

**Session Guide for Mentors Facilitating Groups of Older Adolescent Boys**

**(ages 15 - 19)**

Global version designed for adaptation

May 2023

**Foreword**

Pathfinder, in partnership with CARE, and with funding from the Bill & Melinda Gates Foundation (BMGF), first implemented the [Act With Her](https://www.pathfinder.org/projects/act-with-her/) (AWH) program in Ethiopia from 2017 to 2023. Beginning in 2021, Pathfinder also partnered with the Institute for Family Health, through funding from the Elsa & Peter Soderberg Charitable foundation, to [expand AWH into Jordan](https://www.pathfinder.org/wp-content/uploads/2023/01/AWH-Jordan-Fact-Sheet-2022.pdf).

Expanding further from an earlier program model in Ethiopia called *Her Spaces*, AWH is a panoramic program model that partners with adolescent girls in laying the health, education, economic, and social foundations that they need to thrive during the transition to adulthood. This upstream approach provides girls with support during one of the most crucial life stages, reaching them before or during some of the most common disruptors of their future well-being (such as forced marriage, pregnancy, or school dropout). Although it’s a girl-centered program, AWH also directly includes adolescent boys and connects with parents/caregivers and local communities, to ensure that adolescent girls have support now and in the future from their peers, partners, families, and influential allies. A longitudinal randomized impact evaluation, conducted by the Gender & Adolescence: Global Evidence (GAGE) research consortium and funded by the UK government, is assessing the program’s impact in Ethiopia.

Adolescents in age- and gender-segmented groups receive either 25 discussion modules (ages 15–19) or 40 discussion modules (ages 10–14). Topics covered include a wide range of puberty and menstruation, health, nutrition, education, safety, gender, communication, and economic empowerment themes (with 4 sessions designed as joint-gender meetings). The curriculum-based discussion groups are led by local “near peer” mentors of the same gender ages 18–25. Parents or caregivers of adolescents also meet for a short series of facilitated discussions on the topics shared with their children, improving their own knowledge and their ability to communicate about complex issues with their children. Beyond the adolescent and adult group programming, AWH also partners with communities to advance locally-led social norms change and systems strengthening.

This document is the global version of the Act With Her **Session Guide for Mentors Facilitating Groups of Older Adolescent Boys (ages 15 - 19).**

For the entire suite of open-access materials, please visit:

[Act With Her Program Package: Open-Access Editable Materials for Replication & Adaptation](http://www.pathfinder.org/publications/act-with-her-program-package)

The program package includes the global versions of all group discussion curricula per gender and age group, participant booklets, mentor pre-and post-tests, and key MEL tools.

**Acknowledgements**

The Act With Her program model was initially collaboratively designed in 2017 by Pathfinder, CARE, the GAGE research consortium, and the Bill & Melinda Gates Foundation, with key inputs and thought partnership from the Government of Ethiopia and Save the Children. The global session guides for very young adolescent (VYA) were first developed in 2017, followed by adaptation for use in Ethiopia. Next, in 2020 the global session guides for older adolescents (OA) and all global participant guides were developed, followed by adaptation for use in Ethiopia. Finally, in 2021 the VYA materials were adapted for use in Jordan.

All AWH materials are intended for free and open-access replication, adaptation, and use in new contexts. **For their use in new settings, please:**

* Inform Pathfinder at [info@pathfinder.org](mailto:info@pathfinder.org)
* Kindly include the following acknowledgment in your adapted materials:

*The global Act With Her program materials were first developed in 2017 by Pathfinder, CARE, and the GAGE research consortium, with funding from the Bill & Melinda Gates Foundation. Through open-access commitment and permissions, we have further adapted them for use in [add your setting or program information].*

* Consult the [How-To Guide](https://www.pathfinder.org/publications/act-with-her-how-to-guide/#downloads) which provides 20 simple step-by-step suggestions for adapting the Act With Her program for different contexts, and for making basic startup preparations and decisions.

**We would like to deeply thank the following individuals and organizations for their contributions throughout this process:**

***Global VYA materials***

Via Pathfinder: Rachel Rifkin, Courtney Boudreau, Anne Scott, Marta Pirzadeh, Jodi DiProfio, Caitlin Corneliess, Camille Collins Lovell, Kathryn Mimno, Catherine Lane, Olivia Moseley, Tricia Petruney, Cara Dunhill (layout)

Via an independent consultancy: Linda Bruce

Via Save the Children: Wendy Castro

***Global OA materials and all participant materials***

Via Promundo (now Equimundo): Jane Kato-Wallace, Chewe Mulenga, Margaret Greene

Via Pathfinder: Rachel Rifkin, Courtney Boudreau, Cara Dunhill (layout)

***Materials for Ethiopia***

Via Pathfinder: Abiy Hiruye, Masresha Soresa, Biniyam Kassa, Mastewal Meseret, Abebe Kassa, Worknesh Kereta (Sr.), Tenagne Kebede, Abreham Genetu, Abiy Adane

Via CARE Ethiopia: Serkadis Admasu, Abinet Aynalem, Mekdes Yilma, Hailu Zewdie, Mohammed Hassan, Serkalem Kedir, Sofia Mussa

***Materials for Jordan***

Via Pathfinder International: Wejdan Abu Lail, Huda Hajjaj

Via Institute for Family Health: Areej Sumreen, Neveen Samhouri, Rawan al Qtefan, Maysa Mustafa

**Table of Contents**

[Table of Contents 2](#_Toc94188205)

[Mentor Guide 3](#_Toc94188206)

[Session Plans 12](#_Toc94188207)

[Session 1: Welcome and Goals 13](#_Toc94188208)

[Session 2: Gender and Social Expectations 21](#_Toc94188209)

[Session 3: Our Changing Bodies 30](#_Toc94188210)

[Session 4: Preventing Unwanted Pregnancy 41](#_Toc94188211)

[Session 5: Our Power as Men 53](#_Toc94188212)

[Session 6: Everyday Violence Against Women 59](#_Toc94188213)

[Joint Session 7: Stepping Up Together 66](#_Toc94188214)

[Session 8: Expressing My Emotions 73](#_Toc94188215)

[Session 9: Stay in School/Return to School 80](#_Toc94188216)

[Session 10: Good Communication Skills 93](#_Toc94188217)

[Session 11: Negotiating with Family Members and in Relationships (Joint Session) 102](#_Toc94188218)

[Session 12: Cultural Ideas about Managing Girls’ Sexuality: Female Genital Cutting and Child, Early and Forced Marriage 112](#_Toc94188219)

[Session 13: Alternative Model Men in the Community 125](#_Toc94188220)

[Session 14: My Money, My Life, My Plan 130](#_Toc94188221)

[Session 15: How Am I Doing? - My Goals Revisited 142](#_Toc94188222)

[Session 16: Having Fun in Relationships - Sexual Consent 147](#_Toc94188223)

[Joint Session 17: Understanding Gender and Power Together 157](#_Toc94188224)

[Session 18: Sexually Transmitted Infections (STIs) 164](#_Toc94188225)

[Session 19: Eating Healthy For Me! 170](#_Toc94188226)

[Session 20: I Love Who I Am! 179](#_Toc94188227)

[Session 21: Staying Safe in the Community 185](#_Toc94188228)

[Session 22 - Joint Session: Community Mapping and Safety 194](#_Toc94188229)

[Session 23: Substance Use and Abuse 201](#_Toc94188230)

[Session 24: Keeping Myself Strong 208](#_Toc94188231)

[Session 25: Wrap – Up and Next Steps 215](#_Toc94188232)

# **Mentor Guide**

## **Introduction**



Welcome to the Act With Her Session Guide for Mentors Facilitating Groups of Older Adolescent Boys (ages 15 - 19). As a mentor and facilitator of the Boys Club Meetings, you will be teaching boys 15 to 19 years of age valuable skills that will empower them to transition into healthy adults. These skills will also prepare these older adolescents to deal with situations that may be harmful to them.

Boys Club Meetings are part of the Act With Her project. There will be 21 Boys Club meetings and 4 Joint Girls and Boys Club meetings over a period of 6 months. During each Boys Club and Joint Club Meeting you will use one of the 25 Session Plans in this Boys Club Session Guide – one Session Plan per meeting.

The expected outcomes of the Boys and Girls Clubs are:

Adolescent girls have strengthened age-appropriate individual and collective capabilities over time in six domains: education, bodily integrity, health, psychosocial well-being, voice and agency, and economic empowerment.

Adolescent boys, families of adolescent girls, and communities demonstrate more gender-equitable attitudes, norms, and behaviors

1. Adolescent girls and boys have increased use of selected adolescent-responsive systems for health and SGBV

**Who are adolescent boys 15 to 19 years of age?**[[1]](#endnote-1)

Adolescent boys 15 to 19 years of age are experiencing lots of physical, emotional, cognitive (thinking and learning), and social changes. These cognitive, emotional, and social changes influence how boys this age learn. As a Boys Club Mentor, it is important to be aware of these changes and understand the learning strategies needed as they facilitate the Boy Club Session Plans.

|  |  |
| --- | --- |
| **Social and Emotional Changes Adolescents:** | **Learning Strategies for This Age** |
| Want to be more independent  Better understand the type of person they want to become (their “identity”)  Have ability to think through ideas  Social networks expand and new friendships are formed  Testing of rules and limits increases  Less motivated by threats and punishments. | Rewarding with positive words and actions has the greatest impact. |
| Increased risk taking and novelty seeking. | Learn best from incremental rewards, natural consequences, and positive reinforcements. |
| Get bored easily and can totally disengage. | Providing rewards makes social learning more stimulating.  Participatory and exploratory learning is more effective. |
| Greater connections in the brain.  More complex thinking. | Better attention to detail and completion of tasks.  They want to figure things out for themselves. |
| Peers become more and more important.  Peer affirmation more rewarding than previously. | Rely on peers for their positive social needs.  Look up to peers who are older to learn what to do.  Peer recognition has a greater effect on the reward system of early adolescents. |

**Boys Club Meetings**

The Act With Her project will be supporting 21 Boys Club meetings and 4 Joint Girls and Boys Club meetings over a 10-month period. The Boys Club meetings will teach young boys how to have positive, healthy, and productive lives as they grow into adults. The Boys Club Meetings will cover seven key topic areas:

* Aspiration/Goals
* Health, including Sexual and Reproductive Health (SRH)
* Safety
* Communication
* Economic Empowerment (Finances)
* Education
* Gender

**Roles and Responsibilities of the Mentor Facilitator**

As the Boy’s Club Mentor, you will be organizing and facilitating the Boys Club and Joint Club meetings. Use this Boys Club Session Guide for facilitating the 21 Boys Club and 4 Joint Girls and Boys Club meetings. Usually, you will be working closely with your fellow Co-Mentor, as each Boys Club is assigned a pair of Mentors. As part of your preparation for each session, you should spend time together reviewing the content and assigning who will lead each part of the session. When you hold Joint Club meetings, you will work together with the pair of female Mentors who facilitate the Girls Club you are meeting with. In those cases, you should prepare with your fellow female Mentors.

## How the Curriculum and Session Plans are Organized

**Boys 15 to 19 Year Curriculum**

This Boys Club Session Guide contains 25 Session Plans – one session plan for each of the 21 Boys Club meetings and the 4 Joint Meetings. The Session Plans cover the seven topic areas mentioned above and are presented in the order they should be given, including the Joint Sessions. It is important to follow the recommended agenda to know which Session Plan to use for each Boys Club meeting.

**Session Plans**

The Boys Club Session Plans designed to build strong peer-to-peer cohesion. A variety of participatory exercises and media are used to keep boys engaged in the learning process. Each Session Plan has the following components:

* **Planning page(s)**: This section includes the Session Plan objectives, total time (mostly 2 hours), materials needed, and preparation notes.
* **Welcome*:*** Each module begins with a welcome to the boys. Some Session Plans also include an energizer in this section. The majority of the energizers relate to the main topic of the Session Plan and key activity. Feel free to adapt the energizers.
* **Activity:** This is the heart of the Session Plan. Given that boys this age get bored easily, the Session Plan includes participatory exercises. These exercises are designed to: 1) raise awareness around a topic and 2) allow the facilitator to know what the boys know and fill in information and/or skill gaps, as needed. Active participation keeps the boys from becoming bored and avoids too much lecturing, particularly on things that boys think they already know about. Everyone learns better when learning is new, fun and participatory.
* **Wrap-Up:** This section is for wrap up and review. It also may commit the boys to an activity to be done at home before the next Boys Club Meeting.

**Location of Boys Club**

Most of the Boys Club meetings should be held at a place that is safe and convenient for the boys, which could be outside under a tree, outside of a school, inside a room or a church, etc. Make sure the site is clean, and free from distractions. Many of the Boys Club meetings require the use of flipcharts. For these, you will need to hold the Boys Club in a space that has a wall, a fixture, and/or place to put a flipchart stand so that you can write on the flipcharts.

**Guest Speakers**

Some Session Plans require a guest speaker to co-facilitate a meeting or serve as a resource on some topics. Work with your supervisor to identify an appropriate speaker for the meeting. The speaker should be sensitive to the needs of young boys and speak to them respectfully.



## **Preparing for each Boys Club Meeting: A Checklist**

|  |  |
| --- | --- |
| **Three Days Before Boys Club Meeting** | ***Completed?*** |
| 1. Refer to the agenda to know which Session Plan to use. |  |
| 1. Read the entire Session Plan for the upcoming Boys Club meeting, several times if needed. |  |
| 1. Familiarize yourself with the Session Plan. Be prepared to teach it. |  |
| 1. Collect all the materials needed for the Session Plan. |  |
| 1. Collect all equipment and make sure it is working. |  |
| 1. Rehearse the audio story and make sure you know how to use the equipment. |  |
| 1. Prepare the materials, flipcharts, games, etc. for the Session Plan (***Note***: Refer to the preparation notes section of each Session Plan.) |  |
| 1. If a Session Plan calls for an outside speaker or co-facilitator, work with your supervisor to identify an appropriate speaker. Make sure that the speaker knows his topic well and is sensitive to boys’ rights and information needs. |  |
| 1. Make sure the speaker:  * Knows his role - to be a stand-alone speaker or co-facilitator. * Knows the purpose of his presentation and how much time he has. * Has sufficient guidance to prepare his session. Some Session Plans include speaker guidelines. * Knows the location of the Boys Club and what time to meet. |  |
| **One Day Before Boys Club Meeting** | ***Completed?*** |
| 1. Be sure to have materials, flipcharts, etc. prepared and ready. |  |
| 1. Prepare the meeting room. Make sure the meeting room is available, clean, and has all the supplies you need. |  |
| 1. Check with any speakers to make sure they are ready and know when and where the Boys Club meeting will take place. |  |
| **30 Minutes Before the Boys Club Meeting** | ***Completed?*** |
| 1. Go to the meeting site and test equipment, set up flipchart and other logistics, based on the Session Plan and where the meeting will be held. |  |
| 1. Tape any flipcharts to the wall, as needed (per preparation Notes). |  |



## **How to Implement the Boys Club Meeting**

1. **Be prepared:**Know the material and practice facilitating the activities with a friend or another facilitator.
2. **Facilitate the sessions in order.**
3. **Arrive Early**. Be sure to arrive half an hour before the meeting to set up everything.
4. **Greet and welcome** the boys as they arrive.
5. **Follow the instructions** for the Session Plan. (**Note**: You are not expected to remember everything in the Session plan. You can refer to the Session Plan instructions during the meeting. But, do not read it to the boys. Remember: Your job is to facilitate the learning, not lecture.)
6. **Manage your time**. Each Session Plan is about 2 hours in length. Manage your time carefully. Try not to go over 2 hours. Keep activities moving. If a delicate and difficult topic is taking longer to discuss, that is okay. Just keep things moving as best you can.
7. **Be a good facilitator!**

* See participants as experts with information, skills and life experience to share.
* Rather than “teach”, facilitate the learning. Complement what boys already know and gently fill in information gaps or correct misinformation, as needed.
* **Encourage a lot of discussion. The Boys Club is designed to be very participatory. When you initiate discussions, encourage the boys to talk. Do not fill in silence with lecturing! Wait, listen, or ask the question a different way.**
* Know that people learn by doing, experiencing, practicing and feeling, rather than by sitting passively, listening to lectures, and taking notes.
* Encourage participants to share what they know and their feelings.
* Encourage the boys to learn from each other.
* Be organized but flexible. Feel free to change facilitation methods based on participant needs.
* Be patient and a good listener. As needed, deflect issues back to the participants.
  1. **Know your role as Mentor/Facilitator**:
* **Be prepared to give the session!**
* **Listen more, say less!**The Session Plans are meant to serve as a guide and not meant to be read. Encourage discussion from as many boys as possible and provide basic knowledge as it is needed.
* **Say you don’t know, if you don’t.** Say you will come back with an answer to their questions. Talk to a health care provider or other expert who can give you the correct answer and report back.
* **Be neutral and nonjudgmental.** Stick to the facts. Do not share your own opinions and values.
* **Do not answer personal questions about your own sexual experience.** Let participants know that your role is a facilitator, not to discuss your own experience.
* **Be comfortable.** Thoroughly review these Session Plans so that you will be at ease when discussing these matters with the participants.

1. **Use good facilitation skills**:

|  |  |
| --- | --- |
| **If the boys seem:** | **Do this:** |
| Bored | * Speed up the pace of the training. * Take a break. * Stop talking. Involve more participation, such as asking questions, conducting an energizer or role-plays. * Change the training style. Use different training techniques such as role-plays, small group work, and practice. |
| Confused | * Have the other boys in the group answer the question or explain the topic. * Ask questions to clarify the boy’s understanding of the topic. * Give examples. * Demonstrate. * Let participants practice and provide hands-on assistance, as needed. |
| Sleepy | * Make sure the room is not too warm or stuffy. * Where possible, make sure there is enough light. * Conduct energizers. * Take a break. |
| Inattentive  (Talking to neighbours, writing, looking at their watches, shuffling papers) | * Stop talking and ask questions. * Walk around the group. * Have participants practice. * Ask others to explain the topic. * Speed up the pace. * Try changes to your training technique. |

1. **Handle difficult questions with respect**:

* No matter the questions, say, “That is a good question.”
* Invite other boys to respond to the question.
* Defer difficult or inappropriate questions to the break. You could say, “That is a good question, why don’t we talk about it during break.”
* Defer long discussions that are taking you away from the topic to the break.
* If you do not know the answer to something, refer the boy(s) to a more experienced person on the topic.

1. **Enjoy! And, feel free to be creative.**

## **Troubleshooting**



During the 25 Boys Clubs and Joint Girls and Boys Club meetings, you will be teaching boys very helpful life skills. You will also be talking about some challenging topics. Below is how to handle different situations that may occur:

**One or more boys miss a Boys Club meeting.**

* For the first absence, advise your supervisor.
* For two or more absences, inform your supervisor. The supervisor will visit the boy’s home to see what is happening.

**A boy enquires about health services**

* Be non-judgmental.
* Ask if the boy has a parent who can accompany him to the health center. If so, encourage the boy to go with his parent to the health center.
* If not a parent, ask if the boy has a trusted adult who can accompany him to the health center. Encourage the boy to seek health care services with the trusted adult.

**Boys become emotional or upset.**

* Participants may become upset by some of the topics in the Boys Club meeting(s). They may have doubts about themselves or may feel uncomfortable talking about issues related to sex or violence with others. The activities may remind them of their own uncomfortable situations they’ve been in at home or at school.
* If a participant is upset by an activity, talk to him in private to find out why he is uncomfortable. Do not force him to talk about what’s upsetting him. **Listen** to what he is saying. Do not give advice. Your role is to provide understanding, support and assistance. Assure him that it is ok and normal to feel upset. If a boy discloses that he is experiencing physical, sexual and/or emotional abuse, see the next point.

**A boy discloses that he is experiencing physical, sexual and/or emotional abuse:**

* Speak to the boy alone in a private area.
* Listen carefully to what the boy says.
* Thank the boy for sharing this information with you. Tell him that you are sorry this has happened to him.
* Remind the boy that any act of harassment or violence is **never** his fault.
* Ask if the boy has a trusted adult who can support him and who he may feel comfortable sharing this with.
* If so, let him know that it may be helpful to talk with a trusted adult about this issue.
* If he does not have that person, help him find someone he could report the incident to from a local organization that supports human rights, a trusted, youth-friendly health care official, or the authorities.
* Tell the boy that you will keep this highly confidential. Explain that you will need to tell your supervisor but that without the boy’s permission to do so, you will not be sharing his name or specific identity.
* Report the incident to your supervisor, explaining that a boy in your Boys Club told you about experiencing violence. **It’s very important that if the boy did not give you permission, you do NOT share his name as part of this report.**
* Keep this information highly confidential. Do not discuss this with anyone, except the supervisor.

|  |
| --- |
| **NOTE:**  **!**  It’s very important that you are aware of the legal issues and any mandatory reporting requirements if a minor discloses any type of violence or abuse. Please be sure to review relevant guidelines or laws before the Boys Club Meetings begin so you are prepared if disclosure should arise. |

# 

# **Session Plans**

# **Session 1: Welcome and Goals**

**By the end of this session, the boys will:**

* Write at least one personal aspiration.
* Write at least two goals for reaching their aspiration

**Learning Objectives**



## 

## **Total Time: 2 hour­s**



## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| 10 to 15 sheets of flipchart (newsprint) paper | Soft ball |
| Colored Markers | Blank paper – enough for all participants |
| A Participant Guide and pen for each participant | “Question folder” or a place to put questions anonymously |

## **Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* If a soft ball is not available, make a ball with rolled up paper in a clean sock.
* This Boys Club meeting requires the use of flipcharts. Find a meeting location with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.

## **Session Plan:**



**A.** **Welcome: Total Time – 20 Minutes**



1. Welcome everyone to the group. Say how happy you are to see everyone.
2. Introduce yourself and your co-Mentor.
3. Explain that you will be facilitating the Boys Club over the next six months and that you look forward to working with them as you learn new things.
4. Ask the boys to stand up and form a circle.
5. Explain the introduction game:

* I will throw a ball to one of you in the circle.
* The person who catches the ball will say his name. He must also say one thing he expects to learn during the Boys Club.
* After saying his name and what expects to learn, the person with the ball will throw it to another boy in the circle.
* The next person who catches the ball will say his name and one thing he expects to learn during the Boys Club. He cannot repeat what the other boy(s) have said. He will then throw the ball to another boy.

1. Throw the ball to one of the boys to begin the exercise. (**Note:** Write on flipchart what boys say they would like to learn in the Boys Club.)
2. When done, thank everyone and ask them to take a seat.
3. Explain about the Boys Club meeting:

* During the Boys Club, you will learn all about yourselves. You will also learn many new things you can share with their friends and family.
* Boys Club meetings will depend on active participation from the boys, therefore, everyone should feel free to contribute and share their experiences.
* Mentors are facilitators and not teachers.
* Mentors will help the boys engage in conversation and activities.
* Mentors will ask the group questions to help them understand the various topics and reflect more.
* Boys Club will meet about once a week for the next half year.
* Locations may vary depending on the type of session we will have.
* Four times over the 6 months, there will also be joint meetings with the Boys and Girls Clubs together.

1. Give everyone a Participant Guide and pen. Ask them to write their name on it.
2. Explain that this Participant Guide is for you to write your aspirations, goals, and new learnings from the Boys Club.
3. Point out that they will want to bring it with them to every Boys Club meeting. They will be using it a lot.
4. Explain that there will be an anonymous questions folder where the boys can be putting in their questions to be responded to in the next session. (**Note:** they should just write a question without putting their names there)



**B.** **Activity: Total Time – 90 minutes**

### **Unity Circle[i] - 30 minutes**

1. Tape a blank flipchart to the wall and draw a big circle on the flipchart paper. On top of the circle write, “Unity”.
2. Explain that the circle represents the circle of friends in the Boys Club. The circle will also represent their expectations from the Boys Club.
3. Discuss the following: (**Note**: Write responses inside the Unity Circle on flipchart.)
4. What are some agreements that will help you work well together as a group?
5. What kind of support do you need so that everyone feels a sense of togetherness and safety? From each other? From the mentors?
6. If not already mentioned, read the below list and ask the boys if we can add it to the list of agreements. Inform the boys that some agreements, like confidentiality and respect are non-negotiable as they are needed to support the work we are doing in boys club.

* Confidentiality regarding what other boys say – not about the information learned. (**Note**: **No matter what, ensure group consensus on adhering to confidentiality of other people’s information.)**
* Being respectful of others’ opinions. (**Note**: **No matter what, ensure group consensus on adhering to confidentiality of other people’s information.)**
* Sharing your own opinions as honestly as you can.
* Letting others speak (not interrupting).
* No side conversations.
* Disagreements.
* Judgments.
* Being respectful of time – especially start time and end time of meetings.
* Commit to attending the Boys Club meetings.
* Commit to sharing their learning to their parents and other young people in the community.

1. Add any other comments on ways to build group unity and safety.
2. Explain that the Unity Circle will be a reminder to keep our circle of friends strong.
3. Emphasize that anything personal discussed in the group **must** remain in the group.
4. Explain to the group: ***As the Boys Club Mentor(s), I (we) will never discuss what has been mentioned in the group either. Our only role is to facilitate learning and fun.***

**My Aspirations - 30 minutes**

1. Explain that today they are going to learn how to help design their future. (“aspirations” and “goals”).
2. Ask some of the participants to define the term “aspirations” and what it means to them.
3. Write some of the responses on a flipchart.
4. Explain that everyone has dreams for the future. These are aspirations. An aspiration is something big you desire for the future. Give examples, such as:

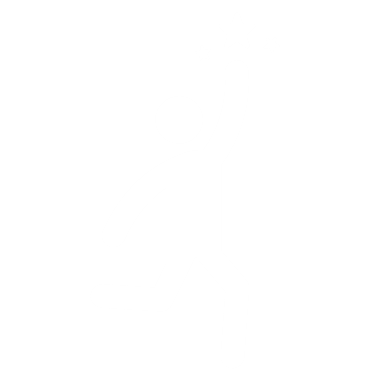
* Become a doctor or engineer.
* Have my own business.
* Have a nice home and family.

1. Explain that we all have aspirations for the future.
2. Ask the boys to close their eyes and imagine what they want their future to be.

* What are you doing? Are you doing something to earn money?
* Are you doing something that excites you?
* Where do you live?
* What are you most proud of?

1. After about 5 minutes, tell the boys to open their eyes and write at least one aspiration in their Participant Guide.
2. Point out that the aspiration needs to be what you want and not what others want or expect you to do.
3. Ask several boys to share their aspiration. (**Note**: Encourage as many boys as possible to share their aspiration.)
4. Congratulate everyone for taking the first step to achieving their aspirations – which is to write it down.

**My Goals - 30 minutes**

1. ****Ask some of the participants to define the term “goals” and what it means to them.
2. Write some of the responses on a flipchart.
3. Explain that in order to reach your aspiration, it is helpful to make goals.
4. Explain that goals are:

* Something one wants to achieve or accomplish in a specific amount of time. It could be achieved in a month, several months or even a year.
* Something one can know for certain that they have achieved it or not.
* Something one can achieve within a shorter time frame than longer-term aspirations, such as 3 to 12 months – not years.

1. Ask several boys to describe three features of a goal. Keep asking until they say that goals: a) have a deadline, b) are measurable, and c) can be achievable in 3 to 12 months.
2. Explain that some goals can be short -term, such as:

* I will study 1 hour a day to be the best in my class.
* I will read one book a week.
* I will save $10.00 USD to help my family pay for secondary school examinations.
* I will save $10.00 USD to help me start a business.

1. Point out that some goals can take a little longer, but they still help you to reach your aspirations. Some examples of longer-term goals are:

* I want to be the first in my class by the end of the year.
* I will complete secondary school.
* I will save money and start a business.
* I will attend university or a vocational training school.
* I will get an award for being the best in Math.
* I will get a job and contribute to family income.
* I will save money to attend university.
* I want to own livestock.

1. Ask the boys to tell you some possible goals. (**Note**: Encourage an active discussion on the different kinds of goals that boys can have.)
2. As they mention possible goals, make sure that the boys are clear about the difference between a future aspiration and the goals needed to achieve it.
3. Remind participants:

* Aspirations are future desires. Aspirations can be big and take many years to accomplish.
* Goals contribute to the achievement of the aspiration.
* Goals have a deadline, are measurable, and take less time to achieve. They are like stepping stones to your aspiration.
* You can have several goals that all contribute to the achievement of your future aspiration.

1. Give this or another example of aspirations and goals:

* Your aspiration is to become an engineer, an entrepreneur or a doctor.
* A short-term goal could be to finish secondary school and enter university or college.
* Another short-term goal could be to save money to go to vocational school.
* Another short-term goal could be to save money and start a business.
* A longer-term goal could also be to finish university or college and get a job as a doctor or engineer.

1. Ask if anyone has questions.
2. Ask the boys to write at least two goals for reaching the aspiration they wrote in their notebook.

* There should be at least **one education or learning goal**.
* There should be one non-education or learning goal.

1. Explain that the two goals should be achievable within the next 6 months – by the end of the Boys Club meetings.
2. Walk among the boys and help the ones that are having difficulty writing goals. (**Note**: Allow the boys about 5 to 7 minutes to write their goals.)

**\*\*Do a quick energizer. Have a participant volunteer to lead a group song or dance that gets everyone up and moving around.** (about 5 mins)

1. When done, ask several boys to share their aspiration and goals. (**Note**: Encourage as many boys as possible to share.)
2. Listen carefully. If some are still confused by aspirations and goals, explain the difference again and help them fine-tune their aspiration and/or goal.
3. Make sure that the boys have written **one education or learning goal** and one non-education or learning goal.
4. Ask several boys what challenges they may face in meeting their aspirations and goals. (**Note**: Encourage as many boys as possible to share.)

* Ask them to share how they will overcome these challenges?
* Remind the boys that sometimes it takes a few times to reach your goals and aspirations. It’s important not to give up.

1. Ask several boys what support they need to achieve their aspirations and goals?

* What support do you want from family? from friends?
* Point out that friends and family can play a role in helping you achieve your aspirations and goals.
* Encourage the boys to share their aspirations and goals with their family and friends.
* Remind the boys that aspiration is what you want and not what others (including family and friends) want or expect you to do.

1. Thank the boys for sharing.

Icon

Description automatically generated

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

[i] Adapted from: Girl’s Safe Space Curriculum. Mentor’s Manual. Girls 11-12 Years Old. Amhara Region

# 

# **Session 2: Gender and Social Expectations**

**By the end of this session, the boys will:**

* Describe social changes that boys and girls can experience during adolescence.
* Describe societal expectations and roles during adolescence.
* Understand gender as a set of ideas that are culturally determined.
* Critically reflect on their own gender biases, and the biases they have witnessed against men, women and people of other gender identities

**Learning Objectives**



## **Total Time: 2 hour­s**



## **Materials Needed:**

|  |  |
| --- | --- |
| Tape | Flipchart stand, if available and feasible for meeting location |
| Flipchart (newsprint) paper | Vignette |
| Colored Markers | **Appendix: Vote With Your Feet Examples** – see end of this session plan |

## **Preparation Notes:**

* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Read through the vignette for this session. Be prepared to discuss it.
* This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand to write on and post flipchart papers
* Prepare a flipchart with a line in the middle. On top of the left-hand column write, ***Boys***. On top of the right-hand column write, ***Girls***.
* Label a new flipchart, **Social Changes**. Write the following statements on it.

|  |  |
| --- | --- |
| Coming-of-age rituals | New rules about social mixing between boys and girls |
| Changes in responsibilities | Change in the amount of freedom allowed |
| New rules about how to dress | New pressures related to the way you look |
| New opportunities for leadership | New pressures related to marriage |

* When you arrive at the Boys Club meeting site, put the two-column Boys/Girls flipchart on the flipchart stand. Tape the Social Changes flipchart to the wall so that you can write on it later.

## **Session Plan**



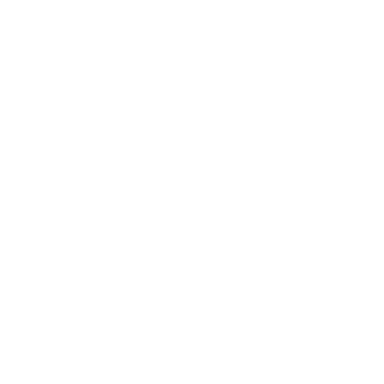
### **Welcome and Vote with Your Feet Exercise: Total Time - 20 minutes**



1. Welcome everyone back to the Boys Group. Thank the boys for coming.
2. Ask if anyone has questions from the last Boys Club meeting.

**Vote with Your Feet[[2]](#endnote-2)**

1. Say, *In this exercise, we will come to understand how personal experiences and values impact how we view the world and the people around us*.
2. Ask the group to stand in the center of the room. Explain that you are going to call out a statement. (A list of suggested statements is available in the **Annex** of this lesson.) Tell the participants to step to the right if they agree with the statement, or step to the left if they disagree.
3. Call out the first statement. Repeat it to ensure that everyone heard it. After everyone indicates whether they agree or not, ask 2 or 3 participants from each side to explain why they voted the way they did.
4. Facilitate a brief discussion about their reasons. Read up to 5 statements.
5. At the end, wrap up the activity by explaining the following:
   1. Our own experience with and beliefs on gender can have an impact on how we view and understand our world and relationships with others.
   2. How did it feel to vote in front of others? Did you feel any pressure to go where others went? If it happened, how did it feel to be in a group of one or a few people?
6. Thank the boys for their active participation.
7. Ask them to sit down.
8. **Story Time: Total Time – 20 minutes**



1. Read the Vignette aloud. (**Note**: If necessary, read a second time, so that everyone has heard the story well.)

Vignette

*Ever since Amadi can remember, he has been good friends with Mariam, a neighbor girl who lives a short distance from his house. As little children, they trailed along behind their mothers as they worked in their fields, collected water and washed clothes. They would show each other interesting insects and flowers, collect twigs and talk about their schoolwork together. For the last couple of years, their friendship seems more complicated. Mariam’s family has kept her inside more and doesn’t allow the two adolescents to walk to the river or to school together unless others are also with them. Amadi is missing how they used to be able to talk about their classes and help each other with their homework, and he doesn’t completely understand what has changed.*

1. Say: Let’s talk about **what** happened in the story.
2. Ask these or similar questions:

* What is happening in the story?
* How common is this for boys in our community?
* What advice would you give the boy in this situation?
* What would make it easier for boys in your community to face this kind of situation?

1. Thank everyone for their participation.
2. **Activity[[3]](#endnote-3): Total Time – 60 Minutes**



**Observation Exercise** (about 40 minutes)

1. Explain that in the previous Boys Club meeting we talked about how your bodies have been experiencing a lot of changes!
2. Mention that some boy’s voices are already changing - some have already changed! - and some boys are growing taller.
3. Ask the boys whether they have noticed people reacting to them differently now that their bodies have been changing.
4. If so, ask what are they noticing? (**Note**: Encourage a discussion on this.)
5. Ask about how the following people are reacting to them: (**Note**: List responses under the ***Boys*** column on the flipchart prepared beforehand.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Women | Family members | Shop/store keepers | Girls your age and older girls | Parents/Aunties/Grandmothers |
| Men | Teachers | Religious leaders | Boys your age and older boys | Taxi drivers, public transportation workers |

1. Discuss how this attention makes them feel? (**Note**: Take your time to listen to what the boys say.)
2. Ask: How about girls your age? Their bodies are changing now too. Do the following people treat them differently? If so, how? (**Note:** Write responses in the ***Girls*** column on the flipchart.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Women | Family members | Shop/store keepers | Girls your age and older girls | Parents/Aunties/Grandmothers |
| Men | Teachers | Religious leaders | Boys your age and older boys | Taxi drivers, public transportation workers |

1. Review and summarize the responses in the Boys column and the Girls column on the flipchart.
2. Discuss how girls their age might be treated differently by people in the family and/or community.
3. Discuss social changes that can occur for boys during puberty/adolescence by asking these questions: (**Note:** Write responses on the Social Changes flipchart – prepared beforehand.)

* What new opportunities for leadership are there at school or work now? In the community?
* What coming-of-age rituals are in your family? In your community? In your church or Mosque?
* What responsibilities have changed at home?
* Are you feeling new pressure about how you look?
* Have dress rules changed now? If so, how have they changed?
* Have you noticed new rules about social mixing between boys and girls? By whom?
* Has the amount of freedom you had as a child changed? In what way? Is it different for boys than girls? Why?

1. Ask whether girls also have the same social expectations at your age? If so, what are these? (**Note**: Encourage a discussion about social expectations of girls their age.)

**Gender and Gender Roles** (about 20 minutes)

1. Explain that as boys and girls mature, families, society, and often religious institutions have new expectations and roles for them.[[4]](#endnote-4)
2. Sometimes these expectations reflect stereotypes, oversimplified assumptions about people, based on their sex or age. They often reflect underlying power inequalities. Stereotypes can be harmful when they don’t allow a young person’s abilities and individuality to show, and limit their opportunities, choices and ultimately, their ability to fulfill their potential.
3. In gender inequality, it is young women who tend to be excluded or disadvantaged in their education, opportunities, types of work, income, political or social power, exposing then to female genital mutilation, child marriage, and gender-based violence.
4. Restrictive gender norms also limit young men, as they follow limiting rules, and conform to gender stereotypes, such as being told to hide their feelings, to “prove” their masculinity by drinking alcohol, or having sex. These norms can have a negative effect on both men and women, their relationships, and health outcomes.

**Restrictive gender norms limit young women *and* young men.**

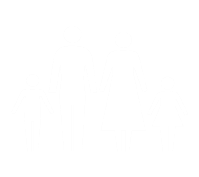
1. Observe that gender non-conforming individuals similarly may face family rejection, violence, prejudice, and discrimination.[[5]](#endnote-5)
2. Point out that other roles given to girls and women, such as housekeeping and raising children, and boys and men, such as working for pay, engaging in more physically demanding work, or occupying political and social leadership roles, are cultural. They have nothing to do with their gender/biology.
3. Discuss the difference between biological roles and cultural/societal roles – this is the difference between “biological sex” and “gender”.

* Some expected roles of men and women are based on their biology. Only women can give birth and breastfeed, and only men have a certain hormone that can make them physically stronger and, therefore, better able to take on certain roles that require more strength.
* Some roles, such as cooking and cleaning the house, are cultural/society based and are often given to women. Other roles, such as social and political leadership, are cultural and are often given to men. However, anyone can do these activities regardless of whether they are a woman or a man.

1. Explain that roles and expectations given to girls and boys by society or culture because of their gender are called **gender roles** and **gender norms**. Explain that gender roles are different from biological roles.

* **Gender** refers to how society defines being a woman or man, and varies from place to place, even within the same country, and can be changed.
* **Gender norms and roles** refer to expectations of how men and women are expected to act and behave. For example, in some places, women are expected to be submissive, timid, and quiet, while men are expected to be more assertive, strong, and the decision makers (gender norms).

As we grow up, we are taught gender norms and roles – including how we should interact with others of the same or other sex within households, communities and workplaces, as well as what position we should hold in families, communities, and the workplace. These differences are created by our culture, which means we can change them.



**Discuss the difference between biological roles and cultural/societal roles – this is the difference between “sex” and “gender”.**

1. Say that you are going to make a list of the ways young men and young women get made to feel ashamed or punished for “breaking the rules” and going against gender expectations of boys or girls their age and older. (**Note**: Encourage an active discussion on this. Write responses on a new flipchart.) Ask: Who is more restricted and more punished for breaking rules?
2. Point out that many of the roles for boys and girls imposed by society and culture are not permanent. Cultural expectations change over time. Things that were expected of your grandparents or elders may not be expected of you or your siblings.
3. Icon

   Description automatically generatedDoes anyone have a question?

**C. Wrap Up: Total Time – 20 minutes**

* 1. 1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.

1. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
2. Say: Take a couple of minutes to write what you learned in your Participant Guide.
3. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
4. Close the meeting.

**ANNEX**

**Vote with Your Feet examples**

* A woman‘s place is in the home.
* The most important thing a woman can do is have babies and cook.
* A “real man” makes money and provides for his family.
* A man is more of a man once he has fathered a child.
* Women are naturally better parents than men.
* In today’s world, a boy child is more valued than a girl child.
* A woman can do any kind of work a man can do.
* It is normal for a man to watch the children and cook.
* Sexual pleasure is more important to men than to women.
* A woman should have sex only with someone she loves.
* A man should have sex only with someone he loves.
* Sex is more important to men than to women.
* A woman should be a virgin at the time of marriage.
* In certain circumstances, women provoke violent behavior.
* Men sometimes have a good reason to use violence against their partners.

# **Session 3: Our Changing Bodies**

**By the end of this session, the boys will:**

* Describe what puberty is and how it affects older adolescents.
* Describe the physical, emotional, cognitive, psychosocial, and relationship changes that come with puberty, and know that these changes are normal.
* Explore how boys can support girls and one another as they go through puberty.

**Learning Objectives**



## 

## **Total Time: About 2 hour­s**



## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | About 15 loose sheets of flipchart papers (newsprint) |
| Flipchart paper (newsprint) | Flipbook (flipchart) that demonstrates changes to adolescent girls’ and boys’ bodies. |
| Colored Markers | “Question folder” or a place to put questions anonymously |
| Enough pens, pencils or crayons for the girls to use. | |

### 

### **Preparation Notes:**

* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* This Boys Club meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
* Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.



## **Session Plan:**

### **A.** **Welcome: Total Time - 5 minutes**



## Welcome everyone back to the Boys Club. Thank the boys for coming.

## Ask if anyone has questions from the last Boys Club meeting. Pull questions from the anonymous question folder, if there are any.

## Say that they are currently undergoing lots of new and exciting changes physically, emotionally and psychologically. Today we will learn all about puberty!

### **B.** **Activity**[1]**: Total Time - 105 Minutes**



**Puberty** (about 10 minutes)

1. Write the word “**PUBERTY**” on flipchart paper.
2. Ask: ***What do you know about puberty?*** Write their responses on the flipchart.
3. If not mentioned, discuss these key points about puberty:

* During adolescence, we go through a life stage called puberty. Puberty typically starts between ages 8 to 13 in girls, and ages 10 to 15 in boys, although some young people start puberty a bit earlier or later. So, many of you are already experiencing puberty!
* Physically: Many of you are now capable of getting someone pregnant, but it doesn’t necessarily mean you are ready to have a family, though some of you may be.
* Cognitive: You are able to have your own opinions and put yourselves in another person’s shoes (empathy)
* Emotional and social development: You are trying to figure out who you are (your identity) and want to start new and exciting relationships.
* Puberty is not a month-long process. It takes several years to complete the changes and everyone goes through it at their own pace. In general, puberty will end around 18 - 20 years of age.

1. Ask: ***What do you think about this? What do you notice among your friends?***
2. Remind the boys that puberty:

* Is a fun and scary time. You may remember when you were younger that it felt strange at first, and may still feel this way. It can also make you feel self-conscious because your body is developing.
* It means that you are becoming an adult. You may be more interested in romantic and sexual relationships, though itdoes not necessarily mean that you are ready for sex and having babies!
* Is a time when older girls and boys become more interested in romantic relationships, making new and great friends, and becoming more independent.

**My Changing Body [2] [3] [4] [5]** (about 40 minutes)

1. Divide the boys into small groups of four to five persons per group.
2. Give each group two sheets of loose flipchart paper and markers
3. Explain the exercise: (**Note:** Allow about 10 minutes to draw their illustration.)

* If markers are limited, decide who will take the lead on drawing.
* On one of the flipchart papers draw an outline of a boy’s body.
* On the outline of the body, draw pictures or symbols to show where on the body you are seeing **physical** changes.
* Around the outline of the body, write the **emotional** changes you are experiencing – emotions that are different from when you were younger.
* Tell them they will have 10 minutes.
* Ask them to identify someone in the group to present the drawing when they are done.

1. Walk around the groups. Check to see if they need assistance or have questions. Make sure to tell the group when they are half-way through and when they are close to the end (2 minutes, 1 minutes, end).
2. When done, ask each small group representative to tape their flipchart to the wall (if possible) and explain their drawing to everyone in no more than 2 minutes. Alternatively, they can do a gallery walk where everyone walks around the space looking at everyone’s drawings of the body.
3. Ask them to discuss the physical and the emotional changes that they drew or wrote about.
4. Summarize the **physical changes** that may happen to boys during puberty. Be sure to note that most boys will not experience all of the changes here, but some of the changes. Using the flipbook, to demonstrate these changes.

* Hair increases on legs, chest, face, underarms, and in pubic areas.
* Sweat and body odor increase.
* Growing taller and developing bigger and stronger muscles.
* Shoulders are broader.
* Oily skin, pimples, acne.
* Increased hunger and appetite.
* Voice “cracks or breaks” and gets deeper.
* Testicles (the balls) get bigger.
* Penis grows in size and length.
* Erections (a hard penis) happen at unexpected times.
* Wet dreams occur, which is when fluid comes out an erect penis during sleep.

1. Explain that some of the **physical changes** to your body will be visible. For example, you will grow taller, get facial hair, and your penis will grow bigger.

* Mention that some physical changes are harder to see or are private.
* A boy’s penis may become hard. This is called an erection. Boys do not have control over when erections will happen. It is very common for boys to wake up with an erection in the morning. This is normal and natural.
* When a boy has an erection, he can ejaculate. When this happens, it is pleasurable, and a fluid comes from the hard penis. This fluid contains sperm.
* A boy does not have to ejaculate every time he has an erection. If he waits, the erection will go down on its own.
* Boys and men often ejaculate while they are asleep. This is very common and normal. They cannot control it.

1. Point out that even though a boy’s body has the ability to produce sperm and ejaculate, this does not mean that he is necessarily ready to begin having sex or have babies!
2. Affirm with the group that each boy’s body is different. You may develop differently than your friends or siblings. Everyone grows and matures at a different rate, and that is okay and normal!
3. Point out that body shape and height are determined by your parents or grandparents. Body height is also influenced by what you eat.
4. Referring to the reproductive organs, explain that just like girls who begin to develop and release eggs from their ovaries, boys begin to produce sperm in their testicles.
5. Point out that when girls begin to menstruate, and boys produce sperm, the girl can get pregnant if she has sex. Though very uncommon, it is possible for a girl to become pregnant right before she has her first period because the first egg is released shortly before. Explain in the next sessions that they will learn more about this.
6. Explain that just like the body, the brain begins to mature too. The emotional part of the brain matures first. This is why you become more emotional at this time.
7. Discuss the **emotional** changes that the boys mentioned in their flipchart illustrations. Highlighting what the boys mentioned, discuss the emotional changes that happen during puberty and adolescence. Key points include:

* Behavior is greatly influenced by feelings.
* These emotional changes are mostly related to being glad, sad or mad.
* Glad – feeling wonderful.
* Sad – feeling sad or bad about oneself.
* Mad – getting angry at things.
* You have quick mood swings. One moment you are glad and the next moment you are mad.
* You feel more independent.
* You begin to have sexual feelings.
* You feel more sensitive or feel anxious about the changes in your body.

1. Explain that boys and girls also experience **cognitive (learning and thinking) changes** during adolescence.

* You use more complex thinking focused on personal decision-making in school and at home.
* You begin to speak your own thoughts and views on a variety of topics.
* You begin to decide which sports or groups you prefer, what kinds of personal appearance are attractive, and what parental rules should be changed.
* You begin to question authority and society standards.

1. Mention that in addition to physical, emotional, and cognitive (learning) changes, there are **social** changes that also occur during puberty and adolescence:

* More and more you want your friends to like you.
* You do not want to be different or weird.
* You want to be less with your family and more with your peers and friends.
* You are more conscious of your physical appearance.
* You are more conscious of what people think about you.
* You begin to seek acceptance from peers through competition and achievement.

1. Point out that boys also have similar **emotional** and **social** changes as the girls with some exceptions. Ask: ***What are these exceptions?***
2. Say that the exceptions can include:

* These changes happen a year or two later than with girls.
* During this time of change, boys are sometimes given more freedom and fewer responsibilities, while girls are sometimes expected to stay in the home more.

1. Ask: ***Have you noticed any differences in how boys’ are treated compared to girls now that you are adolescents?*** Gather as many responses as possible.

Ask: ***Have you noticed any differences in how boys’ are treated compared to girls now that you are adolescents?***

1. List the following changes as examples if not mentioned by the boys:

* Girls’ changes typically happen a year or two earlier than with boys.
* Girls are sometimes expected to do more chores around the house while boys are sometimes given more freedom and fewer responsibilities.
* Girls may also be given less freedom by their family outside the house.

1. Ask the boys what they think about this. Explain that in later sessions they will learn about gender and how society puts different pressures on boys and girls as they become adults. This pressure can create inequality and disadvantage between them.
2. Remind the boys that puberty:

* Is a fun and also scary time. It may feel strange at first. It can also make you feel self-conscious.
* It means that you are slowly becoming an adult! Ask if anyone has questions.

**Her Changing Body**

1. Keep the boys in the same small groups.
2. Explain that during puberty, girls’ bodies begin to change at your age too.
3. Explain the exercise:
   * If markers are limited, decide who will take the lead on drawing.

* Draw an outline of a girl’s body on the 2nd piece of flipchart paper.
* Draw pictures or symbols to show where girl’s bodies change physically and emotionally.
  + **Tell the group they have** about 5 minutes to finish the drawing. Tell them they need to work quicker as they have much less time. Expect the boys to giggle.
  + Ask them to identify someone in the group to present the drawing when they are done.

1. When done, ask each group to explain their drawing.
2. Once all groups have presented, discuss the **physical** changes that happen to girls during puberty. Using the flipbook, demonstrate the physical changes that girls experience during puberty.

* Grow taller
* Sweat increases and body odor begins
* Breasts begin to develop or continue to grow and become fuller
* Hips get wider
* Experience weight gain and changes to body shape (e.g. more fat in upper arms, thighs)
* Menstruation begins
* Hair increases on legs, under arms, around the genital areas, and top lip
* Vaginal wetness or discharge that is white or clear may start and is normal
* Increased hunger and appetite
* Oily skin, pimples and/or acne

1. Point out that even if a girl’s body has the ability to have children during puberty, **it does not necessarily mean that girls are ready to become pregnant.**
2. Explain that although bodies, emotions, and social things change during puberty, adolescence is an exciting time of life. Boys and girls become more interested in new relationships, develop great friends, and grow beyond their childhood interests.

**Taking Care of Your Body: (20 minutes)**

1. Say: ***We have been talking about puberty and changes that happen to your body, as you grow up. Just as your body is changing, your self-care habits should also change, to make sure you stay clean and healthy! Today we are going to be talking about personal hygiene and self-care.***
2. Start a discussion about what you can do to keep your body clean and healthy. Highlight anything the group may have missed:

* **Washing the body:** Washing the body helps one to stay clean, avoid infection, and avoid becoming sick. Bathe with soap and water once or twice per day. Wash hands before and after meals. Wash hands after using the bathroom to prevent the spread of bacteria and infection. Washing the face at least twice a day with soap and water can help keep acne away or make it less severe.
* **Smelling good and feeling fresh:** Use deodorant, baby powder, or the most common product in your country for smelling good under your arms.
* **Hair:** Wash your hair regularly to keep it clean. How frequently you wash your hair depends on the type of hair you have and your environment. Those with straight or fine hair may notice a quick build-up of oil and may need to wash their hair every day or every two or three days. Those with curly or coarse hair generally experience a slower buildup of oil and can wash their hair once a week. It also depends on cultural beliefs. If you are unsure of how often to wash your hair, ask a friend or family member with a similar hair type who can give you advice. Boys should talk to a parent, an older brother, or another adult they trust about shaving. Not all young men shave. This depends on culture and choice.
* **Teeth and mouth:** Use what is most common in your country to clean the teeth after every meal and before bed each night. Cleaning teeth helps avoid cavities or rotted teeth. Using toothpaste with fluoride can also help to strengthen your teeth.
* **Underwear:** Wear clean underwear every day to avoid infection and keep the genital area clean. If you have to wash your underwear every few days to make sure you have enough to wear a clean pair every day, it’s important to plan ahead so it has time to dry.
* **Genital area:** It is important to wash and clean the penis every day. Wash the scrotum, between the scrotum and the thighs, in between the buttocks, and the anus with soap and water every day. For uncircumcised boys, it is important to pull back the foreskin and gently clean this area. Whether a boy is circumcised or not, it is important to wash and clean the penis and the area around the anus every day.

**Support During Puberty** (about 15 minutes)

1. Explain that during puberty and adolescence, it is natural to rely less on adults and more on your friends for information. At this age, you feel the closest with your friends and often rely on them for information.
2. Point out that some adults are good to speak to during this time of change. They will have more information and life experience than your peers.
3. Ask: ***Which adults can you turn to for information about your changing bodies, relationships, your feelings about getting older, etc.?***
4. After the discussion, summarize the list of possible trusted, knowledgeable adults:

|  |  |
| --- | --- |
| Mother or Father | Teacher |
| An auntie /uncle or grandmother/ grandfather | Nurse at a health clinic, if you feel comfortable. |
| An older sister/brother/cousin/ friend | Religious institutions or groups |

1. Explain that the purpose of the Boys Club is to learn together with their peers. It is a safe place to learn, especially if they do not feel comfortable talking to older adults.
2. The changes that come with puberty can sometimes be embarrassing or uncomfortable to talk to adults about. Start a brief discussion on some of the ways boys can help make puberty easier for each other.
3. Say: ***While all these changes we have discussed are completely normal, puberty can be a challenging time. Let’s discuss some ways in which we can make puberty easier for everyone.***
4. Discuss the following questions:

* What can you do to help each other?
  + **Prompt**: don’t tease each other; remember that you are all going through it; talk through stressful times with friends, etc.)
* What are some things that can help us get through these changes?
  + **Prompt**: Remember this is a normal process and will not go on forever; take care of yourself; talk to friends, etc.
* What are some of the most embarrassing moments that may happen for boys, and how can we make those moments less uncomfortable for each other?
  + **Prompt**: First time you ejaculated; you have body odor or acne—practice personal hygiene/wash yourself/use deodorant, etc.
* What are some ways you can help girls to go through puberty much easier?
  + **Prompt:** Be a good listener when they are having a hard time. Support them at home, do not tease them, go with them to buy hygiene supplies if they need it.

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.



[1] Adapted from: GREAT Activity Cards for Very Young Adolescents (10-14 years old).

[2] Adapted from *Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective* was developed by Family Health International (FHI)/YouthNet.

[3] Adapted from Blum, Robert Wm. Adolescence: Age and Stage. Department of Population, Family and Reproductive Health. Johns Hopkins Bloomberg School of Public Health.

[4] https://www.urmc.rochester.edu

[5] <https://www.cincinnatichildrens.org/health/c/cognitive>

# **Session 4: Preventing Unwanted Pregnancy**

**Learning Objectives**



**By the end of this session, the boys will:**

* Describe correctly how pregnancy occurs.
* Describe ways to prevent pregnancy, including using contraception.
* Explore the method that may someday work best for them and their partner.
* Explore how to separate reproduction from the normal, sexual feelings they may feel.
* Explore how to make healthy decisions about sexual behavior.

### 

## 

## **Total Time: 2 Hours**

## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Colored Markers | Crayons/markers for boys to use on flipcharts |
| Flipbook (flipchart) with illustrations of female reproductive organs and/or uterus model | “Question folder” or a place to put questions anonymously |
| Flipchart paper (newsprint) | |

## **Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Make sure the Boys Club location has a wall/fixture or a place to put a flipchart stand to write on and hang flipchart papers.
* Work with your supervisor to identify a youth-friendly health expert, nurse, or other person to be a resource during this Boys Club meeting. This person should be supportive of young people’s access to sexual and reproductive health services. If such a person is not available, run the session by yourselves.
* Prepare a list of common questions and answers to discuss when you ask, “What stories they have heard about how pregnancy happens”. Some examples may include how the sex of a fetus is determined and how do twins occur, especially if twins are more common in the context (as in some parts of Nigeria for example).
* On a flipchart, copy the “Contraceptive Methods” Tables shown further below.
* Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.

## **Session Plan:**



### **A.** **Welcome: Total Time - 5 minutes**



1. Welcome the boys back to the group. Thank them for coming.
2. Ask if anyone has questions from the last Boys Club meeting? Pull questions from the anonymous question folder, if there are any.
3. Explain that today’s session will focus on finding out how pregnancy happens and ways to avoid getting a woman pregnant before either of you are ready.



**B.** **Activity: Total Time – 110 minutes**

**All About Menstruation (30 minutes)**

1. Ask: ***Thinking about the last session, what changes do girls experience when they enter puberty?*** Get as many responses as possible.
2. Explain that girls have some different body parts than boys. This is because a fetus needs to grow and mature inside a woman’s body before it is born.
3. Using a flipbook with illustrations, explain that girls have some body parts that you cannot see:

* Ovaries – there are two ovaries where a girl’s/woman’s eggs develop and are released.
* Fallopian tubes – this is a tube that connects each ovary to the uterus.
* A uterus – this is where a fetus grows and matures before birth.
* A vagina – this is where the fetus leaves the uterus during birth.

1. Explain that during and after puberty:

* Boys/men produce sperm, which is made in their testicles.
* Girls are born with eggs in their ovaries, during puberty an egg develops and is released about once a month.

Ask: ***What do boys know about menstruation?***

1. Ask: ***What do boys know about menstruation?*** **Note**: Use illustrations in a flipbook or use a uterus model or refer to the Boys Participant Guide to discuss the following points.

* An ovary releases an egg about once a month. This is called ovulation.
* At the same time, the uterus begins to prepare to grow a fetus in case the egg is fertilized by sperm by developing a lining of tissue and small amount of blood.
* When the egg is not fertilized, the uterus no longer needs to prepare for a fetus. It discards the tissue and blood through the vagina – this is called menstruation.
* Menstruation is when the uterus is discarding the blood and tissue.
* About once a month, this process begins all over again, unless the woman becomes pregnant.

1. Explain that a girl’s menstrual cycle is how her body prepares to have children. **This is a very normal and natural process.**
2. Ask: ***What stories have you heard about girls’ menstruation? Where did you hear these stories?***
3. Remind the boys that while menstruation is natural and normal, it can be challenging for girls. Menstruation is not a sickness, illness, disease, infection, harmful, dirty, shameful, unclean or otherwise ‘negative’.
4. Depending on what the boys say, point out that the best source of information is from knowledgeable adults, teachers, health care providers and here at the Boys Club.
5. Ask: ***What are some challenges that girls experience when they are menstruating?*** Gather as many responses as possible.
6. Explain the following challenges if not discussed:

* Girls can have cramps and pain during menstruation.
* Girls have to find products to absorb the blood, change them every couple of hours, and wash them when they get home.
* Girls feel embarrassed when blood gets on their clothes. Then, everyone knows they are bleeding. Plus, they have to wash their clothes later on.
* Boys often tease girls when they are bleeding or go to the latrine to change. ***How do you think this makes girls feel?***
* Girls can be told to stay home when they are menstruating. It is lonely to stay at home when menstruating. They are not able to keep up with schoolwork or other responsibilities.

1. Ask: ***What are some ways boys can help girls if they notice that she is menstruating?*** Write these on a flipchart. Thank them for all the great ideas.

**How Does Pregnancy Happen? (30 minutes)**

1. Use the flipbook or other illustrations such as in the Boys Participant Guide to review the menstrual cycle, covering these points:

* A girl’s menstrual cycle is typically between 21 to 35 days. Some are shorter and some are longer.
* About 12 to 16 days after the last menstrual period, a girl/woman ovulates/releases an egg. This is called ovulation.
* After the egg has been released it travels through the fallopian tube to the uterus.
* During ovulation as the egg moves through the fallopian tube and uterus the girl/woman is fertile. If she has sex around that time, she can get pregnant.
* An egg and sperm can meet when a boy and girl have sex, especially during the time the girl/woman is fertile.
* The sperm can live up to 5 days inside the woman. So even if a girl/woman has sex before ovulation she can become pregnant.

1. Using a flipbook or other illustrations, discuss how babies are made, covering these key points:

* An egg and sperm can meet when a boy/man and girl/woman have sex.
* When an egg and sperm meet, they fuse together and become an embryo. **This is called conception**. It usually happens in the fallopian tube.
* After a couple of days, the embryo travels down the fallopian tube and attaches to the uterus, which is lined with blood and nourishing tissue.
* The embryo grows into a fetus in the uterus.
* After 9 months a baby is born.

1. Ask the boys: ***What stories or myths did you hear about how pregnancy happens? Why is there so much bad information out there?***
2. Depending on what the boys say, point out that the best source of information is from knowledgeable adults, teachers, health care providers, and here at the Boys Club.

Ask: ***What stories or myths did you hear about how pregnancy happens? Why is there so much bad information out there?***

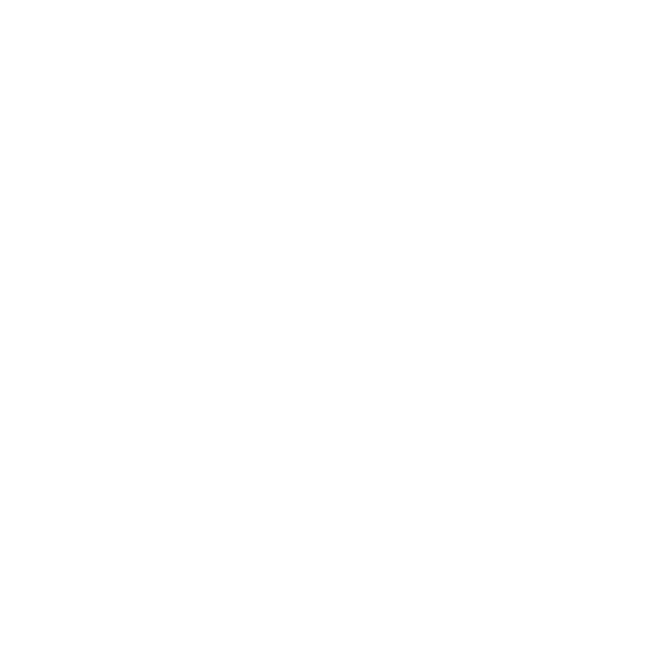
1. Explain that it is important that you learn how pregnancy happens from a reliable source so that you get the correct information. This will help you later in life.
2. Remind boys that when girls begin to menstruate, and boys produce sperm, the girl can get pregnant if the couple has sex. **Though very uncommon, it is possible for a girl to become pregnant before she has her first period because the first egg is released shortly before.**

**How Can Young Men Prevent Early and Unwanted Pregnancy? (30 minutes) [1]**

1. Explain that during puberty your body is physically able to get a girl pregnant.
2. However, there are many reasons why boys their age should wait to have babies.
3. Ask: ***What are some of the reasons why some boys your age should wait to have babies?*** Get as many responses as possible.
4. Emphasize: ***Having a baby is a big responsibility and can change your life in a lot of unexpected ways. Having a baby too soon can also be very hard on a girl’s body.***
5. Gently say that because of gender inequality, girls who are in relationships or who are married are expected to become pregnant. They often do not have the power to make a decision on when to have children.
6. Point out that the best way to avoid pregnancy is to abstain from having sex.
7. Say: ***However, when you are ready to have sex, there are a lot of contraceptive methods they can use to prevent pregnancy.***
8. Say contraceptive methods often used by young people can be divided into two categories: (1) short-term methods and (2) long-term, reversible methods.
9. If flipchart paper and markers are available, make a table like this:

|  |  |  |
| --- | --- | --- |
| **Contraceptive Methods Table** | | |
| Short-term methods | Benefits:   * Can be stopped quickly; * Easy to access at healthcare facilities, pharmacies and from community Health Workers | Methods: Male / female condoms, contraceptive pills, emergency contraceptive pills, Injectables |
| Long-term, reversible methods | Benefits:   * Prevent pregnancy for a long period of time; * Once inserted, they are low maintenance - you don’t need to make frequent visits to the clinic or pharmacy; * Can be used for several years, but can be removed at any time by a health provider; * Need to go to the health facility to have it removed | Methods: Implants, IUDs |

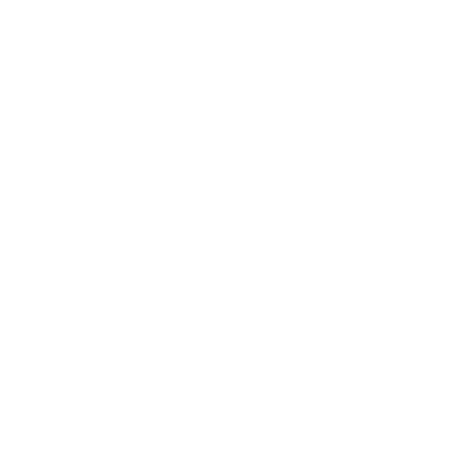
1. Point out that short-term methods have to be used correctly to work effectively.
2. Summarize some common short-term contraceptive methods:

* **Male and female condoms** – this is a rubber sheath that a man puts over his erect penis or a woman inserts into her vagina just before having sex. Condoms prevent pregnancy and sexually transmitted infections if they are used every time the woman/man has sex.
* **Contraceptive pills** – these pills contain one or more hormones that prevent ovulation. If a woman does not ovulate, she cannot get pregnant. She must take one pill a day for the method to be effective.
* **Emergency contraceptive pills (ECPs**) – these are pills that help a woman avoid pregnancy after she has had sex without contraception. ECPs help to prevent pregnancy when taken up to 5 days after unprotected sex.
* **Injectables** – these are shots that a woman can get either once a month or once every three months. They usually contain one hormone that prevents ovulation and, thus, pregnancy.

1. Referring to the Table, mention that long acting, reversible methods are also good options, though they will not offer any protection from STIs.
2. Summarize some common long-acting, reversible methods.

* **Implants** – these are small flexible rods that are inserted just under the skin of the woman’s upper arm. The rods release hormones that prevent ovulation for several years. These need to be inserted and removed by a trained health care provider. There are different kinds of implants. A woman should discuss the best options with a trained health care provider.
* **Intrauterine devices** (IUDs**)** – a small, flexible T-shaped piece that is inserted into the woman’s uterus by a trained health care provider at a health facility.

1. Mention that there are also permanent methods of contraception for both men and women, but these are only appropriate for people who are sure they are done having children.
2. Point out the following:

* Every contraceptive method has advantages and disadvantages so certain methods are best for different people.
* It is very important that a young man and woman talks to a healthcare provider to help her determine which method is best for them based on their preferences, needs, and health status.
* When a young man is thinking about having sex and does not want to get his partner pregnant, he should discuss with her the importance of going to a health care facility to discuss contraception with a trained provider. The right method for them will depend on many things.

1. Ask: ***Why is it important for young men to be informed about contraception?***
2. Explain that it is common for people to believe that avoiding pregnancy is only a woman’s responsibility because the baby grows inside of her body, but young men also have an important role to play!
3. Ask: ***When you and your partner are with a health provider, what are some important things to consider when exploring what contraceptive method is right for you as a couple?”*** Gather as many responses as possible.
4. Write the following on a flipchart as you say them (**Note:** Adapt based on your context):
   * Easy to keep private
   * Low cost
   * Easy to use
   * Reduces periods
   * No or few side effects
   * Doesn’t reduce sexual pleasure
   * Willing to use a method that has hormones
5. End with saying: ***Most contraceptive methods, with the exception of male condoms, can only be used by women since pregnancy happens in women’s bodies. For this reason, it is important that women feel free and comfortable to have the final word on which method is right for her. However, it is important that she has your support!***

**Avoiding Unsafe Abortion (20 minutes)**

1. Explain to the group that when women and men have sex and do not use an effective contraceptive method, they may become pregnant before they are ready. This may place them at risk for seeking an unsafe abortion, especially if abortion is illegal in the country. An unsafe abortion is when untrained persons use dangerous methods, such as introduction of foreign objectives and/or use herbal remedies to end a pregnancy. Unsafe abortions can also take place in settings with limited or poor-quality medical equipment.
2. Continue by saying:
   * Unsafe abortion is one of the leading causes of death of young women.
   * There are many risks of seeking an unsafe abortion including infertility, becoming permanently disabled, and even death.
   * Young women who seek unsafe abortions and the male partners who support them should not be blamed or shamed! Abortion is a reality in every country regardless of whether it is legal or not. There is a lot of stigma against sexual activity among adolescents your age.

**Abortion is a reality in every country regardless of whether it is illegal or not.**

* + Unsafe abortion is often more common when it is often difficult to find information about and get access to reliable methods of contraception.
  + Young women are more likely than older women to delay in deciding to seek services, and that itself can make abortion unsafe.
  + Young men can play important roles in supporting their female partners in seeking services and caring for their health and wellbeing (e.g., seeking information from health providers, paying for services, arranging transport, offering emotional comfort).

1. Ask the group:
   * What does your community think of women who seek abortions?
   * Do you think that a woman has the right to decide whether or not to continue with a pregnancy?
   * Do you think that women have a right to safe and legal abortion? Why or why not?
   * What are challenges that young women face in these situations? And how can young men as their partners support them in seeking abortion services safely?
2. Say that abortion in general is a very sensitive topic. However, in places where it is not legally available young women are at risk of seeking an unsafe abortion and experiencing health complications as a result. Make the following additional points to close the discussion:

* Abortion is a basic healthcare need for millions of women, girls and others who can become pregnant. This is because approximately 1 in 4 pregnancies end in abortion.[[6]](#footnote-1)
* Young women will seek abortions regardless of whether it is legal or not.
* When undertaken by a trained health-care provider in sanitary conditions, abortions are a safe medical procedure.
* Making abortion illegal makes the procedure less safe. It does not end the practice of seeking abortion.
* Having access to safe and legal contraception is essential for preventing abortion.[[7]](#footnote-2)

1. Say that male partners play a very important role in supporting women to use the contraceptive method that works best for them. Ask: ***What support can young men provide to avoid an unwanted pregnancy?*** Give the following ideas:
   * They can accompany their female partner to the health clinic to get information about contraceptives
   * They can seek information themselves about what methods are available, especially if the girl is too ashamed or is unable to leave the house

Ask: ***What support can young men provide to avoid an unwanted pregnancy?***

* + They can offer emotional support (e.g. say comforting words)
  + They can pay for contraception
  + They can pay for and/or provide transportation to the health facility or pharmacy

**Sex and Reproduction - They are not the same! (30 Minutes)[[8]](#footnote-3)**

1. Introduce the next activity by saying that many people think that sex and reproduction (having babies) is the same thing, but it is not! Adolescence is a time when girls and boys can feel their sexual feelings intensify. However, young women are taught from an early age to feel guilty and ashamed about their bodies.
2. Refer back to the Table of Contraceptive Methods pointing out condoms.
3. Break participants into three smaller groups and explain the activity:
   * Describe, either real or imagined, scenarios where young women would carry condoms with them and where men would carry condoms with them.
   * They have 10 minutes to discuss this in their small groups.
4. Ask the small groups to share their stories with the larger group.
5. Ask the group to create a story where people perceive a young woman carrying a condom as a good / positive thing and another story where people perceive a young woman carrying a condom is a bad / negative thing. Divide the large group into two smaller groups and assign each one to develop a role-play about the stories - positive and negative.
6. Thank the groups for the skit, and then ask the group the following questions:
   * In a relationship, who is responsible for initiating a talk about using contraception? Why? For example, because of gender norms, young women are expected to initiate these discussions because pregnancy happens in a woman’s body.
   * What do boys think of unmarried girls who use contraception like condoms? What about other members of your community? For example, they may think that they are sex workers or that they are “dirty”.
   * Is it difficult for girls to talk about using contraception? For example, yes, it is difficult for girls to talk about contraception because they have less power in relationships to negotiate. It is also a topic that is taboo because it is associated with sex and therefore a shameful matter to discuss openly in many contexts.
   * Is it difficult for girls to talk to her partner about what gives her pleasure? Why or why not? For example, it is difficult for young women to talk about what gives them pleasure because they are raised from a young age that sex is only for pregnancy (reproduction) and that only men should enjoy sex.
   * What are some ways boys can initiate important conversations about using contraception to prevent unwanted pregnancy with their partner?
   * What are ways that boys can overcome difficulties in bringing up pleasure in a sexual/ intimate relationship?
7. Close the exercise by saying: ***The stigma and shame young women and men experience prevent them from understanding and enjoying their bodies. This shame can prevent young people, especially young women, from accessing services and contraception when they really need it. This way of thinking also perpetuates the idea that girl’s bodies should be controlled, especially by men. By becoming empowered to love and appreciate our bodies, we learn how to protect and keep it safe from harm, and seek help when we need it.***

Icon

Description automatically generated

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Ask if they know of a trusted adult or older friend who they can talk to about such topics. If yes, who?
3. Point out that they can always ask questions during the Boys Club.
4. Say: Take a couple of minutes to write what you learned in your Participant Guide.
5. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
6. Close the meeting.

|  |
| --- |
| **If a participant enquires about health services:**   * Be non-judgmental and empathetic. * Ask the boy if he has a partner who would like to accompany him to the health center if he is in a relationship. If so, encourage him to go together with his partner (with her consent) to the health center. He can also be accompanied by a trusted older adult. * It is also fine for him to go alone if the service providers will be friendly towards youth his age. However, verify this before referring him. * If there is no simple way for him to access the health center, connect him with alternative options such as a community health worker or health NGO who can provide information if such resources are available. |

[1] World Health Organization. Family Planning: A Global Handbook for Providers. Third Edition 2018

# **Session 5: Our Power as Men**

**By the end of this session, the boys will:**

* To talk about the power and privilege they will inherit as they become men, and how it can cause harm in relationships.
* To reflect on male power and patriarchy, and how gender bias impacts men and boys and how gender equal households and communities benefit *everyone.*
* To rehearse strategies to challenge gender stereotypes and unequal power dynamics.

**Learning Objectives**



****

## **Total Time: 1 hour and 30 minutes**

## 



## **Materials Needed:**

|  |  |
| --- | --- |
| Flipchart paper and marker | Tape |
| “Question folder” or a place to put questions anonymously | |

## **Preparation Notes:**



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
* Prepare a chart ahead of time that looks like this:

|  |  |  |
| --- | --- | --- |
|  | Boys and men | Girls and women |
| Ability to go where we want |  |  |
| Cooking and cleaning |  |  |
| Access to money and ability to make decisions about it |  |  |
| Care for children and older people |  |  |
| Safety |  |  |
| Choices about work |  |  |
| Other … the boys add |  |  |
|  |  |  |

## **Session Plan:**



### **A. Welcome: Total Time - 10 minutes**



## Welcome everyone back to the Boys Club. Thank the boys for coming.

## Ask if anyone has questions from the last Boys Club meeting. Pull questions from the anonymous question folder, if there are any.

1. Say: We have talked a lot in the Boys Club about how communities and our families expect different things of boys and girls, and of men and women. The purpose of this session is to talk about how those differences can give boys and men power. We also will talk about different kinds of power and how we men can use our own power to improve the lives of others.

### **B. Activity: Total Time - 70 minutes**



**Reflection: What are the advantages of being a boy (compared to being a girl)** (20 minutes)

1. Say, Now we are going to talk about how boys and men enjoy certain advantages compared to girls and women.
   * Write up ideas on the flipchart
   * Analysis of these advantages and where they arise from
   * Different kinds of power

**Activity: Persons and Things[[9]](#endnote-6)** (30 minutes)

1. **Say,** The purpose of this session is to increase our awareness about the existence of power in relationships. We will think about how we communicate about and demonstrate power in our relationships with other people.

***Planning tips/notes:*** *Generally, when power roles are inverted and those who hold power are forced to be submissive, the person repeats the same pattern.*

1. Divide the group in two with an imaginary line. Each side should have the same number of participants.

*Say,* ***generally, when power roles are inverted and those who hold power are forced to be submissive, the person repeats the same pattern.***

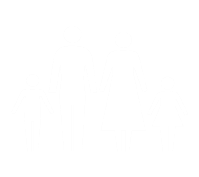
1. Tell the participants that the name of this activity is: **Persons and Things**. Choose, at random, one group to be the “things” and the other the “persons” or people.
2. Explain the rules for each group:
   1. THINGS: The “things” cannot think, feel, make decisions, have no sexuality, have to do what the “persons” tell them to do. If a thing wants to move or do something, it has to ask the person for permission.
   2. PERSONS: The “persons” can think, make decisions, have sexuality, feel, and furthermore, can take the things they want.
   3. Ask the group of “persons” to take “things” and do what they want with them. They can order the “things” to do any kind of activity.
3. Give the group 3-5 minutes for the “things” to carry out their designated roles (in the room itself).
4. Say, there has been a revolution and the things are now persons and Persons are now things. Give participants another 3-5 minutes to carry out their new roles.
5. Finally, ask the groups to go back to their places in the room.
6. Discussion questions

* What was the experience like?
* When you were “things,” how did your “person” treat you?
* What did you feel? Why?
* In our daily life, do we treat others like this? Who? Why?
* How can we change this kind of treatment?
* What are examples of people who are treated like things? (Make sure to mention that girls and women can be treated like things, as can other vulnerable groups like ethnic minorities, the poor, LGBTQ+ individuals, etc.

1. ***Say,*** *generally, when power roles are inverted and those who hold power are forced to be submissive, the person repeats the same pattern.*

**Activity: All at the Same Time! Strategies for Responding to Injustice** (40 minutes)

1. Say, We’ve learned a lot about the extra challenges our sisters, mothers and female friends and peers experience just because they are female.
2. We’ve seen how there are many areas in which boys and men have things a little easier than girls and women. These have to do with gender roles and expectations. In our society, men and boys often enjoy more choices and opportunities than girls and women.
3. Ask, do you think that is fair? Why not? Why?
4. Let’s talk about some definitions that explain the different ways our power works[[10]](#endnote-7):
   1. ***‘Power to’*** *is about being able to act. It can begin with the awareness that it is possible to act, and can grow in the process of taking action, developing skills and capacities, and realizing that one can effect change.*
   2. ***‘Power with’*** *describes collective action or agency, and includes both the psychological and political power that comes from being united. ‘Power with’ is often used to describe how people facing domination can act to address their situation: from joining together with others, through building shared understanding, to planning and taking collective action.*
   3. ***‘Power within’*** *describes the sense of confidence, dignity and self-esteem that comes from gaining awareness of one’s situation and realizing the possibility of doing something about it.*
5. Say, the exciting thing about these forms of power is that each of them offers an opportunity to make the world a better place by acting on behalf of others.   
   1. *But power has a negative side as well, as we see when violence takes place. This is a form of ‘****power over****,’ which is built on force, coercion, domination and control, and motivates largely through fear.[[11]](#footnote-4)*
6. Say, we are going to do an exercise that helps us think about how we can address some of the unfairness we see around us. This is a wonderful way to use our power as men!
7. Say, We are going to play a fun role-playing game called All at the Same Time.[[12]](#endnote-8) We will discuss the importance of sharing chores and domestic responsibilities among both boys and girls.
8. Ask the group, We all come from a home, right? We all have chores to do to take care of the home, right?
9. Divide the participants into three smaller groups. Give each group a fun name such as “bananas,” “oranges,” and “pineapples.” Tell the first group that their role will be to figure out which group is “men with a home and family” and which group is “women with a home and family.” However, they will have to step outside of the room for a few minutes to let the other two groups prepare.



1. Give the other two groups their assignment. Ask the two groups to imagine themselves in their role:
   1. To the group role-playing “women with a home and family”: What do women do to take care of the home and family from the time they wake up until the time they go to sleep?
   2. To the group role-playing “men with a home and family”: What do men do to take care of the home and family from the time they wake up until the time they go to sleep?
   3. Tell them all that they will have to use their actions and not their words for the role-play.
2. Say that you will call out different times of day: morning, afternoon, evening, and nighttime. They will have to role-play what men or women would be doing at that time (if anything at all). Give them one or two minutes to prepare.
3. Ask the third group to come in. Tell the first two groups to move to opposite corners of the room. Repeat to the entire group that you are going to call out different times of day and they should silently carry out the activity that their character (either men with a home and family or women with a home and family) would do at that time.
4. Tell the third group that their role is to pay attention to the similarities and differences in the roleplays between the two groups. Call out the different times of day: morning, afternoon, evening, and nighttime.
5. Ask everyone to sit back down in the circle. Ask the third group to guess which group was playing the men and which group was playing the women. How did they know who was who?
6. What caught your attention most about the role-play? Where did you learn that housework and caring for children are mainly a woman’s job? Do girls and women or men and boys have more time have time to relax and rest? What good things would happen if more boys were involved in the household chores and childcare?
7. Thinking back to our power – What do you think you could do to make the division of labor at home more fair? Could you speak with your sisters and mother about it to see what would help them? Could you encourage a family conversation about being more mutually supportive in the house, and about the unfairness? Could you find ways to make the work of the girls and women in your house easier?
8. Homework: For the boys: Talk with your parents about one thing you would like to do to help around the house, such as helping with the cooking or cleaning. Ask if it would be alright for you to do it this week.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

Icon

Description automatically generated

1. **Wrap Up: Total Time – 2**

# **Session 6: Everyday Violence Against Women**

**Learning Objectives**

**By the end of this session, the boys will:**

* Be able to identify different types of violence and to discuss the particular types of violence that most commonly occur in families and between partners.
* Look at the ways in which many forms of sexual violence are hidden and seen as being normal.
* Understand the impact of male violence on the lives of women and girls.
* Identify some actions boys can take to prevent multiple forms of violence.



****

## **Total Time: 1 hour and 30 minutes**

## 

## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart paper and marker | Tape |
| “Question folder” or a place to put questions anonymously | |
| List of resources where one can receive domestic violence services such as counseling and where they can report | |

## 

## **Preparation Notes:**



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* This is a sensitive session asking participants to recall and empathize with women’s experiences of sexual harassment and violence. Have a list of referrals available, should participants disclose violence or a desire for services (health, legal, or psycho-social).
* Be sure to review the guidance and tools for responding to disclosures of violence as well as any local laws around mandatory reporting of violence concerning adolescents with your supervisor prior to the session.
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.

## **Session Plan:**



### **A.** **Welcome: Total Time - 10 minutes**



## Welcome everyone back to the Boys Club. Thank the boys for coming.

## Ask if anyone has questions from the last Boys Club meeting. Pull questions from the anonymous question folder, if there are any.

1. Say: We have talked in the Boys Club about how using violence against other people, including women, is a way in which young men “prove” that they are real men. The purpose of this session is to discuss what violence is and the different types of violence that exist.
2. Say: Today’s session is going to be a bit more serious than our previous sessions. If you have experienced violence, seen violence, or know someone who experienced violence, it is normal for talking about violence to bring up bad memories. Remember this is a safe space. I will stay here for a while after the session ends if you would like to speak privately. If during this session, you feel yourself becoming too upset, I encourage you to go outside if you feel like you need to take a moment for yourself, or you can also stay and focus on something to calm down: you can also focus on a tree or other pleasing plant and count the leaves until you feel calmer.  You can re-join the activity we are in the middle of whenever you feel ready.

### **B.** **Activity**: **Total Time** **- 75 minutes**



### **What Is Violence?[[13]](#endnote-9) (30 minutes)**

1. Ask the group: ***What is violence?*** Write the responses on a flipchart paper.

1. After everyone has shared their ideas, explain to the group:

*“At its simplest level, ‘violence is the use of force or the threat of force by one individual against another.’ Violence is not a random act. It happens in specific circumstances and settings. Violence happens more frequently in some settings than others, such as during conflict, but it is also very present in our homes and communities. Violence often occurs within the family and is often perpetrated by men against women, although this is not the only type of violence.”*

1. Tell the group that acts of violence can be divided into four broad categories:

* **Physical violence:** Using physical force such as hitting, slapping, kicking, burning or pushing.   
  Example: When Maya got home from school, she prepared rice for dinner. Unfortunately, she got distracted and the rice got burned. When her father came in, he slapped her and held the back of her hand to the hot cooking pot.
* **Emotional or Psychological violence:** Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressions of jealousy or possessiveness such as the controlling of decisions and activities. It can also include restricting someone’s movements. This form of violence can be verbal or non-verbal.  
  Example: Although Karima likes Alok very much and has been enjoying being his girlfriend, she has noticed that he can never relax and just enjoy their relationship. He always suspects that she might be spending time with some other boy, and frequently looks at her phone to see if she has been speaking to a boy. He also has started getting angry when she says she wants to go out and see friends.
* **Sexual violence:** Pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if the person has previously consented to sexual behavior – consent must be given at the time, every time.  
  Example: Bilal would like very much to have sex with his girlfriend Yasmin. They have discussed it several times, and she has been clear that she is not interested. Lately, she has noticed that he has been making fun of her to his friends at school, and she knows they have been talking about her reluctance to have sex.
* **Economic violence:** When someone else exercises complete control over a person’s money and other economic resources. This type of violence is a way of exerting power and can be used to control someone’s movements, for example keeping them from meeting friends, etc.  
  Example: Noreen has been married to Timon for three years, and she takes care of the household and their baby while he works for pay at a local garage. Timon has started to get angry at Noreen when she asks him for money to buy food and berates her for her spending. He says that until she learns how to make do with less, he will not let her go and meet her friends.

1. Ask the group:

* Can anyone give an example of **physical violence** that is common in the community?
* Can anyone give an example of **psychological violence** that is common in the community?
* Can anyone give an example of **sexual violence** that is common in the community?
* Can anyone give an example of **economic violence** that is common in the community?

1. Tell the group that what all these examples have in common is the abuse of power by one person or group over another because of professional status, physical appearance, social (gender) role, etc.

Ask: ***Are men the only ones that are violent, or are women also violent?***

1. Ask: ***Are men the only ones that are violent, or are women also violent?***
2. Respond by saying that though there are cases where women use violence against men, people who research violence found that women tend to lack power in relationships and therefore most often use violence in times when they have to defend themselves against a violent partner, and are the ones who experience the most harm from intimate partner violence. In general, men are more likely to use violence against women than the other way around.
3. Say that for this session, we will focus on the violence that men use against women. When violence occurs through the use of group power that men and boys hold over women and girls, it is called gender-based violence.
4. Next, open a group discussion using the questions below:

* Do you know of anyone who has experienced violence against women? Without naming names, can you share what you’ve heard?

Say: ***Men are not naturally violent! Violence is a learned behavior, a way for men to control others including women and girls.***

* Does a woman ever “deserve” to be hit or suffer some type of violence? Why or why not?
* How do men commonly justify using violence against women? (e.g. she was late to come home, she burned food, etc).
* Are men naturally violent or is it something that they learn? How do young men learn to use violence?
* What impact does violence in relationships have on women and girls’ lives?
* What kinds of violence do boys or young men experience? Can you give examples?

1. End by saying: ***Men are not naturally violent! Violence is a learned behavior, a way for men to control others including women and girls. For this reason, violence can be un-learned. There is never an excuse for violence. It is important that even though many young men have witnessed violence, you have a responsibility to not replicate this violence against others.***

**In Her Shoes[[14]](#endnote-10) (45 Minutes)**

1. Break the boys into small groups of 4 or 5 per group and give each one flipchart paper and a marker. If it is a low literate group, ask them to simply discuss. Assign each group to be either Young Men or Young Women. Ensure there is at least one group assigned “Young Women”.
2. For the group assigned “Young Women” tell them to think of their sisters, female cousins, mothers, or girlfriends and imagine themselves in their position.
3. Say that for this exercise they will focus on sexual violence. Tell them to brainstorm in their groups the answer to this question, ***“What do you do on a daily basis to prevent and protect yourself from sexual violence?”***
4. Give them 3 minutes to brainstorm.
5. Ask each group to take turns saying the ways they protect themselves from sexual violence. It is likely that the group assigned as “Young Women” will have the longest list.
6. Lead a discussion by asking:

* What did it feel like listening to the other groups’ answers?
* It seems like women and girls do much more to protect themselves from sexual violence. (Women might: avoid walking alone (walk with a female friend), cross the street if they are alone and see a man coming on the same side, avoid wearing certain clothes, be extra careful how much they drink when they are out, and many other things. This list is diverse depending on age and context.) Why do you think this is?
* Who and what is responsible for this violence?
* What does it feel like to know all the ways girls/women limit their lives because of fear and experience of men’s violence?

1. Say that in future sessions they will work with the Girls Club to brainstorm solutions to both prevent sexual violence and make spaces safer for women, girls, and everyone!
2. End the discussion with the following points:

* The lives of women and girls are limited in many ways by the experiences and fear of sexual violence. This includes limiting the places where they feel safe to go as well as the times of day or night that they feel safe. It also limits their choices when it comes to choosing what to wear or with whom to talk to.
* It also limits how they can express sexual desire or feelings for fear of being stigmatized as “promiscuous” or “dirty” and blamed for any violence that might be done to them.
* Because many men and boys do not live with the daily threat of sexual violence, they often do not realize the extent of the problem that people of other gender identities face. They often do not realize that this is a regular and damaging feature of the daily lives of women and girls as well as those of other gender identities.
* Young men’s lives are also harmed by women’s experienced sexual violence. It is young men’s sisters, mothers, cousins and friends that are targeted by this violence.
* Women that young men care about are being harmed by sexual violence every day.
* An important aspect of transforming harmful masculinities to promote gender justice is to challenge this daily violence. It is important to challenge other men when we see this happening and work with young women to prevent it from occurring.



**D. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

# **Joint Session 7: Stepping Up Together**

**By the end of this session, participants will:**

* Discuss and practice how to work together to use safe and effective approaches to prevent and interrupt sexual harassment and other types of gender-based violence in the community.

**Learning Objectives**



### 

## **Total Time: 2 hours**

## 

## **Materials Needed:**



|  |  |
| --- | --- |
| Tape | Flipchart stand, if available and feasible for meeting location |
| Flipchart (newsprint) paper | Markers |
| Ball (can use rolled up paper if need be) |  |

## **Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it**
* Invite the Mentors of the Boys Club to co-facilitate this session with you. Decide which of the exercises each person will facilitate.
* This Joint Girls and Boys Club meeting requires the use of flipcharts. Find a meeting site with a wall/fixture or a place to put a flipchart stand so that you can write on and post flipchart papers.
* On a flipchart, write down the four ways to intervene when they witness sexist behavior / violence as detailed in the activity below.
* **Note that for this activity:** Often when individuals see someone else doing something wrong or harmful, they often react in one of two ways: Silence or violence. One of the main goals of this session is to help participants move beyond this and think - based on their own experience - of how they can challenge harmful behaviors in ways that are constructive and effective. Responding with anger and violence often feels emotionally satisfying, but it is almost guaranteed to produce a negative counter-reaction and possibly even escalate the situation. This session encourages participants to think about how to de-escalate the situation as the first step in challenging harmful behavior.

## **Session Plan:**



### **A.** **Welcome: Total Time – 20 minutes**



1. Welcome the girls and boys to the first joint session. Thank them for coming.
2. Introduce yourself and other Mentors.
3. Explain that everyone is going to practice new things today. They will also use what they have learned over the last couple of months.
4. Ask everyone to stand up and form a circle.
5. Explain the introduction game:

* I will throw a ball to someone. The person who catches the ball has to say her/his name. They also have to say one thing that describes them which begins with the first letter of their name. Examples: I am amazing Arun, I am terrific Tigrist, etc.
* After the first person introduces him/herself, he/she will throw the ball to another person in the circle.
* The next person with the ball will say his or her name and one thing that describes themselves which begins with the first letter of their name.
* Continue the game until everyone has introduced themselves.

1. Throw the ball to someone in the group and say, “Go!”
2. Continue the game until everyone has introduced themselves.

### **B.** **Activity[[15]](#endnote-11): Total Time – 1 hour and 20 minutes**



**Giving and Receiving Constructive Feedback (15 minutes)**

1. Ask participants to recall the different forms of gender-based violence that they learned about in the previous sessions. Below are a few examples:

* **Bullying** – when one person hurts, harms, or is mean to another person over and over again. Some bullies may repeatedly trip, hit, or push someone, while other bullies may leave a person out or not invite them to join group activities.
* **Intimidation** – intentionally scaring or frightening someone so they will do (or not do) something.
* **Economic violence** – withholding money or other resources to control or prevent a person from doing something.
* **Isolation** – separating someone from people or events; withholding information to control the person.
* **Calling names** – saying insulting and/or humiliating comments, such as calling a person stupid, dumb, fat, etc. to make the person look and feel bad.
* **Spreading rumors** – telling negative things about a person.
* **Physical violence** – actionssuch as pushing, punching, slapping, beating, pinching etc.
* **Sexual violence**— happens when someone forces or manipulates someone else into unwanted sexual activity without their consent. This includes any sexual act, unwanted sexual comments or advances, or otherwise coerce a person’s sexuality using pressure, by any person regardless of their relationship to the victim, in any setting.

1. Say that we will explore how we can work together in the Boys and Girls Clubs to prevent violence and challenge gender-based violence.

Ask: ***When you do something wrong or make a mistake, such as hurting another person’s feelings or causing a conflict in your family, how would you like people to let you know you did something wrong?***

1. Ask the following question: ***When you do something wrong or make a mistake, such as hurting another person’s feelings or causing a conflict in your family, how would you like people to let you know you did something wrong?*** Get as many responses as you can.
2. If some of the following are not mentioned, or participants need examples bring the following up in the discussion:

* “I prefer that someone takes me aside after it happens and speaks to me privately instead of embarrassing me in front of the whole community”
* “I prefer someone telling me what I can do better rather than just attacking me for what I did wrong”
* “I think it is more effective when someone tells me it is about my behavior and is not a personal attack on me as a person”
* “I like it when someone explains why the behavior is wrong so I understand it rather than just saying it is wrong”

1. Thank participants for their responses and say to keep these ideas in mind as they go through the next exercise.

**Bystander Solutions (20 minutes)**

1. Explain that there are four ways to intervene or “stand up” when they witness violence or harassment. Some of these ways may be better than others depending on the “seriousness” of the violence (e.g. calling out to a girl on the street versus physically harming someone):
   1. Direct approach
   2. Team up
   3. Distract
   4. Call a trusted adult or authority figure
2. Summarize the first three interventions below:

* **Team Up**
  + If you do not know the person well, if you think they may respond with violence or hostility, or if you think they will not be convinced by just one person, recruit other young men and women from this group (or others from the community) to speak with them. Perhaps include someone whose opinion they value, such as a friend, relative, elder, or community leader.
  + Go get a friend or two and return to the situation.
  + If near homes, school, or shops – go get a trusted adult and ask them to intervene on behalf of the person being targeted.
  + If responding to a peer-to-peer conversation among your friend group (non-immediate violence), consider speaking with like-minded friends privately and agreeing to speak up for respectful treatment of girls and women together.
  + In some contexts, people team up to make noise (i.e. bang pots) in front of a house or place where violence is occurring.
  + What other ideas do they have to team up if they witness harassment or violence?
* **Distract**
  + Compliment or highlight something the person has done well or that you admire before bringing up what they have done wrong.
  + Interrupt to ask for the time or directions, thus breaking the dynamic of someone using violence or sexism and possibly giving the person being targeted a chance to leave.
  + What other ideas do they have to distract a person if they witness harassment or violence?
* **Direct Approach**
  + Calmly ask the person to explain their actions and why they are engaging in the negative behavior. Pose questions and ask for clarification about what they are doing and why in a non-confrontational way that helps them to change the dynamic; this may help the person realize what they are doing is a problem.
  + Educate the person about the possible consequences of their actions, as well as the harm they could inflict on the victim and even on themselves.
  + Suggest alternative actions that can accomplish the same goal, but will provide better outcomes.
  + Speak from a perspective of friendship, and begin with your concern for the person. For instance, say you do not want them to get into trouble with the teachers or police, and that you think they are a better person than what their actions may suggest to others.
  + Speak from your own perspective. Rather than saying, “You shouldn’t do that,” use ‘I’ statements and explain how you feel about a person’s actions, how they may bother you, or why you feel they are harmful. This method may feel less accusatory for the person being confronted.
  + What other ideas do they have to directly approach someone if they witness harassment or violence?
* **Call an authority figure –** It may not be necessary to do this when witnessing forms of harassment or violence that can be addressed using the other approaches.Often, this is the most realistic approach if the threat of violence is severe.
* **THINGS NOT TO DO**

Ask: ***Which of these solutions is the most safe and feasible for you?***

* + Never react with violence or too much force, or with shouting and anger. This is likely to escalate the situation making it more dangerous for everyone.
  + If you fear that the person will use violence against you as well, then do not intervene alone. Instead, immediately alert an authority figure such as the police, trusted adult or ask others in the community to help also.
  + Your first concern is the health and safety of the person who has been attacked. If it is necessary to keep them safe, then let the other person leave the scene while you help the person being targeted.

1. Ask the group: ***Which of these solutions is the most safe and feasible for you? How can you work together to safely interrupt and prevent sexist and violent behaviors in your community such as your school?***
2. End the activity by saying that it is possible to make a situation worse by intervening even if you have the best of intentions. Intervening to interrupt a violent situation can be very tense and, therefore, it is important to assess how to maintain the safety of the person being directly affected, as well as themselves, before deciding to get involved.

**Intervening to Prevent and Challenge Gender-Based Violence (45 minutes)**

1. Divide participants into small girl-only and boy-only groups. Say: ***In the previous sessions you learned about gender-based violence, and how boys are often raised to use violence as an unhealthy way to resolve conflict. In order to prevent all kinds of violence based on gender - boys bullying other boys, boys committing violence against girls, girls teasing and harassing other girls, etc. we must work safely together to take a stand against these forms of violence.***
2. Give each group one of the following scenarios and ask them to develop a short role-play and demonstrate one or more ways they could stop the negative action. Emphasize that it is **important that the solution they come up with is safe and does not cause harm to anyone.** Using the ideas from the first part of the session, they should think about how they would like to be confronted.

|  |
| --- |
| **Scenario #1:** Your friend was involved with Aida in the past. They recently stopped spending time together and he has been calling her to get back together, blaming her for the break-up. Aida asked your friend to stop calling and texting. He asks you for advice on to make her agree to get back together again.  **Scenario #2**: You and a friend witness a group of men calling out to girls along the path to a water tap. If a girl gets angry or responds negatively, one of the men replies with embarrassing insults. This makes you uncomfortable. What do you do?  **Scenario #3:** You are with your friends after school. One of your friends wants to show you something on their phone and you see it is a pornography site. While you are curious, you also feel very uncomfortable. Your friend calls you a sissy (or another name) because he notices that you are unsure about viewing pornography. What do you do?  **Scenario #4:** A friend confides in you that a teacher has offered to give private tutoring for upcoming qualifying examinations and they really need to help, but the teacher is insisting the sessions take place in private and without telling anyone “so other students don’t feel bad.” They ask what they should do. |

1. After each group performs their role play, ask the larger group to describe the different bystander solutions used in the role-play to address the violence. Write these on flipchart paper. If some approaches seem likely to escalate or inflame a situation, ask if there are any disadvantages they could see with using that approach?
2. After each role play ask participants if they would feel comfortable to carry out the solutions presented. If not, ask them what they would be comfortable doing? Who could they reach out to for help?
3. Present the list of solutions to challenge violent behavior created by each role-play.
4. Congratulate them on being so creative. Say that by taking a more active role, they are working together to create a more peaceful and caring community.
5. End the session by re-emphasizing the importance of safety. Say that it is possible to make a situation worse by intervening even if you have the best of intentions. For this reason, it is important to assess how to maintain the safety of the person being directly affected, as well as themselves, before deciding to get involved.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation.
2. Initiate a discussion about today’s session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Ask: ***How did you like having a joint Girls and Boys Club joint meeting. What did you like the most?*** Explain that there will be a few more joint meetings this year. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
4. Say: ***Take a couple of minutes to write what you learned in your Participant Guide.***
5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
6. Close the meeting.

Icon

Description automatically generated

# 

# **Session 8: Expressing My Emotions**

**By the end of this session, participants will:**

* Explore how young men’s expression of emotions is often gendered.
* Recognize the difficulties men face in expressing certain emotions and the consequences for themselves and their relationships.
* Explore what to do when they are feeling angry or frustrated without using violence.

**Learning Objectives**



### 

## **Total Time: 1 hour and 30 minutes**



## **Materials Needed:**

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | “Question folder” or a place to put questions anonymously |

## **Preparation Notes:**



* **Read this Session Plan several times. Be familiar with the content and how to deliver it**
* Invite the facilitator of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one of you will facilitate.
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.

## **Session Plan:**



### **A. Welcome: Total Time – 10 minutes**



1. Welcome the boys back to the Boys Club session. Thank them for coming.
2. Ask if anyone has questions about the last Boys Club meeting.
3. Check if there are any questions in the Anonymous folder and make time to answer them.

**B.** **Activities: Total Time – 90 minutes**



**Normalizing the Expression of Emotions[[16]](#endnote-12) (45 minutes)**

1. Draw five columns on flipchart paper and write the following emotions as headings: Fear, Affection, Sadness, Happiness, and Anger. Use the table below as your guide:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fear** | **Affection** | **Sadness** | **Happiness** | **Anger** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Explain to the participants that they will be thinking about and discussing how easy or difficult it is for people to express these various emotions.
2. Give all participants a small piece of paper and ask them to write down the five emotions on the flipchart, in the same order. Next, read the following directions:

* Put a number one (1) next to the emotion that is the easiest for you to express.
* Put a number two (2) next to the emotion that is the next easiest emotion for you to express.
* Put a number three (3) next to the emotion that is third easiest; it may not be too hard, but it also may not be very easy.
* Put a number four (4) next to the emotion you have even greater difficulty expressing.
* Put a number five (5) next to the emotion that you have the most difficulty expressing*.*

1. After the participants have finished ranking their emotions, collect the papers and write down the rankings in the columns on the flipchart. Use the table below as your guide.

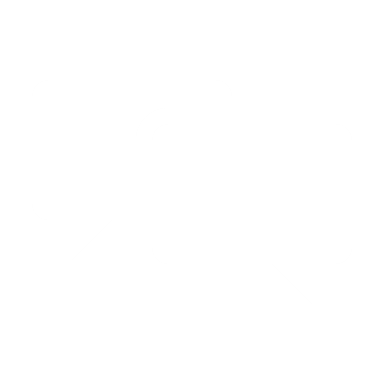
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fear** | **Affection** | **Sadness** | **Happiness** | **Anger** |
| Participant #1 | 5 | 4 | 3 | 2 | 1 |
| Participant #2 | 2 | 3 | 4 | 1 | 5 |
| Participant #3 | 4 | 1 | 3 | 2 | 5 |
| Participant #4 | 4 | 3 | 5 | 2 | 1 |
| Participant #5 | 5 | 1 | 3 | 2 | 4 |

1. Explain that the emotions that we numbered as one and two are the ones we have often learned to express in an exaggerated way. Numbers four and five are those we haven’t learned to express as well, or that we may have learned to repress or keep hidden. Number three may represent an emotion we do not exaggerate or repress but probably deal with more naturally.
2. Use the questions below to facilitate a discussion:

* Why do young men exaggerate or repress certain emotions?
* How do they learn to do this?
* What are the consequences of exaggerating or repressing emotions?
* How might this chart look differently if this was done in the Girls Club?
* What are the differences between how young men and young women are “supposed to”, or expected by others, express emotions?
* Why are emotions important? Ask the participants for examples (Give examples: Fear helps us handle dangerous situations; anger helps us to defend ourselves.)
* How do you think expressing your feelings more openly can affect your well-being?
* What can you do to express your emotions more openly?

**What Do I Do When I’m Angry?[[17]](#endnote-13) (45 minutes)**

1. Explain that one of the emotions we explored - anger - is often confused with violence when people think they are the same thing.

****

Make it clear to the group that anger is a natural and normal emotion that every human being feels at some point in life. Violence is a behavior, a way to express anger. But there are many other ways to express anger – and more positive ways – than violence.

***It is more important to learn how to express our anger than allowing it to bottle up inside us. When we allow anger to build up, we tend to explode.***

It is more important to learn how to express our anger than allowing it to bottle up inside us. When we allow anger to build up, we tend to explode. Additionally, healthier ways of expressing anger can lead to a better outcome for everyone.

1. Explain to the group that you will now talk about how to react to anger.
2. Ask participants to relax and close their eyes. Say *“think of a situation when you were angry.* ***What happened?*** *Don’t say it out loud. Just think about it.”* Give them a few minutes to think silently.

Alternatively, ask everyone to find a blank sheet in their Participant Guide and write one or two sentences about a situation where they felt angry.

1. Next, say, *“In this situation, try to remember what you were* ***thinking and feeling****”.*

Alternatively, they can write down one or two feelings they felt when they were angry.

1. Say: ***Very often after we feel angry we begin to react with violence. This can happen even before we realize that we are angry. Some men (and women) react immediately: shouting, throwing something on the floor, hitting something or someone. Sometimes, we can even become depressed and silent. Think about the incident where you felt angry.******How did you demonstrate this anger? How did you behave?***

Alternatively, they can write a sentence or a few words about how they reacted.

1. Divide participants into groups of 4 or 5 at the most. Ask them to share what they wrote or thought about in the group. Allow 20 minutes for this group work.
2. After 20 minutes, ask each group to brainstorm:

* Negative ways of reacting when we are angry.
* Realistic and positive ways of reacting when we are angry.

They may choose to write these down, or simply discuss them.

1. Ask each group to write out their lists and then ask each group to present their answers.

|  |
| --- |
| **NOTE:** It is likely that, on the list of the “Positive Ways” of reacting, one will find (**1) take a breath of fresh air, or count to 10; and (2) use words to express what we feel without offending.** It is important to stress that to “take a breath of fresh air” does not mean going out to a bar and drinking lots of alcohol, or getting in a vehicle and driving around at high speed exposing oneself to risk.    **To take a breath of fresh air** is simply getting out of the situation of conflict, and away from the person who is making you angry. You can count to 10, breathe deeply, take a walk, or do some kind of physical activity, trying to cool down and keep calm. You should also explain to the other person that you will go outside to take a breath of fresh air because you are feeling angry. You can say: *“I’m really angry, and I need to take a breath of fresh air. I need to do something like go for a walk so I don’t feel violent or start shouting. When I’ve cooled down and I’m calmer, we can talk things over.”*    **To use words without offending** is to learn how to express two things: (1) To say to the other person why you are upset, and (2) to say what you want from the other person, without offending or insulting. For example:    *I am angry with you because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*    *I would like you to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* |

1. Share some additional tips on how young men can prevent violence, particularly against women and girls[[18]](#endnote-14):
2. **Know your emotional triggers** - Do you get very angry when you’re embarrassed, frustrated, insecure, disrespected?
3. **Notice the warning signs** - such as stress, increased heart rate, negative thoughts, raised voice
4. **STOP** - Stop, take a deep breath. Consider your options. Proceed. Practice this regularly
5. **Take a time out** - The problem may not change, but how you deal with it can. Replace negative thoughts with gratitude for what you have.
6. **Self-Care** - Eat well, exercise, talk with a friend or trusted adult for guidance. Don’t abuse substances.
7. **Be Accountable** - Apologize if you said or did something hurtful. Recommit to doing better and acting with integrity.
8. Discuss the following questions with the group:

* Is it difficult for young men to express their anger without using violence? Why?
* Very often we know how to avoid a conflict or a fight without using violence, but we don’t do so. Why?
* Is it possible to use some of these ideas and techniques to reduce conflicts? Do you have experience with this? How did it work out?

1. Conclude the session by making the following points:

* In general, boys and men are socialized not to talk about their feelings. When men are sad or frustrated, they are encouraged not to talk about it.
* Very often by not talking, the frustration or anger builds up until it is expressed through physical aggression or shouting.
* In the event of conflict, it’s important that we practice how to understand and control our emotions to have better relationships with others.

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

Icon

Description automatically generated

# 

# **Session 9: Stay in School/Return to School**

**By the end of this session, the boys will:**

* List the advantages of staying in school and continued lifelong learning.
* Describe the challenges to staying in school.
* Describe the challenges of continued learning even when they are out of school.
* Understand ways in which boys can continue to learn even when they are out of school.

**Learning Objectives**



### 

## **Total Time: 2 hours**



## **Materials Needed:**

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | **Appendix: Stay in School Role Play Scenarios** - see at the end of this Session Plan |
| Flipchart (newsprint) paper | Tape |
| Colored Markers | |

## **Preparation Notes:**



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
* Keep in mind that there may be adolescents in your group who won’t be able to continue their education. While you should encourage staying in/returning to school in this session, it is also important to be sensitive that it is not feasible for everyone. We should shift the focus to be more broadly on lifelong learning and personal growth in a general sense, both within formal (including vocational and trade) schools and out of school.
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.



## **Session Plan**

### **A. Welcome**[i]**: Total Time - 10 minutes**



1. Welcome the boys back to the Boys Club. Thank them for coming. Say: **Today we will continue our discussion on reaching our goals and specifically talk about the importance of staying in school and for continued learning out of school in order to reach our goals.**
2. Ask if anyone has a question from the last Boys Club meeting? As was described in Session 1, pull questions from the anonymous folder and make time to answer the questions, if there are any.
3. Conduct the energizer:

* Write your name in the air with your right hand.
* Write your name in the air with your left hand.

Write your name in the air with both hands.

1. Ask which task was the most difficult? Why?
2. Explain that sometimes doing new things feels difficult. But with practice they become easy to do and commonplace.
3. Say: **The Boys Club is here to help you learn new things and make it easy for you to do.**

### **B. Activity**[ii]**:** **– 100 minutes**



**Gender and Education - 10 minutes**

1. Thinking back to previous sessions, ask the boys what gender roles mean to them.
2. Review the key messages on **gender roles** using the following points:

* Gender roles are things that culture and society expect women and men to do. Such roles include expectations of girls and women and boys and men, including what jobs they should do.
* In many countries boys and men are expected to farm the land, tend the cattle/farm animals, make the family decisions, have a job, etc. These are gender roles that are given to men.

1. Ask: **Which roles might be given to girls**? Examples may be, asked to clean the home, cook, fetch water, wash clothes, marry early, take care of the children, be the caretaker, etc.
2. Ask the boys what **gender norms** means to them.
3. Review the meaning of gender norms, as needed.

* Gender norms are how society and culture expect men and women to behave and act. Gender norms also refer to views on how strictly or consistently people should comply with one gender role or another.
* In many countries, boys and men are expected to be tough and loud, the decision maker, and wage earner, and more likely to attend school than girls.
* Gender norms put pressure on men and boys to act in a certain way.

1. Explain that society’s expectations of boys’ roles and norms often affects boys’ education.

* Boys are expected to be the wage earners and to take care of the family.
* Girls are expected to only be mothers and take care of the home, so education is not considered necessary.
* Boys often have a higher status in society, so they are sent to school while girls stay at home to take care of the children and household chores.
* Girls are expected to marry early and have children, which keeps them from finishing their education.

1. **Point out that gender roles and norms change over time.** For example, boys and girls these days are doing different things than their grandparents. We will discuss this more in the next Joint Girls and Boys Club.
2. Mention that whether boys and girls complete their education often depends more on gender roles and norms created by society than on the boys’ or girls’ intelligence and capacity to finish school.
3. Emphasize that boys and girls have the same capacity to be smart, learn, finish their education, and make a good living afterward.
4. Remind boys that just because these norms are commonly held beliefs doesn’t mean they are true, or fair and in some cases, should be pushed against (if it is safe to do so). There may be times when you feel you should stand up for girls in your life, too. Little by little, this is how these gender roles will change.

**Importance of Education - 20 minutes**

1. Ask: **How can staying in school and continued learning when out of school affect their future?** (**Note**: Encourage several of the boys to answer.)

Ask: ***How can staying in school and continued learning when out of school affect their future?***

1. Ask: What are the benefits of finishing school? (**Note**: Write their responses on flipchart.)
2. If not mentioned, review these or other benefits to boys staying in school:

* Education can better help boys to achieve their career aspirations and personal and financial goals.
* Education will help boys gain more knowledge and skills to start and/or run a business.
* Boys can have better job opportunities and ability to earn more money.
* Boys/men are better able to invest money in themselves and their family.
* Boys/men can become a role model for other boys and men, such as their children, grandchildren.

1. Tell the boys there are also benefits to girls remaining in school. Ask them for examples and, if not mentioned, review these and other benefits to girls staying in school:

* Education can help girls to achieve their career aspirations and personal and financial goals.
* When girls and women know how to read well and do math they are better able to take care of themselves and seek employment. This knowledge can help them to start and/or run a business or use their skills to generate income.
* With education, girls and young women are better able to delay early marriage, stand up for themselves, think independently, and provide for their families.
* Leads to better health outcomes for girls, women, and their children.
* Girls can become role models for their children, if they choose to have them, and the community.

1. Ask: **When you are out of school or in a trade (to learn a skill to get a job), it is still possible to continue learning! What are the benefits of continued learning outside of school?** Write responses on flipchart.

1. If not mentioned, discuss these or other benefits of boys continued learning outside of school:[[19]](#footnote-5)

Ask: ***What are the benefits of continued learning outside of school?***

Write responses on flipchart.

* Boys can increase their knowledge on sexual reproductive health and rights even when they are out of school.
* Boys can attain positive financial outcomes, literacy and numeracy even when they are out of school.
* Continued learning outside of school improves social relations and mental health outcomes.
* Boys can improve their communication and negotiation skills even when they are out of school.
* Continued learning outside of school improves self-confidence and self-esteem.

1. Point out that boys can have many challenges staying in school. Often these challenges have nothing to do with their desire to go to school or ability in school.
2. Ask: **What are some of the challenges to staying in school? What are some challenges of continued learning for boys when out of school?** (**Note:** Encourage a discussion with several boys about this.)

* How have these challenges changed over time?
* How have you responded to the new challenges?

1. If not mentioned, ask if any of these challenges exist in their area:

* Household and farm chores – As boys get older they are given more chores to do at the household and farm level. This does not allow them time to go to school or study.
* Boys contribute to the family income as workers, which competes with school and study time.
* It is unsafe to walk back and forth to school.
* The distance to and from school is very long.
* Not enough money to pay for school fees or uniforms.
* Bullying or violence at school or on the way to and from school.
* Getting a girl pregnant and so need to find work.
* Getting into new relationships – They may simply have less interest in education because they are in a new and exciting relationship.

1. Ask: **Do girls face similar or different challenges as boys?** (**Note:** Encourage discussion)

*Ask:* ***Do girls face similar or different challenges as boys?*** *Encourage discussion.*

1. If not mentioned, ask the boys if girls in their area face any of these challenges:

* **Menstruation** – lack of menstrual supplies and/or private bathrooms in/around schools keep menstruating girls at home.
* **Getting into new relationships –** they may simply have less interest in education because they are in a new and exciting relationship.
* **Household chores** – as girls get older they are given more household chores. This does not allow them time to go to school or study.
* **Distance -** the distance to and from school is very long.
* **Safety -** it is unsafe to walk back and forth to school. There is bullying, harassment and/or violence at school or on the way to and from school.
* **Early child marriage** – once they are married they are expected to drop out of school and have and raise children.
* **Gender roles** - society’s expectation that girls do not need education.

1. Ask: **How can we support girls with some of these challenges?** (**Note:** Encourage discussion)
2. Emphasize that there is nothing to be ashamed of if someone drops out of school. Sometimes they have to drop out because of things that are beyond their control, but it is always worth it to find ways to continue to learn!
3. Say: ***Let’s talk about ways to overcome barriers to finishing school and continue lifelong learning.***

**Challenges/Solutions to Staying in School and Learning When Out of School - 10 minutes**

* 1. Draw the two illustrations below on a blank flipchart[iii]. (**Note**: See instructions next to the illustrations below.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Instructions:   * Draw a ditch with a stream and rocks. * On one side of the ditch draw a picture of a boy (it can be a stick figure). * On the other side of the ditch write, “Completing school”.      |  |  | | --- | --- | | Instructions:   * Draw a ditch with a stream and rocks. * On one side of the ditch draw a picture of a boy (it can be a stick figure). * On the other side of the ditch write, “Continued learning outside school”. | Instructions:   * Draw a ditch with a stream and rocks. * On one side of the ditch draw a picture of a boy (it can be a stick figure). * On the other side of the ditch write, “Completing school”. | |

* 1. Explain that many challenges and obstacles stand between boys’ school completion and continued learning out of school. The ditch and stream represent all the challenges/obstacles that boys’ face in completing school or continuing to learn if they are out of school.
  2. Break up boys into 2 groups and give them a flipchart paper and a marker.
  3. Assign the first group one of the main challenges you listed to completing school (**Note**: Only the challenges experienced by boys). Assign the second group one of the main challenges you listed of continued learning out of school. In their groups, they will copy the illustration above. Give each group a few minutes to copy the illustration on their flipchart. (Note: Each group should only copy the illustration of challenges assigned to them.)
  4. Say that though every boy faces many challenges to completing school and continued learning outside school, there are lots of solutions to overcome those challenges. Explain that in their s groups they will brainstorm the solutions to the problem they’ve been assigned, but that you will do the first one – contributing to family income - as an example together!

**Example: Contribution to Income at Home - 20 minutes**

* 1. Explain that as boys get older, they are expected to contribute to the family income. This means that boys need to look for piece-work or a job.
  2. If boys have a job while they are still in school, the job will compete with school and study time.
  3. Ask: ***What are some of the ways to manage the amount of time invested in piece-work (or a job), so you can also study and go to school?***
  4. As they present their solutions, begin to construct a **Bridge** with all the solutions using the illustration below as your guide.
  5. Emphasize that there is nothing to be ashamed of if someone drops out of school. Sometimes they have to drop out because of things that are beyond their control, but it is always worth it to find ways to continue to learn!
  6. Ask: How can boys continue to learn even when they are no longer in school?

|  |  |
| --- | --- |
|  | Instructions:   * Ask: What are challenges to staying in school? (Write responses in the ditch – see illustration.) * Draw a bridge over the ditch/stream. * Ask: What are some solutions to overcome the obstacles (in the ditch) to staying in school? (Write responses above the bridge.) |

* 1. Review the solutions mentioned by the boys. Ask if they would like to add any others. (**Note:** Remember these challenges and solutions for the role plays.)
  2. Ask: How can you work together in the Boys Club to implement one of these solutions?
  3. Ask: **Who in the community can help boys implement the solutions discussed?**
  4. If not mentioned, discuss these or other ideas and add to the flipchart above:
* Talk to a trusted adult to support your decision to stay in school.
* Tell your family that the skills boys gain in school will help the whole family.
* Explain to the family how boys can work and go to school.
* Find a mentor who will support and help you. Mentors can be an older sibling, cousin, auntie, teacher, or person from the religious institution.

**Your Turn! Solutions to Staying in School and Continued Learning Out of School - 20 minutes**

1. Give the boys about 15 minutes to brainstorm solutions for their specific problem assigned. Remind them to construct a bridge with the solutions similar to the drawing you made.
2. Ask each group to give a mini-presentation.

3. Thank the boys for the great ideas.

**Role Plays - 20 minutes**

* + - 1. Ask for two volunteers to demonstrate a role play. Refer to the Appendix for character descriptions.
      2. For Role Play #1:
* Tell the person playing Abel (the friend) what his role is. Together choose one of the challenges/obstacles to school written in the ditch/stream on the flipchart. Do not let the person playing Kofi, the school boy, hear your discussion.
* Tell the person playing Kofi (the school boy) what his role is. Tell him to look at some of the solutions on the “bridge” over the ditch (from the flipchart) to get ready to counsel his friend.
* Tell the first two volunteers to conduct their role play.

1. After the role play, ask these or similar questions:

* What was the reason that Abel did not attend school?
* What did Kofi do to encourage Abel?
* Is this something Abel can implement? If not, why?
* What additional advice would you give Abel to help him continue his education?

1. When done, ask for two more volunteers.
2. Read/tell each person the role they will be playing in role play #2.

* Tell the person playing Hakim (the friend) what his role is. Together, choose one of the obstacles to school written in the ditch/stream on the flipchart. Do not let the person playing Mohammed, the school boy, hear your discussion.
* Tell the person playing Mohammed (the school boy) what his role is. Tell him to look at some of the solutions on the “bridge” over the ditch (from the flipchart) to get ready to counsel his friend.

1. Tell the two volunteers to conduct the role play.
2. After the role play, ask these or similar questions:

* What was the reason that Hakim’s friend did not attend school?
* What did Mohammed do to encourage his friend?
* Is this something that Hakim can implement? If not, why?
* What additional advice would you give the friend to help Hakim to continue his education?

1. Conduct the rest of the role plays (role plays #3 and #4 in the **Appendix: Stay in School and Continued Learning Out of School Role Plays**).

* Be sure to help the person playing the “friend” choose one of the obstacles to school and continued learning out of school written in the ditch on the flipchart.
* Tell the person playing the school boy to read the solutions written over the bridge on the flipchart to prepare for giving his friend advice.

1. After each role play ask the following questions:

* What was the reason that the friend did not attend school?
* What did the school boy do to encourage his friend?
* Is this something that the friend can implement? If not, why?
* What additional advice would you give the friend to help him continue his education?

10. Ask if the suggestions discussed after each role play are things that you and/or your friends can implement to be able to stay in school or continue to learn when out of school. If not, Why?

11. Thank the boys for their creative role plays.

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These question will be answered in the next session.

2. Initiate a discussion about today’s Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.

3. Say: Take a couple of minutes to write what you learned in your Participant Guide.

4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.

5. Close the meeting.

Icon

Description automatically generated

### 

**Appendix: Stay in School Role Play Scenarios**

**Role play scenario #1**

**Abel (the friend)**: You are Kofi’s friend and you miss seeing him in school and playing soccer with him. During your conversation with Kofi you explain that you are not in school because… (choose one of the challenges written on the flipchart during the Challenges exercise.) However, you want to continue learning outside of school. You ask Kofi for advice on what you can do and where you can go.

**Kofi (school boy):** You are walking home when you encounter your friend Abel. You mention that you have not seen him in school lately. You say that you miss him. You ask why he is not going to school. When Abel explains, talk to him about ways he can continue to learn even when out of school. (**Note:** you can make suggestions such as youth groups, community reading clubs, church groups, vocational/trade school, etc.)

**Role play Scenario #2**

**Hakim (the friend):** You are Mohammed’s friend and you miss seeing him in school. During your conversation with Mohammed you explain that you are not in school right now because….(choose one of the challenges written on the flipchart during the Challenges exercise.)

**Mohammed (school boy):** You are walking home when you encounter your friend Hakim. You mention that you have not seen your friend in school lately. You say that you miss him. You ask why he is not going to school. When your friend explains why he is not going to school, you talk to him about ways that he can overcome the challenge and go back to school.

**Role play Scenario #3**

**Amadi:** You are Worknesh’s brother and she has been missing a lot of school each month. You miss seeing her in school and walking home together. During your conversation with Worknesh you ask her to explain why she has been missing so much school. When she explains why she is not going to school, you talk to her about ways that she can overcome the challenge and go back to school. You explain that you want to support her to finish her education.

**Worknesh (your sister):** You are at home when your brother, Amadi, comes home from school. He is two years older than you and mentions that you have not been in school lately. He says that your friends miss you and teachers have asked about you. He asks why you are not going to school…(choose one of the challenges experienced by girls on the flipchart during the Challenges exercise.)

**Role play Scenario #4**

**Aaron(son):** You want to spend more time studying because you have an important exam, but... (choose one of the challenges written on the flipchart during the Challenges/ Solutions to Staying in School discussion).

**Yonah (father)**: You are Aaron’s father and you notice that he is looking sad lately. When Aaron explains why he is sad, you work with him to find more time to study.

[i] Adapted from International AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the community

[ii] Adapted from Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011). Go Girls! Community-based Life Skills for Girls: A Training Manual. Baltimore, Maryland.

[iii] Illustrations drawn by Tenagne Kebede, Master Trainer, Pathfinder Ethiopia, during Adaptation/Train the Trainer Workshop.

# 

# 

# **Session 10: Good Communication Skills**

**By the end of this session, the boys will:**

* Describe good verbal and non-verbal communication skills.
* Demonstrate good verbal and non-verbal communication skills.



**Learning Objectives**

## 

## **Total Time: 2 hours**

## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart paper | Bowl or basket and 10 Blindfolds – These can be blindfolds, folded scarves, or pieces of dark cloth |
| Colored Markers | 6 half sheets of A4 paper (cut three full-size A4 sheets of paper in half). |

## **Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it**
* If there are two Mentors, divide up the activities that each one will facilitate.
* On 10 half sheets of A4 paper, write the five following emotions (one emotion per half sheet of paper) and whether it is a boy or girl who expresses it.
  + Mad as a boy
  + Mad as a girl
  + Sad as a boy
  + Sad as a girl
  + Glad / happy as a boy
  + Glad / happy as a girl
  + Fear as a boy
  + Fear as a girl
  + Disappointed as a boy
  + Disappointed as a girl
* Fold the papers with the emotion in half so that participants cannot see what is on the paper. Put the folded papers in a small bowl or basket.
* Have flipchart paper and markers available in case you want to capture things on paper.
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
* This session will involve a lot of activities, so observe time.

## **Session Plan:**



### **A.** **Welcome: Total Time - 20 minutes**



1. Welcome the boys back to the Boys Club. Thank them for coming.

2. Ask if the boys have any questions from the last Boys Club meeting. As described in Session 1, pull questions from the anonymous questions folder and make time to answer the questions, if there are any.

4. Conduct the energizer:

● Stand up and, **without talking**, arrange yourselves in a queue according to your birthday – only the month and day, not the year. For example, those born in early January should be at the first in the line. Those born in late December would be at the end of the line.

● **You may not talk** during the exercise. You must organize yourselves in order of your birthdays without speaking.

5. When the queue is formed, ask each boy to say the month and day of his birthday to see how well they were able to accomplish the task.

6. Ask these or similar questions as you process the exercise.

● How did you arrange yourselves in this order?

● How did you communicate without words?

● What skills did you use that worked the best?

● What were some of the challenges of communicating without words?

● How easy or difficult was the exercise?

7. Ask the boys to sit down.

8. Ask the boys to stand up and repeat the same exercise, arrange yourselves in a queue according to your birthday – only the month and day, not the year. For example, those born in early January should be at the first in the line. Those born in late December would be at the end of the line.

9. **You may talk** during the exercise. You must organize yourselves in order of your birthdays.

10. When the queue is formed, ask each boy to say the month and day of his birthday to see how well they were able to accomplish the task.

11. Ask these or similar questions as you process the exercise.

● How did you arrange yourselves in this order?

● How was this exercise different from the previous one?

● How easy or difficult was the exercise?

● Which of the two exercises did you find easier? Why?

12. Thank the boys for their active participation.



**B.** **Activity: Total Time – 80 minutes**

**Review - 10 minutes**

1. Explain that today, we are going to learn about good verbal and non-verbal communication skills.
2. Ask several boys to reflect on the previous joint session.

● What did you learn?

● How did you communicate your ideas with others in the joint session?

● How do you communicate your ideas with other boys?

● How do you communicate your ideas with girls?

● Do you communicate differently with boys and girls? If yes, why?

● In general, when you learn something new how do you communicate it to others?

**Activity 1: Blindfold Exercise - 20 minutes**

1. Explain the exercise:

* Divide the boys into two groups for the two exercises.
* First group to stand up and find a partner. Have one of the partners be the Guide. (**Note**: Give each pair of boys a blindfold or scarf to use.)
* Guides will put the blindfold on their partner. Make sure that the blindfold (or scarf) is tight enough so that the partner cannot see anything.
* Guides will take their blindfolded partner for a walk around the meeting site. Do not go too far from the area.
* When I say, “Stop”, you will change roles. The person who was blindfolded will now be the Guide. The Guide now has to wear the blindfold.
* The new Guides will walk their blindfolded partner around. Try to explore new places, but not too far from the meeting area.
* When I say, “Stop”, stop the exercise and come back to the meeting space.
* Remind the boys that this is a fun exercise, but if anyone is uncomfortable putting on a blind spot or feels unsafe, they can opt out.
* Say: The goal of this exercise is to feel a little uncomfortable, so that you can trust your guide.

1. Allow the first set of Guides to get organized and put the blindfold on their partner. Then say, “Begin”.
2. After 5 minutes, say, “Stop and change roles”.
3. After another 5 minutes say, “Stop and come back to the meeting space”. (**Note**: Allow the boys time to settle down before processing the exercise.)
4. Ask these or other questions about being blindfolded: (**Note:** Encourage many boys to report their experiences.)

* How did it feel to walk around blind?
* Did you enjoy the experience? Why or why not?
* Was it scary? If so, why?
* Did you trust the person leading you? Why? Why not?
* What did the Guide do to make you feel more comfortable and confident?
* What did the Guide do to make you unsure or uncomfortable?

1. Ask these or other questions about being the Guide:

● What was it like to lead a blindfolded person around?

● Did you give any instructions? Why or why not?

● What kind of instructions did you give?

● Did the instructions work? If not, why?

● What did you do/say to make the blindfolded person more comfortable?

1. Ask the boys what they learned from this and the second part of the energizer – arranging a queue while talking? (**Note**: Encourage many boys to discuss what they learned.)

Ask: ***What did the boys learn from this exercise?***

1. When done, summarize the purpose of the two exercises. Point out that the two exercises demonstrate the importance of:

● Good verbal communication skills – giving people instructions; asking good questions.

● Showing understanding towards another person, especially if they do not know what to do or are afraid.

● Explaining information and steps to help someone solve problems.

● Building trust through good communication.

1. Ask: What kind of communication skills were used during the two exercises?
2. If not mentioned, ask if people spoke and gave instructions. We call this verbal communication.

* Verbal communication is verbally speaking or using words or noises to communicate your message to the person you are speaking to.
* It provides information.
* It elicits information from others in the form of questions.
* It expresses understanding of others (of someone’s fear or uncertainty).

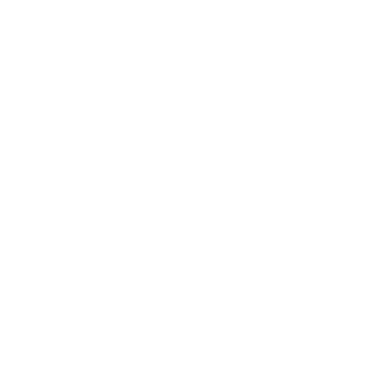
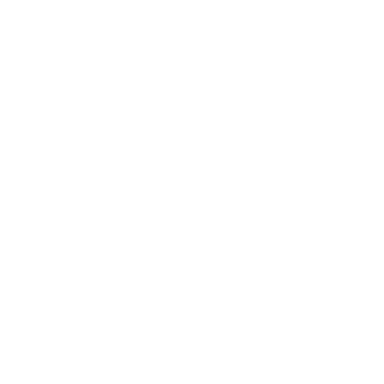
1. Point out that interactions with friends, girlfriends, classmates, and family members can be challenging at your age. This is because your emotions are up and down – remember, sad, glad, mad?
2. Discuss advantages of good verbal communication skills:

* Knowing good verbal communication can help you to understand and be better understood.
* If you don’t understand what others are saying or why, you could get angry or upset or make wrong decisions.
* Knowing how to communicate well helps to improve communication, your relationships, and help you better ask for what you want!

1. Re-emphasize the message from the previous session that being mad or angry is a normal emotion, but how you act upon that anger is within your control. Violence is never an okay way to express our anger.
2. Ask if anyone has questions.

**Activity 2: Guess the emotion - 20 minutes**

Hold the bowl or basket of folded pieces of paper with an emotion on them in front of you. (**Note**: These should be prepared beforehand – see Preparation Notes.)

1. Ask for the second group to stand up.
2. Explain to the whole group that they will have to guess the emotion each boy is expressing and whether they are expressing that emotion as a GIRL or as a BOY.
3. Hold the bowl or basket of folded pieces of paper with an emotion on them in front of you. (**Note**: These should be prepared beforehand – see Preparation Notes.)
4. Ask each boy in the second group to pick out one of the folded pieces of paper.
5. Say to the boy: Silently, read out the folded paper you took from the bowl/basket that I am holding. Then demonstrate the emotion as a girl or as a boy, as it is written on the paper. **Note: They cannot say the emotion they are feeling as they act out**.
6. Ask the rest of the boys to guess the emotion that Boy #1 is feeling and if they are expressing that emotion as a girl or as a boy.
7. Congratulate the boy who correctly guesses the emotion and if it is a girl or boy who is expressing it.
8. Continue this exercise with the rest of the boys in the second group until all the emotions have been demonstrated.
9. Thank the boys for their performance and ask the whole group:
   * How did you know what emotions the actors were feeling? What non-verbal signals did they use?
   * How could you tell it was a boy versus a girl who was expressing the emotion?
   * In general, are there any differences in how boys and girls communicate? How so?
   * Where do boys and girls learn to communicate differently? Who told them to communicate in this way?
   * How do these different communication styles affect romantic relationships between people?

**Non-Verbal Communication Skills - 20 minutes**

1. Explain non-verbal communication:

* Non-verbal communication is communicating without words. This usually involves simple hand movements and/or body language.
* During the 1st part of the energizer and emotions exercise you were using non-verbal communication to communicate.

2. Discuss types of non-verbal communication:

* Facial **expressions** – this is a common form of non-verbal communication. It includes smiling, frowning, making faces, looking down at the floor, etc.
* Body **language** – your body demonstrates whether you are interested in what the person is saying or not. This includes:

- How you sit or stand. Are you sitting straight up or slumping?

- How you face someone. Are standing or sitting face to face with someone?

- Gestures. Are you nodding your head to indicate approval or shaking your head to indicate disapproval?

- Arms. Are your arms open and relaxed indicating interest, or are they crossed indicating lack of interest or disagreement?

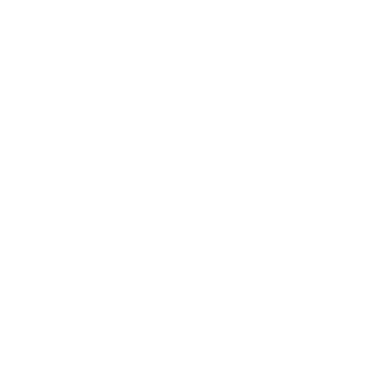
* **Paying attention** – this indicates whether you are actively listening or not. If you are bored or not interested, you could distract yourself by playing with things around you, fidgeting, looking at your watch or book, poking someone, etc.

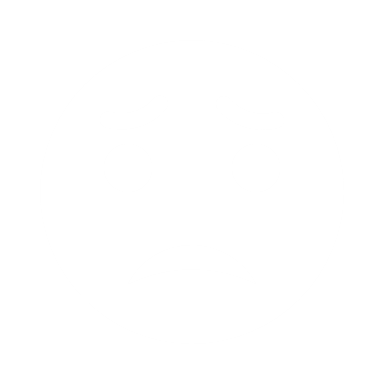
1. Say: Without talking, show me that you **are interested** in what I am saying.
2. Summarize what participants do. If not mentioned, discuss these non-verbal cues that indicate “interest”:

* Face to face – looking at me, your body turned toward mine; arms relaxed and open (body posture)
* Smiling, nodding affirmatively, looking at me (facial expression)
* Paying attention, not moving around or moving objects around (being attentive)
* Leaning forward – indicating you are interested

1. Ask: Without talking, how could you show me that you are **not interested** in what I am saying? Ask volunteers to demonstrate.
2. Summarize what participants say. If not mentioned, discuss these non-verbal cues that demonstrate lack of interest:

● Not looking at me, body turned away from me, arms crossed (body posture)

● Facial expressions that express disinterest, such as a long face, eyes looking down or away, frowning (facial expressions)

● Being distracted, such as fidgeting, playing with things on the ground, playing with your hair, scarf, fingernails, poking your friend, not paying attention. (non-attentive)

1. Point out that non-verbal communication often says **more** than verbal communication.
2. Ask if the boys have ever seen someone who says one thing, but their body said something different? If so, explain the situation. (**Note:** Encourage several boys to share their experience.)
3. Explain that interactions with friends, classmates, and family members can be challenging, especially during puberty when your emotions are up and down (sad, glad, mad).
4. Mention that knowing how to read other people’s body language as well as adjusting your own communication skills will help you to be better communicators, build better relationships, and be able to be more confident in asking for what you want.
5. Ask: How do you think good verbal and non-verbal communication skills can help you to have better romantic / intimate relationships (when they are ready)?
6. Explain that verbal and non-verbal communication is also very important when boys begin to enter into romantic and intimate relationships with other people. By having good communication skills, you can say what you like and what you do not like. It also means that you have to actively listen when the other person is communicating what they do or do not like. This is an important part of having an open and trusting relationship.
7. Say that in later sessions, they will talk further about communication in intimate relationships in the next Joint Session and also in a separate session focusing on “Sexual Consent.”

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can ask also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

Icon

Description automatically generated

**Session 11: Negotiating with Family Members and in Relationships (Joint Session)**

**By the end of this session, the participants will:**

* Describe why adolescents can feel emotions more intensely than adults and ways to make better decisions.
* Describe four negotiation skills that boys and girls can use with family members and in relationships.
* Practice how to negotiate an agreement with the four negotiation skills.



**Learning Objectives**

## 

## **Total Time: 2 hours**

## 



## **Materials Needed:**

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | “Question folder” or a place to put questions anonymously |
| Flipchart paper (newsprint) | Colored Markers |
| **Appendix: Negotiation Role Play Scenarios** – see at the end of this session plan. | Tape |

## **Preparation Notes:**



* **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it**
* Invite the Mentor of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one of you will facilitate.
* Write these three questions on a flipchart paper:

1. Have you ever had a conversation that you regret, or that had an emotionally intense or negative outcome, such as someone got angry with you?
2. How did you feel during that conversation?
3. What is one thing that you could have done differently – more positively?

* Prepare another flipchart with the following four negotiation steps:

- Step 1: Establish ground rules for yourself.

- Step 2: Clearly state what you want and why.

- Step 3: Brainstorm solutions and agree on one.

- Step 4: Come to an agreement.



## **Session Plan:**

### **A.** **Welcome**: **Total Time –** **20 Minutes**



* + - 1. Welcome everyone to the second Joint Girls and Boys club meeting. Thank them for coming.
      2. Introduce the facilitators.
      3. Ask the girls and boys to quickly re-introduce themselves. Conduct this or another short energizer:
* Think of a word to describe how you are feeling today. The word must begin with the same letter as your name. Give examples:

- I am Alice, and I am amazing.

- I am William, and I am wonderful

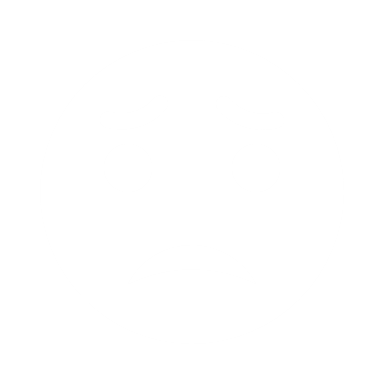
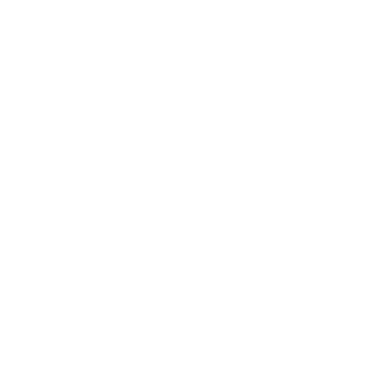
- I am Sam, and I am smiling.

* Ask for a volunteer to begin.
* Have everyone around the circle say their name and how they feel today.
  + - 1. Thank everyone for their creative participation.
      2. Say: This is a safe place where girls and boys can share stories, learn new skills, exchange ideas, and share learning.
      3. Ask the group: What have you been learning about verbal and non-verbal communication?
      4. After getting several responses, say that even when you communicate there can still be disagreement. Explain that today you are going to learn ways to communicate effectively during times of disagreement.



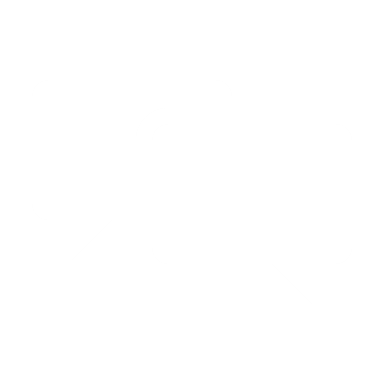
### **B.** **Emotions -Total Time: 20 Minutes**

1. Tape the flip chart with three questions on the wall or flipchart stand. (**Note**: Prepare beforehand - See Preparation Notes.)
2. Ask for volunteers to model this exercise first. Ask 1 girl and 1 boy to volunteer.
3. Explain the exercise:

* One person will ask their partner the three questions on the flipchart.
* Have you ever had a conversation that you regret, or that had an emotionally intense or negative outcome, such as someone got angry with you?
* How did you feel during that conversation?
* What is one thing that you could have done differently – more positively?
* After 5-10 minutes, I will ask you to change roles and the partner who was listening will ask about the questions to the other person.

1. After the volunteers finishing modeling the exercise, ask the rest of the group to find a partner (or if they are too shy / hesitant pair them up yourselves) and ask each other the questions. The pairs should be boy-girl pairs.
2. Keep time and after about 5 minutes, say: “Change roles. Let the other person answer the questions on the flipchart”.
3. After 5 minutes, say, “Stop”.
4. Ask several participants to share their story/experience and what they wish would have happened differently. Encourage volunteers to share by saying: We will all learn from what you share with us. (**Note**: Encourage a discussion amongst the girls and boys.)
5. Ask: What are typical kinds of disagreements or conflicts that boys have among their friends? Girls among their friends? What kinds of disagreements do boys and girls in relationships have? (**Note**: Encourage a discussion amongst the boys and girls.)
6. After participants have discussed and shared their stories, summarize the following:

* During puberty and adolescence, boys and girls can feel emotions more intensely than adults. This is because the emotional part of their brain matures and grows first – before the logical part of the brain.
* Having such strong emotions or feelings can often contribute to conflicts. This can create poor communication, break up friendships, and create tension in the family.
* Remind everyone that at this time in your life, friends are often very important to you.
* By using good communication and negotiation skills, you can learn to manage the emotions so that you can communicate what you want. This may help you to avoid a serious fight with a sibling, boyfriend/girlfriend, a friend and/or family member.
* Mention that there are ways to deal with conflict in a positive way. These ways do not damage relationships. They help both people get what they want, or at least negotiate a compromise.

****

**C. Negotiation Skills -Total Time: 20 Minutes**

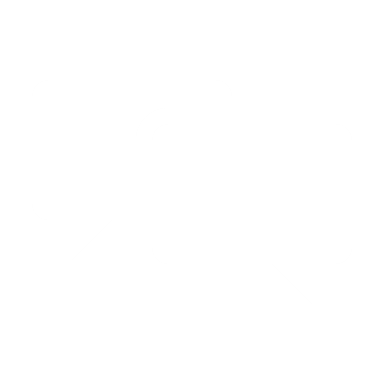
* + - 1. Next, say that they have been learning about how to negotiate and communicate effectively when it comes to staying in school and asking for other things that affect your well-being.
      2. Ask someone from the group to name the four Negotiation Steps based on what they remember from previous sessions.
      3. After getting some responses, review the flipchart and the four Negotiation Steps (**Note**: Prepare the flipchart beforehand – see Preparation Notes.)
* **Step 1:** Establish ground rules for yourself.
* **Step 2:** Clearly state what you want and why. Both persons need to state what they want and why.
* **Step 3:** Brainstorm solutions and agree on one. Both persons will brainstorm solutions. Together agree on a solution
* **Step 4:** Come to an agreement.
  + - 1. Tape the flipchart with the four Negotiation Steps on the wall or tree.
      2. Ask what is the first negotiation step? (**Step 1: Establish ground rules***.*)
      3. Point out that ground rules will guide you to act peacefully if you confront a conflict in the negotiation.
      4. Ask what are some ground rules you would like to establish for yourselves when negotiating with any friends and peers? (**Note**: Encourage the group to come up with basic ground rules. Write these on a blank flipchart.)
      5. If not mentioned, ask about the following ground rules: (**Note**: Add to flipchart if group agrees.)

|  |  |  |
| --- | --- | --- |
| No name calling. | Use a calm voice to the extent possible. | No yelling or stomping away to another room. |
| No eye rolling | Listen to the other person’s point of view. | Don’t interrupt (use active listening!) |

1. Explain that the second skill is to clearly state what you want from the negotiation and why. (**Step 2: Clearly state what you want***.*) For example:

* I want help with cleaning the house so that I have an extra hour to study for school.
* I want help with chores so that I can have one hour to spend time with my friends.
* I want one hour alone to do my homework.
* I would like some time out of the house to earn some money for myself.
* I really like you, but I would not like to kiss you yet because I am not ready.

1. Point out that when you are clear with what you want, you will become better able to communicate that to others.
2. Explain that the person you are negotiating with also wants something. So, both of you need to describe what you want, and come up with solutions for achieving it, or agree upon compromise.
3. Mention that being respectful and remaining calm in negotiating with people who are older than you are is extremely important and will ensure your greater persuasiveness and success.
4. Explain that discussing what you want and listening to what others want is part of Step 3, which is brainstorming solutions. (**Step 3: Brainstorm solutions**)
5. Mention that this is the main part of the discussion. Both parties must be willing to say what they want and also brainstorm solutions to reach a compromise.
6. Mention that after brainstorming, you need to settle on an agreement. When you do, you should clearly state what the agreement is. (**Step 4: Come to an agreement**)
7. Explain that these negotiation skills are also important for supporting your health and wellbeing in relationships. Using negotiation skills will help you discuss clearly – and with care - with your partner what you want in the relationship and what you do not.
8. Acknowledge that negotiating with adults and in relationships is often awkward and uncomfortable because you have to talk about your feelings.
9. Say that they will explore more about this in future sessions about relationships.

**D. Negotiation Role Play: Total Time - 40 Minutes**

* + - 1. Say: Now that you know the four negotiation skills, let’s practice. Everyone is going to practice working on these.
      2. Remind everyone of the ground rules they just established.
      3. Ask if anyone wants to add to the ground rules. (**Note**: Everyone needs to agree on all the ground rules.)
      4. Ask for 1 girl and 1 boy to volunteer conducting the role play.
      5. Separate the two volunteers so that they cannot hear each other’s role.
      6. For the girl, explain the role that she will play.
* Tell or read “Role Play #1: Girl’s role” to the volunteer (see **Appendix: Negotiation Role Play Scenarios** at the end of this Session Plan). Do not let the other boy hear you.
* Remind the girl of the four negotiation skills.
* Tell her to be sure to act out the problem and describe what she wants, and why during the negotiation process.
  + - 1. For the boy, explain the role that he will play:
* Tell or read “Role Play #1: Boy’s role” to the volunteer (see Appendix). Do not let the other girl hear you.
* Remind the boy of the four negotiation skills.
* Tell him to be sure to act out the problem and describe what he wants and why during the negotiation process.
  + - 1. Give the volunteers a couple of minutes to think about their roles.
      2. Ask the two volunteers to come to the front and conduct the first role play.
      3. When done, ask the two volunteers to shake hands and state their agreement (or write their agreement on flipchart paper).
      4. Ask the rest of the participants the following or similar questions:
* What did you observe in the role-play?
* Did the participants stick to the ground rules?
* Did the participants take the discussion seriously?
* Did each person state what they wanted and why?
* Did the “girl”, “boy”, “mother” and “father” listen to each other’s views? If not, what did they do?
* Did they both try to compromise? How?
* Was the negotiation affected by gender? Were girls more passive and boys/parent more aggressive? If yes, how can this change? (**Note:** Encourage a discussion amongst girls and boys)
* Did they accomplish the goal of the negotiation? If not, why?
* How could the negotiation process have been improved?
  + - 1. Ask if anyone has any other comments or observations.
      2. Thank the two volunteers for a great job. Tell them it is difficult to be the first to do a role play.
      3. One by one, conduct the remaining five role plays: (**Note:** Complete all five additional role plays, if there is time. If not, just conduct 3-4 role plays.)
* Select a boy and a girl for each role play.
* Explain the roles to each participant (see Appendix for the different roles). Make sure that the other participant does not hear.
* After each role play, be sure to ask the following questions:
* What did you observe in the role-play?
* Did the participants stick to the ground roles?
* Did the participants take the discussion seriously?
* Did each person state what they wanted and why?
* Did the “girl”, “boy”, “mother”, and “father” listen to each other’s views? If not, what did they do?
* Did they both try to compromise? How?
* Was the negotiation affected by gender? Were girls more passive and boys/mother/father more aggressive? If yes, how can this change? (**Note:** Encourage a discussion amongst girls and boys)
* Did they accomplish the goal of the negotiation? If not, why?
* How could the negotiation process have been improved?
* Make sure the participants shake hands and state their agreement and/or write down their agreement after each role play.
* Applaud and thank the participants after each role play.
  + - 1. thank everyone for such creative role plays and input.
      2. Ask: What are other situations that occur between boys, girls, and parents which need negotiation?
      3. Ask: How can this negotiation process be applied in real life – outside of the Girls and Boys Clubs? (**Note**: Encourage a discussion on this and write responses on flipchart.)
      4. Explain that you will not be able to negotiate everything perfectly right away. But, you are learning how to do this now, so that you get better over the years.

**E. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation.
2. Initiate a discussion about today’s session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Ask the participants to reflect on all communication skills learned up until this point. Which skills do they like the most? Why?
4. Ask: How did you like having a joint Girls and Boys Club joint meeting. What did you like the most? Explain that there will be a few more joint meetings this year.
5. Say: Take a couple of minutes to write what you learned in your Participant Guide.
6. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
7. Close the meeting.

Icon

Description automatically generated

**Appendix: Negotiation Role Play Scenarios**

**Scenario #1:**

**Girl**: You want a friend (a boy) to walk with you to a friend’s house. It is far and you do not feel safe.

**Boy**: You do not want to walk your friend (a girl) to her friend’s house. You have other things to do. And, you think your friends will make fun of you because they will think you are in a relationship. You know that the walk is not very safe.

**Scenario #2**

**Girl**: Your boyfriend wants you to have sex with him. You feel that you are not ready for such commitment. You don't want the relationship to end.

**Boy**: Your friends told you that they are having sex with their girlfriends. You want your girlfriend to have sex with you. You threaten that if she doesn't sleep with you, you will end the relationship.

**Scenario #3**

**Girl**: You want to go to the market. You ask your brother to help you with some chores so you can go to the market.

**Boy**: You do not feel like helping your sister with chores. You want to go and spend time with your friends.

**Scenario #4**

**Girl/Daughter**: You do not want to take the place of your brother in tending the goats. He never helps you with any of your chores and he is playing football today.

**Father**: You want your daughter to take care of the goats today because your son would like to play football with his friends.

**Scenario #5**

**Boy/Son:** You do not want to watch the younger siblings for an hour because you need to study for an exam the next day.

**Mother:** You have many chores to do, and you need help from your son to watch the younger children. He does not normally help you with his siblings, but he is the only one at home at this time.

**Scenario #6**

**Girl:** You would like your boyfriend to stop spending time with his friends and only spend time with you. You are lonely after school and would like more company.

**Boy:** You enjoy hanging out with your girlfriend but enjoy the time apart too. You do not see why you should stop spending time with your friends.

**Session 12: Cultural Ideas about Managing Girls’ Sexuality: Female Genital Cutting and Child, Early and Forced Marriage**

**By the end of this session, the boys will:**

* Be able to describe commonplace practices (FGC and CEFM) that perpetuate violence against girls and women
* Understand the connections between these practices and the control of girls’ sexuality.
* Understand the connections between these practices and their sexual and reproductive health and rights
* Describe where to seek support if boys know of girls who are facing any of these harmful practices (actions to advocate, individuals who can support you)

**Learning Objectives**



## 

## **Total Time: 2 hours**



## **Materials Needed:**

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Flipchart paper (newsprint) |
| “Question folder” or a place to put questions anonymously | Colored Markers |
| Flipchart with list of Social Changes from the previous “Gender and Societal Expectations” Boys Club meeting | |

## **Preparation Notes:**



|  |
| --- |
| **NOTE:** The session covers sensitive issues that will require more professional input than a Mentor can provide on his own. |

* Invite an expert or local leader working on issues of female genital cutting, Gender Based Violence, women’ rights, or a very knowledgeable, youth-friendly health care provider to co-facilitate this session with you. Ask your supervisor to help you identify the right person to assist you with this Boys Club Meeting. **Do not facilitate this session alone.**
* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
* This Boys Club meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
* If you do not have the flip chart of Social Changes from the “Gender and Societal Expectations” Boys Club session, make one (see Preparation Notes from the “Gender and Societal Expectations” Session Plan).
* Know where to refer boys to get support related to cultural practices that restrict the opportunities of girls in their lives.
* Plan for any invited expert to stay for 30 minutes after the end of the Boys Club meeting. The topics discussed are sensitive. Some of the boys may have sisters who are experiencing these issues at home and may want to talk after the Boys Club meeting has ended.

|  |
| --- |
| **NOTE:** It’s very important that you are aware of the legal issues and any mandatory reporting requirements if a minor discloses any type of violence or abuse. Please be sure to review relevant guidelines or laws with your supervisor before the Boys Club meetings begin so you are prepared if a boy does report violence or abuse. |



## **Session Plan:**



1. **Welcome[[20]](#endnote-15)**: **Total Time - 10 minutes**
2. Welcome the boys back to the Boys Club. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.
3. Ask: Does anyone have a question about the last Boys Club meeting?
4. Conduct this energizer or something similar:

* Stand up and find a partner.
* One of you will be the “mirror”. The person who is the mirror has to copy the actions of her partner.
* The person who is not the mirror should do something funny for the “mirror” to copy.
* After some time, say: Switch roles so that the other person is the mirror.

1. Thank everyone for their enthusiastic participation. Ask them to take a seat now.
2. Explain that we often mirror people in our environment, which is where we learn cultural roles and norms and how we are expected to behave.
3. Today we are going to talk about how we learn about and mirror cultural norms – some of which can damage our health and well-being.
4. **Activities[[21]](#endnote-16),[[22]](#endnote-17),[[23]](#endnote-18),[[24]](#endnote-19)**: **Total Time** – **90 minutes**



**Warm-Up Activity: Changing Traditions (10 minutes)[[25]](#endnote-20)**

1. Say: You already learned about gender norms and expectations. Now we are going to talk about some practices that harm girls and are a form of gender-based violence.
2. Say: Today we will be learning about some cultural traditions relating to the topics we have been discussing. First, let’s think about some of the most common traditions in our culture.
3. Discuss the following questions:

* What are some traditions in our culture?
* Are some of these traditions helpful? (For example, the tradition of caring for one’s elders and family, as caring for others is important and both boys and girls should do it.)
* Are some traditions harmful? (**Note to Facilitator**: In some settings, it may be considered unacceptable for older men to have sex with young girls so make them more “mature”, while in others it may be less “culturally” accepted that hitting your wife is okay if she burns the food. Consider choosing a practice that in your setting is considered by most to be harmful.)
* Do traditions ever change, or do they always stay the same? (For example, some traditions were considered appropriate in the past, but as society changes, traditions also change over time. For example, it used to be appropriate to throw garbage on the ground, because most garbage was made of natural products, like leaves, that naturally decompose. Now that the materials used to make many products have changed to synthetics such as plastic, it is no longer appropriate to throw that garbage on the ground.)
* Changing traditions mean that people in different generations can have different ideas about what is right. Change is good, but it can contribute to conflict.

1. Ask what are some coming-of-age cultural traditions and/or expectations that happen to boys your age and older?
2. Summarize what the boys tell you. Then, explain that today we are going to discuss two practices that sometimes happen when a girl is “coming of age”, but also might happen at birth. Many of the practices and expectations for girls in adolescence have to do with their emerging sexuality and the desire of parents and community members to regulate it and prevent girls from having sex with anyone who is not approved by the parents. This lesson is organized around FGC and child marriage, but if other practices in your community are more important, you may prioritize those. These may be present in their community:

* Female genital cutting (FGC)
* Child and forced marriages

**Female Genital Cutting (FGC)** (about 40 minutes)

1. Ask if boys have heard of female genital cutting (FGC). If so:
2. Is FGC commonly practiced in your community?
3. What do you know about it? (**Note**: Encourage boys to share their thoughts and opinions.)
4. Say: what are positive things you have heard or feel about FGC?
5. Say: what are some negative things you have heard or concerns you or your friends have about FGC?

* Be aware that this may be a sensitive topic and that some boys may have sisters who have already experienced FGC.

1. Explain that FGC is practiced differently in different countries and communities. FGC refers to all procedures involving partial or total removal of the female external genitalia and other intentional physical modification to female genital organs for non-medical reasons. It is performed on girls of different ages, most commonly around the age of seven to ten. It may involve any or all of the following:

* Partial or total removal of the clitoris;
* Cutting off all or part of the clitoris and the inner lips of the vulva;
* Sewing closed the two sides of the vulva, leaving a small opening to allow urine and menstrual blood to pass, a procedure called infibulation; and
* Other harmful practices, such as piercing, stretching, or burning the clitoris and labia; scraping or cutting vaginal tissue; or putting corrosive substances into the vagina to cause bleeding or tightening are also included when global experts use the term FGC.

1. Ask boys why FGC might be practiced. Allow time for a brief discussion, ensuring that the following responses are mentioned. The reasons given for the procedure vary, but are often related to tradition and to maintaining prevailing gender norms, such as:[[26]](#endnote-21)

|  |  |
| --- | --- |
| Reason | Explanation |
| Psychosexual reasons: | FGC is carried out to control women’s sexuality, which is sometimes said to be insatiable if parts of the genitalia, especially the clitoris, are not removed. It is thought to ensure virginity before marriage and fidelity afterward, and to increase male sexual pleasure. Women’s sexuality is determined by hormone levels, personality, life experiences, and many other factors. The physical anatomy of the vulva does not control a girl or woman’s sexuality. Removal of the clitoris or other forms of FGC can increase the like likelihood a women will experience pain and discomfort during sex. |
| Sociological and cultural reasons: | FGC is seen as part of a girl’s initiation into womanhood and as an important part of a community’s cultural heritage. Sometimes, myths about female genitalia (e.g., that an uncut clitoris will grow to the size of a penis, or that FGC will enhance fertility or promote child survival) encourage the practice. There is no medical need for FGC. FGC does not strengthen girls’ health, protect from STI or other infections, enhance fertility, or confer any other medical benefit. |
| Hygiene and aesthetic reasons: | In some communities, the external female genitalia are considered dirty and ugly and are removed. It is believed this will promote hygiene and be more attractive. FGC does not enable a hygienic female genital area. On the contrary, many forms of FGC can make repeat infections more likely or result in trapped urine, producing bad smells. |
| Religious reasons: | Although FGC is not endorsed by either Islam or by Christianity, religion is often used to justify the practice. FGC is not endorsed by any major religion, including Islam, Christianity, nor Hinduism. |
| Socioeconomic factors: | In some communities, FGC is a prerequisite for marriage. Where women are largely dependent on men, economic necessity can be a major driver of the procedure. FGC sometimes is a prerequisite for the right to inherit. It may also be a major income source for practitioners. Social and economic pressures to continue the practice of FGC can be very strong. When communities come together and choose new practices to prepare girls for womanhood, the practice can be changed and/or ended to protect the health of girls and women. |

1. Say, while this may be an upsetting topic to discuss, it is important that we all understand what FGC is, why it is harmful, and how we can protect ourselves and our friends.
2. Discuss these and/or other beliefs that “justify” FGC. Provide boys with correct information about this practice. (**Note:** Take your time and encourage an active discussion on this. Have an expert on FGC, gender-based violence, women’s rights and/or a knowledgeable health care provider to address these beliefs and provide correct information. Note that while this discussion is about FGC, these arguments can be made about other practices, including the ones in the box above.)

* FGC prevents rape.
* FGC is a religious requirement.
* FGC ensures virginity.
* FGC suppresses women’s sexuality (e.g. prevents promiscuity or women being “too sexy”).
* FGC increases marriageability.

1. Discuss the harmful effects of FGC:

|  |  |
| --- | --- |
| Pain | * This practice can be very painful for the girl. |
| Psychological | * Girls who are not fully prepared or agree may experience a sense of betrayal toward their family members. * They may experience fear of marriage and childbearing and pain and anxiety with sexual activity. |
| Overall harms | * FGC can have serious physical, sexual, and mental health consequences that vary according to the type of procedure, the conditions in which it is performed, and the physical condition of the girl or woman. |
| Immediate consequences | * Immediate consequences may include infection, bleeding, severe pain, shock, problems with urination, and tissue injury. Excessive bleeding and infection may lead to death. |
| Long-term consequences | * Long -term physical consequences such as difficulty passing urine, feces, or menstrual blood, or pain during intercourse may be possible to address through medical intervention. Such procedures usually require a skilled physician and a special hospital. |
| Stigmatized | * Although FGC can be harmful, many people have experienced it, including our friends and others in our community. We don’t always know who has undergone FGC. * People can be motivated to have their daughters cut or to undergo cutting by a desire to ensure a girl’s future marriage prospects, or to help a girl identify with a particular social group. |

1. Ask, what are some ways our community can celebrate a girl’s transition into becoming a woman without doing FGC?
2. Explain that in many countries, FGC is against the law. If possible, it would also be useful to tell the boys about any legislation in your country and community that might protect the girls from FGC. You may be able to find this information on your government’s Ministry of Gender or Social Protection website, or through an internet search.
3. Ask if anyone has questions. (**Note**: Encourage boys to ask as many questions as they like. Have the expert on FGC, gender-based violence, women’s rights, or a knowledgeable health care provider to answer the boys’ questions.)
4. Explain that community members are becoming more and more aware of the harm and disadvantages in life that girls face from FGC. They can be allies in the prevention of this practice.

*Note:* ***Encourage boys to ask as many questions as they like.***

1. Mention that if someone you know has already had FGC, or you have heard of any arrangement or practice of FGC for someone else, your younger sibling, and/or another girl, you/they can seek help and get questions answered from:

* A trusted, supportive adult family member or friend.
* A person from an anti-gender-based violence committee or organization that protects the rights of girls and women.
* A trusted, youth-friendly health care provider.
* A trusted, supportive female leader.
* A local official, such as a community official or local head of women’s affairs.
* The police or other authorities, if the practice is against the law.

1. Note that because cultural practices are always changing, being opposed to FGC can put a person in conflict with his parents or other adults in his community. Share with the boys that information on the risks and harm that can come from FGC has also been shared with their parents, if they feel comfortable and would like to discuss it with them.
2. Encourage boys to share this information with their friends, peers, and siblings.

**Child and Forced Marriage[[27]](#endnote-22)**: (about 40 minutes)

Note to facilitator: Some of these 15-17-year-old boys could be married. Be sensitive to the needs and realities of the boys in this group so that they are not stigmatized by this discussion.

Below are a few definitions of child marriage to provide clarity and respond to questions.

1. Explain that in some communities a girl can be forced to marry before she turns 18 years of age for various reasons (family promises, traditional pressure). Forced marriage is a marriage that takes place without the consent of one or both parties to the marriage. Some marriages can be both child marriages and forced marriages or could be only one, but child marriage always occurs without the consent of the child being married.
2. The UN Convention on the Rights of the Child defines child marriage as a marriage in which one or both people are under age 18. Marriage before the age of 18 is a fundamental human rights violation. Child marriage disproportionately affects young girls, who are much more likely to be married as children than young boys. (**Note**: marriage at age 17 or 18 is likely to be common in boys’ communities. This may be troubling to some. Take time to allow questions and remind boys that cultural practices are always changing)

*Note:* ***Encourage a discussion on what boys know and have heard of, or what they are currently facing.***

1. Explore what boys know about child marriage by asking these or similar questions: (**Note**: Encourage a discussion on what boys know and have heard of, or what they are currently facing.)

* What do you know about early marriage?
* What are your thoughts about early marriage?
* Do you know of anyone your age who had an early marriage?

1. Ask why some girls might want to get married before 18 years of age.
2. Discuss any beliefs that “justify” early marriage.
3. Provide boys with information about why early marriage might not be the best thing for them. (**Note:** Take your time to discuss this so that you are able to explore why some girls might want to get married before 18 years of age. Have an expert on early marriage, harmful traditional practices, women’s rights and/or a knowledgeable health care provider to address these beliefs and provide correct information.)
4. Emphasize that in many countries, it is illegal for girls and boys to marry before 18 years of age. Discuss the laws in your country.
5. Discuss the disadvantages of early marriage:

* When parents expect their daughter to marry early, they might value her education less, and might take her out of school.
* Once a girl is married, she is expected to become pregnant right away.
* Getting pregnant and having children at a young age is dangerous for the girl and for the child. Many young girls suffer complications in pregnancy and childbirth because their bodies have not fully developed yet.
* Young mothers and their newborns can have life-threatening complications or even die.
* Girls have more children over a lifetime, which can make it difficult to feed and take care of everyone in the family.
* Many girls stop going to school after marrying early, resulting in limited educational attainment opportunities and future prosperity.
* Limited education and skills lead more young married girls into poverty than their peers who marry at later ages.
* It is difficult for a child bride to have friends or peers her age with whom to bond and socialize.
* A child bride’s lack of both education and a peer group limits her support systems.
* Young girls married to older men with more sexual experience are also at greater risk of HIV infection.
* Young married girls are more likely to experience intimate partner violence and have their decision-making power and freedoms reduced.
* Early and forced marriage can be against the law.

1. Point out that if adolescent girls get married too early it could be harder for them to:

* Achieve their aspirations and dreams.
* Finish school.
* Raise healthy families.

1. Explain that when adolescent girls wait to get married, they:

* Are more mature and able to make better decisions.
* Attain better education.
* Have healthier children.
* Have more career or money-making opportunities.
* Can take better care of their families.
* May have more equitable relationships with their husbands.

1. Emphasize that boys should not feel alone in this situation. Familial, societal, and economic pressures encourage and pressure families or girls to get married early. The girls do not have to do something that is harmful to them and might be illegal in their country, but it can be hard for girls or boys to go against their parents and culture.
2. Mention that more and more community members are becoming aware of the harm and disadvantages in life that girls face from early marriage. They can be allies in the prevention of early marriages.

***Emphasize that boys should not feel alone in this situation.***

1. Explain that if girls are aware that they are going to be married early (before the legal age) and do not want to be married, they should seek help.
2. Ask if anyone has questions.

**C. Wrap Up: Total Time – 30 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. (**Note**: Have a member from an organization that protects girls’ rights, authority, or an expert leader in the community to answer boys’ questions.) Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.

Icon

Description automatically generated

1. differently now, and how they will share this information with family and friends.
2. Point out that times are changing! There are laws against harmful traditional practices and early marriage. These laws are being enforced.
3. Remind the boys that if these practices are prevalent in their family/community, and people they know do not want to undergo FGC or to be married early, they should seek help from:

* A trusted, supportive person, family member, or friend.
* An organization that protects the rights of girls and women.
* Any organization that provides support against harmful traditional practices.
* Child marriage protection program.
* Local officials, such as community officials and head of women’s affairs in the community, a supportive female leader, etc.
* A supportive, youth-friendly health care provider.
* The police or other authorities, if the practice is against the law.

1. Explain that this meeting covered some difficult topics. It is important to be aware of these issues and always seek support if you need it.
2. Say: Take a couple of minutes to write what you learned in your Participant Guide.
3. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
4. Close the meeting.

|  |
| --- |
| **Note**:  Stay 30 minutes after the end of the session to be available if any of the boys choose to speak to you. If a boy discloses that someone he knows (or he himself) may be facing FGC or child marriage:   * Speak to the boy alone in a private area and listen carefully to what he says. * Thank the boy for sharing this information with you. Tell him that you are sorry this is happening to him or a person he cares about. * Ask if the boy has a trusted adult who can support him and who he may feel comfortable sharing this with. * If so, let him know that it may be helpful to talk with a trusted adult about this issue. * If he does not have that person, help him find someone he could report the incident to from someone from a local organization that supports women’s rights, a trusted, youth-friendly health care official, or the authorities. * Tell the boy that you will keep this highly confidential. Explain that you will need to tell your supervisor but that without the boy’s permission to do so, you will not be sharing his name or specific identity. * Report the incident to your supervisor. **It’s very important that if the boy did not give you permission, you do NOT share his name as part of this report.** * Keep this information highly confidential. Do not discuss this with anyone, except the supervisor. |

# **Session 13: Alternative Model Men in the Community**

**By the end of this session, the boys will:**

* Describe ways to be successful in life that are not gender stereotypical.
* Find ways to balance economic activity with being engaged with family and supportive of family and community.
* Find ways to support the economic activities of women in their lives (sisters, mothers, wives, employees)

**Learning Objectives**



## **Total Time: 2 hours**



## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart paper (newsprint) | **Appendix: Speaker Guidelines** see end of this session plan |
| Colored Markers |

## **Preparation Notes:**



* **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it.**
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
* Identify a man who is successful in the community and who has not followed a stereotypical path to success. He could 1) work in a profession that is also often done by women; or 2) hire women to work with him; or 3) be known for his strong involvement with caregiving in his family, whether he participates in domestic tasks, spends time caring for his children, or cares for aging parents. He could be a teacher, nurse or other health worker, childcare provider, salesperson, shop owner, cook, tailor, etc. The man should be content with his life.
* Make a copy of the Speaker Guidelines (at the end of this Session Plan). Complete the top portion of the Guidelines (Mentor’s Name, Meeting Location, Date, Time).
* One week before the Boys Club meeting, invite a man to be the guest speaker. Inform the speaker about the Boys Club and its purpose. Explain to the speaker that the purpose of his 20-minute presentation is to illustrate the range of opportunities and life choices for young men in the community, how these can be combined with other aspects of life, and what it takes to get there. Give the speaker the Speaker Guidelines.
* Encourage the boys to think of questions they would like to ask the speaker later on. Here are some questions to get the discussion going in case the boys are hesitant:
  + What motivated you to be in the profession/job that you have now?
  + Did you have any role models, especially role models of men who are involved with the lives of their families and communities?
  + Do you spend time at home with your family? Do you contribute to some of the work that is needed to raise children and run the household? If so, what do you do?
  + What were some problems you encountered? What did you learn from them?
  + Were your professional choices ever questioned by your family or community?
  + What were some important lessons you have learned along the way?
  + Did education/training impact your success or support you in getting and succeeding in your profession?
  + Any words of advice you would give us for our future?

## **Session Plan**



1. **Welcome[[28]](#endnote-23): Total Time - 30 minutes**



1. Welcome the boys back to the Boys Club.
2. Ask if anyone has questions from the last Boys Club meeting. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.
3. Explain that we are going to talk about things we can do to improve our lives.
4. Conduct this exercise:

* Ask the boys to find a partner and pair up.
* After each question I ask, talk to your partner about your answer. Take turns answering the question with each other.
* Read Question 1 from the box below. Ask the boys to discuss it with their partner. (**Note**: Allow the boys about 5 minutes to talk about the question.)

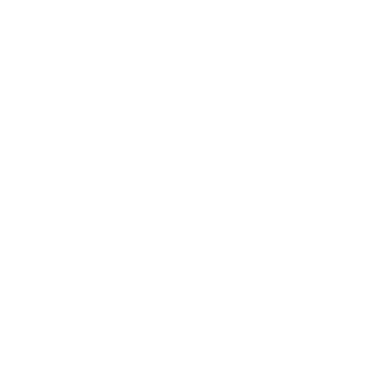
|  |
| --- |
| ***Question 1***: When you are grown up, what kind of man will you want to be?  ***Question 2***: What kind of relationship do you want to have with your family members?  ***Question 3***: When you are grown up, how would you like to contribute to your family and community? |

* Read Question 2 from the box above. Ask the boys to discuss it with their partner. (**Note**: Allow the boys about 5 minutes to talk about the question.)
* Read Question 3 from the box above. Ask the boys to discuss it with their partner. (**Note**: Allow the boys about 5 minutes to talk about the question.)

1. When the discussion is done, point out that in the first Boys Club meeting all of you wrote an aspiration and two goals to reach it.
2. Mention that today’s session may encourage you to keep or revisit your aspiration and goals. Naturally your aspiration and goals will change over the years. But, it is important to start thinking about the future now.
3. **Activity Total Time – 60 minutes**



1. Explain that we are going to hear from a model man in our community. He had goals, he worked hard, he kept the wellbeing of his family in mind, and he has achieved many things in his life.
2. Invite the speaker to stand in front of the participants.
3. Welcome and introduce the speaker: “Today’s speaker is going to talk to you about his family and community connections, his work and the journey it took to get to the way he lives today. After he has spoken, there will be a chance to ask questions”.
4. Invite the speaker to give his presentation. (**Note**: Not every speaker is conscious of time. After about 20 minutes, stand up as if you are about to say something. This usually is a polite and quiet way to encourage a speaker to wrap up his talk.)
5. When the speaker is done, have the boys ask any questions that are on their minds. Draw on the following questions, if the speaker has not mentioned these in his presentation:

* What motivated you to be the kind of man you are today?
* Why did you choose the professional pathway you did?
* As relevant: Why have you chosen to hire women to work for you?
* Did you have any role models?
* Do you spend time at home with your family? Do you contribute to some of the work that is needed to raise children and run the household? If so, what do you do?
* What were some problems you encountered? What did you learn from them?
* Were your professional choices ever questioned by your family or community?
* What were some important lessons you learned along the way to success?
* What kinds of education/training have contributed to your success or support you in entering and succeeding in your profession?
* Any words of advice you would give the boys for their futures?

1. Ask if the boys have any questions for the speaker? (**Note:** Energize the boys to ask questions.)
2. After about 20 minutes, ask for one last question so that you can wrap up the session. (**Note:** If there are more questions, allow the boys to ask questions until Wrap Up time.)
3. Thank the speaker for sharing his story, lessons, and wisdom with the boys.
4. Discuss the speaker’s presentation by asking these or similar questions:

* Was there anything the guest speaker said that encouraged you or gave you some ideas for working and earning money in the future? If so, what?
* What makes him a model man?
* What are things you can do to be a model man in your community?

1. Ask if anyone has questions.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

Icon

Description automatically generated

# 

# **Session 14: My Money, My Life, My Plan**

**Learning Objectives**



**By the end of this session, the boys will:**

* Describe the difference between needs and wants related to spending money.
* Demonstrate how to make a savings plan.
* Explain and link to Village Savings and Loan Associations.
* Describe how to handle setbacks while saving.

## **Total Time: 2 hours**



## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart (newsprint) paper | Pens for the boys |
| Colored Markers | Scissors |
|  | Two coins |
| Small cards or pieces of paper for boys to write on – four cards (or pieces of paper) for each boy. For example, if you normally have 20 boys attend the session, you will need 80 cards or pieces of paper. | |
| **Appendix: Kaleb’s Saving Challenges**- see the end of this Session Plan | |

## **Preparation Notes:**



* **Read this Session Plan several times, including the Appendix. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* If there are no cards, cut up small pieces of paper for boys to write on and tape to a flipchart – about 4 pieces of paper for each participant.
* Prepare a flipchart with these Five Steps to Saving:

1. Choose a savings goal.
2. Make a savings plan.
3. Control spending (Know the difference between wants and needs).
4. Save regularly.
5. Deal with setbacks in saving.

* This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.

## **Session Plan**



### **Welcome[[29]](#endnote-24) – Total Time: 20 minutes**

1. Welcome the boys back to the Boys Club. Thank them for coming to the meeting.
2. Ask if the boys have any questions from the last Boys Club meeting.
3. Conduct the energizer:

* Divide the boys into two lines of equal length. (**Note**: If one team has an extra person, ask that person to step out of the line and join you.)
* Give a coin to the first person in each team.
* Explain the game, “When I say ‘Go’, the person with the coin should drop it to the ground. Then, the next person in line has to bend down, pick up the coin, stand up straight, then drop the coin to the ground. The next person has to bend down, pick up the coin, stand up straight, then drop the coin, and so forth until the last person in the line has dropped the coin”. (**Note**: Demonstrate how to do this.)
* The race continues until the coin has reached the end of one of the lines.
* The team that gets the coin to the last person in the line first is the winner.
* Say: “Go”.
* When done, applaud when one of the team wins.

1. When done, ask everyone to sit down.

### Storytelling with solid fill**Story Time: Total Time – 20 minutes**

1. Read the vignette aloud. (***Note***: If necessary, read the vignette aloud twice, so that everyone has heard the story well.)

*Yonas is 16, and in secondary school. He is a good student and hopes to become a teacher someday. He always does his homework in the evenings after he comes in from school and spending time with his friends. Yonas’s father works at a local factory but does not bring home enough money to cover all household expenses. To help, Yonas also works to sell fruits and vegetables at the market in the afternoon. He does not make much, but the money he earns contributes to covering his school fees.  
  
When his parents learn that he has been earning a little money, they suggest that he should give it to the household to pay for supplies, food and medical services. His father reminds him that since he expects Yonas eventually to work in the factory like many others in the community, he doesn’t think he should focus so much on his studies; he won’t need much more than the skills he already has.*

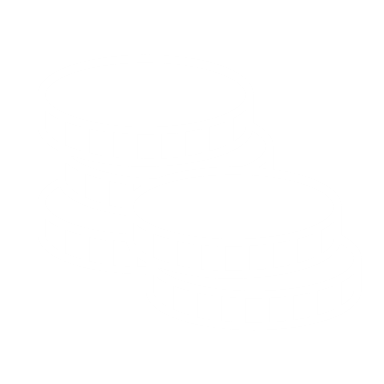
1. Say: Let’s talk about **what** happened in the story.
2. Ask these questions:

* What is happening in the story?
* How common is this for boys in our community?
* What advice would you give the boy in this situation?
* What would make it easier for boys in your community to face this kind of situation?

1. Ask 2-3 boys to volunteer to play the role of Yonas in explaining to his parents why supporting his schooling is such a good use of the money. What are some ways that a boy’s schooling could contribute to the family’s wellbeing?
2. Thank everyone for their participation.
3. **Activity** [[30]](#footnote-6)**: Total Time – 65 minutes**



**Money and Basic Needs** (about 20 minutes)

* Mention that for the last several weeks we have been talking about the different kinds of work that men can do to earn money.
* Explain when a boy earns money, it usually goes to pay for basic expenses.
* On a blank flipchart, write the word “BASICS**”** on top. Then, distribute 1 to 2 small blank cards or pieces of paper and a pen to each boy.
* Say: On each card (or piece of paper), write one **BASIC** thing that a boy might spend his money on – one basic item per card/piece of paper. (**Note**: Allow them about 5 minutes to do this.)
* When done, ask the boys to come up and tape their cards (paper) on the **left**-hand side of the flipchart labeled “BASICS”. (**Note**: Invite the boys to gather around the flipchart and tape their cards.)
* When done, help the boys organize the cards on the flipchart into groups of common expenses, such as (Note: some of these are family oriented, while others may support the boy himself):
* Supplies for farming or for family business (food for animals, seeds, fertilizer, tools)
* Food
* Medical (fees, medicines)
* Fuel (kerosene, gasoline, etc.)
* Transportation (bus, taxi, bicycle, car)
* Hygiene (soap, toothbrush, laundry soap)
* School (books, supplies, uniforms, fees, pens)
* Clothes
* Review the groups of cards on the flipchart. If there are no cards on any of the items below, ask the boys whether any of the following should be added or not.
* Supplies for farming or family business (fertilizer, seeds, pesticides)
* Food
* Clothes
* Soap
* Transportation
* Kerosene
* Medicine
* School supplies
* Emergencies (unexpected costs)
* Land and animal tax
* Mobile phone
* Ask: Are there any other basic expenses that a family or a boy have which are not on this list? (**Note:** If yes, ask the boy to add them to the flipchart. Do not add any duplicative items.)
* Within each group of expenses on the flipchart, ask the boys to organize the expenses into categories: a) put the most frequent (daily) expenses on top, b) followed by least frequent (monthly/yearly) expenses. (**Note*:*** Assist the boys, as needed.)

Ask: **Are there any other basic expenses that a family or a boy have which are not on this list?**

* Say: Come to an agreement on the order of expenses from most frequent (daily) to less frequent (monthly), then yearly.
* Explain that the daily expenses are the most **Basic** needs every family needs just to live on, to survive.
* Mention that some basic NEEDScan be longer-term or seasonal. They are NEEDS, but only during specific times of the month or year.
* Mention that although some basic NEEDS might be a boy’s alone, they are very important and he has to consider how they might benefit him and his family in the long-term.

**Money and Wants** (about 10 minutes)

1. Explain that when we earn money, we spend it on many things. Some of the things are necessary for our survival. These things are called basic NEEDS.
2. Mention that we sometimes buy things that we want, but don’t need. When we buy them, we feel happy. We call these things WANTS.
3. After each word I read, tell me if you think it is a NEED or a WANT, and why? (**Note:** Feel free to add more items to the list. The words in parentheses and *italics* are just for the Mentor. Do not read these to participants.)

* Water (*need*)
* A second pair of shoes (*want*)
* Bus fare (*usually a need*)
* Food (*need*)
* Candy and soda (*want*)
* Soap (*need*)
* Fancy shirt (*want*)
* Savings to help you in case of emergencies (*need*)
* Seeds for the next planting season (*need*)
* Domestic animal (chicken, ox, cow, goat, camel) (*need*)

1. Remind the boys that a WANT is something that would be nice to have, but not essential for survival.
2. Give the boys 1 to 2 more cards (or pieces of paper) to write on.
3. Say: Think of some WANTS a family would like to have. Write one item that is a “WANT” per card (or piece of paper). (**Note:** Allow them 5 minutes to do this.)
4. When ready, ask the boys to come up and tape their WANT cards on the **Right**-hand side of the “FAMILY” flipchart.
5. When done, ask: the boys to explain the WANTS on the flipchart.

***Ask if NEEDS and the WANTS are the same for everyone?*** *(Note: Encourage several boys to answer.)*

1. Ask if NEEDS and the WANTS are the same for everyone? (**Note:** Encourage several boys to answer.)
2. Explain that NEEDS and WANTS are often different for different people. **(Note**: Remind the boys of any discussion they had arguing whether something is a NEED or a WANT)
3. Mention that some families want to purchase new things for the house, while other families might want to invest in their children’s education.
4. Ask the boys to look at the “Family” flipchart and agree which items are “NEEDS” and which are “WANTS”.
5. Thank the boys for their participation.

**Money and Saving** (about 10 minutes)

1. Point out that most people/families do not have enough money to buy everything they NEED and WANT. They have to make choices about what they buy or not.
2. Ask: If you had a little extra money,

* What would you buy with it?
* Would you be willing to save money to buy this item? Why, why not?

1. Ask why saving money is important?
2. Ask what are reasons to save money?
3. Ask what would families save their money for? (**Note:** Encourage a discussion on savings, why would one save, and for what?)
4. Summarize reasons why families would save money. (**Note**: Relate any of the following to the WANT cards/papers on the FAMILY flipchart.)

* **For Personal or family use**, such as food, clothes, medical expenses or transportation.
* **For Emergencies** or unexpected events that we need to deal with right away, such as an illness, equipment repair, new equipment and tools, savings in case of a poor harvest, to replace lost livestock, to purchase new seeds for next year, etc.
* **For future opportunities**, such as for future goals. People save to meet these goals, such as to pay for school fees, build or buy a bigger house, start a business, buy more animals, pay for a wedding, etc.

1. Remind the boys of the story. Yonas earns a little bit of money for school fees but has to defend his use of the funds for that purpose rather than other family needs.
2. Explain that we are going to show Yonas how he can save for the school fees that he NEEDS.
3. Tape the flipchart with the “**Five Steps to Saving**” to a wall, fixture or flipchart stand (prepared beforehand – see Preparation Notes).
4. Discuss the Five Steps to Saving:

* Choose a savings goal.
* Make a savings plan.
* Control spending (Know the difference between wants and needs).
* Save regularly.
* Deal with setbacks in saving.

**Yonas’s Savings Goal** (about 25 minutes)

Yonas’s Savings Goal

1. Explain that Yonas’s goal is to pay for his school fees.
2. Ask: “Does Yonas have a savings goal yet?” (**Note**: Encourage a discussion amongst the boys.)
3. Explain that Yonas has a goal, which is to save for school fees. But, he does not have a savings goal.
4. Ask what is Yonas’s savings goal?
5. Explain: In order for Yonas to have a savings goal, he needs to know how much the school fees cost. The cost of the school fees is the savings goal.
6. Let’s pretend that the cost of the school fees is USD $12.00. That is Yonas’s savings goal.

Yonas’s Savings Plan

1. Ask what is the next step that Yonas needs to do? (**Note**: If no one says anything, refer them to the flipchart with the Five Steps of Savings. Wait until someone provides the correct answer.)
2. Once one of the boys says, “**Make a Savings Plan”**, thank them and reinforce that Yonas needs to make a savings plan.
3. Discuss Yonas’s savings plan:

* Yonas needs to know how much money he can save a week. Let’s say that he can save USD $1.00 per week.
* If he can save USD $1.00 per week, how many weeks will it take to have enough money to pay his school fees?
* Keep asking until one of the boys says 12 weeks or three months. (USD$ 12.00 divided by USD$ 1.00 a week = 12 weeks)

1. Now Yonas has his savings goal and savings plan.

Yonas’s Savings and Challenges

1. Divide the boys into five small groups.
2. Give/tell each group one of Yonas’s Saving Challenges   
   (**Note**: See **Appendix: Yonas’s Saving Challenges** at the end of this Session Plan.)
3. Ask groups to discuss the Savings Challenge they received and come up with a solution. (**Note:** Give them 7 to 10 minutes to come up with their solution.)
4. When ready, invite the group with **Savings Challenge #1** to explain their savings challenge and solution.
5. When done, ask the following questions. (**Note**: Write responses on a blank flipchart.)

* What can he say to his father to persuade him of the wisdom of his long-term goal?
* Is there anything else that Yonas can do?

1. Invite the group with **Savings Challenge #2** to explain their savings challenge and solution.
2. When done, ask: (**Note**: Add responses on flipchart.)

* What does everyone think of the solution?
* Is there anything else that Yonas can do?

1. Invite the group with **Savings Challenge #3** to explain their savings challenge and solution.
2. When done, ask: (**Note**: Add responses on flipchart.)

* What does everyone think?
* Is Yonas’s mother borrowing money for a NEED or a WANT?
* What else can Yonas do to continue saving for his goal? Is it alright for him to make an exception in this case?

1. Invite the group with **Savings Challenge #4** to explain their savings challenge and solution.
2. When done, ask: (**Note**: Add responses to the flipchart.)

* What does everyone else think?
* Does Yonas’s sister need to borrow money for a NEED or a WANT?
* Did Yonas even ask her?

1. Invite the last group with **Savings Challenge #5** to explain their savings challenge and solution.
2. When done, ask: (**Note**: Add responses to the flipchart.)

* What does everyone else think? Can Yonas talk to his family members about where the money went?
* Where is a safe place to keep your money?
* What could Yonas do differently next time?

1. Review the solutions to all of the savings challenges written on the flipchart.
2. Thank all the groups for a great job.
3. Discuss these points about sticking to a savings plan:

* Yonas needed to keep some of his money from going into the family pot. Did he stay on his savings plan?
* You need to keep your long-term savings goal in mind to help you preserve your savings and stay on your savings plan.
* If you have a goal, you have to determine if you are spending the money you want to save on a NEED or a WANT.
* If a goal is very important to you, it is easier to give up the “wants” in order to save money.
* If Yonas wants to buy his shoes sooner he could:
* Save more money a week.
* Do other things to earn money which he would save.
* When lending money, first ask the person if they want to borrow money for a NEED or a WANT. In the case of Yonas’s mother, she needed medicine. But, did Yonas’s sister have a NEED or a WANT?
* Usually if you lend money, it is not likely you will get it back. You should consult with your family first before lending money for a WANT. It is important to value your own needs over the wants of family members, even though you love them.
* Keep your money in a safe place that others cannot find.

Discussion

1. Explain that everyone has setbacks when they begin to save money. Sometimes things happen that do not allow us to save – such as unexpected expenses or a loss of income.
2. Ask what can you do if you encounter challenges or setbacks? (**Note**: Encourage the boys to discuss this.)
3. Summarize ways to overcome a setback, including suggestions offered by the boys:

* Get right back on to your savings plan as soon as possible.
* Decide to save more money per week.
* Plan to buy the item later than you expected.

1. Emphasize that the goal of saving is to be ***as consistent as possible***. Even with setbacks, get right back to saving again, when it is possible.
2. Point out that we have been discussing Yonas’s school fees, which was a NEED.
3. Explain that normally people save for NEEDS, such as medicine, school uniforms, books or goals, including going to a university or buying equipment for a new business.
4. Initiate a discussion on how a savings goal and plan could help boys to save for one of their goals or their long-term aspirations. (**Note**: Encourage the boys to discuss the topic.)
5. Ask the boys, “What goal do you have for how you would save money?” (**Note:** Encourage several boys to share.)
6. Encourage the boys to save for a goal in their life.
7. Explain that it is possible to learn to save. Begin with something very small, even a WANT, such as a pen, a book, new sandals, underwear, etc. This is good practice for bigger things.
8. Explain that it is important to take your own goals and dreams seriously, even when others do not always do so.
9. Explain that one way that boys can save for both Basics and Needs is to join what is called a “Village Savings and Loan Association”.[[31]](#footnote-7) Describe how one would work (see the box below) and how they can eventually join or form a group.

|  |
| --- |
| **Village Savings and Loan Associations - How They Work**   1. Community is oriented to the VSLA concept. 2. Individuals opt to join a group and identify their own members (typically 15-25 members). 3. Members trained on group governance and management. They get a lockbox with three locks and three keys, and passbooks for recording transactions. 4. Group establishes a constitution and bylaws, including meeting frequency, rules and regulations. 5. Group elects a chairperson, secretary and treasurer for a one-year term. 6. Group sets the price per share and the minimum/maximum number of shares a member can purchase during a meeting. 7. Groups begin saving on a weekly basis and are trained on financial management. 8. Groups add lending to the routine, making loans to members and collecting repayments with interest (a 10% monthly rate is typically applied to loans). 9. After 9-12 months, groups host “Share-Out Day,” ending the cycle and distributing savings and profits to members according to the number of shares each has purchased during the cycle. 10. Most groups quickly initiate a new cycle autonomously. |

Icon

Description automatically generated

**D. Wrap Up: Total Time – 15 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

**Appendix: Yonas’s Savings Challenges**

**Scene #1:**

Yonas’s father tells him he is being selfish and should turn his money over to the family for their household expenses. What advice can you give him?

**Scene #2:**

Yonas would like to pay his school fees sooner. How can he do that?

**Scene #3:**

Yonas’s brother is sick. Yonas’s mother needs some money from Yonas for some unexpected medicine. How can Yonas still save for his school fees?

**Scene # 4:**

Yonas’s older sister asks to borrow some of his money. What should Yonas do?

**Scene # 5:**

Yonas was saving his money under his mattress. One day he discovers it is missing. What advice do you give Yonas?

# **Session 15: How Am I Doing? - My Goals Revisited**

**Learning Objectives**

**By the end of this session, the boys will:**

* Revise their current or develop a new plan for reaching their two goals.
* Describe potential setbacks and potential coping mechanisms/opportunities for achieving their goals.



### 

## **Total Time: 2 hours**



## **Materials Needed:**

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Colored Markers |
| Flipchart paper (newsprint) | Tape |

**Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Have flipchart paper and stand available, if possible, in the case you need to write on flipchart to capture information.
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.

## **Session Plan:**



### **A.** **Welcome: [1] Total Time - 10 minutes**



1. Welcome the boys back to the Boys Club. Thank them for coming to the meeting.

2. Ask for a volunteer to conduct an energizer.

3. Ask if anyone has questions from the last Boys Club meeting. As was described in Session 1, pull questions from the anonymous questions folder and make time to answer the questions, if there are any.

### **B.** **Activity** [2]**: Total Time – 100 minutes**



**Review - 20 minutes**

1. Explain that today, we are going to revise the goals and commitments we set in session 1 (**Welcome and goals**).
2. Ask several boys what they remember about session 1 (**Note:** Make sure they are not checking from their Participant Guide)
3. Ask several boys what they have learned in the past three months that has helped them in their life.
4. Ask: Are you keeping the commitments you made in session 1. (**Note:** Encourage discussion) If not mentioned, remind them of the following commitments and others:

* Committing to attending the Boys Club meetings.
* Committing to being role models to younger boys in the household/community

1. Congratulate them for working on their commitments.
2. Explain that as we learn more things, we may need to revise our goals for reaching our long-term aspiration.
3. Ask the boys to turn to their Participant Guide and review the two goals they wrote during previous Boys Club meetings.
4. Ask how many boys have achieved their two goals?
5. Ask if it was helpful to have a plan for achieving their goals? If so, discuss how it helped.
6. Ask if any of the boys have not achieved their goals yet. If not, why?
7. Congratulate them for working on their goals.

**Discouragement and Setbacks - 10 minutes**

* 1. Explain that when we encounter obstacles or setbacks to achieving our goals, it is easy to become discouraged.
  2. Mention that obstacles and setbacks are all part of the learning process. It may take several attempts to reach a worthy goal.
  3. Explain that people can be especially critical of themselves and their failures. It is normal to get discouraged and lose interest.
  4. Point out that obstacles and setbacks can also be opportunities.

**Obstacle Exercise - 40 minutes**

1. Ask for a volunteer.
2. Tell the volunteer that he will need to leave the room or area for a couple of minutes. (**Note**: If the boys are sitting outside, ask the boy to go where he cannot hear the instructions or see what is going on.)
3. In a soft voice, ask the remaining boys to make an obstacle course for the volunteer to navigate. They can use chairs, tables, desks, other objects and/or people as the obstacles in the course. The course needs to lead to the wall (or area) where the goals are taped.
4. When done have the rest of the boys stand to the side as observers.
5. Go to the volunteer. Put a blindfold on him and help him to enter the room or area where the obstacles are.
6. Explain: You will walk through an obstacle course to where your goal is posted.
7. Face the volunteer in the right direction and let him go.
8. Once the volunteer has made it through the course to the place where his goal is posted, take off his blindfold.
9. Applaud and say: Congratulations, you made it!
10. Ask the volunteer about his experience, such as:

* What made it difficult to get through the course?
* How did you feel when you reached your goal?
* Can you relate this to a real-life experience?

1. Invite the boys who have reached any of their goals to share:

● What was their experience?

● What setbacks or discouragements did they encounter?

● What did they do to overcome them?

● What opportunities, if any, did their setbacks give them?

● What support did they get from friends and family, if any?

1. Ask several boys to reflect and share on the progress they have made in all areas of the training:

● Which sessions did you find to be very helpful? Why?

● Which sessions were not very helpful? Why?

● Which sessions helped/will help you achieve your goals? How?

1. Ask if anyone has had setbacks working toward their goals, found a solution, and got back on track? If so, ask them to explain.
2. Summarize what the boys have done to reach their goals, especially after a setback or discouragement.
3. Explain the following:

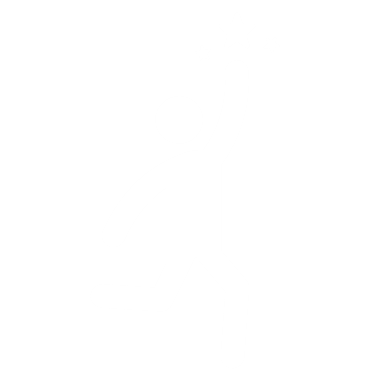
● Depending on the setback, sometimes you have to slightly revise your goals and plan.

● Or, sometimes we need help staying with our goal.

● Some goals take longer than expected or need a better plan for achieving them

1. Ask: How can you all help each other to achieve your goals? **(Note**: Encourage as many boys as possible to share how they can help each other.)
2. Ask: How can your friends and family help you to achieve your goals? **(Note**: Encourage as many boys as possible to share how they can help each other.)

**Revising Goals and Plans - 30 minutes**

* 1. Say: It is time to review your goals to be achieved by the end of the Boys Club meetings.
  2. Ask the boys to think about what they would like to tell everyone at the closing ceremony of the Boys Club.
  3. Explain: For those of you who have not completed your goals, that is okay. Take a look at them and:

● Revise them, if needed.

● Revise your plan for achieving the two goals by the end of the Boys Club meetings.

● Develop new goals, if the ones you have are not realistic or achievable.

* 1. Explain: If you have achieved one or two of your goals, then:
  2. Develop one or two new goals, and
  3. Make a plan for achieving the previous goal not yet achieved and/or the new goal(s).
  4. While the boys are working on the assignment, walk around and help any of them who may need assistance. (**Note:** Spend sufficient time to help the boys who are struggling with developing new goals and a plan they can feel excited about.)
  5. When the exercise is done, summarize these points:

● The act of setting and achieving goals is an on-going, life-long practice.

● Boys that learn to set and reach realistic goals – despite setbacks – will have a much easier time in life setting bigger goals.

* 1. Ask if anyone has questions.

Icon

Description automatically generated

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

[1] Adapted from: International AIDS Alliance. 100 ways to energize groups: Games to use in workshops, meetings, and the community.

[2] Adapted from: Safe Spaces Curriculum Mentor’s Manual: Girls 11 – 13 Years Old Amhara Reg

**Session 16: Having Fun in Relationships - Sexual Consent**

**By the end of this session, the boys will:**

* Reflect on how they feel when they are attracted to another person.
* Explore why relationships are fun when we treat each other with equality and respect!
* Learn about ways to check-in with a partner to make sure both of you are comfortable engaging in physical and sexual acts
* Explore how to give and receive sexual consent.
* Explore how sexual consent and coercion is influenced by one’s gender and how much power they have.
* Learn about ways to check-in with a partner to make sure they are comfortable engaging in physical and sexual acts

**Learning Objectives**



## 

## **Total Time: 2 hours**

## 

## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | About 15 loose sheets of flipchart papers (newsprint) |
| Flipchart paper (newsprint) | “Question folder” or a place to put questions anonymously |
| Colored Markers | **Appendix: Consent or Not? Stories** |
| List of referrals where boys can report instances of sexual violence | | |



## **Preparation Notes:**

* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* This is a very sensitive session having to do with feelings of sexual attraction. Make sure to practice this session with another person to ensure you feel comfortable facilitating these conversations without judgement. It is important that your group feels safe to share their feelings and emotions with you.
* Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.



## **Session Plan:**

### **A. Welcome: Total Time - 5 minutes**



## Welcome everyone back to the Boys Club. Thank the boys for coming.

## Ask if anyone has questions from the last Boys Club meeting. Pull questions from the anonymous question folder, if there are any.

1. Say: ***As you grow older you may begin to consider or be part of a romantic relationship. These new experiences can be fun, surprising, and sometimes a little scary. Today, in this session we will have fun talking about romantic relationships and new responsibilities that come with being a good partner!***



### **B. Activity: Total Time - 105 minutes**

### New Attractions[[32]](#endnote-25) (10 minutes)

1. Ask the boys to pick a spot around the room where they can have enough space to spread out. They can lie down if that is more comfortable.
2. Tell them to take a long breath in and slowly exhale while saying the word, “Relax” softly.
3. Tell them to close their eyes and take 10 natural, easy breaths. Count down with each exhale. With each breath tell them to relax a part of their body where they may feel tightness or tension such as on their forehead, jaw muscles or stomach.
4. Once you have counted down the breaths, say: ***Think of a time when you felt special affection or sexual attraction towards another person. It should be a time when that attraction was exciting or pleasurable for you. Now I am going to ask you a few questions. Do not answer out loud, just answer them in your head. You won’t be asked to share any information about your thoughts unless you want to. This is just for your own, personal reflection.***
5. Ask these questions:

* How did you meet this person? Are they in your class or in your grade?
* What did they look like? Tall? Short?
* What were they like? Funny? Quiet?
* How did you feel when you were around this person? Happy? Nervous?
* How would you feel if this person was next to you now? Excited? Nervous?

1. Say: ***If you cannot think of anyone right now, that is okay!***
2. Ask participants to sit quietly for a couple moments more and then open their eyes.

**Facilitator Note:** Do not ask for names of people whom they have feelings for. Positively affirm those who do share, however. Ask if others have similar or different situations to share. Getting boys to talk can be especially challenging. If it feels safe and appropriate to do so, facilitators should take time to share their own, sometimes awkward, experiences of attraction or tell a few jokes to make them feel at ease.

1. Ask boys to come back to the circle.
2. Ask them the following questions:

* When young men have romantic feelings - or crushes - on another person, why are those feelings pleasurable, or why do they feel good?
* What emotions do young men feel when they like another person?

1. Say that feelings of attraction often include having sexual feelings for another person. These types of feelings are not only completely normal, but can also feel fun and maybe a little scary! Let’s talk about how do we know when we are ready to have sex.

### Sex: How do I know when I am ready?[[33]](#endnote-26) (20 minutes)

### Tell boys that you are going to talk about sex and it can be uncomfortable. Emphasize that sex can feel good, but it also means that you have new responsibilities to protect yourself and your partner from harm. Sex before you're ready, sex with someone you don't trust or respect (or who doesn't trust or respect you), or sex that doesn't feel good can lead to some really stressful feelings. And sex shouldn't be stressful.

### Tell the boys that at some point, they may decide to have sex, and some may have already done so. Nevertheless, it is always important to know how ready you are! In this activity, we will explore the different questions you should ask yourself before you agree to have sex.

### Ask the boys: *Close your eyes and answer each question silently in your heads, based on how you feel right now.*

### Read out loud the following questions:

### Does the person I am with make me feel good about myself?

### Am I enjoying this relationship and the person I am with right now?

### Will I be glad when I am older that I lost my virginity at the age I am now?

### Am I sure no one is pushing me into having sex?

### Am I able to comfortably talk to my partner about sex and about her sexual history?

### Am I absolutely sure my partner is not infected with a sexually transmitted infection (STI)?

### Do I know how to talk about using condoms or other methods to prevent pregnancy, HIV, and other STIs?

### Do I feel safe with my partner?

### If I need emotional support at any time, can I go to my parents or another trusted adult?

### If I get my partner pregnant, do we have the social support from friends and/or family to ensure she get the care she needs?

### Say: *If you answered “no” to some of these questions, it is important to think about whether or not you are ready to have sex. No matter what you choose, it is important to make the decision yourself, rather than having someone pressure you - or you pressure them - before you or they are ready.*

Ask: ***How do you know when you’re ready to have sex?***

### Ask: *How do you know when you’re ready to have sex?* Gather as many responses as possible. Do not respond, just listen.

### Say that people usually have sex with someone they care deeply about and can trust.

### Ask: *What are some bad reasons to have sex?* Gather as many responses as possible. Add the following, if not mentioned:

### I’m the only virgin in my group of friends.

### I want to “get it over with”.

### My boyfriend or girlfriend will break up with me if I don’t have sex.

### Having sex will make me popular.

### I’ll feel older if I have sex.

### Finally, help boys understand that the importance of sex in your life can change over time — so don't worry if it’s not something you’re interested in right now. That’s totally normal and okay. Just because you don’t want to have sex now doesn’t mean you’ll never want to.

**Exploring Sexual Consent and Coercion[[34]](#endnote-27) (45 minutes)**

1. Do a short energizer before doing this next activity.
2. Ask the group: ***Do young men and young women show their emotions in the same way or differently? In what ways?***
3. Using the examples they gave, say: ***Young men and women often show their feelings of attraction in different ways.*** (e.g. young women are always being proposed to, while young men are expected to do the asking)
4. Ask a few boys to give demonstrations for the group as to how boys and girls show they like another person differently. **Note**: This will cause the group to laugh a lot, which is great!
5. Ask: ***Where did we learn to behave in relationships like this where young men are expected to be aggressive and young women are expected to be passive?*** (e.g. family members, peers, TV, radio, etc)

Ask the group: ***What do you think ‘sexual consent’ means, and why is it important?***

1. Write (or say aloud) the word “Sexual Consent”. Ask the group: ***What do you think ‘sexual consent’ means, and why is it important?*** Get as many responses as possible.
2. Explain that sexual consent is like drinking tea *[or choose another locally appropriate food that is most often shared among a group of people]* and expand by saying the following:
   1. You might want to drink tea and then have one sip and decide you don’t want to drink anymore at this time. You might want two cups and your friend wants one. You don’t decide how much tea to drink based on how much your friend is drinking, and you don’t make your friend drink tea if they don’t want any.
   2. If someone is under the influence of alcohol or drugs, don’t make them drink tea.
   3. With tea, you want to enjoy your drink. We decide for ourselves if we are enjoying our tea and are satisfied, rather than having someone else decide for us.
   4. It is important that if tea is on offer, we are given the choice to agree every time to drinking some. Just because we drank tea yesterday does not mean we want tea today. And we might start drinking tea and not want to finish as many cups as we originally thought.
3. Now, think about substituting the word sex or another sexual activity for “tea”.
4. Say that “sexual consent” simply means discussing and agreeing together to participate in a sexual behavior you both want. Both individuals have to agree to do something without pressure, and if one person does not want to, they are not giving their consent.
5. Ask: ***What do you need to do to give someone your consent?*** Include the following points and if, possible, have these written on a flipchart:

* You believe that you have the right to decide for yourself whether or not to engage in a sexual act.
* You have sufficient power and control over your own life to be able to say what you want and act upon it.
* You are mature enough to know the consequences of engaging in sexual activity
* You are in a relationship where your partner will respect your decision
* You have a clear mind - not impaired by drugs or alcohol
* Have accurate information about your partner’s sexual health status

1. Ask the group to respond to the next question with the person sitting next to them: ***In general, why is it difficult for young women to give consent in a sexual situation? What does gender and power have to do with it?***
2. Ask for a few volunteers to share what they discussed in their pairs, and follow up by saying young women often have less power when it comes to sex for many reasons. Give some examples like the below:
   * + They may be reliant on this person for food, money, housing
     + It is less socially acceptable for women to seek sexual health information and have access to contraceptives
     + Their partner may be violent or threaten them if they do not agree to sex
3. Define sexual coercion: ***When a person makes their partner feel obligated or forced to perform a sexual act they do not want to do, they are sexually coercing them.***
4. Give examples of what “sexual coercion” may look like in relationships:

* One partner makes the other person in the relationship feel like “they owe” sex because (1) they are in a relationship, (2) they gave this person a gift, (3) or they went home with them.
* A person reacts negatively when their partner says ‘no’ or don’t agree to do something.
* One partner takes advantage of the fact that they are in a relationship by saying, “Sex is a way to prove you love me” or “if you don’t want to have sex, then I will find someone else”.
* Approach someone to have sex when they are under the influence of alcohol or another drug and are unable to make decisions with a clear head.
* It includes using all kinds of tactics such as guilt, pressure, or shame to get someone to do what they want.
* In extreme cases, sexual coercion may involve physically forcing another person to have sex.

1. Ask the group what they think about this and if they have anything else they would like to add.
2. Ask: ***Why is it imperative for young men to ask for sexual consent with their partner? How can this make the relationship more enjoyable?***
3. Next, break the boys into 3 groups and give each one a story they will have to act out. After each scenario the group will have to determine whether or not there was sexual consent.
4. Thank the boys for doing the role-plays.

**Checking In[[35]](#endnote-28) (30 minutes)**

1. Ask the group to explain how we find out if our partner is also interested in a sexual act such as kissing, touching, or having sex and is enjoying it?
2. Point out that while our partner may say, “no”, they may also give us non-verbal signs that show that they may not be comfortable or having fun.
3. On a piece of flipchart paper, write “SIGNALS TO CHECK IN” at the top of the left-hand column. Ask young men to provide examples of signs that a person may be unsure about having sex and list them on the left-hand side.
4. On the same flipchart, write, “CHECKING IN” on the right-hand side. Ask participants to list things a person could say or do to check in with their partner and determine if this is something that they still want to do. The table below provides some examples:

|  |  |
| --- | --- |
| SIGNALS TO CHECK IN | CHECKING IN *(examples)* |
| Unresponsive body language | “Are you okay with this?  “I want you to enjoy this too” |
| Being withdrawn | “Is this still turning you on?” |
| Nervousness | “You seem nervous. Are you comfortable with this?” |
| Tears | “How is this making you feel?” |

1. Ask the following questions:

* Which check-ins would you feel most comfortable using?
* How can we use our good communication skills we learned in previous sessions to check if we have sexual consent?
* What are some of the fears that young women may have in being strongly vocal about what they do not want? What about young men?
* What can we do if our partner’s response is unclear or negative?
* How can you apply some of the things we discussed to your own lives?

1. End by thanking the boys for participating in these discussions. Say that having sexual consent is an important part of having a fun and mutually fulfilling relationship with another person! It makes everything so much better.

**D. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions.
2. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

Icon

Description automatically generated

**CONSENT OR NOT?[[36]](#endnote-29) Stories**

***Note: Please change the names and context so that they fit your setting.***

**Story #1:** Jin is 20 and Josef is 19. About six months ago, Jin asked Josef, her boyfriend, if he would have sex with her. They are open and honest with each other, so he told her he was afraid of the consequences and did not feel ready. He said he would like just to kiss and touch each other for now. Jin really wanted to try intercourse, but she agreed with Josef. Now Josef thinks he is ready. He asks Jin where they can get more information to avoid any risk. Can Josef give free and informed consent?

**Answer:** Yes – Josef believes he has the right to decide for himself; he is able to communicate and implement his decision, and his partner respects it; his mind is clear; he does not have an overriding economic or material motive; he is aware of and intends to inform himself about risks and protection; and he is legally old enough to make the decision. Although we don’t know if the partners have discussed their previous sexual behavior or drug use, we know that they are open and honest with each other.

**Story #2:** Eve is 14 and in school. Edo is 18 and works with Eve’s father. Edo came to know Eve when he visited her house. Edo and Eve have started meeting away from her house as well. Sometimes Edo gives Eve presents and money, if she needs it. Recently he has started telling her how much he loves her and saying that he really wants to have sex with her. Can Eve give free and informed consent?

**Answer:** No – The sexual consent of a 14-year-old is rarely meaningful, because of his or her still-developing maturity. Concerns about maturity and children’s rights have led to the establishment of laws defining a minimum age for giving sexual consent and outlawing child marriage. (discuss law in your country) (discuss whether buying people things is coercive or not).

**Story #3:** Gia, 24, is at a party at the house of some students, and she is drinking a lot. Her partner, with whom she has had sex before, pulls her into a bedroom and starts taking off her clothes. She is fading in and out of consciousness. Can Gia give free and informed consent?

**Answer:** No – Gia is drunk and nearly unconscious. She is unable to decide for herself, and her partner is not communicating with her.

Story #4: Liya, 17, is about to have sex with her boyfriend Amit, with whom she has been involved for a short time. As they are about to have sex, Liya goes completely silent. She becomes completely passive and goes somewhere else in her head. Amit is enjoying himself and notices her silence, but doesn’t ask her about it. Is Liya consenting?

Answer: No – Liya’s silence and freezing up is a normal reaction especially if communication about sex is not common. It suggests that she is uncomfortable with having sex on some level. It would be good to stop and have a conversation, now or another time, so that Liya can express her feelings more fully.

# 

# **Joint Session 17: Understanding Gender and Power Together**

**Learning Objectives**



**By the end of this session, participants will:**

* Describe how girls and boys experience their gender identities by actively listening to one another.
* Explore how power is influenced by one’s own identity.

## 

## **Total Time: 2 hours**



## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | “Question folder” or a place to put questions anonymously |
| Character Roles in Annex with each role written on a piece of paper | |

## **Preparation Notes:**



* **Read this Session Plan several times. Be familiar with the content and how to deliver it**
* Invite the Mentor of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one of you will facilitate.
* Take care to ensure that the views of girls are respected in the mixed-gender group. For many boys, this may be the first time that they are actively listening to the voices and experiences of women. Go over the ground rules before starting this activity, emphasizing the importance of respect. Respect is also given by:
  + Keeping phones off
  + Avoiding side conversations
  + Not laughing
  + Staying in one’s seat for the entire conversation
* Prepare the character cards. There are examples of characters in the Annex of this activity, but adapt them to fit your context.

## **Session Plan:**



### **A.** **Welcome: Total Time – 25 minutes**



1. Welcome the girls and boys to the third joint session. Thank them for coming.
2. Introduce yourself and other facilitators.
3. Say: ***One by one, say your name and one thing you have learned as a result of attending the Girls and/or Boys club.*** (**Note**: Allow all participants to introduce themselves but move the conversation along if some participants talk too much.)
4. Ask participants if they have any questions from the last joint Boys and Girls Club session.

### **B.** **Activities: Total Time – 95 minutes**



**The Gender Fishbowl[[37]](#endnote-30),[[38]](#endnote-31),[[39]](#endnote-32) (about 30 minutes)**

1. Remind participants that we spoke about one’s biological sex and gender roles during the first Joint Boys and Girls Club session.
2. Ask: ***Who can tell me the difference between biological sex and gender roles?***
3. If not mentioned, review the definitions:

* There are biological differences between males and females, such as women having a uterus and breasts and men having penises.
* "Gender roles" refers to what men and women are expected to do within a family, community, society.
* “Gender norms” refers to ways that men and women are expected to act in the family and the community. This can vary from place to place, even within the same country.

1. Explain to the group they will do an activity called the, “Gender Fishbowl.” The purpose of this activity is for boys and girls to learn about the others’ experience of what it is like to be a boy or girl.
2. Divide the boys and girls into separate groups.
3. Ask the girls to sit in a circle in the middle of the room facing each other. Ask the boys to form an outer circle around the girls and sit down facing in.
4. Explain to the group the girls are now the “Fish,” and the boys are the “Bowl.” Say that the “Bowl’s” job is to stay silent and listen to the girls’ answers to the questions below.
5. Once the girls finish discussing the questions (below) for about 20-30 minutes, close the discussion. Then, have boys and girls switch places.
6. Say that the boys are now the “Fish” and the girls are the “Bowl”. Facilitate a discussion with the boys using the questions below.

|  |  |
| --- | --- |
| **Questions for Girls**     * Who taught you how to act like a girl? What messages did they give you? * What is the best part about being a girl? Why? * What is the hardest part about being a girl? Why? * What do you find difficult to understand about boys? * What would you like boys to know about what it’s like to be a girl? | **Questions for Boys**     * Who taught you how to act like a boy? What messages did they give you? * What is the best part about being a boy? Why? * What is the hardest part about being a boy? Why? * What do you find difficult to understand about girls? * What would you like girls to know about what it’s like to be a boy? |

1. Reflect on the activity once both groups had a chance to discuss the questions in their fishbowl. Ask the following discussion questions:
   * How did you feel being the fish?
   * How did it feel being the bowl?
   * **Boys**: Did you learn anything new by listening to the girls?
   * **Girls**: Did you learn anything new by listening to the boys?
   * **Boys:** Why is it important in our daily lives to “keep our ears open” by listening to girls? What are the benefits of this?
   * **Girls:** Why is it important to “keep our ears open” by listening to boys? What are the benefits of this?
2. Thank everyone for their meaningful participation and for being respectful towards one another. If they were not respectful, remind them of what they can do to improve.
3. Thank the boys for keeping their ears open to the girls, and thank the girls for having the courage to share their experiences. Say: ***This is something – boys and men listening actively to girls and women - that must happen more outside of this group, because girls provide unique and valuable perspectives.***
4. Also acknowledge how difficult it is for boys to talk openly and share personal experiences because they are often told to hide their emotions because they are men. This can cause a lot of harm! By understanding the feelings and experiences of one another, boys and girls can have better understanding and respect.

**The Power Walk (45 minutes)[[40]](#endnote-33)**

1. Say that in the last activity they learned about how gender influences our experiences of being boys and girls. Say that our gender can also affect how much power a person has.
2. Ask the group: ***What does ‘power’ mean to you?*** Get as many responses as possible.

Ask the group: ***What does ‘power’ mean to you?***

1. Next, ask the participants to close their eyes and think of a memory of a time they felt **powerless.** After a minute or two, ask the participants (still with their eyes closed) to think of a memory of a time they felt **powerful.**
2. After a minute, tell the participants to open their eyes. Ask the group: ***What does being******powerful feel like?*** Give some examples if not mentioned by the group -

* In control
* Knowledgeable
* Brave
* Big
* Strong
* Happy

1. Next, ask the group:***What does being powerless feel like?*** Give some examples if not mentioned by the group:

* Small
* Without any control
* Unwanted
* Afraid
* Not confident
* Sad

1. After the group has shared different examples, explain: ***Power can be positive or negative depending on a person’s own experience. We are constantly moving in and out of situations and relationships where we have more or less power.***
2. Ask participants to stand in a long row. Give each one a character card that you prepared earlier. Ask each participant to read aloud the role that has been given to them.
3. Explain that you want them to take on the role of the character that is written on their card. You will read them a series of statements and they will decide whether or not they can say “Yes” to the statement. If they can say “yes” then they will take a step forward. If they say “No” then they have to stay where they are.
4. Say that they can ask the larger group for help if they don’t know the answer.
5. Read the following statements:

* I have had or will have opportunities to complete my education
* I don’t have to worry about where my next meal will come from
* I can earn enough money to make a good life for me and my children
* I could find a new job easily
* I have a right to inherit property and get a loan to start a business
* I can refuse a proposition of sex for money
* I can negotiate safe sex with my partner
* If I have a health problem, I can get help right away
* I can travel around the community easily
* If I have a crime committed against me, the police will hear my case
* I can go to the police and not be worried about being threatened with arrest or violence
* I can walk down the street and not worry about being raped
* I am respected by most members of my community

1. When you finish all the statements, ask the group to read out their roles again.
2. Tell the group to stay where they are standing and ask: ***How does it feel to stand where you are standing? Do you agree with where others are standing? Why or why not? How does it feel to be so far behind? How does it feel to be so far ahead?***
3. Ask the group to sit down and hand back the character cards.
4. Ask: ***How much inequality did you see in this exercise? Why does inequality exist?***
5. Say: ***In our society, there are lots of examples where one group has power over another group (e.g. discrimination based on gender, based on one’s own ethnicity, sexual orientation, how much money they have). At the same time, we all have different, intersecting identities. I can be a woman and poor and have less power than a woman who is wealthy. At the same time, we both may experience the same insecurity if we were to walk down the street at night alone.***
6. End this activity by asking: ***What would need to happen for everyone to be standing on the same line?***

Icon

Description automatically generated

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation.
2. Initiate a discussion about today’s session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Ask: ***How did you like having a joint Girls and Boys Club joint meeting. What did you like the most?*** Explain that there will be a few more joint meetings this year.
4. Say: ***Take a couple of minutes to write what you learned in your Participant Guide.***
5. Remind the girls and boys when their next Girls Club and Boys Club meetings are.
6. Close the meeting.

### 

**ANNEX**

**Character Roles**

Note for Facilitator: Listed below is a set of characters that can be used for the character cards. These characters have been chosen to show how the amount of power a person has is affected by a range of their identities (patriarchy - based on gender; economic exploitation - linked to class; as well as discrimination based on age and mental/physical ability). Adapt this set of characters to reflect the realities of power inequality in your context:

* Male member of parliament
* Wife of a male member of parliament
* Female advertising executive
* Male driver working for female advertising executive
* Female migrant worker, working in a factory
* Male taxi driver
* Unemployed man from ethnic minority
* Unemployed woman living in informal settlement
* Female sex worker
* Young girl, 12 years old, living in informal settlement
* Female student struggling to pay school fees
* Married mother of three, employed as a maid
* Female nurse
* Male doctor
* Unemployed, blind man

# **Session 18: Sexually Transmitted Infections (STIs)**

**By the end of this session, the boys will:**

* Understand the basics of how to prevent STIs and where to seek treatment.
* Know the importance of getting tested to know one’s HIV / STI status.
* Make a plan for how to get tested if they are in a sexual relationship.

**Learning Objectives**

### 

## **Total Time: 2 hours**



## **Materials Needed:**

|  |  |
| --- | --- |
| Flipchart paper and marker | Tape |
| A key, rock, or banana (or another small object) | “Question folder” or a place to put questions anonymously |
| Information such as pamphlets about a local clinic where young people can get tested for STIs | |

## **Preparation Notes:**



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Select an object small enough to put into someone’s hand – such as a rock.
* Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.

## **Session Plan:**



### **A.** **Welcome: Total Time - 5 minutes**



## Welcome everyone back to the Boys Club. Thank the boys for coming.

## Ask if anyone has questions from the last Boys Club meeting. Pull questions from the anonymous question folder, if there are any.

1. Say: ***Today, this session will focus on a topic called, “sexually transmitted infections,” also known as “STIs.”***

### **B.** **Activity**: **Total Time** **- 120 minutes**



**Sexually Transmitted Infections (45 minutes)**

***Important:******The key point isn’t that they memorize each STI individually. The most important thing they know is that some STIs have symptoms while others don’t, and some are curable with medicine and some are not. So, it is important to get tested when they begin to have sex!***

1. Conduct this energizer (5 minutes):

* Ask everyone to stand together in a circle and put their hands together behind their back and facing upwards.
* Ask a volunteer to stand in the middle of the circle. They should not see what you are doing.
* Say: I am going to put something in someone’s hands. When that person gets the object, he must pass it to any person next to him.
* Walk around behind the participants in the circle. Secretively put a small object in someone’s hands. (**Note**: Do not let the volunteer in the middle see what you are doing or who has the object.)
* Say to the boys forming the circle: When you get the item, pass it around the circle until I say STOP.
* After a minute or two say, “Stop”.
* Say to the volunteer in the middle of the circle: “Guess who has the object”.
* Once he guesses correctly, tell him to join the circle.
* Ask another volunteer to be in the middle of the circle. Repeat this game one more time.
* After the second volunteer guesses who has the object, end the game.

1. Ask: ***How did you feel doing this activity? When the boys reply “fine,” say that often we cannot see what is going on with other people, or how things get passed from one person to another. They may feel “fine” but really, they may be infected with an STI.***
2. Ask everyone to sit down.
3. Explain that when two people physically/in sexual behaviors they can be at risk for getting a sexually transmitted infection (STI) including HIV (Human Immunodeficiency Virus), if one partner is infected.
4. Explain that some STIs can also be transmitted by sharing sharp materials, blood transfusions, and through childbirth.
5. Ask: ***What have you heard about STIs?*** Initiate a discussion about STIs to learn what boys know and do not know about them.
6. If not mentioned by participants, discuss these key points about STIs:
   1. Some STIs are bacterial infections. These can be treated with antibiotics.

Ask: ***What have you heard about STIs?***

* 1. Some STIs are caused by viruses. These cannot be cured.
  2. Two common STIs caused by bacteria are **Chlamydia and Gonorrhea**. Symptoms in boys may include pain or burning during urination. Sometimes girls/women will experience a vaginal discharge with odor or pelvic pain. **But many young people who are infected with an STI have no symptoms at all!** So it is important to check with a health care provider if you have unprotected sex.
  3. One virus is called **HPV (Human Papilloma Virus).** It can cause genital warts (small growths in the pubic region) or cervical cancer in women later in life. HPV puts boys/men at risk for penile, anal, and oral cancers. Anyone who is sexually active can get HPV, even if you have had sex with only one person. You also can develop symptoms years after you have sex with someone who is infected. This makes it hard to know when you first became infected. There is an HPV vaccine available for boys and girls at health centers in many countries. It is best to have this vaccine while boys girls are young, before they start having sex.
  4. Two more common STIs caused by viruses are **genital herpes and HIV.**

1. Emphasize again that most boys/men do not have immediate symptoms that you can easily identify. Some symptoms include itching, burning, pain while urinating, and/or bad smelling discharge from the penis, or painful sores on the penis. But many STIs do not have any symptoms, which is why it’s important to get tested once you become sexually active.
2. Next, ask: ***What do you know about HIV?*** Initiate a discussion about HIV to learn what boys know and do not know.
3. When done, summarize these key points about HIV:

Next, ask: ***What do you know about HIV?***

* Human Immunodeficiency Virus (HIV) is a virus which lives in bodily fluids.
* In both women and men, HIV lives in the blood.
* In men, HIV lives in the semen, which is why sex is the most common form of transmission.
* For women, HIV can also be found in breastmilk. This passes the HIV to the new infant.

1. Discuss ways in which someone can get HIV.

* Through unprotected sex with someone who has HIV.
* From blood transfusions with contaminated blood, or sharing syringes, needles, or razors with someone who has HIV..
* During pregnancy and childbirth. It can be transmitted from a mother to a baby if the mother is infected with HIV.
* During breastfeeding a child, if the mother has HIV..

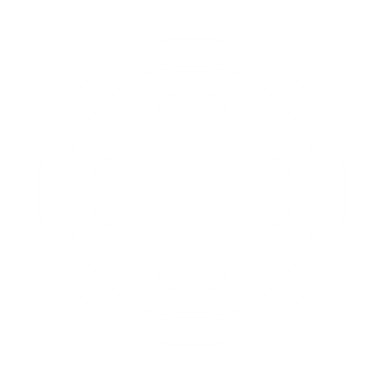
1. Emphasize that HIV is **not curable**. But, there is effective medicine for HIV. People with HIV can live long and productive lives if they take the medicine every day.
2. Explain that a pregnant woman living with HIV can take special medicine from a health center and use other precautions to prevent the virus from spreading to her baby.
3. Point out that STIs, including HIV, are **not** transmitted through casual contact, such as:

* Shaking hands
* Hugging
* Drinking from the same glass
* Sitting on the same toilet seat
* Sharing toothbrushes, etc.

1. Ask several boys: “How can you tell if a person has HIV?” If not mentioned, explain:

* You cannot tell if a person is living with HIV by their appearance.
* You can ONLY know if a person is living with HIV through a blood test.

**Getting Tested At the Clinic (45 minutes)**

1. Say: ***I just gave you lots of information about STIs and HIV. It is not important to remember every single definition and detail. The most important thing to remember is that many of these infections do not have symptoms and some do not have a cure. For this reason, it is really important to get tested regularly when you begin to have sex.***
2. ****Ask the boys: **What is the relationship between young men’s health and harmful ideas about what it means to be a man?** **Prompt:** *One of the main characteristics of being “a real man” is that you don’t ask for help or go to the doctor for fear of looking weak.*
3. Continue asking and getting as many responses as possible:
   * How does young men’s health affect the health of their partners?
   * When young men like yourselves are ill, what do they do? Do they usually look for help as soon as they feel ill or do they wait?
   * Where do young men learn how to behave like this? From parents? Peers? Others?
   * What can we do to encourage other young men to take better care of their health?
4. Ask the boys if they know the names of any local clinics where they can get tested for STIs. If one of the young men has been before, ask them what it was like and what they know about the clinic or its services.
5. Tell the participants that before going to the clinic, they will need to generate a list of questions.
6. Ask them: ***What kinds of questions do you need to ask when you visit the clinic?*** Add the questions from the table below if not mentioned.

**Questions for Clinic Visit**

|  |  |
| --- | --- |
| What health services do you provide? | Is this visit confidential? |
| What STI services do you offer? | What kinds of contraception do you offer? |
| How much do they cost? | Can I have a female/male doctor? |
| How long will the STI test take? | How long will it take to get the STI results? |

1. If available, pass out information about a health clinic where boys can get tested for STIs. Describe what the center is like and what they can expect.
2. If you feel knowledgeable enough, do a short role-play where you play the health provider and a volunteer plays a young man seeking sexual health services. Have them ask the questions prepared by the group that you wrote on the flipchart.

**Role-Play Scenario example:** A young man goes with his friend to the local health clinic for the first time. He wants to get tested for HIV. His friend is there for emotional support. After getting her test results, she meets with the health provider to ask questions.

1. End the role-play and ask:
   1. How did it feel to “visit the clinic”?
   2. What fears or concerns do you have about going to the health clinic?
   3. What are the benefits to knowing these things with regards to preventing HIV and other STIs?
   4. How can we support each other to go get tested once we are sexually active?
2. End by saying it is important for young men to be fully informed about their own health because not only does it affect their own well-being, but the health and well-being of their current / future partners.

**D. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

Icon

Description automatically generated

[1] From: International AIDS Alliance. 100 ways to energise groups: Games to play in workshops, meetings and the community

# **Session 19: Eating Healthy For Me!**

**By the end of this session, the boys will:**

* Understand why they need to eat healthy and balanced meals.
* Explore how to challenge unequal gender dynamics in the household in order to support others, such as girls, to eat well.
* Describe Move, Grow and Shine foods and how to have a healthy meal.

**Learning Objectives**



## 

## **Total Time: 2 hours**



## **Materials Needed:**



|  |  |
| --- | --- |
| Tape | Flipchart stand, if available and feasible for meeting location |
| Colored markers | A Flipchart/Flipbook with illustrations of the move, grow, and shine foods or refer to the images in the Participant Guides |
| Flipchart (newsprint) paper | |

**Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* On a blank flipchart, draw a line down the middle. On the top of the left-hand column write “**Move**”. On the top of the right-hand column write “**Grow**”.
* Take another blank flipchart paper and turn it length wise. Draw three equal-size columns, leaving a little room on top of each column. Starting with the left-hand column, label the first column, “**Move**”, the middle column, **“Grow**” and the right-hand column, “**Shine**”. (See example below.)

|  |  |  |
| --- | --- | --- |
| **Move** | **Grow** | **Shine** |
|  |  |  |

* This Boys Club meeting requires the use of flipcharts. Find a site with walls so that you can write on and post flipchart papers
* Just before the Boys Club begins, tape the three-column flipchart to the wall at the front of the room.
* Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.

## **Session Plan**



### **A.** **Welcome: Total Time - 20 minutes**



1. Welcome the boys back to the Boys Club. Thank them for coming.

## Ask if anyone has questions about the last Boys Club meeting. Pull questions from the anonymous question folder, if there are any.

1. Tell the boys to form a circle.
2. Ask someone in the circle to volunteer to start the exercise.
3. Explain the energizer:

* The volunteer will say, “I am going to the market to buy fish”.
* The person next to the volunteer will repeat what the volunteer said, then add something to the shopping list. For example, “I am going to the market to buy fish and potatoes”.
* The next person adds something to the shopping list, for example, “I am going to the market to buy fish, potatoes, and eggs”.
* Each person must remember the previous list of items and add their own item to the list.

1. Start the game with the volunteer. Continue until all the boys have added something to the shopping list.
2. When done congratulate all the boys for being so creative.
3. Ask: ***Why is it that girls and women are usually responsible for going to the market and preparing food? Why are men usually discouraged from cooking for their families?*** Get as many responses as possible.
4. Ask: ***Well, boys and men eat too. Cooking and preparing food are important skills that everyone should have. What young men in your community know how to cook? What are the skills and knowledge that young men like you need to know about how to cook for themselves and the family?***
5. Explain in this activity they will learn about healthy nutrition for growing young men and how they can support others to be healthy as well.

**B.** **Activity**[1]**: Total Time – 90 minutes**



**Move, Grow, Shine Foods** (about 5 minutes)

1. Ask the boys: ***Why is it important to eat different foods every day?*** Encourage many boys to answer.
2. If not mentioned, explain that a good and balanced diet is important grow strong and healthy. Because of this, both girls and boys will need special food to grow tall and develop their bodies. Without enough good food, the body will not grow as strong. Today, we will talk about ways that different foods meet all your body’s needs.

**Move Foods (about 20 minutes)**

* + - 1. Discuss **Move** foods:
* **Move** foods give the muscles energy (fuel) to run, jump, play, and work. They feed the body to grow and the brain to learn and concentrate.
* If we do not eat enough **Move** foods, we will feel tired. We will not have enough energy to get through the day.
  + - 1. Ask: ***What kinds of foods might help your body to Move?*** Encourage a discussion on what foods are move foods. (**Note**: Write responses under the **Move** column of the three-column flipchart. It is okay if the responses are not correct at this moment. You are just gathering knowledge.)
      2. Explain that starchy foods give the body energy and fuel to Move.
      3. Ask what might be some starchy foods that would give the body energy?
      4. If not mentioned, explain that Move foods include: (Note: If available, show illustrations of these foods in a Flipbook/Flipchart.)

● Cereal (corn, barley, wheat, sorghum, oats, and rice),

● Bread, tortillas, chapatis, flour pastes

● Potatoes, yams, sweet potatoes.

* + - 1. Explain that oil, butter, avocado, and other fatty foods also give you energy and fuel to move and grow. (Note: If available, show illustrations of these foods in a flipchart/flipbook.)
      2. Go to the Move column on the flipchart and ask: ***Which foods on the list are actually Move foods?*** Circle all correct answers - all starchy and fatty foods and oils/butter.
      3. Ask: ***Are there any Move foods under the Grow and Shine columns? If so, which ones are they?***  Add these to the Move column on the flipchart.
      4. Ask: ***Does anyone have a question about Move foods?***

Ask: ***What kind of foods might help your body to Grow?***

**Grow Foods (about 20 minutes)**

1. Discuss **Grow** foods:

* **Grow** foods help your body to grow taller, develop as a man, and build strong muscles.
* If you don’t eat enough **Grow** foods the body will not be as strong or tall.

1. Ask: ***What kind of foods might help your body to Grow?*** Encourage a discussion on what foods are grow foods. (**Note**: Write responses under the **Grow** column of the three-column flipchart.)
2. Remind the boys how much they grow during puberty and adolescence. This growth needs the right Grow foods.
3. Say: ***The best foods for growing tall and building muscle and bones are animal products and legumes.***
4. Ask the boys: ***What are some foods like legumes and meat that would be Grow foods?*** If available, show illustrations of these foods in a Flipbook/Flipchart.
5. Discuss any of these Grow foods not mentioned:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Milk** | **Yogurt** | **Chicken** | **Beef** | **Lamb** |
| **Cheese** | **Eggs** | **Pork** | **Goat** | **Fish** |
| **Beans** | **Chickpeas** | **Lentils** | **Ground nuts** |  |

1. Go to the Grow column on the flipchart and ask***: Which foods here are actually Grow foods?*** Circle each correct answer – all animal products, such as fish, chicken, goat, beef, milk, cheese, eggs, nuts, and beans and nuts.
2. Ask: ***Are there any Grow foods under the Move or Shine columns? If so, which ones are they?*** Add any of these to the Grow column on the flipchart.

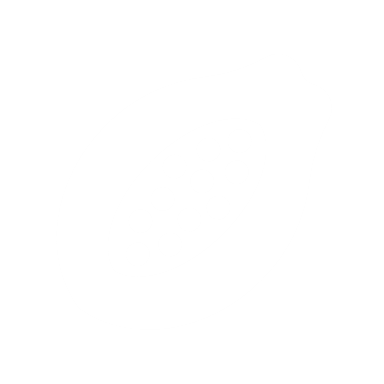
**Shine Foods (about 20 minutes)**

1. Discuss **Shine** foods:

* **Shine** foods help protect the body from illness.
* They also help your teeth, hair, fingernails and skin to be healthy.

1. Ask: ***What kinds of foods might help your body to Shine?*** Encourage a discussion on what foods are shine foods. (**Note**: Write responses under the **Shine** column.)
2. Review the three columns and ask if anyone would like to add anything to the list of foods in each column.
3. Explain that in order to stay healthy, heal from illness, and have strong bones, good skin and hair you need to eat Shine foods. Shine foods are full of vitamins to keep you healthy and glowing. They also keep our immune system strong so that you do not fall sick easily.
4. Explain that the best Shine foods are those with color, namely, fruits and vegetables.
5. Ask: ***What are some Shine foods that you know of?***
6. Discuss any Shine foods not mentioned: If available, show illustrations of these foods in the Flipbook/Flipchart.

|  |  |  |
| --- | --- | --- |
| **Mangos** | **Carrots** | **Orange flesh sweet potato** |
| **Papayas** | **Oranges** | **Other green or orange vegetables** |
| **Dark green leafy vegetables (spinach, kale, collard greens, etc.)** | | |

1. Go to the Shine column of the flipchart and ask: ***Which foods on the list are actually Shine foods?*** (Note: Circle each correct answer – all fruits and vegetables, especially the very colorful ones.)
2. Ask: ***Are there any Shine foods under the Grow or Move columns?*** (Note: If yes, add them to the Shine column on the flipchart.)
3. Remind the boys that colored fruits and vegetables are the best Shine foods. We need to eat different types every day when it is possible.
4. Summarize what was discussed about the Move, Grow, and Shine foods.

* Starchy foods and fats are great for energy to move, play, work, and study.
* Animal products and legumes help you grow tall, strong and healthy.
* Colorful fruits and vegetables help you stay healthy, and have shiny strong eyes, nails, and good skin.

1. Ask the boys to find a partner and explain the Move, Grow and Shine foods to them. (Note: Allow about 5 minutes for this exercise.)
2. Remind the boys: ***Growing girls and boys need a variety of different foods in order to Move, Grow and Shine.***
3. Ask if anyone has questions.

**Your Meals! (about 20 minutes)**

1. Break boys up into 4 small groups. Assign each one a meal or snack of the day: Breakfast, Lunch, Dinner, and Snacks.
2. Explain the activity (10 minutes):
   * Using the tables for Move, Grow, and Shine foods, have each group brainstorm the following (**Note:** Maintain sensitivity with this exercise as some boys in your group may come from food insecure homes. It is not always possible to have a diverse diet. The important thing is that they should aim to do the best they can.):
     + For the meal you’re assigned, what good, simple foods could you eat more of?
     + What are ways you can have locally available and affordable **Move**, **Grow** and/or **Shine** foods in your meal/snacks?
     + What can you say to trusted adults in your household about the importance of eating nutritious meals?

|  |
| --- |
| **NOTE**: If boys come from poorer homes, help brainstorm simple, affordable snack foods. For example, fruit from a tree or ground nuts might be options that are easily available and/or affordable. |

1. Have each group present what they brainstormed. Highlight any patterns in responses to reinforce realistic, positive strategies that the boys can act upon.
2. Remind everyone that candies, biscuits, soft drinks are empty foods. They do not fuel you for long. Also, they are not healthy for the body, and they are bad for the teeth. It is better to eat fruit and drink milk or water.
3. Say that many boys cannot decide for themselves what foods to eat when they are at home – they rely on adults or other decision-makers to get access to their meals. Emphasize the good solutions the boys came up with on how to talk to adults about healthy nutrition.

**Note:** Some of the parents of the boys in the Boys Clubs are also in the Parent Groups. They could be a good group to explain to other parents the importance of healthy nutrition in adolescence.

1. Explain that not every person or home has access to the same nutritious foods. In general, boys their age should eat **three main meals and at least two snacks a day,** if possible/available and be mindful as much as they can to eat a diverse diet.

**Who Is Hungry?[[41]](#footnote-8) (30 minutes)**

1. Explain to the participants that this activity will help them to reflect on how gender roles influence the distribution of food within the household.
2. Split the group into three smaller groups for a role play exercise. Each smaller group will role play a typical family at meal time. Roles can include the husband, the wife, the mother-in-law, the father-in-law, sons, daughters, and any others that the group wants to include.
   * Group # 1 will act out a family at meal time where the men eat first and the most amount of food.
   * Group # 2 will act out a family at meal time where the woman eats first and the most amount of food.
   * Group # 3 will act out a family at meal time where the whole family eats together and everyone gets an adequate amount of food (no person is prioritized).
3. Give each group 10 minutes to prepare their role play. Each role play should last no longer than five minutes.
4. When all the groups are ready, have each group act out their role play (or only 1 or 2 groups depending on time. After the role plays, lead the group in a discussion with the questions below.

* *Ask group # 1:*
  + How did you feel doing this exercise?
  + How did the person role-playing the man feel? The women? The children?
* *Ask group # 2:*
  + How did you feel doing this exercise?
  + How did the person role-playing the man feel? The women? The children?
* *Ask group # 3:*
  + How did you feel doing this exercise?
  + How did the person role-playing the man feel? The women? The children?
* *Ask everyone: (****Note****: Do not respond with your own answers. Let the boys respond and wait until the discussion questions have been answered to make your final points, as noted below)*
  + Who usually eats first in the family? Why?
  + Why are many boys and men often given priority to eat at meal times? Where do these beliefs come from? What does this have to do with gender? What does this have to do with power and decision-making ability?
  + What are the negative impacts on women and girls when they are not given equal access to healthy and nutritious food?
  + Are there any changes that you would like to see in how your family eats at meal times?
  + Who could you ask for support to ensure everyone gets access to the food they need to Move, Grow, and Shine?
* Close the exercise by saying:
  + Everyone needs to eat in order to live. The kind of food and the amount of food we eat affects how our bodies work.
  + Not eating enough or not eating the right kinds of foods can cause people to have a higher risk of illness and, in some cases, death.
  + When a woman is pregnant, she needs healthy foods like fruits and vegetables, and a larger amount of food every day. If she does not eat properly, it will affect her pregnancy.
  + Men and women, and boys and girls, may have different needs, but all should have equal access to food.
  + Boys and men often have more power in the household to make decisions about who gets access to which and how much food. It is important to speak up on behalf of girls so that they have equal access to Move, Grow, and Shine foods.

Icon

Description automatically generated

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

[1] Adapted from: SPRING. 2016. Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria: A Training Guide for Community-Based Organisations. Module 3: Activities for Children 6-11 Years. Arlington, VA: Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project.

[ii] Adapted from: Girl’s Space Curriculum, Mentor’s Manual: Girls 11-12 Years Old. Oromia Region, page 44.

# **Session 20: I Love Who I Am!**

**By the end of this session, the boys will:**

* Explore how their identities have changed over time.
* Describe gender identity, sexual orientation, and gender expression.
* Have ideas on how to show support for people of all gender identities including non-binary, and sexual orientation.

**Learning Objectives**



### 

## **Total Time: 90 minutes**



## 

## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Pens or pencils |
| Flipchart paper (newsprint) | “Question folder” or a place to put questions anonymously |
| Colored markers for the group | |

## **Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* This meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flip chart papers with definitions of gender identity, gender expression, sexual orientation
* Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.

## **Session Plan:**



## **A.** **Welcome: Total Time – 5 minutes**



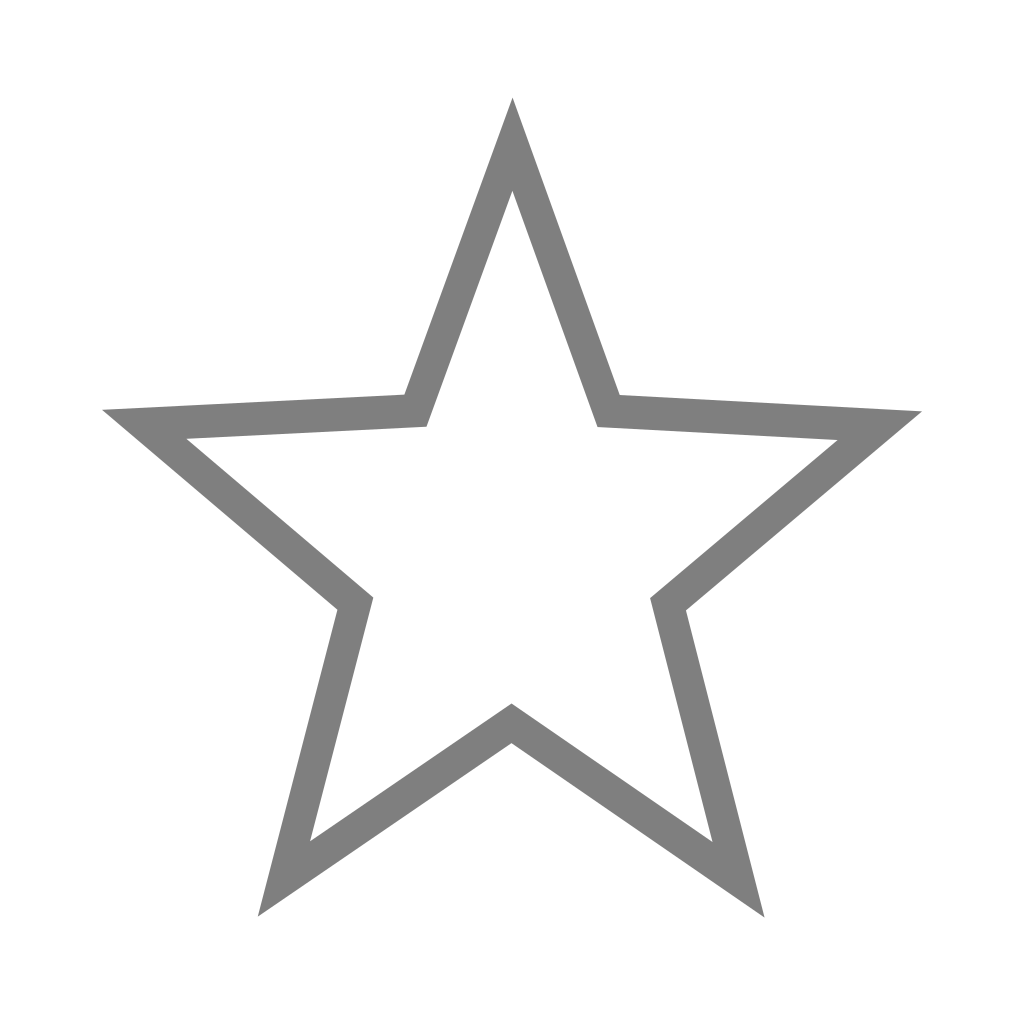
1. Welcome the boys back to the Boys Club. Thank them for coming.
2. Ask if anyone has a question from the last Boys Club meeting. Pull questions from the anonymous question folder and make time to answer the questions.
3. Say that today they will talk about how to reflect on who they are as a person, also known as their identity, and explore how to respect and appreciate gender identity and sexual orientation.

## **B. Activity - 75 Minutes**

**Who Am I? Who are you? (30 Minutes)[[42]](#endnote-34)**

**Note:** Discussing sexual orientation and Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ+) rights may be sensitive, controversial, or even dangerous in your setting. If you are carrying out this session, be sure to practice it several times so that you feel comfortable carrying it out.

1. Give each boy a colored marker. Ask all the participants to draw a big 5-point star in the middle of their paper like this with their marker:



1. Ask the boys to write their name in the center of the star. Then on each point of the star, write out the qualities that describe who they are. For example, “I am funny,” “I am great at football”, “I’m a good cook”, “I’m independent,” etc.
2. After, ask the boys to go around and present their star to the group.
3. After, say that the qualities they described on their star make up part of their “identity”. Identity means who you are as a person.
4. Ask: ***How has your identity changed since you were 12 and 13 years old? Why is it good to be proud of who you are?***
5. Now, pick up a piece of blank paper or even your mobile phone and pretend it is a news bulletin. Say: ***“Friends, I just received a news alert that the government has just announced that they will be taking away your stars and you now have to hide your identity.”***
6. Proceed to collect the stars from the boys and place them away from view.
7. Ask the group: ***How do you feel now that you have been told to hide who you are? Probes: Discriminated against?*** Collect as many responses as possible.
8. Say: ***In communities everywhere, many people are told to hide parts of their identity, including how they choose to express themselves, and who they love. If they choose to express these parts of their identity, they are at risk for violence, isolation, incarceration, or worse.***
9. Open to the flipchart with the key definitions for the session. You do not need to write the bullet points, but rather use them to further expand upon each definition.

|  |
| --- |
| **Gender Identity:** It is who we feel that we are. For example, I feel like a girl, or I feel like a boy, neither or both.   * Most people feel the same as their biological sex. * But, some people with a vagina feel more like a male, and some people with a penis feel more like a female. * Your gender identity is how you feel or understand that you are.   *Definitions of other common gender identities:*   * Transgender - People whose gender identity and/or expression is *different* from cultural expectations based on the sex they were assigned at birth (e.g. “I am biologically male, but I feel like a woman”). * Gender Queer – A label used by people who do not identify with the binary of man or woman. |
| **Gender Expression:** How we dress and act is how we choose to express our gender identity. This is called gender expression.   * It is how we let other people know the gender we feel that we are. * We use our name, our clothes, how we carry ourselves, some of the things we do, etc. to express who we feel we are. * Gender expression can be feminine or masculine or somewhere in between. |
| **Sexual Orientation:** Refers to the people we are attracted to, physically and romantically. For example,   * Some people are attracted to someone of a different gender, such as girls are attracted to boys, and boys are attracted to girls. * Some people are attracted to the same gender as they are, such as men being attracted to men. * Some people do not feel attraction towards anyone |

**Sexual Orientation (45 minutes)[[43]](#endnote-35)**

1. Say***: Nearly everyone has a sexual orientation, meaning that you are attracted to men, women, both, or neither. Women who have sex with women and men who have sex with men may identify as lesbian, gay or bisexual – or they may not use any label at all. Although we do not know precisely what determines a person’s sexual orientation, we do know that is formed early in life, is not chosen by the person, and cannot be changed, although because of social taboos and homophobia, it might be hidden.***
2. Ask the group: ***Can you name the different types of sexual orientation that exist?*** If not mentioned, explain the following (Note: It may be helpful to write on another flipchart):
   * **Heterosexual** – Someone who is only attracted to people of a different gender.
   * **Lesbian or gay** – Someone who is only attracted to someone of their same gender.
   * **Bisexual** – Someone who may be attracted to people of their own gender AND to people of a different gender.
   * **Pansexual or queer**—Someone who is attracted to others across many different gender identities (male, female, transgender, queer, etc.)
   * **Questioning or curious**—Someone who is unsure about their sexual orientation.
   * **Asexual**—Someone who doesn’t experience any sexual attraction for anyone. (Note that you may not be feeling sexual at all YET—but, it doesn’t mean that you are asexual. You just might not have sexual feelings yet.)
3. Ask the boys the following questions:
   * Have you ever been called gay by some of your friends for not doing something such as fighting? How did it make you feel?
   * Why is it so difficult for people and societies to accept people who are ***not*** heterosexual?
   * Why are people who are “different” (i.e. not heterosexual) often targeted with violence? Why do people see sexual and gender diversity as threatening?
4. Explain that there are countless stories of violence against gays, bisexuals, and others often committed by men because they consider homosexuality a threat. They believe that by being gay, for example, you are not seen as a “real man.” It is commonly believed that real men “tough it out”, “have as many female partners as they can”, etc.
5. Ask: ***What type of challenges do people of diverse sexual orientation and gender identities experience? (e.g. violence, discrimination, depression, drug and alcohol abuse, suicide)***. Gather as many responses as possible.

Ask: ***What type of challenges do people of diverse sexual orientation and gender identities experience?***

1. Explain that because society is not accepting of people of diverse sexual orientations other than heterosexual, they are more likely to be socially isolated and vulnerable to all types of health risks.
2. Break the boys into small groups and ask them to discuss the following question:
   * How can we, by working together, create a more supportive and respectful environment for people of all diverse identities?
3. Ask each group to present what they discussed. Write the ideas on a flipchart paper.
4. Once you’ve recorded all of the ideas, repeat them back to the group and ask them to write down the answer to this question in their notebooks: ***What is one thing you can do from this flipchart starting this week?***

### Icon Description automatically generated

**C. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

### 

# 

# **Session 21: Staying Safe in the Community**

## **Total Time: 2 Hours**



**By the end of this session, the boys will:**

* Practice steps to assess risks in their surroundings.
* Develop an action plan for staying safe in their community.

**Learning Objectives**



## **Materials Needed:**



|  |  |
| --- | --- |
| Tape | Flipchart stand, if available and feasible for meeting location |
| Flipchart (newsprint) paper | 1 piece of cloth or paper about 1/3-meter long for each participant (one cloth per participant). |
| Colored Markers | **Appendix: Risk Assessment Scenarios** – see end of this Session Plan |

## **Preparation Notes:**



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
* Review disclosure and mandatory reporting guidelines as this is a session that is likely to prompt disclosures.
* This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
* Label a flipchart, “Risk Assessment/Action Plan”. Write these four steps on it.

1. Identify safe and less safe areas around your compound, neighborhood, and community.
2. Decide on a plan of action to stay safe.
3. When in less safe areas, pay attention and observe what is around you at all times.
4. Have a trusted person with you at all times if you must spend time in a risky area or situation.

* Before the Boys Club session draw or mark a large circle on the ground where the Lion/Goat exercise will be played. The circle should be big enough for 25 boys to run around in it.

## **Session Plan**



1. **Welcome** [[44]](#endnote-36)**: Total Time - 20 minutes**



1. Welcome the boys back to the Boys Club. Thank them for coming.
2. Ask if anyone has a question from the last Boys Club meeting. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.
3. Conduct the Lion/Goat game:

* Ask everyone to stand in a circle.
* Ask for two volunteers who will play the two lions.
* Give everyone, except the two volunteer lions, a strip of cloth or paper.
* Say: Tuck the cloth/paper into the back of your trousers or hold it in your hand by one end.
* Explain that everyone, except the two volunteer lions, will be goats. The lions are trying to catch the tails of the goats– by grabbing the cloth/paper.
* Say to the “goats”:
* Try to protect your tail and not get caught. You have to stay within the circle.
* If the lion gets your cloth/paper, you have to leave the circle.
* When I say “Go”, the lions will chase the boys and grab as many pieces of cloth or paper as possible.
* Yell, “Go”. **(Note**: Allow the game to continue until there is only one person left who has their cloth. This is the winner.)

1. Congratulate the winner. Ask everyone to take a seat.



1. **Activity**[[45]](#endnote-37)**: Total Time – 80 minutes**

**Risk Assessment** (about 20 minutes)

1. Say: In nature, goats (or other animals) often avoid a lion’s den or a watering hole because they know it is not safe for them.
2. Ask what worked best to protect the goats’ tails. Ask what put them at risk of having their tail taken. (**Note**: Encourage an active discussion. If not mentioned by the boys, share:
   1. Staying with other goats helped protect them.
   2. Knowing where the lions were at all times helped protect them.
   3. Sticking to the far side of the circle, as far away from the lions as possible helped protect them.)
3. Say: For most people there are safer and less safe areas of where they live. Just like for the goats, spending time in less safe areas or being alone with someone known to be dangerous can increase boys’ risk of experience harassment, bullying or other forms of violence.
4. Ask what are examples of boys being harassed in your community? (**Note:** Encourage a discussion about how boys might be bullied, harassed, or asked to do things they do not want to do. Ask the boys to avoid using names when sharing specific examples)
5. Summarize types of harassment, highlighting what boys have not already mentioned:

|  |  |  |  |
| --- | --- | --- | --- |
| Bullying | Sexual suggestions | Hitting, pinching, etc. | Unwanted or sexual advances |
| Name calling or ridiculing | Unwanted or offensive verbal language | Put downs by boys or girls | Unwanted sharing of pornography |

1. Explain that assessing risks for getting harassed or hurt is a very good skill to have. It is important to avoid areas, when possible, in the compound, neighborhood and/or community where offending language and/or harassment can occur. It is also helpful to have a plan for how to reduce your risk when you cannot avoid these situations or places.
2. Refer to the **Risk Assessment/Action Plan** flipchart (prepared beforehand) and discuss four steps for assessing risks and avoiding potential harm:
   1. Identify your safe and less safe areas around your compound, neighborhood, and community.
   2. Decide on a plan of action to stay safe. Each person needs to make his own safety plan, one that works in his circumstances.
   3. When in less safe areas, pay attention and observe what is around you at all times.
   4. Have a trusted person with you at all times if you must spend time in a risky area or situation.
3. For the first step: “**Learn about potentially risky areas in your community**”, discuss the following questions:

* Are you home alone a lot?
* Are there places or locations where boys or others harass you or confront you between where you live and these places?
* Your school
* The market
* Doing chores or animal herding
* Where you fetch water
* Where you bathe
* Other activity?

1. Emphasize the third step, “**Observe what is around you at all times**”. Perpetrators usually look for somebody who is not paying attention. If the perpetrator knows you or repeatedly harasses or bullies you, being aware of their approach can allow you to seek company and ensure you are not alone.
2. Ask why observing all around you is important.
3. Point out that no matter how safe you think the situation is, if you see something that makes you feel even a little uncomfortable, leave the site and/or get someone to accompany you. **Trust your inner sense**!!
4. Review the fourth step: “**Have a trusted person with you if you must spend time in risky areas.”** Say: Sometimes you may identify a risky area for you is also a place you cannot avoid. This may be in your home, at school, or another place where you deserve to be safe. In such situations, there is protection in not being alone.
5. Say: If you feel unsafe in a place where you must frequently spend time, the best thing to do is talk to a trusted adult. They can help make a plan with you.
6. Explain that knowing these steps can help you avoid potential risks of harassment or harm.
7. Ask participants to repeat the four-risk assessment steps. (**Note**: Keep asking until all four steps are mentioned correctly.)
8. Tell the boys to find a partner and teach each other the four steps of the risk assessment/action plan. (**Note**: Allow about 2 to 3 minutes for this.)
9. Ask if anyone has questions.

**Safety Plan Exercise** (about 40 minutes)

1. Say: Divide into five small groups. (**Note**: Each small group should have between three and five boys in it.)
2. Separate the groups a little so that they do not hear each other’s discussions.
3. Go to each small group and give/tell them one of the five risk assessment scenarios. (**Note**: See **Appendix: Risk Assessment Scenarios** at the end of this Session Plan. Each group gets a different scenario.)
4. Explain the exercise: Based on the scenario I gave your group:

* Assess the potential risks to the boy in your scenario.
* Discuss what the boy should think about to stay safe.
* Develop a safety plan for the boy in the scenario.

1. Explain that each group should be prepared to report on the results of their discussion. (**Note**: Give the boys 10 minutes to complete the exercise.)
2. When ready, ask the first group to report on their scenario, the potential risks considered, and the safety plan they propose for the boy. (**Note:** Give each group about 5 minutes to present.)
3. After the presentation ask the rest of the boys these questions:

* Does anyone have comments or questions for the presenters?
* What else could the boy in the scenario consider?
* Any comments on the proposed safety plan? If so, what?

1. Discuss the boys’ observations and summarize the key important points from them.
2. Thank the first group for a nice job.
3. Continue this process until all five small groups have reported.
4. After each group’s presentation, ask the rest of the boys the following questions:

* Does anyone have comments or questions for the presenter?
* What else could the boy in the scenario consider?
* Any comments on the proposed safety plan? If so, what?

1. When done, ask how boys will now assess risks for potential harm in their compounds or neighborhoods? (**Note**: Write response on blank flipchart.)
2. Ask the boys to summarize ways in which boys can stay safe when they feel at risk.

**It is never the fault of the victim!**

**Safety Skills** (about 10 minutes)

1. Ask what some skills are to keep you safe if you are confronted with harassment and/or abuse.
2. Discuss and demonstrate the following Safety skills:

|  |  |
| --- | --- |
| **Skills:** | **Examples:** |
| Say clearly what you want | * Simple: “No, thanks”, or “No” * Emphatic: “No!” “Don’t do that!” * Repetitive: “No, no, **NO!!!**” |
| Be loud | * Talk in a loud voice. * Scream for help if you feel you are at risk. |
| Create distance | * Push the person away and walk away. * Leave the scene and go somewhere safe. |
| Walk with confidence | * People who look more secure of themselves can be less likely to be attacked. If a person looks insecure and fearful, he can be more likely to be attacked.[[46]](#endnote-38) |
| Steer clear | * If you suspect you will be pressured, don’t go with the person. |
| Safety in numbers | * Walk with a group of friends or family members. Keep trusted friends nearby. * Always tell someone where you are going. |
| Call in support | * Threaten to tell somebody with authority or power (parents, counsellors, relatives, and police). |

1. Explain that Safety Skills should be part of your Safety Plan. They are part of the steps you can take when you feel at risk.

**Exercise: Roleplays for practicing our skills** (about 10 minutes)

1. Mention that girls your age are at more risk of potential harassment and sexual advances than boys.
2. Yet anyone can encounter harassment or bullying, and it is good to have these skills in mind and to practice them. Let’s do a short roleplay and practice the skills we have just been talking about.
3. Ask the boys to think of a situation that could happen in their community where they could be unsafe or experience harassment. Ask for volunteers to act the situation out.
4. As they act out the scenario, call out the skills and have the boy “in danger” practice them and the boys in the audience call out suggestions for how a person could apply each of the skills in turn.

* Say clearly what you want
* Be loud
* Create distance
* Walk with confidence
* Steer clear
* Safety in numbers
* Call in support

If there is time, try to act out two different scenarios with roles and opportunities to contribute for everyone.

1. Point out that harassment is very common during adolescence. But you can stop or curtail it by saying something.
2. Explain that harassment, bullying, and abuse is everybody’s business. Don’t think it is not your business. Abuse is everybody’s business!
3. Emphasize that if saying something would endanger you or make matters worse, do not do or say anything.
4. Summarize these points: If you see violence you can do many things:

* Call someone for help.
* Report it to an adult.
* Ask the person who experienced the violence if they are alright.
* Let the perpetrator know their behavior is inappropriate/not funny/sexual harassment.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s Session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide. It should include:

* Ideas for their safety plan

Icon

Description automatically generated

* List of the Safety Skills

1. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
2. Let the boys know you will plan to stay for 30 minutes following the session in case boys wish to speak privately.
3. Close the meeting.

# **Session 22 - Joint Session: Community Mapping and Safety**

**Learning Objectives**



**By the end of this session, the** **participants will:**

* Describe how gender affects mobility, safety, and access to public spaces.
* Identify areas that are risky for girls and boys in the village.
* Describe ways to avoid risky areas in the village.
* Create a plan together to make public spaces as available to everyone as possible.



## **Total Time: 2 Hours and 30 Minutes**



## **Materials Needed:**

|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart (newsprint) paper | A4 Paper- enough for all participants |
| Colored Markers for Mentors | At least 16 loose sheets of flipchart papers |
| Different colored makers for 8 groups of participants, if available | “Question folder” or a place to put questions anonymously |

## **Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it**
* Invite the Mentors of the Boys Club to co-facilitate this session with you. Divide up the exercises that each one will facilitate.
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
* This meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
* Participants will also need a flat space to draw their maps. It is best to hold the meeting where there is some type of flat floor.
* Label a flipchart “Common Village Locations” and add the list of locations below: (**Note**: You may need to make two flipcharts to capture all of these.)

|  |  |  |  |
| --- | --- | --- | --- |
| Food markets | Community office | Tea shops | Road/paths |
| Religious Institution | Health post | Grazing land | Hand pump |
| Schools | Village streets | Streams/river | Wells/boreholes |
| Big trees | Center of main road | Communal Latrines/toilet |  |



## **Session Plan:**

1. **Welcome: Total Time – 30 minutes**



1. Welcome the girls and boys back to the joint Boys and Girls Club meeting. Thank everyone for coming to the session.
2. Introduce yourself and other co-facilitators.
3. Ask the girls and boys to introduce themselves and say one thing they have learned since the last Joint Girls and Boys club meeting.
4. Ask if anyone has questions from the previous session. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.
5. Ask who has used the negotiation skills they learned during the last Joint Girls and Boys Club meeting? What was it like?
6. Explain that today you are going to learn how to stay safe as you grow and change over the years.



1. **Activity: Total Time – 1 hour and 30 minutes**

**The Gendered Space[[47]](#endnote-39)** (about 50 minutes)

1. Explain that we are going to study your village/community today.
2. Tape the flipchart(s) of the Common Village Locations on a wall or fixture (**Note**: Prepare flipchart beforehand – See Preparation notes).
3. Review the list of Common Village Locations on the flipchart.
4. Ask if participants would like to add or delete locations based on what exists in their community/village. (**Note**: Add any new establishments, stores, rivers, community buildings, etc. mentioned by participants to the list of Common Village Locations.)
5. Ask participants to organize into small groups so that those who live in the same neighborhood are together. There should be boys and girls in each group. (**Note:** If more than 8 people in a group, divide them up into smaller groups.)
6. Give each small group a sheet of flipchart paper and different colored markers.
7. Explain the exercise: (**Note:** Allow about 15 to 20 minutes for the groups to finish drawing their maps.)

* On your flipchart paper, draw a map of your village/neighborhood.
* Add the locations listed on the Common Village Locations flipchart(s) to your map, including roads and paths.

1. When participants are done, ask them to look at their map and add the following:

|  |  |
| --- | --- |
| **For locations where:** | **Do This:** |
| Adolescent boys usually go to meet, play, or engage in other activities. | Circle the place or write “Boys”  on the name of the places/locations. |
| Adolescent girls go to meet, play, or  do chores. | Circle the place with a **different color  marker** or write “Girls” on the place(s). |
| Both girls/women and boys/men go to  meet, play, or engage in other activities. | Circle the place with yet a **different color  marker** or write “Both” on the place(s). |
| Girls/women or boys/men are  discouraged from using those spaces | Draw a sad face in the appropriate color near those locations |
| Girls and boys can access support for gender-based violence, child abuse or other problems | Draw a “sun” around it, with rays shining outward |

1. Walk among the groups while they complete their maps. Facilitate discussions and answer questions as needed. (**Note**: Allow about 10 minutes to complete their mapping.)
2. When participants are done with their mapping, ask each small group to present their map, including the locations where men, women, and both meet and congregate.
3. Summarize the findings from all the maps:

* Locations where men tend to go and/or congregate.
* Locations where women tend to go and/or congregate.
* Locations where both men and women tend to go and/or congregate.

1. Ask the following about what the maps are showing:

* How freely are boys/men allowed to move from location to location without any risk of bullying or harassment?
* How freely are girls/women allowed to move from location to location (or in certain areas) without risk of harassment or harm?
* What is access to public spaces like for boys/men? For girls/women?

1. Continue the discussion by asking these or similar questions:

* Do girls have as much freedom to move around as boys?
* How do girls and boys compare in their ability to use public spaces? Whose “territory” of public spaces is smaller?
* Is the risk level in public spaces the same for boys as for girls? Why? Why not?
* Do these conditions change when boys grow older? When girls grow older?
* How do you feel about the gendered nature of public space?

**Mapping Risky Places[[48]](#endnote-40),[[49]](#endnote-41)** (about 40 minutes)

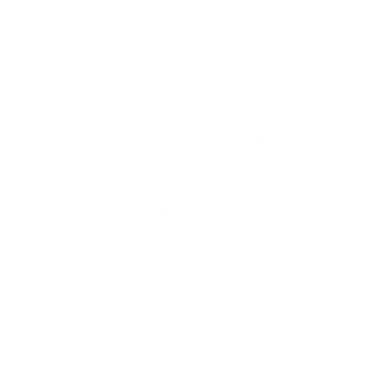
1. Ask participants to return to their group and identify the following five things on their map:

* Places, paths, and walking routes where it is risky for girls to go safely.
* Places where it is risky for boys to go safely.
* Any paths from one place to another that are risky for anyone. (For example, walking home past a bar at night, walking from school to home, walking through the woods to the river to wash clothes, etc.)
* Times of day that places are risky for girls.
* Times of day that places are risky for boys.

1. Explain how to mark the risky/unsafe spots in the following way:

* If the place is risky for girls or women, put an **X** on the location
* If the place is risky for boys or men, put a (square) around the location.

1. Give the groups about 10 minutes to mark their maps.
2. When done, ask each group to present the results of their exercise.
3. After all of the group presentations, ask:

* Where are the riskiest areas for girls?
* Why are girls at risk in these locations?
* How does this affect girls’ freedom of movement?

1. Summarize the risky places (or times of day that are risky) where girls do not feel safe or welcome.
2. Continue the discussion, but about boys’ risks. Ask:

* Where are the riskiest areas for boys?
* Why are boys at risk in these locations?
* How does this affect boys’ freedom of movement?

1. Discuss the following questions:

* How does girls’ limited access to safe spaces affect them?
* Are boys affected in the same way? Why or why not?
* What needs to change for public spaces to be safe for girls and/or boys to use?

1. Explain that the group has just learned to assess risks for girls and boys in their neighborhood, village or community. This is an important first step for staying safe.
2. Discuss ways for girls to be safe while walking to, from, or past risky places or paths. (**Note:** Write responses on a new flipchart.)
3. If not mentioned, discuss some of these safety tips and add to the flipchart:

* Walk together in groups.
* Ask boys to walk with the girls.
* Avoid risky places at night.
* Ask parents or family members to accompany the girls to and from risky places.
* Ask adults in the community how certain spaces might be made safer for girls and women.

1. Ask how boys can support girls when they have to walk by or pass through risky places.
2. Ask for ways that boys can be safe walking to, from, or past risky places. (**Note**: Write responses on flipchart.)

*Ask:* ***How can you work together on a project to make your community safer for everyone?***

1. Ask how friends and family members can help the girls and boys to be safe. Who are trusted people you can ask to walk with you through high-risk areas? (**Note**: Add responses to the flipchart.)
2. Ask: ***How can you work together on a project to make your community safer for everyone?*** Gather as many ideas as you can and write them on a flipchart. If possible, work with your team to see how you can support the girls and boys to make this community project a reality.
3. Ask: ***Which supportive adults could be involved in a community safety plan?***
4. Thank everyone for their participation.

Icon

Description automatically generated

**C. Wrap Up: Total Time – 30 minutes**

1. Thank everyone for their participation.
2. Initiate a discussion about today’s session, asking the adolescents what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Ask: How did you like having a Joint Girls and Boys Club joint meeting. What did you like the most?

1. Explain that this is the last joint Boys and Girls Club meeting. Thank everyone for coming and participating so actively.
2. Say: Take a couple of minutes to write what you learned in your Participant Guide.
3. Ask everyone what they learned the most from the Joint Girls and Boys Club meetings.
4. Say any parting words, as you choose.
5. Close the meeting.

# 

# **Session 23: Substance Use and Abuse**

## **Total Time: 2 Hours**



**Learning Objectives**



**By the end of this session, the** **boys will:**

* Understand how substance abuse affects behaviors.
* Understand consequences of alcohol and substance abuse, including interfering with life goals.
* Learn about myths and facts about substance abuse.
* Develop skills to refuse peer pressure and to make decisions regarding substance abuse.



## **Materials Needed**

|  |  |
| --- | --- |
| Tape | Flipchart stand, if available and feasible for meeting location |
| Flipchart (newsprint) paper | Colored Markers |
|  | Fact sheets on different drugs |

## **Preparation Notes:**



* **Read this Session Plan, including the Appendix, several times. Be very familiar with the content and how to deliver it.**
* Review the questions from the Anonymous Questions folder and prepare to answer them at the beginning of the session.
* This Boys Club meeting requires the use of flipcharts. Find a site with a wall, fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
* Label a flipchart, “Reasons People Use Drugs and Alcohol.”
* Label a flipchart, “Ten Reasons Not to Use Drugs and Alcohol.”
* Label a flipchart, “Responding to a Friend’s Drug or Alcohol Use.
* *Note for adaptation of these materials to specific country contexts: Preferred substances vary by setting, and governments may produce informative materials that could be obtained locally. The adaptation team can include a local fact sheet on the relevant substances as an appendix to the session.*



## **Session Plan**

1. **Welcome: Total Time - 20 minutes**



1. Welcome the boys back to the Boys Club. Thank them for coming.
2. Ask if anyone has a question from the last Boys Club meeting. Pull questions from the anonymous question folder and make time to answer the questions, if there are any.
3. Divide the teens into three teams. Each team has to find three things in common like the favorite season of the year, clothes they are wearing, favorite food, and so on.
4. One player will then introduce the group and share the three things that they have in common.
5. You can even make the game a bit silly by asking the boy giving the introduction to use a voice like a show host.



1. **Activity**[[50]](#endnote-42)**: Total Time – 80 minutes**

**Assessing the Risks of Using Drugs and Alcohol** (about 30 minutes)

1. Now we are going to talk about the use of drugs and alcohol, and the risks these substances pose to young people.
2. Say, compared to women, young men are more likely to die from external causes (higher rates of violence, suicide and accidents), have higher incarceration rates and rates of alcohol and substance use, and are less likely to seek their own healthcare.
3. But times are changing, and there are more pressures than ever for girls and women to drink, smoke and use drugs. In fact, companies sometimes advertise to women as though by using these substances, they are being more modern and empowered! Have you seen any advertisements like these?
4. Say, drugs and alcohol are chemicals. When someone puts these chemicals into their body, either by smoking, injecting, inhaling, drinking or eating them, they tap into the brain’s communication system.
5. Some drugs, like [marijuana](https://teens.drugabuse.gov/drug-facts/marijuana) and [heroin](https://teens.drugabuse.gov/drug-facts/heroin), mimic a process that occurs naturally in our bodies. In fact, these drugs can “fool” our bodies by stimulating happy and euphoric feelings.
6. Other drugs, such as [cocaine](https://teens.drugabuse.gov/drug-facts/cocaine) and [methamphetamine](https://teens.drugabuse.gov/drug-facts/methamphetamine-meth), cause nerve cells to release too much dopamine, a “feel good” chemical, in our brain.
7. Many drugs—[nicotine](https://teens.drugabuse.gov/drug-facts/tobacco-nicotine-e-cigarettes), [cocaine](https://teens.drugabuse.gov/drug-facts/cocaine), [marijuana](https://teens.drugabuse.gov/drug-facts/marijuana), and others—affect the brain’s “reward” circuit. Normally, this part of our brain responds to healthy, pleasurable activities by releasing dopamine. But drugs take control of this cycle, releasing large amounts of dopamine—first in response to the drug but later mainly in response to other cues associated with the drug—like being with people you used drugs with, or being in places where you used drugs. The brain remembers this feeling and sends out an intense motivation to seek and use the drug again. Dopamine does not *cause* the good feelings; instead it reinforces the desire to use drugs.

Ask: **What are some of the reasons you know about that people use drugs and alcohol?**

1. Alcohol, which is accepted in a great majority of places, is also an important drug to understand. It also produces feelings of joy and pleasure, at least at first. Your inhibitions and the parts of the brain that worry about stress and unpleasantness are suppressed. After a certain point, things change, and people become tired, argumentative, sad, weepy, and so on. Depending on how much you drink, the next day you can’t walk, talk or remember things as well. These are all signs that alcohol is toxic!
2. Say, even though prescriptions drugs are not illegal, if they are not prescribed to *you,* it is illegal for you to consume them. They are another important category of drug that cause harm to young people.
3. Say, this is a lot of science. But what are some of the reasons you know about that people use drugs and alcohol?
4. Write the reasons the boys come up with on a flip chart. If these reasons are not covered, be sure to include:
   1. Manipulation by companies to purchase cigarettes and alcohol
   2. Response to uncomfortable emotions
   3. Peer and parent use
   4. Association of drug and alcohol use with growing up, or as a rite of passage
5. Our brains are wired to make sure we will repeat survival activities, like eating, by connecting those activities with feeling good. Whenever this reward circuit is kick-started, the brain notes that something important is happening that needs to be remembered, and teaches us to do it again and again, without thinking about it. Because drugs come in and “hijack” the same circuit, people learn to use drugs in the same way.
6. After repeated drug use, the brain starts to adjust to the surges of dopamine. As a result, the ability to feel pleasure is reduced. The person feels flat, lifeless, and depressed, and is unable to enjoy things that once brought pleasure. Dopamine encourages the brain to repeat the pleasurable activity of drug-taking to feel good again. When you need more of the drug to experience the same high, this is called tolerance.[[51]](#footnote-9)
7. When the person needs drugs just to feel normal, this is an effect known as dependency.
8. Ask what are examples of the harmful effects someone might experience as a result of using drugs or alcohol?

**!**

1. Write these harmful effects up on the flipchart.

**NOTE:**

1. Summarize types of harm, highlighting what boys have not already mentioned. Most important is that all the things we hope and plan for in our lives can be interfered with by the use and abuse of these substances.

Encourage a discussion about how boys might be pressured, asked to do things they do not want to do, or exposed to crimes that result from the fact that many drugs are illegal; they might be influenced to do things that are not good for them; they might be subject to the influence of others; they might spend a lot of money they don’t have.

1. Say, The first time a person uses drugs, it’s usually a choice that is often encouraged by peers, or by the associations of these drugs with being ‘cool,’ popular, and so on.
2. What are some ways a person might resist peer pressure? Ask the boys for their ideas and list them on the chart. Be sure these ideas are included:
   1. Look the person in the eye and say ‘no’ in a polite, but clear and firm, voice.
   2. Suggest something else to do.
   3. Walk away from the situation.
   4. Find something else to do with other friends.
   5. Avoid peers you know use or sell drugs if you think it will be hard for you to resist.
   6. Role play resisting peer pressure with your parents or other friends who share your ideas.
3. Drugs and alcohol are expensive, can make us do things that do not always reflect good judgment, and can harm our health. This is true even when someone is consuming moderately and is able to continue with their normal routine.
4. Repeated drug use can change the brain, driving a person to seek out and use drugs over and over, despite negative effects such as stealing, losing friends, family problems, or other physical or mental problems brought on by drug use. This is addiction.

**Recognizing and Responding to a Problem with Substance Abuse[[52]](#endnote-43)** (about 20 minutes)

1. Say, it is best to avoid from using any drugs or alcohol. But alcohol or other legal substances may be used moderately by parents or other adults. Can you think of any examples of responsible substance use among adults in your community? What makes this use seem “responsible” in your opinion?

Ask: **What signs do people show when they are using or abusing drugs or alcohol?**

1. Ask, What signs do people show when they are using or abusing drugs or alcohol? Encourage a discussion based on the boys’ experiences.
2. Say, addiction can happen at any age, but it usually starts when a person is young. If a person continues to use drugs despite harmful consequences, they could be addicted. It is important for them to talk to a trusted adult or medical professional about it—their health and future could be at stake.
3. Have friends or family told you that you are behaving differently for no apparent reason—such as acting withdrawn, frequently tired or depressed, or hostile? You should listen and ask yourself if they are right—and be honest with yourself. These changes could be a sign you are developing a drug-related problem. Parents sometimes overlook such signs, believing them to be a normal part of the teen years.
4. Only you know for sure if you are developing a problem because of your drug use. Here are some other signs:

* spending time with different friends
* not caring about your appearance
* getting worse grades in school
* missing classes or skipping school or work
* losing interest in your favorite activities
* getting in trouble in school, work, or with the law
* having different eating or sleeping habits
* having more problems with family members and friends

1. Say, there is no special type of person who becomes addicted. It can happen to anyone.

**Responding to a Friend’s Use of Drugs or Alcohol** (about 30 minutes)

1. Say, now we are going to talk about how to respond to a person’s use of drugs.
2. Ask, What would you do if you find out a good friend is using drugs? Encourage discussion.
3. Using the flipchart you labeled earlier with “Responding to a Friend’s Drug or Alcohol Use,” write up the ideas the boys share.
4. Ask whether there are any local health resources the boys could turn to.
5. Say that another thing they might do is encourage their friend to speak to a trusted adult. Are their parents people they could imagine discussing this with?
6. Say, If a friend is using drugs, you might have to step away from the friendship for a while. It is important to protect your own mental health and not put yourself in situations where drugs are being used. [[53]](#endnote-44)
7. Ask the boys whether there are community leaders they could speak to who might be able to influence the presence of people selling drugs or alcohol in the community.
8. After the discussion is over and the boys have shared their ideas about how to respond to a friend’s use of drugs or alcohol, remind them that we know this is something that can happen to anyone, including ourselves. Think quietly to yourself how you would react if you yourself realized that you had a problem with drugs or alcohol. Could you use some of the ideas shared here?
9. Thank the boys for their ideas and tell them it is time to wrap up.

**C. Wrap Up: Total Time – 20 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s Session, asking the boys what they learned, what they will do differently now, and how they might share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide. It should include:
4. Ideas for helping keep our friends healthy
5. Ideas for keeping myself healthy
6. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
7. Close the meeting.

Icon

Description automatically generated

# 

# **Session 24: Keeping Myself Strong**

**By the end of this session, the** **boys will:**

* Explain the importance of physical activity in health and overall wellbeing.

**Learning Objectives**



## **Total Time: 2 Hours**



## **Materials Needed:**



|  |  |
| --- | --- |
| Pens or Pencils | A4 Paper – enough paper for participants to share one A4 paper between two participants. |
| Flipchart paper (newsprint) | A small ball to throw, other ball, or sports/exercise equipment for playing outside, if time permits |
| Colored Markers | A small prize for the winning team such as candies or pencils/pens |
|  | A scarf or something you can use to tie 2 legs together |

## **Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* If there are two Mentors, divide up the activities that each one will facilitate.
* For the Relay Race Game, prepare a set of 10 questions for the final part of the game that covers major things from the previous sessions that boys should know.

Examples:

* *Name at least 3 parts of the male reproductive system and what they do*
* *What emotional changes do boys experience during puberty and adolescence?*
* *What is the difference between gender and sex?*
* *Name 2 ways to challenge gender stereotypes*
* *Name 2 ways to prevent unwanted pregnancy*
* *Describe how to have good verbal communication*
* *Describe at least 2 important safety skills to prevent sexual harassment*
* Review the questions from the Anonymous Questions folder and prepare to answer them in the beginning of the session.

## **Session Plan:**



### **A.** **Welcome** [1]**: Total Time - 20 minutes**



1. Welcome everyone back to the Boys Club. Thank everyone for coming.
2. Ask if anyone has a question from the last Boys Club meeting. As was described in Session 1, pull questions from the anonymous questions folder and make time to answer the questions, if there are any.
3. Conduct this or similar physical energizer:

* Tell the boys that today they are going to practice physical and fitness activities.
* Ask the boys to stand in a circle and give each other some space.
* Divide the boys in groups of two and give each group a piece of paper and a pen.

1. Tell the boys that the mentor will be calling out physical activities (**Use** these or other familiar exercises).

* Jumping
* Jogging
* Hopping
* Knee lifts
* Jumping jacks
* Push Ups
* Frog Jumps

1. The boys will begin the activity until the mentor calls out a spelling word. (**Us**e these or other words)

* Gender
* Puberty
* Adolescence
* Harassment
* Emotions
* Contraceptives
* Consent

1. Once the spelling word is called out, the boys freeze in their pairs and work together to spell the word correctly on a piece of paper.
2. After 2-3 minutes, the mentor calls out another activity.
3. Continue until the boys have spelled out all the words and conducted all the activities.
4. As the boys cool down, the mentor will write correct spellings on a flipchart and ask the boys to check their work.
5. Now, ask the boys the following:

* What was the exercise like?
* Which exercises did they enjoy?
* Which exercise was difficult?
* Which words did they find easy to spell correctly?
* Which words did they find difficult to spell correctly?

1. Point out that this fun exercise was an opportunity to practice some physical exercises and also refresh their memory on past learning sessions.



### **B.** **Activity: Total Time - 80 minutes**

**Importance of Physical Activity** (about 35 minutes)

1. Explain that they do all kinds of physical activity without even thinking of it.
2. Initiate a discussion about the kinds of physical things boys do at school, after school, at work, or at home. Ask these or similar questions to start the discussion:

* What kinds of games do you play at home, work, school, during recess, and after school or work?
* What kind of games do you play in your community?
* What kinds of sports do you play with your friends?
* What kind of exercise do you do naturally? Do you like to run, ride your bike, etc.?

1. Listen to what the boys tell you. Then, ask about any of the following activities not mentioned by the boys. How many of you do these activities?

|  |  |  |  |
| --- | --- | --- | --- |
| Run outside | Fetch water | Herd livestock | Play chase and catch |
| Jump | Push Ups | Collect firewood | Care for younger siblings |
| Dance | Ride your bike | Go to the market | Farming / Gardening |

1. Explain that all this movement and physical activity makes your body stronger and healthy.
2. Ask the boys: ***Can you think of any other physical activities you enjoy doing? Which are easiest or hardest to do in your community? Why?***
3. Write down some of the barriers the boys mention to physical activity on the flipchart paper. Among others, these might include:
   * Lack of sports fields and playing grounds
   * Limited time for recreation due to school or work commitments
   * Limited time for recreation due to house chores
   * Personal safety
   * Long distance to the sports and playing field
4. Put the boys in smaller groups of 3-4 and ask them if they can think of any solutions to the challenges mentioned so that they can be more physically active. For example, if the sports fields and playing grounds are far from their homes, they could start conducting physical activities at home or at a friend’s house.

Ask: ***What resources in your communities would support you to be more active?***

1. Write down some of these solutions on the flipchart paper.
2. Ask the boys: ***What resources in your communities would support you to be more active?*** Write these down on the flipchart as the boys come up with them.
3. Ask the boys who the people in their communities are who could help them to be active? Allow a few minutes for the boys to write these people down in their Participant Guides.
4. Say: ***Regular physical activity and exercises can help improve your health, fitness and overall wellbeing!***

**Relay Race Game (45 minutes)**

Alternative to this game: If possible, invite an adult man who actively plays a sport whether recreationally or professionally to come and coach the boys, offering a few different sports techniques.

If this is not possible, facilitate the session below:

1. Break the boys up into 2 to 4 teams depending on the size of the group. There should be an even number of boys (e.g. 4, 6, 8) in each group.
2. Tell the group they will now do a series of three races and whichever team wins the most races will get a small prize. **Note**: If it is not possible to acquire a small prize, ask the group to sing a congratulatory song to the winning group.
3. If possible, ask for someone from the group to help keep score.

|  |
| --- |
| **Race #1 - Two-Legged Race:** Have a pair of participants from each team stand side by side. Tie a scarf or cloth around their adjacent legs. Each pair of players runs to a designated point and back again, and tags the next pair in their team. If a pair of players falls down, they must get up while their legs remain joined. The first team with all their pairs completing the race first wins!  **Race #2 - Over / Under:** Team members line up and each team receives a small ball, or another easy to pass item. The goal is to pass the ball over the head and under the legs until it reaches the end of the line. The player at the end of the line runs to the front and passing starts over. When the last person in line returns to the front, the game is over, with the first team successfully completing the task winning.  **Race #3 - Quiz Relay:** Have a set of at least 10 knowledge questions prepared. See Preparation for some ideas. Have the teams stand in line behind each other. Ask a question. The first person to raise their hand answers the question. If they are correct, they run to the other side of the room or field. If they are incorrect, they stay where they are at the front of the line. The first team to answer all the questions correctly with all team members on the first side of the room/field wins! |

1. After the three races are complete declare the winner and pass out the small prize.
2. When done, ask the boys to sit in a circle.

**Discussion** (about 10 minutes)

1. Discuss the game, asking these or similar questions:

* How did it feel to compete against one another?
* How did it feel to be active (e.g. running, falling, moving quickly)?
* Who enjoyed playing the game? Why?

1. Ask the boys: ***Why is it important to exercise and have fun?***
2. Listen to what the boys tell you. Add any of the following, if not mentioned:

* Boys your age are growing stronger muscles. These muscles need exercise to grow.
* It is important for boys to have fun while doing physical activity. It can help you to release energy and have positive interactions with others, especially if you are having a tough day.
* Being active helps us to be aware and in control of our bodies, gets us out of our homes, builds trust and social support (teams), and grow in courage and self-confidence.
* Physical exercise and having fun also helps to keep us healthy as we transition into adulthood.
* **Remind** the boys that it is important to exercise asregular physical activity and exercises can help improve your health, fitness and overall wellbeing***.***

1. Ask: ***How can you make sure to get plenty of physical activity each day?***
2. Refer back to the previous sessions on nutrition and remind the boys the importance of getting balanced meals that include Move, Grow, and Shine foods throughout the day.

**D. Wrap Up: Total Time – 10 minutes**

1. Thank everyone for their participation and ask if anyone has any questions. Remind them that they can also submit anonymous questions now or at any point in the meeting. These questions will be answered in the next session.
2. Initiate a discussion about today’s session, asking the boys what they learned, what they will do differently now, and how they will share this information with family and friends.
3. Say: Take a couple of minutes to write what you learned in your Participant Guide.
4. Remind the boys when the next Boys Club will meet. Tell them to bring their Participant Guide.
5. Close the meeting.

Icon

Description automatically generated

|  |
| --- |
| **NOTE**: If this Boys Club session ends early, go outside and play soccer or another activity with the boys. Or, ask one of the boys that plays a sport to teach the rest of the boys. This allows the boys to have fun and reinforce the importance of being active. |

[1] Adapted from: Activity Promotion Laboratory.https://www.healthynh.com/images/PDFfiles/ckc-resources/K-5-Energizers.pdf.

# 

# **Session 25: Wrap – Up and Next Steps**

**By the end of this session, the** **boys will:**

* Describe physical, emotional, cognitive, and social changes that happen to adolescents.
* Describe the difference between gender roles and gender norms.
* Describe how to overcome obstacles to going to school.
* Describe six safety skills.
* Describe four negotiation skills.
* Describe two key elements needed for saving money.

**Learning Objectives**



## **Total Time: 2 Hours**



## 

## **Materials Needed:**



|  |  |
| --- | --- |
| Flipchart stand, if available and feasible for meeting location | Tape |
| Flipchart paper (newsprint) | Colored Markers |

## **Preparation Notes:**



* **Read this Session Plan several times. Be very familiar with the content and how to deliver it.**
* Know the answers to the questions asked during this session. If needed, go back and review the session plans that cover the topics discussed.
* If there are two Mentors, divide up the activities that each one will facilitate.
* This meeting requires the use of flipcharts. Find a site with a wall/fixture and/or place to put a flipchart stand so that you can write on and post flipchart papers.
* Write on six different flip charts the following topics: adolescent health, gender, safety, education, communications and finances. (**Note:** each flipchart to have one topic)

## **Session Plan:**



**A.** **Welcome: Total Time – 20 minutes**



1. Welcome the boys to the last Boys Club meeting. Thank them for coming.
2. Ask if they have any questions from the last Joint Girls and Boys Club meeting. As was described in Session 1, pull questions from the anonymous questions folder and make time to answer the questions if there are any.
3. Thank the boys for all of the hard work and participation during the Boys Club meetings.
4. Mention that you have seen the boys learn and grow a lot.
5. Mention that you are proud of their progress.
6. Ask for a volunteer to lead in an energizer.
7. Divide the boys in groups of six and assign them the topics.
8. Tell them that each group will be making short presentations on the topics given.
9. Say: Let’s talk about what you learned over this past year.

**B.** **Activity: Total Time – 80 minutes**



(**Note**: In this session, you will be asking about boys’ knowledge on a variety of topics. Ask probing questions to obtain what the boys know. Take your time probing for information from the boys. After everyone has answered, fill in gaps of knowledge/information. However, try your best to get the boys to provide the correct information first. Only supplement/correct what the boys do not say or say incorrectly.)

**Adolescent Health** (about 20 minutes)

1. Mention that during this past year, we have talked a lot about boy’s health.
2. Ask the first group to make a short presentation on what they remember about adolescent health.
3. Ask them to present to the entire group.
4. Ask: What are the physical, emotional, and social ways that boys change during puberty and adolescence? (**Note**: Probe for knowledge about the physical, emotional, and social changes that occur to boys during adolescence. Take your time discussing this. Write responses on a flipchart)
5. If needed, fill in key gaps of knowledge about the physical, emotional and social changes that occur during adolescence.
6. Ask the boys how babies are made. (**Note**: Probe for knowledge on the male and female reproductive organs, menstrual cycle, ovulation, and how an egg and sperm meet - sex.)
7. If needed, fill in gaps of knowledge about how babies are made.
8. Ask the boys how to prevent pregnancy. (**Note**: Probe for knowledge about abstinence and at least three different types of contraceptive methods.)
9. If needed, fill in gaps of knowledge about contraceptive methods including where they can get access to these methods.
10. Ask what are three ways that someone can get a sexually transmitted infection. (**Note**: Probe for knowledge about STIs, and three key routes of infection for HIV: through unprotected sex, blood transfusion, during birth and breastfeeding.)
11. If needed, fill in gaps of knowledge about STIs, including HIV, and ways to prevent them. (**Note**: Keys points should include abstinence from sex, use of condoms if sexually active, not sharing sharp instruments.)
12. Ask boys to explain what a healthy meal includes? (**Note**: Probe for knowledge about Move, Grow, and Shine foods, and that each meal should include these three foods.)
13. If needed, fill in gaps of knowledge about Move, Grow, and Shine Foods and what a healthy meal should include.

**Gender** (about 10 minutes)

1. Ask the second group to make a short presentation on what they remember about gender.
2. Ask them to present to the entire group.
3. Ask what does biological sex mean. (**Note**: Probe for understanding that biological sex refers to the biological differences between males and females, such as the genitalia and genetic differences. Biological sex typically cannot be changed without surgery. Ask what **gender roles or norms** mean. (**Note**: Probe for understanding that gender roles are things that culture and society expect women and men to do. Gender norms are how culture and society expect women and men to behave and act.)
4. If needed, briefly discuss the difference between biological sex, gender roles, and gender norms.
5. Ask if gender roles and norms can change over time?

**\*\*Ask for a volunteer to lead in an energizer\*\***

**Safety** (about 20 minutes)

1. Ask the third group to make a short presentation on what they remember about safety.
2. Ask them to present to the entire group.
3. Ask what are types of gender-based violence. (**Note**: Probe for knowledge about the different kinds of harassment and violence enacted against young girls, boys, and women)
4. As needed, review the types of gender-based violence, harassment, and sexual assault that girls and boys can experience.
5. Ask what are ways to stay safe when boys and girls are in or walking through risky areas in their neighborhood/village. (**Note**: Probe for knowledge related to the safety plan they developed during various Boys’ Club meetings.)
6. Ask what are the key Safety skills. (**Note**: Probe for knowledge about all six Safety Skills.)
7. As needed, briefly describe any Safety Skills not mentioned.
8. Ask who has used their safety plan and/or Safety Skills over the past half year. How did it help you in the situation?
9. Ask what are key ways to intervene if they encounter or witness harassment and/or sexual assault.

**Education** (about 10 minutes)

1. Ask the fourth group to make a short presentation on what they remember about the importance of staying in school and for continued learning outside of it.
2. Ask them to present to the entire group.
3. Ask how education can help boys meet their dreams and goals? How can boys continue to learn even outside of school? (**Note**: Encourage an active discussion on this.)
4. Ask: Since attending the Boys Club meetings, what have you done to overcome any personal obstacles to completing school? What have you done to continue learning if you are out of school? (**Note**: Encourage many boys to discuss how they have overcome challenges to completing or doing well in school.)
5. Ask what are the boys’ educational and learning goals for next year? (**Note**: Encourage many boys to explain their educational and learning goals for next school year.)

**Communication** (about 10 minutes)

1. Ask the fifth group to make a short presentation on what they remember about communication.
2. Ask them to present to the entire group.
3. Ask what is a good communication skill to use when ***you*** are emotional during a conversation.
4. Ask what are good communication skills for when the ***person you are talking to*** is emotional and/or upset? (**Note**: Probe for good active listening skills.)
5. If needed, briefly review good active listening skills (pay attention, use non-threatening body language, and be neutral).
6. Ask what are good negotiation skills? (**Note**: Probe for knowledge of the four Negotiation skills discussed during the Boys Club meetings.)
7. If needed, briefly review any of the four negotiation skills not mentioned.

**Finances** (about 10 minutes)

1. Ask the last group to make a short presentation on what they remember about finances.
2. Ask them to present to the entire group.
3. Ask what are different business opportunities or careers that boys can have when they are older. (**Note**: Probe for things that boys can do that are beyond the normal expected in the community where they live.)
4. Ask if boys have given thought to the kind of profession or work they would like to have when they grow up. What kind of aspirations do they have?
5. What are two key elements needed for saving money? (**Note**: Probe for knowledge of the importance of a savings goal and a savings plan.)
6. As needed, explain that two key elements to saving money is to develop a savings goal and a savings plan.

Icon

Description automatically generated

**C. Wrap Up: Total Time – 20 minutes**

1. Ask the boys to turn to the first pages in their Participant Guide where they wrote their first aspiration and two goals.
2. Ask what they think of their aspiration.
   * Would they change it now?
   * Was it too big, or too small?
3. Ask what they think of the two goals they wrote.
   * Were they achievable?
   * Were they too big or too small?
4. Ask who has achieved one or two of their goals.
   * Who achieved their goals early and wrote one or two new goals in other Boys Club meetings?
   * Did you reach the most recent goals that you wrote?
5. Ask the boys to go to a blank page in their Participant Guide and do this: (**Note**: Allow about 10 minutes for boys to finish writing.)
   * Review their aspiration and decide to keep it or revise it based on what they learned and have experienced over the past year.
   * Write two new goals for reaching their aspiration.
6. When done, conduct this final energizer.
   * Stand up, form a circle, and hold hands.
   * Going around the circle, say how you have changed as a result of attending the Boys Club meetings this past year.
7. Thank everyone for doing such a great job learning and applying what they have learned over the year.
8. If there will be a closing ceremony, explain location and details of the event.
9. Close the meeting.

1. **List of Resources**

   https://resourcecentre.savethechildren.net/node/9923/pdf/facilitators\_handbook\_oco\_life\_skills\_workshop\_for\_youth\_web.pdf

   Adapted from: Girl’s Safe Space Curriculum. Mentor’s Manual. Girls 11-12 Years Old. Amhara Region

   Adapted from: 1. Dybdal, Anne-Sophie; Tengnäs, Karin; Bormann, Sita Michael; Hildrew, Sarah; Kahale, Salma; Rasmussen, Sara Marie; Yamaguchi-Fasting, Kai; Strub, Juliane; Ager, Wendy. (2015) The Youth Resilience Programme Psychosocial support in and out of school. Copenhagen: Save the Children Denmark.

   Adapted from: Population Council. Dream Big! Kwacha for Our Future

   The VSLA model of savings was developed by CARE in 1991. To read more, go to <https://www.care.org/sites/default/files/documents/vsla_unlocking_access.pdf>

   Adapted from: GREAT Activity Cards for Very Young Adolescents (10-14 years old).

   Adapted from Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective was developed by Family Health International (FHI)/YouthNet.

   Adapted from Blum, Robert Wm. Adolescence: Age and Stage. Department of Population, Family and Reproductive Health. Johns Hopkins Bloomberg School of Public Health.

   https://www.urmc.rochester.edu

   https://www.cincinnatichildrens.org/health/c/cognitive

   Dybdal, Anne-Sophie; Tengnäs, Karin; Bormann, Sita Michael; Hildrew, Sarah; Kahale, Salma; Rasmussen, Sara Marie; Yamaguchi-Fasting, Kai; Strub, Juliane; Ager, Wendy. (2015) The Youth Resilience Programme Psychosocial support in and out of school. Copenhagen: Save the Children Denmark. https://resourcecentre.savethechildren.net/node/9923/pdf/facilitators\_handbook\_oco\_life\_skills\_workshop\_for\_youth\_web.pdf

   [7] FHI 360 (2013) Positive Connections: Leading Information and Support Groups for Adolescents Living with HIV. Durham: FHI 360. <https://www.fhi360.org/sites/default/files/media/documents/positive-connections-2013.pdf>

   World Health Organization. Family Planning: A Global Handbook for Providers. Third Edition 2018

   Adapted from International AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the community

   Adapted from Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011). Go Girls! Community-based Life Skills for Girls: A Training Manual. Baltimore, Maryland.

   Illustrations drawn by Tenagne Kebede, Master Trainer, Pathfinder Ethiopia, during Adaptation/Train the Trainer Workshop.

   Adapted from: International AIDS Alliance. 100 ways to energize groups: Games to use in workshops, meetings, and the community.

   Adapted from: Safe Spaces Curriculum Mentor’s Manual: Girls 11 – 13 Years Old Amhara Reg

   Brakarsh, J. (2016) Singing to the Lions: A guide to overcoming fear and violence in our lives. Baltimore: Catholic Relief Services http://www.repssi.org/Att.aspx?fn=a3151507-6066-48b0-9ae2-845b4218fe26.pdf

   International AIDS Alliance. 100 ways to energise groups: Games to play in workshops, meetings and the community

   Adapted from: SPRING. 2016. Nutrition and Hygiene for Orphans and Vulnerable Children in Nigeria: A Training Guide for Community-Based Organisations. Module 3: Activities for Children 6-11 Years. Arlington, VA: Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project.

   Adapted from: Girl’s Space Curriculum, Mentor’s Manual: Girls 11-12 Years Old. Oromia Region, page 4

   Adapted from: Activity Promotion Laboratory.https://www.healthynh.com/images/PDFfiles/ckc-resources/K-5-Energizers.pdf.

   Interagency Gender Working Group, Vote with Your Feet exercise, available at <https://www.igwg.org/training/setting-the-stage/>

   Adapted from: The Population Council, Inc., *It’s All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009

   Adapted from Promundo’s curriculum for young adolescents, https://promundoglobal.org/resources/young-adolescence-2-0-curriculum-promote-gender-equality-sexual-reproductive-health/ pages 27-30

   Drawn from International Youth Foundation, *Passports to Success*. 2017.

   From: International HIV/AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings, and the community.

   Definitions adapted from <https://www.participatorymethods.org/method/power>

   Adapted from Program M: Working with Young Women and the Gender-Equitable Men (GEM) scale, and from Promundo’s curriculum for working with young adolescents, which can be downloaded here, <https://promundoglobal.org/wp-content/uploads/2018/08/PM-Adolescence-curriculum-v5-3-Final.pdf>, pages 27-28.

   Adapted from the activity “What is Violence” from the *Program M Manual* (Promundo, Insituto PAPAI, Salud y Genero, ECOS, World Education, 2007).

   Adapted from the activity “Everyday Sexual Violence” from the Regional Learning Community’s “Transforming Masculinities Towards Gender Justice.”

   Tips from a COVID-19 resource by Bill Pelz Walsh and John Ungerleider, Domestic Violence Accountability Facilitators. “Six Steps for Men to Prevent Domestic Violence.”

   Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs.

   Go Students! [School-based Life Skills for Girls and Boys: A Teacher’s Manual](https://www.k4health.org/sites/default/files/GoStudents_English%20Final%20Rev2.pdf) Baltimore, Maryland. 2011.

   Population Council, Health and Life Skills Curriculum for the Adolescent Girls Initiative, 225–26.

   “Men who attack women and girls nearly always pick out those with the body language of a 'victim' - someone they think will be too scared to fight back.” From: South Eastern Center Against Sexual Assault and Family Violence <https://www.secasa.com.au/pages/face-values-making-sense-of-violent-relationships/body-language/>

   Facts and activities drawn from National Institute on Drug Abuse, available at <https://teens.drugabuse.gov/drug-facts/brain-and-addiction>

   Brakarsh, J. (2016) Singing to the Lions: A guide to overcoming fear and violence in our lives. Baltimore: Catholic Relief Services <http://www.repssi.org/Att.aspx?fn=a3151507-6066-48b0-9ae2-845b4218fe26.pdf>

   https://www.guttmacher.org/fact-sheet/induced-abortion-worldwide

   https://www.who.int/reproductivehealth/publications/unsafe\_abortion/9789241501118/en/ https://sustainingcommunity.wordpress.com/2019/02/01/4-types-of-power/

   Adapted from: Dupuy, K., Bezu, S., Knudsen, A., Halvorsen, S., Kwauk, C., Braga, A., & Kim, H. (2018). Life Skills in Non-Formal Contexts for Adolescent Girls in Developing Countries. CMI Report Number 5. Center for Universal Education at the Brookings Institution.

   Dybdal, Anne-Sophie; Tengnäs, Karin; Bormann, Sita Michael; Hildrew, Sarah; Kahale, Salma; Rasmussen, Sara Marie; Yamaguchi-Fasting, Kai; Strub, Juliane; Ager, Wendy. (2015) The Youth Resilience Programme Psychosocial support in and out of school. Copenhagen: Save the Children Denmark. https://resourcecentre.savethechildren.net/node/9923/pdf/facilitators\_handbook\_oco\_life\_skills\_workshop\_for\_youth\_web.pdf [↑](#endnote-ref-1)
2. Interagency Gender Working Group, Vote with Your Feet exercise, available at <https://www.igwg.org/training/setting-the-stage/> [↑](#endnote-ref-2)
3. Adapted from: The Population Council, Inc., *It’s All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009 [↑](#endnote-ref-3)
4. Adapted from Promundo’s curriculum for young adolescents, https://promundoglobal.org/resources/young-adolescence-2-0-curriculum-promote-gender-equality-sexual-reproductive-health/ pages 27-30 [↑](#endnote-ref-4)
5. Drawn from International Youth Foundation, *Passports to Success*. 2017. [↑](#endnote-ref-5)
6. <https://www.guttmacher.org/fact-sheet/induced-abortion-worldwide> [↑](#footnote-ref-1)
7. <https://www.who.int/reproductivehealth/publications/unsafe_abortion/9789241501118/en/> [↑](#footnote-ref-2)
8. From Promundo’s Program M: <https://promundoglobal.org/wp-content/uploads/2014/12/Program-M-Working-With-Young-Women.pdf> [↑](#footnote-ref-3)
9. Reproduced and adapted from the publication **Guia para capacitadores y capacitadoras en Salud Reproductiva**. New York: IPPF. 1998. [↑](#endnote-ref-6)
10. Definitions adapted from <https://www.participatorymethods.org/method/power> [↑](#endnote-ref-7)
11. <https://sustainingcommunity.wordpress.com/2019/02/01/4-types-of-power/> [↑](#footnote-ref-4)
12. Adapted from Program M: Working with Young Women and the Gender-Equitable Men (GEM) scale, and from Promundo’s curriculum for working with young adolescents, which can be downloaded here, <https://promundoglobal.org/wp-content/uploads/2018/08/PM-Adolescence-curriculum-v5-3-Final.pdf>, pages 27-28. [↑](#endnote-ref-8)
13. Adapted from the activity “What is Violence” from the *Program M Manual* (Promundo, Insituto PAPAI, Salud y Genero, ECOS, World Education, 2007). [↑](#endnote-ref-9)
14. Adapted from the activity “Everyday Sexual Violence” from the Regional Learning Community’s “Transforming Masculinities Towards Gender Justice.” [↑](#endnote-ref-10)
15. Entire session adapted from the Activity “Bystander Intervention” in Promundo’s Manhood 2.0 Curriculum: <https://promundoglobal.org/wp-content/uploads/2018/06/Manhood-2.0-Curriculum.pdf> [↑](#endnote-ref-11)
16. Adapted from the Activity, “Expressing My Emotions” from Promundo’s Program HMD Toolkit. [↑](#endnote-ref-12)
17. Adapted from the Activity, “What Do I Do When I’m Angry?” from Promundo’s Program HMD Toolkit. [↑](#endnote-ref-13)
18. Tips from a COVID-19 resource by Bill Pelz Walsh and John Ungerleider, Domestic Violence Accountability Facilitators. “Six Steps for Men to Prevent Domestic Violence.” [↑](#endnote-ref-14)
19. Adapted from: Dupuy, K., Bezu, S., Knudsen, A., Halvorsen, S., Kwauk, C., Braga, A., & Kim, H. (2018). Life Skills in Non-Formal Contexts for Adolescent Girls in Developing Countrie*s*. CMI Report Number 5. Center for Universal Education at the Brookings Institution. [↑](#footnote-ref-5)
20. Adapted From: International AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the community [↑](#endnote-ref-15)
21. Adapted from: The Population Council, Inc., *It’s All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009 [↑](#endnote-ref-16)
22. Girls Space Curriculum Mentor’s Manual. Girls 11-12 Years Old Amhara Region. [↑](#endnote-ref-17)
23. Module 6 Gender Based Violence (Ethiopia)– source: [www.open.edu/openlearncreate/pluginfile.php/.../6.\_gender\_based\_violence.doc](http://www.open.edu/openlearncreate/pluginfile.php/.../6._gender_based_violence.doc) [↑](#endnote-ref-18)
24. Understanding Boundaries, A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum [↑](#endnote-ref-19)
25. Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs.

    Go Students! [School-based Life Skills for Girls and Boys: A Teacher’s Manual](https://www.k4health.org/sites/default/files/GoStudents_English%20Final%20Rev2.pdf) Baltimore, Maryland. 2011. [↑](#endnote-ref-20)
26. Population Council, Health and Life Skills Curriculum for the Adolescent Girls Initiative, 225–26. [↑](#endnote-ref-21)
27. Adapted from: <https://www.girlsnotbrides.org/what-is-the-impact/> [↑](#endnote-ref-22)
28. Adapted from: GREAT Activity Cards Very Young Adolescents (10-14 years old). [↑](#endnote-ref-23)
29. From: International HIV/AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings, and the community. [↑](#endnote-ref-24)
30. Adapted from: Population Council. *Dream Big! Kwacha for Our Future* [↑](#footnote-ref-6)
31. The VSLA model of savings was developed by CARE in 1991. To read more, go to <https://www.care.org/sites/default/files/documents/vsla_unlocking_access.pdf> [↑](#footnote-ref-7)
32. Adapted from Kato-Wallace, J. and Levtov, R. (2018). Very Young Adolescence 2.0: A curriculum to promote gender equality and sexual and reproductive health. Washington, DC and Blantyre: Promundo-US and College of Medicine Malawi. [↑](#endnote-ref-25)
33. Adapted from: Kathleen Callahan and Ruth Mota, Life Skills Manual (Washington, DC: Peace Corps Office of Overseas Programming and Training Support: Information Collection and Exchange, 2001), 183–86,<http://files.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf>. [↑](#endnote-ref-26)
34. Adapted from “Exploring Sexual Consent” from Promundo-US and University of Pittsburgh Medical Center (2018). Manhood 2.0: A Curriculum Promoting a Gender Equitable Future of Manhood. Washington, DC and Pittsburgh: Promundo and University of Pittsburgh. [↑](#endnote-ref-27)
35. Adapted from “Exploring Sexual Consent” from Promundo-US and University of Pittsburgh Medical Center (2018). Manhood 2.0: A Curriculum Promoting a Gender Equitable Future of Manhood. Washington, DC and Pittsburgh: Promundo and University of Pittsburgh. [↑](#endnote-ref-28)
36. Adapted from: <https://www.ifpa.ie/sites/default/files/documents/Reports/teaching_about_consent_healthy_boundaries_a_guide_for_educators.pdf> [↑](#endnote-ref-29)
37. Adapted from: The Population Council, Inc., *It’s All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights. 2009 [↑](#endnote-ref-30)
38. Adapted from: The Mediterranean Institute of Gender Studies (MIGS). Youth4youth. A manual for empowering young people in preventing gender-based violence through peer education. [↑](#endnote-ref-31)
39. Adapted from Promundo’s Journeys of Transformation: <https://promundoglobal.org/programs/journeys-of-transformation/> [↑](#endnote-ref-32)
40. Adapted from “Patriarchy and the Power Walk” by the Regional Learning Community. Manual: Transforming Communities Towards Gender Justice” [↑](#endnote-ref-33)
41. Adapted from Promundo’s ***Changemaker Families:*** *A manual to promote gender equitable relations in Bangladesh created for World Vision-Bangladesh.* [↑](#footnote-ref-8)
42. Inspired by elements from California Faculty Association’s Safe Zone Ally Training Manual: <https://www.calfac.org/sites/main/files/file-attachments/safe_zone_manual.pdf> [↑](#endnote-ref-34)
43. Adapted from Promundo’s Program H activity “Diversity and Rights: Me and Others”, pg 172. [↑](#endnote-ref-35)
44. Adapted from: GREAT Activity Cards for Very Young Adolescents [↑](#endnote-ref-36)
45. Adapted from: Girl’s Safe Space Curriculum, Mentor’s Manual: Girls 11-12 Years Old, Oromia Region [↑](#endnote-ref-37)
46. “Men who attack women and girls nearly always pick out those with the body language of a 'victim' - someone they think will be too scared to fight back.” From: South Eastern Center Against Sexual Assault and Family Violence <https://www.secasa.com.au/pages/face-values-making-sense-of-violent-relationships/body-language/> [↑](#endnote-ref-38)
47. Adapted from: The Population Council, Inc., *It’s All One Curriculum*. Volume 2: Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights (Activity 10). 2009 [↑](#endnote-ref-39)
48. Adapted from: FHI 360/Youthnet Program. Family Life Education- Teaching Youth About Reproductive Health and AIDS from a Christian Perspective. 2006 [↑](#endnote-ref-40)
49. Adapted from: Girls Space Curriculum Mentor’s Manual Girls 11-12 Years Old in Amhara Region [↑](#endnote-ref-41)
50. Adapted from: Girl’s Safe Space Curriculum, Mentor’s Manual: Girls 11-12 Years Old, Oromia Region [↑](#endnote-ref-42)
51. <https://teens.drugabuse.gov/blog/post/tolerance-dependence-addiction-whats-difference> [↑](#footnote-ref-9)
52. Based on Step By Step Guide for Teens of the National Institute for Drug Abuse, <https://www.drugabuse.gov/publications/step-by-step-guides-to-finding-treatment-drug-use-disorders/if-you-have-problem-drugs-teens-young-adults/how-to-recognize-substance-use> [↑](#endnote-ref-43)
53. Facts and activities drawn from National Institute on Drug Abuse, available at <https://teens.drugabuse.gov/drug-facts/brain-and-addiction> [↑](#endnote-ref-44)