

## **Section Two: Where Am I Going?**

# LIFE PLANNING SKILLS

## A CURRICULUM FOR YOUNG PEOPLE IN AFRICA

### TANZANIA VERSION

## **SECTION TWO: WHERE AM I GOING?**

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## UNIT 5: RIGHTS

### PURPOSE AND OBJECTIVES

This unit defines the rights adolescents have with respect to their sexual and reproductive health. It examines some of the rights as stipulated in the various International Conventions focused on reproductive health, and specific laws and policies in Tanzania. It draws attention to what legal rights are as opposed to other entitlements one might think s/he deserves from the community or elsewhere.

The unit also outlines the importance of understanding rights and their enforcement in working towards a society that values adolescent sexual and reproductive health (ASRH) and one that is committed to better standards. The unit is further geared to help equip the trainees to advocate for change.

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

- ➔ Define what “rights” means.
- ➔ Explain different types of rights and how they affect young people.
- ➔ Describe practices that violate ASRH rights and how to seek a solution when those rights are violated.
- ➔ Understand how to advocate for change in the existing legal system.

**ACTIVITIES**

Warm Up—Marriage Ceremony	<i>10 minutes</i>
Understanding Rights	<i>45 minutes</i>
Rights and Dilemmas	<i>45 minutes</i>
Advocacy and ASRH Rights	<i>30 minutes</i>
Campaigning for ASRH Rights	<i>30 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

**3 hours 30 minutes**

**ACTIVITY 5.1****WARM UP—MARRIAGE CEREMONY****Purpose:**

To get participants feeling comfortable talking about the right to choose a marriage partner.

**Time:**

10 minutes

**Steps:**

1. Ask participants to stand in a circle facing each other.
2. Let the participants know that it is their right to choose a marriage partner.
3. Ask the participants to “act” and for each to freely choose a marriage partner among the group.
4. While participants are “choosing” marriage partners, the facilitator selects one or two couples and tells them, “I have chosen this person to be your marriage partner. You must marry him/her.”
5. Each person with a partner should then sit together.
6. This exercise continues until everyone has a chance to pick a marriage partner.
7. Discuss briefly how they felt about choosing a marriage partner and how those couples who did not get to choose felt about being “forced” to marry someone not of their choosing.

**ACTIVITY 5.2****UNDERSTANDING RIGHTS****Purpose:**

To promote participants' general knowledge and understanding of rights regarding ASRH.

To provide factual information on existing laws and policies with respect to ASRH rights.

**Time:**

45 minutes

**Steps:**

1. Divide the participants into small groups and ask each group to discuss:
  - a. What is a right?
  - b. What is a human right?
  - c. What are ASRH rights?
2. After five minutes, invite each group to briefly share its discussion.
3. Use the following "Presentation Notes" to give the factual information on international conventions, laws, and policies regarding ASRH.

**PRESENTATION NOTES****FACTS ABOUT RIGHTS**

A **right** is defined as an abstract idea that a person is due or entitled to enjoy, be it by way of nature, law, or tradition. It follows that everyone has equal opportunity to enjoy rights with respect to natural, moral, and legal norms.

In a speech to the World Summit in Johannesburg on August 28, 2002, Mary Robinson said, "A right entails obligation on the part of the government to respect, promote, protect, and fulfill it. The legal and normative character of rights and the associated government obligations are based on international human rights treaties and other standards, as well as on national constitutional human rights provision."

Rights can also be defined items of a lawful claim and if violated, you can seek a legal remedy enforceable by law.

**Human rights** are any basic right or freedom to which all human beings are entitled, and in whose exercise a government may not interfere. Some basic human rights include the right to life, liberty, and equality before the law. Reproductive health is a human right.

## INTERNATIONALLY RECOGNIZED SEXUAL AND REPRODUCTIVE RIGHTS

Sources of human rights to advance reproductive health, including ASRH, are found in many international conventions, treaties, and charters as well as national laws and policies. Important international conventions that address human and reproductive rights include:

- The Universal Declaration of Human Rights, 1948
- The Convention on the Rights of Child, 1989
- The Convention on the Elimination of All forms of Discrimination Against Women, 1990

**Tanzania has ratified all of these listed Conventions.**

Other documents reflect international consensus on issues of reproduction rights, including:

- Programme of Action, International Conference on Population and Development, Cairo, 1994
- Platform for Action, Fourth World Conference on Women, Beijing, 1995

**Reproductive rights include but are not limited to:**

- Adequate information and knowledge about sexuality and reproduction.
- Sexual education that is appropriate, comprehensive, secular, and gender-sensitive.
- Refusal to engage in sexual activity.
- Choice of sexual partners, to exercise sexuality without coercion or violence.
- Voluntary motherhood, to decide and live motherhood for one's own choice and not by obligation.
- Complete information concerning the benefits and relative effects of all contraceptive methods.
- Parenthood and the right to decide if and when to have children.
- Good quality services for prenatal care and postpartum care, guaranteed by appropriate legislation.
- Equal participation by women and men in childcare, creatively constructing children's identities beyond traditional gender roles.
- Effective legal protection against sexual violence.

## EXISTING LAWS AND POLICIES RELATED TO ASRH IN TANZANIA

Laws are binding rules or rules that are supported by the power of government and that govern the behaviour of members of the society.

- **The Constitution** of Tanzania (1977) guarantees the right to life and that every person has the right to be protected by the society in relation to his/her health in accordance with the law of land.
- **The Law of Marriage Act** (1971) stipulates the age of marriage to be 18 years (for both boys and girls) but allows marriage of a 15 year-old girl, with her parents' or guardian's consent.
- **The Sexual Offences Special Provisions Act** (1998) creates the offence of rape for a person having carnal knowledge of a girl less than 18 years regardless of whether she has agreed or not. Female genital mutilation is also an offence.

- **The Penal Code (Cap. 16)** creates offence for a person to attempt or perform abortion. It is an offence to trade, possess, or distribute materials that are obscene and tend to corrupt morals.
- **The National Education Act (1978)** expels primary and secondary school pupils who get pregnant. Getting pregnant is considered evidence of misbehaviour.

### **ASRH POLICIES**

A policy is a plan or course of action in directing affairs that shows the government's concern with respect to a certain matter.

Tanzania has various policies that urge revisiting, reviewing, and/or abandoning out-dated laws that are not in line with ASRH rights.

#### **Some policies make the following issues clear:**

- Good customs and tradition that are good and proper for up-bringing of adolescents should continue.
- Early marriages should be discouraged.
- The need to recognize that adolescents are sexually active and therefore in need of special intervention.
- The need to educate communities on the importance of family planning and that health is an indicator of development and poverty eradication.
- The need to give adolescents appropriate contraceptive methods.
- The need to campaign for improved adolescent health and help youth deal with their reproductive health problems.

4. Encourage questions around the presentation and tell participants that the notes begin on **page 48** of their workbook.
5. Summarize and highlight the following points.

#### **Key points:**

- **Reproductive health is a basic human right.**
- **International Conventions are sources of human rights to advance reproductive rights.**
- **Basic sexual and reproductive rights of youth include: information on sexuality and reproductive health; access to confidential, private, and respectful reproductive health services; and freedom and protection from sexual abuse.**

**LINKING SENTENCE**

The constitution of Tanzania guarantees the right to life. Health, specifically ASRH, is part and parcel of the right to life. Youth deserve the right to be protected from laws and practices that endanger or threaten their ASRH rights.

All laws should be in line with the constitution. Already there are positive laws and policies aimed at defending youth vulnerability and providing youth with rightful information and services according to their needs. Some laws need to be amended from time to time to meet youth's ASRH demands and needs. Youth and adults need to be aware of ASRH policies and laws and any changes in order to defend their rights.

**ACTIVITY 5.3****RIGHTS AND DILEMMAS****Purpose:**

To empower the participants by informing them of their rights and showing them how to be able to defend those rights.

**Time:**

45 minutes

**Steps:**

1. Divide participants into six groups. Cut the following scenarios apart so that each group receives only the one they are going to work on.

**Scenario 1****Rose and Juma**

Rose (age 15) has cried about how her parents have been unfair to her. She has been in love with Juma (age 22) for the past two years. They met when Juma was selling second hand clothes while Rose was learning tailoring near her home compound. Rose's parents do not want their daughter to get married to Juma arguing that she is still a minor. Juma thinks that Rose's parents are concerned about his religion rather than the Rose's age because they have just allowed Roy (age 15), Rose's twin, to get married.

**Scenario 2****Mchanga**

Mchanga (age 16) is schooling at Utaani Secondary School at Wete, Pemba. Next year she will be finishing Form IV (ordinary level). Her parents have arranged her marriage to Hamad (age 45), who already has two wives. Mchanga complained of this kind of early and unplanned marriage for her, arguing that she wanted to pursue further studies and to have a man of her own choice.

**Scenario 3****Tabu**

Tabu (age 16) a Form II girl at Jangwani Secondary School is pregnant. Her boyfriend Conrad (age 19), who impregnated her, a Form V boy at Azania High School, has denied having sexual relations with her. A school authority has ruled to expel Tabu from school on the grounds of misbehaviour. Tabu's parents went to the school authority and complained about the expulsion. They further argued that Tabu could continue with her studies despite the pregnancy and that expulsion will be at Tabu's and the soon to be born baby's detriment.

**Scenario 4****Maulid**

Maulid (age 17) completed his primary school education in his village three years ago and is now involved in petty business in town. He decided to go to the Mulika voluntary counseling and testing (VCT) centre to know his health status. The counselor told him that he must have parental consent prior to VCT.

**Scenario 5****Time**

Time went to the clinic to get reproductive health services. She wanted condoms because as the holiday approached she could foresee the risk of going to meet her boyfriend and having unprotected sex. She thought she would rather visit a government facility to get free services because buying condoms from the pharmacy would be expensive and she could not afford it. A clinic staff member looked at her and asked whether she was married or having a child.

**Scenario 6****Shariff and Mwajuma**

Shariff (age 17) is an orphan boy involved in a sexual relationship with Mwajuma (age 45). They first met in an office when Shariff was pursuing an opportunity to continue his studies. Mwajuma started to help him and made advances to him. They finally ended up in a sexual relationship. Shariffs' relatives are furious and want to prosecute Mwajuma, but they were told that the rape law only covers girls, not boys.

2. Ask the groups to read through the scenarios and address the following questions:
  - a. What are the basic human or ASRH rights involved in this scenario?
  - b. What do international conventions or national laws and policies say about these rights?
  - c. Is there a conflict or dilemma?
  - d. Have any rights been violated?
  - e. If so, which rights and whose rights?
  - f. If there is a violation of rights, how can these rights be defended?
3. Bring the groups back together and ask someone from each group to summarize the scenario and conclusions for the larger group.
4. Use the following points to stimulate general discussion:
  - a. What are similarities and differences in each case?
  - b. What can happen when young people do not know their rights?
  - c. Is knowing ones rights sufficient to ensure that the rights are respected?
  - d. What can young people do to defend their rights?
5. Summarize and highlight the following points.

**Key points:**

- **Dilemmas or conflicts arise when a person does not know his/her rights.**
- **Dilemmas also arise when people do not know how to defend their rights.**
- **Youth should know about existing laws and policies related to ASRH rights.**
- **Males and females have equal rights under the law.**

**LINKING SENTENCE**

Every person has a right to life and the right to protection of his or her life by society in accordance with the law. National policies categorically state adolescents' right to protection from all forms of exploitation, sexual abuse, assault, and harassment. The constitution, laws, and policies of Tanzania guarantee young people many rights related to ASRH. Nevertheless, young people may sometimes need to speak out to ensure that these rights are recognized and respected. Also, some laws need to be amended from time to time to better meet ASRH demands and needs. It is for this reason that it is important for young people to get involved in advocacy efforts to ensure that current policies meet their needs.

**ACTIVITY 5.4****ADVOCACY AND ASRH RIGHTS****Purpose:**

To help participants understand what advocacy is and why advocacy is needed to ensure ASRH rights and how it can help to create positive changes.

**Time:**

30 minutes

**Steps:**

1. Use the following “Presentation Notes” to introduce the definition of advocacy, and what it involves.

**PRESENTATION NOTES**

**Advocacy** means speaking up about issues that are important and promoting positive changes. This can be done by drawing the community’s attention to an important issue and influencing social or other behaviour in a specific way. Advocacy involves working with other people and organizations to make a difference and directing decision-makers towards a solution.

“Advocacy involves attempts to influence the political climate, public perceptions, policy decisions, and funding determinations in order to improve ARSH. Advocates work not only to promote a defined solution, but also to defeat unacceptable proposals...The only prerequisite to being an advocate is being committed to the issue at hand.”<sup>2</sup>

“Advocacy is first and foremost a process, occurring over unspecified amounts of time, sometimes brief and often lengthy. Advocacy is also strategic and targets well-designed activities to key stakeholders and decision makers.”<sup>3</sup>

2. Brainstorm with the group reasons why young people might want to advocate for ASRH rights.
3. List reasons on the blackboard or flipchart paper and briefly discuss and compare the reasons given.
4. Summarize and highlight the following points.

<sup>2</sup> Advocates For Youth. *Advocacy Kit*. Washington, D.C.: Advocates For Youth. <http://www.advocatesforyouth.org/advocacy.htm>

<sup>3</sup> Save the Children. *Designing Advocacy Strategies*. Training Packet. Washington, D.C.: Save the Children (2003).

**Key points:**

- **Advocacy is about challenging the way things are to bring about positive changes.**
- **Advocacy addresses an issue, not a person.**
- **Young people have to stand up for each other's rights.**

**LINKING SENTENCE**

Standing up for issues we feel strongly about is a real challenge. It is not always easy because we have to convince people to listen to what we have to say, and to believe in what we are saying ourselves. We may also face the situation where elders and adults think we are behaving badly or are being troublemakers. Remember that it is important to know the facts and be able to put them across convincingly.

**ACTIVITY 5.5****CAMPAIGNING FOR ASRH RIGHTS****Purpose:**


To practice deciphering which rights are involved in different situations and then being able to create a related advocacy strategy.

**Time:**

60 minutes

**Steps:**

1. Ask participants to turn to **page 51** in their workbooks and complete the activity as it is described. Allow about 15 minutes.

 <b>WORKBOOK ACTIVITY</b>	
<b>CAMPAIGNING FOR ASRH RIGHTS</b> Alone or in pairs, consider the following issues and decide whether you agree or disagree with the statements. Then write down ideas that you have for advocating for or against the proposed statements, using existing laws to support your point(s).	
Issues Related to ASRH Rights	Advocacy Ideas
1. Many 15-year-olds are sexually active.	
2. Some parents believe they should select a marriage partner for their children.	
3. Pregnant girls should be able to continue schooling.	
4. Elders believe that FGM reduces the chances of promiscuity among girls.	
5. Boys should select their marriage partner.	
6. Girls should select their marriage partner.	
7. Sex education in school promotes promiscuity.	
8. Raped girls do not have the courage to report the crime to the police.	
9. Obscene materials are harmful to community morals.	
10. Bride price is often a reason for marriage.	

2. Bring the participants back together. As a large group, go over each issue one by one and address the following:
  - a. Ask individuals (two to three per issue) to volunteer to share their advocacy ideas with the larger group.
  - b. Discuss as a group the following questions for each issue:
    - i. What are the rights involved in the issue? What do international conventions, national policies, and laws say about the issue?
    - ii. Which institutions deal with these rights?
    - iii. What can participants do as individuals to advocate for their respective rights?
    - iv. What can they do within their families?
    - v. What can they do within their schools?
    - vi. What can they do in their communities?
3. Summarize and highlight the following points.

**Key points:**

- **Each of us can advocate for some issues we feel strongly about.**
- **No matter how small our efforts, we each have a role to play.**
- **Remember to “start with what you’ve got.” Family and friends are easy to reach and it will most likely be easier to get them to listen to us.**
- **Youth should learn about existing institutions dealing with laws and rights to help develop advocacy strategies.**
- **Youth can advocate for strategies for implementing ASRH policies and programmes.**

## UNIT 5: RIGHTS

### CONCLUDING NOTES

Human rights are any basic right or freedom to which all humans are entitled and in whose exercise a government may not interfere. Some basic human rights include the right to life, liberty, and equality before the law. Reproductive health is a human right. International conventions as well as national laws and policies address ASRH rights. These include the rights to education about sexually, the right to choose a sexual partner, the right to good quality reproductive health care, and the right to protection from sexual abuse and violence. It is important for young people to know their rights, and to stand up for their rights. Supporting ASRH advocacy is one way to defend your rights.

**ACTIVITY 5.6****CONVERSATION CIRCLE & COMMITMENT****Purpose:**

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

To show how the new knowledge and skills gained will be used by making a commitment to change one thing about ourselves based on what we have learnt about rights.

**Time:**

20 minutes

**NTF:**

**This activity works best with groups of 12 or less. If working with a large group, first divide participants 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 learnt from this unit?
  - 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 ASRH rights.
3. Ask participants to turn to **page 52** in their workbooks.



## WORKBOOK ACTIVITY

### KEY LESSONS LEARNT

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

4. What is the most important piece of information that you have learnt from this unit?
5. Why or how is this information important to you?
6. How does this information influence you to change your behaviour?

### MY COMMITMENT

7. Think about the discussions around rights that took place in this unit. What commitment are you going to make to yourself based on what you have learnt about rights? You will not be expected to share this with the group.
8. Write your commitment in the space below.

I commit myself to the following things:

### NTF:

**For semi- or low-literate groups do steps 1 to 3 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 ASRH rights.



## UNIT 6: GENDER ROLES AND EQUALITY

### PURPOSE AND OBJECTIVES

This unit examines the meaning and role of sex and gender in society and human development, so as to help participants avoid making assumptions about what men and/or women should want or be able to do. The unit also looks at how gender influences two very important areas of a young person's life—male-female relationships and the choice of a vocation or job.

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

- ➔ Explain stereotypes/assumptions about gender and how they affect relationships.
- ➔ Explain how stereotypes affect vocational choices.
- ➔ Identify their values about male and female gender roles and gender equality.

**ACTIVITIES**

Warm Up—Fruit Basket	<i>10 minutes</i>
Sex, Gender Roles, and Stereotypes	<i>30 minutes</i>
Good Decision Making	<i>60 minutes</i>
Gender Versus Stereotypes	<i>60 minutes</i>
How Gender and Stereotypes Affect Us	<i>45 minutes</i>
Gender Roles and Vocations	<i>30 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

**4 hours 15 minutes**

**ACTIVITY 6.1****WARM UP—FRUIT BASKET****Purpose:**

To have fun and warm up before engaging in intense discussions.

**Time:**

10 minutes

**Steps:**

1. Have participants sit in a circle or semi-circle.
2. Give each participant the name of a fruit (e.g., mango, apple, cherry, pear). Use fewer names so that there are more participants with the same name. Call each fruit name out loud so that everyone knows what the different names are.
3. Have participants repeat their fruit names after you, so that they can remember them.
4. Take away chairs so that there is one less chair than the number of participants in the group.
5. Tell the group when you call out, say, “Apples ... out the pot!” all the apples must leave their seats and come to the centre. When you say, “Apples ... in the pot,” all the apples must try and find a different seat in the circle. You can call more than one group of fruits to the centre or all the groups at once.
6. Let participants know that you, the facilitator will also be participating in the game and will be looking for an empty seat.
7. The left over “apple” who could not find a place in the pot then switches roles with you and calls out another fruit name.
8. Stop the activity when it is clear that participants have had fun and are relaxed.

**ACTIVITY 6.2****SEX, GENDER ROLES, AND STEREOTYPES****Purpose:**

To define the terms “sex,” “gender,” and “stereotypes” and look at the differences between them.

To discuss how each plays a role in defining or influencing behaviour.

**Time:**

30 minutes

**Steps:**

1. Divide participants into three groups (if total number of participants is between 12 and 19) or six groups (if the total is between 20 and 30) and give each group one of the following topics:
  - a. Sex
  - b. Gender roles
  - c. Stereotypes
2. Ask each group to discuss, define, and give an example of its respective topic.
3. When the groups are finished, bring them back together and let them share their discussions.
4. Use the following “Presentation Notes” to clarify and summarize.

**PRESENTATION NOTES****Sex**

Sex has more than one meaning. It can refer to whether a person is male or female. It is also used to describe sexual intercourse.

**Gender Roles**

This refers to the different things that men and women do. Some of these things are based on fact because of male and female attributes, physical and other (e.g., only a woman can have children).

Other gender roles are based on what society believes about what men and women can or cannot do, for example, the idea that women are more caring and are therefore more suitable for certain jobs than men, such as nursing. Society's beliefs and influences play a big role in determining male and female roles, but that is changing. For example, some countries do not allow women to join the army. The one clear difference between men and women is the fact that only women can become pregnant and bear children. Anything else is considered a stereotype.

**Stereotypes**

This includes beliefs about different groups of people that are not based on fact, but on what others think about that group. For example, statements such as “male dancers are homosexuals” or “women do not make good soldiers” are stereotypes because they are not based on fact.

5. Ask participants if they have any questions and discuss these. Discuss how stereotypes can affect the way we feel about ourselves, how we behave, what we believe we can do, the goals we set for ourselves, etc.
6. Summarize and highlight the following points.

**Key points:**

- **Sex means being either a male or female. This also applies to plants and animals.**
- **Gender role means the different things that a male or female is considered capable of doing. This is heavily influenced by society’s beliefs.**
- **Stereotypes are beliefs that have no factual truth—usually stories that have been around so long that people start to believe that they are true and treat them as such.**
- **Gender roles can change over time, especially when challenged to be proven right or wrong.**

**LINKING SENTENCE**

If a person believes that because s/he is a man or a woman, s/he is limited in what s/he can do with her or his life, the person will probably set different goals than what s/he really would like to achieve. Because gender roles can severely limit the plans we make and the goals we set for our future, it is important that we become aware of them and overcome the stereotyped expectations that are put on us. Then we can plan for ourselves, without worrying about how others see us.

To do this it is useful to be able to make the right decisions without being greatly influenced by what others say, think, or do.

**ACTIVITY 6.3****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 following 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 following notes so that the word **DECIDE** is spelt vertically. Emphasize the "**3C's Model**: challenges, choices, and consequences."



### 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 needs 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:

**D**efine the problem or **challenge** you are facing.

**E**xplore the **choices** that you have.

**C**hoose one of the above choices.

**I**dentify the **consequences** of this choice.

**D**o—Act out the choice you have made.

**E**valuate—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 56** in their workbooks.

#### NTF:

**For semi- or low-literate youth, do the following:**

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

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

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

**Scenario**

Your dad is a construction worker and you have grown up around many construction sites. You have also helped out a lot and have a lot of knowledge and skills and completed a Diploma in construction at the Technical College.

You see an advert for a builder with a local construction company and decide to apply. You get called for an interview and you realize that you are not taken seriously because you are young and considered inexperienced. 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:**


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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?

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5. Why did you make this decision?

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6. How did your values influence the decision you made?

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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 briefly discuss how easy or difficult they found the model to use. Allow general discussion about 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. We can make extra efforts to succeed or achieve our goals.**

**LINKING SENTENCE**

Although it is sometimes useful for us to discuss our situation with another person whose opinion we respect, it is important to realize that the final decision is ours and it will affect how we behave with and towards others.

**ACTIVITY 6.4****GENDER VERSUS STEREOTYPES**

**Purpose:** To examine many beliefs about males and females and discuss which are fact or myth.

**Time:** 60 minutes

**Steps:**

1. Write each of the statements below on a separate sheet of flipchart paper:
 

“Males may believe that to be masculine they should ...”  
 “Females may believe that to be feminine they should ...”
2. Give each person a piece of paper and tell them to write one example of how they would complete each statement.
3. When all the participants are finished, invite comments and discussion on the points listed. Add any of the following points, **if they are not listed**.

Males may believe that to be masculine they should:

- a. Be in control and appear unemotional.
- b. Be the dominant partner in a relationship.
- c. Force sex on their sexual partners.
- d. Have sex early and with many partners.
- e. Work in careers that are mechanical or use physical strength.
- f. Be the “head of the family.”
- g. Have more than one wife and/or girlfriend.
- h. Have many children and earn lots of money.
- i. Take risks to prove their bravery.
- j. Settle things using physical violence.
- k. Drink or use drugs without showing the effects.
- l. Avoid “female” work like housework and raising children.

Females may believe that to be feminine they should:

- a. Show their emotions and be submissive.
- b. Give in to the demands of a sexual partner.
- c. Have many children, regardless of whether they want to or not.
- d. Think about the needs of others before their own.
- e. Look pretty and sexy for their partner.
- f. Accept men's sexual harassment without complaint.
- g. Take the blame for violence, sexual assault, or rape.
- h. Avoid “mostly male” careers.

4. Divide the group into small, same sex groups. Ask each group to do the following:
  - a. Discuss the sentence “I’m glad to be a man/woman because ...” and list their reasons on flipchart paper.
  - b. Discuss “If I were a woman/man I could ...” and list these responses on a separate sheet.
  - c. When the groups are finished, ask them to put up their responses where all the participants can see them. They should put them up as follows:

<b>Females' Responses</b>	<b>Males' Responses</b>
I'm glad I'm a female because ...	I'm glad I'm a male because ...
If I were a male I could ...	If I were a female I could ...

5. Direct everyone's attention to the responses and ask if there are any stereotypes listed **or** if these are characteristics of women and men. You should expect and encourage as much discussion as possible to make sure that there is consensus.
6. Draw a line through any responses the group concludes are stereotypes.
7. Have a general discussion on what participants have learnt from the activity.
8. Summarize and highlight the following points:

**Key points:**

- **It is a fact that the only thing a man cannot do is give birth to a child.**
- **A woman can do anything she decides to do if given the opportunity.**
- **We need to be sure of what are real gender roles and what are stereotypes.**

**LINKING SENTENCE**

Gender roles have a great influence in shaping men and women's positions in life. But many people hold beliefs that are not based on any fact at all. It is important to know this and to realize the need for communicating clearly with others so we can understand how gender and stereotypes play a role in our lives and our relationships.

**ACTIVITY 6.5****HOW GENDER AND STEREOTYPES AFFECT US****Purpose:**

To examine how gender and stereotypes influence our behaviour and the way we relate to others.

To get participants to realize the need to challenge certain beliefs about both sexes.

**Time:**

45 minutes

**Steps:**

6. Divide participants into four groups. Cut apart the following case studies so that each group can receive only the one they are going to work on.

**GENDER ROLES CASE STUDIES****Case Study 1**

Salma has been offered a place at the village polytechnic to study engineering. She is the only girl in the class and the boys are always teasing her about a girl trying to do "a man's job." When she came first in the exams, the boys stopped talking to her. She is feeling miserable because she has no friends in the class. What should she do?

**Case Study 2**

Malik wants to buy a doll for his younger brother, but his friend Bashir says, "No way!" Malik explains that dolls help teach little boys to take care of someone and be loving, but Bashir argues that they just teach boys to be sissies. Malik knows his own position is a good one, but he is concerned about what Bashir might say to their friends. What should Malik do?

**Case Study 3**

Stella and Oscar, both in tailoring school, have been writing to each other for more than a year now. Oscar is coming to visit Stella during the summer holiday and it is likely that they will end up having sex. Stella knows that having unprotected sex is risky so she goes to the corner pharmacy to buy some condoms. The cashier says to her that girls have no business buying condoms, and she refuses to sell them to Stella. What should Stella do?

**Case Study 4**

Yusuf and Nadya have been married for about one year. In the beginning, Yusuf would come home at awkward hours of the night and demand to be given food. Nadya would wake up, quickly prepare it, and return to bed. Now when Yusuf comes home, he is usually drunk and when Nadya wakes up to prepare his food, he often beats her, forces her to have sex, and tells her she is not a good wife. She is afraid to tell him to stop the beatings and the rape, and she does not dare tell his family. What should she do?

7. Give the following instructions:
  - a. Read the assigned case study.
  - b. Discuss and agree on a solution to the problem or situation given in the case study. Be sure to have reasons to back up your solution.
  - c. Choose someone from your group to present the case study and solution.
8. Invite discussion at the end of each presentation. Focus on:
  - a. Identifying the gender role or attitude/behaviour in each case study.
  - b. Exploring participants' views of the proposed solution and how they would do things differently.
9. Repeat the process until the group has discussed all the case studies.
10. Use the following points to stimulate general discussion:
  - a. Which sex has the most advantages? Disadvantages? Why is this so?
  - b. How do culture and religion affect gender roles for women and men? Give examples.
  - c. Are men and women equal? Are they treated equally? Do they have the right to be treated equally?
  - d. What have you seen that may suggest that gender roles are changing here in Tanzania?
  - e. How do gender roles and stereotypes affect male and female relationships?
11. Summarize and highlight the following points.

**Key points:**

- **Many relationships suffer because of expected gender roles and stereotypes.**
- **People, especially those in male/female relationships, must talk about what they expect from each other and not be bound by what others expect from them.**

**LINKING SENTENCE**

It is easy for us to fall into the gender roles that society expects of us. But we must be clear and talk about our own needs in our relationships, so that our partners become aware of our expectations, and not feel like they have to fit into any particular role. Let us now look at how gender affects the choices we make in terms of study and work.

**ACTIVITY 6.6****GENDER ROLES AND VOCATIONS****Purpose:**

To look at how gender influences choices of work, training, and professions for both males and females.

**Time:**

30 minutes

**Steps:**

1. Remind the group that one of the most damaging results of stereotypes is the false belief that women and men should only have jobs in certain fields.
2. Divide participants into three small groups. Give each group a piece of paper and ask them to brainstorm and develop a list of:
  - a. Ten people from anywhere in the world who are well known or popular (male and/or female).
  - b. Ten African men who are well known or popular.
  - c. Ten African women who are well known or popular.
3. After a few minutes, ask volunteers to give you the names on their lists. Write these on the chalkboard or flipchart under the relevant heading.
4. Ask participants to discuss:
  - a. Which of these three lists was the easiest/hardest to compile? Why?
  - b. What kinds of jobs/professions do the men or women have?
  - c. Which of the males or females have non-traditional careers?
5. Allow general discussion on the questions above and any others that the participants may have.
6. Summarize and highlight the following points.

**Key points:**

- **People's beliefs about what men and women can do affects the work/study choices that they make.**
- **Sometimes people end up in jobs that they are unhappy about because of gender roles and beliefs.**

## **UNIT 6: GENDER ROLES AND EQUALITY**

### **CONCLUDING NOTES**

Gender roles are heavily influenced by society, and often based on stereotypes. Many relationships suffer because of expected gender roles and stereotypes. Beliefs about what men and women can do also affect choices about work and study, sometimes leading people to be unhappy. It will take a long time for us to start to change what society and others expect of us, and do more of what we feel is right for us. As we become more aware of our skills and abilities, as well as the need to pursue jobs that are in line with our values, it will get easier to challenge the stereotypes about gender that currently exist.

**ACTIVITY 6.7****CONVERSATION CIRCLE & COMMITMENT****Purpose:**

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

To show how the new knowledge and skills gained will be used by making a commitment to change one thing about ourselves based on what we have learnt about gender and equality.

**Time:**

20 minutes

**NTF:**

**This activity works best with groups of 12 or less. If working with a large group, first divide participants 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 learnt from this unit?
  - 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 gender and equality.
3. Ask participants to turn to **page 59** 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?

**MY COMMITMENT**

4. Think about the discussions around gender roles and equality that took place in this unit. What commitment are you going to make to yourself based on what you have learnt about gender roles and equality? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

**NTF:**

**For semi- or low-literate groups do steps 1 to 3 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 gender and equality.



## UNIT 7: RELATIONSHIPS

### PURPOSE AND OBJECTIVES

This unit examines different kinds of relationships and helps participants to understand what builds or damages a relationship. In this unit we will look at the qualities of an ideal partner as well as explore the arguments young people put forward for and against having sexual intercourse as a teenager. The unit also looks at how heterosexual and homosexual relationships are formed and the advantages and disadvantages of being in a relationship.

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

- ➔ Explain which behaviours can improve or damage a relationship.
- ➔ Talk about what qualities develop and define friendship and romantic relationships.
- ➔ Explain what “homosexuality” means.
- ➔ Explain how to make effective decisions and the consequences of choices.
- ➔ Practise making difficult decisions.
- ➔ Apply effective decision making to sexual decisions.
- ➔ Practise resisting pressure.

**ACTIVITIES**

Warm Up—The Human Web	<i>10 minutes</i>
Building Healthy Relationships	<i>45 minutes</i>
Peer Group Relationships	<i>45 minutes</i>
Heterosexual Relationships	<i>90 minutes</i>
The Ideal Friend or Partner	<i>45 minutes</i>
Good Decision Making	<i>60 minutes</i>
Under Pressure	<i>90 minutes</i>
What is Homosexuality?	<i>60 minutes</i>
Weighing the Options	<i>30 minutes</i>
When Relationships End	<i>45 minutes</i>
Conversation Circle & Commitment	<i>20 minutes</i>

**9 hours**

**ACTIVITY 7.1****WARM UP—THE HUMAN WEB****Purpose:**

To have participants focus on the complexities of relationships and the need to work together to solve most problems.

**Time:**

10 minutes

**Steps:**

1. Ask participants to stand in a circle with their eyes closed and arms outstretched in front of them.

**NTF:**

**If working with a large group, do this activity in two smaller groups, either simultaneously if there is enough space, or one group after the next.**

2. Explain that when you say “move,” all the participants should walk slowly towards the centre of the circle, and keeping their eyes closed, grab and hold on tight to whichever hands they touch.
3. Tell participants to keep their eyes closed until you tell them to open them.
4. Participants will find themselves entangled. When each person is holding someone else’s hands, tell them to open their eyes.
5. They should try to get untangled without letting go of each other.
6. If you are not happy with the way the hands have been held, for example, if more participants held hands of people to their sides and not in front of them, ask the groups to do the activity again.
7. Let participants return to their seats when you think the point has been made and it is clear that the “entanglement” is over.

**ACTIVITY 7.2****BUILDING HEALTHY RELATIONSHIPS****Purpose:**

To identify positive and negative factors that influence relationships, and how to deal with these.

To discuss how to build positive relationships.

**Time:**

45 minutes

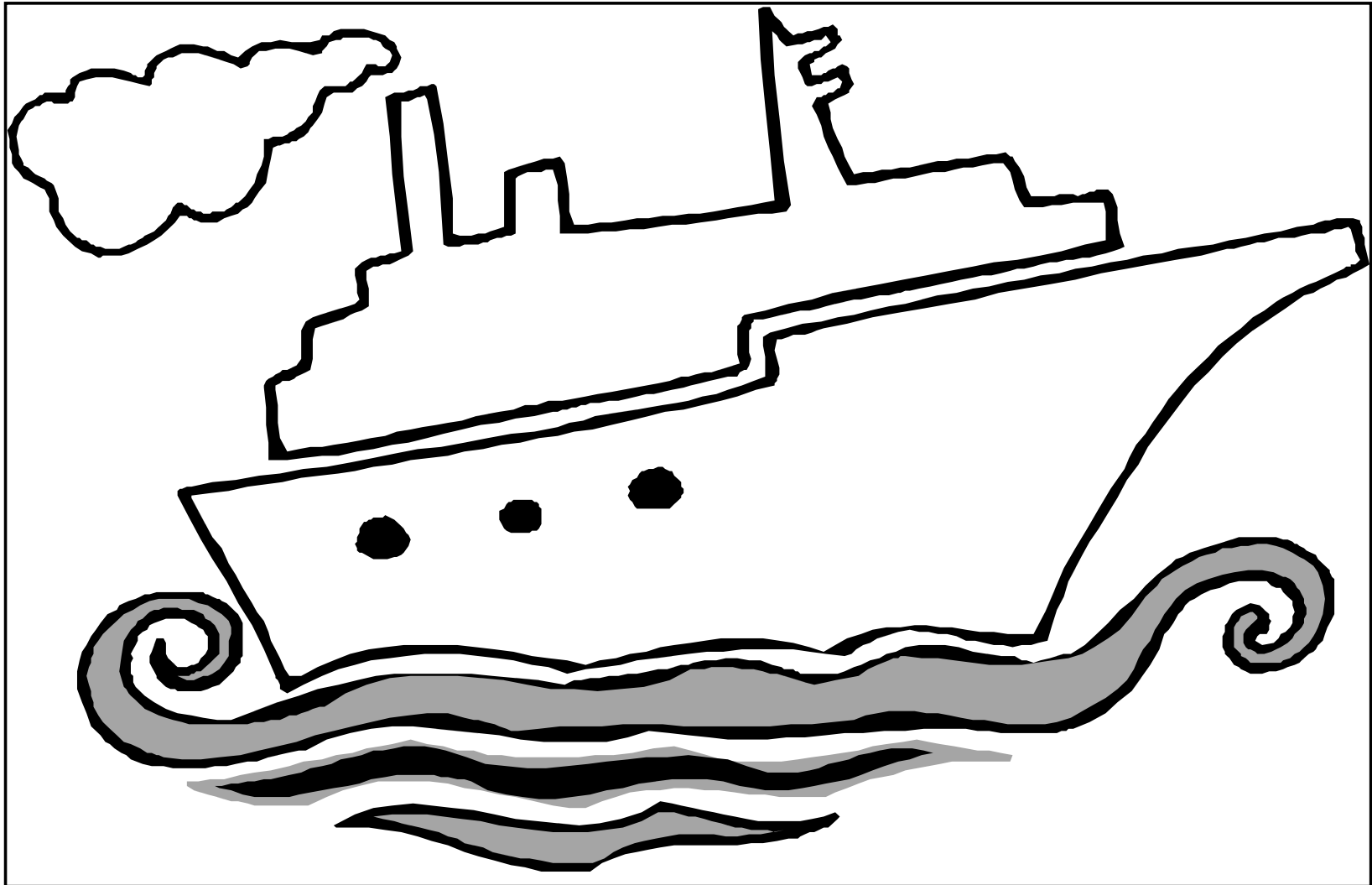
**Materials Needed:**

- Poster 7.1-The Ship
- Sticky tape or Prestik

**Steps:**

1. Start with an open discussion on the following questions:
  - Why do people get into relationships?
  - What are the different types of relationships that young people find themselves in?
2. List the responses on flipchart paper.
3. Display Poster 7.1: The Ship
4. Point out that just as there are certain things that keep a ship afloat and moving (calm seas, fuel, a solid hull or base), there are certain things needed to keep a relationship afloat.
5. Ask for an example of something that is necessary for a strong or healthy relationship (e.g., respect) and write it on the hull or base of the ship.
6. Also point out that there are certain things that can ruin a relationship, just as stormy seas or a bad storm can sink a ship. Ask for an example (e.g., dishonesty) and write it in the water beneath the ship.
7. Divide the participants into six groups and give each group a sheet of flipchart paper with one of the following headings written at the top. Explain that each heading refers to a type of relationship.
  - Peer
  - Social
  - Work
  - Sexual/Romantic
  - Family
  - Community

POSTER 7.1–THE SHIP



8. Tell participants that each group will do the following:
  - a. Draw a picture of a ship in the water.
  - b. Identify at least five things that help make their particular type of relationship successful and write these on the hull or base of the ship.
  - c. Identify at least five things that could damage or destroy the relationship and write these in the water beneath the ship.
  - d. Hang the flipchart on the wall when they are finished.
  - e. Spend no more than 15 minutes on this activity.
9. When all the groups are finished allow some time for them to move around and look at each other's ships.
10. You can use any of the following "Presentation Notes" to elaborate if needed.



## **PRESENTATION NOTES**

### **Respect**

- Respect is shown through attitudes and behaviour.
- The other person must feel valued, worthwhile, and important.
- Negative criticism, name-calling, and ridiculing are destructive.
- Useful ways to show respect include being there when needed, listening carefully to what is said, and responding appropriately.

### **Empathy**

- Having empathy means trying to understand another person's position, that is, trying to see situations from the other person's point of view.
- This shows a deeper understanding, particularly if communicated back to the other person using different words.
- Empathy is different from sympathy.

### **Genuineness**

- Being genuine involves being yourself and having positive self-esteem.
- Genuineness is shown if verbal and non-verbal behaviour give the same message.

**Values and Attitudes**


- Successful friendships/relationships are often based on the individuals having similar values. Two people will continuously be in conflict if their values about most things differ.
- Values can change over time, owing to changing circumstances, etc. This may have an effect on a relationship.
- Pressure to change values may jeopardize a relationship. If virginity before marriage is valued, for example, then pressure to become sexually active will harm the relationship.

**Communication**

- Humans communicate verbally and non-verbally. Verbal communication is talking. Non-verbal communication, also known as body language, is shown by listening, smiling, frowning, nodding, body posture, etc.
- Communication reveals how one individual feels about another.
- Most people tend to spend more time talking than listening.
- Listening is a skill that takes time to develop and needs to be practised.

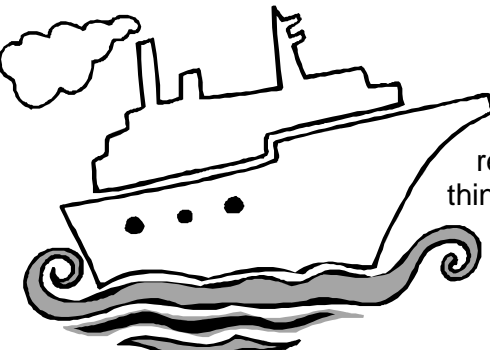
11. Encourage a brief discussion around the question, “Which qualities do you think are the most **difficult** to find in a relationship?”

12. Ask participants to turn to **page 62** in their workbooks.



**WORKBOOK ACTIVITY**

**BUILDING HEALTHY RELATIONSHIPS**



You can copy the list of things that can build or damage a relationship. Write them where they belong on the ship; things that build a relationship should be listed on the hull, and things that break or damage a relationship should be listed in the water.

13. Ask if there are any questions or comments and address these.

14. Summarize and highlight the following points.

**Key points:**

- **No two people are the same. We therefore need to compromise and understand each other's differences for relationships to be successful.**
- **Many people practise negative behaviours in their relationships.**
- **Respect and communication are two important factors needed to build a good relationship. (NTF: Here you can check what participants remember about communication from Unit 3.)**
- **We have to be honest with ourselves and those we have a relationship with. We should say when things are going right and when we are unhappy about something.**
- **We need to assess our relationships and decide whether they are good or bad for us.**

**LINKING SENTENCE**

Everyone deserves good relationships. Each of us has a clear idea of what we would like in a friend or partner, and we must be able to hold onto that. Apart from the five qualities discussed in this activity, there are several other qualities that make a relationship special. Remember that the best relationships result from each person working hard at giving the best of themselves at all times. Many relationships are far from perfect so we need to keep working at those that are important to us, especially those with our peers.

**ACTIVITY 7.3****PEER GROUP RELATIONSHIPS****Purpose:**

To discuss the importance of belonging to a group.

To look at the benefits and disadvantages of belonging to a group.

**Time:**

45 minutes

**Steps:**

1. Ask participants to brainstorm common areas where adolescents may meet each other. List the responses on a chalkboard or flipchart paper.
2. Ask participants to talk about what makes friends and friendships important. Encourage the participants to share how they feel about having friends and different kinds of friendships.
3. Use the following “Presentation Notes” to explain the importance of friends.

**PRESENTATION NOTES****The Importance of Friends**

The peer group is important during adolescence. There is a great need to belong to a group, and this need is a natural part of adolescent development. This creates a need to conform to the behaviour acceptable to the group, which may lead to the individual being “swallowed” up by the group. The group’s behaviour may be detrimental to the adolescent (e.g., use of alcohol or drugs), and the adolescent may find herself or himself under pressure to take part in activities that s/he would not normally do. This is called peer pressure and often results in the adolescent joining in the group’s behaviour rather than risk being ridiculed or rejected by the group.

Not all peer pressure is bad. Peer groups can also have positive influences if the peers we spend time with are involved in productive and positive activities such as working hard in school, keeping in good physical shape, or being helpful in the community.

4. Put two sheets of flipchart paper on the wall. Write the heading **ADVANTAGES** on one sheet and **DISADVANTAGES** on the other. You could also write the two words on the chalkboard.

5. Place an assortment of markers next to the flipchart or several pieces of chalk near the board.
6. Ask for participants to buzz in threes for two minutes on the advantages and disadvantages of belonging to a group, then invite a volunteer from each group to write one point under each heading. The participants can add points from where they are seated.
7. Ask participants to share stories of how they have been influenced positively or negatively or pressured by their friends, and how they feel or felt about the individual or group at that time. Encourage them to share how they handled peer pressure.
8. Ask the group to get into their buzz groups of threes and come up with a list of ways to cope with peer pressure.
9. At the end, let the groups give their feedback and write the list of points on the chalkboard or flipchart paper.
10. Encourage general discussion at the end to make sure that all the participants agree with and accept the list for themselves.
11. Ask participants to turn to **page 63** in their workbooks.



### WORKBOOK ACTIVITY

#### MANAGING PEER PRESSURE

Copy the guidelines that the group has come up with in the space below. You can refer to this for your own use or to share with your friends.

#### Guidelines for Dealing With Peer Pressure

12. Ask if there are any comments or questions and discuss these.

13. Summarize and highlight the following points.

**Key points:**

- **It is healthy and normal to want to belong to a peer group.**
- **Many youth find themselves bullied or taken advantage of by a peer group.**
- **We must first and always be true to ourselves and our values and make decisions that are good for us.**
- **Friends are important but we should not be led astray or pressured into doing things that we do not want to do.**

**LINKING SENTENCE**

As part of normal adolescent development, you may become more dependent on peers than on your family because you feel that they understand you better. This is fine, but it is important to know which peers are not good for you. They may not be bad people themselves, but have such an influence over you that they can convince you to do things that you do not want to, or that are not good for your development.

During adolescence you are especially vulnerable to peer pressure because you need to have friends, but you must choose friends who are “good” for you and who will help you make the right choices and decisions.

Friendships established during adolescence are vital, whether with the same sex or with the opposite sex, and those friendships can sometimes last a lifetime.

**ACTIVITY 7.4****HETEROSEXUAL RELATIONSHIPS****Purpose:**

To examine how male/female relationships come about and look at the dating process.

To discuss what “platonic” means and its role in relationships.

**Time:**

90 minutes

**Steps:**

1. Write the word **HETEROSEXUAL** on the chalkboard or flipchart and ask the group to describe what it means. List the responses.
2. Acknowledge participants’ responses and clarify the meaning by explaining that “heterosexual” means “a person who is involved in an intimate or sexual relationship with a member of the opposite sex,” that is, male and female.

**NTF:**

**If questions are raised about homosexuality you can explain what this means, “A person who is sexually attracted to a member of the same sex,” and say that this will be covered in another activity.**

3. Ask participants to get into small groups and discuss the following for a few minutes:
  - a. How does a young person know when s/he is attracted to another person?
  - b. What are the common feelings that adolescents feel when they are attracted to someone?
  - c. How do adolescents express these feelings?
4. Bring the groups back together and ask participants to share their responses. List the responses on the chalkboard or flipchart paper and facilitate group discussion around them.

**NTF:**

**The word “date” may be raised. If so, move to step 6. If not, continue with step 5.**

5. Write the word **DATE** on the chalkboard or flipchart paper and ask participants what it is or what it means. List the responses. Go to step 7.
6. Point out or circle the word “date” and ask participants what it is or what it means. List the responses.
7. Divide participants into same-sex pairs or small groups. You will need a total of eight pairs or small groups of the same sex.

8. Give each pair or group a sheet of paper to write on.
9. Assign each of these topics to one male and one female group each.
  - a. Why would you go on a date? What are the advantages of dating?
  - b. What are some of the negative feelings or behaviours you could experience on a date? What could go wrong?
  - c. What are some of the positive feelings or behaviours you could experience on a date? What could go right?
  - d. What would you expect from a person you go out on a date with? How would you want that person to behave?
10. Ask each pair or group to choose a person to give feedback.
11. List the responses on the chalkboard or flipchart paper under the headings "male" and "female."
12. Facilitate discussion on each point and allow participants to share their views.
13. Ask participants to turn to **page 64** in their workbooks.



### WORKBOOK ACTIVITY

#### ASKING FOR A DATE

Asking for a date is difficult because most teenagers are scared of being rejected or laughed at. Remember that asking for a date is not asking someone to commit him/herself to you in any way.

Below is a set of questions about dating. Choose one answer for each question to show how you feel. Put a tick ( ✓ ) next to the answer you choose.

1. What is the best way to ask a person for a date?
  - a. Phone
  - b. Face to face
  - c. Via a friend
  - d. Letter
  - e. Invitation to a party or special occasion
  - f. Other: \_\_\_\_\_
2. Who should ask for a date?
  - a. Boy
  - b. Girl
  - c. Either
  - d. Friend on the person's behalf
  - e. Other: \_\_\_\_\_

3. How soon/when does a person ask for a date?
  - a. When you have only just met
  - b. When you have been friends for a while
  - c. For a special occasion (e.g., party)
  - d. Other: \_\_\_\_\_
4. Where is the best place to go on your first date?
  - a. To the movies
  - b. To a disco
  - c. To a school function
  - d. To play sport
  - e. For a walk
  - f. To a bar
  - g. On a youth-group outing
  - h. Other: \_\_\_\_\_
5. What is the best way to get to and from the place you are going for your date?
  - a. Be dropped off by a relative or friend and later picked up at the end of the date
  - b. Walk
  - c. Use public transport
  - d. Go together
  - e. Meet at the place
  - f. Other: \_\_\_\_\_

14. When participants are finished, encourage them to share their answers and stimulate general discussion.

15. After a few minutes, present the following tips on dating.



## PRESENTATION NOTES

### TIPS ON DATING

- Be yourself.
- Use the time to talk about each other's likes, dislikes, and interests, and get to know each other better.
- Try to be genuine, open, and honest.
- Remain true to yourself.
- Show respect for your partner's privacy—do not ask too many personal questions until you get to know her or him better.
- Do not try to dress or act like someone else.
- Behave in a way that does not embarrass your partner or yourself.
- Discuss how you each feel or what you believe about certain behaviours before the date (e.g., using alcohol/drugs, sexual activity, etc.), and make decisions for yourself.

16. Ask if there are any questions or comments and discuss these generally.

Additional points for discussion include:

- a. What does the word “platonic” mean? (“Platonic” refers to a spiritual, friendly, non-physical/non-sexual relationship. There is no romantic or sexually intimate expression of feelings between the two people involved.)
- b. Can adolescents have platonic relationships? Why or why not?
- c. What are the advantages and disadvantages of platonic relationships?

17. Summarize and highlight the following points:

**Key points:**

- **Dating is a fun thing to do when we are comfortable with the person.**
- **We should make sure that we know what we expect from a date and state this clearly to the person.**
- **It is best to go to public places on a date, such as the movies, so as to avoid any dangerous or unpleasant incidents, such as being forced into sexual activity.**
- **Anyone can have a platonic relationship if he or she wants to.**
- **Girls do not have to wait to be asked out; they can take the initiative and ask a boy out on a date.**

#### **LINKING SENTENCE**

It is not always easy to get to know what a person is really like. Sometimes we can know a person for a long time and still be surprised by something they do or say. What is important is to know ourselves and what we want in a relationship, and be able to decide if someone is good for us or not. This decision will help us determine which people we will have in our lives and what kind of relationship we will have with each one.

**ACTIVITY 7.5****THE IDEAL FRIEND OR PARTNER****Purpose:**

To discuss the qualities that adolescents seek in friendships or intimate relationships and to rank these in terms of importance.

**Time:**

45 minutes

**Steps:**

1. Choose and brief actors from the group to do the following short scenes. Each person should get a chance to share. Each scene should last no more than five minutes.

**NTF:**

**Copy and cut out the scenes to give to the different groups.**

2. Do all the scenes before any discussion.

**Scene 1: Two female friends talking**

You are both hanging out on the school grounds during lunch and talking about what you want out of life. Tell each other what behaviour, qualities, etc. you expect or will look for in a boyfriend.

**Scene 2: Male and female on a date**

This is the second time you are on a date together and you are still getting to know each other. Tell each other what behaviour, qualities, etc. you expect or will look for in each other as a boyfriend and girlfriend.

**Scene 3: Two male friends talking**

You are at a party where there are lots of pretty girls. You are sitting together and watching the dancing. You start talking about what behaviour, qualities, etc. you expect or will look for in a girlfriend.

3. Ask the other participants to observe the scenes quietly and make a note of the different behaviours and qualities that are mentioned.
4. At the end of the three scenes ask participants to share what they observed and to say which different qualities were mentioned in the three scenes.
5. Write down a list of the behaviours, qualities, etc. that are mentioned and ask the group to share their views on these points.
6. Ask participants to get into same sex groups of five or six people. Each group should first list the behaviours, qualities, etc. that they expect or look for in a partner/lover, then rank them in order of importance, with number one being the most important.

7. When each group is finished, ask them to display the responses on the wall.
8. Allow everyone to read them and invite comments on common qualities that people look for in others. You can use the following points to stimulate discussion:
  - a. How similar are the lists?
  - b. What are the main differences between the ideal man and the ideal woman? How does this play itself out in relationships?
  - c. What are the differences between the sexes in terms of how they ranked certain qualities? How do these affect relationships?
  - d. How does a person find the qualities that he or she is looking for in a partner?
9. Summarize and highlight the following points.

**Key points:**

- **We will not find in just one person all the behaviours or qualities that we expect or like.**
- **We should get to know people well enough so that we know what qualities they bring to the relationship that are in line with our expectations, and what they lack.**
- **No one is perfect. Everyone has a weakness and makes mistakes at some time.**
- **We should not judge others but learn to accept people for who they are.**

**LINKING SENTENCE**

Dating and getting to know people are exciting and interesting parts of life. This is how we make friends and find intimate partners or lovers. But we still need to remember to follow the rules and take time to know people. This is the only way we can make the right decisions about our friends or lovers. And remember, we all have to live with the consequences of any decision we make, so it is important that we make the right decisions, especially those that may have a major impact on our lives.

**ACTIVITY 7.6****GOOD DECISION MAKING****Purpose:**

To understand the (unconscious) process we go through when we make decisions about our relationships.

To practise applying the 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 following 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 following notes so that the word **DECIDE** is spelt vertically. Emphasize the “**3C’s model**: challenges, choices, and consequences.”



### PRESENTATION NOTES

We make decisions every day of our lives 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:

**D**efine the problem or **challenge** you are facing.

**E**xplore the **choices** that you have.

**C**hoose one of the above choices.

**I**dentify the **consequences** of this choice.

**D**o—Act out the choice you have made.

**E**valuate—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 66** in their workbooks.

#### NTF:

**For semi-literate youth, do the following:**

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



## WORKBOOK ACTIVITY

### GOOD DECISION MAKING

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

#### Scenario

You are in a new relationship with a girl/boy and all s/he wants is to spend time with you. S/he is really nice and you enjoy being with her/him, but you miss spending time with your other friends. When you tried telling her/him that the two of you need to spend time with other people, s/he accused you of wanting to sleep around. What should 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:

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#### Choice 2:

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#### Choice 3:

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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?

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5. Why did you make this decision?

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6. How did your values influence the decision you made?

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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 briefly discuss how easy or difficult they found the model to use. Allow general discussion about 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, or as many as possible of 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 the 3C's model 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. We can make extra efforts to succeed or achieve our goals.**

**LINKING SENTENCE**

Being able to make the right decision is especially important when you are faced with a tough challenge, or being pressured by a situation or someone else. We will now look at how to deal with such situations.

**ACTIVITY 7.7****UNDER PRESSURE****Purpose:**

To look at situations that call for quick or urgent decision making.

To discuss how to make the right decisions when one is in a difficult or pressured situation.

**Time:**

90 minutes

**Steps:**

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

**NTF:**

**Copy and cut the scenarios to give to the groups.**

**SCENARIOS: TOUGH DECISIONS****Scenario 1**

You have recently succeeded in giving up smoking weed (marijuana). At a party one weekend your good friend offers you a joint (marijuana cigarette). S/he is very persistent and says, "Just this last time." You know very well the high feeling you get from weed, and you do not experience any bad side effects. In fact, it makes you feel really cool and gives you confidence to talk to people. But you know that if you start again it may take a while before you can give it up. What would you do?

**Scenario 2**

You know about HIV and AIDS and other STIs, and have decided that you will not have unprotected sex with anyone. Your new girlfriend/boyfriend does not like condoms though, and says that you do not have to use one. S/he insists that using the herbs s/he got from her or his aunt/uncle will be more effective. S/he says that if you insist on condoms the two of you will have to end the relationship and s/he will find someone else who will not want to use a nasty condom. One afternoon at a friend's house you are drinking beers and watching TV. You and your girlfriend/boyfriend start to kiss and get really turned on so you move off to the bedroom for privacy. You really want to have sex with your girlfriend/boyfriend but s/he insists that you cannot use a condom. What would you do?

**Scenario 3**

You are one of the last to leave a party at your friend's house in Dar es Salaam. It is late at night and to get home you have to walk through some empty, deserted areas. Themba, your brother's friend, is supposed to walk with you but he has been drinking and smoking weed. He is not really drunk, but your mother told you never to be alone and far away from people with anyone that you do not know well or who has been drinking, but walking home alone at night through those isolated areas is very dangerous. What would you do?

**Scenario 4**

You have a very short temper and you always get into fights, so your family has sent you to spend some time with your aunt in Kanye to keep you out of trouble. One weekend at a party this young woman/man accuses you of trying to steal her or his boyfriend/girlfriend. You say you do not know what s/he is talking about and turn your back, but s/he grabs you by the arm and says you are lying. You feel your temper heating up and try to walk away, but s/he holds onto your clothes and starts shouting at you, saying how s/he is going to beat you up for talking to her or his boyfriend/girlfriend. What would you do?

2. Give each group flipchart paper and the following instructions:
  - a. Using the good decision-making model, identify the **challenges**, **choices**, and **consequences** presented in the scenarios. Write these on flipchart paper.
  - b. Spend ten minutes preparing a scene based on the decision made.
3. Bring the groups back together and let each group present its scene.
4. Use the following points to stimulate discussion at the end of each presentation:
  - a. How real is it to make the kind of decision shown by the group?
  - b. What other decision could the group have made?
  - c. Do you think the group made the best decision? Why? Why not?
  - d. What makes it difficult or easy to make the right decision?
5. After all the scenes, ask a few volunteers to share their experiences of having to make decisions in difficult situations before. These do not have to be sexual or related to the scenarios, just situations that they found themselves in where they found it difficult to make the best decision for themselves.
6. Encourage general discussion, allowing participants to share their views and opinions.

7. Summarize and highlight the following points.

**Key points:**

- **If in a difficult situation, decisions made should be determined by the measure of danger or difficulty we are in.**
- **We should try to remain true to our values.**
- **We should remember that we are the main person who will suffer the consequences of any decision that we make.**
- **If there is no time to consider all the choices and possible consequences, we should at least think of the best and worst things that could possibly happen and make a decision based on this.**

**LINKING SENTENCE**

It will not always be possible to go through the step-by-step process of the 3C's model. Sometimes because of time and circumstances we may have to make a fast or immediate decision. It is therefore important that we communicate our needs and expectations clearly so that people understand what we want and what we are not prepared to do, and avoid being in a "pressured" situation as much as possible.

This is important in all friendships, including those where we might find ourselves attracted to a member of the same sex or notice that someone of the same sex is attracted to us. It is useful to know how to deal with this, so let us now try to understand homosexual relationships and what homosexuality means.

**ACTIVITY 7.8****WHAT IS HOMOSEXUALITY?****Purpose:**

To understand what homosexuality means.

To explore how to deal with attraction to members of the same sex.

**Time:**

60 minutes

**NTF:**

**This activity is not designed to explore the right or wrong of homosexuality. Its key objective is to acknowledge that there is homosexual behaviour in our communities and to help youth understand and know the facts regarding homosexuality.**

**The facilitator is not expected to show support or disapproval of homosexuality, but to facilitate the discussions in a way that allows participants to share their views and acquire the factual knowledge they need.**

**It is important that the facilitator's personal feelings about homosexual behaviour not affect or influence her or his facilitation of this activity. S/he must not come across as judgemental or disapproving as there may be youth in the group who are grappling with this issue. The need for sensitivity is therefore very high!**

**A co-facilitator is recommended if the lead facilitator is uncomfortable with this activity and discussion.**

**Steps:**

1. Write the word **HOMOSEXUAL** in the middle of the chalkboard or flipchart paper. You may also list the word **GAY**. If you chose to list the word **BISEXUAL** you will need to address that definition separately later on.
2. Ask participants to call out the first words that come to mind on hearing or seeing the word "homosexual" or "gay."
3. Ask participants as many of the following questions as possible:
  - a. What picture comes to mind when we think of a person that is homosexual, for example:
    - i. What would a homosexual person look like?
    - ii. How would s/he dress?
    - iii. How would s/he behave?
    - iv. What job would s/he have?
4. Encourage discussion around what the group thinks influences or makes a person homosexual. Ask them why a person may choose to be in a homosexual relationship.
5. Ask participants to turn to **page 69** in their workbooks.



### WORKBOOK ACTIVITY

#### HOW WOULD YOU FEEL IF...

Read through and think about the following questions. You can make notes in the space below each one if you want to. You will be asked to share your feelings with the group.

#### HOW WOULD YOU FEEL IF...

1. Your closest friend told you he or she was homosexual?
2. You found out that your teacher was in a homosexual relationship?
3. Your favourite pop star announced that she or he was homosexual?
4. Your brother or sister told you he or she was homosexual?
5. A man dressed as a woman sat next to you on a bus?
6. Your church minister announced that she or he was homosexual?
7. Your boyfriend or girlfriend told you they think they might be homosexual?

6. At the end, ask for a few volunteers or call on a few participants to share their responses. Discuss why it is easier to accept homosexuality amongst strangers or in foreign communities than with people we know or in our own community.

#### **NTF:**

**If you are running out of time you can choose some of the scenarios to do, rather than doing all of them.**

7. Divide participants into four groups and give each group one of the following scenarios and instructions. Check that they understand what they have to do before they start.

#### **NTF:**

**Copy and cut the scenarios to give to groups.**

**Instructions**

In your groups, read through the scenario assigned to you and discuss whether or not you think that the person highlighted in bold may be homosexual or not, and why.

**Omar** is a married man with children. He has only been sexually involved with his wife and his girlfriends before. Omar watches a lot of pornographic (sex) videos and finds himself fantasizing about having sex with men including some of his male friends.

**James** was sent to prison for a number of years. There he developed a close and loving relationship with his cellmate that involved sexual activity. When he was released he began dating women again. He has been out of prison for five years now and has not had a sexual relationship with any man.

**Zakaria** is a young man who has been unemployed for a long time. A friend of his introduced him to a “sugar daddy” who offered him money and clothes in exchange for sex. Zakaria lives with his girlfriend but has started having sex with the man for the money and gifts that he gets.

**Geofrey** says that from an early age he knew he was different from other boys. He has never fantasized about or had sex with a woman, although he has several female friends. Since adolescence he has always been involved in male sexual relationships.

8. At the end bring participants back together. Ask each group to read its scenario and say whether or not the group thinks that that person could be homosexual. The group should give reasons to support its answers.
9. Encourage general discussion at the end of each presentation. Here are some guiding questions.
  - a. How easy or difficult was it to decide the person’s sexual preference in some of the scenarios? Which ones? Why?
  - b. What do you think labels a person as a homosexual?
  - c. What good and or bad can come from labelling people?
  - d. What could be the advantages or disadvantages of homosexuality?
10. Summarize and highlight the following points.

**Key points:**

- **Homosexuality is not accepted in many societies, but it exists in every society. Acceptance of homosexuality is a human justice issue.**
- **Like in any relationship, a person must weigh the pros and cons of being involved with an individual, regardless of the person’s sex.**
- **During adolescence, many young people may feel attracted to a member of the same sex. How these feelings are dealt with and how family and friends respond to the person greatly influences how that individual acknowledges their sexual feelings.**
- **The dangers of being in a homosexual relationship are like in any other relationship. If a person practises unsafe sex, s/he may suffer**

the same consequences regardless of whom s/he has sexual intercourse with.

- If a young person is concerned that s/he may have strong homosexual feelings, s/he should talk to someone that s/he trusts or a community/social worker. It is important to get the facts so that we are able to make the right choices for ourselves.

**LINKING SENTENCE**

During adolescence, many teenagers experience feelings of attraction to members of the same sex, and some may actually have intimate physical or sexual contact with friends of the same sex. This does not always mean that the person is a homosexual; it could mean that they are going through a stage of physical/sexual development and experimentation. This could be a very confusing and difficult time and we must be careful not to judge or label others, but to be tolerant and supportive regardless of what they end up doing.

**ACTIVITY 7.9****WEIGHING THE OPTIONS****Purpose:**

To examine reasons for and against having sexual intercourse as an adolescent.

To discuss what influences a young person to engage in or delay sexual intercourse.

**Time:**

30 minutes

**Material Needed:**

- Poster 7.2–Weighing the Options Scale
- Sticky tape or Prestik

**Steps:**

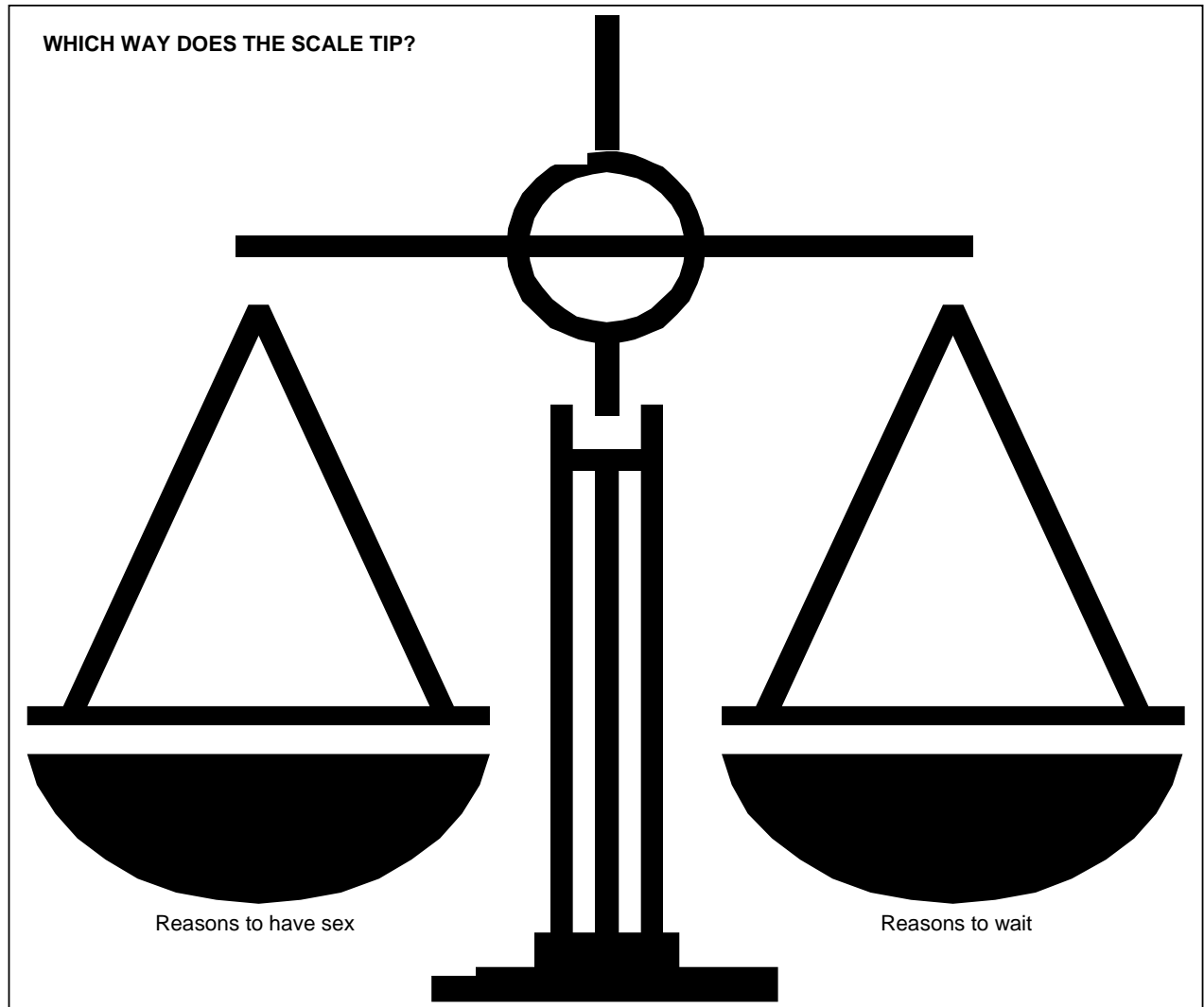
1. Start the activity by explaining to the participants that they will focus on sexual decision making in this activity.
2. Display Poster 7.2–Weighing the Options Scale.
3. Explain that the scale represents two choices young people can make about having sexual intercourse—either to have sex now (as a teenager) or to wait.
4. Divide the participants into two or four groups (depending on the total number of participants) and give each group a sheet of flipchart paper.

**NTF:**

**If working with four groups, two will answer the same question. You can then discuss their responses jointly.**

5. Ask the groups to do the following:
  - a. Brainstorm all the reasons and arguments why a young person would say “no” to sexual intercourse at this age.
  - b. Brainstorm all the reasons and arguments why a young person would say “yes” to having sexual intercourse at this age.
6. Each group should write their responses on a flipchart.
7. After ten minutes, bring the groups back together and ask them to present.
8. If working with four groups, let one group that is answering question “a” put up its flipchart paper, and then ask the second group that is also answering question “a” to add any additional points.

**POSTER 7.2: WEIGHING THE OPTIONS SCALE**



9. Do the same for the groups answering question “b.”

**NTF:**

**Whether working with two or four groups, you should have only two sheets of flipchart paper on the wall.**

10. Add any of the following points that do not come from the group.

**Reasons for saying “Yes”**

- To stop pressure from friends/partner.
- To communicate loving feelings in a relationship.
- To avoid loneliness.
- To get affection.
- To receive presents or gifts.
- To receive and give pleasure.
- To show independence from parents and other adults.
- To hold onto a partner.
- To prove you are an adult.
- To become a parent.
- To satisfy curiosity.

**Reasons for saying “No”**

- To follow religious beliefs or personal or family values.
- To be ready for intercourse before engaging in it.
- To keep a romantic relationship from changing.
- To avoid pregnancy.
- To avoid STIs, including HIV and AIDS.
- To avoid hurting parents.
- To avoid hurting your reputation.
- To avoid feeling guilty.
- As a results of early or previous sexual abuse.
- To reach future goals.
- To find the right partner.
- To wait for marriage.

11. Ask participants to discuss the two lists and rank the reasons using a scale of 1 to 3, where 1 = not a very good reason, 2 = a fairly good reason, and 3 = an extremely good reason.
12. Stimulate general discussion using the following questions as a guide:
- a. What influences teenagers to say “yes” to sex?
  - b. What is the best and worst thing about saying “no” or “yes” to sex as a teen?
  - c. What does a teenager need to know, or be prepared to do, if s/he is going to say “yes” to sexual intercourse?

13. Summarize and highlight the following points:

**Key points:**

- It is an individual choice whether or not to have sexual intercourse as a teenager. The person must make her or his own decision based on the advantages and disadvantages to herself or himself.
- Teenagers are very vulnerable to peer pressure and the influence of friends and media. This often causes them to make the wrong choices and decisions.
- Being cool and popular is fun, but it often challenges our values. It may be very unpopular to do the right thing, but more self-satisfying.
- Being sexually aroused is normal and natural. It does not mean that we have to engage in sexual intercourse.
- Choosing to have sex is a serious decision. It needs to be thought about carefully so that we take the necessary precautions.

**LINKING SENTENCE**

Failure to make good decisions about sexual intercourse is one reason many teenagers have unplanned pregnancies and/or contract STIs, including HIV. Young people need to be aware that if and when they do decide to act upon their sexual feelings, and have sexual intercourse, this is no guarantee that their friendship or relationship is going to last.

**ACTIVITY 7.10****WHEN RELATIONSHIPS  
END****Purpose:**

To examine what causes adolescent relationships to end.

To discuss how to end a relationship with dignity and respect.

**Time:**

45 minutes

**NTF:**

**It is useful to have a co-facilitator for this activity.**

**If working with a large group (more than 12) choose participants or ask for a few volunteers. Make sure that you have enough to pair each participant with a member of the opposite sex.**

**Choose and brief the actors for the TV talk show (see Step 12) and let them practise beforehand. Copy the instructions for the actors.**

**Steps:**

1. Ask the group to form pairs with members of the opposite sex. If there are uneven numbers make enough pairs and let those without partners act as observers.
2. Ask one partner from each pair to leave the room but make sure that it is not all the girls or all the boys that go out.
3. Give the following instruction to the partners that stay in the room. Make sure that the partners outside cannot hear what is being said.

"You have been dating your partner for six months. You like her/him a lot and the relationship has been going OK. You both have the same friends and like the same things, but you have decided that you no longer want to be in a relationship with her/him. You know that it will be a shock to your girlfriend or boyfriend. You have asked her/him to come and visit you today but s/he has no idea that you intend to break off the relationship."

4. Ask the partners in the room to wait whilst you go and talk to the partners outside. Give them the following instruction and again, be careful not to let the partners in the room hear what you are saying.

"You have been dating this person for six months. You really care for her/him and think that the two of you can be together for a long time. Everything is going just great and you are sure that your partner feels the same way. You do a lot of things together and all your friends think that you are a great couple. You are going to visit your girlfriend/boyfriend today and are really excited at the thought of seeing her/him."

5. Ask everyone to return to her or his partner and start talking. All the pairs should talk at the same time—not one after the other. Participants can stand if they want to or choose any position that is natural and comfortable.
6. Allow the conversations to go on for not more than four minutes, then stop the group.
7. Ask participants to return to their seats and discuss how they feel, either as the person breaking up or the person being let go.
8. Write two headings, **PERSON BREAKING OFF** and **PERSON BEING LET GO**, on the chalkboard or flipchart, and list the feelings mentioned under the appropriate heading.
9. Discuss:
  - a. What makes teenage relationships break?
  - b. Do most teenagers know when their relationship is not working and is likely to end?
10. Write down the responses and use the following "Presentation Notes" to contribute information and facilitate discussion.



## PRESENTATION NOTES

### REASONS FOR BREAKING UP

- One or both partners are no longer in love or no longer wants(s) to stay together.
- One partner wants a different kind of relationship from the other, e.g., going steady versus friendship, sexual versus non-sexual, or spending time mainly together versus being in a group.
- One person changes too much because of being in a different group, experimenting more than the other, undergoing a personality change when drinking or using drugs, normal adolescent changes, or personal, family, or school pressures.
- One starts taking an interest in or dating others.
- The partners have different sexual desires.

- The partner is found to be different from what was expected.
- The partner's qualities are found to be different from what is considered important.
- One partner places higher value on outside activities, such as sports, than being with friends or each other.
- One of the partners is moving to a different city or town.
- Parents do not consider the person or the relationship to be acceptable.
- There is conflict over roles within the relationship, e.g., equal status versus one dominating the other.
- There is emotional and/or physical abuse.

11. Ask participants if they have any comments or questions and discuss these. Encourage participants to talk about how teenagers can cope with a broken relationship. They can share their own experiences or that of friends.

12. Ask the participants that you have chosen for the TV talk show to put on the show at this point. All other participants should listen and observe.

### **TV Talk Show**

This is a weekly programme on youth issues on national television. Today's guests are two youth from a local secondary school, a parent from the community, a counsellor, and a youth on parole for beating up his girlfriend. The television interviewer manages the programme.

Choose five people to play one of the roles above and give each person her or his part to read. The facilitator can act as the interviewer.

**Interviewer:** Welcome once again to "Youth Talk." Today we will be looking at breaking off relationships. We have with us Henry and Hilda from a Secondary School in Dar es Salaam, Charles (who was charged with assault and is currently in a rehab programme), Mama Swai from the Counselling Centre, and Mr. Mushi, a parent. Welcome, guests. If I can start with you, Hilda, what message do you have for our young viewers?

**Hilda:** Well, first thing is that they should be prepared for painful feelings. It is not easy breaking off a relationship, or being told that you're not wanted as a partner anymore. It hurts either way. If you're the one ending the relationship, be careful not to let yourself be talked out of it. Always remember why you made the decision to break up.

**Interviewer:** Thanks Hilda. How about you, Mama Swai? What do you have to say about this issue?

**Mama Swai:** Well, it is really important that you are kind and honest, not cruel. Give reasons for the breakup, but do it in the way you would like it to be done to you. And also, you should think about the timing. If the other person is writing exams or experiencing family problems, it may be best to wait until a better time, but don't wait too long.

**Interviewer:** Some good points there from counsellor Swai. Can we hear from Mr. Mushi? As a father of four teenagers, you must have seen a fair number of broken hearts.

**Mr. Mushi:** Oh yes, I certainly have. My advice to any young boy or girl out there who is about to break up with someone is, try not to blame yourself or your partner. People change, especially teenagers. But more important, try to stay friends. This isn't always easy to do, but at least try.

**Henry:** It is all right to try to remain friends but people shouldn't make promises they can't keep. If you're breaking up you can try to be friends but don't promise to call each other and go out "once in a while" and stuff like that. That only makes it harder. The point I would like to make is that the person should break up face-to-face. It is not nice to write a letter or call the person on the phone to end a relationship. You should be brave enough to talk to that person so that they can see that you mean what you're saying.

**Interviewer:** Unless, of course, if the person lives really far away or if you're afraid of some physical harm. Which brings us to you, Charles. What would you say?

**Charles:** Yeah, well, I've learnt my lesson. My girlfriend wanted to end the relationship and I was so hurt and angry that I hit her. I was really sorry afterwards but it was too late. Anyway, I would say to girls especially, make sure that you're in a place that is safe and open. You never know how people will react so don't take a chance and be alone. It could turn out quite nasty if the man doesn't take it too well.

**Interviewer:** Well, there you have it, viewers, tips on how to break off a relationship. That's all for today. Do join us again tomorrow as we discuss "How to mend a broken heart." Thank you and goodbye.

13. At the end ask if there are any comments or questions on the issues raised in the talk show and discuss these. Encourage participants to speak openly and freely and to share their experiences.

14. Ask participants to turn to **page 70** in their workbooks and ask each volunteer to read one of the guidelines.



### GUIDELINES FOR ENDING A RELATIONSHIP

Read through the following guidelines then share how you feel about them:

- Be prepared for hurt feelings. Sometimes people re-establish relationships so that they do not feel uncomfortable. This does not help but only delays the person getting in touch with how they really feel.
- Be kind and honest but not cruel. Give reasons for the break-up, but do it in the way you would like it to be done to you.
- Do not let yourself be talked out of it. Always remember why you made the decision to break up.
- Do not blame yourself or your partner. People change, especially as teenagers.
- Consider your timing. If either of you is writing exams or experiencing family problems it may be best to wait until a better time, but not too long.
- Break up in a place where you can safely leave. Being stranded is not pleasant.
- Try to stay friends. This is not always possible but it is important to try to achieve.
- Do not make promises you cannot keep. This will only prolong the difficulty.
- Try to end the relationship face-to-face. Fearing the other person's reaction causes some people to write a letter or phone or to get others to break up the relationship for them. This should only be done if physical abuse is feared or if living far away from each other.

15. Allow a few minutes to discuss the given points. Remind participants of the ground rules they established at the beginning of the workshop, such as using "I" statements and a non-judgmental approach. Ask how these "rules" apply to ending a relationship.

16. Summarize and highlight the following points.

#### Key points:

- **No one has the right to force us to stay in a relationship or to physically or verbally abuse us if you choose to leave.**
- **If we are in an abusive relationship, we should talk to a relative or local counsellor or social worker. It is our right to leave that relationship, so we must get the help we need.**

## UNIT 7: RELATIONSHIPS

### CONCLUDING NOTES

Building and maintaining healthy relationships of all kinds requires respect, communication, and honesty. Friendships established during adolescence are vital, but not all relationships are healthy or good for us. We must be true to our values and ourselves and make decisions about relationships that are good for us. We should resist pressure from our peers to do things we do not want to do. Dating can be lots of fun, but we should know what we expect from it. Choosing to have sexual intercourse is a serious decision, and it needs much careful thought. Being sexually aroused is normal and natural, but it does not mean you have to have sex.

In adolescence, many relationships will end. Breaking up is never easy—not for the one ending the relationship or the one being let go. But it is bound to happen at some time, especially during adolescence as teens discover personal likes and dislikes about themselves and their friends. Except in relationships where there is some kind of abuse, it is a good thing to try and break up in a way that lets both partners keep their dignity and self-respect.

**ACTIVITY 7.11****CONVERSATION CIRCLE & COMMITMENT****Purpose:**

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

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

**Time:**

20 minutes

**NTF:**

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

**Make sure to give each group the questions they should answer. Write and hang 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 learnt from this unit?
  - 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 relationships.
3. Ask participants to turn to **page 71** 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?

### MY COMMITMENT

4. Think about the discussions around relationships that took place in this unit. What commitment are you going to make to yourself in terms of what you have learnt about relationships? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

### NTF:

**For semi- or low-literate groups do steps 1 through 3 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 relationships.

