**Reproductive Health and Relationships Program**

**Primary School Lesson Plans**

**Lesson 1: Relationships- Family, Friendship**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Introduce the program  Discuss what a ‘relationship’ is.  Exposure to different kinds of families that exist around the world.  Family member needs and roles.  Parents and other family members teach children values and support the children’s decisions.  Gender inequality is often reflected in the roles and responsibilities of family members. | Describe the general concept of the program to learn about relationships, puberty, menstrual periods and reproductive health.  Realize the program uses a style of lesson that may be different from common classroom activities. These lessons are open, non-judgemental and discussions with the teacher and each other. There will be no grade. The children are expected to interact during the lessons, but respect one another.  Discuss with the children that there are various types of relationships. Relationships can be different to different people, and between different people.  Realize that friendships at school are a different type of relationship than the relationships with family at home. Relationships can change over time, for example, when we make new friends or get older and move away from our parents.  Explore different kinds of families with the students (e.g. two-parent, single-parent, grandparent-headed, extended, non-traditional families).  Express respect for different kinds of families and ways to show respect such as listening and being polite.  Discuss different needs and roles of family members.  Ask the children how family members take care of each other in many ways and what their needs and roles are within their families.  Point out to the students how parents and family members influence their decisions.  Express a personal value (honest, industrious, helpful, kind, considerate).  Think about how a family value guided a decision they made.  List ways that families can support gender equality through their roles and responsibilities.  Recognize that all family members can promote gender equality within the family.  Express support for equitable roles and responsibilities within the family. | Accepting  Non-judgemental  Discussions  Respect  Relationships  Friendships  Family  Change |
| **Additional**  Understand that parents and other family members teach children values and support the children’s decisions.  **Activity:**  Each child should identify trusted people in their life. | Define what values are and list values they and family members care about.  Identify sources of values and attitudes that determine how one learns about sex and sexuality (parents, families, communities).  Describe ways parents teach or demonstrate values to their children.  Describe values that affect gender role expectations and equality.  Reflect on a value they have learned from their family.  **Activity:**  Ask the children how they know they are safe (feel happy, comfortable etc) and how they know when they aren’t safe (feel nervous, embarrassed etc). Write these on the board.  Each student should identify several adults in their life who they feel they can trust and write these names on a paper. (If they suggest particular occupations or broad categories- e.g. police, religious leader – explain that the goal is to have each student select specific individuals in their lives that they consider trustworthy, not occupations or general categories.)  Ask the students what factors help them decide an individual is trustworthy.  They can decorate the paper with drawings or colors and take it home to keep in a safe place. This is a tool to refer to later. | Happy  Loved  Safe  Embarrassed  Nervous  Unsure  Angry |
| **Closing**  Check understanding of ‘trusted adults’ | Ask for a volunteer student to tell the class about one person from their ‘trusted’ list (NOTE: do not select a student who does not volunteer). Ask the student why that person is on their list. Reinforce good qualities, and correct any misunderstandings.  **Chant**  The power of girls!  The power of boys!  The power of family!  Friendship, support and honesty!  We are a community!  An effective, supporting community! |  |

**Lesson 2: Relationships- Friendship, Love and Romantic Relationships**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Introduction  There are different kinds of friendships  Friendships are based on trust, sharing, respect, empathy and solidarity.  Relationships involve different kinds of love (love between friends, love between parents, love between romantic partners). | Remind the children that they are expected to interact and discuss the topics and that they will not be given a grade on the content.  Define a friend.  Recognize that gender, disability or someone’s health does not prevent two people from becoming friends.  Ask children ways they could develop a diversity of friends.  Ask the children if they believe boys and girls can be friends.  Describe key components of friendships (trust, sharing, respect, support, empathy and solidarity).  Write these qualities on the chalk board and discuss each one.  How do we show trust, respect and understanding with a friend?  Discuss various types of relationships and love.  Acknowledge that love can be expressed in different ways – get children to offer ideas.  Have the children think about how they express love within a friendship (caring, honesty, support, integrity, kindness, cooperation). | Friendship  Trust, sharing, respect, support, empathy, solidarity |
| **Additional**  Friendship and love help people feel positive about themselves  Friendship and love can be expressed differently as children become adolescents  There are healthy and unhealthy relationships  Inequality within relationships negatiely affects personal relationships.  Families can promote gender equality. | Have the children list benefits of friendship and love.  Friendship and love help people feel positive about themselves.  Describe different ways friendship and love are expressed to another person as they are growing up.  Highlight that relationships of friendship or love are different for different people.  Healthy relationships involve respect for oneself and others. In unhealthy relationshps, one partner tries to control or use power over the other person. Discuss examples of each.  Analyse and recognize how more equitable roles between people can contribute to healthy relationships.  Explore ways that inequality within relationships affects personal relationships (e.g. due to gender, age, economic status or differences in power.  Analyse and recognize how more equitable roles between people can contribute to healthy relationships.  Recognize how equality within relationships is a part of healthy relationships.  Ask if the children feel they can be friends with adults.  Note: There are no correct or incorrect answers, but challenge with different scenarios e.g. what if the boy is older, what if the adult is much richer than your family.  Describe ways that these differences can affect what each can and cannot do.  Be aware that gender inequality impacts the roles and responsibilities within the family.  Reflect on their own role and their feelings about men’s and women’s roles and responsibilities within the family. | Happy  Safe  Share  Support  Laughter/jokes  Presents  Understanding  Healthy relationships  Unhealthy relationships |
| **Closing**  Children are aware of people and information sources they can trust to learn about themselfes, their bodies and their feelings. | Ask the children to list places they can go if they need help – challenge them to name places for different types of help- e.g. a friend’s house, a trusted adult (refer to list), hospital, school, church/mosque, police.  Refer to the trusted adult(s) they identified on their trusted adult list during the previous lesson and demonstrate how they could ask this person questions about their feelings and their body.  List on the chalk board sources of information that help them understand themselves, their feelings and their bodies (families, peers, communities, media, counsellors, healthcare providers).  **Chant**  The power of girls!  The power of boys!  We are engaged!  We think!  Caring friendships!  Supportive freindships!  Honest friendships!  Valuable friendships! | Support  Worries |

**Lesson 3: Peer Influence and Decision-making**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Peer influence can exist in different ways and be a good or bad influence on decisions and behaviors.  There are ways to challenge negative peer pressure and accept and promote positive peer influences related to puberty and adolescence. | Define peer pressure. Describe examples of good and bad peer influence.  Discuss ways to counter peer pressure with the students.  Explain that the child can be a model a positive behavior that could influence peers in good ways.  Describe positive and negative peer influences on decisions and behaviors related to adolescence and puberty and how children can make a choice on those decisions and actions.  List ways to challenge negative peer pressure and promote positive peer influence related to adolescence and puberty.  Point out how they have the ability to refuse to do something that they don’t want to do. | Peer pressure  Good  Bad  Decisions  Behaviors |
| **Additional**  Everyone deserves to make their own decisions and all decisions have consequences.  Everyone deserves to make their own decisions and all decisions have consequences.  Decision-making is a skill that can be learned and practiced  There are many influences on decisions such as friends, family, culture, media, gender stereotypes. | Discuss values and list values they and family members care about (sharing, cooperation, support, honesty, hard work, etc.).  Describe how parents support children’s decisions and influence their decisions.  Describe a decision that they made and are proud of.  Talk about examples of decisions that they or others have made that had either good or bad consequences.  Make the children aware that sometimes children and young people may need help from parents/guardians or trusted adults to make certain decisions.  The students should understand circumstances that can help them make a good decision.  Identify a parent/guardian or trusted adult who can help them make good decisions.  Describe the main steps in decision-making. (Identify the problem, gather information, identify alternatives, weigh evidence, choose, take action, review.)  Point out that decision-making is a skill that can be learned.  Apply the decision-making process to address problems.  Name a parent/guardian or trusted adult who can be a source of help for decision-making.  Explain how parents support children’s decisions and influence their decisions (behavior, manners, eating choices).  Describe a decision that they made and are proud of.  List things that influence the decisions children make and how those things influence their decisions. | Values  Decisions  Learn  Decision process |
| **Closing**  Self-defense | **Chant**  The power of a girl!  The power of a woman!  The power of a boy!  The power of a man!  We think!  We make decisions!  Good decisions!  Well thought out decisions!  Good actions! |  |

**Lesson 4: Body Image and Self-worth**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  All bodies are special and unique and people should feel good about their bodies.  Children will understand the term ‘body image’.  A person’s physical appearance does not determine their worth as a human being.  Everyone has a unique body that deserves respect, including people with disabilities. | Ask what makes us each look the way we do (parents genetics, what we eat, exercise, gender, etc.) and write these on the board.  Children should have pride their bodies and appreciate them.  Ask the children what they think body image means (how we see ourselves) and write these on the board.  Explain that physical appearance is determined by heredity, environment, and health habits.  Acknowledge that physical appearance does not determine a person’s worth as a human being.  Show acceptance of a variety of physical appearances, including among their peers.  A person’s physical appearance does not determine their worth as a human being.  Identify ways that men's, women's, boys‘, and girls’ bodies are the same; the ways they are different; and how they can change over time.  Explain that all cultures have different ways of seeing people’s bodies.  Acknowledge that everyone’s body deserves respect, including people with disabilities. | Body image  Parents  Food  Exercise  Boy/girl |
| **Additional**  There is a wide variation in what people find attractive when it comes to a person’s physical appearance.  Activity | Describe differences in what people find attractive when it comes to physical appearance.  Acknowledge that what people think is physically attractive changes over time and can vary between cultures.  Reflect on what they find attractive and how it may be different from what others find attractive.  Express things that they like about their body.  Ask the children to help you draw two people on the board, one female, and one male.  Have the children decide personalities for the people (what subjects they like, what they want to do when they are older, etc.)  Ask them why they chose those options. Challenge any gender-normative options and ask them if that influenced their thoughts.  Ask them if their ideas would have changed if they were disabled, or richer, older, or from another country and challenge why. | Gender  Disability  Money  Age  Nationality |
| **Closing**  Self-defense education | Have the children offer suggestions for what makes them think and act in certain ways – prompt media (adverts, TV, music), family (values, religion), friends, culture (country’s or area’s norms).  90% of people who are attacked knew their attackers.Eliminate knowledge  Verbal skills alone can stop half of all attacks. Eliminate knowledge  Violence is a social issue.  Perpetrators, not victims, should be held responsible.  Assertiveness and boundary setting are important ways to prevent harassment or an attack.  Most interpersonal violence starts out as boundary testing: it starts out as small things.  You have to know how to fight.  You have to believe you know how to fight.  **Activity**  **Walk with confidence:**  **Power walk**  1. Heads high  2. Be aware, eyes focused, look around,  3. Do not look at cell phone or use ear buds or headphones.  4. Walking pace neither too fast nor too slow  If there is street harassment, Nod and a calmly say “Hey”. This acknowledges the harassers as human beings and makes you a human being. It will hopefully make them less likely to say something disrespectful or continue the harassment.  **Chant**  We are strong!  We think!  We support each other!  Teach me to fight!  Give me the tools!  I will do the rest!  Self-defense is prevention! | Media  Family  Friends  Culture |

**Lesson 5: Consent, Touch and Personal Space**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Understand the differences between good touch, unwanted touch and bad touch. Identify which parts of the body are private (knowledge).  Recognize that everyone has the right to decide who can touch their body, where, and in what way (body rights).  Identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched. Introduce the topic of abuse.  Understand what child abuse is.  Activity | Suggest ideas for good touch, such as hugs, kisses, a friends hand on a shoulder.  Suggest how sometimes touch can be unwanted, but necessary, such as the unwanted touch of a vaccination from a doctor or the unwanted touch involved with removing a plaster. The child’s parents should be present for unwanted touch to be okay, such as when a child is at the getting an injection from a healthcare provider.  Another type of touch is bad touch, which includes any type of touch that makes a person feel uncomfortable or any touch of the private parts of the body by anybody other than a healthcare provider.  Discuss body rights with the children.  Identify the parts of the body that are private. These are the parts that kept under clothing when in public. They include the reproductive parts, breasts, legs, and abdomen.  Demonstrate how to respond if someone is touching them in a way that that makes them feel uncomfortable (e.g. say “no”, “go away”, and talk to a trusted adult).  Suggest that it can be difficult for someone to tell that they have been been touched badly or abused. Ask for suggestions why (they may think it’s their fault, they may feel embarrassed, they may think they will be in trouble, etc.). Reassure the children that they will never be in trouble for telling.  Ask the students for suggestions of how someone might feel more comfortable telling a trusted adult (writing a letter, only telling someone of their ‘trusted adults’ list, using a dolly to show things, etc.  Child abuse is physical, sexual or emotional mistreatment of a child or neglect of a child, particularly by a parent or other caretaker. It is wrong. Discuss examples. Bad touch is child abuse.  Sometimes an adult may make them feel like being made to have sex, or do sexual activities, is their fault, or like they will get into trouble if they tell, but this is never true. They should also never be asked to keep secrets that make them feel uncomfortable.  Give the children some scenarios, some abusive, some not, and ask them to put up their hands if they think it’s abuse e.g. being asked to touch a policeman’s penis; having a medical examination of their genitals; granddad hugging them.  Correct any misunderstandings  On the main board, write three columns headed ‘good’ ‘unwanted’ and ‘bad’, then give examples, e.g. hugs, putting plasters on, holding hands, hitting, kicking, and have the children shout out which column these examples should be in. (NOTE point out to the children that the columns can change depending on who it is, for example, some people do not like being hugged)  Children will work in pairs to write their own lists filled with examples of ‘good’ and ‘bad’ touch.  Tell the children that people should ask permission before doing things such as hugging or kissing, and other touch. It is never okay to feel forced, pressured or threatened into doing something they don’t want to do, either by a stranger, an adult, or another child. | Friends  Family  Permission  Touch  Hugs  Kisses  Holding hands  Washing a cut  Vaccinations  Hitting  Kicking  Pinching  Hugs from strangers  Fault  Embarrassed  Letter  Trusted adult  Child abuse  Fault  Secrets |
| **Additional**  It is important to understand what unwanted sexual attention is and the need for privacy when growing up. | Define unwanted sexual attention.  The word sexual means an attraction to another’s body or desiring close body contact between two people such as with sexual intercourse (sex). It includes suggestive words, body language or actions. See more in Lesson 8 on Harassment.  Recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one’s own body. |  |
| **Closing Chant**  How to say “NO!”  to maintain privacy and counter unwanted sexual attention (skill). | **Chants for girls and boys. Standing up.**  I trust my voice!  I use it!  I say NO! (hands and arms outstretched)  I say NO!  NO! NO! NO!  Respect my body!  The power of a girl!  The power of a boy! |  |

**Lesson 6: Negotiation**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Communication is important in all relationships.  Understand the difference between healthy and unhealthy communicatiion.  Gender roles can affect communication between people.  Understand methods of verbal and nonverbal expression. | Tell the children about different types of communication including verbal and non-verbal communication.  Identify the difference between healthy communication (considerate, listening, paying attention) and unhealthy communication (yelling, sarcasm, ignoring).  List some benefits of healthy communication between parents and children, and between friends and others.  All people have the right to express themselves and to tell about their wishes, personal boundries.  Tell children that communicating ‘yes’ and ‘no’ protects one’s privacy and bodily integrity, and is a central part of building happy relationships. Discuss examples.  Demonstrate verbal and non-verbal communication and ways to say ‘yes’ and ‘no’.  The teacher should do 3 examples of saying ‘no’: one firmly (stood upright, using a strong tone of voice and making eye contact); one less firm (stood upright, looking at floor, quiet voice, nervous) and one ineffective ‘no’ (sat down, not looking, hesitate, ‘umm’, ‘I’m not sure’)  Have the children give feedback about which was best and why. | Embarrassed  Someone older  Not sure I can refuse  Might get into trouble |
| **Additional**  There are various ways to communicate effectively. Effective communication allows a person to express thier wishes, needs and personal boundaries.  **Activity:**  Children will be able to identify times when they can say no, or negotiate situations  Children will be able to identify effective ways of saying ‘no’ | Talk to the children about characteristics of effective and ineffective verbal and non-verbal communication (e.g. active listening, expressing feelings, indicating understanding, having direct eye contact versus not listening, not expressing feeling, not showing understanding, looking or turning away).  Explain importance of being able to express wishes, needs and personal boundaries, and understand those of others.  Recognize that negotiation requires mutual respect, cooperation and often compromise from all parties.  Demonstrate several ways to communicate wishes, needs and personal boundaries, and how to listen and show respect for that of others when they communicate.  Demonstrate what to do if someone is touching them in a bad way.  **Activity:**  In pairs ask the children to think of times they have said ‘no’, for example, not letting someone cheat from their homework, not doing someone else’s job. Ask the children to share their answers as a class.  Discuss why saying ‘no’ is sometimes difficult e.g. embarrassment, difficult if the other person is older.  Break the class into smaller groups. In their groups, give one person a pen and have the others in the group try to convince them to give away the pen.  Have the children give feedback on the good ways the person in their group said ‘no’ and why they thought they were good. They can also suggest ways the person saying ‘no’ could have been better. | Look like she meant it.  Eye contact  Loud, clear voice  Firm  Eye contact  Polite  Did not change their mind |
| **Closing**  Friends, family, teachers, religious leaders and community members can and should communicate with and help each other.  There are different sources of help and support in school and the wider community.  Self-defense | Describe what is meant by a trusted adult.  Describe specific ways in which people can help each other with information, support or guidance.  Acknowledge that all people have the right to be protected and supported.  Recognize problems for which children may need to seek help (e.g. abuse, harassment, bullying, illness) and identify relevant sources of help (knowledge).  Recall that abuse, harassment and bullying needs to be reported to a trusted source of help (knowledge).  Acknowledge that some problems may require asking for help outside of the school or community (attitude).  Demonstrate ways to seek out and access help in the wider community (skill).  Saying NO!  Stand upright  Make eye contact  Use a strong voice  **Chant for girls (and boys). Standing up.**  I trust my voice!  I use it!  I say NO! (hands and arms outstretched)  I say NO!  NO! NO! NO!  Respect my body!  (Repeat the chant above.)  The power of a girl!  The power of a woman!  The power of a boy!  The power of a man! |  |

**Lesson 7: Tolerance, Inclusion and Respect**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Every human being is unique, can contribute to society and has a right to be respected. | Describe what it means to treat others with fairness, equality, dignity and respect.  Identify examples of ways that all people can contribute to society, regardless of their differences.  List ways that making fun of people is harmful.  Recognize that all people are unique and valuable and have a right to be treated with dignity and respect.  Demonstrate ways to show tolerance, inclusion and respect for others. |  |
| **Additional**  Stigma and discrimination are harmful.  It is disrespectful and hurtful to harass or bully anyone on the basis of their social, economic or health status, ethnicity, race, origin, sexual orientation, gender identity or other differences.  Values are strong beliefs held by people, families or communities.  Understand the meaning of bullying and harassment and the harm they do. | Define stigma and discrimination and identify ways they are harmful. Stigma refers to a characteristic of an individual that may prompt a negative attitude of people towards that individual. This may be social such as poverty, physical such as an illness or body deformity, or a mental deficiency. Stigma may lead to a person becoming socially disapproved or outcast.  Describe self-inflicted stigma and its consequences (e.g. silence, denial and secrecy). An example of self-inflicted stigma could be the belief you are weak or damaged because of and illness or emotional trauma.  The children should be aware it is important to show tolerance, inclusion and respect for others.  Explain to students how they should support people who are stigmatized or discriminated against.  Explain ways that values and beliefs guide decisions about life and relationships.  Recognize that individuals, families and communities may have different values.  Ask students to identify some personal values they may have such as fairness, honesty, equality, respect, acceptance and tolerance.  Explain the meaning of harassment and bullying.  **Bullying** is unwanted, aggressive behavior from someone who is felt to be stronger or with more social influence. It usually occurs among school children and is often repetitive.  Suggest some factors that may make someone more likely to experience bullying in life e.g. being female, being disabled, being poorer, a physical feature that is diffent from others.  **Harassment** is when someone repeatedly bothers you in an annoying, threatening or troubling way.  **Sexual harassment** is when unwanted sexual advances or obscene comments are made.  The word **sexua**l refers to an attraction to another’s body or desiring close body contact between two people such as with sexual intercourse.  **Sexual intercourse** **or sex** is what it is called when a man’s penis is put in a woman’s vagina.  Describe why harassing or bullying others is hurtful and disrespectful not only to the victim, but also to the bully or harasser themselves.  Make students aware that everyone has a responsibility to speak out against bullying and harassment.  Show the students ways to counter harassment and bullying. | Stigma  Discrimination  Values  Beliefs  Harassment  Bullying  Hurtful  Disrespect  Sex  Sexuality  Learning |
| **Closing** | **Chant**  I trust my voice!  I use it!  I say NO! (hands and arms outstretched)  I say NO!  NO! NO! NO!  Respect my body!  The power of a girl!  The power of a woman!  The power of a boy!  The power of a man! |  |

**Lesson 8: Human Rights, Gender Equality, Stereotypes and Bias**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Everyone has human rights.  Culture, religion and society influence our understanding of sexuality. | Discuss what human rights are, and how the children feel about them (Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.)  Identify examples of how culture, religion and society affect our understanding of human rights, gender and sexuality.  Demonstrate respect for diverse practices related to sexuality and respect for all people’s human rights. | Human rights  Life  Liberty  Freedom from slavery or torture  Freedom of opinion and expression  Right to work and education |
| **Additional**  It is important to understand the difference between biological sex and gender.  Families, individuals and communities are sources for information about sex and gender.  All persons are equally valuable, regardless of their gender  Gender inequalities and differences in power exist in families, friendships, relationships, communities and society.  Stereotypes about gender can lead to bias and inequality | Define gender and biological sex and describe how they are different.  The biological categories of male or female are referred to as sexes. Male and female are the sex categories, based on their reproductive organs and functions.  Gender is a broader term that is used to characterize roles of male, neuter or female. These male and female gender roles are not sex categories, but are behaviors, activities and other attributes society considers appropriate for the genders of men and women. For example, women being considered the main caregivers of children is a gender characteristic. Other common gender characteristics for women include earning less money than men, doing the majority of housework, preparing meals for the family, being more sensitive interpersonally, and softer speech. Gender is the expression of a person’s identity- e.g. what kinds of clothes (men’s or women’s) a person wears. Gender is what it means to look, feel and act feminine or masculine.  Ask the children how they feel about their biological sex and gender.  Realize that perceptions about sex and gender are influenced by many different sources such as family, religion and culture.  Discuss how people may be treated unfairly and unequally because of their gender.  Describe ways to make relationships between genders more fair in the home, school and community.  Recognize that unfair and unequal treatment of people of different genders is wrong and against their human rights and hurts everyone.  Define gender inequality.  Describe how gender inequalities is linked to differences in power, within families, friendships, communities and society.  Foster a belief that everyone has a responsibility to overcome gender inequality.  Discuss ways of promoting gender equality in their relationships at home, school and in the community.  Define stereotypes and bias related to gender. Stereotypes are oversimplified beliefs afout a particular category of people.  Recognize that gender stereotypes and expectations have a strong influence on how people live their lives, both positive and negative.  Differences due to gender may lead to exploitation or unequal treatment, especially if people behave differently from how people think they should act.  Question the fairness of gender roles and demonstrate ways to challenge the practices that are unjust and harmful. | Difference Gender  Biological sex  Beliefs  Perceptions  Influence  Fairness  Inequality  Stereotypes  Bias  Exploitation |
| **Closing** | **Chant**  I trust my voice!  I use it!  I say NO! (hands and arms outstretched)  I say NO!  NO! NO! NO!  Respect my body!  The power of a girl!  The power of a woman!  The power of a boy!  The power of a man! |  |

**Lesson 9: Stigma, Discrimination, Bullying and Harassment**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Understand stigma, discrimination and bullying and the ways they are harmful. | List some ways someone can be mean to others.  **Masuala ya Kupita:**  **Stigma** refers to something in a person that may cause others to have a negative attitude toward them. This thing may be the person’s social position such as poverty, something related to their body such as an illness or body deformity, or a mental deficiency. Stigma may lead to a person becoming socially dispproved.  **Bullying** is unwanted, aggressive behavior from someone who is felt to be stronger or with more social influence. It usually occurs among school children and is often repetitive.  Suggest some factors that may make someone more likely to experience bullying in life, e.g. being female, being disabled, being poorer.  **Discrimination** is when a group of people are treated unfairly or poorly especially because of their sex, religion, race or age. **Bias** is when someone leans or tends toward discrimination.  **Harassment** is when someone repeatedly bothers you in an annoying, threatening or troubling way.  **Sexual harassment** is when unwanted sexual advances or obscene comments are made. The word sexual means attraction to another’s body or desiring close body contact between two people such as with sexual intercourse. Sexual intercourse is what it is called when a man’s penis is put in a woman’s vagina.  **Sexual abuse** is the term for when there is any unwanted sexual touching or contact. Forms of sexual abuse include rape, incest, and sexual harassment.  **Child abuse** is physical maltreatment or sexual abuse of a child. | Physical-  Hitting, kicking, pinching  Emotional-  laughing at someone, not listening to someone, starting rumours  Stigma  Discrimination  Gender  Disability |
| **Additional**  Recognizing and addressing bullying and harassment.  Bullying and other forms of violence are wrong.  Adults may also bully.  It is important to know what GBV is and where to go for help.  All forms of GBV are wrong and a violation of human rights.  Know what to do about GBV.  Gender stereotypes can be the cause of violence and discrimination | Ask children to discuss the following questions in pairs, then feedback.  1: How can we identify bullying or harassment?  2: How can our actions have an impact on bullying or harassment?  The following questions can be used to get the children talking:  • Are there times when bullying or harassment might be difficult to identify?  • In what ways is bullying different from arguing/fighting with others?  • What is it that makes bullying or harassment so damaging?  • Do those who choose to bully or harass others always recognise their own actions?What does it mean to be a bystander to bullying or harassent?  • Is it ever appropriate to ignore bullying behaviours?  • If you choose to ignore bullying or harassment, what impact might this have on the people involved?  • If someone bullies or harasses you, is it then appropriate to bully them also?  • How can we identify online bullying or harassment?  Child abuse violates a child’s rights and is never the victim’s fault. This includes child sexual abuse carried out by an adult, someone known and trusted, or even a family member.  Say ‘no’ or ‘go away’ and talk to a trusted adult.  Ensure the children understand that bullying can take many different forms, and can happen to adults and children. It should be discussed that any violence between parents is always wrong and is a form of bullying.  Define GBV (gender-based violence) and recognize that it can take place in different locations (e.g. school, home or in public).  Discuss how ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence.  List examples of GBV (e.g. bullying, sexual harassment, psychological violence, domestic violence, rape, female genital mutilation (FGM), homophobic violence) and identify spaces where GBV may occur, including at school, in the home, in public or online.  All forms of gender-based violence are a violation of human rights.  Explain how gender stereotypes can contribute to bullying, discrimination, abuse and sexual violence.  All forms of GBV are wrong and children should approach a trusted adult to talk to if they or someone they know are experiencing GBV or other forms of violence.  Explain that sexual abuse and GBV are crimes about power and dominance, not about one’s inability to control one’s sexual desire.  Recognize that gender inequality and gender-role stereotypes contribute to gender-based violence.  Demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV. | Bullying  Harassment  Sexual harassment  Gender-based violence  Human rights  Bystander  Online  Ignore  Tell an adult  Be supportive  Child abuse  Adults bully  GBV  Stereotypes  Bullying  Sexual harassment  Homophobic violence  GBV wrong |
| **Closing**  Children will know that everybody has a right to respect and dignity.  Note to school staff. | Bullying, sexual abuse, harassment and GBV are problems for which children should seek help.  Report bullying, sexual abuse, harrassment or GBV to a trusted adult and/or other trusted help sources such as school officials, healthcare providers, religious leaders or police.  School officials should be aware that there is no evidence that confict resolution of peer mediation between the bully and victim stops bullying. Instead, the message to the bully should be “your behavior is inappropriate and you must stop it”. No one shoud be bullied, and the school staff should do everything they can to stop it.  **Chant**  I trust my voice!  I use it!  I say NO! (hands and arms outstretched)  I say NO!  NO! NO! NO!  Leave me alone!  Go over there!  The power of a girl!  The power of a woman!  The power of a boy!  The power of a man! | GBV is a crime |

**Lesson 10: Self-defense**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Street harassment responses | If there is street harassment, nod and a calmly say “Hey” or “Jambo”. This acknowledges the harassers as human beings and makes you a human being. It will hopefully make them less likely to say something disrespectful or continue the harassment.  If harassment continues, look the harasser in the eyes, speak in a strong, clear voice along with strong body language to show assertiveness and strength. Here are examples of what you can do.  1. Tell them exactly what you want. Say, for example, “move away from me,” “stop touching me,” or “go stand over there.”.”  2. Name the behavior and state that it is wrong. For example, say, “Do not whistle at me, that is harassment!” or “Do not touch my butt, that is sexual harassment!”  3. Ask them if they would want their mother, sister, daughter, girlfriend, wife treated like they are treating you.  4. Make an all-purpose anti-harassment statement, such as: “Stop harassing women. I don’t like it. No one likes it. Show some respect!” Speak it in an assertive tone.  6. Identify the perpetrator: “Man in the yellow shirt, stop touching me!” (This is especially useful if other people are nearby, like on a bus).  7. Attack the behavior, not the person. Tell them what they are doing that you do not like (“You are standing too close”), rather than blaming them as a person (“You are such a jerk”).  Girls and women are more likely to be attacked by someone they know than a stranger. 90% of attacks in Nairobi, Kenya are by someone the victim knows (knowledge).  Verbal skills alone can stop half of all attacks (knowledge).  Perpetrators, not victims, should be held responsible  Assertiveness  Boundary setting  How to say ‘no’ effectively.  If ‘no’ isn’t respected, teach physical skills to prevent or stop attack.  Most interpersonal violence starts out as boundary testing: it starts out as small things.  You have to know how to fight.  You have to believe you know how to fight.  **Girls chants**  The power of a girl!  The power of a woman!  Sexual violence can end my education, can end my good health, can end my dreams!  Teach me to fight!  Give me the tools!  I will do the rest!  I am worth defending!  We are worth defending!  Self-defense works!  Self-defense can protect you against an assault!  Self-defense is prevention!  **When confronted:**  Tell them what you want - “Stand over there”, “Stop touching me” “Go away” “Leave me alone”  Use your voice to lie to an attacker to get away, negotiate with an attacker, speak up and be assertive towards people around you. |  |
| **Additional**  Self-defense techniques | **Yell loudly. Make eye contact. Attack!**  <https://www.youtube.com/watch?v=M4_8PoRQP8w&index=4&list=FLIL7l5yoD-7_bxLnXr7Ceuw>  **If you must fight:**  **Do not hesitate**  **Fully commit and become the aggressor**  **Arm grab**  Grab the fist of that arm, point elbow up, slice downwards and twist using whole body.  Run  **Body grab**  Grab attacker’s arms and squat down.  Swing hips to the side and hit groin with fist  Twist into attacker and interlock hands behind his neck  Knee the groin upwards repeatedly.  Run  **Held by the neck or upper body:**  Raise one shoulder and lift arm up.  Twist whole body into his and crunch your arm down on his arm while holding his hands with the other arm.  Strike elbow to his face.  Run  **Hair grab:**  Lock both your hands on top of his.  Squeeze elbows to protect face.  Twist and duck under his arm then up and around while holding on to his hand.  Push his arm forward and up to dislocate his shoulder.  Run  **Held off the ground:**  Raise both legs in the air and buck/kick.  Or kick, kick, kick the groin  Once your feet are on the ground, raise one shoulder and arm and twist in, striking him then run away.  If he won’t let go, step behind his leg  Grab leg and lift or fall backward  Run  **Laying on back on the ground:**  Kick, kick, kick.  Buck (raise hips) and roll out, palm strike, kicking in testicles. Run.  If choked- reach over arms and hold them tight, raise and lower hips to break choke hold.  Twist and put one foot on the attacker’s leg. , push away and kick.  Get up and run.  **If you are overpowered:**  Relax for a moment  Fake compliance- say okay, okay. He will relax.  Then fight with all you can. Use body core (twisting, bucking, elbows, kicking with knees).  **Goals**  Yell and scream  Twist if standing. Roll if on the ground  Eye jab with fingers, strike nose, strike throat, kick in testicles, stomp on his foot.  Fight like a cat. Grab the face hard and push it back.  Escape |  |
| **Closing** | **Chants:**  I trust my body  I trust my mind  I trust my eyes  I can see you  I trust my voice  I use it  Don’t get me started  I am dangerous  I can defend myself  Don’t touch me  I say NO! (Hands outstretched)  NO! NO! NO! NOOOO!  Respect my body! |  |

**Lesson 11: Puberty**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Puberty is a time of physical and emotional change that happens as children grow and mature.  **Video** | Explain that puberty is the period of time when the bodies of young people reach sexual maturity and become capable of reproduction.  It is a noramal and healthy part of adolescence.  Puberty involves changes in the body as well as emotional changes.  Tell the children that their bodies will start to change over the next few years, that it has to happen, and is completely normal. It will happen at different times for different people. This is to prepare them for adulthood.  **Show the Empower Tanzania Video on Puberty** | Change  Normal  Differences |
| **Additional**  Puberty signals changes in a person’s reproductive capability.  Understand that girls will start to menstruate during puberty.  During puberty, hygiene is important to keep one’s sexual and reproductive anatomy clean and healthy.  During puberty, boys will experience a variety of physical responses i  **Activity**:  Allow a safe space for children to ask questions.  **Activity:**  General anatomy and male and female anatomy | Review the process of puberty and the maturation of the sexual and reproductive system described in the video (major physical and emotional changes that take place during puberty).  Suggest ways to find credible information about puberty (trusted adult, healthcare provider).  Explain that menstruation is the same as menstrual periods or just ‘periods’ for short. It will be described in the next lesson.  Describe personal hygiene and sanitation practices such as washing regularly under arms and in genital area.  Know that boys will experience erections, either due to arousal or for no particular reason, and that this is normal.  Recall that some boys may experience arousal and release of fluids at night, often called a wet dream, and that this is normal.  **Activity:**  Have the children write anonymous question on pieces of paper. Tell the children that if they do not have a question, they should write ‘no questions’ on a piece of paper, then go around and collect them in a container (this will maintain anonymity). The teacher will answer these questions during the next session.  **Activity:**  Ask a boy to lay down on the floor and draw around his body with chalk on the floor. Give pieces or paper or cards out with the names of body parts to the children and have them label the drawing.  Arms, Legs, Brain, Lungs, Heart, Intestines, Reproductive Organs  Move the cards into the correct position. Have the children say the words out loud after you.  Ask if they recall the names for the body parts they learned on the video.  Use diagram for the male and female reproductive organs and other structures in the area. (Allow giggling and laughing, but explain that it is very important to know the correct names as they get older as it’s the names that medical professionals use).  Male: Penis, foreskin, testicles, bladder, urethra, anus  Female: Ovaries, fallopian tubes, uterus, vagina, labia, bladder, urethra, anus. Discuss that some people may use different names for the body parts, but that the names discussed today are the correct names, and the ones they should use, even if they make them feel uncomfortable. | Change  Taller  Breasts  Penis and testicles grow  Sperm  Erection  Menstruation  (Periods)  Hair  Voice change  Mood changes  Brain  Lungs  Heart  Arms  Legs  Intestines  Reproductive organs  Penis  Foreskin  Testicle  Bladder  Anus  Vagina  Urethra  Anus  Uterus  Fallopian tubes  Ovaries |
| **Closing** | Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man!  **Chant**  I trust my voice  I use it  Don’t get me started  I am dangerous  I can defend myself  Don’t touch me  I say NO! (Hands outstretched)  NO! NO! NO! NOOO!  Respect my body! |  |

**Lesson 12: Periods (Both boys and girls should be shown this lesson, but they can be in separate classrooms. Ideally have a male teacher with the boys and a female teacher with the girls.)**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Answer the questions from the last lesson  Reproductive anatomy review  It is normal for children to be curious and have questions about their bodies and sexual functions.  Understand basic body functions for reproduction. | Read out questions and then tell the children the answers.  Describe the body parts involved with sexual health and reproduction. Use the reproductive anatomy diagrams and have the children shout out the names of body parts as you point to them on the diagram.  Everybody’s body is unique and variations exist in size, shape, functioning and characteristics of their bodies.  Identify a trusted adult to whom they can ask questions, and demonstrate ways to ask about sexual and reproductive anatomy (parts) and physiology (function).  Explain the key functions of the body that contribute to reproduction (e.g. menstrual cycle, sperm production and ejaculation of semen).  Explain to the female as well as the male students that all females will start having menstrual periods during puberty. This means that their bodies are getting ready to have babies, but does not necessarily mean they are emotionally ready for a baby. Periods are not unclean or embarrassing, and are completely normal. They can be messy, but periods are not dirty. | Changing bodies  Preparing for a being able to have a baby.  Healthy  Messy, not dirty.  Normal. |
| **Additional**  **Video**  Know female reproductive anatomy  Children will understand the process of menstruation  Menstruation is a normal and natural part of a girl’s physical development and should not be treated with secrecy or stigma.  Girls can do normal activities while menstruating.  Cleaning female genitals  All children should have a basic understanding of Female Genital Mutilation (FGM).  Check understanding | **Show the Empower Tanzania Video on Periods.**  Identify and name the female reproductive organs.  Describe the menstrual cycle to both girls and boys (they can be in separate classrooms for this lesson) and identify the various physical symptoms and feelings that girls may experience during this time.  Describe how to access, use and dispose of sanitary pads and other menstrual aids.  Show boys and girls menstrual pads, reusable menstrual pads and how to clean them and tampons and how to use them.  Recall how gender inequality can contribute to girls’ feelings of shame and fear during menstruation.  Recognize that it is important for all girls to have access to sanitary pads and other menstrual aids, clean water and private toilet facilities during their menstruation.  Demonstrate positive and supportive strategies for girls to feel comfortable during their menstruation.  It should be made clear that when using these products, the girls should be able to do all their normal activities, including coming to school.  Girls should feel no embarassment, fear or shame about menstruation.  Girls should know to clean the external genitalia and anal are with soap daily, but soap, water or any other cleaning products should NOT be put in the vagina. The vagina does not need cleaning.  Explain that female anatomy should not be changed unless for a medical reason. You do not need to discuss details of FGM, but explain that anyone who attempts to change, damage or cut the female genitalia is acting illegally. Suggest that the children speak to someone on their trusted adults list, or to their teacher if they have any concerns about themselves or their friends.  Quick-fire test round: give children the name of a male or female body part, and have the children put their hands up to answer what the function is. | Vagina Ovaries  Fallopian tube  Uterus  Labia  Urethra  Bladder  Anus  Menstrual pads  Reusable menstrual pads  Tampons  Damage  Cutting  Reproductive anatomy terms. |
| **Closing** | Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man!  **Chant**  I trust my body  I trust my mind  I trust my eyes  I can see you  I trust my voice  I use it  Don’t get me started  I am dangerous  I can defend myself  Don’t touch me  I say NO! (Hands outstretched)  NO! NO! NO! NOOOO! |  |

**Lesson 13: Pregnany and Pregnancy Prevention**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Introduce the lesson.  Gain information about children’s knowledge  **Video**  A pregnancy begins when an egg and sperm unite and implant in the uterus.  Pregnancy generally lasts for 40 weeks and a woman’s body undergoes many changes during the span of a pregnancy.  Pregnancy is a natural biological process and can be planned. | Explain that the lesson is going to be about sex. They may have heard things about sex that may not be correct, so today they will be given correct information, and they should feel able to ask any questions they have, even if they feel embarrassed.  Split the children into pairs. Ask ‘what is sex?’ and have them feedback to the class.  Then tell them a basic definition of ‘sex’ (sexual intercourse is primarily to make a baby, but can also feel good). Tell them it is illegal in Tanzania to have sex under 18 years-old.  **Watch Reproductive Health Video**  List the steps necessary for reproduction to occur (egg in fallopian tube or uterus, sperm in fallopian tube or uterus, egg and sperm join to make fertilized egg, uterine wall thickened ready to for fertilized egg to implant and grow.)  Describe the changes that a woman’s body undergoes during the duration of a pregnancy (menstrual periods stop, lower abdomen enlarges as fetus grows, breasts swell in preparation for making milk for the baby).  Ask the children why someone would want to plan a pregnancy – space children out, only have children they can afford to look after, personal choice, etc. Write these on the board.  Explain that pregnancy and reproduction are natural biological process, and that people can plan when to get pregnant.  Explain that all children should be wanted, cared for and loved.  Recognize that not all couples have children or want children. | Sex  Sexual intercourse  Sperm  Egg  Fertilization  Reproduction  Pregnancy signs  Planning  Spacing  Cost |
| **Additional**  Pregnancy can occur at any time with sex, but is more likely to occur during certain parts of the menstrual cycle.  Understand the key features of pregnancy.  There are many myths and misinformation about sex and pregnancy.  There are common signs of pregnancy, which should be confirmed through a pregnancy test that can be taken as soon as the menstrual period is missed or late. | Tell the children that pregnancy can occur as a result of sexual intercourse during which a penis ejaculates into the vagina.  Pregnancy can occur any time there is sexual intercourse without contraception or a condom, but every episode of sexual intercourse does not always lead to pregnancy.  Explain that changes in hormones regulate menstruation and make the body ready for pregnancy.  The menstrual cycle has different stages, including the time around ovulation. If sperm are present around the time of ovulation, this is when pregnancy is most likely to occur.  The most effective way to prevent pregnancyis to not have sex. This is called abstinence.  Discuss the most common forms of contraception (condoms, pills, implants, injections, IUD). The word contraception refers to methods of preventing pregnancy.  Modern contraception techniques are safe and effective.  Condoms (male or female) reduce the risk of pregnancy and STIs with sex, Other forms of contraception ONLY prevent pregnancy and do not protect against STIs.  Explain that all contraception is freely available from clinics, with confidential advice. Both sex partners should be involved in contraception discussion, choice and use.  Refute common myths about contraception and pregnancy – true or false quiz. For example:  -You cannot get pregnant if you have sex standing up (false)  -You can get pregnant the first time you have sex (true)  -It is only the girl who should think about contraception (false)  -Condoms can be reused (false)  -Ask the children about other beliefs and myths.  Use reliable sources such as a healthcare provider for reproductive health information.  Explain that if a girl has had sex and has missed her period, she may be pregnant and shoud be tested.  Describe the signs of pregnancy and stages of fetal development.  Appreciate that steps can be taken to promote a healthy pregnancy and childbirth.  Describe the tests available to confirm a pregnancy. | Menstrual cycle stages  Contraceptives  Condom  Hormone contraceptives (pill, implant, IUD)  Abstinence  Responsibility  Myths  Missed Period  Pregnancy testing |
| **Closing** | Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man!  **Chant for everyone**  I trust my body  I trust my mind  I trust my voice  I use it  Don’t get me started  I am dangerous  I can defend myself  Don’t touch me  I say NO! (Hands outstretched)  NO! NO! NO! NOOOO! |  |

**Lesson 14: Sexual Life Cycle and Behavior**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  It is natural for humans to enjoy their bodies and being close to others throughout their lives. | Understand that physical enjoyment and excitement are natural human feelings, and this can involve physical closeness to other people.  Understand that there are many words to describe sex and relationships. Some of these words are appropriate and some languange is inappropriate because it is negative, derrogetory or gender discriminatory. The use of negative language should be avoided. (Allow students to say rude words if needed for this lesson.)  Inappropriate languange can also make people feel uncomfortable. |  |
| **Additional**  Human beings are born with the capacity to enjoy their sexuality throughout their life.  It is natural to be curious about sexuality and important to ask a trusted adult questions.  People have a sexual response cycle whereby sexual stimulation (physical or mental) can produce a physical response.  It is important to make informed decisions about sexual behaviour, including whether to delay sex or become sexually active.  Children will know what sex is, and that it should only happen when they are old enough and feel safe. | Understand that sexuality involves emotional and physical attraction to others and this is a healthy part of being human.  Describe ways that human beings feel pleasure from physical contact (e.g. kissing, touching, caressing, sexual contact) throughout their life.  Explain that discrimination against people who are attracted to the same sex, or who are believed to be attracted to the same sex is wrong and can have negative effects on these individuals.  Communicate and understand different sexual feelings and talk about sexuality in an appropriate way.  The children should understand that it is natural to be curious and have questions about sexuality.  Identify a trusted adult with whom they feel comfortable, and demonstrate asking questions about sexuality.  Explain to the students that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation.  Explain that many boys and girls begin to masturbate during puberty or sometimes earlier.  Students need to know that masturbation does not cause physical or emotional harm but should be done in private.  Discuss advantages and disadvantages of choosing to delay sex or to become sexually active.  Understand that abstinence means choosing not to have sex, or deciding when to start having sex and with whom, and is the safest way to prevent pregnancy and STIs, including HIV.  Reflect on how plans for their future can be impacted by the decisions they take in relation to sex and relationships.  Explain that many people believe sex should only take place in a marriage, either for religious reasons, or because it means they are in a stable relationship. Even if the children do not believe this as they get older, they must only have sex with someone when they are old enough, and mature enough to deal with the consequences, like being pregnant or getting an STD, and they should feel safe with the other person. | Sexuality  Physical contact  Attraction  Masturbation  Delay sex  Abstinence  Plan for future  Marriage  Religion  Pregnancy  STD |
| **Closing**  Allow a safe space for children to ask questions | Have the children write anonymous question on pieces of paper. Tell the children that if they do not have a question, to write ‘no questions’ on a piece of paper, then go around a collect them in a container (this will maintain anonymity). You will answer these questions during the next session.  Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man! |  |

**Lesson 15: Understanding and Reducing the Risks of STDs, including HIV**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  The immune system protects the body from illness and helps people stay healthy.  People can have an illness and look healthy.  Everyone, whether they have an illness or not, needs love, care and support.  STIs (sexually transmitted infections) are spread by having unprotected sex (sex without a condom) with an infected person. | Describe the concepts of ‘health’ and ‘illness’.  Explain that humans have an immune system that protects them from illness.  List ways people can try to protect their health (good nutrition, avoid cigarettes and drugs, exercise, mosquito nets, practice safe sex.)  Be aware even though someone has an illness they can still look and feel healthy.  Describe how people need love, care and support, regardless of their health status.  Define commmon STIs and their symptoms including HIV/AIDS, syphillis, HPV, herpes, clamydia, gonorrhea.  STIs are also commonly referred to as STDs (sexually transmitted diseases). | Health  Illness  STI  STD  Common STIs |
| **Additional**  People can acquire STIs, including HIV, as a result of having sex with someone who already has an STI, and there are ways people can lower their risk of infection.  HIV is a virus that can be transmitted in various ways, including unprotected sex with someone who is living with HIV.  There are ways that people can reduce their vulnerability to STIs, including HIV.  Testing is the only way to know for sure whether someone has an STI, including HIV, and treatment exists for HIV and most STEs. | List the most common STIs, (e.g. HIV, HPV, herpes, chlamydia, gonorrhea) among youth in their community, and the most common modes of transmission (unprotected sexual intercourse or other skin-to-skin contact in the genital area).  Describe how HIV cannot be transmitted through casual contact (e.g. shaking hands, hugging, drinking from the same glass).  List the different ways that HIV can be transmitted (e.g. unprotected sex with someone who is positive, blood transfusion with contaminated blood, sharing syringes, needles or other sharp instruments; during pregnancy, at birth or while being breastfed).  State that most people acquire or transmit HIV through unprotected penetrative sexual intercourse with someone who is living with HIV.  Describe ways to reduce the risk of acquiring or transmitting HIV, before (i.e. using a condom and where available, voluntary medical male circumcision (VMMC) or Pre-Exposure Prophylaxis (PrEP) in combination with condoms); and after (i.e. where available, Post-Exposure Prophylaxis (PEP)) exposure to the virus.  Describe the steps to using a condom correctly.  Where available, describe at what age and where the vaccine for genital human papillomavirus (HPV) can be accessed.  Review how communication, negotiation and refusal skills can reduce pressure from someone or lead to practicing safer sex, including the correct and consistent use of condoms and contraceptives .  Demonstrate their understanding of STI testing and treatment for the most common STIs, including HIV, in their community. | Common STIs  Transmission  Unprotected sexual intercourse  Needles  Pregnancy  Birth  Breastfeeding  Risk reduction  Circumcision  PrEP  PEP  Condom usage  HPV  HIV testing |
| **Closing** | **Chant**  The power of a girl!  The power of a woman!  Sexual violence can end my education, can end my good health, can end my dreams!  Teach me to fight!  Self-defense works!  Self-defense can protect you against an assault!  Self-defense is prevention!  Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man! |  |

**Lesson 16: HIV and AIDS Stigma, Treatment, Care and Support**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  People living with HIV have equal rights and live productive lives.  There are effective medical treatments that can help people living with HIV. | State that with the right care, treatment and support, people living with HIV are able to live fully productive lives and to have their own children if they wish to.  Recognize that people living with HIV have the right to equal love, respect, care and support (and timely treatment) as everyone.  State that there are effective medical treatments that, with care, respect and support, people living with HIV can now take to manage their condition. |  |
| **Additional**  It is important for people living with HIV to be able to talk about their HIV status in a safe and supportive environment.  A person living with HIV will have unique needs for care and treatment, some of which may come with possible side effects.  HIV and AIDS can affect family structure, family roles and responsibilities. | Discuss with the children some of the benefits and challenges that people living with HIV face upon talking about their HIV status.  It is important to remember that some people living with HIV were born with HIV, and others acquire HIV during their lifetime.  Point out that everyone has a responsibility to ensure safe and supportive environments for people living with HIV.  Suggest ways to contribute to safe and supportive environments.  Explain why a person living with HIV has unique needs for care and treatment, including some possible side effects (proper nutrition, timely treatment, emotional support, assistance with daily life).  Recall that treatment for HIV is a lifelong commitment, and can often come with side effects and other challenges, and may require careful attention to nutrition.  State that children and young people living with HIV can also benefit from treatment, although careful attention is required during puberty to ensure proper dosage and use of medications, and management of side-effects (e.g. bone density, ARV (anti-retroviral) drug resistance).  List and demonstrate how people can access HIV care and treatment services .  Explain that HIV is not a barrier for relationships, family or having a sexual life, because people with different HIV statuses can live together and be sexual partners without risk of acquiring HIV, and have children free of HIV.  Illustrate how HIV and AIDS can affect families, their structure, roles and responsibilities.  Explain that with support from family, the community, services and treatment, women living with HIV can be healthy and deliver and breastfeed children who are HIV free.  Understand that everyone has a responsibility to support people living with HIV.  Suggest ways to support people living with HIV. | Living with HIV  HIV treatment  Effective  Support  Services  Community  Support  Understanding |
| **Closing** | The power of a girl!  The power of a woman!  Sexual violence can end my education, can end my good health, can end my dreams!  Teach me to fight!  Give me the tools!  I will do the rest!  I am worth defending!  We are worth defending!  Self-defense works!  Self-defense can protect you against an assault!  Self-defense is prevention!  Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man! |  |

**Lesson 17: Reproductive Health and Relationships Summary**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Summarize the lessons | List topics that have been covered to help the review. |  |
| **Additional**  Reinforce the information | Ask the children if they woud like to watch any of the Empower Tanzania videos again. |  |
| **Closing**  Allow a safe space for children to ask questions | Ask for any questions on any topic and answer as fully as you can. |  |

Portions of the Lesson Plan are from the UNESCO International Technical Guidance on Sexuality Education, 2018