

Section One: Who Am I?

LIFE PLANNING SKILLS
A CURRICULUM FOR YOUNG PEOPLE IN AFRICA
GHANA VERSION

SECTION ONE: WHO AM I?

UNIT 1: PERSONAL, FAMILY, AND COMMUNITY VALUES

Activities	Page
Purpose and Objectives	33
1.1 Warm Up	35
1.2 Understanding Values	36
1.3 Family Values	39
1.4 Good Decision Making	41
1.5 Values Voting	46
1.6 What Do My Values Tell Me to Do?	50
1.7 Building Self-esteem	53
Concluding Notes	55
1.8 Conversation Circle & Commitment	56

UNIT 2: ADOLESCENT DEVELOPMENT

Activities	Page
Purpose and Objectives	59
2.1 Warm Up	61
2.2 What is Adolescence?	62
2.3 Physical Changes During Adolescence	63
2.4 Female Reproductive System	65
2.5 Understanding Menstruation	71
2.6 Male Reproductive System	76
2.7 Social and Emotional Changes	81
Concluding Notes	83
2.8 Conversation Circle & Commitment	84

UNIT 3: COMMUNICATION

Activities	Page
Purpose and Objectives	87
3.1 Warm Up	89
3.2 What Is Communication?	90
3.3 Dialogue or Monologue	91
3.4 Importance of Feedback	96
3.5 Johari's Window	100
3.6 Behaviour and Communication	102
3.7 Non-verbal Communication	107
Concluding Notes	110
3.8 Conversation Circle & Commitment	111

UNIT 4: SEXUALITY

Activities	Page
Purpose and Objectives	113
4.1 Warm Up	115
4.2 Defining Sexuality	116
4.3 Aspects of Sexuality	119
4.4 Being Attracted to Someone	121
4.5 Communicating Expectations	124
4.6 Good Decision Making	129
4.7 Rape and Date Rape	134
4.8 Preventing Date Rape	136
4.9 Sexual Abuse and Family Violence	139
Concluding Notes	143
4.10 Conversation Circle & Commitment	144

UNIT 1: PERSONAL, FAMILY, AND COMMUNITY VALUES

PURPOSE AND OBJECTIVES

The purpose of this unit is to introduce and define the concept of values, and help young people identify values learnt from families. The unit helps teens to talk about and explain their personal values, and to examine the relationship between values and behaviour.

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

- ➔ Explain what “values” means.
- ➔ Identify personal/family/religious/cultural values.
- ➔ Explore where values come from.
- ➔ Discover which values are most important to them.
- ➔ Understand how personal values can affect one’s behaviour.
- ➔ Learn how to make decisions that go along with personal values.
- ➔ Practise communicating their values to others.
- ➔ Practise accepting and respecting values of others.

ACTIVITIES

Warm Up – Zip Zap	<i>5 minutes</i>
Understanding Values	<i>20 minutes</i>
Family Values	<i>60 minutes</i>
Good Decision Making	<i>60 minutes</i>
Values Voting	<i>40 minutes</i>
What Do My Values Tell Me to Do?	<i>60 minutes</i>
Building Self-esteem	<i>60 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

5 hours 15 minutes

ACTIVITY 1.1**WARM UP – ZIP ZAP****Purpose:**

To help participants learn each other's names in a fun way.

Time:

5 minutes

NTF:

Each participant must be wearing a name tag for this activity.

Steps:

1. Ask all participants to sit in a circle. You, the facilitator, should remain standing.
2. Explain the game as follows:
 - a. There are two words in this activity: “**Zip**,” which means **left**, and “**Zap**,” which means **right**.
 - b. I will call out these words one at a time and point to a participant.
 - c. When I say “**Zip**” the person I am pointing at must say the name of the person sitting on their **left**.
 - d. When I say “**Zap**” the person I am pointing at must say the name of the person sitting on their **right**.
 - e. When I say “**Zip Zap**” everyone has to move to another seat, myself included.
3. If the person you are pointing at delays too long, s/he must exchange places with you, the facilitator. When “**Zip Zap**” is called everybody moves to a new seat, including the person standing.
4. The new person standing then does the calling.

ACTIVITY 1.2**UNDERSTANDING VALUES****Purpose:**

To look at the different meanings of the word “value” and come to an understanding of what it means in the context of family life and relationships.

Time:

20 minutes

Materials Needed:

- Cedi notes and coins
- Flipchart headed “Values Are” (see below)

Steps:

1. Place several cedi notes and coins of different values on the table.
2. Ask for two volunteers to come to the table and to choose a note.
3. Ask each person to say why s/he chose that particular note.
4. Thank both participants and let them return to their seats.
5. Write the word **VALUE** on a flipchart or on the board and explain that in this situation, value refers to the worth of each cedi note.
6. Ask the group to give more examples of what has value. If the group only lists material or physical things, ask for examples of something that cannot be physically seen or touched but has value. (Possible answers may include things like: respect, love, honesty, friendship, kindness, hard work, and talent.)
7. List the responses on the flipchart or board and add any of your own.
8. Use the following “Presentation Notes” to explain the meaning of values to the group.



PRESENTATION NOTES

VALUES

The word “value” means different things. One meaning is the actual worth of an object or an item in cedis. Another meaning involves a more personal aspect of worth, such as how important certain beliefs or ideas are to a person. Different things are worth more or less to different people, meaning they have more or less value. The things, ideas, beliefs, and principles that are of worth to you shape your values. Our values help to define who we are and help determine the choices we make, also called our behaviour. For example: A man who values his family cares for and takes care of his wife, children, and home life. A person who values health will try to have a healthy diet, avoid behaviours that can put her or him at risk of STIs and avoids alcohol, tobacco, and other drugs. People who value education will try to study hard, get good grades, and pass examinations.

9. Ask for one or two more examples from the group.
10. Put up the flipchart headed “Values Are” and go through each statement giving examples and explaining how a person can tell what his or her values are.

VALUES ARE:

(Prepare this on a flipchart beforehand)

- a. Things you are for (you support) or against (you do not support).
- b. Things you have chosen on your own, with no outside pressure, i.e. no-one has forced you to choose your values, although your family, friends, teachers, the media, and traditional and religious leaders have certainly influenced you.
- c. Things you believe in and are willing to stand up for in front of people.
- d. Things that you use to make choices and that can guide your behaviour in life.

11. Ask participants to turn to **page 6** in their workbooks.



WORKBOOK ACTIVITY

MY VALUES

In the space below, write two values that are important to you.

1.

2.

12. Invite participants to share their responses with the group.
13. Encourage general discussion around the responses, focusing on who or what was the most influential person or factor in the values presented.
14. Summarize and highlight the following points.

Key points:

- **Values are things we believe in or support.**
- **Our values are shaped by everything and everyone around us.**
- **Values often influence the decisions and choices we make.**

LINKING SENTENCE

A range of things such as religious teachings, culture, friendships, and media influences our values. Family is, however, one of the most important and powerful sources of messages about values. These values play an important role in shaping our lives as they influence the choices and decisions we make as we grow and develop. It is therefore important to make decisions and live according to personal values. We will now look at family values and how these affect and influence the individual.

ACTIVITY 1.3**FAMILY VALUES****Purpose:**

To explore what values our families hold in high esteem, which ones they disregard, and the reasons why.

To examine how we are influenced by our family values.

Time:

60 minutes

Steps:

1. Divide participants into four groups.
2. Ask participants to turn to page 7 in their workbooks. Assign each group as follows.
 - a. Group 1: a-d
 - b. Group 2: e-h
 - c. Group 3: i-l
 - d. Group 4: m-p

**WORKBOOK ACTIVITY****HOW DO YOU THINK YOUR FAMILY FEELS ABOUT...?**

In your groups discuss what you learnt from your family about the following:

Group 1

- a. Using alcohol or other drugs for fun.
- b. Forcing someone to have sex.
- c. Buying condoms to use if you have sex.
- d. Having a baby before you are married.

Group 2

- e. Staying a virgin as long as possible.
- f. Respecting your elders.
- g. Going to church regularly.
- h. Treating sons better than daughters.

Group 3

- i. Getting a job or learning a skill to help earn money.
- j. Having sex in exchange for money or gifts.
- k. Stealing from others.
- l. Going to a traditional healer if you are sick.

Group 4

- m. Having more children than you can afford.
- n. Furthering your education.
- o. Showing respect for your ancestors.
- p. Having sex with an adult who will buy you gifts, clothing, etc.

3. Each participant should share his/her family's message on each of the four topics. Allow ten minutes to do this.
4. Ask each group to report back on their given topics and briefly discuss any responses that are very different from each other.
5. Summarize and highlight the following points.

Key points:

- **Each one of us is influenced by our family values.**
- **Family values play a key role in the decisions and choices that we make.**

LINKING SENTENCE

Families do not always communicate their values directly. Quite often, many of these are picked up through observing behaviour and not through any direct instruction. Values that deal with sexuality are mostly communicated this way, as parents are often shy to discuss sex with their children or are not sure how to handle the subject of sexual values. Understanding our family values is important as they influence decisions we make. Let us now look at how we make decisions and the role that values play in this process.

ACTIVITY 1.4**GOOD DECISION MAKING****Purpose:**

To understand the (unconscious) process we go through when we make decisions to practise applying a good decision-making model to real life situations.

Time:

60 minutes

Steps:

1. Ask the group the question, "Under what situations or conditions does a person make a decision?"
2. List the responses on the chalkboard or flipchart paper. These may include statements such as:
 - a. When faced with a difficult situation.
 - b. When faced with more than one choice.
 - c. When faced by a challenge or challenging situation.
 - d. When there is a problem.
3. Use the following "Presentation Notes" to introduce the decision-making model.

Write out each letter step by step on the chalkboard or flipchart as you introduce and describe it. Copy each letter exactly as in the notes so that the word **DECIDE** is spelt vertically.



PRESENTATION NOTES

We make decisions every day of our life without always being aware of how we come to those decisions. Whenever we are facing a problem that requires us to make choices, there is a certain thought process we go through. This is sometimes done so quickly that we are not aware of it. Every decision-making process is made up of the following steps:

Define the problem or **CHALLENGE** you are facing.

Explore the **CHOICES** that you have.

Choose one of the above choices.

Identify the **CONSEQUENCES** of this choice.

Do—Act out the choice you have made.

Evaluate—Look back at your decision and see if it was a good one. If not, choose another one and repeat the process.

4. Ask participants if they have any comments or questions and discuss these.
5. Tell participants that they will now practise using the 3C's model and ask them to turn to page 8 in their workbooks.

NTF:

For semi-literate youth, do the following:

- Choose and brief youth to role-play the scenario below.
- Ask participants to get into pairs or small groups of three and do the activity.
- Each pair or small group should prepare their decision to present as a short skit.

**WORKBOOK ACTIVITY****GOOD DECISION MAKING**

Read through the scenario below and use the 3C's model (Challenges, Choices, and Consequences) discussed to come to a decision.

Scenario

Your mother is going away for the weekend. She has told you not to invite anyone over to the house. You promise her that you will not. Whilst she is away your friend from school has a fight with her dad and he puts her out of the house. She asks if she could spend one night at your place—she does not know your mother is away. What would you do?

1. What is the **CHALLENGE** that you are faced with?
2. What are your **CHOICES**? Think about these and write three of them in the space below.

Choice 1:

Choice 2:

Choice 3:

3. What are the **Consequences** of each choice you have written down? Write these in the spaces below.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?
5. Why did you make this decision?
6. How did your values influence the decision you made?

6. Take participants through the good decision-making model using the following instructions. Write the relevant part of the model as you discuss it.
 - a. First, identify the problem or challenge that you are faced with.
 - b. Next, think of the choices that you have and write at least three of these down.
 - c. Next, identify both the possible negative and positive consequences of each choice.
 - d. Look at the choices and consequences that you have listed and make a decision.
 - e. Lastly, evaluate the decision you made. Ask yourself why you made this decision and if it is the best one to make. If you are not happy with the decision you have made, make another choice and go through the process again.
7. Clarify that decision making is usually done alone, but people may seek other people's opinions before making a decision.
8. Ask participants to share their responses to the questions in the workbook activity. Let one person share their responses to the questions before moving on to another participant.

9. At the end, ask participants to discuss briefly how easy or difficult they found the model to use. Allow general discussion around the model.
10. Summarize and highlight the following points.

Key points:

- **The best decisions are made when we have all the facts.**
- **We must think of all the consequences of any choice, but especially any negative consequences there may be.**
- **People make wrong decisions sometimes. The important thing is to realize this and take steps to correct it.**
- **It is not always easy or possible to go through this thought process when making a decision. Sometimes we do not have time to think of the consequences but have to make a quick decision to ensure our safety or survival. It is therefore up to us to weigh this and do what is appropriate for the time and situation.**
- **Good decisions are not easy to make. You can make extra efforts to succeed or achieve your goal.**

LINKING SENTENCE

Sometimes when a person makes a decision it is easy to tell almost immediately that it was not a good decision; for example, if a person decides to steal and s/he gets caught. When facing a tough challenge, and unsure of which decision to make, we can talk to someone whose opinion we respect, such as a friend, elder, auntie, teacher, etc. The final decision, however, is ours to make so we must be clear about the consequences of our actions on others and ourselves. We must “own” our decisions.

ACTIVITY 1.5**VALUES VOTING****Purpose:**

To recognize what values are important to us.

Time:

40 minutes

NTF:

Prepare the Values Statements beforehand. Cut the list of statements below into separate statements and place them in a basket on the table and let participants choose one and read it.

Prepare three signs marked “Agree,” “Disagree,” and “Unsure.” Place these on the wall at three different places—a fair distance from each other to allow easy movement.

VALUES STATEMENTS


- a. Having a child while you are still in school is OK.
- b. A man has a higher sex drive (need for sex) than a woman.
- c. Boys should always pay for a girl when they go out together.
- d. Raising a child on your own is better than marrying a man that you do not love just because he will help with the baby.
- e. Having a job you love to do is more important than making a lot of money.
- f. People with HIV and AIDS should not tell their sexual partners they are infected.
- g. Since it is the girl that gets pregnant, it is her responsibility to use birth control.
- h. A husband cannot rape his wife.
- i. A man who cries is like a woman.
- j. You should have sex only with someone you truly love.
- k. Waiting to have sexual intercourse until you are married is a good idea.
- l. In a family, making money should be the man's job.
- m. Women should understand that it is natural for a man to need more than one woman at a time for sexual relationships.
- n. Boys and girls are treated equally in schools.

- o. A girl who dresses in sexy, revealing clothing is asking to be raped.
- p. Abortion should be legalized to make it safe.
- q. A man should be able to have more than one wife if he can afford to take care of his family.
- r. A child needs to be raised (brought up) in a home where the mother and father are living together.
- s. A family with many children is better than a family with fewer children.
- t. A man is always the head of the household and he should always have the last word when it comes to making decisions.
- u. Most women secretly enjoy being raped.
- v. Any sexually active girl, no matter how young she is should be able to get birth control if she needs it.
- w. Girls often pretend that they do not want to have sex when they really want to so that they will not seem too “easy.”
- x. It is OK for a girl to trick her boyfriend into getting her pregnant so he will have to marry her.
- y. Having a son is better than having a daughter.
- z. It is just as acceptable today for girls to have sex before marriage as it is for boys.

Evaluation tip: Make a note of how many participants stand under each sign and keep the results for later. You can repeat some of these values statements at the end of the course, and monitor if there has been a significant shift in opinion, as a result of personal growth or change during your programme.

Steps:

1. Use the following “Presentation Notes” to introduce the activity.



PRESENTATION NOTES

Introduction
 When someone can easily talk about feelings and values they feel strongly about in front of a group, they probably understand their own values very well.

People who truly value something are usually secure about telling others about it. **Values clarification**, or the way a person becomes more aware of her/his own values, involves sorting out one's own (intrinsic) values from the values of the outside world (extrinsic). It involves separating out, and being clear about, one's own personal beliefs as apart from the beliefs of others. It means saying what we really mean. Too often, we say things we do not really mean, because we think that is what others want to hear or we are afraid to stick up for our own values.

2. Explain to participants that you will ask them to express their feelings about particular values. Show participants the three points around the room that are labelled “Agree,” “Disagree,” and “Unsure.”
3. Give the following instructions for this activity:
 - a. In the basket are different statements. Participants must take turns choosing a statement, which s/he should read out for the group to hear.
 - b. When the statement is read, participants should decide, on their own, whether they agree, disagree, or are unsure about it. They should find the sign on the wall that matches their position and stand beneath it. For example:
 - i. If you agree with the statement, stand beneath the “Agree” sign.
 - ii. If you disagree with the statement, stand under the “Disagree” sign.
 - iii. If you are not sure about what you think, stand under the “Unsure” sign.
4. Remind participants that:
 - a. There are no right or wrong answers, only opinions based on their values.
 - b. Each person is entitled to her/his own opinions.
 - c. No one should try to change or influence other people's positions.

5. Ask a participant to choose and read the first statement and have participants move to their positions – “Agree,” “Disagree,” or “Unsure.”

NTF:

For semi-literate youth, the facilitator can read the statements out loud.

6. Starting with the least popular point of view, ask a few participants at each position why they chose to stand there.
7. Repeat this process with as many value statements as you have time for. Make sure you hear different points of view. Remember that processing statements and sharing reasons for participants' positions is the most important part of this activity.
8. When enough statements have been read and participants have shared, ask them to return to their seats.
9. Encourage general discussion around the following questions:
 - a. How easy was it to decide your position?
 - b. What influenced your decision or made you choose where to stand?
 - c. Did you feel any pressure from your peers to change your answer at any time during the activity? Does peer pressure ever influence your decisions in other situations? Why do you think this happens?
10. Summarize and highlight the following points.

Key points:

- **Our opinions and decisions are based on our values, which are strongly influenced by our family and community.**
- **Everyone has the right to his or her own opinions, as people's values are shaped by different things.**
- **We must know our own values and be confident enough to share these with others. This helps others understand and respect our opinions and decisions.**

LINKING SENTENCE

Our values do affect the way we behave, so they play an important role in the decisions and choices that we make. Knowing what our values are on different issues is useful in helping us choose how to behave in different situations. It is also useful to realize the influence that peer pressure has on our values and how this causes us to sometimes behave in a way that is not in line with what we really believe.

ACTIVITY 1.6**WHAT DO MY VALUES TELL ME TO DO?****Purpose:**

To start to make the connection between our values and how they influence the way we behave.

To discuss what makes us behave contrary to our values.

Time:

60 minutes

NTF:

Choose two people beforehand to act out the scenario of Mensah and Adjoa. Use the brief below to explain their roles and give them time to practise if they want to.

Brief for actors

Mensah's role: You like Adjoa a lot and have respected her wishes not to have sexual intercourse for the last six months. It has been really hard for you and you feel that there is enough trust between the two of you now—that it is OK to have sex with each other. Explain to Adjoa how you feel and try to convince her to have sex with you. This will be the first time for the two of you. Use everything you can think of to get her to understand how you feel and possibly, agree to have sex with you.

Adjoa's role: You really like Mensah and often find yourself thinking about him in a sexual way, but your Auntie has raised you to believe that sexual intercourse is for people who are married. She also told you about the problems that early and unprotected sex can cause and you are too scared to try. Although you trust Mensah, you really do not want to have sexual intercourse yet. Try to get Mensah to understand how you feel.

Steps:

1. Review with the group, asking “What things can influence a person’s values?”
2. List the responses on flipchart paper.
3. Ask the actors to perform the scenario of Mensah and Adjoa. Ask all other participants to observe the scene without interruption. They should pay attention to how both actors are communicating, e.g.:
 - a. Body language
 - b. Eye contact
 - c. Consistency with “no”
 - d. The girl’s assertiveness

4. At the end put up the following statements and ask volunteers to read them out one by one.
5. Spend a few minutes getting participants to share how they feel about each statement.

NTF:**Prepare these beforehand****Statements**

- a. If a girl says “no” to sex, she should say it like she means it.
- b. Most girls secretly enjoy being talked into sex.
- c. Most girls want to be physically forced into having sex.
- d. Boys should go to any extent possible to get a girl to have sex with him.
- e. Forcing a girl to have sex for the first time is not really rape; it is more like sexual instruction.

6. Use the following statements to encourage general discussion.
 - a. What influences people to behave in ways that are in line with their values? (Possible answers: It feels good to follow one's values, parents and other adults reward behaviour that reflects the values they teach.)
 - b. What influences people to behave in ways that are not in agreement with their values? (Possible answers include: People often want to “try” someone else's values; friends pressure others to do things not in keeping with their values, or it seems there is a danger of losing friends; or there is an opportunity to make someone else angry.)
 - c. What happens when your behaviour is not in line with your parents' or friends' values?
7. Ask participants to turn to page 11 in their workbooks.



WORKBOOK ACTIVITY

WHAT MY VALUES TELL ME TO DO

Think about the discussion that just finished and complete the following sentence.

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

The facilitator will ask you to share your responses with the group.

8. Summarize and highlight the following points.

Key points:

- **Our values influence the way we feel and behave although we are not always aware of this.**
- **Many adolescents behave differently from what their values dictate because of peer pressure.**
- **Our values help us understand right from wrong and can help us make appropriate personal decisions and choices.**

LINKING SENTENCE

Values continue to change as a person grows and are influenced by external factors, such as friendships. The way a person becomes more aware of her/his own values involves sorting out her/his own (intrinsic) values from the values of the outside world (extrinsic). It calls for being clear about your own personal beliefs as apart from the beliefs of others. Being able to do this makes you understand your own values and be more comfortable with expressing these to others, without fear of being laughed at or insulted.

ACTIVITY 1.7**BUILDING SELF-ESTEEM****Purpose:**

To discuss what positive self-esteem means and how this is achieved.

To look at how self-esteem develops and its role in the choices and decisions we make.

Time:

60 minutes

Steps:

1. In buzz groups of three people, ask participants what they think about when they hear the term “self-esteem.” Ask them to also think through the following questions:
 - How do we learn self-esteem?
 - Why is self-esteem important?
2. Use the following definition to help clarify the meaning of self-esteem:

“Self-esteem is a word used to describe how people feel about themselves. How people feel about themselves influences their actions towards others and what they accomplish in life. If a person believes in herself/himself and in her/his own ability, then she/he is able to work hard, set goals, and achieve what s/he set out to do.”
3. Brainstorm “How do you think self-esteem is developed?” Write the responses on flipchart.
4. Encourage general discussion around the points for a few minutes.
5. Give each participant an A4 sheet of paper. Ask them to pretend that the paper represents their self-esteem.
6. Tell them that their self-esteem can be damaged by negative things or can be built by positive or good things that happen to them.
7. Tell them that you are going to read out a set of statements. Ask them to tear off a piece of the paper when you read statements that may affect their self esteem negatively. They should tear off bigger or smaller pieces based on how badly the statement affects their self-esteem.
8. Read the following statements one at a time and allow a few seconds between each one for participants to respond as asked.

Statements

You were late for class and the teacher shouted at you in front of your classmates and friends.

Your father left your mother and married another woman.

Your sexual partner died.

Your best friend always competes with you and puts you down.

The university you applied for rejected your application.

Your mother calls you stupid.

9. Ask participants to turn to page 12 in their workbooks.

**WORKBOOK ACTIVITY****WAYS TO BUILD MY SELF-ESTEEM**

Think of what you can do to build your self-esteem. Write down as many ways that you can think of.

10. After a few minutes ask participants to share one thing from their list that is “easy” and one thing that is “difficult” to do.

11. Write these points on flipchart and encourage general discussion around them. The following points can be used to get the discussion going.

- Why is it difficult to build and maintain positive self-esteem?
- What is the relationship between values and having good self-esteem?

12. Summarize and highlight the following points.

Key points:

- **Our self-esteem is influenced by people and things we experience—just like our values.**
- **How people feel about us plays a big role in how we feel about ourselves.**

UNIT 1: PERSONAL, FAMILY, AND COMMUNITY VALUES

CONCLUDING NOTES

Values are things you believe in and are willing to stand up for. Our values help us make decisions and guide us in life. Family, religion, culture, and friends influence our values. Knowing what our values are helps us choose how to behave. Sometimes peer pressure leads us to behave in a way that is not in line with what we believe. Our values change as we grow older. The more we understand our own values and are comfortable expressing these to others, the more likely we are to achieve our goals in life.

ACTIVITY 1.8**CONVERSATION CIRCLE & COMMITMENT****Purpose:**

To reflect on the unit and note the key facts and skills learnt.

To show how we will use the new knowledge and skills gained by making a commitment to change one thing about ourselves in terms of our values.

Time:

20 minutes

NTF:

This activity works best with groups of 12 or less. If working with a larger group, first divide them into smaller groups, then get a report back from each group.

Make sure to give each group the questions they should answer or write them where the entire group can see them.

This activity can be done in a number of ways. For literate groups, do the following.

Steps:

1. Ask participants to sit in a circle and discuss the following:
 - a. What is one very important piece of information that you have learnt from this activity?
 - b. How or why is this important to you?
 - c. How does this information influence you to change your behaviour?
2. Ask participants to think about one commitment they are going to make in terms of their values.
3. Ask participants to turn to page 13 in their workbooks.

**WORKBOOK ACTIVITY****KEY LESSONS LEARNT**

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information you have learnt from this unit?
2. Why or how is this information important to you?
3. How does this information influence you to change your behaviour?
4. Think about the discussions around values that took place in this unit. What commitment are you going to make to yourself based on what you learnt about values? You will not be asked to share this with anyone.
5. Write your commitment in the space below.

NTF:

For semi or low-literate groups do steps 1 and 2 above then continue as follows.

4. Close your eyes and make a promise to yourself—something that you will do to change your behaviour to be more in line with what you learnt about values.

UNIT 2: ADOLESCENT DEVELOPMENT

PURPOSE AND OBJECTIVES

This unit describes the physical, social, and emotional changes that take place during adolescence.

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

- Explain the meaning of adolescence.
- Describe the physical and emotional changes that occur during adolescence.
- Describe the male and female reproductive anatomy and physiology.
- Understand menstruation and pregnancy.

ACTIVITIES

Warm Up – Clay Game	<i>10 minutes</i>
What is Adolescence?	<i>15 minutes</i>
Physical Changes during Adolescence	<i>30 minutes</i>
The Female Reproductive System	<i>40 minutes</i>
Understanding Menstruation	<i>45 minutes</i>
The Male Reproductive System	<i>30 minutes</i>
Social and Emotional Changes	<i>45 minutes</i>
Conversation Circle and Commitment	<i>20 minutes</i>

3 hours 55 minutes

ACTIVITY 2.1**WARM UP – CLAY GAME****Purpose:**

To help participants understand that all adolescents go through the same changes, but may respond to them differently.

Time:

10 minutes

Steps:

1. Ask participants to stand in a circle making sure that everyone can see each other clearly.
2. One person begins by imagining they are holding a handful of clay that they can make into any object they want. They mime with their hands transforming the clay into an object, e.g. a cup of tea, and they then use the object, e.g. drink the tea.
3. The imaginary object is then passed onto the person next to them who squashes it back into clay and makes it into something else.
4. Suggest to participants that they think about the weight, shape, and texture of the object they are moulding.
5. End the game when everyone has had a turn.
6. Discuss briefly how the changes participants go through during adolescence are like the changes in the imaginary clay; just like the clay, each person responds differently or is “moulded” into a unique individual.

ACTIVITY 2.2**WHAT IS ADOLESCENCE?****Purpose:**

To examine the adolescent stage of human development and the different challenges that come with it.

Time:

15 minutes

Steps:

1. Ask participants to brainstorm “What does adolescence mean?” Write their responses on the flipchart. The following points should come out.

Adolescence is:

- A period between childhood and adulthood.
- A period of physical and emotional change.
- A period of sexual development.
- A period of experimentation.
- A wonderful, exciting, and positive period of learning new ideas, values, information, and skills.
- A time for finding out who you are and what is important to you.
- A time to think about and plan ahead for a happy and healthy future.
- A period of becoming independent from your family.

2. Discuss the list for a few minutes, giving participants a chance to share their views.
3. Summarize and highlight the following points.

Key points:

- **All people go through adolescence—it is a normal part of human development.**
- **During adolescence many physical, emotional, and psychological changes take place that prepare us for adulthood.**
- **Adolescence can be confusing because we are expected to play the role of an adult and a child at different times.**

LINKING SENTENCE

Adolescence is that time when a young person is becoming an adult and her/his body begins to prepare for adulthood. The person goes through many changes physically, emotionally, and psychologically and begins to experience and express many different feelings. This is a normal and vital part of development and, although it has its difficult times, it is also a period that is filled with excitement and fun as we begin to explore and discover our abilities and ourselves. As mentioned earlier, several changes take place during the adolescent stage. Let us look now at the physical changes that take place.

ACTIVITY 2.3**PHYSICAL CHANGES
DURING ADOLESCENCE****Purpose:**

To discuss the different physical changes that takes place in males and females.

To acknowledge that all adolescents go through a similar process of physical changes.

Time:

30 minutes

Steps:

1. Ask participants, "What is the smallest thing you can think of?" Let them share their ideas for a few minutes.
2. Explain that hormones are even smaller than that. They are so tiny that we cannot see them with our eyes. Tell participants that some hormones are made inside the brain, whilst others are made in the reproductive (sex) parts of our bodies. Hormones control the changes that take place in our bodies when we grow from being children to young women and men.
3. Divide participants into same sex groups and ask them to turn to page 16 in their workbooks.

**WORKBOOK ACTIVITY****PHYSICAL CHANGES THAT TAKE PLACE DURING ADOLESCENCE**

In your groups discuss:

- a. The changes that take place in the opposite sex.
- b. The changes that take place in your own sex.

Fill in the information in the space below.

Changes That Occur in Boys	Changes That Occur in Girls

4. Check that participants understand the instructions before they begin.
5. When everyone is finished ask one person from each group to give responses.
6. Have a general discussion on the changes listed. Use the notes below to check that the group has mentioned the major changes and to add any that were left out.

Physical Changes That Occur During Adolescence

Boys	Girls
Enlargement of the testes and penis	Breast growth
Development of sweat glands	Development of sweat glands
First ejaculation	Vaginal lubrication
Erections	Onset of menstruation and ovulation
Growth of body, underarm, pubic, and facial hair	Growth of underarm and pubic hair
Wet dreams	Increase in vaginal and cervical secretions
Growth in body height and weight gain	Growth in body height and weight gain
Voice changes	Voice changes
Body shape takes on characteristic adult pattern	Body shape takes on characteristic adult pattern
Gain in muscular strength	
Skin problems (acne) may develop	Skin problems (acne) may develop

7. Summarize and highlight the following points.

Key points:

- **Most adolescents go through the same physical changes but they do not happen to everybody at the same time.**
- **The time during adolescence when a boy or a girl has these physical changes is called “puberty.”**
- **Generally, girls enter puberty earlier than boys. The bodies of some girls start to change as early as age eight; others do not start to change until they are fourteen. Boys’ bodies start changing from age 10 to 12.**
- **The changes are a normal part of human development.**

LINKING SENTENCE

Apart from the evident physical changes that take place during adolescence, our bodies start to prepare for having children as well. We are now going to talk about the parts of the body that are involved with reproduction (or having babies). We will also discuss the monthly period and pregnancy.

ACTIVITY 2.4**THE FEMALE
REPRODUCTIVE SYSTEM****Purpose:**

To discuss and understand the parts that make up the female reproductive system and what they do.

Time:

40 minutes

Materials Needed:

- Poster 2.1 – Female Reproductive System 1
- Poster 2.2 – Female Reproductive System 2
- Sticky tape

Steps:

1. Brainstorm what the word “reproduce” means.
2. Copy the words below onto the chalkboard or flipchart.
 - a. Vulva
 - b. Mons pubis
 - c. Labia majora
 - d. Labia minora
 - e. Clitoris
 - f. Urethra
 - g. Vaginal opening
 - h. Hymen
 - i. Perineum
 - j. Anus
3. Divide participants into groups of three or four and ask each group to discuss:
 - a. How the group understands each word.
 - b. Where on the body each part is located. The group should try to reach an agreement on this.
4. Bring the groups back together for a general discussion.
5. Ask participants to turn to page 17 in their workbooks.

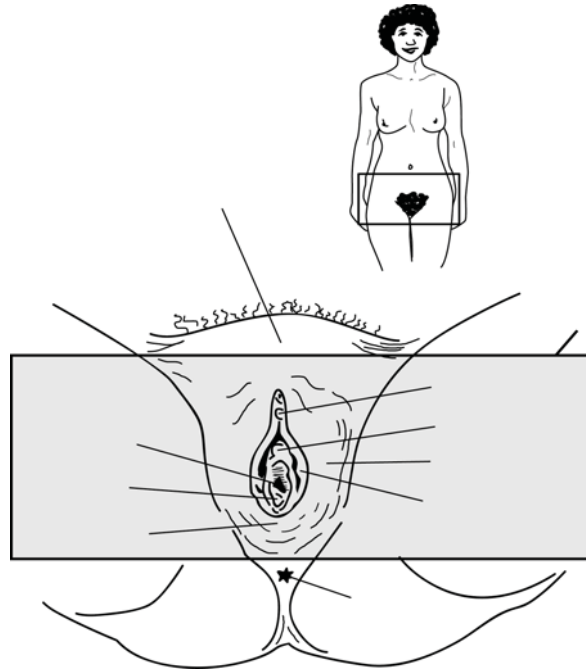


WORKBOOK ACTIVITY

THE FEMALE REPRODUCTIVE SYSTEM 1

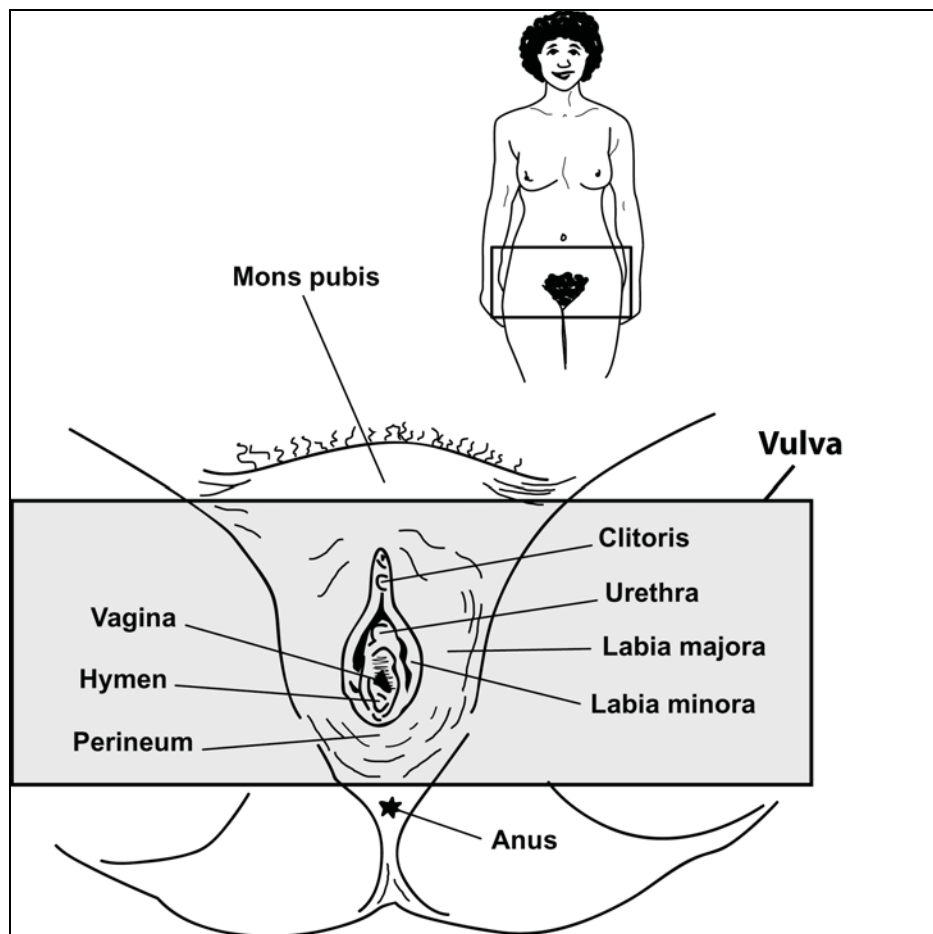
Write in the names of the body parts in the diagrams below marked by a line.
Write in as many as you know.

FEMALE REPRODUCTIVE SYSTEM 1: OUTER SEXUAL AND REPRODUCTIVE PARTS



6. Display Poster 2.1: The Female Reproductive System 1 on a wall, flipchart stand, or board. Point to each part of the body on the poster as you talk about it. A full-page version of the poster that you can enlarge or recreate is located in the Annex, page 364.

POSTER 2.1: THE FEMALE REPRODUCTIVE SYSTEM 1



7. Use the following “Presentation Notes” to describe the parts indicated on the poster. Encourage questions during your presentation.



PRESENTATION NOTES

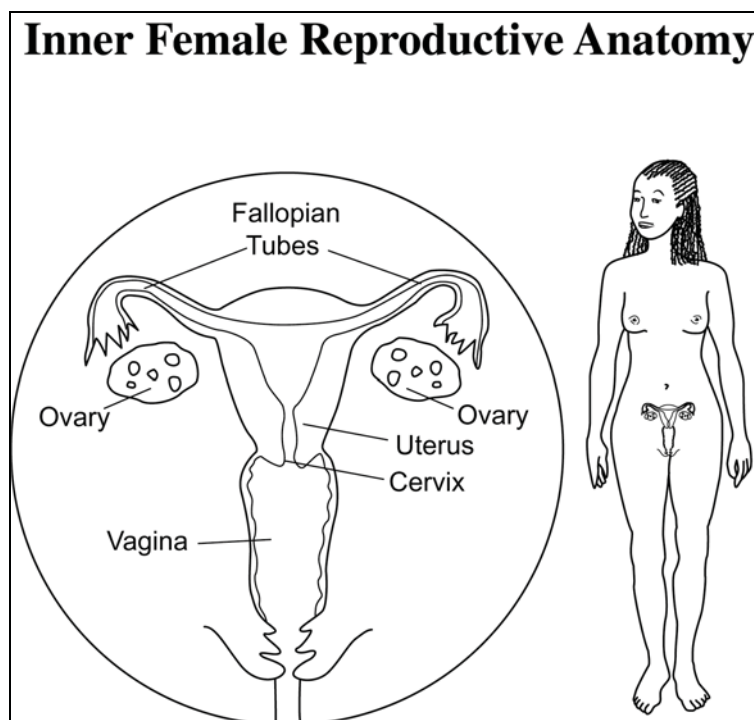
THE WOMAN'S REPRODUCTIVE SYSTEM

Outer Sexual and Reproductive Parts

- The **vulva** is found in the front of the body between a woman's thighs. The different parts of the vulva make up a woman's outside sex organs.
- The hairy, fatty part over the pubic bone is called the **mons pubis**.
- The two folds, or **labia majora**, protect the urinary and vaginal openings.
- Two inner lips, or **labia minora**, that lie between the outer lips are without hair and are very sensitive.
- The **clitoris** is found where the inner lips meet, just below the fatty part over the pubic bone. It is small and shaped like a flower bud. It is very sensitive to touch. Touching it and the surrounding area helps a woman to get sexually excited.
- The outside opening of the urinary passage—called the **urethra**—lies below the clitoris. It leads directly to the bladder. Urine (wee) leaves the body through your urethra.
- The **vaginal opening** is the outside end of the vagina. Babies are born through this opening.
- The **hymen** is a thin skin that surrounds the vaginal opening and partly blocks it. It can break easily. This can happen with exercise, sexual intercourse, or with any direct force on it.
- The **perineum** is the area lying between the end of the vulva and the anus in a woman and it is between the scrotum and the anus in a man.
- The **anus** is the opening below the perineum. Body waste (faeces) passes through this opening.

8. Put up [Poster 2.2: The Female Reproductive System 2](#) and use the following notes to describe the inner reproductive parts. A full-page version of the poster that you can enlarge or recreate is in the Annex, page 365. Allow questions and comments during the presentation.

POSTER 2.2: THE FEMALE REPRODUCTIVE SYSTEM 2

**Inner Reproductive Parts**

The main inner reproductive parts are as follows:

- The **vagina** leads from the vulva to the womb. It is moist and self-cleaning. It is lined with folds of skin that stretch easily during sexual intercourse and when giving birth.
- The **uterus** or **womb** is a hollow organ that is shaped like an upside down pear. It is here, inside the womb, where the foetus grows during pregnancy.
- The **cervix** is the mouth of the womb. The cervix connects the womb with the vagina and protects the womb. It makes it impossible for objects such as fingers, the penis, condoms, or a tampon to enter the womb.
- The **Fallopian tubes** are found at each side of the upper end of the womb. They reach outwards towards the ovaries. When a female egg (ovum) is released from an ovary it is sucked into the Fallopian tubes. The ovum then begins its journey through the tube to the womb.
- Women have two **ovaries**, one on each side of the womb. The tubes connect them to the womb. The female eggs and hormones are made in the ovaries.

9. Tell participants that the notes on the reproductive organs are on page 18 of their workbooks.

10. At the end of the discussion remind participants that if they have questions that they are scared or shy to ask in the group, they can put them in the Question Box or on the Anonymous Wall.

11. Summarize and highlight the following points.

Key points:

- **To reproduce means to “make one of your own.”**
- **The reproductive organs develop during adolescence.**
- **The woman’s reproductive organs are located inside and outside her body.**
- **The uterus or womb is where a fertilized egg grows into a baby.**
- **The sex organs located outside the body are called genitals.**

LINKING SENTENCE

Genitals are sources of sexual pleasure and touching them is a natural and important part of growth. We need to know how our genitals look and feel when they are normal, so that we can recognize if something is wrong. Boys and men need to touch their testicles to feel for lumps that might be a sign of testicular cancer. Girls and women may want to use tampons, or some form of contraceptive, that they need to put inside the vagina.

In most societies boys are taught to touch and handle their penis in order to urinate. Girls, on the other hand, cannot easily see their own genitals and are often discouraged from touching “down there.” This is often because of cultural taboos (prohibitions) relating to the female genitals and menstrual blood. Understanding menstruation, or the monthly periods, can help us be more comfortable with our own and each other’s bodies.

ACTIVITY 2.5**UNDERSTANDING
MENSTRUATION****Purpose:**

To understand what menstruation is and why it happens.

To dispel any myths or misinformation about menstruation and provide factual information.

Time:

45 minutes

Materials Needed:

- Poster 2.3 – The Monthly Period (menstruation)
- Sticky tape

Steps:

1. Write the word **MENSTRUATION** on the blackboard or flipchart paper.
2. Ask participants what they understand the word to mean.
3. List responses on the board or flipchart paper. Tell participants that it is important to know the truth about menstruation and that we will now look at some facts.
4. Ask for volunteers to read out the following sections.

NTF:

Prepare these sections on separate pieces of paper beforehand.

Reader 1

The monthly period is nature's way of preparing a woman's body for pregnancy. It starts in early teenage life and happens regularly, if there is no pregnancy, until mid-adulthood. Hormones control the menstrual period. Once every month, one of the ovaries releases an egg or ovum. There is also the possibility that both ovaries release eggs that could be fertilized at the same time, resulting in fraternal twins.¹

Reader 2

When the egg matures it leaves the ovary; this is called ovulation. When the egg leaves the ovary it is caught by the mouth-like end of one of the Fallopian tubes and begins moving to the uterus (womb).

¹ Inform participants that they will learn more about fraternal twins later in the unit.

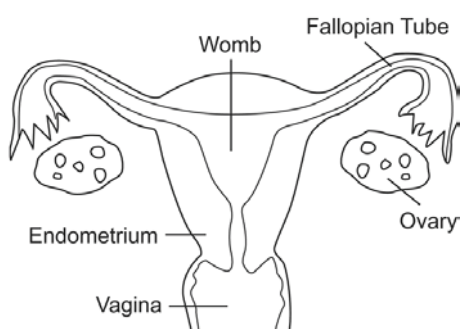
Reader 3

While the egg is moving through the tube towards the womb, the body's hormones are making the inside of the womb develop a sponge-like surface, full of blood vessels. This is in case the egg meets a sperm along the way and the two join (fertilization). If this happens the fertilized egg travels to the uterus and attaches itself to the blood-rich lining that has been prepared, and begins to grow into a foetus. If the egg does not meet a sperm on the way, it continues on and breaks apart.

Reader 4

The egg and the spongy lining or surface inside the womb are then pushed out from the body. They come out through the cervix and vagina. This is the monthly period, the flow that we can see.

5. Display **Poster 2.3: The Monthly Period** on the wall. Let each person read his or her respective section and refer to the poster. A full-page version of the poster that you can enlarge or recreate is located in the Annex, page 366.

POSTER 2.3: THE MONTHLY PERIOD

1. Once every month, one of the ovaries releases an egg.

2. Ovulation happens when a mature egg leaves the ovary. Once the egg leaves the ovary it is caught up into one of the Fallopian tubes and begins its passage to the uterus (womb).

3. At the same time that the egg travels, the body's hormones make the inside of the womb develop a spongy surface. The egg completes its passage to the womb. If the egg does not meet with a sperm on the way it is released as part of the menstrual flow.

4. The egg, together with the spongy lining of the womb, is pushed out of the body through the vagina. This is the flow we can see during menstruation. The next month the cycle will start again.

6. Allow questions at the end of each reading.
7. Tell participants that you are now going to share the story of Amina and that you would like them to listen carefully as you are going to ask questions at the end.

NTF:

Make a copy of the story below and ask for a volunteer to read it to the group.

AMINA'S STORY

My first period came when I was 12. I was very frightened because I didn't know how I could have hurt myself so far inside. I was scared. It was the weekend and I was at home. I pinched my mother's cotton wool and plaster and put them in my panties. Before long I removed the plaster because it was very uncomfortable. I was worried. The bleeding had not stopped so I added more cotton wool. At night when I bathed and saw there was no fresh blood, I was happy and relieved. I did not use any cotton wool.

In the morning I cried when I saw the blood on the sheets. I then started thinking I may have some bleeding disease. This time I went to buy my own cotton wool, because I thought my mother would notice that hers was less than it was before. On Monday, I told my best friend at school. Her first question was, "Did you sleep with a boy?" I cried. The blood stopped coming on Tuesday. I had done my best not to leave any traces of my disease in the house and at school. I waited for the next weekend to come and went to visit my Aunt Mary. She was the only person I could trust. I knew I could talk to her about the bleeding. When I finished telling my aunt what had happened she said, "Amina, you are a woman now, just like me." She then told me in great detail about periods, pregnancy, sexual intercourse, and having babies.

All the way she sounded as if these were really normal things. I was surprised but felt good. She even asked if I had any questions. At the end she said that I must not talk to anybody about the things she told me, except for my closest friends or people that I trust. She especially said that I shouldn't tell Mama until she has had a chance to speak to her. I am lucky to have such a loving aunt. I just wished that my mother had prepared me for this important event, so that I wouldn't have been so scared.

8. Divide participants into pairs or small groups and ask them to discuss the following questions:
 - a. Why did Amina not tell her mother about the bleeding?
 - b. Why did Amina cry when her friend asked her if she had slept with a boy?
 - c. How does this story relate to real life?
 - d. What advice and information are most young people given in real life?

9. When participants are done one person from each pair or group can report back on the discussion.
10. Use the following “Presentation Notes” to summarize the discussion.



PRESENTATION NOTES

THE MONTHLY PERIOD

When a girl is born, she has thousands of eggs in her ovaries. Together, these egg cells are called “ova,” one egg cell is called an “ovum.” During the years that adolescent girls and women menstruate, they release only a small percentage of their ova.

A girl usually has her first menstrual period some time between the ages of 9 and 16. The average age is 12 years. Menstruation is a normal process for all women until menopause. Menopause usually occurs between 45 and 55 years of age. Most women have a menstrual period about once every 28 days. An average period lasts three to seven days. Many girls will have irregular periods (which means the number of days between periods will vary).

During puberty, a young woman’s ovaries begin to release one ovum each month (ovulation). Once that process has begun, she is capable of becoming pregnant when she has vaginal intercourse with a male partner. A girl can become pregnant even without having vaginal intercourse if the boy/man ejaculates near or on the vulva.

Conception occurs when a single sperm fertilizes the egg whilst it is in one of the woman’s Fallopian tubes. The fertilized egg then travels to the uterus (womb) where it is implanted. It is at this point that a baby (foetus) begins to grow.

Additional information: At puberty, the pituitary gland, located at the base of the brain, releases a hormone that signals the ovaries to start producing other hormones. These hormones regulate the menstrual cycle. About once a month, an egg ripens and is released from the ovary. This process is called ovulation. This usually occurs about two weeks (14 days) before the next menstrual period.

It is at this time that a woman is most fertile and most likely to become pregnant if she has sexual intercourse.

Each month, in preparation for a fertilized egg, the uterus builds up a thickened lining made up of blood and body tissue to nourish the egg. If the egg cell is met by a sperm cell, after sexual intercourse, the egg cell is said to be fertilized. It travels to the uterus and attaches itself to the blood-rich uterine lining. This is called implantation. Pregnancy has begun. If the egg is not fertilized, this lining is not needed and is shed through the vagina during menstruation.

There are other physical and emotional changes that some girls or women may notice during the menstrual cycle (pre-menstrual syndrome/PMS). They include: breast tenderness, abdominal cramping, headaches, weight gain, increase in acne, depression, lower backache, and irritability.

Menopause

Menopause occurs when a woman no longer gets a monthly period. This happens to all women, usually between the ages of 45 and 55. Different women may have different symptoms but the most common ones are sudden changes in body temperatures, extreme sweating, and sometimes stomach cramps.

11. At the end of the presentation invite questions and comments from the participants. Allow general discussion on issues raised.
12. Summarize and highlight the following points.

Key points:

- **Menstruation is a natural, normal process the body goes through.**
- **It happens when the egg does not get fertilized by a sperm.**
- **It is normal for each girl to have a different menstrual cycle.**
- **The blood that passes from the woman's vagina is not unhealthy and does not mean that anything is wrong with the woman.**
- **Proper hygiene should be practised at all times, including during menstruation.**

LINKING SENTENCE

Menstruation is the body's way of cleaning itself each month and making sure that it is ready to prepare for pregnancy the next month.

Although boys do not have periods, they need to understand how periods happen so that they do not believe untrue stories they hear about periods. It is also important that both boys and girls understand how their reproductive parts work and how pregnancy happens, as it takes two to make a baby.

ACTIVITY 2.6**THE MALE REPRODUCTIVE SYSTEM****Purpose:**

To discuss and understand the parts that make up the male reproductive system and what they do.

To look at how to care for the outer reproductive organs.

Time:

30 minutes

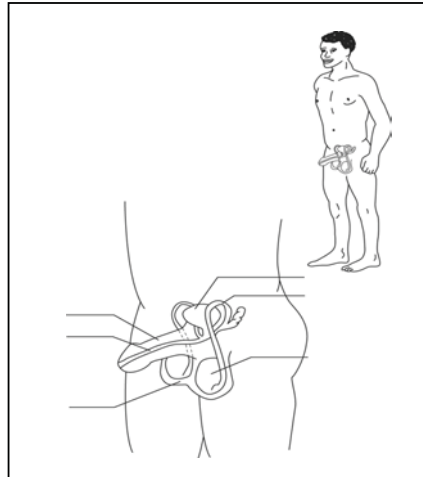
Materials Needed:

- Poster 2.4 – The Male Reproductive System 1
- Poster 2.5 – The Male Reproductive System 2
- Sticky tape or Prestik

Steps:

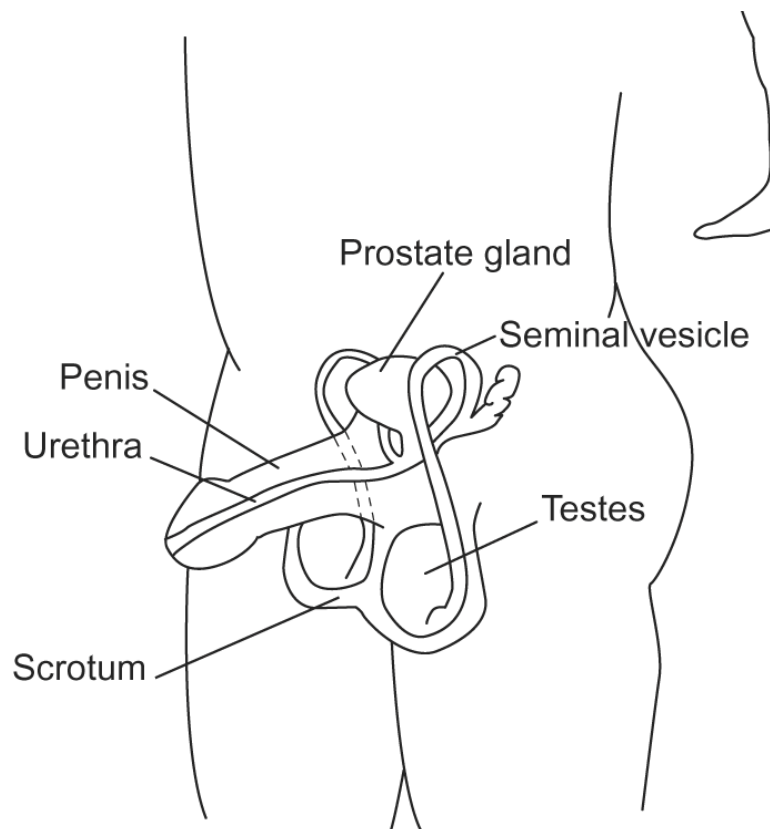
1. Copy the following parts onto separate pieces of paper and place them on a desk or in a box or basket:
 - Scrotum
 - Testes
 - Penis
 - Urethra
 - Bladder
 - Vas deferens
2. Put up Poster 2.4 – Male Reproductive System 1 and ask participants to study it for a while. Explain that you will ask for volunteers to name the parts of the male reproductive system. A full-page version of the poster that you can enlarge or recreate is located in the Annex, page 367.

POSTER 2.4 – MALE REPRODUCTIVE SYSTEM 1



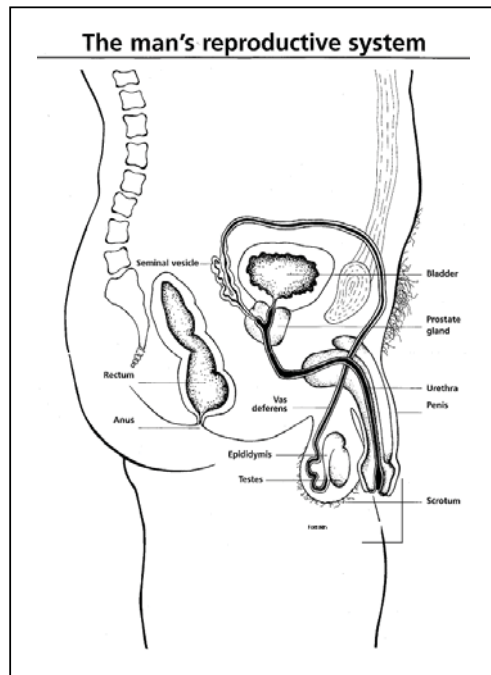
3. Invite participants to take one piece of paper from the desk/box/basket and to name those parts of the poster that are marked with a line.

NTF:



4. Put up [Poster 2.5: Male Reproductive System 2](#) and point out the different parts. A full-page version of the poster that you can enlarge or recreate is located in the Annex, page 368.

POSTER 2.5 – MALE REPRODUCTIVE SYSTEM 2



5. Ask participants to discuss what each part is/does. Use the notes below to clarify and provide factual information.



PRESENTATION NOTES

THE MALE REPRODUCTIVE SYSTEM

The main outer reproductive parts in a man's body include:

- The **scrotum** is a muscular sac hanging between the man's thighs. The scrotum holds the testes.
- The **testes**, also called testicles, are two balls that sit in the scrotum and produce sperm and the male hormone called testosterone.
- The **penis** is the male outer sex organ. The penis is made of spongy tissue with many blood vessels. Inside the penis there is a tube called the **urethra** that has an opening at the end. The urethra has two main roles: 1) it carries urine to the outside of the body, and 2) it allows semen to pass during sexual intercourse.
- The **foreskin** is the skin that covers the head of the penis. It can be rolled back to show the head of the penis. This is the skin that is removed during circumcision.

The inner reproductive parts include:

- **Sperm** are the tiny cells also known as male eggs. Sperm are produced in the testes and stored in the **epididymis**. Sperm production begins at puberty and goes on throughout a male's lifetime.
- The **epididymis** stores the sperm until they are mature. Once the sperm is matured it travels along the tube called the **vas deferens**.
- The **seminal vesicles** are two pouches that contain some fluids that nourish the sperm.
- The **prostate gland** produces lubricating fluid for sperm.
- **Semen** contains the sperms from the testes, the nourishing fluids from the seminal vesicles, and lubricating fluids from the prostate gland. Semen is the fluid that leaves the man's body through the urethra during sexual excitement.

6. Ask participants if they have any questions on the presentation, and spend a few minutes responding to the questions.
7. Write the words **WET DREAMS** on flipchart and ask participants to share their understanding of what this is. Use the following notes to clarify.

Wet Dreams

This is when the male body starts to produce sperm as part of the normal growth. Often when this happens a boy may wake up to find his genital area wet. Many boys feel embarrassed by this but it is a natural part of growing up. It is a sign that the boy's body is capable of producing sperm and that he can therefore make a girl pregnant.

8. Explore what myths, if any, that participants have about the male reproductive organs.
9. Use the following "Presentation Notes" to give participants key tips on how to care for testicles.



PRESENTATION NOTES

TAKING CARE

Here are some points on how to keep your testicles in good working condition.

To take good care of testicles males should:

- Avoid wearing tight pants/underpants.
- Keep the genital area cool.
- Clean the genital area properly each day with soap and water.
- Wear cotton rather than synthetic (man-made) material.
- Protect the genital area during sports.
- Check their testicles regularly for any strange growths or lumps and, if any are found, visit a health clinic or talk to someone such as a nurse or teacher.

10. Encourage questions around the presentation and tell participants that the notes are on pages 20-21 of their workbook.

11. Again remind participants that they can use the Question Box or Anonymous Wall for questions that they are not comfortable raising in the group.

12. Keep up **Poster 2.5 – Male Reproductive System 2** for the next activity.

13. Summarize and highlight the following points.

Key points:

- **Males have inner and outer reproductive parts.**
- **Semen and urine come through the same place—the urethra.**
- **Wet dreams are normal and are a sign that the male's body is producing sperm.**

LINKING SENTENCE

It is important to know our bodies and the different changes they go through. This helps us value ourselves more and respect our bodies, which in turn helps us make decisions that will not harm us in any way. It is also important to remember that not only bodies are changing during adolescence. A young person's emotions are preparing him or her for adulthood as well.

ACTIVITY 2.7**SOCIAL AND EMOTIONAL CHANGES****Purpose:**

To examine the social and emotional changes that adolescent males and females go through.

To discuss the relationship between these changes and adolescent behaviour.

Time:

45 minutes

Steps:

1. Ask participants a question to find out how they feel about a particular physical change during their adolescence, for example, "How did you feel when you realized that...?" Choose something that is likely to be most common to your group.
2. Let participants share their feelings.
3. Ask how this change in their body influenced their behaviour towards others. Let them share their experiences.
4. Explain that during adolescence emotional and social changes take place along with the physical changes. Many adolescents are not able to cope with these emotional changes well enough and it sometimes affects how they relate to family and friends.
5. Tell participants that they will now look at some of these changes and discuss how to deal with them.
6. Ask participants to give examples of emotions that they have experienced and list these on the flipchart. Some of the following responses should be raised:
 - a. Anger
 - b. Worry
 - c. Love
 - d. Shyness
 - e. Fear
 - f. Curiosity
 - g. Sadness
 - h. Happiness
 - i. Excitement

7. Raise the following points with the group and discuss how they form part of adolescent development:
 - a. Becoming more independent from parents or other adults and doing things on your own.
 - b. Planning for the future.
 - c. Feelings, moods, and relationships with family and friends.
 - d. Thinking about romance and sex.
 - e. Learning how to deal with new feelings of sexuality and sexual urges.
8. Tell participants to find a partner and discuss how they feel about any one of the following:
 - a. Relationship with parents.
 - b. The future (including work, training, study, etc.)
 - c. Going out with someone special (dating).
 - d. Being able to work and make enough money.
 - e. Being in a sexual relationship.
9. At the end, bring participants back together. Use the following questions to stimulate discussion about the different feelings that they shared:
 - a. How easy or difficult was it to talk about your feelings with someone else?
 - b. Why was it easy or difficult?
 - c. How is it helpful or important to talk about how we feel?
10. Summarize and highlight the following points.

Key points:

- **A lot of emotional and social changes take place during adolescence.**
- **These changes affect our behaviour usually because they can cause mixed up and confused feelings.**
- **All adolescents go through these changes.**

UNIT 2 : ADOLESCENT DEVELOPMENT

CONCLUDING NOTES

We can see that most of the physical, emotional, and social changes that take place during adolescence are similar and common. These changes bring about different feelings and anxieties in young people, but are part of normal healthy growth from young adulthood to maturity. Just as the caterpillar goes into a cocoon and comes out a butterfly, adolescence is a process of changing into something beautiful and unique. It brings with it new and exciting challenges and experiences.

Adolescence is the time when we start to get in touch with our bodies, thoughts, feelings, and sexuality. It is important to know that we are not alone and that other adolescents go through the same things.

ACTIVITY 2.8**CONVERSATION
CIRCLE AND COMMITMENT****Purpose:**

To reflect on the unit and note the key facts and skills learnt.

To show how we will use the new knowledge and skills gained by making a commitment to change one thing about ourselves in terms of our adolescent development.

Time:

20 minutes

NTF:

This activity works best with groups of 12 or less. If working with larger groups, first divide them into smaller groups, then get a report back on behalf of each group.

Make sure to give each group the questions to answer or write them where the entire group can see them.

This activity can be done in a number of ways. For literate groups, do the following.

Steps:

1. Ask participants to sit in a circle and discuss the following:
 - a. What is one very important piece of information that was learnt from this activity?
 - b. How or why is this important to you?
 - c. How does this information influence you to change your behaviour?
2. Ask participants to think about one commitment they are going to make in terms of their adolescent development.
3. Ask participants to turn to page 22 in their workbooks.



WORKBOOK ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information you have learnt from this unit?
2. Why or how is this information important to you?
3. How does this information influence you to change your behaviour?
4. Think about the discussions around adolescent development that took place in this unit. What commitment are you going to make to yourself based on what you learnt about adolescent development? You will not be asked to share this with anyone.
5. Write your commitment in the space below.

NTF:

For semi or low-literate groups do steps 1 and 2 above then continue as follows.

4. Close your eyes and make a promise to yourself—something that you will do to change your behaviour to be more in line with what you learnt about adolescent development.

UNIT 3: COMMUNICATION

PURPOSE AND OBJECTIVES

This unit examines the role of communication in every aspect of life. It provides a range of activities that helps participants to practise effective communication in different settings and to examine their inter-personal communication skills.

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

- ➔ Explain the importance of communicating one's needs.
- ➔ Understand verbal and non-verbal communication.
- ➔ Know the barriers to effective listening.
- ➔ Describe how to improve one's listening skills.
- ➔ Apply listening and communication skills to real life.

ACTIVITIES

Warm Up – Telephone Whispers	<i>15 minutes</i>
What Is Communication?	<i>20 minutes</i>
Dialogue or Monologue	<i>35 minutes</i>
Importance of Feedback	<i>45 minutes</i>
Johari's Window	<i>40 minutes</i>
Behaviour and Communication	<i>40 minutes</i>
Non-verbal Communication	<i>45 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

4 hours, 20 minutes

ACTIVITY 3.1**WARM UP – TELEPHONE WHISPERS****Purpose:**

To help participants understand how easy it is to hear or share information incorrectly and confuse or change a message.

Time:

15 minutes

Steps:

1. Ask participants to sit or stand in a circle.
2. Explain to the group that you are going to play a game. Explain the rules of the game before you start. These are that:
 - a. Each person must tell the story they hear to the person sitting on their left.
 - b. Participants must speak clearly so that the person sitting on their left can hear, but not so loudly that others can hear.
 - c. Participants are not allowed to repeat any part of the story or to tell the story to the same person twice.
3. Check that participants understand themselves and then start the game. Think of a story that is a bit complicated and perhaps involves several characters, but do not make it too hard to remember.
4. When the last person has received the story ask her/him to repeat what s/he heard.
5. Check what other participants heard and compare that with the original story that you told.
6. Discuss briefly where communication could have gone wrong and encourage participants to share what they have learnt from the activity.

ACTIVITY 3.2**WHAT IS COMMUNICATION?****Purpose:**

To come up with an understanding of what communication means as it applies to the group and activities.

Time:

20 minutes

Steps:

1. Write the word **COMMUNICATION** on the chalkboard or flipchart paper.
2. Ask participants to buzz (talk) in pairs for two minutes and discuss what they understand by the word “communication.”
3. Ask participants to share their discussion and list the different responses on the chalkboard or flipchart paper.
4. Encourage general discussion around the points raised, but be careful not to go into much detail that will be covered in following activities.
5. Explain that for the purposes of this unit, the definition that will be used for communication is:

“When a person sends a message to another person with the hope and desire to receive a response.”

6. Ask participants if they have any questions or comments and discuss these.
7. Summarize and highlight the following points.

Key points:

- **Communication is when two or more people exchange messages using verbal and non-verbal language.**
- **Communication happens because people want to share information, ideas, thoughts, feelings, etc. and get another person’s feedback.**

LINKING SENTENCE

Communication is key to every aspect of our lives and plays an important role in building and strengthening our relationships with different people. Let us now look at different ways that people communicate.

ACTIVITY 3.3**DIALOGUE OR MONOLOGUE****Purpose:**

To establish the value of listening and how to listen effectively.

To look at the need for quiet people to speak up and for dominant people to be sensitive to others.

Time:

35 minutes

NTF:

The play should be practised before it is performed for the group.

Steps:

1. Ask for six volunteers to prepare a short play using the following three scenes. It is usually better to have all women or all men acting together as this avoids participants saying, "men always do this..." or "women always do that..."
2. Tell participants to decide on topics beforehand and give them a few minutes to practise before performing the play.
3. Ask observing participants to remain quiet throughout the presentations and to reserve any comments or questions for the discussion that will take place at the end.
4. Describe the following scenes for the actors to play.

Scene 1

Two people meet. One of them starts to talk and gets so excited and involved in what s/he is saying that the other person does not get a chance to say anything. The other person tries to speak, ask a question, respond to a question, or make a suggestion, but the first person talks on so the second person remains silent and eventually gives up trying.

Scene 2

Two people meet and both start telling the other what they are concerned about. They each have a different topic. Neither is listening to the other and both are talking at the same time.

Scene 3

Two people meet, greet each other and start a real conversation. Each one asks questions about the other's interests, and listens and responds to the other. There is open sharing of news and opinions.

5. Stop each scene when the play's point has been made. Usually the first two scenes take one to two minutes and the third takes a little longer.
6. At the end of the third scene, divide participants into three groups. Give each group only one of the scenes to discuss and answer the following questions:
 - a. What did you see happening in the scene?
 - b. How does the scene relate to real life?
7. Bring the whole group back together to briefly share their answers to the two questions. Encourage discussion around the question, "What causes the kind of communication shown in Scenes 1 and 2?"
8. Choose six participants and give each one of the following barriers to read aloud for the group.

NTF:

Make a copy of the following notes and cut into the six sections.

BARRIERS TO LISTENING**On-Off Listening**

It is a fact that most people think about four times as fast as the average person can speak. This sometimes works against the listener, as s/he tends to drift off and starts to think about her/his own personal affairs, concerns, and troubles instead of listening to what the speaker is saying. One can overcome this by paying attention to more than the words, watching non-verbal signs like gestures and hesitations, etc. to pick up how the speaker feels.

Red Flag Listening

To some individuals, certain words can make them upset and stop them from listening. When these words, such as "condoms," "marriage," etc. come into the conversation, the person tends to tune out the speaker. The listener loses contact with the speaker and fails to understand what that person is saying. The first step to overcoming this barrier is to find out which words are red flags to us personally, and to try to listen attentively to the person who is speaking.

Open Ears/Closed Mind Listening

Sometimes we decide rather quickly that either the subject or the speaker is boring, or that what is said makes no sense. Often we jump to conclusions, assuming that we can predict what s/he knows or is going to say, and we decide that there is no reason to listen because we will hear nothing new if we do. It is much better to listen and find out for sure whether this is true or not.

Glassy-Eyed Listening

Sometimes we look at a person intently, and we seem to be listening although our minds may be on other things or in far places. We drop back into the comfort of our own thoughts. We get glassy-eyed, and often a dreamy expression appears on our face. We can tell when people look this way. Similarly, they can see the same in us.

Too-Deep-For-Me Listening

When we are listening to ideas or problems that are too complex and complicated, we should force ourselves to follow the discussion and make a real effort to understand it. We might find the subject and speaker quite interesting if we listen and try to understand what the person is saying.

Don't Rock the Boat Listening

We do not like to have our favourite ideas and points of view judged or challenged. So when the speaker says something that clashes with what we think or believe, we may unconsciously stop listening or even become defensive and plan a counter-attack. Even if we want to do this, it is better to listen, find out what s/he thinks and get a good understanding of her/his view rather than close ourselves off.

Adapted from Strength to Your Sword Arm: Selected Writings, Brenda Ireland, Holy Cow Press, 1992.

9. Check at the end if there are any questions or comments and discuss these. Use the following questions to stimulate discussion at the end of each reading.
 - a. When have you had or experienced some of these barriers to listening? Give examples.
 - b. How can we improve our listening skills?
 - c. What can shy or quiet people do? What can people who tend to talk too much do?
 - d. What can we do to help make communication as good as possible in our relationships?
10. Ask participants to turn to pages 26-27 in their workbooks. You can read through the following points or ask participants to volunteer to read them.



TIPS ON ACTIVE LISTENING

1. **Stop talking:** Obviously you cannot talk and listen at the same time. The most important rule of listening is to stop talking.
2. **Remove distractions:** If something is distracting your attention, get rid of it. Turn off the television, radio, or cell phone, and do not fiddle with things.
3. **Concentrate:** Listening takes concentration. Do not let your mind wander off onto other things. Do not think about what you are going to say but rather listen to what the other person is saying.
4. **Look interested:** We communicate more non-verbally (by expressions) than we do verbally. If a person is in doubt they will tend to believe the non-verbal messages rather than the verbal messages. Maintain good eye contact without staring.
5. **Hear more than words:** Listen with your eyes. Watch for non-verbal signs, in the face, eyes, hands, and tone of voice. Look for feelings behind the words. Often what we say at first is not what we feel. If in doubt, trust the non-verbal signs rather than the verbal.
6. **Check that you are hearing right:** Often the message we hear is not the same as the message the other person thinks they are telling us. Do not say “I see” or “I understand” unless you are sure that you do. From time to time, repeat and summarize what you hear being said.
7. **Ask clarifying questions:** This shows you are listening and encourages the other person to keep talking. It helps the other person to work out what is concerning them and how they can sort it out.
8. **Be patient:** Listening takes time—you need to be prepared to give it. If you have not got time at that moment, explain this to the person and offer to make another time later. It often takes time for a person to get to what they really want to talk about. You need to be prepared to go through the chitchat so that the person can ease into what is really on their minds.
9. **Be non-judgmental:** Try not to judge the person. If the person you are sharing with senses that you are having negative feeling about them, they may close up and stop talking openly with you. Your role as a listener is to create an atmosphere that is open and safe, and that will help the other person to freely and honestly share their feelings.
10. **Stop talking:** Again, this is the hardest part of active listening but the most important.

Dos and Don'ts of Listening

In listening we should try to **do** the following:

- Show interest.
- Be understanding of the other person.
- Single out the problem if there is one.
- Listen for causes of the problem.
- Encourage the speaker to believe that s/he can solve the problem.
- Know when to remain silent.

In listening we should **not do** the following:

- Argue.
- Interrupt.
- Pass judgment too quickly or in advance.
- Give advice unless the speaker asks for it.
- Jump to conclusions.
- Let the speaker's emotions effect our own.

11. Ask if there are any questions and discuss these.

12. Summarize and highlight the following points.

Key points:

- **People need to listen properly to what others are saying and not draw conclusions.**
- **Listen first, ask later.**
- **Quiet people may need to speak up to be heard.**
- **People who talk a lot and often dominate conversations need to be sensitive to others—they need to listen.**
- **People can often tell when a person is not interested, or not listening. It is best to delay the discussion until another time rather than to risk poor communication.**

LINKING SENTENCE

Listening is the key to good communication. As in the case of other skills it needs self-control. Now that we have a better understanding of what is involved in listening, the test is to practise this in our everyday life. Remember that practise makes perfect. Each time we communicate properly we are not only improving our skills, but at the same time we are building and strengthening our friendships and relationships.

ACTIVITY 3.4**IMPORTANCE OF FEEDBACK****Purpose:**

To explore the role of feedback in communication and how this influences behaviour change.

To learn how to give feedback effectively.

Time:

45 minutes

NTF:

Copy and cut these scenes below so the actors can practise them before presenting them.

Steps:

1. Choose six people to perform the following scenes.

Scene 1

Two friends meet to go to a party. One does not like the other's clothes and says so. S/he says something like, "What on earth are you wearing?" or "Where did you get those? They are so...un-cool!" The other person looks very unhappy and asks, "What's wrong with my clothes?" but the first speaker just laughs and walks off.

Scene 2

A person is practicing a song for a show that is coming up, when one of her/his friends drops in to see how things are going. At the end of the practice the person singing asks her/his friend what s/he thought of their song and singing. The second person replies "The song is nice but not the way you sing it. Your voice does not sound right!" The first person does not know what to say and just stands there as the second person walks off.

Note: Do not show Scene 3 until after the discussion, at the place below where it is indicated to do so.

Scene 3

A person has been asked to give a short talk to a group of 12 year olds on "Staying away from drugs." S/he has asked a friend to read through it and say what s/he thinks. The feedback is given in a way that does not hurt the other person's feelings, and helps the person improve their talk. For example, the friend smiles and says, "I really like the point you made about marijuana, but at first I had a hard time understanding that "cannibis" meant marijuana. Maybe you could explain that earlier in your talk." The first person says, "Thanks, that's easy to do." In this way, s/he shows that s/he understands the feedback and appreciates it.

2. Ask participants to describe what they saw happen in Scenes 1 and 2.
3. Ask them to break into groups of three or four and discuss, "What could have been done differently in each scenario?"
4. After five minutes ask each group to share its views.
5. List key words that come out on flipchart paper.
6. Ask the participants to watch closely and then present Scene 3.
7. Ask for general comments on Scene 3 and the difference between that and the first two scenes.
8. Use the "Presentation Notes" below to give factual information about feedback.



PRESENTATION NOTES

SELF AND MUTUAL CRITICISM

Personal Feedback

This means giving or receiving information on one person's reaction to another's behaviour in a particular situation. The purpose of personal feedback is to improve the person's performance and build up her or his self-confidence. It is totally unhelpful to use personal feedback to cut a person down and damage her or his self-confidence.

If it is well given and well received, feedback supports and encourages the helpful aspects of a person's behaviour and gives the person an opportunity to change those aspects that are not helpful.

Indirect Feedback

If we are sensitive to others, we can pick up a great deal of indirect feedback through observation. People communicate with their bodies as well as their words, and often this sends us messages about how they feel about what we are saying or doing. However, we should not rely on indirect feedback so as not to misinterpret what we observe. We are much better off asking people directly for their reactions, although sometimes people tell us what they think we want to hear and not necessarily what they really think or feel.

Points When Giving Feedback

- We can only give feedback helpfully to a person if they know that we accept and appreciate them as a person.
- It is important that an atmosphere of trust and mutual appreciation be established when feedback is given. This exists if we give genuine, positive, and negative feedback.
- Feedback should only be given if the person wants to know how you see her/him and has asked for feedback. It should be offered, not forced upon a person.
- Feedback should deal with what a person did (behaviour), not why s/he did it (motivation).
- It is often best if we can present negative feedback as our own problem, as a sharing of our personal feelings when something happened. For example, "I felt humiliated and rejected when you interrupted me just now" is more constructive than "You always try to make people feel stupid."
- If part of a group, each person should express her/his own feelings and not assume that the whole group feels that way. Others can express their own opinions.
- Feedback should deal with things that can be changed. For example, "I would find it easier to listen to you if you did not use such big words" is helpful feedback, but "Your accent is irritating" or "I don't like the shape of your ears" is unhelpful because it refers to things the person cannot change.

Points When Receiving Feedback

- We can learn a lot through feedback if we listen carefully to the feelings expressed and do not defend our behaviour or give reasons about why we acted in a particular way.
- A person receiving feedback always has the right to decide when s/he has had enough for the time being. Just say "OK. Thanks very much. I will think about all that has been said but I think it would be good to move on now."
- A person who receives negative feedback should remember that different people react differently to different behaviour. It is OK to check how others feel about the same thing. If only one person reacted negatively, s/he might decide to do nothing about it, but if the entire group felt the same way, s/he might realize that it is important to try to change that behaviour.

9. At the end ask if there are any comments or questions and discuss these.

10. Summarize and highlight the following points.

Key points:

- **Feedback is when we give someone our opinion about something the person said or did. It is usually given when asked for or expected.**
- **Positive or negative feedback is given to help someone improve.**
- **Feedback is not helpful if it does not help someone improve, or if it cuts a person down.**

LINKING SENTENCE

Remember that feedback does not mean criticizing someone. It is helping someone to understand how they are seen through the eyes of someone else, so that such a person can get to know herself or himself better and become more aware of her/his behaviour.

ACTIVITY 3.5**JOHARI'S WINDOW****Purpose:**

To understand how we can grow in self-knowledge and build deeper trust through sharing and feedback.

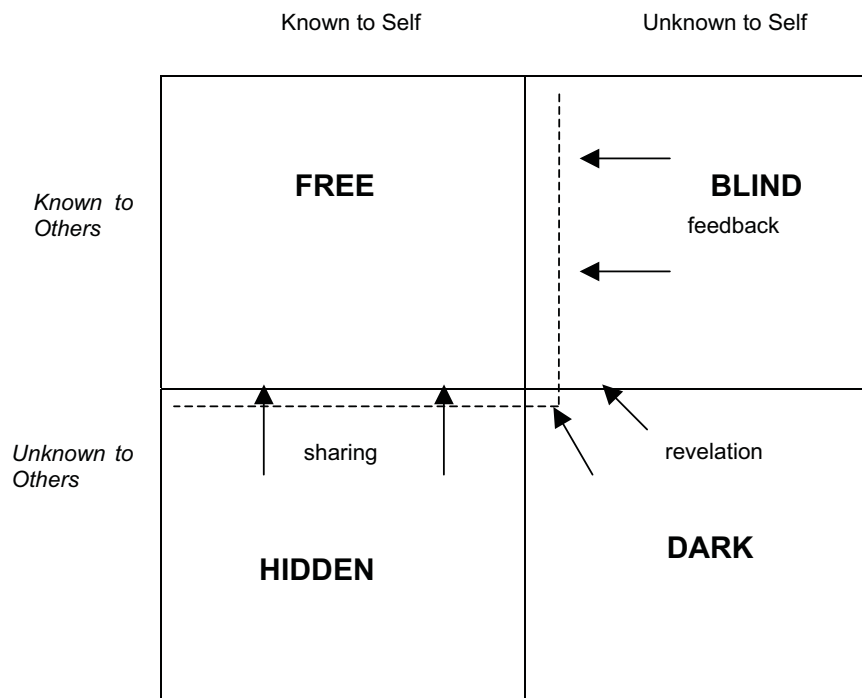
Time:

40 minutes

Steps:

1. Use the diagram and notes below to give a presentation on self-knowledge and improvement. You can copy it onto a blackboard or flipchart paper.

Based on model in: Luft, Joseph. 1969. *Of Human Interaction*, Palo Alto: National Press.



FREE: That part of yourself which is known to you and to others. It is the area of mutual sharing.

HIDDEN: That part of yourself which is known to you, but not shared with others. What is hidden may best remain hidden. But also, revealing what is hidden might clear the air, and build trust in your relationships.

- BLIND:** That part of you which is known to others, but unknown to you. This might include the tone of your voice or a good habit that you are not aware of.
- DARK:** That part of yourself which is unknown to others and also unknown to you. These are talents and abilities that you do not know you have and others have never seen, but are part of you nonetheless. These may one day come to the surface.
- Feedback** A way that others can open up the blind area of yourself by letting you know what they see in you that you do not see yourself.
- Sharing** A way of opening yourself to others.
- Revelation** An experience during which part of your “dark” area is suddenly revealed. Revelation comes spontaneously; it cannot be planned.

2. Allow questions and comments during the presentation so that these are addressed immediately.
3. Summarize and highlight the following points.

Key points:

- **Each one of us has a hidden, a blind, a dark, and a free side.**
- **We continue to grow through feedback and sharing.**

LINKING SENTENCE

As we can see, it helps to know ourselves well and it is useful to hear how others see us. This is important because how we behave has a great impact on how other people will respond to us and how openly and honestly they will communicate and share with us.

ACTIVITY 3.6**BEHAVIOUR AND COMMUNICATION****Purpose:**

To look at the relationship between communication and behaviour and how one influences the other.

Time:

40 minutes

Steps:

1. Choose six people to role-play the following scenes.

NTF:

Copy and cut these scenes below to share with the actors.

Scene 1

Actor 1 (mother): Your firstborn child is about to finish secondary school. You know that s/he wants to go to university but you want her/him to get a job and look after you and the rest of the family. You call her/him to tell him how you feel. You do not give your child a chance to say much but just start shouting at her/him about how hard you have worked and how tired you are. You tell her/him that without any doubt s/he has to go and find a job as that is the only thing that would make you happy. S/he finally gives in and agrees.

Actor 2 (student/child): You are the first born in your family. You are in the final year of school and would like to go to university after graduating. Your mother wants you to get a job, as she is tired and old, and would like you to start looking after her and the rest of the family. One day your mother calls you and tells you how she feels about you going to university, and makes it clear that she wants you to go and work. Without arguing, you try to explain why you want to further your studies. You speak softly and quietly to your mother but she does not let you say much. You soon realize that nothing is going to change her mind and eventually you give up and agree to find a job.

Scene 2

Actor 1 (mother): Your firstborn child is about to finish secondary school. You know that s/he wants to go to university but you want her/him to get a job and look after you and the rest of the family. You call your child to tell her/him how you feel but as soon as you start talking about getting a job, s/he gets angry and shouts at you. You try to explain why you want her/him to get a job but s/he does not give you a chance. S/he just shouts at you more and tells you that s/he is not going to work, s/he is going to university. S/he hangs up.

Actor 2 (student/child): You are the first born in your family. You are in the final year of school and would like to go to university after graduating. Your mother wants you to get a job, as she is tired and old, and would like you to start looking after her and the rest of the family. One day your mother calls

you and tells you how she feels about you going to university. As soon as she starts talking about you getting a job, you lose your temper. You have told her before that you want to go to university and still she tells you about looking for work. You shout at her and do not give her a chance to say much but become angry. Eventually you are so mad with her that you just hang up.

Scene 3

Actor 1 (mother): Your firstborn child is about to finish secondary school. You know that s/he wants to go to university but you want her/him to get a job and look after you and the rest of the family. You call your child to tell her/him how you feel. You speak to the child respectfully and kindly, explaining why you think s/he should get a job. You listen to her/his reasons for wanting to go to university and the two of you talk about both options. You show that you understand and respect her/his wishes and that you support her/his decision to further her/his studies.

Actor 2 (student/child): You are the first born in your family. You are in the final year of school and would like to go to university after graduating. Your mother wants you to get a job, as she is tired and old, and would like you to start looking after her and the rest of the family. One day your mother calls you and tells you how she feels about you going to university. She explains to you why she would like you to work and gives you a chance to say how you feel. The two of you talk with respect and gentleness and show understanding for each other's opinions. You speak in a way that shows you have thought about it for a while and are confident that it is the right thing to do. You give your mother valid reasons why you should further your studies, e.g. so that you could get a better job in time to come. She eventually accepts that your decision to go to university is a good one and that she will continue to find ways to earn money so that you can do so.

2. Ask participants to discuss the three scenes and to share their views or opinions on what took place.
3. Encourage discussion for about ten minutes, focusing on the relationship between the communication and behaviour that was shown. You may use the following leading question to stimulate discussion, "What type of behaviour did each child show in Scene 1, Scene 2, and Scene 3?"

NTF:

It is likely that the words "passive," "aggressive," and "assertive" will come out. If they do, list them on flipchart paper or the chalkboard.

4. Ask participants to turn to page 28 in their workbooks.



WORKBOOK ACTIVITY

TYPES OF BEHAVIOUR

What kind of person are you? What do you do when you feel pressured by someone to do something that you do not want to do or do not like? Answer the questions below by circling “a,” “b,” or “c” to show what you would do in each situation. You may share your findings with the group if you would like to.

Your best friend often borrows your books but takes a long time to return them. S/he is asking you to lend her/him your new comic book. Do you:

- Lend the book because you do not want to hurt her/his feelings?
- Talk to your friend and explain why you do not want to lend the book?
- Tell the friend to get her/his own?

You have just met a new girl/boy. Whenever they visit you they bring you gifts. This makes you uncomfortable. Do you:

- Take the gifts and give them to someone else?
- Explain that you are uncomfortable about receiving the gifts or refuse to take them?
- Throw the gifts back at the person and tell her/him to “bug off”?

You have decided that you want to further your studies. Your mother says that you must find a job to earn money. Do you:

- Give up on your studies and look for a job because she says you must?
- Talk to her about why it is important to get an education?
- Argue with your mother?

Your close friend tries to get you to go out with a friend of hers/his whom you do not like. Do you:

- Go with the person because you do not want to disappoint your friend?
- Explain to your friend why you do not want to go out with the person?
- Call your friend names and get mad at her/him?

Your brother uses your clothes without asking and has lost your favourite jacket. Do you:

- Lock your wardrobe and pretend you lost the key?
- Talk to him about his behaviour?
- Pick a fight with him or take something of his that you know he really likes?

5. Use the following notes to explain what behaviours “a,” “b,” and “c” represent. Get the participants to say which of the three behaviours is similar to that of the student in each of the scenes acted out before.

If you answered mostly “a:”

You respond to situations in a passive way. You do not assert your own rights and needs. You put others before you and give in to what they want. You also remain silent when something bothers you.

If you answered mostly “b:”

You respond to situations in an assertive way. You stand up for your rights without putting down others. You respect yourself as well as the other person. You are confident but not pushy. You talk about your feelings. You are able to communicate well.

If you answered mostly “c:”

You respond to situations in an aggressive way. You stand up for your rights without thinking about the other person. You hurt others and you often do not talk about your feelings.

THE PAA BEHAVIOURS

Passive: Not active. A passive person rarely expresses or shows her or his feelings and wishes.

Assertive: Strong and confident. An assertive person says what s/he wants and feels in a respectful way.

Aggressive: Rude and forceful. An aggressive person shouts and puts others down. He or she is sometimes violent.

NTF:

Use the following statement to reinforce the need to practise assertive behaviour.

Most people behave either aggressively or passively, and seldom assertively. It is important that we practise assertive behaviour so that we can negotiate for the things that we want, and not be bullied or influenced by others. This is especially important when we have to make decisions regarding our sexuality or sexual activity.

6. Ask participants to think through which behaviour suits them according to their answers and find out if anyone would like to share their answers with the group. **Note that this is not compulsory.**
7. Ask if there are any questions and discuss these.

8. Summarize and highlight the following points.

Key points:

- **The way a person communicates with another person will affect how the other person reacts.**
- **Aggressive communication will trigger an aggressive or defensive response.**
- **Assertive behaviour is important so we can negotiate for the things we want without being bullied or influenced by others.**

LINKING SENTENCE

It is important to know that how we communicate influences people's reactions to us, and we can often communicate without using words at all. This kind of communication is called non-verbal communication. Let us now look at this in detail.

ACTIVITY 3.7**NON-VERBAL
COMMUNICATION****Purpose:**

To explore how different parts of the body are used in communication.

To discuss verbal and non-verbal communication.

Time:

45 minutes

Steps:

1. Divide participants into small groups of four or five people and give each group flipchart paper and markers.
2. Tell participants that they are going to draw an animal and that they must find ways to describe the animal and agree on what to draw without talking or writing.
3. When the group has agreed it can begin to draw the animal it has chosen.
4. Give the groups 15 minutes to complete the task.

NTF:

Participants are not allowed to grunt in disagreement or agreement but must be completely silent and rely only on body and facial expressions to communicate with each other.

5. Move around the groups and check how they are doing. Pay close attention to the kinds of non-verbal expressions that are used and how strongly they are used.
6. At the end of 15 minutes stop the participants and ask them to focus on the large group again.
7. Stimulate general discussion around the following questions:
 - a. How easy or difficult was it to discuss and agree on what to draw? Why?
 - b. How long did it take to agree on what the group should draw?
 - c. When the group had reached a decision, how easy or difficult was it to draw the item? Why?
 - d. What were some of the expressions used and observed that worked well? List responses to this.

- e. What were some of the expressions used and observed that were confusing or difficult to interpret or understand? List responses.
8. Focus on the responses noted to “d” and “e” and use this to highlight the importance of non-verbal communication. The following notes are also provided as a guide for this presentation.



PRESENTATION NOTES

ROLE OF NON-VERBAL COMMUNICATION

Every face-to-face communication involves both verbal and non-verbal messages. Usually these messages match, so if a person is saying that they appreciate something you have done, s/he is smiling and expressing warmth non-verbally. Communication problems arise when a person's verbal and non-verbal messages contradict each other.

Non-verbal communication includes the use of facial expressions, hands, posture, eyes, etc. to communicate a message. If a person is saying one thing but is sending a different message non-verbally, it is often a sign that what they are saying is not entirely true. It is important to pay attention to both verbal and non-verbal messages and ask direct questions so that you can get open, honest responses.

9. Ask if there are any questions or comments and discuss these. It should be noted that this discussion often raises issues related to saying “no” to sex or some kind of peer pressure. Advise the group that this will be discussed in detail in future units.
10. Ask participants to stand in a circle and to use non-verbal expressions to show the following (you can add others to or substitute some on this list):
 - a. Anger
 - b. Satisfaction
 - c. Confusion
 - d. Disappointment
 - e. Disinterest
 - f. Delight
 - g. Frustration
 - h. Happiness
11. Ask participants to share their feelings and general comments about non-verbal communication and the exercise.

12. Summarize and highlight the following points.

Key points:

- **Our verbal and non-verbal communication must send the same message.**
- **People can tell what we really mean by the non-verbal signs that we present.**

UNIT 3: COMMUNICATION

CONCLUDING NOTES

Communication is key to every aspect of our lives and plays an important role in our relationships with others. The way we communicate with others influences their reactions to us. Active listening is a critical element of effective communication; we must listen first, then speak. Feedback and sharing are also important ways of improving communication. We also need to be aware of what our bodies are saying—not just our lips. We must make sure that we are sending one and the same message.

ACTIVITY 3.8**CONVERSATION CIRCLE & COMMITMENT****Purpose:**

To reflect on the unit and note the key facts and skills learnt.

To show how we will use the new knowledge and skills gained by making a commitment to change one thing about ourselves in terms of communication.

Time:

20 minutes

NTF:

This activity works best with groups of 12 or less. If working with larger groups, first divide them into smaller groups, then get a report back on behalf of each group.

Make sure to give each group the questions they are to answer or write them where the entire group can see them.

This activity can be done in a number of ways. For literate groups, do the following.

Steps:

1. Ask participants to sit in a circle and discuss the following:
 - a. What is one very important piece of information that was learnt from this activity?
 - b. How or why is this important to you?
 - c. How does this information influence you to change your behaviour?
2. Ask participants to think about one commitment they are going to make in terms of their communication skills.
3. Ask participants to turn to page 29 in their workbooks.



WORKBOOK ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?
2. Why or how is this information important to you?
3. How does this information influence you to change your behaviour?
4. Think about the discussions around communication that took place in this unit. What commitment are you going to make to yourself based on what you learnt about communication? You will not be asked to share this with anyone.
5. Write your commitment in the space below.

NTF:

For semi or low-literate groups do steps 1 and 2 above then continue as follows.

4. Close your eyes and make a promise to yourself—something that you will do to change your behaviour to be more in line with what you learnt about communication.

UNIT 4 : SEXUALITY

PURPOSE AND OBJECTIVES

This unit introduces the concept of responsible sexuality and provides an opportunity for young people to identify messages about sexuality. The unit helps participants to recognize and articulate some of the emotions that accompany adolescence. The unit also explains sexual abuse and family violence and how to handle such situations. Lastly, the unit explains rape and date rape and how to help prevent and/or cope with these situations.

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

- ➔ Explain what “sexuality” means.
- ➔ Explain how values about sexuality affect behaviour.
- ➔ Become more comfortable talking and asking questions about sexuality.
- ➔ Describe ways to deal with sexual abuse and family violence.
- ➔ Explain rape and date rape.
- ➔ Recognize situations that can possibly lead to rape.

ACTIVITIES

Warm Up – Body Talk	<i>15 minutes</i>
Defining Sexuality	<i>45 minutes</i>
Aspects of Sexuality	<i>40 minutes</i>
Being Attracted to Someone	<i>45 minutes</i>
Communicating Expectations	<i>90 minutes</i>
Good Decision Making	<i>60 minutes</i>
Rape and Date Rape	<i>45 minutes</i>
Preventing Date Rape	<i>90 minutes</i>
Sexual Abuse and Family Violence	<i>60 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

8 hours 30 minutes

ACTIVITY 4.1**WARM UP – BODY TALK****Purpose:**

To get participants to speak freely and feel comfortable talking about different parts of the body, especially reproductive and sex organs.

Time:

15 minutes

Steps:

1. Ask all participants to sit in a circle facing each other.
2. Each person should say the name of a part of the body that starts with the first letter in his or her name. It does not have to be part of the sexual or reproductive organs, any part of the body will do.
3. If someone has a letter that is difficult, such as “J” then that person can choose any letter in his or her first name and say a body part that starts with that letter.
4. This continues until everyone has had a chance or until the group is obviously relaxed and comfortable with talking about different parts of the body.

ACTIVITY 4.2**DEFINING SEXUALITY****Purpose:**

To understand what “sexuality” means and the difference between “sexuality” and “sex.”

To discuss the different things that shape and influence our sexuality.

Time:

45 minutes

Steps:

1. Write the words **SEX** and **SEXUALITY** on the chalkboard or flipchart paper.
2. Ask participants to say what they understand the words to mean.
3. Write the responses on flipchart paper or the chalkboard under the respective word.
4. Use the following “Presentation Notes” to clarify and summarize.

**PRESENTATION NOTES****Sex and Sexuality**

Most people think of “sex” and “sexuality” as sexual intercourse and other physical sexual activity. Sex refers to whether or not a person is male or female. A person’s sex often means his or her reproductive system and genitalia, as well as how the person outwardly expresses his or her sex through gender roles and behaviour as a male or a female. Sex is an important part of sexuality.

Sexuality is much more than sexual feelings or sexual intercourse. It includes being aware of oneself as a sexual being, having sex appeal and being sexy in the way a person behaves, dresses, and communicates. It is an important part of who a person is and what s/he will become. It includes feelings, thoughts, and behaviours of being female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity. A person’s sexuality is shaped by the values and teachings that the person learns as a child and young person, as well as other influences such as media and society.

5. Ask if there are any questions and discuss these. Check that participants understand the difference between “sex” and “sexuality.”

6. Divide participants into same-sex groups and ask them to turn to page 32 in their workbooks. Allow 10 minutes to complete question 1 of the activity. Then ask participants to discuss their answers (question 2) and think of how they would change them. Allow 20 minutes.



WORKBOOK ACTIVITY

SEXUAL TEACHINGS

1. Think about the following questions:
 - a. What are the messages that I learnt about sex whilst growing up?
 - b. Who were the different people or influences that taught me the different messages?
 - c. What impact or effect have these messages had on my attitude towards sex and life in general?
 - d. If I were to teach other children, what would I change about these messages?
2. When you are done, the facilitator will put you into a group with other participants of the same sex. Discuss the key messages that you thought of with your group.
3. In your groups, discuss how you would change these messages to make them most suitable for youth of today. Use the following table to show how you would change any of the messages that you were taught.

Message taught: In the space below, write at least three key messages that you received as a child.	New message: In the space below, write each message as you would give it to a child today.

7. When participants are finished bring them back together and let each group take turns sharing their discussion.
8. Summarize and highlight the following point.

Key point:

- **Sexuality means more than sex. It includes the whole development of a person and what or who influenced that person.**

LINKING SENTENCE

It is amazing how we are influenced by everything around us, sometimes consciously and other times, unconsciously. Our family and friends want the best for us and share their experiences and knowledge with us, but we are the ones responsible for the decisions we make, especially regarding sex and sexual intercourse. It is important to realize this and to make sure that we understand the many components that make up our sexuality.

ACTIVITY 4.3**ASPECTS OF SEXUALITY****Purpose:**

To discuss and understand the different components that are part of a person's sexuality.

Time:

40 minutes

Steps:

1. Tell participants that sexuality has many aspects and that the group is now going to look at these.
2. Divide participants into eight pairs or small groups and give each group one of the following words to discuss and share their understanding:
 - a. Body image
 - b. Gender roles
 - c. Relationships
 - d. Intimacy
 - e. Love/affection
 - f. Sexual stimulation
 - g. Social roles
 - h. Genitals
3. After a few minutes bring participants back to the big group and encourage general discussion.
4. Start the discussion by drawing a circle on the chalkboard or flipchart and divide it into eight slices, like slices of a pie.
5. Write the first word, **BODY IMAGE**, in one of the slices and ask that group to share its discussion.
6. At the end, ask if other participants have any feelings about "body image" that they would like to share. Continue with each term.
7. Use the following "Presentation Notes" to clarify and define the terms used.
8. Continue writing each word in the pie and discuss each word until all eight segments are filled. Ask for examples of behaviours and or feelings that would fit into each segment.



PRESENTATION NOTES

ASPECTS OF SEXUALITY

Body image: This includes how we look and feel about ourselves, and about how we appear to others.

Gender roles: These refer to the ways that we express our sex as male and female.

Relationships: The different ways we interact with others and express our feelings for others.

Intimacy: A close sharing of thoughts or feelings in a relationship, not necessarily physical closeness.

Love: Feelings of affection and how we express those feelings for others.

Sexual arousal: The different things that “turn us on” sexually.

Social roles: How each one of us fits into and contributes to society.

Genitals: The physical parts of our bodies that define our sex, and are important in sexual pleasure and reproduction.

9. Ask participants to share any concerns or questions they may have at the end of the discussion.

10. Summarize and highlight the following points.

Key points:

- **Sexuality has many different aspects that are connected to each other.**
- **Sexuality is about what makes a person who they are.**

LINKING SENTENCE

Human sexuality is a process of continuous growth and discovery. It is an important part of who we are, and plays a major role in who we will become. Understanding this is crucial to the decisions we make as well as how we take care of ourselves. Knowing our sexuality helps us to understand the different feelings that we experience and how we should respond to each one.

ACTIVITY 4.4**BEING ATTRACTED TO SOMEONE****Purpose:**

To examine what to do when one experiences certain sexual or intimate feelings.

Time:

45 minutes

Steps:

1. Copy the story below onto a sheet of paper and ask for a volunteer to read it aloud to the whole group.

Betty and Kwesi

Betty is 14 years old. She met Kwesi, age 15, at the school fair two months ago and they have become good friends. Lately Betty has been thinking about Kwesi a lot and feels like she always wants to call him or be with him. Both Kwesi and Betty think that they are falling in love with each other. They spend a lot of time doing things together and they hug and hold hands a lot. Kwesi knows that his feelings for Betty are getting stronger because sometimes when they are together he feels like he would like to kiss and touch her all over. Betty too is longing to kiss Kwesi and to feel his arms around her—it just seems like the right thing to do.

2. Divide participants into small groups to discuss the following questions:
 - a. What do you think is happening to Kwesi and Betty?
 - b. How do their feelings relate to real life experiences?
 - c. What do you think Betty and Kwesi should do? Why?
 - d. What would you do if you were Betty or Kwesi? Why?
3. After ten minutes bring participants back together to share their responses to the questions. You can use the following “Presentation Notes” to give a short presentation.



PRESENTATION NOTES

COPING WITH SEXUAL AND INTIMATE FEELINGS

It is natural and normal for us to feel sexually aroused by something or someone. This can happen at any time and does not mean that we are “looking” for sex. The way people dress, and the way they smile, walk, and talk, etc. can stir feelings inside us that are often thought of as sexual. This is just our sexuality expressing itself and is the body’s way of acknowledging ourselves and others as sexual beings.

Feeling “turned on” does not automatically mean that one has to have sexual intercourse. What it does mean is that that person has a strong feeling that s/he wants to express, but sexual intercourse is often not the way to do it. Many times, a girl or woman is happy to sit and talk about something personal or common to her and her partner. This intimate sharing can increase arousal and make the relationship stronger as the friendship builds.

Men and boys also need intimacy, but because society and other influences have suggested that arousal equals sexual intercourse, males tend to rush through this part and either miss out or shorten what could be a beautiful experience.

Getting to know one another intimately is important in building a strong relationship. It also helps for a couple to talk about the sexual feelings they have so that both parties realize the tension that exists between them and can make a decision about how to handle it. There are many things that two people who are attracted to each other can do without having sexual intercourse, but while really enjoying being with each other and getting to know each other deeply.

4. At the end ask for comments and questions from the participants and discuss these.

5. Summarize and highlight the following points.

Key points:

- **Being attracted to someone is part of starting and building relationships and friendships.**
- **Attraction to someone does not have to lead to sexual intimacy, intercourse, or sexual activity of any kind.**
- **An erect penis does not always mean that the male must or wants to have sexual release or sexual intercourse.**

LINKING SENTENCE

Young people need to spend more time getting to know each other as individuals and not rush into sexual intercourse as a way of expressing their sexual feelings. We need to remember that being aroused by someone happens naturally. It can happen at any time and can be caused by a range of things. Both males and females need to be honest with each other about how they feel and what they want, so that they express clearly what they will and will not do.

ACTIVITY 4.5**COMMUNICATING EXPECTATIONS****Purpose:**

To look at how easily people misunderstand each other by not speaking honestly and clearly.

To discuss the dangers of “reading between the lines.”

To examine the importance of stating one’s expectations early in relationships.

Time:

90 minutes

Steps:

1. Ask for two volunteers, one male and one female. Give them each the relevant part of the story below to read and act out. You can copy the two parts on separate sheets of paper. Each actor should learn it well and be able to tell the story in her/his own words, making sure not to miss key points.
2. Do the play in two scenes, first with Kwame and then with Ama.

Actor 1 (male): Kwame**Instructions**

Read through the following story and imagine that you are Kwame. Learn the part well so that you are able to tell it in your own words. You will be talking to your best friend two days after the incident with Ama takes place. Be sure not to miss out any key messages or information.

Kwame: I met Ama through my sister Maamle and the two of us liked each other immediately. When I invited her to the party on Saturday I was very happy that she agreed to come. When Ama arrived she looked very sexy—she must have taken a lot of time to dress and prepare for this party. Her wrapper and headscarf were beautiful and she painted her lips and nails bright red. As soon as she walked into the room our eyes met and she gave me a big smile. We started dancing and man, could she move. I was really getting turned on especially during the next slow dance when Ama kept moving her hands all over my shoulders and back. It felt so good. She was giving me all the signals. The eyes, the smile, the laughter, the touching... I knew it would be soon that the two of us would leave the party to kiss and fool around. We had been drinking since the party started and were feeling great. The time felt right, so I asked Ama if she wanted to go outside for some fresh air. When she said “sure,” I knew then that the two of us were going to have sex that night.

It was full moon outside so we took a short walk away from the flats to be alone. We headed over to some bush on the side of the road where no one would see us if they walked by. I held her close to me and I could feel her heart beating hard in her chest. I began to touch her breasts and kiss and rub her body all over. She made a few small noises and pulled away from me a little bit, but I held her hands together behind her back and told her everything was just fine. I continued kissing her and she kissed me back, then I pulled her down onto her knees and then lay her down on the thick grass.

She did ask me to wait but I thought, “What for?” We don’t have all night—somebody might miss us from the party and come looking, so let’s just do it as quickly as we can. She kept repeating “No,” “don’t,” “please,” and “wait” over and over again but I knew it was all part of the game because she didn’t want me to think that she was a fast girl. So I didn’t stop because that is what girls do—they always have to pretend to put up a fight but always give in at the end. Even when Ama struggled and started crying, I knew it was all part of “the act.” I continued kissing her and simply lifted up her skirt and had sex with her.

When we were done Ama didn’t talk to me. She didn’t even look at me. I could see she was angry but didn’t understand why. I tried to ask her what I’d done but she just pulled away from me, fixed her clothes and ran off still crying. Now I was really confused and started thinking that maybe she was upset because I came too quickly or that I put her on the grass and it scratched her back or something.

I knew she wanted to have sex with me because if she didn’t, she wouldn’t have danced with me the way she did, right? Or she wouldn’t have gone outside with me, right?

I just don’t know, man—she still won’t talk to me so I don’t know.

Actor 2 (female): Ama

Instructions

Read through the following story and imagine that you are Ama. Learn the part well so that you are able to tell it in your own words. You will be talking to your best friend two days after the incident with Kwame takes place. Be sure not to miss any key messages or information.

Ama: I really liked Kwame, whom I met a few months ago through my friend Maamle. Maamle is his sister and she’s very nice so I knew that he would be nice too. I felt really glad that Kwame invited me to the party last Saturday and was looking forward to dancing with him so much. He was so funny and made me laugh—we were having so much fun talking about all kinds of things. I knew he liked me from the way he was looking at me, you know, looking from my head down to my toes. He also had a really great smile that made me feel warm and relaxed inside. After dancing for a while Kwame asked me to take a walk.

I hoped it would be a chance to hold hands and maybe even kiss, and felt tingly inside at the thought of kissing him. So I agreed and we left the party.

We didn't walk too far from the party when we stopped near some bushes where no one could see us. Kwame and I started kissing and touching each other all over. It felt wonderful. I was enjoying his touch a lot and started feeling hot all over. We dropped down onto our knees and continued heavy petting and I could feel that Kwame's penis was hard. That's when I realized that maybe we should slow down a bit so I asked him to wait.

But Kwame didn't wait or stop. He started to say I was his woman and that he loved me. That made me feel funny inside, I don't know how really, but I still thought we should cool off. I asked him to stop again but he ignored me and put his weight on me so that I was lying down on my back. Then I got scared. I knew that I was enjoying what we were doing but I also knew that it could lead to sex, and I didn't want to have sex just yet. I started to cry, but that didn't make any difference to Kwame. He kept touching me and then he started undoing his belt and pants. I tried to tell him to stop, but he just smiled and kept going. Then he pushed open my legs with his knees and started having sex with me. I couldn't believe that this was happening.

I didn't plan to have sex with Kwame, and certainly not like that. I really didn't think that he would force himself on me—I trusted him but he is just like all men. All they want you for is sex. When he got off me I told him how angry I was at him, and he looked at me as if I was crazy. He even asked me what I was angry for. I didn't even talk to him, just fixed my clothes and left.

How could Kwame have done this to me?

3. Ask the other participants to watch and listen closely as the actors put on the role-play.
4. At the end of both scenes ask participants to buzz in threes on:
 - a. What happened between Kwame and Ama? What do you think caused it?
 - b. How does this relate to real life?
5. After ten minutes ask them to share their responses and list key words or phrases on the chalkboard or flipchart. Participants should remain in their buzz groups.
6. At the end of the discussion divide participants into mixed sex groups and ask them to turn to page 34 in their workbooks.

**WORKBOOK ACTIVITY****COMMUNICATING EXPECTATIONS**

1. Imagine that you are Kwame (if you are a boy) or Ama (if you are a girl).
2. Discuss with your group and agree on how you would respond to the feelings written in the table below. Remember that you want to communicate clearly with your partner. Your goal is to enjoy being with your partner but not to do anything that your partner does not want, or to be forced into anything that you do not want to do.
3. As a group, discuss and decide what you think the two of them should do. Try to reach an agreement then fill in the last block.
4. **Only fill in the area that applies to your sex (male/female).**
5. Kwame starts the conversation.

AMA FEELS/SAYS ...	KWAME FEELS/SAYS ...
DO NOT WRITE HERE	1. He feels Ama responding to his kisses and touch. He starts to think about having sex. He says...
2. She responds...	3. He responds...
4. She responds...	5. He responds...
6. She responds...	7. He responds...
They decide...	

7. Ask participants to make any changes to the sequence that came about through the discussion. Make sure that participants agree on the final responses and that they copy these into their workbooks.

8. Now ask for one male and one female volunteer to role-play the final sequence, in front of the rest of the group. They should sit next to each other and can hold hands. They do not have to touch each other in any other way.
9. Ask the observing participants to comment on how well they are communicating, including body language.
10. At the end of the role-play ask participants if they have any questions and discuss these. Get them to share their opinion on the verbal/non-verbal tools they learnt in this activity.
11. Summarize and highlight the following points.

Key points:

- **It is best to say what we want and do not want rather than leaving it up to the other person to guess or “read our minds.”**
- **Assertive behaviour must be shown both verbally and non-verbally through good use of body language.**
- **Poor communication or lack of communication often causes misunderstandings that could cause friendships or relationships to break.**
- **When a person is getting conflicting or confusing messages, s/he tends to believe the non-verbal signs more than the verbal. It is important to make sure that both verbal and non-verbal messages are the same.**

LINKING SENTENCE

For too long people have said that in sexual relationships “no” means “yes” or “try harder to change my mind.” People (particularly women and girls) must start sending the message that they want to be heard and not leave any room for misunderstanding or confusion. We should say exactly what we mean and mean what we say. If a young couple should decide to have sexual intercourse, then they will need a different set of communication skills, so they can discuss and negotiate safer sex and contraception. This will be looked at in another unit.

We always know when we are uncomfortable with a situation or a person, but we do not always follow our feelings. It is important that we trust our instincts. This is the first step to making the right decisions for ourselves and it plays a big part in our behaviour. Let us now look at how to make good decisions.

ACTIVITY 4.6**GOOD DECISION MAKING****Purpose:**

To understand the (unconscious) process we go through when we make decisions to practise applying a good decision-making model to real life situations.

Time:

60 minutes

NTF:

If this activity was done in an earlier unit, skip steps 1 through 9 and do the following:

- **Remind participants about the model, referring to the particular unit where it was done.**
- **Start with step 10.**

Steps:

1. Ask the group the question, “Under what situations or conditions does a person make a decision?”
2. List the responses on the chalkboard or flipchart paper. These may include statements such as:
 - a. When faced with a difficult situation.
 - b. When faced with more than one choice.
 - c. When faced by a challenge or challenging situation.
 - d. When there is a problem.
3. Use the following “Presentation Notes” to introduce the decision-making model. Write out each letter step by step on the chalkboard or flipchart as you introduce and describe it. Copy each letter exactly as in the notes so that the word **DECIDE** is spelt vertically.



PRESENTATION NOTES

We make decisions every day of our life without always being aware of how we come to those decisions. Whenever we face a problem that requires us to make choices, there is a certain thought process we go through. This is sometimes done so quickly that we are not aware of it. Every decision-making process is made up of the following steps:

Define the problem or **CHALLENGE** you are facing.

Explore the **CHOICES** that you have.

Choose one of the explored choices.

Identify the **CONSEQUENCES** of this choice.

Do—Act out the choice you have made.

Evaluate—Look back at your decision and see if it was a good one. If not, choose another one and repeat the process.

4. Ask participants if they have any comments or questions and discuss these.
5. Tell participants that they will now practise using the model and ask them to turn to page 38 in their workbooks.

NTF:

For semi-literate youth, do the following:

- Choose and brief youth to role-play the scenario below.
- Ask participants to get into pairs or small groups of three and do the activity.
- Each pair or small group should prepare their decision to present as a short skit.



WORKBOOK ACTIVITY

GOOD DECISION MAKING

Read through the scenario below and use the 3C's model (Challenges, Choices, and Consequences) to come to a decision.

Scenario

You are at a party at a friend's house. Some other friends of yours are there including a boy/girl that you are attracted to. Later in the evening your friends start to pair off and you find yourself alone with the person you are attracted to.

You start talking and then dancing together. S/he is telling you that s/he has liked you for a long time and is glad for the chance to get to know you better. S/he is pushing her/his body really close to yours and starts to move her/his hand all over your back. You do not feel comfortable with the situation but do not want to hurt her/his feelings. What do you do?

1. What is the **CHALLENGE** that you are facing?
2. What are your **CHOICES**? Think about these choices and write three of them in the space below.

Choice 1:

Choice 2:

Choice 3:

3. What are the **CONSEQUENCES** of each choice you have written down? Write these in the spaces below.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?
5. Why did you make this choice?
6. How did your values influence the decision you made?

6. Take participants through the good decision-making model using the following instructions. Write the relevant part of the model as you discuss it.
 - a. First, identify the problem or challenge that you are faced with.
 - b. Next, think of the choices that you have and write at least three of these down.
 - c. Next, identify both the possible negative and positive consequences of each choice.
 - d. Look at the choices and consequences that you have listed and make a decision.
 - e. Lastly, evaluate the decision you made. Ask yourself why you made this decision and if it is the best one to make. If you are not happy with the decision you have made, make another choice and go through the process again.
7. Clarify that decision making is usually done alone, but people may seek other people's opinions before making a decision.
8. Ask participants to share their responses to the questions in the workbook activity. Let one person share their responses to the questions before moving on to another participant.

9. At the end ask participants to discuss briefly how easy or difficult they found the model to use. Allow general discussion around the model.
10. Summarize and highlight the following points.

Key points:

- **The best decisions are made when we have all the facts.**
- **We must think of all the consequences of any choice, but especially any negative consequences there may be.**
- **People make wrong decisions sometimes. The important thing is to realize this and take steps to correct it.**
- **It is not always easy or possible to go through this thought process when making a decision. Sometimes we do not have time to think of the consequences but have to make a quick decision to ensure our safety or survival. It is therefore up to us to weigh this and do what is appropriate for the time and situation.**
- **Good decisions are not easy to make. You can take extra efforts to succeed or achieve your goal.**

LINKING SENTENCE

Remember that the decisions we make could prevent us from being in a difficult situation. Let us now look at some of these situations and how we could avoid or prevent them from happening.

ACTIVITY 4.7**RAPE AND DATE RAPE****Purpose:**

To understand what rape and date rape are.

To acknowledge that rape and date rape are criminal acts.

Time:

45 minutes

Steps:

1. Write the following sentence on a flipchart or the board, "Young Ghanaian men learn violence. Young Ghanaian women learn to accept it."
2. Ask participants to think about the statement without responding, then find a partner and discuss how they feel about the sentence.
3. Bring participants back together after five minutes and encourage general discussion about the sentence. Ask a few people to share whether they agree with the sentence or not and ask them to give reasons for their opinion. Allow participants with a different view to share this with the group.
4. Ask participants what they understand by the term "rape." List the responses on the flipchart.
5. Ask what the crime is called that occurs when a romantic partner forces another to have sex. If no one answers correctly write **ACQUAINTANCE RAPE/DATE RAPE** on the board. Use the following points to clarify rape and acquaintance or date rape.

Acquaintance rape, also known as date rape, is forced sexual intercourse by someone that the victim knows and may even have a romantic relationship with. When a person is forced to have intercourse against her or his will, it is always rape or sexual assault, regardless of the circumstances, and it is illegal.

6. Ask if there are any questions and discuss these.

7. Summarize and highlight the following points.

Key points:

- **Rape is when a person is forced to have sexual intercourse or take part in any penetrative sexual activity against her or his will.**
- **Rape is a crime. The victims of these crimes are not responsible for what happened to them.**
- **No one deserves to be raped.**

LINKING SENTENCE

Rape is a crime. It is wrong. Nothing a person says or does gives another person the right to force her/him into any sexual act against her or his will. Whether the person is using drugs or alcohol, going to “risky” places, wearing sexy clothes, or kissing and sexually touching (even if s/he has had a previous sexual relationship with the other person)—none of this gives another person permission to sexually abuse or rape the person.

ACTIVITY 4.8**PREVENTING DATE RAPE****Purpose:**

To look at how date rape can happen and think through ways to prevent it or avoid being in situations that could lead to date rape.

Time:

90 minutes

Steps:

1. Ask participants to turn back to page 34 and read through the story of Kwame and Ama again.
2. When they are finished reading, divide participants into five groups. Give each group one of the following to discuss.
 - **Group 1:** Did Kwame rape Ama? Give reasons for your answers.
 - **Group 2:** How many of our friends feel it is OK to force a girl to have sex, that it is all part of the “sex game”? Why might our friends feel this way?
 - **Group 3:** What could Kwame or Ama have done to prevent what happened?
 - **Group 4:** What should Ama do? What should Kwame do?
 - **Group 5:** Why do you think there is so much physical and sexual abuse in relationships among youth?
3. When the groups are finished let them share their responses. They should remain in their groups.
4. Be sure to point out the following points **if they were not** raised in the discussion:
 - a. Not all rape is committed by men.
 - b. A man or woman can be raped by a member of the same sex.
 - c. Most rape is committed by men against women.
 - d. Rape, whether by a stranger or an acquaintance, is an act of aggression and violence that uses sex to dominate and show the victim that the rapist has power.
 - e. Books and movies often suggest that women are turned on by the force of rape and may even fall in love with the rapist. But a survivor of rape never experiences the act itself in a positive way, even in a date situation in which the beginning of the sexual encounter was pleasant.

- f. Alcohol and/or drugs are very often involved when acquaintance/date rape occurs. Being drunk or high makes women less able to set clear sexual boundaries and men less inclined to listen to, or abide by, those boundaries.
5. After the discussion, give the groups ten minutes to discuss tips that could help young people to prevent rape or date rape.
6. Ask each group to share its ideas and list these on flipchart paper. Encourage general discussion around these for a few minutes. Try to reach consensus on which tips or ideas the group should adopt.
7. Ask participants to turn to **page 41** in their workbooks.



WORKBOOK ACTIVITY

These are just some of the things you can do. Add any others from the list that was discussed in the groups.

Tips for avoiding or preventing abuse and rape (including date rape):

- Be alert to your surroundings.
- Avoid dark, lonely places at night.
- Keep a loud whistle or noisemaker on a key ring or somewhere handy.
- Keep doors and windows locked, especially if home alone.
- Walk in groups.

Others: Write the others that came up in the group discussion here.

8. Draw participants' attention to page 42 in their workbook and encourage them to read through the tips when they have more time.



WORKBOOK ACTIVITY

Tips for preventing acquaintance/date rape

1. No matter what the circumstances, you have the right to choose when, with whom, and how you want to be sexual.
2. Ask direct questions if things get confusing.
3. Communicate clearly and directly about your limits on sexual behaviour. Say something like: "I will do _____, but I will not do _____."

4. Avoid sending mixed messages. It is OK to want to be intimate with someone and it is OK not to want to be intimate. Decide what you want sexually and do not act confused about it.
 5. Find out how your date feels about the roles of men and women, especially in relationships.
 6. Trust your feelings. If you begin to feel nervous or uncomfortable about the way things are going, do something about it right away. Let your date know how you feel and get away from the situation to a place where you feel more comfortable.
 7. If your date tries to force you to do anything, say "NO" loudly and clearly. Yell and shout, if necessary, and resist in any way you can, including fighting back and running away.
 8. Avoid alcohol and/or drugs. Using alcohol and/or drugs makes it hard to make and stick with good decisions.
9. Spend a few more minutes addressing any questions or comments that participants raise.
10. Summarize and highlight the following points.

Key points:

- **Females and males can prevent date rape by not being together in an isolated or lonely place.**
- **It is important to say upfront what we want or expect from a date or acquaintance, and what we are not prepared to do.**
- **People should not be embarrassed to scream for help if someone is trying to force them to have sexual intercourse.**

LINKING SENTENCE

Remember! No matter what the circumstances, you have the right to choose when, with whom, and how you want to be sexual. Under no circumstances is rape the fault of the person who is attacked. Sometimes you can do everything right or just happen to be in the wrong place at the wrong time and end up being abused or raped. If you are raped get help immediately. Go to someone you trust, and do not feel guilty. **IT IS NOT YOUR FAULT!!!**

Practise communicating your needs and expectations clearly, even if you know the person you are with. Also remember that most abusers/rapists are often friends or family members of the person they attack. Be careful and attentive to how all people behave towards you.

ACTIVITY 4.9**SEXUAL ABUSE AND FAMILY VIOLENCE****Purpose:**

To help participants identify what is abuse and examine ways to deal with it.

To discuss and understand the fact that most abusers are known to the person they attack and what this means for young people.

Time:

60 minutes

Steps:

1. Divide participants into four groups and give each group one of the following scenarios.

NTF:

Make copies of the following scenarios. Cut them and give copies of one to each group.

SCENARIOS**Esi and the old man**

All night Esi had been out in the streets of Swedru trying to sell her bread. She thought it was the freshest and the best around, but nobody seemed to want any this evening. The day was drawing to a close and Esi was worried that she would have to go home with out any cedis, and that meant facing her stepfather. He was very mean and told her every day that she better come home with some money, or she would not get any food. Esi was very hungry and her feet were aching from walking all day in the hot sun. Finally, this man walked up to her and asked her name. When she told him, he asked if she was still a virgin. She did not answer him—just turned and walked away. He said that he had noticed she was selling bread and that he would buy it all if she let him play sex with her.

What should Esi do? It was getting late; she was tired, scared of her stepfather, and very hungry. Esi thought hard about what the man said and decided that it would not be so terrible to let this man do what he wanted. After all, she would be getting money unlike the times when her older cousin forced her to have sex with him. She got nothing then. So she lied and said she was a virgin, and she agreed to have sex with him for the 5,000 cedis. The man was very happy. He took her behind an abandoned building. Esi closed her eyes as he lifted her skirt, and she only cried a little bit when he pushed himself inside her.

Afenyi and her Father

Afenyi started crying softly after her father left her room. She felt like she always did when he came into her room and molested her—she wanted to die. He would always do the same things. He had been doing them since she was only nine years old. She hated it and always felt so dirty and disgusted with herself when he left. He told her that it was her fault—that she made him do these things, and that if she told anyone, she would be made to leave the family. Afenyi had thought about telling her mother, or running away. She had even thought about killing herself.

But she was always too scared to do anything but lie in her bed and pretend she was asleep. She was so miserable. She knew that she should get help but whom could she trust? What should she do?

Gifti and Kojo

Kojo wondered all the way home what he should do. Gifti had forced him to have sex with her even though he had told her over and over again that he did not want to. She said it was his fault for kissing and touching and letting her get so turned on. She said that he must have wanted it too, and besides, he was her boyfriend so he should please her. Afterward, he had felt numb and angry, he felt no love anymore—he felt hurt, used, and betrayed. Would anyone care that she had made him have sex? Would anyone believe he had told her no?

She said it was his fault. Was it? He wanted to talk to someone so badly, but he could not bear to tell any of his friends. What would they think of him? Who would believe that he did not want to have sex with his beautiful girlfriend? He would just get laughed at so maybe he should just keep his mouth shut.

Jacob and his Mother

Jacob heard the sounds again. He knew what was going on. His mother's friend, Tony had come in late again and he had already been drinking. Jacob's mother had given him his supper and another beer. Jacob always got angry when he watched his mother try to please this crazy man. Now it was almost midnight and he knew what was happening. Now he knew where his mother's last split lip and swollen eye came from.

But he did not know what to do. Should he go in their bedroom and try to stop Tony from beating up his mother? Or should he wait till morning and plead with his mother to leave this guy? He was really scared because tonight, things sounded even worse than usual. Jacob was really worried about his mother. He thought about the police "hotline" he had read about in the newspaper the other day. Would they have any ideas?

2. Assign the scenarios as follows:
 - Group 1 – Esi and the old man
 - Group 2 – Afenyi and her Father
 - Group 3 – Gifti and Kojo
 - Group 4 – Jacob and his Mother
3. Give participants the following instructions:

Instructions

- a. Read through the scenario assigned to your group.
- b. Imagine that the main person in your scenario has confided in you and asked for your help.
- c. Using the “decision-making model” discussed previously, assess the situation and list the challenges, choices, and possible consequences of actions to be taken by the young character.
- d. Discuss and decide how you would advise the person.
- e. Prepare to share your decision with the rest of the group.

4. When participants are done, invite each group to read its respective scenario and share its discussion.
5. Use the following points to stimulate discussion:
 - a. Many young people are abused by family members or people they know and trust. Why?
 - b. Many date rapes occur because boys put substances into girls’ drinks to make them dizzy or confused. Why does this happen?
6. Ask participants to share their understanding of sexual abuse. List the responses on flipchart paper.
7. Use the following “Presentation Notes” to clarify and define sexual abuse.



PRESENTATION NOTES

Sexual Abuse

Abuse is when a person treats another person with cruelty or violence. Sexual abuse happens when a person uses cruel and or violent ways to get another person to participate in a sexual act with them. Sexual abuse includes:

- Adults manipulating or coercing children into sexual acts such as touching their genitals.
- Rape.
- Sexual assault—including use of instruments to cause pain such as bottles.

Sexual abuse happens to many people, including children, and can also happen within marriages. As long as a person does not willingly agree to take part in a sexual act, that is considered sexual abuse.

8. Ask participants if they have any questions and discuss these.

9. Summarize and highlight the following points.

Key points:

- **Sexual abuse is when a person uses cruel or violent treatment to get another person to give in to them sexually. This may be verbal, physical, emotional, or psychological violence or cruelty.**
- **Many survivors often know the person who has sexually abused them.**
- **Sexual abuse can happen in long-term or steady relationships, including marriage.**
- **A person who is being abused should tell someone. Keeping silent leads to emotional and other problems and makes it more unlikely the abuse will stop.**

UNIT 4 : SEXUALITY

CONCLUDING NOTES

Sexuality is much more than sex—it is an important part of who a person is. Sexuality is shaped by the values that a person learns from family, society, and other influences. Being attracted to someone is part of building relationships and friendships, but attraction does not have to lead to sexual intercourse. Young people, males and females, need to be comfortable talking about sexuality and be honest with each other about how they feel and what they want in a relationship.

Sexual abuse, including rape, date rape, or any other kind of sexual act against a person's will, is wrong, and is a crime. No one has the right to do this, regardless of what the victim says, does, or who the victim is. Young people have the right to choose when, with whom, and how they want to be sexual. You can sometimes prevent abuse, but if it does happen, it is not your fault. Tell someone you trust if it happens.

ACTIVITY 4.10**CONVERSATION CIRCLE & COMMITMENT****Purpose:**

To reflect on the unit and note the key facts and skills learnt.

To show how we will use the new knowledge and skills gained by making a commitment to change one thing about ourselves in terms of our sexuality.

Time:

20 minutes

NTF:

This activity works best with groups of 12 or less. If working with larger groups, first divide them into smaller groups, then get a report back on behalf of each group.

Make sure to give each group the questions they are to answer or write them where the entire group can see them.

This activity can be done in a number of ways. For literate groups, do the following.

Steps:

1. Ask participants to sit in a circle and discuss the following:
 - a. What is one very important piece of information that was learnt from this activity?
 - b. How or why is this important to you?
 - c. How does this information influence you to change your behaviour?
2. Ask participants to think about one commitment they are going to make in terms of their sexuality.
3. Ask participants to turn to page 43 in their workbooks.

**WORKBOOK ACTIVITY****KEY LESSONS LEARNT**

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information you have learnt from this unit?
2. Why or how is this information important to you?
3. How does this information influence you to change your behaviour?
4. Think about the discussions around sexuality that took place in this unit. What commitment are you going to make to yourself based on what you learnt about sexuality? You will not be asked to share this with anyone.
5. Write your commitment in the space below.

NTF:

For semi or low-literate groups do steps 1 and 2 above then continue as follows.

4. Close your eyes and make a promise to yourself—something that you will do to change your behaviour to be more in line with what you learnt about sexuality.

