do? Why?
- Do you believe in love at first sight? Why?
- In what ways is love important to all of us?
- Is hate the opposite of love? If not, what is?
2. Explain how you develop a loving relationship.
   
   Can you love more than one person at a time?  
   Is jealousy always a part of love?  
   Are loving and being in love the same thing?  
   How do you know when you love someone?  
   How do you know when you are loved?

3. Bring learners back together to talk about some of the points discussed in their groups.

Qualities of Love (10 minutes)

1. Divide learners into four groups. Assign each group one of the following:
   
   Parent/child love  
   Brother/sister love  
   Close friends love  
   Romantic love

2. Ask each group to describe at least three qualities they would show and three qualities they would expect from their assigned relationship. (For example, if they are assigned the part of a parent/child relationship, what qualities would they expect from their parents, which qualities would they show their parents to express love.)

3. Allow each group to share their responses. Discuss any differences and similarities in qualities.

Optional Activity

#1 Sexual Decision-making (60 minutes)

1. Explain that one of the most difficult decisions young people have to make is whether to have sexual intercourse before they marry. The failure to make a decision about sex that is right for themselves is one reason so many adolescents have unplanned pregnancies and become infected with sexually transmitted infections, including HIV. Explain that young people have a right to understand how the body responds when sexually aroused, that feelings of sexual arousal are natural and that just because one feels aroused, it is not necessary for him or her to act upon those feelings. If a young person does decide to act on his or her feelings, they must be aware of the consequences of their decision.

2. Divide the learners into two groups. Ask one group to brainstorm all the reasons and arguments why a young person would say no to sex now. Ask the other group to brainstorm all the reasons and arguments why a young person would say yes to sex now. Ask them to put their reasons on the board. Allow about 15 minutes.

3. Ask each group to share their lists. Make sure the following points come out.
4. Ask them if they agree that some of the reasons (on both sides) seem better or stronger than other reasons. Have them rank the reasons using a mark from 1 to 3 (1: a reason, but not a very good one, 2: a fairly good reason and 3: an extremely good reason). Let them talk among themselves. Tell them to make sure they are ranking the items to how they personally feel about the reason not how others in the community might feel. Ask which reasons they ranked a three and why. Also ask, which reasons they ranked a one and why.

5. Facilitate a discussion using the following questions:

   **What influences the decision about whether or not to have sex before marriage?** (Possible answers: sexual feelings, partner’s desires, media messages, pressure, parent teachings, religious beliefs, drug use).

   **Can someone who decided to wait change his or her mind? Can someone who has had sex decide to abstain?**

   **What is the worst thing that can happen to a young person who decides to abstain? One who decides not to abstain?**

   **What does a young person need to know or be prepared to do if she or he is going to say no to sexual intercourse?** (Possible answers include: feeling good about themselves, being assertive, communicating clearly, following through with a decision, resisting peer and partner pressure or their future goals).

   **What does a young person need to know if she or he is going to say yes to sexual intercourse?** (possible answers include: risks of pregnancy and STIs, including HIV; how to talk with a partner about using condoms and contraception; which forms of contraception prevent pregnancy and/or infection most effectively; where to get condoms and other contraceptives; how to communicate with a partner; how to feel good about themselves; how to say no; how to be assertive.)
Session 11 Managing Stress, Anger, and Conflict

Learning Objectives

By the end of this session, learners will be able to:

- Describe ways to manage stress and anger
- Use “I” statements to express their feelings
- Distinguish between appropriate and inappropriate responses to anger
- Successfully deal with situations that cause stress, anger and/or conflict

Time 80 minutes

Background Notes

Managing Stress

Stress occurs on a daily basis and can be healthy. At times stress can be overwhelming and adolescents may have trouble dealing with it. Adolescents are faced with a number of issues and make many major decisions, such as the decision to have sexual intercourse, the kind of career they want, what they want to do in the future or the attempt to develop a unique identity, which contribute to their burden of stress.

Too much stress can seriously affect your physical and mental well-being. Overtime, repeated stress can lower self-esteem, decrease academic performance and create a cycle of self-blame and self-doubt. Stress is unique and personal to each of us. What is relaxing to one person may be stressful to another. The key to reducing stress is to find strategies that help you as an individual.

The best way to cope with unhealthy stress is to recognize when your stress levels are building. While we often think of stress as the result of external events, the events themselves are not necessarily stressful. It is the way we react to an event that causes stress. Stress signals fall into four categories: thoughts, feelings, behavior and physical symptoms. When you are under stress you may experience the following feelings, thoughts, behaviours or physical symptoms:

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Thoughts</th>
<th>Behaviours</th>
<th>Physical Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>Self-criticism</td>
<td>Stuttering</td>
<td>Tight muscles</td>
</tr>
<tr>
<td>Irritability</td>
<td>Difficulty concentrating or making decisions</td>
<td>Difficulty speaking</td>
<td>Cold or sweaty hands</td>
</tr>
<tr>
<td>Fear</td>
<td>Forgetfulness or mental disorganization</td>
<td>Crying</td>
<td>Headaches</td>
</tr>
<tr>
<td>Moodiness</td>
<td>Preoccupation with the future</td>
<td>Acting impulsively</td>
<td>Back or neck problems</td>
</tr>
<tr>
<td>Embarrassment</td>
<td>Repetitive thoughts</td>
<td>Nervous laughter</td>
<td>Sleep disturbances</td>
</tr>
<tr>
<td></td>
<td>Fear of failure</td>
<td>Yelling at friends and family</td>
<td>Stomach aches</td>
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<td></td>
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<td>Grinding teeth</td>
<td>More colds and infections</td>
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<td></td>
<td></td>
<td>Jaw clenching</td>
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<td></td>
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<td>Increased smoking, alcohol or drug use</td>
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<td>Accident prone</td>
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<td></td>
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<td>Increased or decreased appetite</td>
<td>Dry mouth</td>
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Tips for Stress Management

There are many ways to manage unhealthy stress. Everyone needs to find ways that work best for them.

1. Take a Deep Breath. Stress often causes us to breathe shallowly and this almost always causes more stress! Try taking a minute to slow down and breathe slowly. Breathe in through your nose and count as you breathe out through your mouth. Inhale enough so your lower abdomen rises and falls.

2. Talk It Out. When you feel stressed, try to express your feelings. Keeping feelings inside can increase stress. Share your feelings. Perhaps a friend, family member, teacher or church leader can help you see your problem in a new way. Talking with someone else can help clear your mind of confusion so that you can focus on problem solving. Even if it is slightly embarrassing, asking for help soon after a problem occurs may avoid serious problems later. Writing down thoughts and feelings can help clarify the situation and give a new perspective.

3. Take a “Minute” Holiday. Create a quiet place in your mind. You cannot always run away, but you can dream. Imagining a quiet place can take you out of a stressful situation. When you have the chance, take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells and temperature.

4. Pay Attention to Physical Comfort. Be as physically comfortable as the situation will allow. Wear comfortable clothing. If it’s too hot, go somewhere where it’s not. If your chair is uncomfortable, move. Do not wait until your discomfort turns into a real problem.

5. Move! Physical activity can help reduce and prevent stress. Being a student involves a lot of sitting, and sitting around can mean letting stress build up in your body. When you feel nervous, angry or upset, release the pressure through exercise or physical activity. Try to find something you enjoy and make regular time for it. Running, walking or dancing can be done anywhere. Working in the garden, cleaning or playing with younger children can relieve stress, relax you and energize you!

6. Take Care of Your Body. Healthy eating and adequate sleep fuels your mind as well as your body. Avoid eating too much caffeine and sugar. Well-nourished bodies are better able to cope with stress.

7. Laugh. Maintain your sense of humor, including the ability to laugh at yourself. Share jokes and funny stories with your friends. Laughter is good for you!

8. Manage Your Time. Plan ahead and make a realistic schedule for yourself and include time for stress reduction as a regular part of your schedule. Trying to take care of everything at once can seem overwhelming and may keep you from accomplishing anything. Instead, make a list of what you have to do, then do one at a time, checking them off as you finish. Do the most important ones first. If a particularly unpleasant task faces you, do it early in the day and get it over with; the rest of your day will be less stressful. Too much studying is actually inefficient and can lead to burnout. Recognize when you are most stressed and allow yourself some reasonable breaks. When things feel especially difficult, take a walk or otherwise change your scenery.

9. Know Your Limits. When in a stressful situation, ask yourself: is this my problem? If it isn’t, leave it alone. If it is, can you resolve it now? Once the problem is settled, leave it alone. Do not agonize over the decision, and try to accept situations you cannot change. There are many circumstances in life beyond your control. If a problem is beyond your control and cannot be changed at the moment, learn to accept what is, for now, until such time when you can change things.

10. Must You Always Be Right? Do you get upset when things don’t go your way? Consider cooperation or compromise rather than confrontation. It may reduce the strain and help everyone feel more comfortable.

11. Have a Good Cry. It is normal for people of all ages to cry. A good cry during stressful times can be a healthy way to bring relief to your stress, and may prevent a headache or other physical consequences of stress. However, crying daily can be a sign of depression.

12. Look for the Good Things Around You. It is easy to see only the negative when you are stressed. Your thoughts can become like a pair of very dark glasses, allowing little light or joy into your life. Decide to notice five good things around you. These can be positive or enjoyable moments or interactions. These may seem like small events but as these good things add up they can often provide a big lift to energy and spirits and help you begin to see things in a new, more balanced way.
Affects of Anger and Conflict
Unresolved anger or conflict can cause people to feel indifference, resentment or rage. It can lead to physical or verbal violence, withdrawal, depression, mean gossip or even addiction or other self-destructive behaviour. When anger and conflict are unresolved, relationships can be damaged and youth can suffer social consequences such as rejection, teasing or humiliation. It is important to be able to manage anger and conflict effectively.

Managing Anger
Anger is a completely normal, usually healthy, human emotion. But when it gets out of control and turns destructive, it can lead to problems. Anger is an emotion that ranges from mild irritation to intense rage. Like other emotions, it causes physical changes. When you get angry, your heart rate, blood pressure and energy hormone levels go up. Anger can be caused by both external and internal events. You could be angry at a specific person or event or your anger could be caused by worrying about personal problems. Memories of traumatic events can also cause you to feel angry.

Anger is a natural, adaptive response to threats and inspires powerful, often aggressive, feelings and behaviours, which allow us to defend ourselves when attacked. A certain amount of anger is necessary for survival. We cannot, however, physically attack every person or object that irritates or annoys us; laws, social norms and common sense place limits on how far our anger can take us.

People use a variety of both conscious and unconscious processes to deal with their angry feelings. The three main approaches are expressing, suppressing and calming.

1) Expressing your angry feelings in an assertive-not aggressive-manner is the healthiest way to express anger. To do this, you have to learn how to make clear what your needs are, and how to get them met, without hurting others. Being assertive doesn’t mean being pushy or demanding; it means being respectful of yourself and others.

2) Anger can be held in by not thinking about it or focusing on something positive. The purpose is to convert your anger into more constructive behaviour. If anger is not allowed out it can cause physical and emotional harm. Anger turned inward may cause hypertension, high blood pressure or depression. Or people can become hostile and critical which can negatively affect their relationships with others.

3) You can calm down inside by controlling your behaviour and your internal responses. Try to take steps to lower your heart rate, calm yourself down and let the anger go away.

The goal of anger management is to reduce both your emotional feelings and the physical responses that anger causes. You cannot get rid of, or avoid, the things or the people that make you angry, nor can you change them, but you can learn to control your reactions.

Psychologists now say that it is dangerous to express all of your angry feelings because it can actually make you angrier and does not help resolve the situation. It is best to find out what makes you angry, and then develop ways to keep those things from making you angry.

Sometimes, our anger and frustration are caused by very real, unavoidable problems in our lives. Not all anger is wrong, and often it is a healthy, natural response to difficult times. Not all problems have a solution. In these situations, try not to focus on finding the solution, but on how you handle the problem.

Make a plan, and check your progress along the way. Try your best, but do not punish yourself if an answer does not come right away. If you can approach the problem with your best intentions and efforts and make a serious attempt to face it, you will be less likely to lose patience and become angry, even if the problem does not get solved right away.
Resolving Conflict

Conflict is natural and happens in almost every relationship. Since conflict is unavoidable we must learn to manage it. Conflict is a sign of a need for change and an opportunity for growth, new understanding and improved communication. Conflict can not be resolved unless it is addressed with the person or people involved. We face conflicts with people who think and act differently than we do or in ways that are different from our values and beliefs. Young people face conflicts with friends, siblings, parents, teachers and other adults. It is normal for people to disagree, but it is important to resolve these disagreements in a constructive and healthy way.

Respond; don’t react. If you keep your emotions under control you have a better chance of hearing what the other person is trying to say.

Listen carefully without interrupting. Ask questions and wait for and listen to answers. Even if you “know” what the other person is going to say, resist the temptation to interrupt.

Acknowledge the other person’s thoughts and feelings. You do not have to agree with the other person to acknowledge his or her feelings and why he or she may feel that way.

Give respect to get respect. Separate the people from the problem. Treat people the way you would like to be treated if you were in the same situation.

Communicate clearly and respectfully so your viewpoint can be understood. If you do not, you may not persuade anyone that your ideas are worth listening to.

Identify points of agreement and points of disagreement. Agree wherever you can. Your underlying interests may be more alike than you imagine.

Be open to change. Open your mind before you open your mouth. Remember the rule: one mouth and two ears and use in that ratio.

Look forward, not backward. Stay in the present and plan for the future, do not think about the past. Move to resolving the situation and away from justifying your position.

Stay focused on the topic at hand. If there are a number of issues, talk about them one at a time.

Work together. This requires that each person stop placing blame and take ownership of the problem. Make a commitment to work together and listen to each other to solve the conflict.

Aim for mutual satisfaction, not victory. Conflicts don’t have to end with a winner and a loser. Try to find a solution that is acceptable to both parties.

Be creative. Finding a resolution to the problem that satisfies everyone requires creativity and hard work. Be careful not to give in simply to avoid conflict or maintain harmony. Agreements reached too early usually do not last.

Be specific. Write things down and clarify unclear words that may be understood differently.

Anger Management Tips

Ask yourself if this will matter in ten years. You may see things from a calmer perspective.

Acknowledge that it is frustrating, and it’s understandable that you would be upset about it. At the same time it is not the end of the world and getting angry is not going to fix anything.

Think about whether you have you ever done the same thing to someone else, even if by accident. Did you get angry at yourself? Ask yourself if the person did it on purpose. In many cases, you will see that they were just careless or in a rush, and really did not mean you any harm.

Remind yourself that getting angry is not going to fix anything and will not make you feel better (and may actually make you feel worse).

Try counting to ten before saying anything. This may not address the anger directly, but it can minimize the damage you will do while angry. Or try counting to ten with a deep slow breathe in between each number. Deep breathing helps people relax.

Imagine a relaxing experience. Close your eyes, and travel there in your mind.

Non-strenuous physical activities, like walking, can relax your muscles and help you feel calmer.

Give yourself time and space alone. Physically move away from situations that make you angry.
Expressing Feelings
An “I” statement is a useful way to share your opinion or perspective without placing blame on someone else. For example, instead of saying, “You made me feel angry” you can say, “I feel angry.” Using an “I” statement is a constructive way to convey your message without making any demands. “I” statements should be clear, concise and free of judgment.

Steps to Resolve Conflict or Deal with Anger
- Express your opinion calmly.
- Allow others to express their opinions.
- Listen while others speak and try to understand their views.
- Work with others to find a solution to the problem.
- Use “I” statements.
- Ask a respected adult to help if you are unable to reach agreement.
- Leave the situation if you are unable to control your anger.

Instructions
Managing Stress (30 minutes)
1. Ask learners to explain what they understand by the word ‘stress.’ Once they have agreed on a definition, ask them to share times when they felt under stress.

2. Divide learners into groups of four or five and ask them to discuss techniques that can be used to help manage stress.

3. After 10 minutes, ask learners to return to the large group and have a representative from each group share the stress management techniques they listed. After each group has presented, mention any techniques that learners did not list.

Dealing with Anger (20 minutes)
1. Ask learners to brainstorm inappropriate expressions of anger (yelling, hitting, humiliating someone, name-calling, damaging property, throwing things or refusing to help someone in need).

2. Then, ask them to brainstorm appropriate expressions of anger (calmly expressing an opinion, leaving the situation or counting to ten before reacting).

3. Ask learners to name ways to manage anger. Review the anger management tips above.

Resolving Conflict (30 minutes)
1. Ask participants what is meant by “conflict.” Write down their responses on the board. Make sure that participants discuss that conflict occurs when two sides have opposing views, perspectives or opinions about a particular issue or set of issues.

2. Ask participants to name issues that might cause conflict among adolescents. What about between adolescents and adults? Is conflict always bad?

3. Ask participants to suggest “I” statements that can help adolescents cope with or avoid a conflict. Some answers include:

   “That upsets me and I would like to talk with you about it.”
   “It hurts my feelings when...”
   “It makes me upset when...”
   “I think we should talk about this situation. Tell me how you feel about...”
5. Divide participants into groups of four or five. Ask them to create a role-play that shows how to manage anger or stress or resolve a conflict. Assign the groups one of the following scenarios or ask each group to develop their own:

Daniel is upset because his mother told him he was not allowed to go to a football game with his friends on Saturday afternoon, even though he had already made plans with his friends. What should Daniel say to his mother? (anger management and conflict resolution)

Alice has a big exam at school on Friday. On Thursday afternoon, she realizes that she is not well prepared for the exam and is worried that she will not pass. What should Alice do? (stress management)

Robert notices that his friend Joseph is playing with the same ball that was stolen from him last week. Joseph tells him that another friend let him play with the ball. How should Robert talk to Joseph? (anger management and conflict resolution)

Margaret stopped seeing her boyfriend George. Now he is telling other boys at school that they had sex, even though it is not true. What should Margaret say to George? (anger management and conflict resolution).
Session 12 Introduction to Gender

Learning Objectives

By the end of the session, learners will be able to:

- Define gender
- Distinguish between sex roles and gender roles

Materials Required

- One long rope

Time 105 minutes

Background Notes

**Gender**

Each person is born with either a girl’s body or a boy’s body. These physical differences determine a person’s sex. Sex is the physical characteristics that identify a person as a male or a female:

- Type of genital organs (penis, testicles, vagina, womb)
- Type of predominant hormones circulating in the body
- Ability to produce sperm or eggs
- Ability to give birth and breastfeed children

Gender describes the ideas and expectations people have about men and women. These include ideas about what qualities and abilities are considered feminine and masculine and expectations about how men and women should behave in different situations. A person’s gender is complicated, and is made up of roles, duties, appearance, speech, movement, and more. Ideas about gender are learned from family, friends, teachers, religious leaders, advertisements, the media, and opinion leaders.

**What are gender roles?**

Gender roles are the kinds of activities that are considered appropriate for individuals based on their sex. A person’s gender role refers to the way a community defines what it is to be a female or a male. Each community expects women and men to think, feel and act in a certain way, simply because they are women or men. In most communities, for example, women are expected to fetch water and fuel, prepare food and care for their children and husband. Men are often expected to work outside the home to provide for their families and parents in old age and to defend their families from harm.

Unlike the physical differences between men and women, communities create gender roles, and the ideas and expectations associated with them. These roles are different depending on a community’s traditions, laws, and religions.

**How gender roles are learned**

Gender roles are passed down from parents to children, as well as learned from other family members and community members. From the time we are very young, parents treat girls and boys differently – sometimes without even realizing they do so. As children grow up, they accept these roles because they want to please their parents and because parents have more authority. These roles help children know who they are and what is expected of them. So in the same way that children learn their own names, they also learn about their gender and what it means to be a woman or a man in their community.
As the world changes, gender roles also change. Many young people want to live differently from their parents. But they sometimes find it difficult to change, because the family and community expect them to continue following old rules. As women struggle to gain the freedom to redefine their gender roles, they can also gain more control over the things that determine sexual and reproductive health.

Instructions

Introduce Gender (20 minutes)
1. Explain that a game will be played outside the classroom. Divide learners into two teams. Describe how to play Tug-of-War. Ask the two teams to stand facing each other and hold opposite ends of the rope. Mark a line across the middle of the area of which they must try to pull the other team. Start them off with “1, 2, 3, GO!” and let them pull until one team has pulled the other over the line.

2. Ask the learners to sit in a circle. Tie the rope in a large circle and hand it to them, so that everyone is sitting around the outside of it. This is called a “Tug-of-Peace.” Ask the learners to pull together on the rope so that they can all stand up.

3. Ask learners to discuss what this exercise illustrates. Explain how it demonstrates that, instead of people pulling on opposite ends where only one team wins, we can use situations so that everyone benefits and feels good about the results.

4. Ask learners to discuss how this might relate to issues of men and women and girls and boys.

Note: This session should be approached from a factual point of view so that learners do not argue from an emotional perspective. A sense of seriousness should prevail to discourage learners from voicing their own attitudes and thus blocking their ability to learn and reason. At this time, talk about things in general rather than personal beliefs and experiences.

Gender Roles (45 minutes)
1. Ask each learner to write on a piece of paper one thing that women can do that men cannot do. Collect the pieces of paper and put them aside.

2. Ask each learner to write on a piece of paper one thing that men can do that women cannot do. Collect the pieces of paper and put them aside.

3. Divide the board in three parts and record the responses under the appropriate columns:

<table>
<thead>
<tr>
<th>What men can do</th>
<th>What women can do</th>
<th>What both can do</th>
</tr>
</thead>
</table>

4. Review the responses under the “men” column one at a time and ask if women are also able to do each one. Remove any that women can also do and place them in the third column.

5. Review the responses under the “women” column one at a time and ask if men are also able to do each one. Remove any that men can also do and place them in the third column.

6. What should be left under the first two columns will be the biological differences between men and women.

7. Explain to the learners that these biological differences are called sex roles. Emphasize that they do not change over time and apply to all women and all men.

8. Shift the attention to the items that were put aside. Explain to the learners that these are called gender roles. Emphasize that they are created by society and therefore they vary from society to society and change over time as society changes. For example:
Men can cut sugarcane but if women want money they can also cut cane.
Men can cook meals and clean the house.
Men can take care of babies and raise children

In some societies, women build the houses whereas in other societies it is taboo.
Ask learners to list more examples of how gender roles are different in different communities.
Present the following definition of gender.

Women’s and men’s roles and responsibilities that are socially determined. How we are expected to think as men and women because the way society is organized, not because of our biological differences. These roles do not arise from biological differences at all.

*Gender Role Awareness (40 minutes)*

1. Read the following sentences to the learners and ask them to write the ending to the sentences in their notebook. Discuss the responses for each sentence one at a time. For some of the responses that perpetuate negative gender stereotypes ask the others if they agree or disagree with the response. Have them explain themselves.

- Being a girl (or boy) makes me feel...
- If I were the opposite sex, my life would be different because...
- In ten years, I will probably spend most of my time...
- In this country, males do...
- In this country, females do...
- One thing I would like to change about being a male/female...
- Boys are better at...
- Girls are better at...