



AMPLIFYCHANGE



HAGURUKA
Defending the rights of women and children

COMPREHENSIVE SEXUALITY EDUCATION (CSE)

REPRODUCTIVE | CHOICES | INFORMATION | MENTAL HEALTH | SAFETY
CONSENT | SEXUAL HEALTH | RELATIONSHIPS | BODY IMAGE | PLANNED
PARENTHOOD | GENDER | EMPOWERING

Simplified by HAGURUKA
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ACKNOWLEDGEMENTS

The ***simplified Comprehensive Sexuality Education (CSE)*** for secondary school Teachers is in line with Rwanda Education Board's (REB) commitment to strengthening Teachers' capacity in CSE as one of the eight cross-cutting issues in the competence-based curriculum under implementation since 2016 and Haguruka's contribution to actively address SRH&R issues as a key measure to ensure sustainable development in Rwanda.

The summarized and simplified CSE module is easy to read and understand therefore giving teachers a wealth of information, techniques, Knowledge, and confidence teaching CSE; specifically, to equip learners with knowledge, skills and attitudes required to make positive and healthy choices for realizing their full potential.

HAGURUKA wishes to acknowledge the contribution of Rwanda Examination Board, AmplifyChange, the HAGURUKA technical team and the stakeholders who contributed to the development of this module.

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1. INTRODUCTION

1.1. ABOUT COMPREHENSIVE SEXUALITY EDUCATION (CSE)

1.1.1. WHAT IS COMPREHENSIVE SEXUALITY EDUCATION (CSE)?

Comprehensive sexuality education (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality.

It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to; realize their health, well-being and dignity, develop respectful social and sexual relationships, consider how their choices affect their own well-being and that of others, and understand and ensure the protection of their rights throughout their lives. (International Technical Guidance on Sexuality Education, 2018).

The principles of CSE are; Age-appropriate, culturally relevant, scientifically accurate, Non-judgmental Comprehensive and Learner-centered

1.1.2. GOALS OF SEXUALITY EDUCATION

The primary goal of sexuality education is that children and young people become equipped with the knowledge, skills and values to make responsible choices about their sexual and social relationships.

The objectives of sexuality education are; to increase knowledge and understanding, to explain and clarify feelings, values and attitudes, to develop or strengthen skills, and to promote and sustain risk-reducing behavior.

1.1.3. TOPICS OF CSE

1. Relationships
2. Values, Rights, Culture and Sexuality
3. Understanding Gender
4. Violence and Staying Safe
5. Skills for Health and Well-being
6. The Human Body and Development
7. Sexuality and Sexual Behaviour
8. Sexual and Reproductive Health

This Book attempt to break down the above 8 CSE topics into 13 sub-topics so as to provide a comprehensive package of information to learners

1.2. INTRODUCTION FOR THE TEACHER

This reference book is designed to assist the teacher to help young people in Rwanda to know about their sexual and reproductive health in order to develop positive health behaviour, making good decisions while facing challenges related to their Sexual and Reproductive Health.

Preparing children and young people will help them to understand the transition to adulthood so that they can make responsible decisions about sexuality and relationships, preventing sexually transmitted diseases and unintended pregnancies.

Teachers remain trusted sources of knowledge and skills on Sexual and Reproductive Health that young people need before they become sexually active. Comprehensive sexuality education must therefore be delivered by well-trained and supported teachers.

1.3. ABOUT THIS BOOK

This book has been designed with the following assumptions:

- Young people can make good choices and decisions if they have complete information, the right attitudes and skills
- Young people need opportunities to gain the appropriate information and skills
- Adults who trust and believe in young people, and who are skilled in working with them, can help provide these opportunities;
- Experiential learning, including role plays, games and songs, is an excellent way to learn;
- The teacher plays a key role to the success of CSE. Since sensitive issues related to sexuality, values and violence will be discussed. The teacher should; be knowledgeable about human sexuality, sexual behavior and health; be respectful of others, be enthusiastic about teaching this subject, have good communication and group facilitation skills, be non-judgmental, be comfortable discussing sexuality issues with parents, colleagues and students, have a sense of humor, be adept at using a variety of experiential teaching methods.

1.3.1. OBJECTIVES OF THIS BOOK

The main objectives are to:

- Build capacity of teachers on CSE and deal with their own value conflicts before they can assist learners to do so;
- Provide children and young people in Rwanda with an opportunity to learn more about themselves, their interests, strengths, family and personal values and the factors that influence their feelings about themselves;
- Assist children and young people in Rwanda to establish goals and make decisions related to parenthood and to encourage them to achieve their goals;
- Increase learners' knowledge, skills and attitudes in three key areas: human sexuality, reproductive health and communication.
- Helping young people to gain knowledge about themselves, sexuality, pregnancy prevention and sexually transmitted diseases, relationships and other related topics;
- Explore attitudes and values about growing up, gender roles, risk taking, sexual expression and friendship;
- Practice the skills of decision making, goal setting, communication, negotiation and resisting to pressure.

1.3.2. HOW TO USE THIS BOOK?

This book will be used by classroom teachers who are responsible for teaching CSE, but it can also be used by curriculum developers and teachers to train other teachers. The CSE Teacher's reference book has 13 topics; each topic has several sessions. You should try to do one session each time you meet with your learners. If you cannot finish the session, do as many of the steps as possible. Each topic in this book is made up with the following sections: Title of the topic, Objectives of the topic, Sessions of the topic, Key message, and Discussion points

A. MATERIALS TO BE USED

Scissors, masking tape, chalkboard, chalk, flip chart paper and markers, handouts for the learners should be available. Learners should have notebooks to use for note-taking and working on various activities. There should be a 'Question Box' a 'Suggestion Box' an 'Anonymous boxes' in the classroom. Read the questions or suggestions daily and discuss on them the following day.

1.4. LEARNING PRINCIPLES AND PRACTICES

1. Create a safe learning environment using humor and games....etc
2. Give feedback to the learners and praise them for their efforts
3. Promote conversations and questions that allow young people to explore and clarify their values as they develop a sense of self
4. Use a variety of activities that are appropriate for different maturity levels to cover learners' many development stages
5. Make the session relevant to learners 'current situation to promote discussions
6. Be sure that throughout the session there is an opportunity for thinking , acting and feeling

2. TOPIC 1: PERSONAL, FAMILY AND COMMUNITY VALUES



2.1. OBJECTIVE OF THE TOPIC

This topic introduces and defines the concept of values and help learners and young people to identify their personal, family, religious and cultural values and to examine the relationship between values and behaviour, to make decisions consistent with personal values; practice communicating values to others; practice and accepting others' values.

2.2. SESSIONS

2.2.1. INTRODUCTION TO VALUES

- Place coins or notes of different value on the table. Ask one of the learners to choose a coin or note. Ask him/her why he/she chose it. Help the child to articulate that he/she chose the one that has the highest value.
- Write the word 'value' on the chalkboard. Explain that, in this situation, value refers to the worth of each coin or bill.

- Ask the class for more examples of what has value. Write these on the flipchart or chalkboard.
- Ask the learners what things they value most or like or want. If the class only lists tangible things such as food, clothes or a new television, ask for examples of something intangible such as peace, respect, love or honesty, that cannot be seen or touched but has value. Also ask from whom or where they learned these values.
- Ask three learners to each choose one of the intangible values or things on the list and explain why they consider it important. Circle their choices. Point out that it is easy to know which tangible things have the most value, but it is difficult to define the value of intangible things.

2.2.2. FAMILY MESSAGES

- Remind learners that values are those qualities, principles, beliefs and ideas we feel strongly about.
- Explain the following group work:



How does your family feel about...?

- Write down the messages your family has given you on each of the following:
- Doing well at school, staying in school, going out to discos or dances, using alcohol or other drugs, having sex before marriage, going to live and work in an urban area, remaining a virgin before marriage, helping with family chores, helping neighbors, attending church, temple or

mosque, your being male or female, getting married, making money, your friends and peers, obedience.

- Divide the learners into 3 groups and ask the first group to discuss the first five messages, the second group to discuss messages 6- 10 and the third group to discuss messages 10 - 15.
- Each group should share her family's message on each of the five topics.
- Tell the learners that the family is one of the most important and powerful sources of messages about values. Learners learn and acquire many of their family's values.



2.2.3. VALUES AND BEHAVIOURS

- Remind the class that values are things we feel strongly about, things we are either for or against.
- Ask the class to name people they know or people in the media who have felt very strongly about something and have acted because of their values. You can give them an example
- Write the names of the people, their values, principles or beliefs and the specific behaviour on newsprint or the board in three columns titled 'person', 'value', 'behaviour'.
- Ask the learners examples of values that have influenced their own lives. Give one example of a behaviour that resulted from your values, (such as donating money to help others.)

- Ask the learners about guiding principles learned from their families, culture, traditions, and religious leaders that have influenced their behaviour.
- Ask learners about liberty to behave according to their values and boundaries that limit them to exercise their values. Discuss on them
- Conclude that 'Value' has several meanings. One is the actual worth of an object or an item, in francs. Another meaning involves a more personal measure of worth, such as how important certain beliefs, principles or ideas are to someone.
- Different things are worth more or less to different people, meaning they have more or less value. The things, ideas, beliefs and principles that are of worth to you shape your values. Our values help to define who we are and help determine our behavior

2.3. KEY MESSAGE:

Values guide our behavior.

- You need to stand up and be proud of your values.
- You acquire your values from your family, culture and religion.
- Basic core values will stay with you throughout your life and define who you are as a person.
- Our behaviour is an external reflection of our inner values.
- Examine your values and behaviour

2.4. DISCUSSION POINTS

1. Where do you think we get our values?
2. What is the important value for your family, religion, culture?
3. What can you do when friends disagree with your value (position)?
4. What happens when your behaviour is not in line with your parents' values?
5. The way your family feels about some things, doesn't always make them right. You can have different educated opinions, and this is quite generational. For example if you father beats up your mother and believes that wives should be beaten by their husbands to make them more obedient, it does not make it right. Violence is always wrong

3. TOPIC 2: THE SOCIAL CONSTRUCTION OF GENDER

3.1. OBJECTIVES OF THE TOPIC

The topic will help learners to: Define gender; Explore ways in which gender inequality is driven by boys and girls, women and men; Explain the meaning and provide examples of gender bias and discrimination and Gender based Violence.

3.2. SESSIONS

3.2.1. GENDER AND GENDER ROLE

- Ask the learners to brainstorm defining the concepts: Gender and Sex

Gender:

is how a person's biology is culturally valued and interpreted into locally accepted ideas of what it is to be a woman or man. 'Gender' and the hierarchical power relations between women and men based on this are socially constructed, and not derived directly from biology. Gender identities and associated expectations of roles and responsibilities are therefore changeable between and within cultures.

Sex:

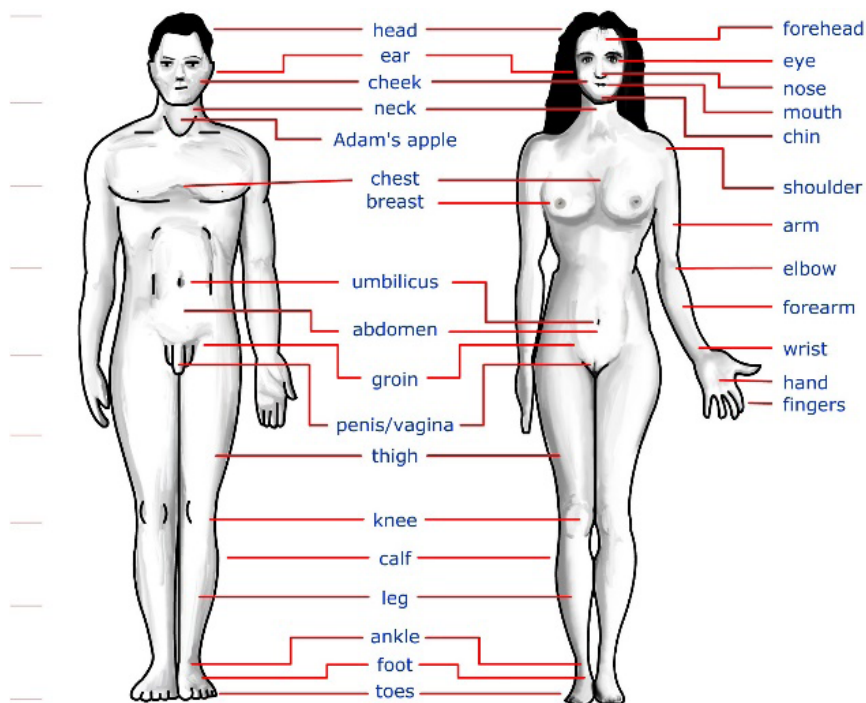
refers to the biological differences between men and women. You are either born a male or female. Generally, these differences are permanent that is, they cannot be changed. The term is also used to refer to sexual intercourse.

- On a flip chart or the chalk board, draw two columns entitled male and female. Ask the learners to identify characteristics that describe either male or female and write their responses under the appropriate column
- Make sure social and biological characteristics are listed (i.e. women giving birth, males having a beard/moustache). Discuss the list as you develop it. After the list is completed ask if there are any questions.
- Point out that if young people believe they are limited in what they can do with their lives because of their gender, then they will probably set different goals for themselves.

DISCUSS ON THE FOLLOWING SCENARIOS ABOUT GENDER ROLE

A local hotel has organized for a cookery competition for young people in the community. Both young people who are out-of-school, and those who are learners, are eligible to join. However, in the case of those who are in school, the school director is expected to recommend the applicant. Kalisa loves cooking and wants to participate in the competition but his school has only selected girls for recommendation

- Should Kalisa be chosen for the cooking contest?
- Which chores do girls do at home? Which chores do boys do at home?
- All children both boys and girls are equal and have the same rights and capabilities to the same classwork, house chores, games, contests and work



3.2.2. GENDER BIAS AND DISCRIMINATION

- Write the words bias and discrimination on the chalkboard and ask learners the meaning of these words. Write their definition on the board. Ensure the following points are made:

Bias often refers to favoritism or preference.

Discrimination refers to the act of separation or victimization based on someone's beliefs or preferences.

- Ask learners examples of bias and discrimination based on gender.
----Discuss their examples. Read the following statement:

Many societies value men and boys more highly than women and girls:

Ask learners to give additional examples which best illustrate this statement.

Ask learners how they think boys and men may be discriminated against

3.2.3. DYNAMICS OF GENDER BASED VIOLENCE

- Tell learners to write down the definition Gender Based Violence and examples of each type of violence and discuss what was written and what they all have in common.
- Explain to the learners that there are many definitions of gender-based violence and tell them one of them: **The UN Declaration on the Elimination of Violence against Women General Assembly Resolution 48/104 (1993)** Article 1 defines violence against women as: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.
- Gender-Based Violence is violence involving men and women, in which the female is usually the victim due to the unequal power relations between men and women.
- Gender Based Violence can take many forms: **physical, sexual, Psychological (emotional) and economical**

Example of gender based violence





3.2.4. SEXUAL ABUSE AND HARMFUL PRACTICES

Ask learners to give examples of sexual violence and write their responses on the chalkboard and ensure the following points are made: Female Genital Mutilation (FGM), Forced/early marriage, Incest, Sex trafficking, Defilement (Explain them with examples)

Show learners the following check list of what they can use to reduce their risk of being sexually abused.

- ✓ Know your rights – your body belongs to you. No one has the right to make you have sexual intercourse when you do not want to.
- ✓ Say 'No' to strangers who offer you a lift, gifts, or other favours.
- ✓ Tell a trusted adult if an adult makes sexual advances at you, or if anyone touches you in a way that makes you feel uncomfortable.
- ✓ Discuss rules and sexual limits before going on a date. Communicate these limits clearly.
- ✓ Avoid going alone to parks, isolated areas and areas you are not familiar with, especially when it is getting dark.
- ✓ Never leave your door unlocked, even for short period of time.
- ✓ Do not open your door to strangers. Get a spy hole or door chain.
- ✓ To help you remain in control, always carry enough money to take a bus or taxi home.
- ✓ Watch what you drink when you go to parties or visit friends. Alcohol or hard drugs weaken your judgment and lower your inhibitions, making it more likely that you might be taken advantage of

- ✓ Do not leave drinks unattended; you may be drugged.
- ✓ Do not meet people at home alone, whether to do homework, assignments or for other reasons, especially if there is no adult supervision.
- ✓ Do not assume other people will protect you; take care to be on the lookout for dangerous situations.

DISCUSS IT WITH THE LEARNERS AND ASK IF THEY HAVE ANY QUESTIONS OR POINTS TO ADD



3.2.5. RESPONDING TO GENDER BASED VIOLENCE

- Ask the learners to brainstorm what kinds of help Victims of gender-based violence might need to reduce harmful consequences. Write their responses on the chalkboard.
- Identify with learners the existing services to offer support to the victims of Gender Based Violence
- Ask learners to write down who they think is important stakeholder in

their community in helping victims of gender based violence and why? It could be a community member (parent, guardians religious leader, nurse, neighbour), an organization or a group. Tell them to think of the different sectors working with gender-based-violence such as the health, legal, security and Local authorities.

- Share responses with the entire class and tell the learners about the services delivered at Isange One Stop Centre

DISCUSS ON THE MYTHS AND FACTS ABOUT RAPE

EXAMPLE:

Myth: wearing a min skirt/dress is an invitation to rape.

Fact: Dress code should not provoke violence especially rape however, girls and boys have to be Cautious about their dress code in response to the environment

3.3. KEY MESSAGE

- Gender is socially constructed between men and women
- Sex refer to biological characteristics between men and women
- There are 4 types of Gender Based Violence: Physical, Sexual, Psychological and Economical

3.4. DISCUSSION POINTS:

How does your community view girls/boys? What are your views?

How can you promote equality between women and men?

What are the consequences of Gender Based Violence?

What can be done to stop Gender Based Violence?

4. TOPIC 3: CULTURE, SOCIETY AND SEXUALITY



4.1. OBJECTIVES OF THE TOPIC

This topic introduces the concepts of culture and society and how they influence our understanding of sexuality and how we behave. The topic also describes the impact of mass media on personal values, attitudes. It will help learners to explain how culture, society and human rights influence our understanding of sexuality; describe how cultural norms and taboos related to sexuality and gender have changed over time.

4.2. SESSIONS

4.2.1. SEXUALITY AND CULTURE

- Ask learners to provide a definition of culture. Write their responses on the board and then present this definition.
 - Culture is the body of learned beliefs, traditions, principles and guides for behavior that are commonly shared among members of particular learners. Culture serves as a road map for both perceiving and interacting with the world.
- Explain that there are several cultural components that influence our sexuality and behavior.
- Ask learners to identify them. Write them on the chalkboard. Then add the following to the list
 - Language and Communication Style, Health beliefs, Family relationships, Religion, Gender roles, Sexuality

4.2.2. SEXUALITY AND THE MEDIA

Ask learners to identify various forms of mass media. List their responses on the chalkboard and ensure they also mention new forms of social media. Point out that in film, television, and music, sexual messages are becoming more explicit in dialogue, lyrics, and behavior. Too often, these messages contain unrealistic, inaccurate, and misleading information that young people accept as fact.

Ask learners what influence advertising has on sexuality. Point out that advertising on television, in magazines and other forms of mass media also contains a significant amount of sexual imagery, including the inappropriate use of children in provocative poses.

4.3. KEY MESSAGE

- Culture is the form of learned beliefs, traditions, principles and guides for behaviour.
- Our sexuality is influenced by many different elements including our culture, religion, and the law.
- Religious laws, sometimes conflict with civil laws regarding women's rights.
- The mass media display messages and images which contain unrealistic, inaccurate, and misleading information that young people accept as fact

4.4. DISCUSSION POINTS

1. Which media does the best job of portraying sexuality positively?
2. What television show would you encourage a younger brother or sister to watch for a positive view of sexuality?
3. What actions can be taken to persuade the media industry to give positive messages about sexuality?

5. TOPIC 4: ADOLESCENT DEVELOPMENT



Adolescence:

- Except for infancy, more changes occur during adolescence than at any other time of life
- Contemporary theorists see adolescence as a time when biological, cognitive, social/emotional functioning are reorganized. (and adolescents have to adapt to these changes!)



5.1. OBJECTIVES OF THE TOPIC

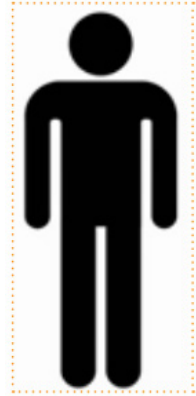
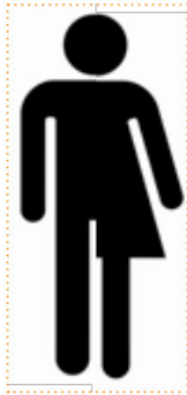
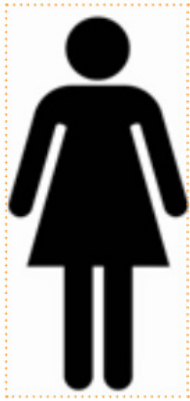
This topic explains the physical, social and emotional changes that take place in female and male during adolescence; it will help learners to: Define adolescence, describe the physical and emotional changes that occur during adolescence.

5.2. SESSIONS

5.2.1. WHAT IS ADOLESCENCE?

- Introduce the topic, then ask learners to brainstorm what adolescence means. Write their responses on the flipchart.
- **Adolescence is:** The period between childhood and adulthood: A period of physical, emotional and social change, A period of sexual development, A time for finding out who you are and what is important to you, A time to think about and plan for your future.
- Ask learners about challenges faced during adolescence and what is exciting during adolescence
- Summarize the discussion. Add any of the following points that are not mentioned.
- Adolescence is the time in life when we move from being a child to becoming an adult. It is both challenging and exciting and can be confusing because many changes take place during adolescence
- Take three pieces of flipchart paper and draw a figure of a boy on one,

a figure of a girl on another and a half boy/half girl figure on the third flipchart. Write '**PHYSICAL**' above the body, write '**SOCIAL**' on the left side and '**EMOTIONAL**' on the right side.



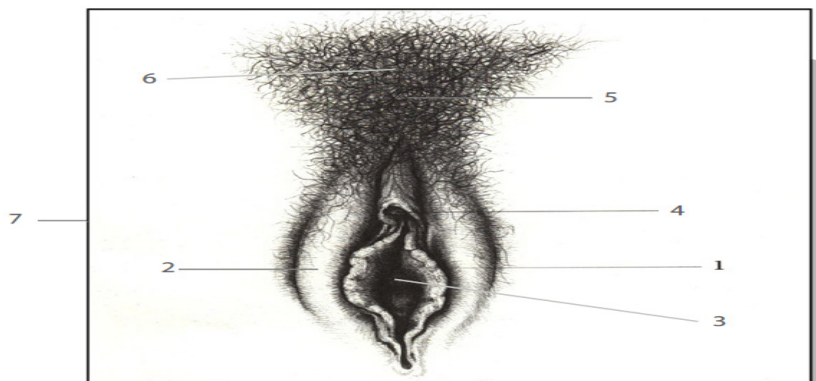
- Divide participants into three groups. The first group will list the changes that happen to only girls, the second group will list the changes that happen to only boys, and the third group will list the changes that happen to both boys and girls. Then they will decide if the change is physical, social or emotional.
- Each group should present their work and allow discussion on the listed changes.

5.2.2. THE FEMALE SEXUAL AND REPRODUCTIVE SYSTEM

- Tell learners that this activity is about the female sexual and reproductive system.

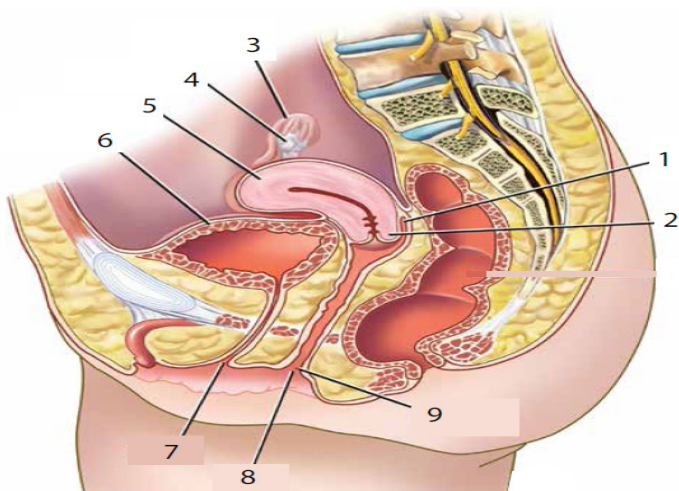
External parts

- Put up the poster of the Female Sexual and Reproductive System, External (showing the external parts).
- Write the following words on the flipchart: Vulva, Mons, pubis, Outer lips, Inner lips, Clitoris, Urinary opening, Vaginal opening, Hymen
- Divide learners into groups of four or five. In their groups, they should discuss on the words listed on the flipchart paper and label the parts on the picture.
- Go through the answers by pointing to each body part and asking the name and its function?

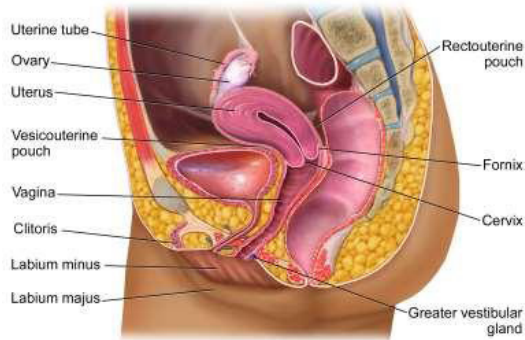


Internal parts

Put up the poster of the Female Sexual and Reproductive Systems, Internal and go through each part, asking learners the name of each part and its' function.

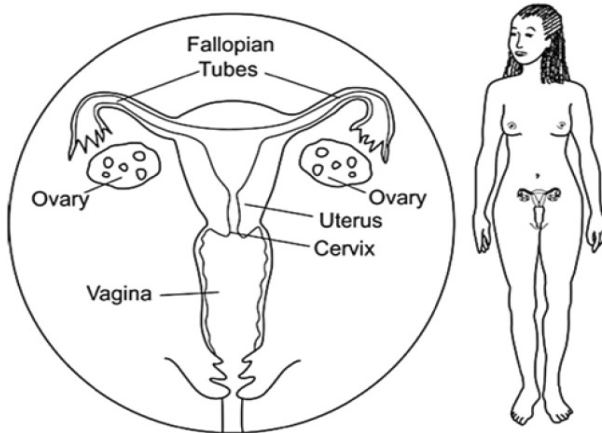


- At the end of the discussion remind learners that if they have questions that they don't want to ask in front of others, they can put them in the Anonymous Question Box.
- Ask learners to summarize what they learned during the activity and add relevant points that are not mentioned.



The Female Reproductive System

Another pictorial view of female internal sexual and reproductive system



UNDERSTANDING MENSTRUATION

- Write the word 'menstruation' on flipchart paper.
- Ask learners the meaning of menstruation.
- Call seven volunteers; give each volunteer one of the A4 papers that you prepared with the parts of the menstrual cycle on them.
- Tell learners that these papers show what happens during the menstrual cycle.
- And ask them to put them in the correct order by telling the volunteers holding the papers, which order they should stand in. Check the order and make sure it is correct (the correct order is shown below).

Menstruation begins

During menstruation, a hormone from the pituitary gland causes eggs in the ovaries to start to mature

The follicle (or sac) that holds the maturing egg releases estrogen that causes the lining of the uterus to start to build up.

Ovulation - the ovary releases a mature egg.

The egg is pulled into the fallopian tube.

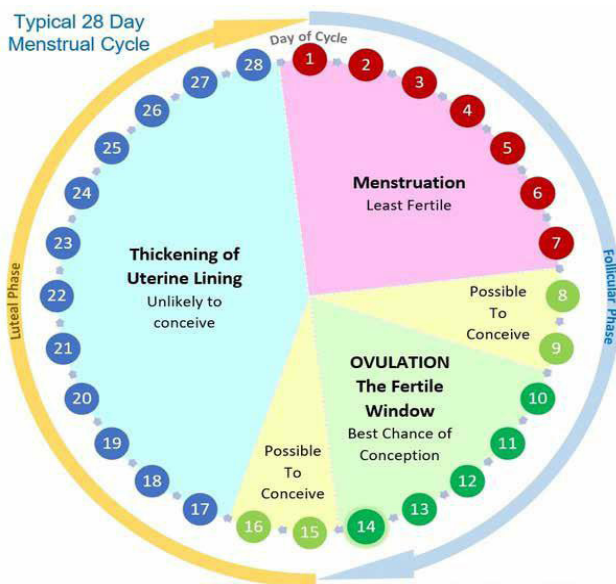
If sperm do not fertilize the egg, it disintegrates.

If the egg is not fertilized, the level of hormones goes down causing menstruation and the next menstrual cycle to begin.

Example of a menstrual cycle of 28 days

Menstrual periods usually start between the ages of 9-15.

Average menstrual cycle is about 28 days (as shown on the diagram), but varies from person to person.



Menstrual Disorders

Menstrual disorders are problems that affect a woman's normal menstrual cycle. They include painful cramps during menstruation, abnormally heavy bleeding, or not having any bleeding.

Menstrual disorders include:

- **Dysmenorrhea:** Painful cramps during menstruation.
- **Premenstrual syndrome:** Physical and psychological symptoms occurring prior to menstruation.
- **Menorrhagia:** is heavy bleeding, including prolonged menstrual periods or excessive bleeding during a normal-length period.
- **Metrorrhagia:** is bleeding at irregular intervals, particularly between expected menstrual periods.
- **Amenorrhea:** is the absence of menstruation.
- **Oligomenorrhea:** refers to infrequent menstrual periods.
- **Hypomenorrhea:** refers to light periods.

Normal absence of periods can occur in any woman under the following circumstances:

- Menstruation stops during pregnancy.
- When women breast-feed they are unlikely to ovulate. After that time, menstruation usually resumes, and they are fertile again. However, women may be fertile even if they don't menstruate and some women may be fertile while breast feeding.
- Perimenopause (transition to menopause). Menopause usually occurs at about age 51,

RISK FACTORS

Age plays a key role in menstrual disorders. Girls who start menstruating at age 11 or younger are at higher risk for severe pain, longer periods, and longer menstrual cycles.

Women who are approaching menopause (perimenopause) may also skip periods. Occasional episodes of heavy bleeding are also common as women approach menopause.

Other risk factors include:

- **Weight.** Being either excessively overweight or underweight can in-

crease the risk for dysmenorrhea (painful periods) and amenorrhea (absent periods).

- **Menstrual Cycles and Flow.** Longer and heavier menstrual cycles are associated with painful cramps.
- **Pregnancy History.** Women who have had a higher number of pregnancies are at increased risk for menorrhagia. Women who have never given birth have a higher risk of dysmenorrhea, while women who first gave birth at a young age are at lower risk.
- **Smoking.** Smoking can increase the risk for heavier periods.
- **Stress.** Physical and emotional stress may block the release of luteinizing hormone, causing temporary amenorrhea.
- **Exercise.** Intensive athletic training is linked with late menarche and amenorrhea or oligomenorrhea.

DISCUSS ON THE MYTHS AND FACTS ON THE FEMALE SEXUAL AND REPRODUCTIVE HEALTH

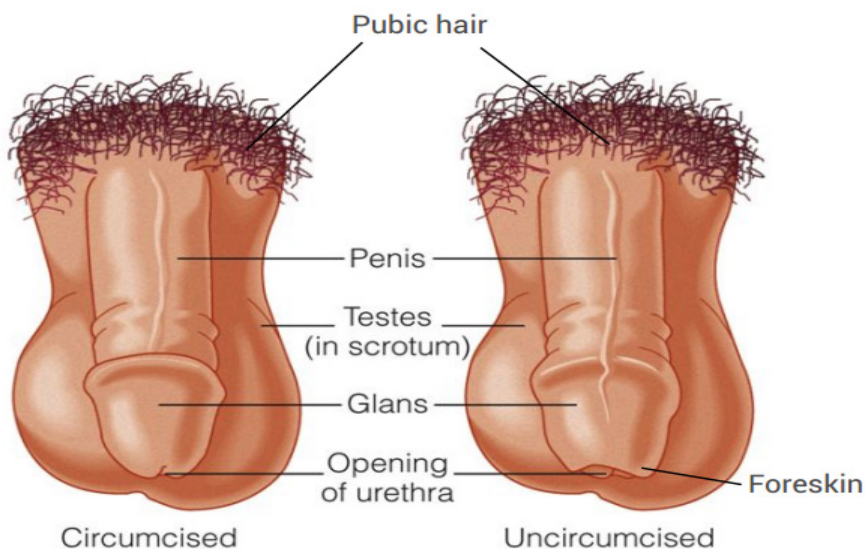
Fact: Menstruation is totally normal, natural and health for very girl and girls

Myth: It is unhealthy for a girl to bathe or swim during her period.

5.2.3. THE MALE SEXUAL AND REPRODUCTIVE SYSTEM

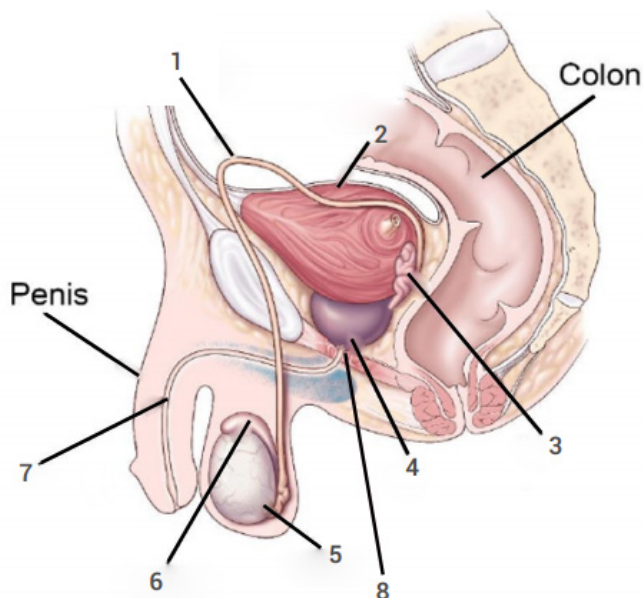
EXTERNAL PARTS

- Write the External parts on different pieces of paper and place them in a box or bag.
- Put up the poster of the Male Sexual and Reproductive System and invite learners to take one piece of paper from the box or bag and to put it in the correct place on the poster. Other learners can help.
- As each part is labelled, ask learners its function. Complete their answers with some points.



INTERNAL PARTS

- Ask learners to complete the poster below and help them to identify the function of each part

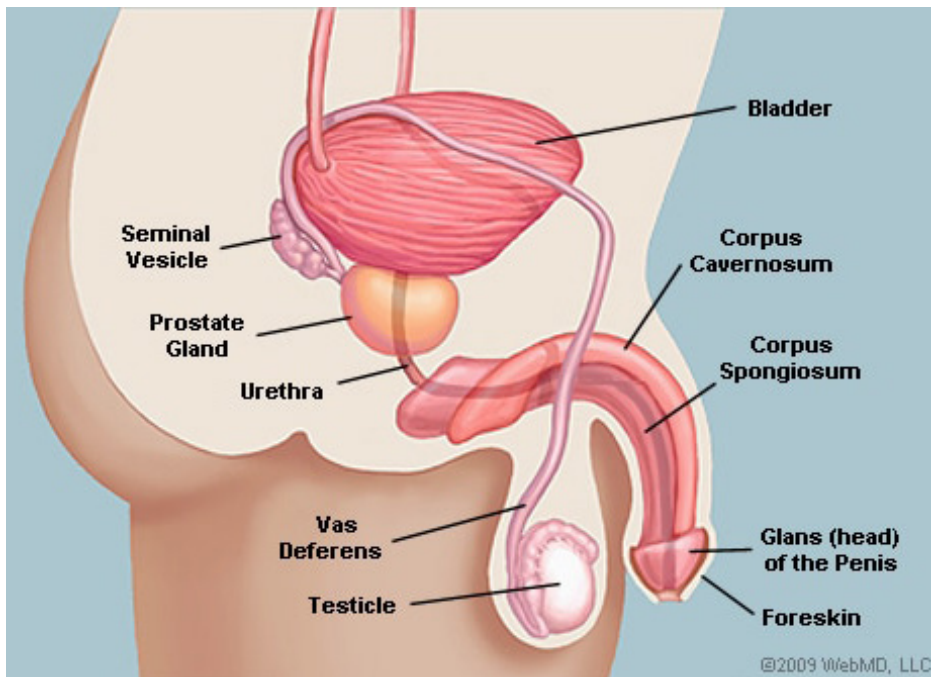


Ask learners to summarize what they learned during the session and add any of the following points if not mentioned by the group.

- A boy's first ejaculation means that he is producing sperm and can cause a pregnancy.
- A single ejaculation has 150-500 million sperm in it.
- Most boys and some men have wet dreams or ejaculations while sleeping. They are normal.
- It is common for boys to have many sudden erections during puberty.
- The external parts of the male sexual and reproductive system are:

THE PENIS, THE SCROTUM

The internal reproductive and sexual organs of males are: testicles, the epididymis, the vas deferens, the seminal vesicles, the prostate, the Cowper's glands, the urethra.



DISCUSS ON THE MYTHS AND FACTS ABOUT MALE SEXUAL AND REPRODUCTIVE SYSTEM

EXAMPLE:

Myth: Once a boy is sexually aroused and gets an erection, he has to have sex or it will be harmful.

Fact: There is no harm in not acting on sexual urge. Occasionally a boy might feel some discomfort if he is sexually excited. This will disappear when he is able to relax.

DISCUSS ON THE FOLLOWING SCENARIO

Phillip has a girlfriend in his class called Mary. The two of them like each other very much. Every time he looks at her his heart beats little faster and he feels really happy, when he holds her hand or touches her waist sometimes he gets an erection and it is always quite uncomfortable. Phillip told this to his friends Joseph and Simon about it and they encouraged him to have sex with Mary saying that it will make him feel more comfortable. He talked to Mary about it and she agreed. After they had sex Mary got pregnant and dropped out of school, Phillip doesnot concentrate in class because he feels bad that Mary is out of school and has started failing his exams



5.3. KEY MESSAGE

- During adolescence, both girls' and boys' body change and they need correct information
- So that they can behave accordingly and make good choices
- There are physical, emotional and social changes for boys and girls during adolescence
- Some changes are common for boys and girls while others are different
- The myths around adolescent's reproductive health have negative impact on their health and on their future in general.

5.4. DISCUSSION POINTS

Is there anything you learnt that your parent(s) or friends would disagree with?

What do you notice about the changes that are different for boys and girls?

How do these physical, social and emotional changes make you feel?

What are the positive ways to manage the moods and emotions during adolescence?

6. TOPIC 5: HUMAN SEXUALITY



6.1. OBJECTIVES OF THE TOPIC

This topic discusses about responsible sexuality and provides an opportunity for young people to identify messages on sexuality. The topic helps learners to understand some of the emotions that occur during adolescence.

6.2. SESSIONS

6.2.1. INTRODUCTION TO SEXUALITY

- Ask learners the meaning of the word sexuality and write these points on the board as you present them.
- Explain that for most people, 'sex' or 'sexuality' means intercourse. However, sexuality is much more than sexual feelings or sexual intercourse.
- Write the word 'sexuality' on a paper and ask for more definitions.
- Write these on the chalkboard and the following points should be mentioned:

- Sexuality includes an awareness and feelings about your own body and other people's bodies;
- The ability to be emotionally close to someone else; A clear understanding of what it means to be male or female; Feeling of sexual attraction to other people; The physical capacity to reproduce. Sexuality begins when a person is born and ends when he/she dies. It is a central aspect of being human throughout life and includes all of the following elements: **sex, gender identities and roles, sexual orientation, eroticism, pleasure intimacy, reproductive health.**
- Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.
- Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors. It includes all the feelings, thoughts and behaviours of being a girl or a boy a female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy and physical sexual activity.
- Ask learners if they have any questions about the definition.
- Then list the following rights which are critical to the realization of sexual and reproductive health;
 1. The rights to equality and non-discrimination; the right to be free from torture or to cruel, inhumane or degrading treatment or punishment
 2. The right to privacy; the rights to the highest attainable standard of health (including sexual reproductive health) and social security
 3. The right to marry and to build a family and enter into marriage with the free and full consent of the intending spouses
 4. The right to decide the number and spacing of one's children
 5. The rights to information, as well as education; the rights to freedom of opinion and expression
 6. The right to an effective remedy for violations of fundamental rights.....etc

FORM 4 GROUPS AND GIVE THEM DIFFERENT ASSIGNMENTS:

Group 1 will list what their parents have said about sexuality

Group 2 will list what their friends have said about sexuality

Group 3 will list what they have seen or heard about sexuality through the media.

Group 4 will list what different religions say about sexuality.

Each group will share its ideas with others and they will make a discussion on the findings from the groups.

6.2.2. HUMAN SEXUALITY

Show learners the following “**sexuality wheel**” and ask them to explain how each of the outer circles relates to or influences their sexuality.



Allow discussion and conclude with key ideas from the learners and add some important points to make it clear.

6.2.3. FEELINGS, FEARS AND FRUSTRATIONS

- Write the words feelings, fear and frustration on the board and ask the learners to define these terms. The following points should be made:

Feelings are an expression of our emotions, we sense them internally

Fear refers to worries or a feeling of being afraid

Frustration is the feeling of failure or not working out the way you wanted.

- Write the word 'adolescence' on the newsprint and ask the learners to recall the description of adolescence in a single word or phrase. List them on the newsprint or board, and then summarize the responses. If no one mentioned 'changes', add it and describe adolescence as being a period of change.
- Ask the learners about other things that have changed during adolescence beside their body. The following changes should be included: feelings and moods, relationships with parents, relationships with friends, feelings about yourself, feelings about someone you like, the way others think about you, things you like to spend time doing, things you think about, plans for the future, responsibilities, feelings of independence
- Emphasize that while body changes are externally happening, feelings are internally changing.
- Ask the learners how their feelings can affect their behaviour and self esteem and who they should share their feelings with. Point out that it is important to talk about feelings with family, friends, and other trusted adults, because feelings affect a person's relationships, self-esteem and behaviour.

DISCUSS ON THE FOLLOWING SCENARIO:

Gwiza confided in her friend Gasaro that she has been dreaming about Sano, a boy in Form 3 every night for the last one week. She thinks that she is in love with him. Gasaro went and told her brother, Ngabo, who is a classmate of Sano about Gwiza's feelings. Ngabo told his friends, and now everyone is making fun of Gwiza.

- Explain to learners that it is normal for both boys and girls to think more about the opposite sex, to want to spend time with them or for their bodies to change when they are together. People should not be stigmatized about it especially if this information is shared in confidence.

6.2.4. SEXUAL DESIRES



- Ask learners to describe what sexual desire is. Discuss their answers and then explain that there are many ways that people experience sexual desire or a feeling of sexual attraction.
- Ask learners what they think influences sexual desire. Write their responses on the chalkboard.
- Remind them of the circles of sexuality and the sexuality wheel. Then explain that people experience sexual desire in response to a wide range of stimuli including:
- Personal preferences, life experiences, cultural norms, various social emotional, and physical factors.

DISCUSS ON MYTHS AND FACTS ABOUT HUMAN SEXUALITY

Example:

Myth: When you feel sexually attracted to someone you have to have sex with him/her otherwise you will regret or they will not like you too

Fact: Feeling sexually attractive to somebody is normal and it does not mean that you have to do sex with him/her

6.3. KEY MESSAGES

- Human sexuality is more than just sex or intercourse.
- We can prevent some problems related to our sexual and reproductive health including unintended pregnancy through having full and relevant information on our reproductive health and rights
- Being a sexually healthy person means that you can express your sexuality in ways that are not harmful to yourself or to anyone else.
- It is not a must to have sex when you have sexual feelings.
- One (boy/girl) should have sex only when they are already mentally, physically or emotionally

6.4 DISCUSSION POINTS

1. Why are we sexually attracted to someone who may not be sexually attracted to us
2. Is it a good idea to act on your sexual desires every time? What other ways can you express your sexuality without having sex?
3. How did you feel talking about your feelings with your friends or partner?
4. What causes both positive and negative feelings about being an adolescent?
5. Are the messages from parents, friends and the media similar?

7. TOPIC 6: RELATIONSHIPS

7.1. OBJECTIVES OF THE TOPIC

This topic introduces learners to the concept of relationships and helps them to understand what enhances or damages a relationship. It will enable them to understand which behaviours can enhance or destroy a relationship; identify qualities that develop and define friendship and explain how to make effective decisions and the consequences of bad choices

7.2. SESSIONS

7.2.1. INTRODUCTION TO RELATIONSHIPS

Ask the learners to name some of the different relationships in their lives. List their responses on newsprint and add others like family relationships, student-teacher relationships, friendships, marital relationships and employer-employee relationships, among others.

Ask the learners to brainstorm on what they think makes a relationship between two people successful. Write down their responses and discuss on them.

7.2.2. ASSESSING RELATIONSHIPS

Write these five words on newsprint, and ask the learners their meaning and complete their answers.

Respect:

To respect others means to honour them, to hold them in high regard or esteem, to treat them as if they are worthwhile even when they are different from you.

Responsibility:

To be responsible means that others can depend on you, that you will fulfil your obligations and will be able to distinguish right from wrong. For example, you take responsibility for taking care of your health and well-being and that of your partner.

Understanding:

To understand means to be knowledgeable about another person, what she or he wants and needs and how she or he feels. It means being able to put yourself in someone else's shoes and imagine what life looks like from another point of view.

To Work Hard at:

To work hard at means to put effort into the relationship for common benefits

Caring:

To be caring means to be concerned and interested in another person's feelings, needs and wants and to want what is best for that person.

7.2.3. WHO MAKES A GOOD FRIEND?

Friendship is one of the most important kinds of human relationships. It involves a warm and/or intimate relationship with a person one likes and

trusts. Everyone wants a friend who offers company, fun, understanding, and support. Friends can help us act in ways that we feel good about. Friends share our dreams and try to help us plan our futures. When we're in trouble, they encourage us and help us with our problems. Friends reassure us about ourselves

EXAMPLE OF FRIENDSHIPS



- Ask learners why people become friends. Explain that sometimes people become friends because they share common interests or experiences. At other times, people become friends because they have different experiences or backgrounds. Ask learners to give examples of such friends.
- Ask the learners to talk with their neighbors on how they make friends with other people. Share their responses and ensure the following points are made;

Being a good listener (and not interrupting), being willing to forgive, staying loyal, protecting your friends' secrets, being helpful, letting your friends know that you care about and like them, being honest, showing respect, being able to 'give and take', being acceptable but also helping your friend be a better person who is comfortable being himself or

herself.)

- Write the words peer pressure on the chalkboard and ask learners to define this term.
- **Peer pressure** involves one person influencing another to do something. Peer pressure can be positive. However, peers can also pressure each other in negative ways. If you are pressured in ways that make you feel uncomfortable, try to remove yourself from the situation. You may think about ending the friendship.
- Some friends pressure us to act in ways that are harmful to ourselves or to others. We have to understand the difference between positive and negative friendships.
- Ask the learners examples of friends who positively or negatively influenced them and how they cope with peer pressure.

7.2.4. QUALITIES YOU LOOK FOR IN A RELATIONSHIP

- When friendships become more serious and romantic, there are qualities we expect in a partner or in a relationship. Ask learners to identify these qualities and write them on a newsprint.
- Divide the learners into two groups, A for boys and B for girls.
- Ask the group B to brainstorm all the various qualities that are important to them in choosing male partners and to put these qualities on newsprint.
- Ask the boys group to brainstorm various qualities that are important to them in choosing female partners, and put these up on newsprint. Bring everyone together and ask them to share their lists. The following illustrate what girls and boys want in relationships.

Girls want:

Love, care, trust and respect: Company: Freedom: Confident boys: Genuine boys:

Boys want:

Love, care, trust and respect: Company: Freedom. Confident girls: Genuine girls:

7.2.5. INTRODUCTION TO DECISION MAKING



- People make decisions every day. However, decisions about sexual activity, about your life goals, or about a girl or a boy to marry are more serious.
- Bad or negative decisions can affect your health and your whole life. But when it comes to serious matters, you have to make the best decision. Decision-making is an essential skill.
- Ask the learners to describe the process in decision making. Write their responses on the chalkboard. Ask them to brainstorm on the factors that influence decision making.
- They should include the following: Social norms: Family: Religion: Media: Peer group:
- Ask them about the steps they use to make their decisions. Write the steps on the chalkboard and insure to include the following.

Step 1: Define the problem

Step 2: Consider all the options

Step 3: Identify the benefits and disadvantages of each option carefully

Step 4: Make a tentative decision

Step 5: Make a plan to implement the decision

Step 6: Reconsider the Decision If Necessary

A. THREE C'S TO GOOD DECISION MAKING



- Making decisions and knowing the consequences are important skills young people need.
- Ask the learners to write down serious decisions that they or their friends have made.
- Read them and choose five or six that are dangerous decisions, and write them on the flipchart
- Ask the learners about **challenges** they faced while making these decisions, write them down
- Discuss on one decision among the selected ones:
- Ask the learners about **choices** or options that one person has while making this decision.
- Ask them the possible negative and positive **consequences** for each choice. Add any obvious consequences the learners may leave out, especially negative ones.
- Tell the learners to look at the **choices** and **consequences** and make a choice together. Use consensus or a vote to determine the outcome.

- Clarify that decision making is usually done alone, but people may seek other people's opinions before making a decision.
- Summarize what is on the newsprint and help the learners to realize the importance of considering **choices** and their **consequences** when they have **challenges** in decision making.

B. PRACTICING, RESISTING PRESSURES WHEN MAKING DECISIONS

Ask learners to brainstorm on how they have been making decisions, and how a good decision should be made. The impact of pressures and how to resist. Put their arguments on the paper and discuss them until you help them to understand that they are responsible of what they have to do without following others' opinions

- Ask them what is important in decision making. Possible answers include; information, time, examining your options, choices, consequences, misinformation, and possible danger
- Ask them three of the riskiest decisions young people might make

Possible responses: using drugs, having unprotected sex, breaking the law, drinking

What other things influence decision making? Possible responses include; friends, values, parents' wishes, alcohol and drugs, luck, media, culture and religion.

C. SEXUAL DECISION-MAKING:

Divide the learners into two groups. Ask one group to brainstorm all the reasons and arguments why a young person would say 'no' to sex. Ask the other group to brainstorm all the reasons and arguments why a young person would say 'yes' to sex. Ask them to put their reasons on newsprint. Make sure all of the following points come out.

Reasons for having sexual intercourse as a young single girl:

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

Reasons for not having intercourse as a young single girl:

- To follow religious beliefs or personal or family values, To be not ready for intercourse, To keep a romantic relationship from changing, To avoid pregnancy, To avoid STI/HIV/AIDS, To avoid disappointing parents, good reputation, To avoid feeling guilty, To reach future goals, To find the right partner, To wait for marriage
- Ask them if they agree with the reasons from both sides and remind the learners that deciding to have or not to have sex have to be their own choice, when they are ready and have full information about what they are going to do

DISCUSS ON THE FOLLOWING SENARIO

Gloria is 12 years old and really enjoys school. Lately, she has been having trouble in math and her teacher has offered to give her extra help. One day she stays behind for the extra coaching after school hours and the teacher grabs her breast and tells her she is turning into a beautiful young woman. Gloria feels very uncomfortable but is afraid to speak up against the teacher. She decides she will fail math rather than ask this teacher or any other teacher for help again.

- Should Gloria have sex with the teacher to get math tutoring?
- Should she report the teacher? If yes to who?
- Should she tell her friends about it? What if they laugh and gossip about her?

DISCUSS ON THE MYTHS AND FACTS ABOUT RELATIONSHIPS

EXAMPLE:

Myth:

Being abstinent means that you can't have a boyfriend or girlfriend

Fact:

Being abstinent does not mean not having a boyfriend/ girlfriend. In fact, being abstinent can make your relationship better because you will spend more time talking and getting to know each other. Sometimes people have sex because they can't talk to each other

Myth:

A girl or boy choosing to have sex before marriage is immoral

Fact:

Girls/boys can choose to have sex before marriage depending on their val-

ues, religion and if they have full information on their reproductive health and rights to make informed and responsible choices

7.3. KEY MESSAGES

- Good relationships can be just a strong friendship not necessarily engaging physical or sexual intercourse
- Both partners in a relationship have equal rights and responsibilities in decision making
- Trust, respect, understanding, responsibility and caring are key qualities in relationships
- It's important to understand the decision making process in relationships
- Don't let anyone pressure you into having sex when you don't want to
- Decide to engage into sexual relations when you are ready and fully informed about one's reproductive health.
- Make good friends who share your values
- Both boys and girls are decision makers and are responsible for their sexuality

7.4 DISCUSSION POINTS

1. What are negative consequences when you make a negative decision?
2. In the past, have you made a decision that affected other people? What happened?
3. Have you let someone lead you into a decision making? What were the consequences?
4. How did you feel when the group was pressuring you?
5. In our daily lives, how do most decisions get made? Why do you think this is so?
6. How do you find the qualities you are looking for in your ideal person?
7. What qualities would you like to develop in the future?

8 TOPIC: COMMUNICATION SKILLS



8.1. OBJECTIVES OF THE TOPIC

This topic assists the learners to practice different communication skills including negotiation, confidence and saying no. It helps learners to define communication; list various types of communication; explain the importance of communication; describe good communication skills; discuss some barriers to effective communication;

8.2. SESSIONS

8.2.1. INTRODUCTION TO COMMUNICATION

In groups of three, ask learners to brainstorm and suggest why we communicate and why is communication important.

Why do we communicate?

Sending messages to other people, to get information, to get things done, reach decisions, achieve common understanding and develop relationships, to make our feelings known to others.

Why is communication important?

- ✓ It helps us to treat each other with mutual respect.
- ✓ When we understand each other we feel safe to express ourselves.
- ✓ It helps to resolve conflicts respectfully and without violence.

- Write the words verbal communication and nonverbal communication on the chalkboard.
- Divide learners into two groups and assign each group one type of communication. Ask them to come up with a definition and examples of each type of communication. Share with the entire class. The following points should come out.

Verbal Communication:

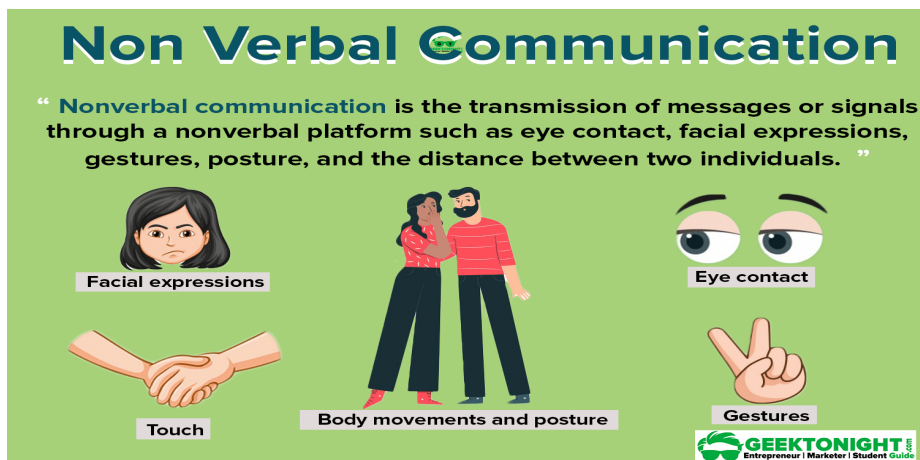
This is the most common way of communicating.

This communication involves the exchange of ideas, thoughts or feelings through spoken or written words, face to face. Mass media including internet, TV, radio, newspapers, magazines use verbal communication. Social media including Facebook, Twitter, and mobile technology use verbal communication.

Non-verbal communication:

This involves expressions or gestures without using the spoken or written word but rather through pictures or in the form of body language/ actions such as gestures and facial expressions. Types of gestures include;

Nodding to indicate approval, shaking the head sideways to show disapproval, dropping one's arms to show discouragement or boredom, leaning forward (to show interest), and turning away, facial expressions include winking, maintaining eye contact, staring, frowning and grinning.



Explain to learners there are some specific behaviours that can improve the way they communicate when they speak to other people. These include the following:

Use the 'I' Statement, Be Bold And Direct, Get Your Facts, Show Respect, Use Positive Body Language

- Ask learners about the barriers to good communication. List their responses on the chalkboard and discuss each one. Then divide the class into three groups and ask one group to identify barriers from the **sender**, another to identify barriers from the **listener** and the third group to identify **cultural barriers**. Allow time for this and then have the groups share their responses with the entire class. Process and discuss their responses.

8.2.2. BEING ASSERTIVE

Communicating assertively is not considered appropriate in some cultures. However, there are certain situations in which assertive behaviour lead to positive results.

Read the following scenario

Umulisa has been standing in the queue at the bank for some 20 minutes. She is getting anxious because she knows her mother is waiting for her to take some medicine for her aunt. There are only 3 people ahead of her and she is sure she will be served within the next 5 minutes. Two other people enter the bank and see a man, their best friend, standing in front of Umulisa. They walk over to their best friend, greet him and take places in the queue in front of Umulisa.

- Ask the learners to write one sentence describing what Umulisa should do in this situation. Share the statements and ask them why they should do so
- Write the terms 'aggressive,' 'assertive,' and 'passive' on the chalkboard and ask learners to match each term with their responses.
- Explain that a **passive response** means Umulisa did not express her needs and feelings.
- An **aggressive response** means asking for what you want or saying how you feel in a threatening way that may humiliate others. Such a response may lead to conflict.
- An **assertive response** means being able to stand up for what you want or believe in.
- Point out that **being assertive** means expressing your beliefs, feelings and needs in a direct way, without violating the rights of others.

- Ask learners to discuss on the benefit of being assertive; the following points should be included:
- Being assertive: can help you to meet your goals, enables you to clearly communicate with friends or family members, enables you to resist to negative peer pressure, help you to avoid having sex by saying “NO” to someone who wants to force having sex, helps you to take concrete actions and make positive decisions...
- Being assertive then means: asking for what you want or need; this can be done through two ways of communicating: asking for what you want and refusing what you do not want. Point out the following ways to say “no”

Verbal ways to say ‘no’;

say “no” and leave, say “no” and repeat it, say “no” and give a reason, for saying so, say “no” and give an excuse, say “no” and suggest an alternative, say “no” and laugh it off with a joke.

Non - verbal ways to say “no:

use your body to signal ‘no’: stand back, hold up your hands, shake your head; use your face to signal ‘no’: make a face, frown, grimace, look disgusted with the idea; leave and walk away, meaning that you have nothing to do with the situation.

8.2.3. PROBLEM SOLVING AND NEGOTIATION SKILLS

- Ask the learners to think about a problem they have or had recently. Ask them how they were physically and emotionally affected and how they solved the problem. It is better to use negotiation skills to solve a problem. Individuals who are good at negotiating know how to get what they want, without hurting others’ dignity. Ask learners to define the word ‘negotiation’ and write their responses on the chalkboard.
- Tell them the six steps to follow in negotiating with someone.
 - a. **‘I want’** State your position using ‘I’ statement, being specific about what you want or need.
 - b. **‘You want’**: Ask others to use ‘I’ statements to say they want.
 - c. **Listen Carefully**: Try to understand what others are thinking of or feeling.
 - d. **Debate**: Re-state each other’s positions to be sure they are well understood.

- e. Say '**No**' effectively to unsafe behavior using appropriate assertive and communication skills.
- f. **Bargaining:** State the point that is the most important to you and that with less importance.
- g. **Agreement:** Agree on a solution. Try it out and if it does not work, start the process

Ways of Resolving Conflict:

Avoid Conflict, Smooth it over (pretend there is no conflict), Win at all costs (get what you want), Win/win negotiation (give both people what they want)

THERE ARE FOUR STEPS IN THIS PROCESS:

- Step 1:** State your position. Use I statements, say what you want or need.
- Step 2:** Listen to the other person's position. Find out what the other person needs or wants. Restate the other person's position to be sure that you have understood it.
- Step 3:** Brainstorm win/win solutions: Take into account both partners' needs and wants.
- Step 4:** Be creative.

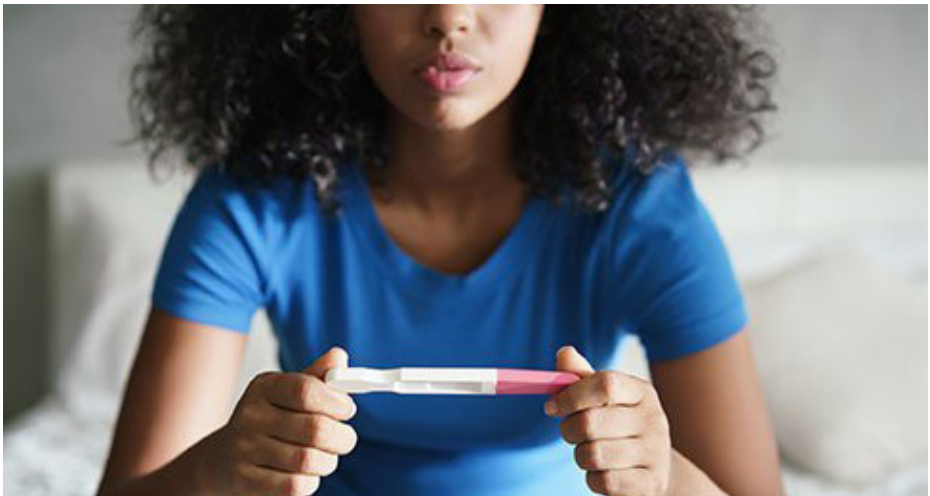
8.3. KEY MESSAGES

- There are two types of communication: Verbal and non-verbal communication
- Be bold and direct but respectful when you communicate.
- Learn to listen well to what the other person is saying.
- Be assertive and negotiate what you want.
- Negotiation can help you to face complicated situations with more confidence.
- Solve your problems by avoiding conflict

8.4 DISCUSSION POINTS

1. How do you communicate without using words?
2. Who is likely to feel free in a conversation between a man and a woman?
3. How can differences be a barrier to communication and mutual understanding?
4. How can someone's needs, feelings, and rights to communicate be respected?
5. Give some examples of cultural barriers that make the communication difficult
6. Why do people have problems in negotiating a solution to a conflict?
7. Why are we spending time on assertiveness in a unit on communication skills?
8. Do you communicate more directly and respectfully in some situations than in others?

9 . TOPIC 8: PREVENTING PREGNANCY

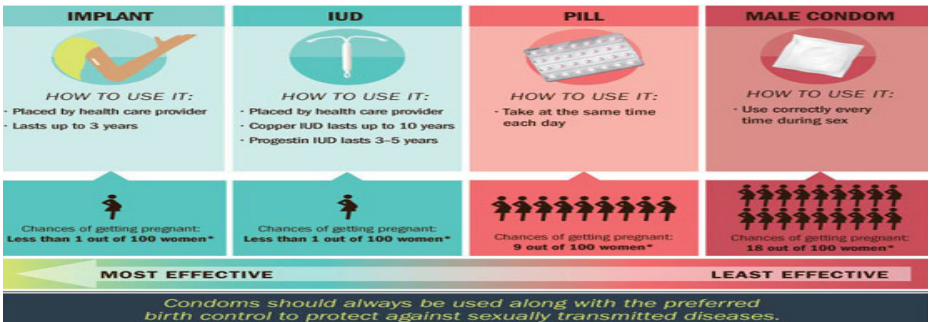


9.1. OBJECTIVES OF THE TOPIC

This topic describes the different ways of preventing an unintended pregnancy. It also explains the social and health consequences of early pregnancy.

9.2. SESSIONS

9.2.1. PREVENTING UNINTENDED PREGNANCY



- Ask the learners what they understand by the term unintended pregnancy. Explain that an *unintended pregnancy means conceiving when you don't want to have a child.*

- Ask what leads to an unintended pregnancy. (*Many young people do not consider themselves to be at risk, indiscipline, peer pressure, poverty, rape, lack of sexual education, adventure, confusing adult role models*).
- Ask learners why young people engage in risky sexual behaviour. Then explain the following:

Agnes is in form 4, she gets good grades in class and has dreams to be a pilot one day. Agnes also has a boy he likes who is her neighbor at home. One day he asks her to have unprotected sex with him and she agreed. Two weeks later, she realizes she was infected with STIs. When asked if she did not have any information on sex education she said she did, she said the teacher always talked about it but she never thought it concerned her cause her mum had told her she could only have sex when she is married.

- ✓ Even when young people know the facts about the risks of getting pregnant and how to avoid these risks, many young people do not consider themselves to be at risk.
- ✓ Young people receive confusing messages about sex from adults. While parents, religious leaders and others may emphasize strict moral codes of sexual behaviour such as abstinence from sex before marriage, their own behaviour is often different.
- Ask the learners about the risks associated with unprotected sex
- **Abstinence or avoiding sexual intercourse is always the most effective way to avoid sexual risks, however if someone does not want to abstain they should always protected sex.**

9.2.2. SOCIAL AND HEALTH CONSEQUENCES OF UNINTENDED PREGNANCY

- Explain to the learners that there are health and social consequences of early pregnancy. Early pregnancy is also associated with ill-health and cases of unsafe termination of pregnancy/abortion. Young people therefore find it hard to use existing services because of lack of information, inconvenient opening times, shame and embarrassment, concerns about privacy and confidentiality, Parental consent and negative and judgmental attitudes of service providers. Young people will not seek STI treatment, contraception or condoms if they believe that health service providers will not treat them with respect and confidentiality.
- Divide the learners into two groups and ask one group to identify all the social consequences of early pregnancy and the other group to identify

all the health consequences of early pregnancy. Tell the learners to share their lists. The following points have to be included

- **Social problems (Consequences)** include:
 - shame, stigma, losing the parents and friends respect, mental depression, learners dropping out of school, being chased from home, entering into a forced, early marriage, resorting to domestic servitude in order to support the child, neglect, abandonment and infanticide.
- **Health related consequences** include: Death, different diseases, abortion, Infections,
- Share their findings and point out that early and unintended pregnancy can be avoided by either abstinence or by using a contraceptive method.

DISCUSSING HOW STIGMA AGAINST TEEN/YOUNG MOTHERS

Mutesi is 15years, she is has 6months old daughter. she got pregnant last year while she was in year one of secondary school. Mutesi's mum mukeshimana is willing to take care of her daughter and wishes mutesi can go back to school and she agrees with her mother but she worried that the other students will laugh at her because the people in her community already laugh at her.

- ✓ How should we treat teen mothers that come back to school?
- ✓ Do we think that teen mothers are immoral learners and other students should be friends with them.

Emphasize that teen mothers are also good students, good children to their parents and good friends who became pregnant due to lack of information on their reproductive health and it is normal and no one should be stigmatized because of it.

DISCUSS ON THE MYTHS AND FACTS ABOUT PREGNANCY

Ask students to share the stories/myths they know about sex and unintended pregnancies.

EXAMPLE:

Fact: Abstinence is the only method of contraception that is 100% risk free

Fact: A girl can get pregnant if she has sex when during menstruation.

Fact: Having unprotected sex exposes you to risks of pregnancy and sexually transmitted disease and infections including HIV and AIDs.

Myth: Sexual Intercourse help girls not to have painful periods

Myth: Sex makes the opposite sex love you more

9.2.3. KEY MESSAGES

- Abstinence is the only method that will protect a person from pregnancy, STIs and HIV / AIDS, 100 per cent.
- Modern method of contraception protects from unintended pregnancy for sexually active girls and women.

9.4. DISCUSSION POINTS

1. How do you feel about a girl using a contraceptive method?
2. How to assist young learners who become pregnant or teen mothers?
3. What can be done to prevent un-intended pregnancies?

10. TOPIC 9: SEXUALLY TRANSMITTED INFECTIONS (STIS)

10.1. OBJECTIVES OF THE TOPIC

This topic will help Learners to understand basic facts about STIs; correct misinformation about unprotected sexual intercourse and its consequences; describe risky and non-risky behaviours; explain how abstinence and use of condoms can reduce the risk of STIs including HIV AIDs.

10.2. SESSIONS

10.2.1. FACTS ABOUT STIS

- Ask for volunteers to write on the chalkboard what the letters STIs, HIV and AIDS stand for.
- Answers should read as follows:

STI: Sexually Transmitted Infections

HIV: Human Immunodeficiency Virus

AIDS: Acquired Immunodeficiency Syndrome

Sexually transmitted infections (STIs) are infectious diseases that spread from person to person through intimate contact. STIs can affect boys and girls, men and women of all ages and backgrounds who are having unprotected sex.

- Ask learners to name the most common STIs. Write their responses on the chalkboard.
- Chlamydia, Genital Herpes (HSV-2), Genital Warts, Gonorrhea, Hepatitis B (HBV), Pelvic Inflammatory Disease (PID), HPV, Pubic Lice, Syphilis, Trichomoniasis.
- Ask learners ways of preventing the spread of STIs. Write their responses on the chalkboard.

DISCUSS ON THE SIGNS

Signs of STIs in Men	Signs of STIs in Women
a wound or sore, ulcers, rash or blisters on or around the penis	a discharge from the vagina that is thick, itchy or has a funny smell or colour
a discharge, like pus, from the penis	pain in the lower abdomen
pain or a burning feeling when passing urine	pain or a burning feeling when passing urine
pain during sexual intercourse	pain during sexual intercourse
pain and swelling of the testicles	abnormal, irregular bleeding from the vagina
abnormal swelling or growths on the genitals	abnormal swelling or growths on the genitals

MYTHS ABOUT STI.

Ask learners to discuss about myths and facts and tell them to share with classmates

EXAMPLES:

Myth: Once you have had gonorrhea, you cannot get it again.

Fact: A person can get gonorrhea or any other as many times as he or she has sex with an infected person. It is important therefore that anyone who is treated for gonorrhea or any other STI make sure that his or her sexual partner(s) be treated as well.

10.2.2. RISKY AND NON-RISKY BEHAVIOURS.

Tell learners about the following behaviours and ask them to determine whether they are risky or non-risky:

Sharing needles for drug use, Sharing needles for ear piercing, Intercourse (with multiple partners) without condoms, Getting a blood transfusion (but the risk here will be facility-specific), Deep or French kissing, Sitting next to a person who has an STI, Sharing a toothbrush, Sharing a comb, Intercourse with a person using a condom, Not having sexual intercourse, Donating blood, Using a public telephone, Shaking hands with a person who

has an STI, Being bitten by a mosquito

Clarify with them on the risky and non-risky behaviours.

10.3. KEY MESSAGE

- Correct information about STIs is very important in the process of fighting against them.
- Young people should be encouraged to delay sexual activity and to use condoms for those who are already sexually active and seek health support in case of unprotected sex.

10.4 DISCUSSION POINTS

1. What are the signs and symptoms of STIs?
2. What are the three most effective ways to avoid STI?
3. What should you do if you think that you have been infected with an STI?
4. What are the risky and not risky sexual behaviour?

TOPIC 10: HIV AND AIDS



11.1. OBJECTIVES OF THE TOPIC

This topic aims at eliminating misinformation about HIV AIDS, promoting support for people with AIDS. This topic will help learners to understand how HIV is transmitted; describe how to prevent HIV and AIDS and how to help HIV positive persons.

11.2. SESSIONS

11.2.1. FACTS ABOUT HIV AND AIDS.

ASK LEARNERS THE MEANING OF HIV AND AIDS

H: Human (only found in humans)

I: Immunodeficiency (weakens the immune system)

V: Virus (a type of germ)

A: Acquired (to get something that you are not born with)

I: Immune (the body's defense system, which provides protection from disease)

D: Deficiency (a defect or weakness, lack of or not enough of something)

S: Syndrome (signs and symptoms of disease)

ASK LEARNERS TO EXPLAIN THE DIFFERENCE BETWEEN HIV AND AIDS;

- **HIV is the virus that attacks the immune system.** The person who has the HIV virus in their body may look and feel healthy, but that person is said to be HIV-positive and does not have AIDS.
- If someone who is HIV-positive develops certain symptoms or conditions, or has a blood test that shows significant deficiency of the immune system, that person has developed AIDS. **All persons living with AIDS are infected with HIV, but not all persons with HIV infection have AIDS. AIDS is only the end stage of this infection.**
- Ask learners to describe the symptoms and conditions that people with AIDS develop. Make sure they mention; *repeated or sustained fever, chronic diarrhea, weight loss, persistent cough, disease or rash of the skin, weakness or anemia, difficulty swallowing, swelling of lymph nodes, night sweats*. Note that these may also indicate different medical conditions. Only an HIV test can determine if a person has AIDS.
- Point out that a syndrome is a group of signs and symptoms of a disease in the body. The virus that causes AIDS is permanent and there is no cure for it. An infection is another word for disease or virus. HIV destroys the body's immune system, which makes it impossible for the body to fight off diseases.
- AIDS is the last phase in HIV infection.
- Researchers and scientists believe that all people who are HIV positive will eventually develop AIDS. Although there are treatments and drugs for some of the symptoms of AIDS, there is currently no known cure.
- Ask learners to explain how HIV is spread and can enter the body. The following points should come out;
 - ✓ Having unprotected sexual intercourse (vaginal, anal or oral) without using a condom, with someone who is HIV positive; HIV is found in pre-ejaculate fluid that flows from the penis prior to ejaculation, and in vaginal fluid; getting a transfusion with infected blood
 - ✓ HIV can be transmitted from an HIV positive mother to her baby during pregnancy, delivery or through breastfeeding. sharing syringes and needles with someone who is HIV positive for drugs and tattoos or other skin piercing tools such as razor blades and surgical instruments for circumcision or scarification.

- Ask learners how to prevent HIV spread. List their responses on the chalkboard. Ensure the following points are made;
 - ✓ HIV cannot be transmitted by any of the following; touching, sneezing, or coughing, casual contact at work, school, or home (such as hugging or shaking hands), sharing food, drink, or utensils, sharing bath water or swimming pools, sharing toilet seats or using public toilets, bites from mosquitos, bed bugs, or other insects, tears or sweat, saliva or kissing (HIV is not in saliva, but cut or bleeding gums), urine and faeces do not transmit HIV if they do not contain blood.
- Ask learners if they have any questions.

11.2.2. HIV TRANSMISSION

- Distribute one card to each learner. Tell them to keep the special instructions on their cards a secret and to follow the instructions. Ask the learners to stand and shake hands with three people and ask each to sign the card. Make sure they move around the room.
- When all the learners have collected three signatures, have them take their seats. Ask people with the 'z' and 'x' on their cards to stand up. Ask everyone who shook hands with those persons to stand up. Ask everyone who shook hands with a standing person to stand up and so on until everyone is standing, except for the designated non-learners with cards reading 'do not follow any of my instructions'.
- Now tell the learners to pretend that the person with the card marked 'x' was infected with HIV and that instead of shaking hands that person had unprotected sexual intercourse with the three people whose signatures she or he collected.
- Do the same with the card marked 'z' (genital herpes).
- Ask those that are still seated why they haven't been standing. Someone should say they were told 'Do not follow my directions...' Explain that these people had chosen to abstain from sexual intercourse, and were therefore protected from these STIs.
- Ask the learners to check if they had a 'c' marked on their card. If so, tell them they can sit down. Explain that fortunately, these people had used condoms and were not at significant risk for infection. Tell all the learners to sit and remind them that this was only a game. Ask the following questions:

- How did person 'x' feel? Person 'z'? How did you feel towards them when you found out they were infected?
- What were the initial feelings of those of you who were instructed to not participate in the exercise? How did those feelings change during the course of the exercise? How did the learners feel towards those people initially? And then later?
- Who had a 'Do not follow my instructions' card but got signatures anyway? Why? What does this tell us about people's behaviour?
- How did the people who discovered they had used condoms feel?
- How did the people feel to find out they might have been infected?
- Is it possible to know who is infected and who is not by looking at them?

11.2.3. CARE, TREATMENT AND SUPPORT



- Care, treatment and support of people living with HIV and AIDS must be viewed in the context of prevention. Then explain that people who are HIV-positive can live long, fulfilling lives. They may marry and have families. However, they need proper medical care, counseling, and social support.
- Place 4 cards on the wall with a piece of flip chart paper under each. The headings on the 4 cards are as follows: Socio-economic support, Human rights and legal support, Medical and nursing care, Psycho-social support
- Ask learners to write an element of comprehensive care under each heading. When they have finished, visit each flip chart and process the information they have written. The following points should come out;

- ✓ **Socio-economic support:** Micro-credit, Nutritional support, Orphan support
 - ✓ **Human rights and legal support:** Involve PLHA, Will-writing, Community sensitization.
 - ✓ **Medical & Nursing Care:** OI treatment and ARV, Preventive therapy, Palliative care, Traditional therapy
 - ✓ **Psychosocial Support:** VCT, Spiritual support, Follow-up counseling
- Ask learners the meaning of ART. Explain that ART means Anti-retroviral Therapy and refers to the drugs that a person who is HIV+ or living with AIDS takes every day. Point out that ART's are not appropriate for everyone with HIV infection.
 - They can help those who have moderate or severe symptoms of HIV infection or AIDS. ART drugs inhibit important enzymes that are needed for HIV to replicate or multiply.

11.2.4. LIVING WITH AIDS.

- Write the word POSITIVE on the chalkboard. Ask learners what they understand by this word. (Possible responses: encouraging, good, favourable, supportive, constructive, helpful, beneficial, confident).
- Explain that LIVING POSITIVELY then means living in such a way that is good or beneficial for you. Highlight the following points:
- Keeping one's mind healthy (having a positive outlook toward living and life)
- Keeping one's body healthy, keeping one's soul and spirit healthy (for example, the things we do to feel good on the "inside" and to feel a sense of peace and contentment). Living responsibly with HIV and preventing new HIV infections
- People with AIDS (PWAs) have a role to play in portraying the reality of living with AIDS. It is also important that PWAs help young people to develop compassion, rather than fear for people with AIDS. The PWA should be comfortable and knowledgeable about AIDS.
- Introduce the guest speaker and explain that he/she will spend some time telling his/her story, suggesting ways young people can help care for PWAs, and then answer questions.
- Thank the speaker and encourage the learners to ask any questions

DISCUSS ON THE MYTHS AND FACTS ABOUT HIV AIDS

EXAMPLE:

Myth: Having sex with a girl who has never done it before will cure a person with HIV AIDS

Fact: There is no cure for HIV AIDS. The only helpful way is to follow the advice from health service delivers

11.3. KEY MESSAGES

- Create general social intolerance of sexual relations between older men and girls (transactional sex) and multiple partners
- Know your HIV status
- Encourage sexually active people to use condoms
- Emphasize that we all have the power to prevent HIV infection
- Seek early treatment for AIDS and fully comply with treatment regimens
- Question your values, behaviour and relationships
- Young people with HIV and AIDS can live along healthy life, reaching their full potential if they seek medication early and follow medication plan

11.4 DISCUSSION POINTS

1. How will you react to someone who is HIV positive or has AIDS?
2. How can you help someone who is HIV positive or has AIDS?
3. What role does peer pressure play in taking risks?
4. Do you know a young person with HIV and AIDS?
5. How can you discuss HIV and AIDS with your peers
6. What advice would you give to a person living with HIV and AIDS?
7. How can the community be involved in supporting people living with HIV and AIDS?

TOPIC 11: PLANNING FOR THE FUTURE



12.1. OBJECTIVES OF THE TOPIC

This topic assists learners to think about where they want to be in future and to realize obstacles that can prevent them from achieving their goals. The topic also helps young people to recognize the link between personal values and vocational choices. It also helps them to learn what a resume is and how is prepared.

12.2. SESSIONS

12.2.1. SETTING SHORT AND LONG TERM GOALS

- Write the word 'goal' on newsprint and ask learners to brainstorm on its meaning and give an example of a goal.
- A goal may be any of the following: something to do, a place to go to, something to have, something to work on...
- A goal is what a person can accomplish in a short period of time, such as a day, a week or two or even a month (**short-term goal**). Goals to be accomplished over a longer period of time like six months or many years are **long term goals**.
- Point out that both short and long term goals do all of the following: give direction and purpose to life; make life more interesting and challenging; guide decisions in life; must be clear to know exactly what is required to achieve them; there are time limits on goals; some goals are made with teamwork

12.2.2. VALUES AND VOCATIONS

- Explain that personal values play an important role in decision making, including decisions about employment.
- Ask the learners what problems or obstacles they might face either achieving their goals or getting a job of their choice. Have the co-facilitator write their responses on the newsprint. The following point should come out;
 - ✓ Lack of employment opportunities
 - ✓ Lack of skills
 - ✓ Lack of finances
 - ✓ Other resources to attend training courses; unrealistic expectations.

12.2.3. THE RESUME OR CV

- Ask the learners to explain what a resume or a CV (Curriculum Vitae) is. List their responses on the newsprint. Make sure the following points come out: A resume is a written record of information about a person, which can be used to apply for many jobs.

- Ask learners to brainstorm on what information should be included in a resume.
- List their responses on the newsprint and make sure the following points come out; name, address, telephone (if applicable), educational qualifications, professional qualifications (if applicable), work experience, work-related skills, hobbies and interests, community/volunteer service, honours, special awards or accomplishments, references.

WORKING PARENTS: A PANEL DISCUSSION

Welcome the panelists and explain to the learners that the panelists are a mixed learners of people who have children and also a job. They all have some difficulties of balancing employment with parenting responsibilities. Introduce each panelist and ask him/her to share his/her experiences as working parents with the learners. Allow each panelist time to talk, and then invite the learners to ask questions. At the end, thank the panelists and ask learners if they have any other comments or questions.

12.3. KEY MESSAGE

- People do not achieve goals all at once, but step-by-step.
- Goals should be positive and constructive; be realistic and possible; not risky.
- Everyone should have a set of short term and long term goals
- Don't let any obstacle stand in your way and prevent you from achieving your goal
- Work hard to achieve your goal

12.4. DISCUSSION POINTS

1. What happened to you that was out of your control?
2. Many adults think they control what happens to you. Is it really true?
3. What challenges faced by young people to achieve their goals.

13 TOPIC 12: PARENTING



13.1. OBJECTIVES OF THE TOPIC

This topic explores values and attitudes related to parenting. It also helps young people to understand what life is like for a teenage parent. The topic identifies the qualities and resources needed for parenting and what it costs to raise a child. The topic helps learners to explore the qualities of a good father, mother or guardian explain the challenges and difficulties faced by teenage parents; explain how parents/guardians and children should communicate about sexual and reproductive health.

13.2. SESSIONS

- Explain to the learners that parenting can be a wonderful and fulfilling experience, if and when people are prepared to be parents. Parenting is a task that demands a lot of ability and responsibility. Whether and when to become parents is a decision that deserves careful choice and consideration
- Write the following sentence on the newsprint: 'To be a good parent means...' and ask for volunteers to complete the sentence.
- List, under the sentence, the key words they use. See if learners come up with (For example, 'being caring and loving.'). Write this on the newsprint.

13.2.1. CHALLENGES OF PARENTING

- Explain to the learners that parenting is a choice we make and that there are many challenges in being a parent. Young people often fail to recognize the reality of parenthood. They may become parents without ever thinking about the eventuality of parenting by engaging in unprotected sex.
- They may have limited experience with child care and unrealistic ideas about the costs associated with being a parent.
- Ask learners to list the challenges faced by a young mother, a teen-mother, especially when she is a student. Discuss on them and also talk about how to avoid being parent for teenagers.

13.2.2. QUALITIES OF A GOOD FATHER AND MOTHER

- Explain to the learners that teenagers who become parents often experience serious social, educational, vocational and financial problems. Teen mothers face the risk of increased health problems for themselves and their babies.
- Point out that teenage parents have to drop out of school, they are less likely to find a job and they generally become dependent on others, such as the girl's or boy's parents.
- Ask the learners to brainstorm on the specific characteristics of a good father and those of a good mother and list their responses separately. Add any other characteristics that you feel are relevant.

13.2.3. PARENTS CHILDREN COMMUNICATION

- Divide learners in two groups. One group should identify what information their parents gave them on sex when they were growing up and the other group should identify what they learned from their grandparents or aunts and uncles.
- Allow time for this activity and then share their responses in plenary. Point out that in the past the role of grandparents and aunts and uncles was to inform and educate young people on sex. However today, parents find it very difficult to talk to their children about sex.
- In the same two groups, tell learners they will play a game called: What do we feel? Ask one group to think like parents and adults and the other group to think like young people. Each group should write down

how they feel about being able to talk to the other group. Allow time for this and then share their responses in plenary. Make sure the following points come out

PARENTS GROUP

- Parents/ Guardians feel it is a taboo in many communities and cultures for them or other adults to talk to their children about sex.
- Parents/ Guardians don't have the correct information.
- Parents/ Guardians feel that their children are better educated on sex from school than them.
- Parents/ Guardians feel embarrassed and shy to talk about personal matters and often lack the skills to initiate such conversation.
- Parents/ Guardians feel like teaching adolescents about sex is encouraging them to get involved in it.

YOUNG PEOPLE GROUP:

- Young people feel that they can't talk to their parents about sex since they are not supposed to be sexually active.
- Young people feel that their parents would never understand them.
- Young people prefer to get information on sexuality and reproductive health from their peers
- Young people feel that they have access to media and other sources of information other than their parents.
- Young people feel embarrassed to talk their parents and other adults since they will be judgmental about their behaviour.
- Tell the groups to write down one question they would like to ask their parents about sex. Collect all the questions read them and ask for answers.
- Ask the groups to make a list of skills and behaviours that they think their parents and other adults should have in order to communicate effectively with their children. Write their responses on a flip chart and add relevant points.

13.3. KEY MESSAGES

- Parenting involves a commitment and responsibility
- Most young people are not ready to be parents
- Stay in school, get a job, and then decide when to become a parent
- Being a parent means having a set of values, skills and behaviours that you can use to communicate with your children
- If you want your children to talk with you, make a time for it and avoid being judgmental.

13.4. DISCUSSION POINTS

1. Why is it so difficult for parents and children to talk about sex?
2. How can parents talk to their children about sexuality?
3. At what age should parents begin to talk to their children about sex?
4. What rights and responsibilities do young people have regarding sex?
5. What messages did you learn about parenting from your family?
6. What are the qualities of good mothers and good fathers?

14. TOPIC 13. HUMAN RIGHTS



14.1. OBJECTIVE OF THE TOPIC

This topic introduces the concept of human rights and identifies the rights that relate to education and gender based violence. Learners will; describe the concept of human rights and responsibilities; explain the importance of equality, non-discrimination and respect for diversity;

14.2. SESSIONS

14.2.1. CONCEPT OF HUMAN RIGHTS.

- Ask learners to brainstorm on the meaning of “human rights.” Note their responses on the chalkboard. Then explain that as human beings, we all have the right to live in dignity. Human rights include individual, political, civil, spiritual, social, economic and cultural rights without any discrimination.
- Write the words universal, indivisible and inalienable on the chalkboard. Ask learners to explain their meaning in the context of human rights.
- Then explain that human rights are universal, indivisible and inalienable. The concept of human rights is based on a universal system of values shared by all peoples.
- Human rights’ norms regulate the relationship between the state and the people living under its responsibility. Governments have the obligation to respect, protect, and guarantee the rights and freedoms of people through appropriate legislation and measures.
- Ask for examples of human rights. Record their answers on the chalkboard and ensure the following points are made. Everyone has the right to; Education, Employment, Movement, Ownership of property, Government services, Clean water, Access to information, Practice religion, Live free from violence, Health care, Vote, Be protected from economic or sexual exploitation.
- Tell learners that there are many rights and that they fall into three basic categories:
 - ✓ Rights to things they need, such as a home, food, health care and places to stay and learn.
 - ✓ Rights to keep them safe from harm.
 - ✓ Rights to take part in decisions that affect their lives.

14.2.2. RIGHTS AND RESPONSIBILITIES

- Ask learners to brainstorm on what are the fundamental principles behind human rights. List their responses on the chalk board and write the following 6 words: **Equality, Universality, Non-discrimination, Indivisibility, Interdependence, and Responsibility**
- Divide learners into 6 groups. Point out the words on the chalkboard are fundamental principles of human rights. Assign one principle to each group.
- Ask all groups to define what the principle means and to give examples of how human rights apply the principle. Allow time for this and then have the groups report back to the entire class. Ensure the following points are made:

Equality:

All human beings are born free and equal in dignity and rights.” (Universal Declaration of Human Rights Article 1).

Universality:

Certain moral and ethical values are shared in all regions of the world, and governments and communities should recognize and uphold them.

Nondiscrimination:

The Universal Declaration of Human Rights and subsequent international human rights law afford the same rights and responsibilities equally to all women and men, boys and girls, by virtue of their humanity, and regardless of any role or relationship they may have.

Indivisibility:

Human rights should be viewed as an indivisible body, including civil, political, social, economic, cultural, and collective rights. You cannot be denied a right because someone decides that it is “less important” or “non-essential.”

Interdependence:

Human rights concerns appear in all spheres of life : home, school, workplace, courts, and markets , everywhere! Human rights violations are interconnected; loss of one right detracts from other rights. Similarly, the promotion of human rights in one area supports other human rights.

Responsibility:

There are several entities who share responsibility for human rights including:

Governments, Individual, Other Responsible Entities: Every part of society, including corporations, non-governmental organizations, foundations, and educational institutions,

14.2.3. SOCIAL NORMS AND HUMAN RIGHTS

- Ask learners what they understand by the term social norms. Explain to learners that social norms are the socially approved ways of behaving that are perceived to be normal by a specific group in a specific situation. The concept is related to values, but do not mean the same thing.
- Ask learners to relax, close their eyes and imagine this scenario: The management of our school has decided that from this day on, the school shall have no rules and regulations. What do they think the situation would be if this were actually to happen?
- Discuss on their ideas and add relevant points.

14.2.4. EQUALITY, NON-DISCRIMINATION AND RESPECT FOR DIVERSITY

- **All people have equal rights as human beings; Treating some people less fairly than others is called discrimination.**

Ask learners for some examples of discrimination; List them on the chalkboard and then mention the following: using hurtful language about someone from a different religion; excluding someone because of a physical disability; refusing to hire someone because he is HIV positive or because she is a woman...

- **There are certain categories of children who are more at risk of exclusion than other groups.**
 - Ask learners to brainstorm with their neighbor and make a list of who these children are. Write their responses on the chalkboard.
 - They should include the following: children with disabilities, street children, poor children, children heading a household, pregnant girl, children who are HIV positive.
 - Ask learners to say if those children are in their classes or at their school and why they think these children are more at risk of exclusion and how their rights may be violated.
 - Go through the list one by one, asking learners to share their responses. Add relevant points

DISCUSS ON THE FOLLOWING SCENARIO.

The teacher complains that Mutesi is disruptive in class. Anytime the teacher's back is turned to write on the chalkboard, Mutesi begins to chat with those sitting near her instead of paying attention to the lesson. Mutesi has tried to explain that she cannot see what's on the board but the teacher thinks that she is not telling the truth.

14.3. KEY MESSAGES

- Human rights are universal, indivisible, interdependent and non-negotiable
- The rights of children, irrespective of gender, orientation, status, religion or ethnicity and race, are their entitlements and not privileges to be given.
- No right is superior to the other; all are equally important.
- You have certain rights, but these rights come with responsibilities.
- Strong relationships are built when people respect each other's rights and live up to their responsibilities.

14.4. DISCUSSION POINTS

1. How can we convince parents and the community that young people have sexual and reproductive health rights?
2. What can be done to assist young people to take advantage of their sexual and reproductive health rights?
3. Human rights are about respect for everyone. Everyone has the right to have his or her needs met, to be safe and to take part in decisions that affect him or her.
4. Everyone has rights, as well as responsibilities. Adults (both men and women) and children (both boys and girls) have rights and responsibilities.
5. What are the barriers to fulfilling human rights?
6. What do the laws and policies say about sexual and reproductive health rights for Rwandan young people?
7. Where do young people get help when their human rights have been violated?

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A stylized graphic of a mountain range, rendered in various shades of blue. The mountains are depicted with smooth, flowing lines, creating a sense of depth and perspective. The range extends from the left side of the frame towards the right, with the peaks becoming more defined and layered as they recede into the distance. The overall effect is a serene and modern representation of a natural landscape.

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