

USER GUIDE OF  
**GENDER PACKAGE WITH  
KEY MESSAGES TO MANAGE  
GENDER ISSUES**

FOR  
TTCs AND MODEL SCHOOLS  
IN RWANDA

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## FOREWORD

Gender-Based Violence (GBV) is any harm perpetrated against a person's will on the basis of gender. Although any person is at risk, girls and women are mainly the victims. It is one of the issues in the Rwandan society and it has roots in the abuse of power, gender inequality and lack of belief in equality of human rights for all. GBV is a challenge for the achievement of gender justice, sustainable development, economic growth and peace of the country.

Rwanda is signatory to international and regional protocols advocating for the rights of women, e.g the Maputo Protocol of 2003, a binding legal framework that holds African governments to account for the continued gross violation of the rights of women and girls in Africa. It also ratified ECOWAS Treaty (December 2018, Rwanda) for the formulation of policies and development of programs which enhance women's economic, social and cultural conditions.

The Government of Rwanda has taken significant steps in addressing gender-based violence including the putting in place laws and policies against GBV. Today, GBV has been criminalized in Rwanda since 2008 and is currently under Law No 68/2018 of 30/08/2018. Furthermore, punishments for child neglect due to gender, marital rape, sexual violence and harassment of a spouse are outlined. Gender sensitive laws and strategies have been put in place to curb GBV at all levels. The most outstanding model to handle cases of gender based violence is the established Isange One Stop Centers countrywide to provide holistic services to the victims of GBV and child abuse under one roof.

Though such efforts are in place, some challenges related to GBV still exist including low reporting, limited evidence especially in cases of sexual violence/child defilement, teenage pregnancy and limited control over resources. It is in this regard that Rwanda Education Board (REB) is honored to present this *Gender Package with Key messages to manage Gender Issues for TTCs and Model Schools in Rwanda*. This book will serve as a guide on how to manage gender issues that characterize our society and educational institutions today.

We therefore seize this occasion to request those who will read and use it to give us feedback which can help us to improve it for it to be suitable to those it has been written for.

  
Dr. MBARUSHIMANA Nelson  
Director General/REB




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**Mr. SHYAKA Emmanuel**

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# GENDER AND HUMAN RIGHTS

## SUB-TOPIC I: GENDER EQUALITY AS FUNDAMENTAL HUMAN RIGHT

### SESSION I: Right to education

**Session objective :** By the end of this session, club members will be able to understand that girls and boys have equal rights to education.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**  
**10 minutes**

**Activity I:**

**a. Warm up title:** (Optional) Example: Bang

**Instructions:**

Facilitator gives warm up before introducing every session.

Facilitator asks club members to stand in a circle, counting out loudly, beginning with “one” and going around in a circle, each person saying the next number. However, every time they come to a number that is divisible by 3, such as 3, 6, 9, and 12. A club member whose turn has come shouts “**bang**” instead of the number. If she/he fails, the person gets out of the circle.

	<p><b>b. Observation of the picture</b></p> <p>Facilitator asks club members to observe the picture on page 7 and discuss it.</p> <p>Facilitator will lead picture discussion in groups through questions.</p> <ol style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message can you get from this picture?</li> </ol> <p><b>Expected answer:</b></p> <ol style="list-style-type: none"> <li>i) The picture indicates two groups of students</li> <li>ii) Girls and boys have the right to education</li> </ol>
<p><b>Session</b></p> <p><b>Development</b></p> <p><b>30minutes</b></p>	<p><b>Activity 2:</b></p> <p><b>a. Scenario: “Who is right?”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 6.</p> <p>Facilitator will lead the discussion by asking club members to answer the following questions:</p> <p><b>b. Discussion points and expected responses</b></p> <ol style="list-style-type: none"> <li>i) What problems did the children face? <i>AI Denial of the right to study their chosen combinations</i></li> <li>ii) What was the cause of problem? <i>AI Mentality of parents</i></li> <li>iii) Were the children justified to take such a decision of defying their parents? <i>AI No, dropping out is not the right decision</i></li> <li>iv) Were the parents justified to take such a decision? Explain. <i>AI No, they have to respect the children’s rights</i> <ul style="list-style-type: none"> <li>– All children are free to choose any course to study according to their abilities.</li> </ul> </li> </ol>

v) What will be the impact of the decisions taken by the children and their parents?

**A/:** - *poverty*

- *drug abuse*

- *dropout*

- *Etc.*

vi) Suggest possible strategies to avoid the above impact.

vii) Parents should be sensitised on respecting the rights of their children to education

### **Activity 3**

#### **a. Role-play**

Facilitator invites club members in the groups and asks them to act a play as stated on page 7.

#### **b. Key messages**

The facilitator will guide club members to find all possible key messages from the session.

Some possible Key messages:

- All children have equal rights to education
- Parents have to give rights to their children in choosing courses of their choices and abilities.
- Parents must allow children to exercise their rights.

**Conclusion**  
**10minutes**

## **Activity4**

### **a. Warm up title: BADOBADO**

#### **Instructions:**

All Club members in a circle,

- When facilitator says “**Ba**” all members put their hands up,
- When he/she says “**Bado**” all club members put their hands straight forward and
- When she/he says “**Badobado**” all members put their hands straight downward.

Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others

### **b. Summary of the session**

Facilitator will summarize the session:

“Right to education is a basic human right and this means that every child should be able to go to school and study the course that fits his/her ability and choice.”

### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

Example: – Right to education is the right that works to raise girls and boys out of ignorance and insure sustainable development

- Girls and boys should learn what they want for their future life and sustainable development

### **d. Homework or sharing experiences:**

Facilitator gives the homework on page 8 to be presented in the next club session.

“Visit some families in your community and advise them on the children’s right to education.”

## SESSION 2: Equal access to parents' property

**Session objective :** To help students understand that girls and boys should have equal rights to access to parents' property.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

10 minutes

**Activity I:**

**a. Warm up title :**(Optional) **“Say Yes on even number , exactly divisible by 2 ”**

**Instructions:**

Facilitator gives warm up before introducing every session.

Facilitator asks club members to stand in a circle, counting out loudly, beginning with **“one”** and going around in a circle, each club member saying the next number. However, every time they count numbers from 1 up to 20 divisible by 2 or even number , such as 2, 6, 8, 10,..The person whose turn has come shouts **“YES”** instead of the number. If she/he fails, the person gets out of the circle to track others.

**b. Observation of the picture**

Facilitator asks club members to observe the picture on page 9 and discuss it.

- i) Observe the picture and describe it.
- ii) What message can you get from this picture?

**Expected answer:**

- i) The picture indicates two groups of students
- ii) Girls and boys have the right to education

Facilitator introduces the title of the session As it is: **“Right to education”**

**Session Development**  
**30minutes**

### **Activity 2:**

#### **a. Scenario: “Right to property”**

In groups, facilitator will ask club members to read and understand the scenario on page 8.

Facilitator will lead the discussion by asking club members to answer the following questions:

#### **b. Discussion points and expected responses**

i) Was the girl justified to ask for her share? Explain

*AI She was justified because every child has equal rights to access to parents’ property*

ii) Was the denial of her share fair to the girl?

*AI It wasn’t fair because she was denied her rights*

iii) What rights were the girl denied?

*AI Equal access to parents’ property*

iv) Assuming you were the girl, what would you have done?

*AI I would refer the case to the authorities*

v) What impact will this have on the girl?

*AI This made her sad though she kept quiet.*

*The long-term impact, she will remain propertyless and poor*

### **Activity 3**

#### **a. Role-play**

Facilitator invites club members into groups and asks them to organize a play as stated on page 9.

#### **b. Key messages**

The facilitator will guide club members to find all possible key messages from the session.

#### **Some possible Key messages:**

- Stand up for equal rights to property and inheritance for both girls and boys.

**Conclusion**  
**10minutes**

#### **Activity 4**

##### **a. Warm up title: BADOBADO**

###### **Instructions:**

All Club members in a circle,

- When facilitator says “**Ba**” all members put their hands up,
- When he/she says “**Bado**” all club members put their hands straight forward and
- When she/he says “**Badobado**” all members put their hands straight downward.

Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others

##### **b. Summary of the session**

We should always stand up for our equal rights to access parents’ property.

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

Example: Stand up for equal access to parents’ property for both girls and boys.

##### **d. Homework or sharing experiences:**

Ask the group members to go and find out if there are similar cases in the community and report their findings. They must search for and explore the laws governing access to parents’ property present to the group next time they meet.

## SESSION 3 Division of labor

**Session objective:** Students will ensure that unpaid care work, tasks and responsibilities are shared and redistributed among girls and boys equally.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**  
**10 minutes**

**Activity I:**

**a. Warm up title: (Optional) Example: Hummer**

Facilitator gives warm up before introducing every session.

**Instructions:**

Facilitator asks club members to say “**Hummer Hummer Hummer**” raising their right arm, left arm, right leg and left leg, then they continue in descending order.

**b. Observation of the picture**

Facilitator asks club members to observe the picture on page 10 and discuss.

Facilitator will lead picture discussion in groups through questions.

- i) Observe the picture and describe it.
- ii) What message can you get from this picture?

**Expected answer:**

- i) The picture shows us a mother giving additional tasks to the girl while the boy takes a ball and goes to school.
- ii) In families we should promote fair division of unpaid work among girls and boys

**Session  
Development**

**30minutes**

**Activity 2:**

**a. Scenario: “Why do you overload me?”**

In groups, facilitator will ask club members to read and understand the scenario on page 10.

**b. Discussion points and expected responses**

i) Is this division of labour fair? Explain.

*AI It's not fair because the girl does additional work than the boy before going to school*

ii) What impact did it have on the girl?

*AI The girl is always late for school and misses lessons*

iii) What would you do if you were the parents, and why?

*AI If I were the parents, I would give work fairly to girls and boys.*

*Because there must be given tasks fairly*

**Activity 3**

**a. Role-play**

Facilitator invites club members into groups and asks them to organize a play as stated on page 11.

**b. Key messages**

The facilitator will guide club members to find all possible key messages from the session.

Some possible Key messages:

Promote equal division of labor among girls and boys

**Conclusion**  
**10minutes**

#### **Activity4**

##### **a. Warm up title: PIPUPIPU**

###### **Instructions:**

All Club members in a circle, when facilitator says “**Pi**” all members put their hands up, when he/she says “**Pipu**” all club members put their hand straight forward and when she/he says “**Pipupipu**” all members put their hands straight downward. Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others.

##### **b. Summary of the session**

Facilitator will summarize the session:

Families should always give equal work to girls and boys

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

**Example:** Parents should promote fair division of unpaid work among girls and boys

##### **d. Homework or sharing experiences:**

Facilitator gives the homework on page 11 to be presented in the next club session.

Students go to their community and inquire about unpaid care work, its impact on the performance of learners, and then report to the group next time they meet.

## SESSION 4: Gender as a golden rule

**Session objective :** Students will develop a culture of respect others and their rights.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction  
10 minutes**

**Activity I:**

**a. Warm up title: (Optional) Spot the game leader**

Facilitator gives warm up before introducing every session.

**Instructions:**

The facilitator asks club members to make a circle and asks them to repeat what she/he says after her or him. Then, one club member is requested to go out. She/he will come back in order to spot the game leader..

**b. Observation of the picture**

Facilitator asks club members to observe the picture on page 12 and discuss.

- i) Observe the picture and describe it.
- ii) What message can you get from this picture?

**Expected answer:**

- i) It shows boys refusing the girls to join the team saying they are weak and incapable
- ii) We should always respect others and their rights

**Session Development**  
**30minutes**

### **Activity2:**

#### **a. Scenario: “Let us play together”**

In groups, facilitator will ask club members to read and understand the scenario on page 11.

Facilitator will lead the discussion by asking club members to answer the following questions:

#### **b. Discussion points and expected responses**

i) Was the boys’ decision fair?

*AI It wasn’t fair*

ii) Is it true that girls are weak and incapable of playing football?

*AI It’s not true*

iii) Explain the rights of girls that were violated.

*AI The right to play and the right to belong to a group*

iv) Was it necessary for the girls to report the case to the head teacher? Explain.

*AI It was necessary because their rights had been violated*

v) Assuming the girls had not reported the case, what would have been the risk?

*AI The risk would be that their rights would never be respected .*

### **Activity 3**

#### **a. Role-play**

Facilitator invites club members into groups and asks them to organize a play as stated on page 12.

#### **b. Key messages**

The facilitator will guide club members to find all possible key messages from the session.

	<p>Some possible Key messages:</p> <ul style="list-style-type: none"> <li>– Your rights end where mine begin.</li> <li>– What you do not want to be done to your, do not do it to others.</li> <li>– If you want people to respect you, respect them too.</li> <li>– Exercising our rights responsibly requires a culture of respect for others.</li> <li>– Human rights are for everyone to enjoy</li> </ul>
<p><b>Conclusion 10min</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Say what you dislike</b></p> <p><b>Instructions:</b></p> <p>Facilitator throws the ball to any club members who introduces him or herself and says what she/he dislikes.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will summarize the session:</p> <ul style="list-style-type: none"> <li>– We should develop a culture of respecting others and their rights</li> <li>– Girls have right to play with boys</li> <li>– The offended should be able to report to the nearest authority</li> <li>– The authority should not be careless in case of violation of others rights</li> </ul> <p><b>c. Lesson learnt:</b></p> <ul style="list-style-type: none"> <li>– We should develop a culture of respecting others and their rights</li> </ul> <p><b>d. Task/home work</b></p> <p>Facilitator gives the homework on page 13 to be presented in the next club session.</p> <p>The students will help members of other clubs and the community as a whole, to understand the rights of individuals</p>

## SUB-TOPIC II: GENDER AND HUMAN DIGNITY

### SESSION 5: Street children

**Session objective :**

#### 5.1. Purpose of the session:

*To ensure that girls and boys take human dignity as an integral part of their lives in society.*

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I:**

**a. Warm up title: (Optional) Create three letter words**

**Instructions:**

Divide the club members into three or four small groups. Write a word such as “**DEVELOPMENT**” on the flipchart. The groups have 5 minutes to create as many three-letter words as possible from the word “**Development**”. For example, **dot, pet, lot,**... After their time is gone, the group with the most words wins.

**Note:** You can use other words depending on the topic you are going to discuss.

**b. Observation of the picture (on page 14)**

- i) Observe the picture and describe it
- ii) What message can you get from this picture?

**Expected answer:**

- i) The picture shows a step father who does not like his step son. It also shows a young boy who undergoes heavy unpaid work
- ii) All children have the right to belong to a family.

**Session  
Development**

**30minutes**

**Activity2:**

**a. Scenario: “unfair child treatment”**

In groups, facilitator will ask club members to read and understand the scenario on page 13.

Facilitator will lead the discussion by asking club members to answer the following questions:

**b. Discussion points and expected responses**

i) Was the man fair to the boy? Explain.

*A/ It wasn't fair because he violated his rights to a home*

ii) Why did the boy drop out of school?

*A/ He was mistreated by his stepfather*

iii) Mention the rights of the boy that were violated.

*A/*

- *Right to education*
- *Right to a home*
- *Right to be loved*

iv) Mention other aspects that can cause street children.

*A/*

- *Peer groups*
- *Drug abuse*
- *Individual behaviours*
- *Family breakdowns*

v) Outline the effects of street children.

*A/*

- *Juvenile delinquency*
- *Failure in education*
- *Drug abuse*
- *Violence and crime*
- *Incurable diseases*
- *Prostitution*
- *Depression*
- *Etc..*

	<p>vi) What strategies can be taken to fight against street children?</p> <ul style="list-style-type: none"> <li>– Mobilise their families to take care of them</li> <li>– Take them to rehabilitation centers</li> <li>– Job creation after rehabilitation center</li> <li>– Avoid family conflicts/breakdown of families</li> </ul> <p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members into groups and asks them to organize a play as stated on page 14.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible Key messages:</p> <ul style="list-style-type: none"> <li>– Both girls and boys have the right to belong to a family.</li> <li>– Street children are among vulnerable groups.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Can fly or don't</b></p> <p><b>Instructions:</b></p> <p>If I say the name of an animal that flies, you have to jump, raise your arms and clap your hands.</p> <p>If I say the name of an animal that does not fly, you have to remain in the upright position..</p> <p><b>b. Summary of the session</b></p> <p>All children have rights to belong to a caring family.</p> <p><b>c. Lesson learnt:</b></p> <p>Children do not have to be victims of family conflicts. Street children should be protected.</p>

	<p><b>d. Task/homework</b></p> <p>Facilitator gives the homework on page 15 to be presented in the next club session.</p> <p>Find out if there are fellow children who dropped out of school and went to the streets.</p> <p>Explain to the community the dangers facing street children.</p> <p>Convince street children to go back to their families and schools.</p>
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<b>SESSION 6: Human Trafficking</b>	
<b>Session objective :</b>	
This Session will enable students understand that human trafficking is a crucial issue that should be prevented by everyone.	
<b>Materials/resources:</b> Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.	
<b>Methodology:</b> Presentation, Discussion, Questions and Answers (Q&A), etc.	
<b>Session time: 50 minutes</b>	
<b>Timing for each step.</b>	<b>Activities</b>
<b>Introduction</b> <b>10 minutes</b>	<p><b>Activity I:</b></p> <p><b>a. Warm up title:</b> (Optional) <b>Fishers of men</b></p> <p>Facilitator gives warm up before introducing every session.</p> <p><b>Instructions:</b></p> <p>The group sings <b>“I will make you “fishers of men (x3)”</b></p> <p style="text-align: center;"><b>I will make you fishers of men if you follow me.</b></p> <p>At the sound of letter <b>“F”</b>, girls will go down while boys remain in upright position.</p> <p>And at the sound of letter <b>“M”</b>, boys will go down while girls remain in the upright position</p>

	<p><b>b. Observation of the picture (page 15)</b></p> <p>i) Observe the picture and describe it?</p> <p>ii) What message can you get from this picture?</p> <p><b>Expected answer:</b></p> <p>i) Two young men standing near a car talking to students and sensitising them to be taken abroad and be given well-paid jobs and insuring them continuing their studies from there.</p> <p>ii) Most of the time young people are tempted by human traffickers to go for well-paying jobs while they are going to be sold.</p>
<p><b>Session Development</b></p> <p><b>30minutes</b></p>	<p><b>Activity2:</b></p> <p><b>a. Scenario: “Be careful!”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 15</p> <p><b>b. Discussion points and Expected responses</b></p> <p>i) Was it wise for the students to take such a decision? Why?</p> <p><i>AI It wasn't fair</i></p> <p><i>Because there is nothing better than their education</i></p> <p>ii) Which are the other causes of human trafficking?</p> <p><i>AI</i></p> <ul style="list-style-type: none"> <li>- Poverty</li> <li>- Natural disasters</li> <li>- Search for a better life</li> <li>- Social and cultural practices</li> <li>- Demand of cheap labor/Denial of human rights for vulnerable groups</li> </ul> <p>iii) What is the impact of human trafficking?</p> <p><i>AI Sexual transmitted diseases</i></p> <ul style="list-style-type: none"> <li>- Sexual exploitation</li> <li>- Loss of life</li> </ul>

	<ul style="list-style-type: none"> <li>– <i>Violation of rights</i></li> <li>– <i>Slavery conditions of living</i></li> <li>– <i>Family dislocation</i></li> </ul> <p>iv) What advice can you give to the youth about people who promise them jobs abroad?</p> <p><b>A/</b></p> <ul style="list-style-type: none"> <li>– <i>They should focus on their studies and their future</i></li> <li>– <i>They should be careful with people who give them promises .</i></li> <li>– <i>Girls and boys should respect parental advices</i></li> </ul> <p>v) Discuss the strategies to control human trafficking.</p> <p><b>A/</b></p> <ul style="list-style-type: none"> <li>– <i>Put in place severe punishments for traffickers</i></li> <li>– <i>Strengthening Interpol services</i></li> <li>– <i>Sensitizing the masses on the negative effects of human trafficking</i></li> <li>– <i>Put in place harsh laws against traffickers</i></li> </ul>
	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members into groups and asks them to organize a play as stated on page 16.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible Key messages:</p> <ul style="list-style-type: none"> <li>– Human trafficking is a serious crime and a grave violation of human rights that must be prevented</li> <li>– Human trafficking takes many forms and knows no borders.</li> <li>– Traffickers use force, fraud, or intimidation to force their victims into labor or commercial sexual exploitation.</li> </ul>

**Conclusion**  
10minutes

#### **Activity 4**

##### **a. Warm up title: Factorial**

##### **Instructions:**

The facilitator asks club members to count according to the factorial announced.

**Example:** 6! Club members clap their hands and stamp legs 6 times, 5 times, 4 times, 3 times, 2 times, 1 time. Any club member who fails, goes out of the circle.

##### **b. Summary of the session**

Facilitator will guide club members to summarise the session:

Girls and boys should avoid people who promise them things and only focus on their education

##### **c. Lesson learnt:**

Human trafficking is a serious problem facing humanity and must be done away with.

##### **d. Task/homework:**

Facilitator gives the homework on page 16 to be presented in the next club session.

Tell your fellow youth to avoid people who promise them heaven and make them drop out from school. Find out in your community if there are cases of human trafficking and advise accordingly.

# GENDER BASED VIOLENCE

## SUB-TOPIC I: GENDER BASED VIOLENCE IN FAMILIES

### SESSION 7: Key information on Gender-Based Violence in a family.

**Session objective :** This session aims at making students aware of Gender-Based Violence in a family to increase their knowledge about GBV, for protection and change behavior and attitudes.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

Timing for each step.	Activities
<p><b>Introduction</b>  10 minutes</p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: (Optional) Life boat</b></p> <p><b>Instructions:</b></p> <p>Tell club members to stand and form a loose circle. Explain to them that they are on a ship that is sinking. They have to get into lifeboat, but their capacity is limited. Depending on the size of the group, you should call out that the life boat are only for 3, 5 or 6 people, for example. Then in five seconds, they have to form groups of 3, 5 or 6. You then eliminate those who have drowned. Groups which are bigger or smaller than the number announced. You then announce a new number so that regrouping is necessary until there is only one group left.</p>

	<p><b>b. Observation of the picture and expected answer</b></p> <p>Facilitator asks club members to observe the picture on page 18 and discuss it.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message can you get from this picture?</li> </ul> <p><b>Expected answer</b></p> <ul style="list-style-type: none"> <li>i) The picture shows a 15 years old girl seated with two women.</li> <li>ii) In our society, some women advise young girls to get married at a young age.</li> </ul>
<p><b>Session Development</b> <b>30minutes</b></p>	<p><b>Activity 2:</b></p> <p><b>a. Scenario: “Gasheke’s marriage”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 17.</p> <p>Facilitator will lead the discussion by asking club members to answer the following questions:</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) <i>Is there any case of GBV in this story? Explain</i> <b>AI</b> <i>Yes, she was forced to get married and yet she was too young</i></li> <li>ii) <i>What should the child do?</i> <b>AI</b> <i>A child should report to the nearest authorities.</i></li> <li>iii) <i>If this happened to you, how would you react?</i> <b>AI</b> <i>I should report the case immediately and request the authority to change the mindset of my parents.</i></li> </ul>

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b> Facilitator invites club members in the groups and asks them to act a play as stated on page 18</p> <p><b>b. Key messages</b> The facilitator guides club members to find all possible key messages from the session.</p> <p><b>Example of Key message:</b></p> <ul style="list-style-type: none"> <li>– Avoid early marriage.</li> <li>– Child forced marriage is a form of GBV and is punishable by the law</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Mingle</b></p> <p><b>Instructions:</b></p> <p>The facilitator will sing <b>Mingle (x3)</b> and the club members will reply by saying “<b>Mingle</b>”.</p> <p>The facilitator will sing the word “<b>Closer (x2)</b>” and the club members will do steps approaching the facilitator</p> <p>The facilitator will sing the word “<b>Wider (x2)</b>” and the club members will do steps going behind.</p> <p>The facilitator will tell the club members to form a group having a number of members of his choice.</p> <p>A club member who does not get a group is immediately excluded from the game.</p> <p><b>b. Summary of the session</b> Facilitator summarizes the session:</p> <p>Some children face problems related to GBV caused by their family members such as forcing young girls into early marriages.</p> <p><b>c. Lesson learnt:</b> Facilitator guides club members to discuss what they have learnt from the session.</p> <p><b>Example:</b> Child forced marriage is a form of GBV and punishable by the law</p>

**d. Homework or sharing experiences:**

Facilitator gives the homework on page 19 to be presented in the next club session.

“Compose a story on GBV in the family and read it to the club members.”

**SESSION 8: Forms of GBV in a family**

**Session objective :** This session aims at making students aware of Gender-Based Violence forms in families for their protection and behavior change.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**  
**10 minutes**

**Activity I:**

**a. Warm up title: Create four letter words**

**Instructions:**

Divide the club members into three or four small groups. Write such a word as “**adolescent**” on the flipchart. The groups have 3 minutes to create as many four- letter words as possible from the word “**Adolescent**”. For example, some of the words could be: **dent, tent, lent**....After their time is gone, the group with the most words wins

**Note:** You can use other words depending on the topic you are going to discuss..

**b. Observation of the picture**

Facilitator asks club members to observe picture on page 19 and discuss.

	<p>i) Observe the picture and describe it.</p> <p>ii) What message can you get from this picture?</p> <p><b>Expected answer:</b></p> <p>i) It shows a pregnant teen mother, with a man and an old woman harassing her.</p> <p>ii) Teen mothers must be supported and protected against any form of violence.</p>
<p><b>Session Development</b></p> <p><b>30minutes</b></p>	<p><b>Activity 2:</b></p> <p><b>a. Scenario: “Gasheke’s miserable life”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 19.</p> <p>Facilitator will lead the discussion by asking club members to answer the following questions:</p> <p><b>b. Discussion points and expected responses/ answers</b></p> <p>i) Is there any form of GBV in the family?</p> <p><i>AI Yes (domestic abuse, child marriage</i></p> <p>ii) State other forms of GBV found in the scenario?</p> <p><i>AI Intimate partner violence, physical punishment, sexual, emotional or psychological violence, trafficking for sex or slavery)</i></p>

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and ask them to act a play as stated on page 20</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible Key messages:</p> <ul style="list-style-type: none"> <li>– The pregnant women should be given care and respect.</li> <li>– Early marriage is one of the forms of GBV</li> </ul>
<p><b>Conclusion 10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Chase flies and catch mosquitoes</b></p> <p><b>Instructions:</b></p> <p>If I say, catch the mosquitoes, you have to jump and clap your hands.</p> <p>If I say chase the flies, you have to make signs of chasing. If she/ he fails, the person gets out of the group.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will summarize the session:</p> <p>GBV in families is harmful and it can lead to depression and even death..</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <p>GBV of any form must be eradicated in society.</p> <p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework on page 20 to be presented in the next club session.</p> <p>“Compose a story on GBV forms in a family and read it to the club members.”</p>

## **SESSION 9: Root causes of GBV in a family.**

**Session objective:** This session aims at making students aware of Gender-Based Violence causes in families and taking preventive measures.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I:**

**a. Warm up title: Counting from 1 to 10**

**Instructions:**

Counting from 10 to 1 in decreasing order using both arms and feet.

**b. Observation of the picture**

Facilitator asks club members to observe picture on page 21 and discuss.

- i) Observe the picture and describe it.
- ii) What message can you get from this picture?

**Expected answer:**

- i) The picture shows a drunkard man arriving home and finds his family evicted.
- ii) Drunkenness is one of key factors causing poverty and other family related conflicts.

<p><b>Session Development</b> <b>30minutes</b></p>	<p><b>Activity2:</b></p> <p><b>a. Scenario: “Nzogsha the drunkard man”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 19.</p> <p><b>b. Discussion points and expected responses/ answers</b></p> <p>i) In reference to the above scenario, is there any cause of GBV in a family? <i>AI Yes.( Drunkenness)</i></p> <p>ii) State other causes of GBV in a family <i>AI Harmful Gender Norms, Hunger, Conflicts,...</i></p> <p>iii) According to the scenario above, what are the consequences of the GBV in a family? <i>AI Anxiety and depression, emotional distress, poor school performance, low self - esteem, suicide , alcohol and drug abuse</i></p> <hr/> <p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and asks them to act as a drunkard causing chaos in the family.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Example of Key message:</p> <ul style="list-style-type: none"> <li>– Prevention of all causes of GBV in a family is everyone’s responsibility.</li> </ul>
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**Conclusion**  
**10minutes**

#### **Activity4**

##### **a. Warm up title: Robot testing**

##### **Instructions:**

Divide club members into groups of threes so that each group has one robot tester and two robots. Once the play starts, all robots start to walk in one direction. By touching the right or the left shoulder, the tester can change the direction of the robots to the right or left. The tester must try to stop the robots crashing into obstacles such as walls, chairs, or other robots. The team that crashes into objects loses the game.

##### **b. Summary of the session**

Facilitator will summarize the session:

“.GBV can be caused by drunkenness, Harmful Gender Norms, Hunger, family Conflicts.

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session

“We must know causes and consequences of GBV and its preventive measures.”

##### **d. Homework or sharing experiences:**

Facilitator gives the homework that is on page 21 to be presented in the next club session.

“Compose a story on GBV causes in the family and read it to the club members.”

## SESSION 10: Consequences of GBV in a family

**Session objective:** This session aims at making students aware of consequences of Gender-Based Violence in families.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I**

**a. Warm up title: Fish bowl**

**Instructions:**

Divide club members into two equal size groups, forming an outer and inner circle, everyone looking towards the inside. Start some music, sing or clap and the two circles move in opposite directions. After 10 seconds stop the music and the people from the inner circle turn around face to face with a partner from the outer circle. Each tells the other his or her problems and gives advice. They can also talk about the title of the session. After two minutes, the music continues and the two circles move again. This can continue until you feel that all club members have listened to a number of colleagues.

**b. Observation of the picture**

Facilitator asks club members to observe picture on page 22 and discuss it.

- i) Observe the picture and describe it.
- ii) What message can you get from this picture?

**Expected answer:**

- i) The picture shows a sick slim woman showing malnutrition signs, carrying a baby girl.
- ii) Un equal sharing of family resources is one of forms of GBV which can result in poor feeding of family members.

<p><b>Session Development</b> <b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario: “The mistreatment of Gasheke”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 22.</p> <p>Facilitator will lead the discussion by asking club members to answer the following questions:</p> <p><b>b. Discussion points and expected responses/ answers</b></p> <p>I. What are the consequences of GBV in a family?</p> <p><i>AI AI poor school performance, low self –esteem, suicide, alcohol, drug abuse etc.</i></p> <hr/> <p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and ask them to act a play as stated on page 22</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible Key messages:</p> <ul style="list-style-type: none"> <li>– Fight against any cause of GBV in a family.</li> <li>– Avoid all consequences of GBV in a family.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Throwing the ball</b></p> <p><b>Instructions:</b></p> <p>Facilitator throws the ball to any club member who introduces him or herself and says what she/he likes.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will summarize the session:</p> <p>“GBV in families can lead to children’s anxiety , emotional distress, irregular attendance that can trigger poor school performance, low self –esteem, suicide, alcoholism and drug abuse.”</p>

	<p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <p>Prevention of GBV enhances healthy family relationships.</p> <p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework that is on page 23. to be presented in the next club session.</p> <p>Compose a story on consequences of GBV in a family and discuss how they can be solved. Then read it to the club members.</p>
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## SESSION II: Prevention and response mechanisms to GBV in families

**Session objective :** This session aims at making students aware of prevention and response mechanisms to Gender-Based Violence in families.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

Timing for each step.	Activities
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: Square</b></p> <p><b>Instructions:</b></p> <p>The game begins with 4 players, one in each square.</p> <p>The player in square 4 starts with the ball, and serves it by bouncing it in their square and tapping it into another players' square. The player in that square must tap the ball after one bounce into another player's square. The play continues until someone misses the ball, lets the ball bounce twice, or sends it out of the grid. The player who misses the ball must go to square 1. The remaining players rotate through the numbered squares.</p>

	<p><b>b. Observation of the picture</b></p> <p>Facilitator asks club members to observe picture on page 23 and discuss it.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message can you get from this picture?</li> </ul> <p><b>Expected answer:</b></p> <ul style="list-style-type: none"> <li>i) The picture shows a woman who is going to Isange One Stop Center for care services.</li> <li>ii) GBV victims should look for care services.</li> </ul>
<p><b>Session Development</b></p> <p><b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. I.Scenario:“I got a support”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 23</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) What are the Gender-Based Violence prevention and response mechanisms in families? <ul style="list-style-type: none"> <li><i>AI Educate yourself and others about GBV, Use your voice on social media to bring awareness to GBV, Sponsor a woman survivor of conflict. Transformation of norms and behavior that underpin GBV</i></li> </ul> </li> <li>ii) Where do they get advice from? <ul style="list-style-type: none"> <li><i>AI Isange One Stop Centre, Community Health counsellor.</i></li> </ul> </li> <li>iii) State any other prevention mechanisms to GBV in a family. <ul style="list-style-type: none"> <li><i>AI Dialogue, Role sharing, Poverty eradication.</i></li> </ul> </li> </ul>

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and ask them to act a play as stated on page 24</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Example of Key message:</p> <ul style="list-style-type: none"> <li>– Prevention and response mechanisms to Gender-Based Violence in families are men’s and women’s responsibility.</li> <li>– Any case of GBV in families should be reported to Isange One Stop Center on toll free line 116.</li> </ul>
<p><b>Conclusion 10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Throwing the ball</b></p> <p><b>Instructions:</b></p> <p>Facilitator throws the ball to any club member who introduces him or herself and says what she/he likes.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will summarize the session:</p> <p>“Undoubtedly, it is important to prevent GBV in families through avoiding drunkenness, harmful gender norms, hunger and family conflicts.” We can also use dialogue, role sharing, poverty eradication in order to prevent and respond to GBV in families.</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <p>GBV in families leads to misunderstandings and conflicts, poverty, divorce in case it is not prevented and responded to.</p>

	<p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework on page 24 to be presented in the next club session.</p> <p>Compose a story of someone who is affected by GBV because she/he has no enough information on GBV in a family and discuss how to prevent it.</p>
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<b>SUB-TOPIC II: SCHOOL RELATED GENDER BASED VIOLENCE</b>	
<b>SESSION 12: Key information on School-Related Gender-Based Violence</b>	
<b>Session objective:</b> This session aims at making students aware of School-Related Gender-Based Violence for their protection and behavior change.	
<b>Materials/resources:</b> Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.	
<b>Methodology:</b> Presentation, Discussion, Questions and Answers (Q&A), etc.	
<b>Session time: 50 minutes</b>	
<b>Timing for each step.</b>	<b>Activities</b>
<b>Introduction</b> <b>10 minutes</b>	<p><b>Activity I</b></p> <p><b>a. Warm up title: Bean bag toss</b></p> <p><b>Instructions:</b></p> <p>Club members will stand in a designated area and take turns tossing beanbags to hit targets, trying to achieve the most points possible.</p> <p>Club members can work individually or in teams, and may record points achieved.</p> <p>Club members must wait for everyone to stop throwing before they can retrieve their beanbag.</p> <p>Ensure that Club members are encouraging other players if their turn is over.</p>

	<p><b>b. Observation of the picture</b></p> <p>Facilitator asks club members to observe picture on page 25 and discuss.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message can you get from this picture?</li> </ul> <p><b>Expected answer:</b></p> <ul style="list-style-type: none"> <li>i) The picture shows a schoolboy who is struggling with a schoolgirl in the latrine. The girl screams for a help and the watchman intervenes.</li> <li>ii) It is better to call for help in case you face SRGBV. Calling for help on time can prevent SRGBV.</li> </ul>
<p><b>Session Development</b> <b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario: “ Don’t cover up violence cases”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 25.</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>1. Is there any case of SRGBV in this story? Explain. <ul style="list-style-type: none"> <li><i>AI Yes (SRGBV) because the school boy tried to rape the school girl</i></li> </ul> </li> <li>2. What should the head teacher do? <ul style="list-style-type: none"> <li><i>AI The head teacher should call both Kibuni and Hawaii and investigate on their case. If Kibuni accepts his misconduct and asks for forgiveness, the head teacher should advise him to avoid misbehavior leading to commit crimes and SRGBV. He should also warn him never to repeat such acts. The head teacher should inform Hawaii that if she had reported Kibuni, the case would have been handled before Kibuni attempted to rape her. The head teacher should report or call Rwanda Investigation Bureau (RIB) on a toll free line 3512 or Isange One Stop Center (IOSC) toll free line 3029.</i></li> </ul> </li> </ul>

	<p>3. If this happened to you, how would you react?</p> <p><i>AI As a girl, I should report the case as earlier as possible.</i></p> <p><i>As a boy, I should ask for forgiveness and promise to change my bad behaviors.</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and asks them to act a play as stated on page 26.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Example of Key message:</p> <ul style="list-style-type: none"> <li>– Your body is yours, prevent it from any violation.</li> <li>– GBV is a violation of an individual’s basic human rights.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Toss across</b></p> <p><b>Instructions:</b></p> <p>Club members work in pairs facing each other, standing arm’s length apart.</p> <p>Each partner pair takes one beanbag. The purpose of the game is to continue catching and throwing the beanbag without dropping it as the pairs move further apart.</p> <p>Each time the partners throw and catch successfully, they can take a step back and try again, alternating thrower and catcher. It gets more and more challenging with each step!</p> <p>Extra challenge: Club members can try throwing and catching with one hand only!</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will summarize the session:</p> <p>“SRGBV can occur at school and therefore students, teachers and school administration should increase awareness in order to prevent it.”</p>

	<p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <ul style="list-style-type: none"> <li>– We must be aware of SRGBV.</li> <li>– It is important to report SRGBV cases on time.</li> <li>– We should protect others from SRGBV</li> </ul> <p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework on page 26 to be presented in the next club session.</p> <p>“Compose a story on GBV and SRGBV and read it to the club members.”</p>
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### SESSION 13: Forms of School- Related Gender-Based Violence

**Session objective:** This session aims at equipping the school community with the skills of identifying the SRGBV cases for better prevention and response.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

Timing for each step.	Activities
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I</b></p> <p><b>a. Warm up: Pipupipu</b></p> <p><b>Instructions:</b></p> <p>All Club members in a circle, when facilitator says “<b>Pi</b>” all members put their hands up, when he/she says “<b>Pipu</b>” all club members put their hand straight forward and when she/he says “<b>Pipupipu</b>” all members put their hands straight downward. Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others.</p>

	<p><b>b. Observation of the picture</b></p> <p>Facilitator asks club members to observe picture on page 27 and discuss.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message can you get from this picture?</li> </ul> <p><b>Expected answer:</b></p> <ul style="list-style-type: none"> <li>i) The picture shows an angry female teacher blaming and harassing students.</li> <li>ii) A teacher can commit SRGBV by doing physical harassment.</li> </ul>
<p><b>Session Development</b></p> <p><b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario: “Prevent SRGBV”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 26</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) What form of School Related Gender Based-Violence did the mistress face? <i>AI Physical harassment</i></li> <li>ii) Do you think the reaction of the mistress was a School Related Gender Based-Violence? Justify your answer. <i>AI Yes. She beat and excluded students who lifted her skirt from classroom.</i></li> <li>iii) With concrete examples, explain other forms of School Related Gender Based-Violence that can occur at school or around the school. <i>AI bullying, sexual harassment, Sexual acts in exchange for good grades or for the paying of school fees, Seduction or sexual harassment of learners by a teacher, Tolerance or encouragement of male dominance or aggression within the school environment.</i></li> </ul>

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and asks them to act a play as stated on page 27.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Example of Key message:</p> <ul style="list-style-type: none"> <li>– Never misuse your powers.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Bowling</b></p> <p><b>Instructions:</b></p> <p>Set up a bowling alley using top bottles as pins.</p> <p>Club members will stand at the opposite end of the alley, and take turns rolling the ball to knock down the “pins” (bottles).</p> <p>Set up the chairs to act as the boundaries.</p> <p>Have the Club members work as a team, taking turns to roll the ball until all bottles are down or work individually to knock down all the bottles.</p> <p>Club members can create pin clusters for their opponents in varying degrees of difficulty.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will summarize the session:</p> <p>The school community has to be aware of SRGBV forms such as bullying, sexual harassment, sexual acts in exchange for good grades, seduction or sexual harassment of learners by a teacher, tolerance, encouragement of male dominance and aggression within the school environment.</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <ul style="list-style-type: none"> <li>– We must be aware of SRGBV forms at school..</li> </ul>

	<p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework on page 27 to be presented in the next club session.</p> <p>“Interview five people on SRGBV forms in your community and present the findings to your club members.”</p>
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<b>SESSION 14: Root causes of SRGBV</b>	
<b>Session objective:</b> This session aims at helping students to understand the factors contributing to SRGBV in order to avoid being victims and targets of the SRGBV perpetrators.	
<b>Materials/resources:</b> Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.	
<b>Methodology:</b> Presentation, Discussion, Questions and Answers (Q&A), etc.	
<b>Session time: 50 minutes</b>	
<b>Timing for each step.</b>	<b>Activities</b>
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I</b></p> <p><b>a. Warm up title :The helmet game</b></p> <p><b>Instructions:</b></p> <p>Water filled balloons are hung up.</p> <p>Each player gets a helmet with a spike or thorn attached to it and must try to burst the balloons.</p> <p>This game can be played with one player blindfolded and directed by another player.</p> <p><b>b. Observation of the picture</b></p> <p>Facilitator asks club members to observe picture on page 28 and discuss.</p> <p>i) Observe the picture and describe it.</p> <p>ii) What message can you get from this picture?</p>

	<p><b>Expected answer:</b></p> <p><i>AI The picture shows a head teacher encouraging a schoolboy to outfight a school girl in order to prove his manhood.</i></p> <p><i>AI Head teachers sometimes encourage SRGBV.</i></p>
<p><b>Session Development</b> <b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario; “Prove your manhood”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 28.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Explain how the response of the head teacher could lead to perpetuation of SRGBV.</p> <p><i>AI He was encouraging the schoolboy to outfight Sayo and this encouragement can makes continuous male domination spirit among schoolboys.</i></p> <p>ii) Why were girls not given the same opportunities in science competitions at Mundo Secondary School?</p> <p><i>AI Their capacity/ability was underestimated in science.</i></p> <p>iii) Comment on the mindset of Sayo’s parents.</p> <p><i>AI Sayo parents’ mindset was that science combinations were made for boys.</i></p> <p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and ask them to act a play as stated on page 29.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Example of Key message:</p> <ul style="list-style-type: none"> <li>– Girls and boys have the same abilities.</li> </ul>

**Conclusion**  
**10minutes**

#### **Activity 4**

##### **a. Warm up title: Basket tennis**

###### **Instructions:**

Club members pair up and stand a few meters apart. (Increase or decrease distance to make it harder or easier).

One member of the pair holds a basket. The other has the tennis balls.

The player with the balls tries to bounce the ball once and then have it caught by the second player using the basket.

A team is successful once they have thrown 5 balls into the basket (feel free to change this total).

Option: A tennis ball is thrown /shot against the wall (like in squash) and must be caught by a second person with a basket.

##### **b. Summary of the session**

Facilitator will summarize the session:

SRGBV results from gender discriminatory cultural, social norms, that reinforce gender inequality, and imbalance of power between males and females.

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

Cultural and social norms that reinforce gender inequality should be avoided.

##### **d. Homework or sharing experiences:**

Facilitator gives the homework on page 29 to be presented in the next club session.

With examples, explain the contribution of females in the development of the country regardless of the barriers met.

## SESSION 15: Consequences of SRGBV

**Session objective:** This session aims at explaining to students the consequences that a School Related Gender-Based Violated person is likely to face. It also aims at encouraging students to say “no” to School-Related Gender Based Violence.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**  
**10 minutes**

**Activity I**

**a. Warm up title: Ball catapult**

**Instructions**

A ball is placed on a towel.

The ball is thrown up and caught by 2 club members using the towel.

First challenge: How often can the team throw the ball up and catch it again?

Second challenge: A second team catches the ball and throws it back. How often can the team of 4 pass the ball back and forwards?

**b. Observation of the picture**

Facilitator asks club members to observe picture on page 30 and discuss.

- i) Observe the picture and describe it.
- ii) What message can you get from this picture?

**Expected answer:**

- i) The picture shows a healthy 15 years old girl being seduced using money and eventually impregnated.
- ii) SRGBV can lead to dropout and ultimately street children.

**Session Development**

30 minutes

**Activity 2**

**a. Scenario: “Please help me!”**

In groups, facilitator will ask club members to read and understand the scenario on page 29.

**b. Discussion points and expected responses**

i) What lesson did you learn from this scenario?

*AI It’s not good to engage in sexual practices at an early age and it destroys the future.*

ii) Explain the problems Kakuvu faced.

*AI She was impregnated and suffered from STIs, got depressed, developed psychological problems, dropped out of school, rejected by her parents, she became a street girl taking drugs and was permanently disabled*

iii) What is your advice to girls who behave like Kakuvu?

*AI Avoid early sexual practices and bad groups, avoid using alcohol and other drugs*

iv) From this scenario, predict the future of Kakuvu.

*AI She will lead a miserable life*

**Activity 3**

**a. Role-play**

Facilitator invites club members in the groups and asks them to act a play as stated on page 30.

**b. Key messages**

The facilitator will guide club members to find all possible key messages from the session.

Example of Key message:

Be informed of School Related Gender-based violence and say “no” to sexual abusers.

**Conclusion**  
**10minutes**

**Activity 4**

**a. Warm up title: bubble rally**

**Instructions:**

A club member must blow a bubble along a course.

Whenever the bubble bursts they must blow another bubble from this point and continue towards the finishing line.

**b. Summary of the session**

Facilitator will lead club members to summarize the session:

SRGBV consequently leads to unintended pregnancy, STIs, develop psychological problems such as depression, anxiety, insomnia, suicide tendencies, drug abuse, rejection by parents and ending up on the streets, etc.

**c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

Engaging in early sexual practices leads to miserable life.

**d. Homework or sharing experiences:**

Facilitator gives the homework on page 30 to be presented in the next club session.

“Compose a poem on the consequences of School Related Gender-Based Violence and present it to your club mates.”

## SESSION 16 : Prevention and response mechanisms to SRGBV

**Session objective:** This session aims at discussing the prevention and response mechanisms to curb SRGBV and how to help a School-Related Gender-Based Violated persons.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

Timing for each step.	Activities
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I</b></p> <p><b>a. Warm up title: Bubble bonanza</b></p> <p><b>Instructions:</b></p> <p>Divide Club members into pairs, deciding who is Partner A and Partner B.</p> <p>Club member A has 30 seconds to blow as many bubbles as he/she can, with Partner B counting.</p> <p>Club member B will then try and beat Club member A' s record!.</p> <p><b>b. Observation of the picture</b></p> <p>Facilitator asks club members to observe picture on page 31 and discuss.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message can you get from this picture?</li> </ul> <p><b>Expected answer:</b></p> <ul style="list-style-type: none"> <li>i) The picture shows a boy who raped a girl and was imprisoned.</li> <li>ii) Visiting opposite sex in unsafe place is not secure.</li> </ul>

**Session  
Development**

**30 minutes**

**Activity 2**

**a. I. Scenario: “Rumira is arrested”**

In groups, facilitator will ask club members to read and understand the scenario on page 31.

**b. Discussion points and expected responses**

- i) Discuss the measures Goyigoyi used to escape sexual abusers.

*AI She refused to accept gifts from boys.*

- ii) What lesson did you learn from this scenario?

*AI Avoid accepting free gifts and visiting boys in unsafe places.*

- iii) If you were Matafari, what would you have done?

*AI I would not have accepted to visit Rumira in his ghetto.*

- iv) What is your advice to girls who behave like Matafari?

*AI To be careful not to visit boys in unsafe places.*

**Activity 3**

**a. Role-play**

Facilitator invites club members in the groups and ask them to act a play as stated on page 32.

**b. Key messages**

The facilitator will guide club members to find all possible key messages from the session.

Example of Key message:

- Visiting opposite sex can lead to sexual temptations.
- Refuse all gifts/presents from untrusted people.

**Conclusion**  
**10minutes**

#### **Activity 4**

##### **a. Warm up title: Balloon keep-up**

###### **Instructions:**

Give group a balloon.

Count the number of times they can keep the balloon up.

Have the group try and break their own record!

Extra challenge: Tell group they can't use their hands to hit the balloon.

Extra challenge: Go in alphabetical order of who can hit the balloon next.

Extra challenge: Try to hit the balloon with various objects, such as a racquet or cardboard tube..

##### **b. Summary of the session**

Facilitator will lead club members to summarize the session:

Being an active member of anti GBV club, Goyigoyi refused the gifts from boys because she was aware of the danger behind accepting gifts, on the other hand Matafari who was not in the club, visited the boy alone and was sexually abused, she reported this case to the Police.

##### **c. Lesson learnt:**

Accepting gifts from untrusted people of the opposite sex is not advisable as well as visiting strangers.

##### **d. Homework or sharing experiences:**

Facilitator gives the homework on page 32 to be presented in the next club session.

In a group of three, referring to the scenario above, students draw a sketch and show Goyigoyi, Matafari and Rumira.



# GENDER AND REPRODUCTIVE HEALTH

## SUB-TOPIC I: MALE AND FEMALE REPRODUCTIVE SYSTEM

<b>SESSION 17: Physical changes in males and females during puberty</b>	
<b>Session objective:</b> This session helps young people to know the difference between male and female anatomy of their bodies. It explains the difference between sexual and reproductive organs of male and female and particularly the role of each in reproductive system.	
<b>Materials/resources:</b> Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.	
<b>Methodology:</b> Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.	
<b>Session time: 50 minutes</b>	
<b>Steps and Timing</b>	<b>Activities</b>
<b>Introduction</b> <b>10 minutes</b>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: Balloon Dance</b></p> <p><b>Instructions:</b></p> <p>Divide players into pairs.</p> <p>Have pairs place the balloon between their bodies.</p> <p>Tell pairs when you turn the music on, pairs must walk around the room keeping the balloon between them. They cannot use their hands to hold it.</p> <p>The last pair with the balloon between them wins!</p>

	<p><b>b. Observation of the picture</b></p> <p>Facilitator asks club members to observe and describe the picture on page 34.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message do you get from this picture?</li> </ul> <p><b>Expected answer/responses:</b></p> <ul style="list-style-type: none"> <li>i) <ul style="list-style-type: none"> <li>– The picture shows a classroom with a teacher, students. Two students, a boy solving an equation and a girl going to replace him.</li> <li>– The boy is tall; he has a big chest and beard compared to other boys in class.</li> <li>– The girl has big heaps and breasts compared to other girls in class.</li> </ul> </li> <li>ii) The bodies of girls and boys are different physically during puberty period.</li> </ul>
<p><b>Session Development</b></p> <p><b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: Mayombo and Mukazana at pubert</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 34.</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) Why did the class laugh at Mayombo and Mukazana? <p style="margin-left: 40px;"><i>A/ Because of Mayombo's strange voice, Mukazana's breasts and her walking position.</i></p> </li> <li>ii) Do you think children before puberty mind about their sexual differences? <p style="margin-left: 40px;"><i>A/ They don't care about it.</i></p> </li> <li>iii) Describe the difference between female and male bodies during childhood period. <p style="margin-left: 40px;"><i>A/ Apart from their sex, there is no difference between male and female bodies before puberty.</i></p> </li> </ul>

iv) Discuss the difference between physical changes during puberty for females and males.

Male	Female
<ul style="list-style-type: none"> <li>– Growth of hairs all over the body.</li> <li>– Change of the body shape and increase in size</li> <li>– Appearance of beards</li> <li>– Growth of external genitals (penis) and pubic hairs</li> <li>– Minor breast development</li> </ul>	<ul style="list-style-type: none"> <li>– Appearance of breasts</li> <li>– Change of body shape</li> <li>– Increase in size</li> <li>– Widen hips</li> <li>– Growth of external genitals and</li> <li>– pubic hairs.</li> </ul>

v) Why do some people mature early while others become physically mature late?

*A/ Every person on earth is a bit different. Some are tall others short; some are light skinned others dark skinned .In the same way every person has his/her own way and time to grow up.*

### Activity 3

#### a. Role-play

Facilitator asks club members to act a play as described on page 35.

#### b. Key messages

The facilitator will guide club members to find all possible key messages from the session.

Some possible key messages:

- Physical appearance during childhood period for males and females differs from physical appearance during puberty period for males and females.
- It is important to understand the anatomy of our body.

<p><b>Conclusion :</b></p> <p><b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Bang</b></p> <p><b>Instructions:</b></p> <p>Facilitator asks club members to stand in a circle, counting out loudly, beginning with “one” and going around in a circle, each person saying the next number. However, every time they come to a number that is divisible by 3, such as 3, 6, 9, and 12. A club member whose turn has come shouts “<b>bang</b>” instead of the number. If she/he fails, the person gets out of the circle</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will lead club members to summarize the session as follows:</p> <p>Puberty is a key stage in the transition from childhood to adulthood.</p> <p>During puberty, girls and boys expect a lot of physical changes to their bodies.</p> <p><b>In males</b>, the signs of puberty are the growth of testicles, penis, and hair all over the body typically on the face, chest, armpits, back and pubic area. Their voice starts to get lower and deeper.</p> <p><b>In females</b>, the signs of puberty are the growth of breasts, heaps and hair all over the body typically on the legs, pubic area and armpits. Their voice starts to be melodious.</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <p>Physical changes during puberty in males and females are normal, you should not be worried about it but it is unique for each person.</p>
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	<p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework on page 35 to be presented in the next club session.</p> <p>Draw two images showing physical changes in a girl and a boy during the puberty period..</p>
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**SESSIONS 18: Physiological changes in males and females during puberty**

**Session objective:** By the end of this session, club members will be able to explain physiological changes in males and females during puberty.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc..

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

<b>Steps and Timing</b>	<b>Activities</b>
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title : Badobado</b></p> <p><b>Instructions:</b></p> <p>All Club members in a circle, when facilitator says “<b>Ba</b>” all members put their hands up, when he/she says “<b>Bado</b>” all club members put their hands straight forward and when she/he says “<b>Badobado</b>” all members put their hands straight downward. Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others..</p> <p><b>b. Observation of the pictures and expected responses :</b></p> <p>Facilitator asks club members to observe and describe the pictures on page 36</p>

### **Image 1: Boy**

- i) Observe the picture and describe it.
- ii) What message do you get from this picture?

#### ***Possible answers***

- i)
  - The boy has urinated on his bed
  - The boy is wondering about what happened to him
  - The boy is looking at and smelling his wet dreams.
- ii)
  - Some boys in general fear their first wet dreams.
  - Others consider their wet dreams as a sign of maturity
  - Few might feel ashamed

### **Image 2: Girls**

- i) Observe the picture and describe it.
- ii) What message do you get from this picture?

#### ***Possible answers***

- i)
  - The girl has blood on her skirt
  - *The girl is wondering about what happened to her*
  - *Her friends are telling her that it is her first menstruation*
- ii)
  - Some girls in general fear their first menstruation
  - Others consider their first menstruation as a sign of maturity
  - Another group might feel ashamed

**Session  
Development  
30 Minutes**

**Activity 2 :**

**a. Scenario: “Signs of puberty”**

In groups, facilitator will ask club members to read carefully the scenario on page 36.

**b. Discussion points and expected responses**

i) Why do girls start to menstruate when they grow up?

*A/ Menstruating, or having your periods for the first time is a sign that you are becoming an adolescent .*

ii) Why do some adolescents mature early while others become physiologically mature late?

*A/ It depends on different factors:*

- Hormones
- Nutrition
- Heredity
- Environment
- Etc.

iii) Why do girls sometimes get pains when they menstruate?

*A/ The pains during menstruation are caused by contractions of the uterus.*

*If these pains are very strong, if you lose much blood than usual or if your periods continue for many more days than usual, you might have a problem. In that case, seek assistance from a person in charge of the girl’s room or a health worker.*

	<p><b>Activity 3</b></p> <p><b>a. Sharing experience</b></p> <p>Facilitator asks club members to talk about what happened to them during their first physiological changes during puberty.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– Physiological changes in males and females during puberty are not always the same.</li> <li>– Physiological changes in males and females during puberty may become early or late depending on an individual's hormones and it is not pathological.</li> </ul>
<p><b>Conclusion :</b></p> <p><b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title : “Yes on even number , exactly divisible by 2 ”</b></p> <p><b>Instructions:</b></p> <p>Facilitator asks club members to stand in a circle, counting out loudly, beginning with “one” and going around in a circle, each club member saying the next number. However, every time they count numbers from 1 up to 20 divisible by 2 or even number , such as 2, 6, 8, 10,..The person whose turn has come shouts “YES” instead of the number. If she/he fails, the person gets out of the circle to track others.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will lead club members to summarize the session as follows:</p> <p>During the puberty period, the female and male reproductive systems and organs change to take over their adult functions. The most visible signs of these changes for young people is the first menstruation of a girl and the first ejaculation for a boy.</p> <p>This period of development corresponds roughly with the period between the age of 10 and 19 years.</p>

	<p><b>c. Lesson learnt:</b> Facilitator guides club members to discuss what they have learnt from the session.</p> <ul style="list-style-type: none"> <li>– Puberty is the period of change, when the human body develops from childhood to adulthood.</li> </ul> <p><b>d. Homework or sharing experiences:</b> Facilitator gives the homework on page 38 to be presented in the next club session.</p> <ul style="list-style-type: none"> <li>– Discuss the right and wrong information you get concerning physiological changes in females and males during puberty.</li> </ul>
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## SESSION 19: Psychosocial well-being of males and females during puberty

**Session objective:** By the end of this session, club members will be able to describe emotional changes and effects it has on behavior changes in girls and boys.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

Steps and Timing	Activities
<p><b>Introduction</b>  <b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: Throwing the ball</b></p> <p><b>Instructions:</b></p> <p>Facilitator throws the ball to any club member who introduces him or herself and says what she/he likes.</p>

	<p><b>b. Observation of the pictures and expected responses :</b></p> <p>Facilitator asks club members to observe and describe the pictures on page 39 and 40.</p> <ul style="list-style-type: none"> <li>i) Observe the pictures and describe them.</li> <li>ii) What message do you get from these pictures?</li> </ul> <p><b>Possible answers</b></p> <ul style="list-style-type: none"> <li>i) <ul style="list-style-type: none"> <li>– The first picture shows three boys chatting together on a street. they are wearing pocket-down trousers, two of them having top hair cut style and the other one with a cape on and the third one puts on sun glasses.</li> <li>– The second picture shows three boys in a group meeting looking at beautiful girl passing near them.</li> </ul> </li> <li>ii) <ul style="list-style-type: none"> <li>– In general boys want to be in peer groups;</li> <li>– Some boys want modern clothings</li> <li>– Few might feel arrogant</li> <li>– In general, girls and boys are attracted by the opposite sex</li> <li>– It is normal for girls and boys in puberty period to have critical attitudes towards the opposite sex.</li> </ul> </li> </ul>
<p><b>Session Development</b> <b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario A: “Sekoma’s behaviour”</b></p> <p><b>Scenario B: “What a beautiful girl!”</b></p> <p>In groups, facilitator will ask club members to read carefully the scenarios on page 38 and 39.</p> <p><b>b. Discussion points and expected answers</b></p> <ul style="list-style-type: none"> <li>i) What shows emotional, psychosocial and behavioral changes of Sekoma in the scenario A?</li> </ul> <p style="padding-left: 40px;"><i>A/ He wanted to decide himself of what to do and where to go after school without orders from his parents.</i></p>

	<p>ii) Discuss the decisions taken by Sekoma in the scenario.</p> <ul style="list-style-type: none"> <li>– Doing whatever he wants</li> <li>– Going to the trading center to meet his peers every evening</li> <li>– Changing his mind and disobeying his parents</li> <li>– Avoiding to be misled by his peers</li> </ul> <p>iii) Have you ever experienced the same or similar situation as that of Sekoma?</p> <ul style="list-style-type: none"> <li>– The answer will depend on club members 'discussions or interventions</li> </ul> <p>iv) Is the behaviour of boys who were attracted by Makoma's beauty normal?</p> <p><i>AI Yes it is normal for boys and girls in puberty period to be attracted by the opposite sex.</i></p> <p>v) If you were Makom, how would you have reacted towards the boys who appreciated your beauty?</p> <p><i>AI The answer will depends on the club members</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Sharing experiences</b></p> <p>Facilitator asks club members to share experiences as described on page 40.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– Accept and manage the changes happening in your body.</li> <li>– Mood swings are a normal part of puberty.</li> <li>– Control mood swings and sexual feelings that can lead you to unwanted acts.</li> <li>– Peer pressure must be discussed with your parents or guardians.</li> <li>– Having peers it is part of life but you are advised to choose them wisely.</li> </ul>

<p><b>Conclusion :</b></p> <p><b>10 minutes</b></p>	<p><b>Activity4</b></p> <p><b>a. Warm up title: Hummer</b></p> <p><b>Instructions:</b></p> <p>Facilitator asks club members to say “<b>Hummer Hummer Hummer</b>” raising their right arm, left arm, right leg and left leg, then they continue in descending order.</p> <p><b>b. Summary of the session:</b></p> <p>Facilitator will summarize the session as follow:</p> <p>Young girls and boys need the right information, advice and support for their further decision making in order to avoid being engaged in health risk behaviors</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <ul style="list-style-type: none"> <li>– Emotional changes can vary according to individual, psychosocial or cultural aspects.</li> </ul> <p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework on page 41 to be presented in the next club session.</p> <p>Find out how emotional, pscychosocial and behavior changes among girls and boys during puberty can influence the decision making of an individual.</p>
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## SESSION 20: Sexuality and sexual development

**Session objective:** This session introduces the concept of responsible sexuality and provides an opportunity for young people to identify messages about sexuality.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc..

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

### Steps and Timing

### Activities

#### Introduction

10 minutes

#### Activity I:

##### a. Warm up title: Pipupipu

##### Instructions:

All Club members in a circle, when facilitator says “**Pi**” all members put their hands up, when he/she says “**Pipu**” all club members put their hand straight forward and when she/he says “**Pipupipu**” all members put their hands straight downward. Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others.

##### b. Observation of the picture and expected responses :

Facilitator asks club members to observe and describe the pictures on page 42.

- i) Observe the picture and describe it.
- ii) What message do you get from this picture?

##### Possible answers

- i)
  - Two boys talking about a girl who is on the other side.
  - One of the two boys standing in front of the girl begging something from her but she is refusing.
  - Two boys talking about that girl who is far from them

	<ul style="list-style-type: none"> <li>– <i>That girl and that boy standing in a safe place, the boy asking for forgiveness and the girl accepting and taking time to advise him.</i></li> </ul> <p>ii) Before taking any decision, you must analyze critically all pieces of advice we get from your peers</p>
<p><b>Session Development</b> <b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: “He was well advised”</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 41.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Do you think it is advisable to talk to an adolescent about his/her sexual development?</p> <p>Explain your answer.</p> <p><i>AI The answer is YES</i></p> <ul style="list-style-type: none"> <li>– <i>Adolescents do not have enough knowledge on sexual developments</i></li> <li>– <i>They can get rumors, wrong or incomplete messages that can be misinterpreted.</i></li> <li>– <i>Their decision making level is too low.</i></li> <li>– <i>Peer pressure can influence easily their behaviors.</i></li> </ul> <p>ii) Discuss expected messages on sexuality from parents and peers.</p> <ul style="list-style-type: none"> <li>– <i>Having sexual feelings is normal but you have to manage them until you are ready to have a family.</i></li> <li>– <i>It is better to take effective decision in order to cope with life stress and challenges.</i></li> </ul> <p>iii) What other sexuality messages have you ever heard from your community?</p> <p><i>AI Our community perceives sexuality and sexual development differently where by some consider talking about sexuality and sexual development as a taboo, inducing young girls and boys into early sex and others consider that as a task of teachers, health providers,...</i></p>

	<p>iv) Why are we sexually attracted to someone who may not even be sexually attracted to us?</p> <p><i>AI Because of our physiology, beliefs, physical appearance, culture, etc.</i></p> <p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator asks club members to organize a play as described on page 42.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– Be aware of the right information at the right time about your sexual development and be ready to handle it.</li> <li>– It is normal to have sexual thoughts and feelings.</li> <li>– Keeping your virginity or your chastity will keep you safe.</li> </ul>
<p><b>Conclusion :</b></p> <p><b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Spot the game leader</b></p> <p><b>Instructions:</b></p> <p>The facilitator asks club members to make a circle and asks them to repeat what she/he says after her or him. Then, one club member is requested to go out .She/he will come back in order to spot the game leader.</p> <p><b>b. Summary of the session:</b></p> <p>Facilitator will lead club members to summarize the session as follows:</p> <p>Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationships. Sexuality is influenced by the interaction of biological, psychosocial, economic, political, cultural, ethical, historical, religious and spiritual factors.</p>

	<p><b>c. Lesson learnt:</b></p> <p>The facilitator guides the club members to discuss what they have learned from the session.</p> <ul style="list-style-type: none"> <li>– It is normal to have sexual thoughts and feelings.</li> </ul> <p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework on page 43 to be presented in the next club session.</p> <p>Write a story proving to people that it is very important to acquire knowledge, skills, values and attitudes on sexual development and share it with the rest of the group.</p>
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## SUB-TOPIC II: EARLY PREGNANCY

### SESSION 21: Understanding early pregnancy and its causes

**Session objective:** This session explains different factors influencing early pregnancy such as early onset of sexual activity, premarital sexual activity, norms and traditions, use of alcohol and some harmful substances, sexual coercion, and social economic factors.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

**Steps and Timing**

**Activities**

**Introduction**  
10 minutes

**Activity I:**

**a. Warm up title : Say what you dislike**

**Instructions:**

Facilitator throws the ball to any club members who introduces him or herself and says what she/he dislikes.

	<p><b>b. Observation of the picture and expected responses :</b></p> <p>Facilitator asks club members to observe and describe the picture on page 44.</p> <ol style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message do you get from this picture?</li> </ol> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>i) <ul style="list-style-type: none"> <li>– A young girl wearing school uniform standing with his boyfriend in front of a house.</li> <li>– There is a watch showing that it is Monday 9:00 A.M</li> </ul> </li> <li>ii) Students who do not respect school schedules and prefer to change them into their desired activities end up by falling into risk behaviors.</li> </ol>
<p><b>Session Development</b></p> <p><b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: “Makobwa’s misbehaviour”</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 44.</p> <p><b>b. Discussion points and expected responses</b></p> <ol style="list-style-type: none"> <li>i) What is the most important thing that you have learned from this scenario? <p style="margin-left: 40px;"><i>AI Avoid all influences that may lead you into sexual acts like Makobwa who visited her boyfriend instead of going to school</i></p> </li> <li>ii) What advice would you give to a young girl like Makobwa who changes her school plans into sexual acts? <p style="margin-left: 40px;"><i>AI To change her attitudes, abstain and protect her verginity.</i></p> </li> <li>iii) What do you think will be next in her story: <ul style="list-style-type: none"> <li>– School drop out</li> <li>– Being infected by STIs and HIV/AIDS</li> <li>– Unsafe abortion</li> <li>– Death</li> <li>– Stigmatization by society</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>– <i>Birth complication</i></li> <li>– <i>Psychological issues</i></li> </ul> <p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator asks club members to organize a play as described on page 45.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– Avoid all influences that may lead you into sexual acts.</li> <li>– Abstinence is the best way to avoid early pregnancy.</li> <li>– Early pregnancy can lead to many health hazards even death.</li> <li>– No sex before marriage.</li> </ul>
<p><b>Conclusion :</b></p> <p><b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Create three letter words</b></p> <p><b>Instructions:</b></p> <p>Divide the club members into three or four small groups. Write a word such as “<b>DEVELOPMENT</b>” on the flipchart. The groups have 5 minutes to create as many three-letter words as possible from the word “<b>Development</b>”. For example, <b>dot, pet, lot</b>,... After their time is gone, the group with the most words wins.</p> <p><b>Note:</b> You can use other words depending on the topic you are going to discuss..</p> <p><b>b. Summary of the session:</b></p> <p>Facilitator will lead club members to summarize the session as follows:</p> <p>Early pregnancy among youth is one of the effects of lacking complete information related to Adolescent Sexual Reproductive Health (ASRH). These early pregnancies bring individual, family and community issues in general.</p>

	<p><b>c. Lesson learnt:</b></p> <p>The facilitator guides the club members to discuss what they have learned from the session.</p> <p>No sex before marriage.</p> <p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework on page 45 to be presented in the next club session.</p> <p>Collect information on early pregnancy and show its causes..</p>
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## SESSION 22: Effects of early pregnancy

**Session objective:** By the end of this session, club members will be able to explain the effects of early pregnancy.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

Steps and Timing	Activities
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<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: Can fly or don' t</b></p> <p><b>Instructions:</b></p> <p>If I say the name of an animal that flies, you have to jump, raise your arms and clap your hands.</p> <ul style="list-style-type: none"> <li>– If I say the name of an animal that does not fly, you have to remain in the upright position..</li> </ul>
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	<p><b>b. Observation of the picture and expected responses :</b></p> <p>Facilitator asks club members to observe and describe the picture on page 46.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message do you get from this picture?</li> </ul> <p><b>Possible answers</b></p> <ul style="list-style-type: none"> <li>i) A pregnant girl in the bush collecting herbal medicines</li> <li>ii) Carrying out abortion using herbal medicines is dangerous for your life and it can lead to death.</li> </ul>
<p><b>Session Development</b></p> <p><b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: “Makobwa trying to abort”</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 45.</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) According to this second part of the story, discuss the acts of Makobwa. <ul style="list-style-type: none"> <li><i>AI A: She tried to carry out abortion using herbal medicines but she ended up being taken to the hospital.</i></li> </ul> </li> <li>ii) What might happen to Makobwa after taking traditional medicines? <ul style="list-style-type: none"> <li>– Loss of life</li> <li>– Hepatotoxicity</li> <li>– Malfunction of internal genital organs</li> </ul> </li> <li>iii) Discuss the effects of early pregnancy. <ul style="list-style-type: none"> <li>– School drop out</li> <li>– Being infected by STIs and HIV/AIDS</li> <li>– Abortion</li> <li>– Death</li> <li>– Stigmatization by society</li> <li>– Birth complication</li> <li>– Psychological issues</li> </ul> </li> </ul>

	<p>iv) What have you learnt from this scenario?</p> <p><i>All Girls and boys should not consider abortion as a solution to early pregnancy.</i></p> <hr/> <p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator asks club members to act a play as described on page 46.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– In case of unwanted pregnancy, seek advice from health workers other than using traditional means trying to abort.</li> <li>– Early pregnancy can cause physical, physiological, psychological and socio-economic problems.</li> <li>– Abortion can lead to death.</li> </ul>
<p><b>Conclusion :</b> <b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Fishers of men</b></p> <p><b>Instructions:</b></p> <p>The group sings <b>“I will make you “fishers of men (x3)” I will make you fishers of men if you follow me.</b></p> <p>At the sound of letter <b>“F”</b>, girls will go down while boys remain in upright position.</p> <ul style="list-style-type: none"> <li>– And at the sound of letter <b>“M”</b>, boys will go down while girls remain in the upright positio.</li> </ul>

- The facilitator will tell the club members to form a group having a number of members of his choice.
- A club member who doesn't get a group is immediately excluded from the game.

**b. Summary of the session:**

Facilitator will lead club members to summarize the session as follows:

- Early pregnancy is risky for young girls as many complications may arise from the time of fertilization to that of giving birth and even beyond.

**c. Lesson learnt:**

The facilitator guides the club members to discuss what they have learned from the session.

- Early pregnancy can cause physical, physiological, psychological and socio-economic problems and it may lead to death.

**d. Homework or sharing experiences:**

Facilitator gives homework on page 47 to be presented in the next club session.

- Record similar cases to the one mentioned above in the scenario that might have occurred in your school or community and discuss their consequences.

## SESSION 23: Prevention and management of early pregnancy

**Session objective:** By the end of this session, club members will be able to identify prevention methods and management of early pregnancies.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

Steps and Timing	Activities
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: Factorial</b></p> <p><b>Instructions:</b></p> <p>The facilitator asks club members to count according to the factorial announced.</p> <p>Example: 6! Club members clap their hands and stamp legs 6 times, 5 times, 4 times, 3 times, 2 times, 1 time. Any club member who fails, goes out of the circle.</p> <p><b>b. Observation of the pictures and expected responses :</b></p> <p>Facilitator asks club members to observe and describe the pictures on page 47 and 48.</p> <ul style="list-style-type: none"><li>i) Observe the pictures and describe them.</li><li>ii) What message do you get from this picture?</li></ul> <p><b>Possible answers</b></p> <ul style="list-style-type: none"><li>i)<ul style="list-style-type: none"><li>– A pregnant girl visited by the school administration.</li><li>– That pregnant girl is discussing freely with her schoolmates.</li></ul></li><li>ii) No girl should be denied education because of an early pregnancy.</li></ul>

<p><b>Session Development</b></p> <p><b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: “Makobwa resumes her studies”</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 47.</p> <p><b>b. Discussion points and expected answers</b></p> <p>i) Discuss Makobwa’s behavior before and after pregnancy.</p> <ul style="list-style-type: none"> <li>– <i>Before, she feared her pregnancy and decided to abort but she did not succeed.</i></li> <li>– <i>After, she accepted advice from the school administration and returned to school.</i></li> <li>– <i>She took time to discuss her issue with her headmistress and later on, she started sharing her story with other club members.</i></li> </ul> <p>ii) Suggest preventive measures that can help girls and boys to avoid early pregnancies.</p> <ul style="list-style-type: none"> <li>– <i>Abstinence</i></li> <li>– <i>Avoiding unprotected sex.</i></li> </ul> <p>iii) Have you ever known any similar issue like this one of Makobwa at your school or your community? Share it with your club members.</p> <ul style="list-style-type: none"> <li>– <i>The answer is open, it can be Yes or No but the facilitator can help club members to share their points of view.</i></li> </ul> <p>iv) Discuss how parents and the school administration behaved in Makobwa’s case.</p> <ul style="list-style-type: none"> <li>– <i>Her parents stopped accusing her and gave her support.</i></li> <li>– <i>School administration visited her and encouraged her to return to school. They also helped her to reintegrate into the school environment.</i></li> </ul>
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	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator asks club members to organize a play as described on page 48.</p> <p><b>b. .Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– Never exclude or stigmatize a teen mother.</li> <li>– Teen pregnancy should not be a reason to drop out from school.</li> <li>– A teen mother has a right to education and protection.</li> </ul>
<p><b>Conclusion :</b></p> <p><b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Life boat</b></p> <p><b>Instructions:</b></p> <p>Tell club members to stand and form a loose circle. Explain to them that they are on a ship that is sinking. They have to get into lifeboats, but their capacity is limited. Depending on the size of the group, you should call out that the life boats are only for 3, 5 or 6 people, for example. Then in five seconds, they have to form groups of 3, 5 or 6. You then eliminate those who have drowned. Groups which are bigger or smaller than the number announced. You then announce a new number so that regrouping is necessary until there is only one group left.</p> <p><b>b. Summary of the session:</b></p> <p>Facilitator will lead club members to summarize the session as follows:</p> <p>Early pregnancy can be prevented through abstinence.</p> <p><b>c. Lesson learnt:</b></p> <p>The facilitator guides the club members to discuss what they have learned from the session.</p> <ul style="list-style-type: none"> <li>– Teen pregnancy should not be a reason to drop out from school.</li> </ul>

	<p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework that is on page 49 to be presented in the next club session.</p> <ul style="list-style-type: none"> <li>– List and explain possible measures that can prevent early pregnancy.</li> <li>– If you were one of Makobwa’s relatives, how would you treat her?</li> </ul>
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### **SUB-TOPIC III: SEXUALLY TRANSMITTED INFECTIONS (STIS) AND HIV/AIDS**

#### **SESSION 24: Understanding sexually transmitted infections (STIs), causes and effects**

**Session objective:** By the end of this session, club members will be able to provide enough information on STIs, HIV/AIDS, causes and effects.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 Minutes**

<b>Steps and Timing</b>	<b>Activities</b>
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: Mingle</b></p> <p><b>Instructions:</b></p> <p>the facilitator will sing <b>Mingle (x3)</b> and the club members will reply by saying “<b>Mingle</b>”.</p> <p>The facilitator will sing the word “<b>Closer (x2)</b>” and the club members will do steps approaching the facilitator</p> <p>The facilitator will sing the word “<b>Wider (x2)</b>” and the club members will do steps going behind.</p> <p>The facilitator will tell the club members to form a group having a number of members of his choice.</p> <p>A club member who does not get a group is immediately excluded from the game.</p>

	<p><b>b. Observation of the picture and expected responses :</b></p> <p>Facilitator asks club members to observe and describe the picture on page 50</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message do you get from this picture?</li> </ul> <p><b>Possible answers</b></p> <ul style="list-style-type: none"> <li>i) <ul style="list-style-type: none"> <li>– A rich man giving a young girl a note of 5000 Frws</li> <li>– That young girl is with the rich man closer to a bed.</li> <li>– That young girl is scratching her external genital organ painful.</li> </ul> </li> <li>ii) We should not be tempted into unwanted acts because of money</li> </ul>
<p><b>Session Development</b></p> <p><b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: Mukire the womaniser</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 49.</p> <p><b>b. Discussion points and expected answers</b></p> <ul style="list-style-type: none"> <li>i) What are risk factors for transmission of STIs? : <ul style="list-style-type: none"> <li>– Sex with multiple partners</li> <li>– Sexual violence</li> <li>– Alcohol or using drugs</li> <li>– Some traditional practices</li> <li>– Early sex</li> </ul> </li> <li>ii) What are the most common signs of STIs? List them down <ul style="list-style-type: none"> <li>– Sores or bumps on the genitals</li> <li>– Painful or burning urination</li> <li>– Unusual or odd-smelling discharge from the penis</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>– Unusual or odd-smelling vaginal discharge</li> <li>– Unusual vaginal bleeding</li> <li>– Abdominal pelvic pain</li> </ul> <p>iii) Discuss all misinformation or rumors you know about STIs, HIV/AIDS.</p> <ul style="list-style-type: none"> <li>– You can tell if someone has an STIs simply by looking at them</li> <li>– You can't catch an STIs the first time you have sex:</li> <li>– Only dirty people get STIs</li> <li>– You can't get an STIs from kissing</li> <li>– STIs will go away on their own</li> </ul> <p>iv) State whether the following statements are <b>True</b> or <b>False</b>:</p> <ul style="list-style-type: none"> <li>– STIs are infections that are spread through sexual contact in the body fluids such as semen, vaginal fluids, blood and through contact with infected skin. <b>True</b></li> <li>– Women are not infected with STIs because their reproductive organs are internal. <b>False</b></li> <li>– People infected with HIV/AIDS generally do not suffer from STIs. <b>False</b></li> <li>– Anyone can be infected through sexual intercourse with a partner who is infected with STIs. <b>True</b></li> <li>– It is possible to be infected with STIs through kissing? <b>True</b></li> </ul>
	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator asks club members to act a play as described on page 51</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– Abstain from having sex before marriage.</li> <li>– Don't trust anyone who can lead you to sexual acts.</li> <li>– Avoid sharing sharp instruments.</li> </ul>

<p><b>Conclusion :</b></p> <p><b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Create four letter words</b></p> <p><b>Instructions:</b></p> <p>Divide the club members into three or four small groups. Write such a word as “<b>adolescent</b>” on the flipchart. The groups have 3 minutes to create as many four- letter words as possible from the word “<b>Adolescent</b>”. For example, some of the words could be: <b>dent, tent, lent</b>....After their time is gone, the group with the most words wins</p> <p><b>Note:</b> You can use other words depending on the topic you are going to discuss.</p> <p><b>b. Summary of the session:</b></p> <p>Facilitator will lead club members to summarize the session as follows:</p> <p>Viruses, bacteria or protozoa cause STIs. . Some STIs, for example, herpes can be transmitted by kissing and body touching. STIs are gonorrhoea, chlamydia, syphilis, herpes and pubic lice. STIs are serious because they can cause pelvic inflammatory disease, ectopic pregnancy, infertility, damage to unborn and new-born children, illness and death. Note that some STIs remain in the body without causing symptoms or symptoms may appear after long period but can be transmitted to partners and unborn children and cause illness in the future. These include syphilis, hepatitis, herpes and chlamydia.</p> <p><b>c. Lesson learnt:</b></p> <p>The facilitator guides the club members to discuss what they have learned from the session.</p> <ul style="list-style-type: none"> <li>– We must avoid STIs and HIV/AIDS</li> </ul> <p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives the homework on page 51 to be presented in the next club session.</p> <p>Prepare a school event and share knowledge about the STIs, HIV/ AIDS with other students.</p>
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## SESSION 25: Prevention and management of STIS, HIV/ AIDS.

**Session objective:** This session aims at increasing awareness on the prevention and management of STIs, HIV/ AIDS in schools. It also encourages effective prevention strategies by enabling rapid counselling, screening, diagnosis and treatment.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

**Steps and Timing**

**Activities**

**Introduction**  
**10 minutes**

**Activity I:**

**a. Warm up title: Chase flies and catch mosquitoes**

**Instructions:**

if I say, catch the mosquitoes, you have to jump and clap your hands.

If I say chase the flies, you have to make signs of chasing. If she/he fails, the person gets out of the group.

**b. Observation of the picture and expected responses :**

Facilitator asks club members to observe and describe the picture on page 52.

- i) Observe the picture and describe it.
- ii) What message do you get from this picture?

	<p><b>Possible answers</b></p> <p>i) A doctor discussing with an angry man and his wife, their girl having a tablet of drugs and she is crying.</p> <p>ii) In case of any sign of STIs, it is advised to go for medication.</p>
<p><b>Session Development</b> <b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: “Makwana tested HIV/AIDS positive”</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 51.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) What should you do to prevent the spread of STIs and HIV/AIDS?</p> <ul style="list-style-type: none"> <li>– <i>Abstinence</i></li> <li>– <i>Fidelity among married people</i></li> <li>– <i>Avoid sex acts.</i></li> <li>– <i>Get tested for STIs and HIV/AIDS</i></li> <li>– <i>Avoiding sharing sharp tools</i></li> <li>– <i>Male Circumcision</i></li> </ul> <p>ii) Is it important to complete the prescribed treatment for any STIs? Discuss.</p> <p><b>A/ Yes.</b></p> <ul style="list-style-type: none"> <li>– <i>Effective treatment</i></li> <li>– <i>Strengthen immunity.</i></li> <li>– <i>Quick recovery.</i></li> </ul> <p>iii) State whether the following statements are <b>True</b> or <b>False</b>. Justify your answer</p> <p><b>A/ If you find out that you have STIs talk to your friend as soon as possible. False</b></p> <ul style="list-style-type: none"> <li>– You have to look for a health provider to get the right information and treatment as soon as possible</li> </ul>

	<p>iv) STIs can affect fertility later in life if they are not treated early and properly. <b>True.</b></p> <ul style="list-style-type: none"> <li>– If you don't get the right medicines, your illness is worsened because one of the effects of STIs is to destroy reproductive organs (aggravated).</li> </ul> <hr/> <p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator asks club members to act a play as described on page 52 and 53.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– Prevention is better than cure.</li> <li>– The only way to prevent STIs completely is to abstain from sex.</li> </ul>
<p><b>Conclusion :</b> <b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Counting from 1 to 10</b></p> <p><b>Instructions:</b></p> <p>Counting from 10 to 1 in decreasing order using both arms and feet.</p> <p><b>b. Summary of the session:</b></p> <p>Facilitator will lead club members to summarize the session as follows:</p> <p><i>Girls and boys are at a high risk of being infected by STIs and HIV/AIDS. Being informed about these infections is one way of preventing and managing yourself from them but it is advised to access health services.</i></p> <p><i>Note: The only 100% effective way to prevent and manage STIs and HIV/AIDS is abstinence.</i></p>

	<p><b>Lesson learnt:</b></p> <p>The facilitator guides the club members to discuss what they have learned from the session.</p> <ul style="list-style-type: none"> <li>– The only way to prevent STIs completely is to abstain from sex.</li> </ul> <p><b>c. Homework or sharing experiences:</b></p> <p>Facilitator gives homework on page 53 to be presented in the next club session.</p> <p>Invite a health worker from a nearby health centre to come and give more information on HIV/AIDS and STIs.</p>
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## SESSION 26: HIV/ AIDS Stigma

**Session objective:** This session explains the concept of stigma and how to prevent stigma for students living with HIV/AIDS in schools and in the community.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

Steps and Timing	Activities
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: Robot testing</b></p> <p><b>Instructions:</b></p> <p>Divide club members into groups of threes so that each group has one robot tester and two robots. Once the play starts, all robots start to walk in one direction. By touching the right or the left shoulder, the tester can change the direction of the robots to the right or left. The tester must try to stop the robots crashing into obstacles such as walls, chairs, or other robots. The team that crashes into objects loses the game..</p>

	<p><b>b. Observation of the pictures and expected responses :</b></p> <p>Facilitator asks club members to observe and describe the pictures on page 54 and 55.</p> <ul style="list-style-type: none"> <li>i) Observe the pictures and describe them.</li> <li>ii) What message do you get from this picture?</li> </ul> <p><b>Possible answers</b></p> <ul style="list-style-type: none"> <li>i) <ul style="list-style-type: none"> <li>– A man, a lady and an old woman ordering a young girl who carries a big bag to enter the kitchen which is in front of a beautiful house located in the village.</li> <li>– That girl is sleeping on boxes and crying while her big bag is aside.</li> <li>– An ambulance is parked in front of kitchen, health workers are putting the sick girl in it..</li> <li>– A doctor saying good bye to the girl and the parents who are delighted.</li> </ul> </li> <li>ii) <ul style="list-style-type: none"> <li>– Some family members stigmatize their children when they are infected with HIV/AIDS.</li> </ul> </li> </ul>
<p><b>Session Development</b></p> <p><b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: “Makobwa in isolation”</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 53</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) How do you think Makwana felt when she was taken to her grandmother?</li> </ul> <p><i>AI Depressed, worried, hopeless, isolated, fearful, stigmatized,...</i></p>

	<p>ii) How would you describe Makwana’s condition before being taken to the hospital?</p> <p><i>AI She was in a critical condition because of the following reasons:</i></p> <ul style="list-style-type: none"> <li>– She ate once a day by chance</li> <li>– She did not take her anti-retroviral treatments as prescribed.</li> <li>– She developed opportunistic diseases</li> </ul> <p>iii) What were the benefits of counseling to Makwana?</p> <ul style="list-style-type: none"> <li>– Counseling helped Makwana to get out of her critical condition (depression, worry, hopelessness, isolation, fear, stigmatization,...)</li> </ul> <p>iv) How do you feel when you hear this story?</p> <p><i>AI I feel very embarrassed, upset, compassionate,...</i></p> <p>v) Do you know anyone in school or your community who has been stigmatized or discriminated against because he or she is infected with HIV/AIDS?</p> <p><i>AI The answer might be Yes or no it will depend on club members’ experience.</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator asks club members to act a play as described on page 55.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– Someone infected with HIV/AIDS is still a human being.</li> <li>– Do not judge or blame people living with HIV/AIDS.</li> <li>– If you have been infected with HIV/AIDS or STIs do not infect others.</li> <li>– Respect and support your colleague who has been infected with HIV/ AIDS.</li> </ul>

**Conclusion :**

**10 minutes**

## **Activity 4**

### **a. Warm up title: Fish bowl**

#### **Instructions:**

Divide club members into two equal groups, forming an outer and inner circle, everyone looking towards the inside. Start some music, sing or clap and the two circles move in opposite directions. After 10 seconds stop the music and the people from the inner circle turn around face to face with a partner from the outer circle. Each tells the other his or her problems and gives advice. They can also talk about the title of the session. After two minutes, the music continues and the two circles move again. This can continue until you feel that all club members have listened to a number of colleagues.

### **b. Summary of the session:**

Facilitator will lead club members to summarize the session as follows:

HIV/AIDS stigma refers to irrational or negative attitudes, behaviors and judgments towards people living with HIV/AIDS. It can negatively affect their health and wellbeing and discourage them from finding out their HIV/AIDS status, accessing treatment, or continue receiving care.

### **c. Lesson learnt:**

The facilitator guides the club members to discuss what they have learned from the session.

- Do not judge or blame people living with HIV/AIDS.

### **d. Homework or sharing experiences:**

Facilitator gives homework on page 56 to be presented in the next club session.

Go in your community and visit a known association of people living with HIV/AIDS and assess the challenges they face and present your findings in the next meeting.

## SUB-TOPIC IV: ADOLESCENTS RISK BEHAVIOR

### SESSION 27: Alcohol and abuse of harmful substances

**Session objective:** This session aims at helping students to understand the impact of drug abuse in schools and community.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time:** 50 minutes

#### Steps and Timing

#### Activities

#### Introduction

10 minutes

#### Activity I:

##### a. Warm up title: Square

#### Instructions:

The game begins with 4 players, one in each square.

The player in square 4 starts with the ball, and serves it by bouncing it in their square and tapping it into another players' square.

The player in that square must tap the ball after one bounce into another player's square.

The play continues until someone misses the ball, lets the ball bounce twice, or sends it out of the grid.

The player who misses the ball must go to square 1. The remaining players rotate through the numbered squares.

##### b. Observation of the picture and expected responses:

Facilitator asks club members to observe and describe the picture on page 57.

	<p>i) Observe the picture and describe it.</p> <p><b>Possible answers</b></p> <ul style="list-style-type: none"> <li>– Girls and boys were buying and smoking cigarettes.</li> <li>– Those girls and boys were stealing ladies wallets (bags) and ran away.</li> </ul> <p>ii) What message do you get from this picture?</p> <p><b>Possible answers</b></p> <p>In general, the source of criminal offences among girls and boys is the consumption of alcohol and the use of drugs.</p>
<p><b>Session Development</b> <b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: ‘The notorious boy’</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 56 and 57.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Identify the strange attitudes mentioned in the scenario.</p> <ul style="list-style-type: none"> <li>– Consuming and selling cannabis</li> <li>– Being late for school and refusing to do homework.</li> <li>– Becoming indiscipline and beating the teacher</li> <li>– Grabbing bags from women</li> <li>– Disobeying parents</li> </ul> <p>ii) What made the girls and boys to misbehave?</p> <ul style="list-style-type: none"> <li>– Curiosity to discover and experiment drugs</li> <li>– They have drug –abusing role models.</li> <li>– Easy access to drugs.</li> </ul> <p>iii) Which drugs are the most dangerous to girls and boys in your community?</p> <p><b>A/ All types of drugs are dangerous ( Marjiuna, glue, nicotine, alcohol, cocaine, etc..</b></p>

iv) Why do girls and boys want to have sex after taking drugs?

*AI Drugs influence the way our brains work. They change feelings and they help to overcome shyness and restraints. A person feels strong and powerful and is more likely to give in to sexual temptation than when she/he is sober.*

v) Mention other effects of drug abuse in school or community.

- Addiction
- Violence
- High risk sexual behavior
- Poor academic performance
- School drop out

### **Activity 3**

#### **a. Role-play**

Facilitator asks club members to act a play as described on page 57.

#### **b. Key messages**

The facilitator will guide club members to find all possible key messages from the session.

Some possible key messages:

- Drugs and alcohol can affect your health in many ways (physical health, mental health, and overall well-being).
- Many young girls and boys have died from drug abuse..
- Drug abuse can lead to school drop out.

**Conclusion :**

**10 min**

**Activity 4**

**a. Warm up title: Bean bag toss**

**Instructions:**

Club members will stand in a designated area and take turns tossing beanbags to hit targets, trying to achieve the most points possible.

Club members can work individually or in teams, and may record points achieved.

Club members must wait for everyone to stop throwing before they can retrieve their beanbag.

Ensure that Club members are encouraging other players if their turn is over.

**b. Summary of the session:**

Facilitator will lead club members to summarize the session as follows:

*The use of alcohol and other drugs is harmful to the health of the user. Further, the use of drugs and alcohol is not advantageous to an academic atmosphere. Drugs hinder the learning process and can cause disruption for other students and disturb their academic interests.*

**c. Lesson learnt:**

The facilitator guides the club members to discuss what they have learned from the session.

Many young girls and boys have died from drug abuse

**d. Homework or sharing experiences:**

Facilitator gives the homework that is on page 58 to be presented in the next club session.

- Organize a day of anti- drug abuse in school.

## SESSION 28: Risk behavior for young girls and boys

**Session objective:** By the end of this session, club members will be able to identify the causes of risky behavior in young girls and boys such as lack information about personal rights, health behavior, lack of resources, social economic factors (sugar mummies/daddies), peer pressure, gender roles, lack of role models, lack of communication, etc.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

### Steps and Timing

### Activities

#### Introduction

10 minutes

#### Activity I:

##### a. Warm up title: Toss across

##### Instructions:

Club members work in pairs facing each other, standing arm's length apart.

Each partner pair takes one beanbag. The purpose of the game is to continue catching and throwing the beanbag without dropping it as the pairs move further apart.

Each time the partners throw and catch successfully, they can take a step back and try again, alternating thrower and catcher.

It gets more and more challenging with each step!

Extra challenge: Club members can try throwing and catching with one hand only!

##### b. Observation of the picture and expected responses :

Facilitator asks club members to observe and describe the pictures on page 59.

	<p>i) Observe the picture and describe it.</p> <p>ii) What message do you get from this picture?</p> <p><b>Possible answers</b></p> <p>i)</p> <ul style="list-style-type: none"> <li>– A woman is conversing with a young boy.</li> <li>– That woman is buying clothes for him.</li> <li>– That woman and the boy are seated drinking alcohol.</li> </ul> <p>ii) Adults tempt young girls and boys using various tricks and things such as money, gifts, power, etc.</p>
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<p><b>Session Development</b></p> <p><b>30 Minutes</b></p>	<p><b>Activity 2 :</b></p> <p><b>a. Scenario: “Gacuma and Sugar mammy” (pt I)</b></p> <p>In groups, facilitator will ask club members to read carefully the scenario on page 58.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Identify all risk behaviors shown in the scenario.</p> <p><i>AI - Accepting everything that you did not get from your parents or guardians or you have not worked for.</i></p> <ul style="list-style-type: none"> <li>– <i>Visiting people whom you do not know and accepting his/her promises.</i></li> </ul> <p>ii) Discuss Gacuma and the woman’s behaviors.</p> <table border="1" data-bbox="393 1169 1167 1563"> <thead> <tr> <th data-bbox="393 1169 780 1214"><b>Gacuma’s behavior</b></th> <th data-bbox="780 1169 1167 1214"><b>Woman’s behavior</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="393 1214 780 1271">– Accepting gifts and taking alcohol</td> <td data-bbox="780 1214 1167 1271">– Tempting young boys</td> </tr> <tr> <td data-bbox="393 1271 780 1328">– Lying parents</td> <td data-bbox="780 1271 1167 1328">– Giving gifts and alcohol to young boys</td> </tr> <tr> <td data-bbox="393 1328 780 1386">– Accepting to be tricked without critical think.</td> <td data-bbox="780 1328 1167 1386">– Lying to young boys and dating them</td> </tr> <tr> <td data-bbox="393 1386 780 1563">– Lack of interest to seek pieces of advice from trustworthy people.</td> <td data-bbox="780 1386 1167 1563">– Teaching young boys to tell lies.</td> </tr> </tbody> </table>	<b>Gacuma’s behavior</b>	<b>Woman’s behavior</b>	– Accepting gifts and taking alcohol	– Tempting young boys	– Lying parents	– Giving gifts and alcohol to young boys	– Accepting to be tricked without critical think.	– Lying to young boys and dating them	– Lack of interest to seek pieces of advice from trustworthy people.	– Teaching young boys to tell lies.
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– Accepting to be tricked without critical think.	– Lying to young boys and dating them										
– Lack of interest to seek pieces of advice from trustworthy people.	– Teaching young boys to tell lies.										

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator asks club members to act a play as described on page 59.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– Young girls and boys have a right to correct and complete information.</li> <li>– Young girls and boys should learn from role models.</li> <li>– It is important to share your secret with trustworthy people such as parents, teachers, peers, health workers, religious leaders, etc.</li> </ul>
<p><b>Conclusion :</b></p> <p><b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Bean bag relay</b></p> <p><b>Instructions:</b></p> <p>Divide Club members into four teams.</p> <p>Have teams stand in a single-file line, and give the club member at the front of each line one beanbag.</p> <p>When you say “Go!” each team passes their beanbag through the line, alternating overhead and under their legs.</p> <p>When the beanbag reaches the end of the line, the last person in line runs to the front and repeats the over-under.</p> <p>The team continues this until the first person who started the relay is back at the front of the line.</p> <p>Teams sit down when they are finished.</p> <p>Extra challenge: Put the beanbag on a paper plate.</p>

**b. Summary of the session:**

Facilitator will lead club members to summarize the session as follows:

The drug abuse and alcohol have side effects to the user, they hinder teaching and learning activities leading to poor performance

**c. Lesson learnt:**

The facilitator guides the club members to discuss what they have learned from the session.

Common risks behaviours in young girls and boys are sexual activity, tobacco smoking, alcohol use, illegal substance use, fighting,....

**d. Homework or sharing experiences:**

Facilitator gives the homework on page 59 to be presented in the next club session.

Discuss temptations from sugar mummies and daddies

**SESSION 29: Consequences of risk behaviors among young girls and boys**

**Session objective:** By the end of this session, club members will be able to identify the consequences or risks faced by young people.

**Materials/resources:** Flip charts, pictures, illustrations, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, discussion, brainstorming, group work, questions and answers (Q&A), etc.

**Session time: 50 minutes**

Steps and Timing	Activities
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: (Optional) Example: Bang</b></p> <p><b>Instructions:</b></p> <p>Facilitator gives warm up before introducing every session.</p> <p>Facilitator asks club members to stand in a circle, counting out loudly, beginning with “one” and going around in a circle, each person saying the next number. However, every time they come to a number that is divisible by 3, such as 3, 6, 9, and 12. A club member whose turn has come shouts “<b>bang</b>” instead of the number. If she/he fails, the person gets out of the circle.</p> <p><b>b. Observation of the pictures and expected responses :</b></p> <p>Facilitator asks club members to observe and describe the pictures on page 60 and 61.</p> <p>i) Observe the pictures and describe them.</p> <p>ii) What message do you get from this picture?</p> <p><b>Possible answers</b></p> <p>i)</p> <ul style="list-style-type: none"> <li>– A young boy seated with a pregnant old lady in their home discussing in good mood.</li> <li>– That young boy is showing off to his colleagues and telling them that he is rich.</li> <li>– That young boy is cheering with a young girl in the bar.</li> </ul> <p>ii) Young boys can use the money they get from sugar mummies to tempt young girls.</p>

**Session  
Development**  
**30 Minutes**

### **Activity 2 :**

#### **a. Scenario: “Gacuma and Sugar mammy” (pt2)**

In groups, facilitator will ask club members to read carefully the scenario on page 60.

#### **b. Discussion points and expected responses**

i) Describe Gacuma’s behaviors in the scenario.

*Al Gacuma has been tricked and tempted by a sugar mummy who gave him money, which he uses for tempting young girls.*

ii) Identify all consequences of risk behaviors shown in the scenario.

- *Impregnating an adult woman.*
- *Using money got from the sugar mummies to tempt young girls.*
- *Doing unprotected sex with every one you are in relations with.*
- *Being infected with STIs and HIV/AIDS*
- *Low education attainment*
- *Being bullied*
- *Emotional health problems*
- *Loss of fortune*

iii) What do you think can happen to Gacuma and his friends after making unprotected sex?

- *They can be infected with STIs and HIV/AIDS*
- *He can impregnate her*
- *They can drop out from school*

### **Activity 3**

#### **a. Role-play**

Facilitator asks club members to act a play as described on page 61.

	<p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible key messages:</p> <ul style="list-style-type: none"> <li>– <i>Avoid sexual acts until you are able to take responsible decisions</i></li> <li>– <i>Resist the tricks used by sugar mummies and daddies to tempt young people</i></li> <li>– <i>Be informed about sexuality and related risks such as violence, tobacco smoking, alcohol and illegal substance use, etc.</i></li> </ul>
<p><b>Conclusion :</b> <b>10 minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: The helmet game</b></p> <p><b>Instructions:</b></p> <p>Water filled balloons are hung up. Each player gets a helmet with a spike or thorn attached to it and must try to burst the balloons. This game can be played with one player blindfolded and directed by another player. NOTE: This is a great game for OUTSIDE.</p> <p><b>b. Summary of the session:</b></p> <p>Facilitator will lead club members to summarize the session as follows:</p> <p>The negative effects of risk behaviors among girls and boys lead to personal, social and economic problems and they can be associated with mortality through accidents, violence and crimes.</p> <p><b>c. Lesson learnt:</b></p> <p>The facilitator guides the club members to discuss what they have learned from the session.</p> <ul style="list-style-type: none"> <li>– Resist the tricks used by sugar mummies and daddies to tempt young people.</li> </ul>

	<p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives homework on page 62 to be presented in the next club session.</p> <p>Prepare a sketch related to temptations from sugar mummies and daddies and act it in the next club time</p>
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## SUB-TOPIC V: LIFE SKILLS AND COMMUNICATION SKILLS

### SESSION 30: Introduction to communication skills

**Session objective:** This session assists young girls and boys to practice different communication skills including negotiation, assertiveness and saying no. It is also important for them to communicate effectively, resolve conflicts respectfully without harm and develop satisfying relationships that are based on mutual respect.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**  
10 minutes

**Activity I:**

**a. Warm up title: Basket tennis**

**Instructions:**

Club members pair up and stand a few meters apart. (Increase or decrease distance to make it harder or easier).

One member of the pair holds a basket. The other has the tennis balls.

The player with the balls tries to bounce the ball once and then have it caught by the second player using the basket.

A team is successful once they have thrown 5 balls into the basket (feel free to change this total).

Option: A tennis ball is thrown /shot against the wall (like in squash) and must be caught by a second person with a basket.

	<p><b>b. Observation of the pictures and expected responses</b></p> <p>Facilitator asks club members to observe and describe the pictures on page 63.</p> <ul style="list-style-type: none"> <li>i) Observe the pictures and describe them.</li> <li>ii) What message can you get from this picture?</li> </ul> <p><b>Expected Answer</b></p> <ul style="list-style-type: none"> <li>i) The first picture indicates the patients lining up at the health center <i>The second picture shows Masusa asking for forgiveness</i></li> <li>ii) There should be a proper way to communicate to people. <ul style="list-style-type: none"> <li>– The nurse didn't explain to Masusa why she has to let other patients go first.</li> <li>– Masusa did not respond or complain nicely to what the nurse did.</li> </ul> </li> </ul>
<p><b>Session Development</b> <b>30minutes</b></p>	<p><b>Activity 2:</b></p> <p><b>a. Scenario: “Masusa’s behaviour”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 62.</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) What should Masusa have done in this situation? <i>A/ He would have been patient and explain to the nurse and other patients politely his problem.</i></li> <li>ii) Discuss the various types of communication and how you can improve your communication skills.</li> </ul>

**A/**

### **Verbal**



- Use a strong, confident speaking voice.
- Use active listening.
- Avoid filler words.
- Avoid industry jargon when appropriate.

### **Nonverbal**



- Notice how your emotions feel physically.
- Be intentional about your nonverbal communications.
- Mimic nonverbal communications you find effective.

### **Visual**



- Ask others before including visuals.
- Consider your audience.
- Only use visuals if they add value.
- Make them clear and easy-to-understand.

### **Written**



- Strive for simplicity.
- Don't rely on tone.
- Take time to review your written communications.
- Keep a file of writing you find effective or enjoyable.

*You can improve your communication skills by learning and practicing them.*

iii) Talk about the importance of communication and good communication skills

**A/** *When you use effective communication, the message given is clear.*

iv) Discuss the barriers of effective communication.

**A/**

- *The use of jargons or unfamiliar terms*
- *Physical disabilities like hearing problem or speech difficulties*
- *Emotional barriers and taboos*
- *Lack of attention or interest*
- *Language differences*

	<p><b>Activity 3</b></p> <p><b>a. Role play</b></p> <p>Facilitator asks club members to act a play as described on page 64.</p> <p>Choose six volunteers: three boys and three girls.</p> <ul style="list-style-type: none"> <li>– Assign one boy and one girl to play passive communication.</li> <li>– Assign one boy and one girl to play aggressive communication.</li> <li>– Assign one boy and one girl to play assertive communication.</li> </ul> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible Key messages:</p> <ul style="list-style-type: none"> <li>– Be bold and direct but respectful when you communicate.</li> <li>– Learn to listen well to what another person is saying.</li> <li>– Listen before responding.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Ball catapult</b></p> <p><b>Instructions:</b></p> <p>A ball is placed on a towel.</p> <p>The ball is thrown up and caught by 2 club members using the towel.</p> <p>First challenge: How often can the team throw the ball up and catch it again?</p> <p>Second challenge:A second team catches the ball and throws it back. How often can the team of 4 pass the ball back and forwards?.</p>

### **b. Summary of the session**

Facilitator will summarize the session as follows:

Effective communication leads to proper understanding of the information given.

### **c. Lesson learnt:**

The facilitator guides the club members to discuss what they have learned from the session.

When effective communication is used, the message is always clear.

### **d. Homework or sharing experiences (page 64)**

In three groups, discuss one of the following statements and prepare a summary to be presented in the next session.

- The most important thing in communication is getting what is being said.
- You can have brilliant ideas, but if you can't put them across, your ideas won't get you anywhere.
- Effective communication is the solution to all problems.

## SESSION 31: Being assertive

**Session objective:** This session shows the learners how they can express themselves effectively and stand up for their points of view by respecting the rights and beliefs of others.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

Timing for each step.	Activities
<b>Introduction</b> <b>10 minutes</b>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: (Optional) Example: Bang</b></p> <p><b>Instructions:</b></p> <p>Facilitator gives warm up before introducing every session.</p> <p>Facilitator asks club members to stand in a circle, counting out loudly, beginning with “one” and going around in a circle, each person saying the next number. However, every time they come to a number that is divisible by 3, such as 3, 6, 9, and 12. A club member whose turn has come shouts “<b>bang</b>” instead of the number. If she/he fails, the person gets out of the circle.</p> <p><b>b. Observation of the pictures and expected responses</b></p> <p>Facilitator asks club members to observe the pictures on page 65 and discuss them.</p> <ol style="list-style-type: none"><li>i) Observe the pictures and describe them.</li><li>ii) What message can you get from these pictures?</li></ol> <p><b>Expected answer</b></p> <ol style="list-style-type: none"><li>i) The first picture shows a young man wooing a girl trying to pull her into the house. <i>The second picture shows a man giving money to a schoolgirl and trying to pull her into his car.</i></li><li>ii) Both pictures show temptations faced by young girls .</li></ol>

<p><b>Session Development</b></p> <p><b>30minutes</b></p>	<p><b>Activity 2:</b></p> <p><b>a. Scenario: “Matovu resisted to temptations”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 64.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Explain the following terms:</p> <ul style="list-style-type: none"> <li>– <i>Communication</i></li> <li>– <i>Assertive communication</i></li> </ul> <p>a. <b>Communication:</b> <i>Is the transfer of information from one person or a place to another</i></p> <p>b. <b>Assertive communication:</b> <i>Expressing your views to be understood by others without disregarding theirs.</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Game/sharing experience (page 66)</b></p> <p>i) A game: Use your body language (head, fingers, eyes and face) to refuse something to someone.</p> <p>ii) Share with your colleagues a situation in which you were more assertive and tell them how it affected you physically and emotionally.</p> <p><b>d. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Possible Key message:</p> <ul style="list-style-type: none"> <li>– Young girls should always desist from temptations from men.</li> </ul>

**Conclusion**  
**10minutes**

#### **Activity 4**

##### **a. Warm up title: Bubble bonanza**

###### **Instructions:**

Divide Club members into pairs, deciding who is Partner A and Partner B.

Club member A has 30 seconds to blow as many bubbles as he/she can, with Partner B counting.

Club member B will then try and beat Club member A's record!

##### **b. Summary of the session**

Facilitator will summarize the session as follows:

Girls should always be careful and refuse gifts from boys and men which may end up in sexual acts.

##### **c. Lesson learnt:**

The facilitator guides the club members to discuss what they have learned from the session.

There are many temptations out there that young girls face.

##### **d. Homework or sharing experiences (page 66)**

In groups, discuss one of the following statements and prepare a summary to be presented in the next session.

- i) Is it difficult to be assertive? If so, why?
- ii) How can you be assertive and avoid being aggressive?

## SESSION 32: Problem solving and negotiation skills

**Session objective :** This session aims at helping the learners to find better solutions to problems by avoiding conflicts in order to build better relationships.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc..

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

<b>Timing for each step.</b>	<b>Activities</b>
<b>Introduction</b>  <b>10 minutes</b>	<b>Activity I:</b>  <b>a. Warm up title: Balloon keep-up</b>  <b>Instructions:</b> Give group a balloon. Count the number of times they can keep the balloon up. Have the group try and break their own record! Extra challenge: Tell group they can't use their hands to hit the balloon. Extra challenge: Go in alphabetical order of who can hit the balloon next. Extra challenge: Try to hit the balloon with various objects, such as a racquet or cardboard tube.  <b>b. Observation of the picture and expected responses</b> Facilitator asks club members to observe the picture on page 67 and discuss. i) Observe the picture and describe it. ii) What message can you get from these pictures?  <b>Expected Answer</b> i) The picture shows a boy wooing a girl in a restaurant. It also shows another couple in a conversation around a table. ii) Girls should always be able to answer "NO" to whoever wants to lead them into temptations.

<p><b>Session Development</b></p> <p><b>30minutes</b></p>	<p><b>Activity 2:</b></p> <p><b>a. Scenario: “The model girl”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 66.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) If you were Mamesa, which other negotiation skills would you have used to avoid danger?</p> <p><i>A/ Assertive negotiation skills, compromising (action of making consensus of giving something up in order to reach an agreement, avoiding burn out, giving up and foregoing, accommodation).</i></p> <p>ii) State whether you <b>agree</b> or <b>disagree</b> with the following statements about negotiation and justify your answer.</p> <p>a. Negotiation is when you talk about differences, perhaps make some compromises, and then come to an agreement.</p> <p><i>A/ Agree</i></p> <p>b. Negotiation is an interactive process between two or more people.</p> <p><i>A/ Agree</i></p> <p>c. Negotiation involves solving problems creatively to prevent or settle a disagreement without giving up on your original position or ideas.</p> <p><i>A/ Agree</i></p>
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	<p><b>Activity 3</b></p> <p><b>a. Role play</b> (page 68)</p> <p>i) Choose two volunteers: a boy and a girl</p> <ul style="list-style-type: none"> <li>– The girl acts the role of someone who owes the boy 5,000Frw.</li> <li>– The boy acts the role of someone who is in need of the money and asks her to pay it back.</li> </ul> <p>ii) Choose two volunteers: a boy and a girl</p> <ul style="list-style-type: none"> <li>– The girl acts the role of a girlfriend.</li> <li>– The boy acts the role of a boyfriend.</li> </ul> <p>They discuss why they should not have sex before marriage.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Possible Key message:</p> <ul style="list-style-type: none"> <li>– Negotiation can help you to face complicated situations with more confidence.</li> <li>– Effective negotiation reduces the risk of conflicts.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Balloon dance</b></p> <p><b>Balloon dance</b></p> <p>Divide players into pairs.</p> <p>Have pairs place the balloon between their bodies.</p> <p>Tell pairs when you turn the music on, pairs must walk around the room keeping the balloon between them. They cannot use their hands to hold it.</p> <p>The last pair with the balloon between them wins!</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will lead the club member to summarize the session as follows:</p> <p>Negotiation is very important in solving our everyday problems.</p>

**c. Lesson learnt:**

The facilitator guides the club members to discuss what they have learned from the session.

- Negotiation can help you to face complicated situations with more confidence.

**d. Homework or sharing experiences (page 68)**

1. Give an example of each of the following negotiation positions:
  - a. Win/win negotiation:
  - b. Win at all Costs:
2. How can you deal or solve the following issues/problems?
  - a. Your friends want you to try drugs with them and say you are weak if you do not join in.
  - b. Your boyfriend dislikes all your friends and wants you to stop seeing them.
  - c. A friend owes you 10,000 Frw but cannot pay it back and you need it badly.
  - d. You want your boyfriend/girlfriend to make sex after marriage, but he/she does not want to.

## SESSION 33: Sexuality and the Media

**Session objective :** The purpose of this session is to help the students to know the effects of the misuse of the media on sexual behavior and enable them to use it properly.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I:**

**a. Warm up title: Bang**

**Instructions:**

Facilitator asks club members to stand in a circle, counting out loudly, beginning with “one” and going around in a circle, each person saying the next number. However, every time they come to a number that is divisible by 3, such as 3, 6, 9, and 12. A club member whose turn has come shouts “**bang**” instead of the number. If she/he fails, the person gets out of the circle.

**b. Observation of the pictures**

Facilitator asks club members to observe the picture on page 69 and discuss.

- i) Observe the picture and describe it.
- ii) What message can you get from this picture?

***Expected answer***

- i) A picture shows a boy inside his room with a smart phone looking like someone who was watching bad things and was shocked on seeing his mom entering his room.
- ii) The youth should be careful with the use of social media as it can impact on their sexual behavior.

**Session  
Development**  
**30minutes**

### **Activity 2:**

#### **a. Scenario: “Be careful with social media”**

In groups, facilitator will ask club members to read and understand the scenario on page 69.

#### **b. Discussion points and expected responses**

- i) Discuss why Teki tells his mom to wait a bit and has lately been putting his bed sheets and pajamas into the basket to be washed every morning.

*AI He has been masturbating*

- ii) Discuss the negative effects of misuse of the media on the sexual behaviour of young people.

*AI Bad habit and unhealthy habits like masturbation can influence them to practice sexual acts.*

- iii) How can you help a friend of yours who may be passing through the problems of the media influence on sexual behaviour among the youth?

*AI I may advise him/her to stop misusing social media in sexual urge(desire).*

### **Activity 3**

#### **a. Role play ( page 70)**

Act a play like the one above on the effects of misuse of the media on sexual behaviour among the youth. You can base on what you are familiar with and hear from friends and show the negative effects.

#### **b. Key messages**

The facilitator will guide club members to find all possible key messages from the session.

Some possible Key messages:

- Misuse of the media leads to bad sexual behavior.
- Young people should be careful with the misuse of the media.

<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Badobado</b></p> <p><b>Instructions:</b></p> <p>All Club members in a circle, when facilitator says “<b>Ba</b>” all members put their hands up, when he/she says “<b>Bado</b>” all club members put their hands straight forward and when she/he says “<b>Badobado</b>” all members put their hands straight downward. Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will lead club members to summarize the session as follows:</p> <p>Misuse of the social media may lead in sexual acts</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <p>Young people should be careful with the use of the media.</p>
	<p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator will tell club members to do the homework on page 70 and present in the next session</p> <p>I. What are the different media industries that try to reach the adolescent audience?</p> <p><b>Step 1:</b> Choose an advertisement to analyze.</p> <p><b>Step 2:</b> Use these questions to discuss the advertisement you are analyzing.</p> <ol style="list-style-type: none"> <li>a. What product or service is the advertisement selling?</li> <li>b. Who is the target audience for this advertisement? (Include age range, culture, gender, socio-economic level.)</li> </ol>

	<ul style="list-style-type: none"> <li>c. What does the advertisement suggest or imply that the product can do in addition to this?</li> <li>d. What underlying message or value is being sold by the advertisement? Is it obvious or subconscious?</li> <li>e. Do you agree/disagree with this message?</li> <li>f. What do people in the advertisement look like?</li> <li>g. What message does the advertisement give about sexuality?</li> <li>h. Is this a positive or negative message about sexuality?</li> </ul>
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### SESSION 34: Sexual problems /STAR problem solving method

**Session objective :** The purpose of this session is to make the young people be aware of how they can solve sexual problems using the STAR problem solving method.

The **STAR** method is a structured manner of responding to a behavioral-based interview question by discussing the specific **S**ituation, **T**ask, **A**ction, and **R**esult of the situation you are describing.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

Timing for each step.	Activities
<p><b>Introduction</b>  <b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: “Say Yes on even number , exactly divisible by 2 ”</b></p> <p><b>Instructions:</b></p> <p>Facilitator asks club members to stand in a circle, counting out loudly, beginning with “<b>one</b>” and going around in a circle, each club member saying the next number. However, every time they count numbers from 1 up to 20 divisible by 2 or even number , such as 2, 6, 8, 10,..The person whose turn has come shouts “<b>YES</b>” instead of the number. If she/he fails, the person gets out of the circle to track others.</p>

	<p><b>b. Observation of the picture and expected responses:</b></p> <p>Facilitator asks club members to observe the picture on page 71 and discuss.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message can you get from this picture?</li> </ul> <p><b>Expected Answers</b></p> <ul style="list-style-type: none"> <li>i) The picture shows two girls, one of them saying that she is feeling pain in her genital parts</li> <li>ii) Know your problem and find a proper way to solve it</li> </ul>
<p><b>Session Development</b></p> <p><b>30minutes</b></p>	<p><b>Activity2:</b></p> <p><b>a. Scenario: “Kenny’s grief”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 71.</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) Discuss the best solution for Kanny to overcome her fears. <ul style="list-style-type: none"> <li><i>AI To solicit advice from a trusted person and go to the nearby health center.</i></li> </ul> </li> <li>ii) Discuss how Kanny can use STAR problem solving method to overcome her problem. <ul style="list-style-type: none"> <li><i>AI First she has to understand the Situation, then give herself a Task to overcome it.</i></li> <li><i>The next thing to do is to put in Actions the way she has in her mind to solve the issue.</i></li> <li><i>Lastly, she evaluates the Results.</i></li> </ul> </li> </ul>

	<p><b>Activity 3</b></p> <p><b>a. Role play</b> Make a similar play like the one on page 72. Choose two volunteers: Kanny and the doctor.</p> <p><b>b. Key messages</b> The facilitator will guide club members to find all possible key messages from the session. Some possible Key messages:</p> <ul style="list-style-type: none"> <li>– Speak out your problems, challenges or constraints to someone you trust.</li> <li>– Always think of an effective way to solve your problems.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Throwing the ball</b> <b>Instructions:</b> Facilitator throws the ball to any club member who introduces him or herself and says what she/he likes.</p> <p><b>b. Summary of the session</b> Facilitator will lead club member to summarize the session as follows:</p> <ul style="list-style-type: none"> <li>– Speak out your problem, challenges or constraints to someone you trust.</li> <li>– Always think of an effective way to solve your problems.</li> </ul> <p><b>c. Lesson learnt:</b> Facilitator guides club members to discuss what they have learnt from the session. Problem solving skills are very important in everyday life</p> <p><b>d. Homework or sharing experiences</b> Facilitator gives homework on page 72 to be presented in the next club session. Discuss other methods that you can use in problem solving.</p>

## SESSION 35: Planning for the future

**Session objective :** This session aims at helping the young people to understand the importance of planning for their future.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I:**

**a. Warm up title: Hummer**

**Instructions:**

Facilitator asks club members to say “**Hummer Hummer Hummer**” raising their right arm, left arm, right leg and left leg, then they continue in descending order.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe the picture on page 73 and discuss.

- i) Observe the picture and describe it
- ii) What message can you get from this picture?

***Expected Answer***

- i) The picture shows a girl discouraging her village mate
- ii) We should not be discouraged by what people tell us on our journey to success

<p><b>Session Development</b></p> <p><b>30minutes</b></p>	<p><b>Activity2:</b></p> <p><b>a. Scenario: “Don’t mislead me”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 72.</p> <p><b>b. Discussion points and expected responses</b></p> <p>In groups of three, discuss the journey of your education.</p> <p>i) .What do you learn from Nyakarabo’ s story?</p> <p><i>AI We don’t have to be discouraged by what people say</i></p> <p>ii) Discuss, “Your family background does not determine your future”.</p> <p><i>AI Club members will give their views</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Role play</b></p> <p>Choose two volunteers and act a similar play like the one above in the scenario on page 73.</p> <p>One volunteer act as Nyakarabo, while another one acts as Gakumi.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible Key messages:</p> <ul style="list-style-type: none"> <li>– It is important to make your plan for the future to guide your aspirations and dreams.</li> <li>– Building your future starts now</li> </ul>

**Conclusion**  
**10minutes**

#### **Activity 4**

##### **a. Warm up title: Pipupipu**

##### **Instructions:**

All Club members in a circle, when facilitator says “**Pi**” all members put their hands up, when he/she says “**Pipu**” all club members put their hand straight forward and when she/he says “**Pipupipu**” all members put their hands straight downward. Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others.

##### **b. Summary of the session**

Facilitator will summarize the session as follows:

We should always focus on success regardless of discouragements here and there.

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

- It is important to make a plan for your future that will guide your life and rely on your aspirations or dreams.

##### **d. Homework or sharing experiences**

Facilitator gives homework on page 73 to be presented in the next club session.

Discuss your dreams and aspirations with trusted people like your family, counselors, teachers, religious leaders, and mentors and come up with a written plan about your future.

# GENDER RESPONSIVE PEDAGOGY

## SESSION 36: Gender responsive teaching and learning materials

**Session objective:** This session serves to emphasize that teaching and learning materials should be scrutinized to eliminate gender bias and gender stereotypes.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**  
**10 minutes**

**Activity I**

**a. Warm up title: Spot the game leader**

**Instructions:**

The facilitator asks club members to make a circle and asks them to repeat what she/he says after her or him. Then, one club member is requested to go out. She/he will come back in order to spot the game leader.

**b. Observation of the picture and expected responses:**

Facilitator asks club members to observe the picture on page 76 and discuss.

	<p>i) Observe the picture and describe it.</p> <p>ii) What message do you get from this picture?</p> <p><b>Expected Answer</b></p> <p>i) The picture shows a teacher holding an open book in a laboratory, boys are performing experiments while girls are just observing.</p> <p>ii) Give equal opportunity to students of both girls and boys to equally participate in teaching and learning activities</p>
<p><b>Session Development</b> <b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario: “The teaching of Mr. Gacuma”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 75.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Why did girls perform poorly at the end of first term? <i>AI They were denied the opportunity to do experiments in the laboratory</i></p> <p>ii) Is it fair for only boys to perform lab experiments while girls are observing? <i>AI No, it is not fair</i></p> <p>iii) Did the teacher discover the reason why the girls’ attendance in the laboratory had dropped? <i>AI No, the teacher did not discover the reasons why girls attendance dropped.</i></p> <p>iv) Do you think changing the Chemistry teacher will solve the problem? Give reasons <i>AI Yes, it will solve the problem if the new teacher is gender responsive but the problem will not be solved if the new teacher is not gender responsive</i></p>

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and ask them to organize a play as stated on page 76</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Example of Key message:</p> <ul style="list-style-type: none"> <li>– All teaching and learning resources should portray both girls and boys sharing responsibilities equally.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Say what you dislike</b></p> <p><b>Instructions:</b></p> <p>Facilitator throws the ball to any club members who introduces him or herself and says what she/he dislikes.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will guide club members to summarize the session: It shows a teacher who is not gender responsive and teaching materials that discouraged girls students and were not given opportunity to do practicals, which resulted in low attendance and poor performance in chemistry.</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <p>Teachers, teaching methodology and teaching materials should be gender responsive</p> <p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives homework on page 77 to be presented in the next club session.</p> <p>“Pick a book from the library and analyze it and point out any gender imbalances in the text and pictures.”</p>

## SESSION 37: Gender responsive lesson planning

**Session objective:** This session will equip student teachers with knowledge and skills on how to plan a gender responsive lesson.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I**

**a. Warm up title: Create three letter words**

**Instructions:**

Divide the club members into three or four small groups. Write a word such as “**DEVELOPMENT**” on the flipchart. The groups have 5 minutes to create as many three-letter words as possible from the word “**Development**”. For example, **dot, pet, lot**,... After their time is gone, the group with the most words wins.

**Note:** You can use other words depending on the topic you are going to discuss.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe the picture on page 78 and discuss it.

- i) Observe the picture and describe it.
- ii) What message do you get from this picture?

**Expected answer:**

- i) The picture shows women with baskets, harvesting fruit and taking them to the market for sell, and boys showing no interest in the class.
- ii) Pictures in the teaching and learning materials should be gender inclusive

<p><b>Session Development</b></p> <p><b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario: “Teaching strategies of Mrs. Gihura”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 77.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Why do you think the lesson was boring to the boys?</p> <p><i>AI The lesson plan and teaching materials were gender exclusive</i></p> <p>ii) What should teacher Gihura have done to involve the whole class in the lesson?</p> <p><i>AI He should have well planned his lesson such that it includes gender responsive teaching and learning materials .</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and asks them to organize a play as stated on page 78.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Example of Key message:</p> <ul style="list-style-type: none"> <li>– Lesson delivery should encourage equal participation of girls and boys.</li> </ul>

**Conclusion**  
**10 minutes**

#### **Activity 4**

##### **a. Warm up title: Can fly or don't**

##### **Instructions:**

If I say the name of an animal that flies, you have to jump, raise your arms and clap your hands.

If I say the name of an animal that does not fly, you have to remain in the upright position..

##### **b. Summary of the session**

Facilitator will guide club members to summarize the session:

It shows a teacher who prepared lesson plan that was not gender responsive and boy students did not follow the lesson because teaching and learning aids used were gender exclusive.

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

All lessons and teaching aids must be gender responsive.

##### **d. Homework or sharing experiences:**

Facilitator gives homework on page 78 to be presented in the next club session.

Evaluate whether your lesson plans are gender responsive and present your findings in the next session.

## SESSION 38: Gender responsive language use

**Session objective:** The purpose is to create conducive teaching and learning environment. It helps teacher to remove gender biases expressed through language and gestures used in the classroom and enhances interaction between the teacher and the students.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I**

**a. Warm up title: Fishers of men**

**Instructions:**

The group sings “**I will make you**

**“fishers of men (x3)”**

**I will make you fishers of men if you follow me.**

At the sound of letter “**F**”, girls will go down while boys remain in upright position.

And at the sound of letter “**M**”, boys will go down while girls remain in the upright positio.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe picture on page 79 and discuss.

- i) Observe the picture and describe it.
- ii) What message can you get from this picture?

**Expected Answers**

- i) Image 1 shows a teacher telling a standing girl that girls are not good at Mathematics.

Image 2 shows a teacher appreciating a standing boy telling him that he can do the exercise as he was not as stupid as the girls.

	<p>Image 3 shows a teacher pointing a finger to girl student telling her that she should leave school and get married.</p> <p>Image 4 shows the students who are not happy with the exclusive language of the teacher.</p> <p>ii) Use the appropriate language while teaching</p>
<p><b>Session Development</b> <b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario: Gatebe’s inappropriate language and teaching strategy</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 79.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) How do you expect Gati to react to the harsh and abusive language?</p> <p><i>AI She should have felt bad, humiliated, and ashamed of being a girl, She should have complained to the school administration, She should call Isange One Stop Center on toll free 116, 3029, 3512.</i></p> <p>ii) What other abusive words have you ever heard?</p> <p><i>AI Rubbish, ignorant, bullshit/stupid, good for nothing.</i></p> <p>iii) What should Gati do? what should the class do?</p> <p><i>AI She should have reported the incidence to school administration and classmates should support Gati.</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and asks them to act a play as stated on page 80.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Example of Key message:</p> <ul style="list-style-type: none"> <li>– Discourage gender biased language and gender stereotypes in our homes, schools and communities</li> </ul>

<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity4</b></p> <p><b>a. Warm up title: Factorial</b></p> <p><b>Instructions:</b></p> <p>The facilitator asks club members to count according to the factorial announced.</p> <p>Example: 6! (six factorial) Club members clap their hands and stamp legs 6 times, 5 times, 4 times, 3 times, 2 times, 1 time. Any club member who fails, goes out of the circle.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will guide club members to summarize the session:</p> <p>Use of abusive language by a teacher towards students can lead to humiliation, embarrassment and school dropouts.</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <p>Use of abusive language directed to students demoralizes them.</p> <p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives homework on page 80 to be presented in the next club session.</p> <p>“List down other words used in your school or neighborhood that are not gender responsive, to be discussed in the next club session.”</p>
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## SESSION 39: Gender responsive classroom set up

**Session objective:** This session aims to equip both learners and teachers with skills on classroom organization which enhances an effective teaching and learning environment.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I**

**a. Warm up title: Life boat**

**Instructions:**

Tell club members to stand and form a loose circle. Explain to them that they are on a ship that is sinking. They have to get into lifeboats, but their capacity is limited. Depending on the size of the group, you should call out that the life boats are only for 3, 5 or 6 people, for example. Then in five seconds, they have to form groups of 3, 5 or 6. You then eliminate those who have drowned. Groups which are bigger or smaller than the number announced. You then announce a new number so that regrouping is necessary until there is only one group left.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe the picture on page 81 and discuss.

- i) Observe the picture and describe it.
- ii) What message do you get from this picture?

	<p><b>Expected Answer</b></p> <p>i)</p> <ul style="list-style-type: none"> <li>– The picture shows a class where boys are seated in front and girls behind. Those girls cannot see what is happening in front and the teacher cannot see them, too.</li> <li>– It also shows that a teacher is delivering a lesson about fruits</li> <li>– It shows the crutch against the wall</li> </ul> <p>ii) While setting a classroom sitting arrangement, mix girls and boys considering their heights.</p>
<p><b>Session Development</b> <b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario: “Classroom sitting arrangement”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 81.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) What influenced the girls to refuse the new sitting arrangement made in P5?</p> <p><i>AI They were not used to mixing up in P4</i></p> <p>ii) What should have the teacher done after realizing the behavior of the girls?</p> <p><i>AI The teacher should have made them aware of the importance of mixing them</i></p> <p>iii) Discuss the advantages and disadvantages of the sitting arrangement of pupils in P4 and P5?</p> <p><i>AI Boys in P4 performed well compared to girls because those boys got more assistance from the teacher while girls were neglected. In P5, the teacher applied gender responsive classroom set-up by mixing girls and boys. Students refused the sitting arrangement made by the teacher.</i></p>

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and asks them to organize a play as stated on page 82.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Possible Key message:</p> <ul style="list-style-type: none"> <li>- Appropriate classroom set-up promotes good environment for teaching and learning activities in schools for both girls and boys.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity4</b></p> <p><b>a. Warm up title: Mingle</b></p> <p><b>Instructions:</b></p> <p>the facilitator will sing <b>Mingle (x3)</b> and the club members will reply by saying “<b>Mingle</b>”.</p> <p>The facilitator will sing the word “<b>Closer (x2)</b>” and the club members will do steps approaching the facilitator</p> <p>The facilitator will sing the word “<b>Wider (x2)</b>” and the club members will do steps going behind.</p> <p>The facilitator will tell the club members to form a group having a number of members of his choice.</p> <p>A club member who does not get a group is immediately excluded from the game.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will guide club members to summarize the session:</p> <p>The classroom set-up which is not gender responsive can lead to poor performance of students, development of bad behavior by students and disobedience, etc.</p>

	<p><b>c. Lesson learnt:</b> Facilitator guides club members to discuss what they have learnt from the session.</p> <p>Gender responsive classroom set up promotes good relationship among students, support from teacher to students, conducive learning environment, etc.,</p> <p><b>d. Homework or sharing experiences:</b> Facilitator gives homework on page 82 to be presented in the next club session.</p> <p>“Visit the classrooms, and observe how the classroom setup is made and give feedback.”</p>
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**SESSION 40: Gender responsive classroom interaction**

**Session objective:** The purpose of this session is to enhance the application of gender sensitive teaching and learning methodology that engages good relationships between students and the teacher and students to students.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

<b>Timing for each step.</b>	<b>Activities</b>
<p><b>Introduction</b>  <b>10 minutes</b></p>	<p><b>Activity I</b></p> <p><b>a. Warm up title: Create four letter words</b></p> <p><b>Instructions:</b></p> <p>Divide the club members into three or four small groups. Write such a word as “<b>adolescent</b>” on the flipchart. The groups have 3 minutes to create as many four- letter words as possible from the word “<b>Adolescent</b>”. For example, some of the words could be: <b>dent, tent, lent</b>....After their time is gone, the group with the most words wins</p> <p><b>Note:</b> You can use other words depending on the topic you are going to discuss.</p>

	<p><b>b. Observation of the picture and expected responses</b></p> <p>Facilitator asks club members to observe the picture on page 83 and discuss it.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message can you get from this picture?</li> </ul> <p><b>Expected answer</b></p> <ul style="list-style-type: none"> <li>i) The picture shows a teacher who is teaching in class. Only girl students are attentive and active while boys are disturbing the teacher.</li> <li>ii) Giving attention to either girls or boys only in a classroom can annoy another side.</li> </ul>
<p><b>Session Development</b></p> <p><b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario: “Gasambusa the biased teacher”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 82</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) Comment on Mr. Gasambusa’ s way of handling his class. <ul style="list-style-type: none"> <li><i>AI Gasambusa failed to manage his class.</i></li> </ul> </li> <li>ii) Were all students treated equally in the class? Give reasons to support your answer. <ul style="list-style-type: none"> <li><i>AI No. all students were not treated equally because he favored girls over boys.</i></li> </ul> </li> <li>iii) Comment on the behaviors of the students in the classroom. <ul style="list-style-type: none"> <li><i>AI Students did not behave well such that some walked in the classroom while teacher was still teaching. In addition, students were commenting on teacher’s shoes and making the rest of the class to giggle.</i></li> </ul> </li> </ul>

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and asks them to organize a play as stated on page 83.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p><b>Possible key message:</b></p> <ul style="list-style-type: none"> <li>– Well managed classroom with good interaction between students and the teacher is a key to good teaching and learning process.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Chase flies and catch mosquitoes</b></p> <p><b>Instructions:</b></p> <p>if I say, catch the mosquitoes, you have to jump and clap your hands.</p> <p>If I say chase the flies, you have to make signs of chasing. If she/he fails, the person gets out of the group.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will guide club members to summarize the session:</p> <p>The session shows a teacher who did not manage well his class while teaching. The interaction in class was not gender responsive. The teacher favored girls over boys.</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <p>The interaction in classroom should not favor students of one sex, rather the teacher should manage them equally.</p>

	<p><b>d. Homework or sharing experiences:</b></p> <p>Facilitator gives homework on page 83 to be presented in the next club session.</p> <p>“Outline the characteristics of a gender responsive classroom interaction”.</p>
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## SESSION 41: Gender responsive school management system

**Session objective:** The purpose of this session is to make students aware of the existing gender responsive school management system

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I**

**a. Warm up title: Factorial 5**

**Instructions:**

Counting from 5 to 1 in decreasing order using both arms and feet.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe picture on page 84 and discuss it.

- i) Observe the picture and describe it.
- ii) What message can you get from this picture?

**Expected answer**

- i) The school has no water tank and a group of boys following each other from fetching water from far.

	<p>ii) There is scarcity of water at school; the school administration did not take initiative to solve the problem of scarcity of water.</p>
<p><b>Session Development</b> <b>30 minutes</b></p>	<p><b>Activity 2</b></p> <p><b>a. Scenario: “Shortage of water at Kivuga Secondary School</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 84.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Is the learning environment conducive for students? Explain your answer.</p> <p><i>A/ No ! Because, there was serious shortage of water at school. Students walked a long distance to fetch water from an unsecure place and this affected their academic performance</i></p> <p>ii) Suggest interventions the school management should have taken.</p> <p><i>A/ The school should have set up water taps and tanks at school. The school would also take responsibility of collecting water and distribute it to all students</i></p> <hr/> <p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and asks them to organize a play as stated on page 85.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p><b>Possible key messages</b></p> <ul style="list-style-type: none"> <li>– Effective school management system promotes gender responsive school environment</li> </ul>

**Conclusion**  
**10minutes**

## **Activity4**

### **a. Warm up title: Robot testing**

#### **Instructions:**

Divide club members into groups of threes so that each group has one robot tester and two robots. Once the play starts, all robots start to walk in one direction. By touching the right or the left shoulder, the tester can change the direction of the robots to the right or left. The tester must try to stop the robots crashing into obstacles such as walls, chairs, or other robots. The team that crashes into objects loses the game.

### **b. Summary of the session**

Facilitator will guide club members to summarize the session:

The session shows a school with shortage of water and no initiative taken to solve the problem.

### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

When school administration was reluctant to solve the problem of water shortage, students suffered especially girls.

### **d. Homework or sharing experiences (page 85)**

- Redraw and complete the table given below.

School body	Duties	Number of females	Number of males	Total
Administrative staff				

- Analyse the data.
- Give recommendations to school leaders.

## SESSION 42: Gender responsive values

**Session objective:** This session is meant to enlighten student-teachers on skills and values they need in their daily life.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

<b>Timing for each step.</b>	<b>Activities</b>
<b>Introduction</b>  <b>10 minutes</b>	<p><b>Activity I</b></p> <p><b>a. Warm up title: Fish bowl</b></p> <p><b>Instructions:</b></p> <p>Divide club members into two equal size groups, forming an outer and inner circle, everyone looking towards the inside. Start some music, sing or clap and the two circles move in opposite directions. After 10 seconds stop the music and the people from the inner circle turn around face to face with a partner from the outer circle. Each tells the other his or her problems and gives advice. They can also talk about the title of the session. After two minutes, the music continues and the two circles move again. This can continue until you feel that all club members have listened to a number of colleagues.</p> <p><b>b. Observation of the picture and expected responses</b></p> <p>Facilitator asks club members to observe pictures on page 86 and 87 and discuss.</p> <ul style="list-style-type: none"><li>i) Observe the picture and describe it.</li><li>ii) What message do you get from this picture?</li></ul> <p><b>Expected answer</b></p> <ul style="list-style-type: none"><li>i) The picture shows a group of students in a hall with drinks in their hands dancing, and another picture of a girl and a boy talking about going out to get some fresh air. Further, it shows a girl crying and running away.</li></ul>

- ii) This picture shows the irresponsibility of school administration and students with bad behaviors or without values.

## Activity 2

### a. Scenario: “My First time in a night club”

In groups, facilitator will ask club members to read and understand the scenario on page 86.

### b. Discussion points and expected responses

- i) Do you think she enjoyed the party? Give reasons.

*A/ No, she didn't enjoy the party because she was raped.*

- ii) What were the consequences of her decision?

*A/ She was raped and she felt guilty.*

- iii) List down the mistakes she made and how you can correct them

*A/ According to the above scenario refusing the advices from her mother*

*She joined a bad group and went to a party then she accepted to go out alone with a boy and she was raped.*

*Sticking on her mother's advice. Avoid joining bad groups and being careful and not be alone with boys in unsafe places.*

- iv) Who else is to be blamed? Explain.

*A/*

- The boy who raped his girl friend
- The girl who desobeyed the parents' advices
- The school administration which did not monitor the learner's party.

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b></p> <p>Facilitator invites club members in the groups and asks them to organize a play as stated on page 87.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Possible key message:</p> <ul style="list-style-type: none"> <li>– It is okay to belong to a group, but it is important to choose the right friends.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Square</b></p> <p><b>Instructions:</b></p> <p>The game begins with 4 players, one in each square.</p> <p>The player in square 4 starts with the ball, and serves it by bouncing it in their square and tapping it into another players' square.</p> <p>The player in that square must tap the ball after one bounce into another player's square.</p> <p>The play continues until someone misses the ball, lets the ball bounce twice, or sends it out of the grid.</p> <p>The player who misses the ball must go to square 1. The remaining players rotate through the numbered squares.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will guide club members to summarize the session:</p> <p>The session shows a girl who did not follow the pieces of advice from her mother and she joined bad group which resulted into her being raped and became guilty.</p>

**c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

Joining bad group can lead to different consequences such as rape, intoxication, drug abuse etc.

**d. Homework or sharing experiences:**

Facilitator gives homework on page 87 to be presented in the next club session.

- The students make a list of bad behaviors that exist in their school environment.
- They suggest possible solutions to mitigate such bad behaviors.

# MANAGEMENT OF THE GIRL'S ROOM AND GENDER RELATED ISSUES

## SUB-TOPIC I: THE GIRL'S ROOM

### SESSION 43: The importance of the girl's room

**Session objective :** The learners will know the importance of the girl's room.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

Timing for each step.	Activities
<p><b>Introduction</b></p> <p><b>10 minutes</b></p>	<p><b>Activity I:</b></p> <p><b>a. Warm up title: Square</b></p> <p><b>Instructions:</b></p> <p>The game begins with 4 players, one in each square.</p> <p>The player in square 4 starts with the ball, and serves it by bouncing it in their square and tapping it into another players' square.</p> <p>The player in that square must tap the ball after one bounce into another player's square.</p> <p>The play continues until someone misses the ball, lets the ball bounce twice, or sends it out of the grid.</p> <p>The player who misses the ball must go to square 1. The remaining players rotate through the numbered squares.</p>

	<p><b>b. Observation of the picture and expected responses</b></p> <p>Facilitator asks club members to observe the picture on page 90 and discuss it.</p> <ul style="list-style-type: none"> <li>i) Observe the picture and describe it.</li> <li>ii) What message can you get from this picture?</li> </ul> <p><b>Expected answer</b></p> <ul style="list-style-type: none"> <li>i) The picture indicates the head Teacher and students girls and boys at school</li> <li>ii) Girl' s room is very important and boys should understand why they don't have a boy's room.</li> </ul>
<p><b>Session Development</b> <b>30minutes</b></p>	<p><b>Activity 2:</b></p> <p><b>a. Scenario: “The importance of the girl’s room”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 90.</p> <p><b>b. Discussion points and expected responses</b></p> <ul style="list-style-type: none"> <li>i) Why do you think it is important to have a girl’ s room at school? <i>AI It’s important because it gives them comfort.</i></li> <li>ii) Do you think that boys need a boy’s room too?Why? <i>AI No, they don’t need it because they don’t experience menstruation periods like girls</i>  <i>But in case a boy is sick, he can go to the sick bay and seek help from the nurse</i></li> </ul>

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b> (page 91)</p> <p>Act a play showing a girl together with her friends at school then one of her friends tells her that there is something wrong on her skirt. When she checks, she realizes that there is blood on her skirt and she runs to the girl’s room clean herself, change her pad and wash her skirt.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p><b>Possible key message:</b></p> <ul style="list-style-type: none"> <li>– The girl’s room gives comfort to girl students.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up: Bean bag toss</b></p> <p><b>Instructions:</b></p> <p>Club members will stand in a designated area and take turns tossing beanbags to hit targets, trying to achieve the most points possible.</p> <p>Club members can work individually or in teams, and may record points achieved.</p> <p>Club members must wait for everyone to stop throwing before they can retrieve their beanbag.</p> <p>Ensure that Club members are encouraging other players if their turn is over.</p>

**b. Summary of the session**

Facilitator will guide club members to summarize the session:

Every school must have a girl's room

**c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

Girl's room gives comfort to the girls during their menstruation periods and this leads to their good academic performance

**d. Homework or sharing experiences (page 91)**

In your club, discuss the disadvantages of not having a girl's room in a school.

## SESSION 44: Availability of the girl's room

**Session objective :** This session helps the learners to understand that it is the school's responsibility to avail a girl's room.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I:**

**a. Warm up title: Bang**

**Instructions:**

Facilitator asks club members to stand in a circle, counting out loudly, beginning with "one" and going around in a circle, each person saying the next number. However, every time they come to a number that is divisible by 3, such as 3, 6, 9, and 12. A club member whose turn has come shouts "**bang**" instead of the number. If she/he fails, the person gets out of the circle.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe the pictures on page 92 and discuss it.

- i) Observe the pictures and describe them.
- ii) What message can you get from these pictures?

***Expected Answer***

- i) Picture 1: The picture indicates the guests of the school and the school administration.

*Picture 2: It shows the availability of the girls' room*

- ii) It's important to have a girl's room at every school.

**Session  
Development**  
**30minutes**

### **Activity 2:**

#### **a. Scenario: “The girl’s room of Gatoki Secondary School”**

In groups, facilitator will ask club members to read and understand the scenario on page 91.

#### **b. Discussion points and expected responses**

- i) What is the impact of the girls’ room on their academic performance of the girls?

*AI It helps them study comfortably even when they are experiencing menstruation periods*

- ii) How can a school engage parents and the community to support the construction of the girl’s room?

*AI The school has to approach the parents and the community and ask them for support.*

### **Activity 3**

#### **a. Role-play (page 93)**

The play involves a girl who is in her menstruation periods. She suddenly has an urgent need to use the girl’s room because she has stained her uniform. But because there is no girl’s room at school, she decides to go to the neighboring house to ask for help. However, there is no one in the house except a watchman who happens to have a prior history of rape. On seeing him, the girl runs back to school and washes her uniform from the girls’ toilet.

#### **b. Key messages**

The facilitator will guide club members to find all possible key messages from the session.

Possible key message:

- Availing a girl’s room is the responsibility of every school.

**Conclusion**  
**10minutes**

#### **Activity 4**

##### **a. Warm up: Bean bag relay**

###### **Instructions:**

Divide Club members into four teams.

Have teams stand in a single-file line, and give the club member at the front of each line one beanbag.

When you say “Go!” each team passes their beanbag through the line, alternating overhead and under their legs.

When the beanbag reaches the end of the line, the last person in line runs to the front and repeats the over-under.

The team continues this until the first person who started the relay is back at the front of the line.

Teams sit down when they are finished.

Extra challenge: Put the beanbag on a paper plate..

##### **b. Summary of the session**

Facilitator will guide club members to summarize the session: Every school must have a girl’s room.

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

The school must have a girl’s room to address issues related to girls’ menstruation periods.

##### **d. Homework or sharing experiences (page 93)**

1. Visit the schools in your neighborhood and check if they have a girl’s room.
2. Discuss with colleagues the impact of having or not having the girl’s room in a school.

## SESSION 45: Location of the girl's room

**Session objective :** The session will help learners to find out the proper location of the girl's room.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I:**

**a. Warm up title: Bowling**

**Instructions:**

Set up a bowling alley using top bottles as pins.

Club members will stand at the opposite end of the alley, and take turns rolling the ball to knock down the "pins" (bottles).

Set up the chairs to act as the boundaries.

Have the Club members work as a team, taking turns to roll the ball until all bottles are down or work individually to knock down all the bottles.

Club members can create pin clusters for their opponents in varying degrees of difficulty.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe picture on page 94 and discuss it.

- i) Observe the picture and describe it.
- ii) What message can you get from the picture?

**Expected Answer**

- i) It describes how they were happy after seeing a beautiful girl's room in their school
- ii) When there is a girl's room in a school, all girls study well and are happy even in their menstruation periods

<p><b>Session Development</b></p> <p><b>30minutes</b></p>	<p><b>Activity2:</b></p> <p><b>a. Scenario: “Decent girl’s room”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 93.</p> <p><b>b. Discussion points and expected responses</b></p> <p>iii) From your understanding, describe a good location for a girl’s room.</p> <p><b>A/</b></p> <ul style="list-style-type: none"> <li>– <i>It should be located in a walking distance</i></li> <li>– <i>It should respect their privacy and</i></li> <li>– <i>It should be free from their physical barriers</i></li> </ul> <p>iii) Is it necessary to manage physical accessibility of the girl’s room? Why?</p> <p><b>A/</b> <i>Yes. Because it must be built in a place where the girls with disabilities can access it.</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Role-play (page 94)</b></p> <ul style="list-style-type: none"> <li>– <i>Act a play showing how it is difficult for girls to reach where their girl’s room is located.</i></li> </ul> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p><b>Possible key message:</b></p> <p>“The girl’s room should be safe, accessible and private.”</p>

**Conclusion**  
**10minutes**

#### **Activity4**

##### **a. Warm up title: The helmet game**

###### **Instructions:**

Water filled balloons are hung up.

Each player gets a helmet with a spike or thorn attached to it and must try to burst the balloons.

This game can be played with one player blindfolded and directed by another player.

NOTE: Play this game OUTSIDE.

##### **b. Summary of the session**

Facilitator will guide club members to summarize the session:

- It should be located within a walkable distance
- Free from physical barriers so that girls with disabilities can easily access it

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

When the girl's room is well located, it gives them comfort while using it.

##### **d. Homework or sharing experiences (page 94)**

Clean in and around the girl's room in your school.

## SESSION 46: Standards of a girl's room

**Session objective:** The session helps the learners to know more of the required measurements of the girl's room.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

<b>Timing for each step.</b>	<b>Activities</b>
<b>Introduction</b>  <b>10 minutes</b>	<b>Activity I:</b>  <b>a. Warm up title: Basket tennis</b>  <b>Instructions:</b>  Club members pair up and stand a few meters apart. (Increase or decrease distance to make it harder or easier).  One member of the pair holds a basket. The other has the tennis balls.  The player with the balls tries to bounce the ball once and then have it caught by the second player using the basket.  A team is successful once they have thrown 5 balls into the basket (feel free to change this total).  Option: A tennis ball is thrown /shot against the wall (like in squash) and must be caught by a second person with a basket.  <b>b. Observation of the picture and expected responses</b>  Facilitator asks club members to observe pictures on page 95 and 96 and discuss it.  i) Observe the pictures and describe them.  ii) What message can you get from the picture?

	<p><b>Expected answer</b></p> <p>i)</p> <ul style="list-style-type: none"> <li>– The first picture is showing a girl who is bathing from behind the so-called girl’s room</li> <li>– The second picture shows a girl crying from inside the girl’s room and matron comes to see what happened</li> <li>– The third picture shows matron asking the school leader to rehabilitate the girl’s room and put it on standards</li> </ul> <p>ii) Girls must bath from appropriate places in school</p>
<p><b>Session Development</b> <b>30minutes</b></p>	<p><b>Activity2:</b></p> <p><b>a. Scenario: “Boys laughed at Nyirakameza”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 95.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Discuss the standards and requirements of the girl’s room</p> <p><b>A/</b> <i>The girl’s room must meet the required standards (12m<sup>2</sup>, and should have the space for bed, toilet, bathing, etc considering easy access to girls with disabilities).</i></p> <p>ii) What are the essential parts of the girl’s room?</p> <p><b>A/</b></p> <ul style="list-style-type: none"> <li>– Bathroom</li> <li>– Small store for materials used there</li> <li>– Bedroom</li> <li>– Waiting part</li> <li>– Wardrobe</li> </ul> <p>iii) What are the consequences of having a sub-standard girl’s room?</p> <p><b>A/</b> <i>Substandard girl’s room makes girls uncomfortable</i></p>

	<p><b>Activity 3</b></p> <p><b>a. Role-play</b> (page 97)</p> <p>Act a play on the girl's room which is considered like a multipurpose room (the room is divided into a storeroom and small space reserved for girls).</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p><b>Possible key message:</b></p> <p>The girl's room must meet the required standards (12m<sup>2</sup>, and should comprise the space for bed, toilet, bathing, etc considering easy access to girls with disabilities)..</p>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity4</b></p> <p><b>a. Warm up title: Ball catapult</b></p> <p><b>Instructions:</b></p> <p>A ball is placed on a towel. The ball is thrown up and caught by 2 club members using the towel.</p> <p><b>First challenge:</b> How often can the team throw the ball up and catch it again?</p> <p><b>Second challenge:</b> A second team catches the ball and throws it back. How often can the team of 4 pass the ball back and forwards?</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will guide club members to summarize the session: The girl's room must be well located and meet the required standards</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session. The presence of standard girl's room in the school plays an important role in promoting their hygiene.</p> <p><b>d. Homework or sharing experiences</b> (page 97)</p> <p>Assess the girl's room in the school, check on the standards and make recommendations to the school administration.</p>

## SESSION 47: Materials and Equipment in the girl's room

**Session objective :** This session helps the learners to be aware of the needed materials and equipment in the girl's room.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**  
**10 minutes**

**Activity I:**

**a. Warm up title: Bang**

**Instructions:**

Facilitator asks club members to stand in a circle, counting out loudly, beginning with “one” and going around in a circle, each person saying the next number. However, every time they come to a number that is divisible by 3, such as 3, 6, 9, and 12. A club member whose turn has come shouts “**bang**” instead of the number. If she/he fails, the person gets out of the circle.

**b. Observation of the picture**

Facilitator asks club members to observe picture page 98 and discuss it.

- i) Observe the pictures and describe them.
- ii) What message can you get from the pictures?

***Expected answer***

- i) One picture is showing a girl's room without enough materials

The second picture shows a girl's room with all needed materials and well organized

- ii) The girl's room must be well equipped

<p><b>Session Development</b> 30minutes</p>	<p><b>Activity 2:</b></p> <p><b>a. Scenario: “Insufficient equipments in the girl’s room”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 97.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) As members of the Gender Club in your school, what would you do when your girl’s room lacks some materials?</p> <p><i>AI We may request the school administration to equip the room</i></p> <p>ii) What are the consequences of lacking the materials and equipment in the girl’s room?</p> <p><i>AI It inconveniences them when they are in their menstruation period.</i></p> <p>iii) What are the basic materials and equipment that should be in the girl’s room?</p> <p><i>AI The girl’s room which is well equipped should have the following required materials and equipment: a bed and complete covers for resting, two chairs, a table, clean water, soap and basin for bathing, body lotion, toilet paper, some pads or sanitary towels, tissue and a few handkerchiefs, disposable sanitary pads for changing, bath towels, dust bin, a jerry can of water, first aid kit to handle any other illness complications, including pain killers, plus a full-length mirror.</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Role-play (page 99)</b></p> <p>Act a play on the existing empty girl’s room in the school. The players show their reactions.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p>

	<p><b>Some possible Key messages:</b></p> <ul style="list-style-type: none"> <li>– The girl’s room must have enough materials and equipment required.</li> <li>– Active participation of the community and parents in equipping the girl’s room is a must.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity4</b></p> <p><b>a. Warm up title: Bubble bonanza</b></p> <p><b>Instructions:</b></p> <p>Divide Club members into pairs, deciding who is Partner A and Partner B.</p> <p>Club member A has 30 seconds to blow as many bubbles as he/she can, with Partner B counting.</p> <p>Club member B will then try and beat Club member A’s record!</p> <p><b>b. Summary of the session</b></p> <p>Every school should have in place all materials in the girl’s room.</p> <p><b>c. Lesson learnt:</b></p> <p>Presence of well-equipped girl’s room in a school facilitates girls in their periods and makes them comfortable in their studies</p> <p><b>d. Homework or sharing experiences (page 99)</b></p> <p>Make an inventory of materials and equipment in the girl’s room in your school and inform the school administration about the missing ones.</p>

## SUB-TOPIC II: THE PERSON IN CHARGE OF THE GIRL'S ROOM

### SESSION 48: The qualities of a person in charge of a girl's room

**Session objective:** This session will help the learners to understand the qualities of a person in charge of a girl's room.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time:** 50 minutes

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I:**

**a. Warm up title: Balloon keep-up**

**Instructions:**

Give group a balloon.

Count the number of times they can keep the balloon up.

Have the group try and break their own record!

Extra challenge: Tell group they can't use their hands to hit the balloon.

Extra challenge: Go in alphabetical order of who can hit the balloon next.

Extra challenge: Try to hit the balloon with various objects, such as a racquet or cardboard tube.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe pictures on page 100, 101 and discuss it.

i) Observe the pictures and describe them.

ii) What message do you get from the pictures?

**Expected answer**

i) One picture is showing the Head Teacher telling students that they are going to elect a teacher in charge of the girl's room

	<p>The second picture shows a teacher appreciating the students who elected her.</p> <p>ii) The person in charge of the girl’s room should be empathetic, calm, trustworthy, mature, loving, respectful and caring.</p>
<p><b>Session Development</b> <b>30minutes</b></p>	<p><b>Activity2:</b></p> <p><b>a. Scenario: “Masoni was voted”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 100.</p> <p>Facilitator will lead the discussion by asking club members to answer the following questions:</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) What are the qualities of a person in charge of a girl’s room?</p> <p><i>AI She must be calm, trustworthy, mature, loving, respectful and caring.</i></p> <p>ii) Discuss the qualities you admire in the person in charge of the girl’s room in your school.</p> <p><i>AI She is always available to anyone who wants to talk to her and treats everyone with empathy and concern. She takes time to advise girls on their reproductive health (including any question a girl may have about menstruation, personal hygiene, etc)</i></p> <hr/> <p><b>Activity 3</b></p> <p><b>a. Role-play (page 101)</b></p> <p>Act a play showing a female teacher with questionable behavior and professional conduct who is lobbying to be in charge of the girl’s room.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p>

	<p><b>Possible key message:</b></p> <ul style="list-style-type: none"> <li>– A person in charge of a girl' s room should be, empathetic, calm, trustworthy, mature, loving, respectful and caring.</li> </ul>
<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Balloon dance</b></p> <p><b>Instructions:</b></p> <p>Divide players into pairs. Have pairs place the balloon between their bodies. Tell pairs when you turn the music on, pairs must walk around the room keeping the balloon between them. They cannot use their hands to hold it. The last pair with the balloon between them wins!</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will guide club members to summarize the session: The person in charge of the girl's room should meet the following qualities: Calm, trustworthy, mature, loving, respectful and caring.</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session. The more someone in charge of the girl's room is approachable the more girls get comfortable with her and feel free.</p> <p><b>d. Homework or sharing experiences (page 101)</b></p> <p>Discuss the qualities of the person in charge of the girl's room in your school.</p>

## **SESSION 49: The role of the person in charge of the girl's room**

**Session objective :** This session will help the learners to understand the role of the person in charge of the girl's room.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**  
**10 minutes**

**Activity I:**

**a. Warm up title: Bang**

**Instructions:**

Facilitator asks club members to stand in a circle, counting out loudly, beginning with “one” and going around in a circle, each person saying the next number. However, every time they come to a number that is divisible by 3, such as 3, 6, 9, and 12. A club member whose turn has come shouts “**bang**” instead of the number. If she/he fails, the person gets out of the circle.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe picture on page 103 and discuss it.

- i) Observe the picture and describe it.
- ii) What message can you get from the pictures?

***Expected answer***

- i) The picture is showing the Teacher asking the head Teacher to tell her the responsibilities of the person in charge of the girl's room
- ii) There are specific responsibilities for someone in charge of a girl's room.

<p><b>Session Development</b> 30minutes</p>	<p><b>Activity2:</b></p> <p><b>a. Scenario: “Responsibilities of the person in charge of the girl’s room”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 102.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) What is the role of the person in charge of the girl’s room in a school?</p> <p><b>A/</b></p> <ul style="list-style-type: none"> <li>– Making sure that the girl’s room is always clean and all the materials in the room are well managed.</li> <li>– Receive well the girls who come to the girl’s room.</li> <li>– Be ready to advise and assist girls who come in the girl’s room.</li> <li>– Be able to respect the privacy of the girls who come to the girl’s room.</li> <li>– Show empathy, love, and care to the girls who come to the girl’s room.</li> </ul> <p>ii) What would you do to facilitate the person in charge of the girl’s room to play her role?</p> <p><i>A/ I would help her to understand her duties and responsibilities</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Role-play (page 103)</b></p> <p>Act a play on the election committee discussing the process of voting the person in charge of the girl’s room and her responsibilities.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p><b>Possible key messages:</b></p> <ul style="list-style-type: none"> <li>– The person in charge of the girl’s room should be aware of her responsibilities.</li> <li>– Well-managed girl’s room gives freedom to girls.</li> </ul>

**Conclusion**  
**10minutes**

#### **Activity 4**

##### **a. Warm up title: Badobado**

##### **Instructions:**

All Club members in a circle, when facilitator says “**Ba**” all members put their hands up, when he/she says “**Bado**” all club members put their hands straight forward and when she/he says “**Badobado**” all members put their hands straight downward. Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others.

##### **b. Summary of the session**

Facilitator will guide club members to summarize the session

The person in charge of the girl’s room has to understand her duties and responsibilities.

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session

Well-managed girl’s room gives freedom to girls.

##### **d. Homework or sharing experiences (page 104)**

- Is the person in charge of the girl’s room in your school fulfilling well her role/ responsibilities? If not, what is missing?
- What do you think should be modified?

## SUB-TOPIC III: HYGIENE DURING MENSTRUATION PERIOD

### SESSION 50: Personal Hygiene

**Session objective :** This session explains the importance of proper personal hygiene especially during the menstruation periods.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

Timing for each step.	Activities
<b>Introduction</b>  <b>10 minutes</b>	<p><b>Activity I:</b></p> <p><b>a. Warm up:</b></p> <p><b>Yes on even number , exactly divisible by 2</b></p> <p>Facilitator asks club members to stand in a circle, counting out loudly, beginning with “one” and going around in a circle, each club member saying the next number. However, every time they count numbers from 1 up to 20 divisible by 2 or even number , such as 2, 6, 8, 10,..The person whose turn has come shouts “YES” instead of the number. If she/he fails, the person gets out of the circle to track others.</p> <p><b>b. Observation of the picture and expected responses</b></p> <p>Facilitator asks club members to observe pictures on page 105 and discuss it.</p> <ul style="list-style-type: none"><li>i) Observe the picture and describe it.</li><li>ii) What message can you get from the pictures?</li></ul> <p><b>Expected answer</b></p> <ul style="list-style-type: none"><li>i) <i>The first picture is showing two girls in a class one is feeling uncomfortable due the bad smell from her sit mate.</i></li></ul>

	<p>The second picture is showing us the same girls, one advising the other how to ensure her proper personal hygiene during menstruation period.</p> <p>ii) Proper personal hygiene is very important especially during menstruation period</p>
<p><b>Session Development</b> <b>30minutes</b></p>	<p><b>Activity2:</b></p> <p><b>a. Scenario: “Bad smelling”</b></p> <p>In groups, facilitator will ask club members to read and understand the scenario on page 104.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) Why is it important to have proper personal hygiene?</p> <p><i>AI Personal Hygiene is very important because it makes one comfortable when with others.</i></p> <p>ii) Why should girls keep proper personal hygiene during menstruation?</p> <p><i>AI The girls have to keep good personal hygiene during menstruation because it makes them comfortable and ensure their good health.</i></p> <hr/> <p><b>Activity 3</b></p> <p><b>a. Role-play (page 106)</b></p> <p>Act a play on the challenges caused by poor personal hygiene during menstruation and give advice on how to maintain hygiene and its positive impact.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p><b>Possible key message:</b></p> <p>Proper personal hygiene during menstruation is a key to good health.</p>

<p><b>Conclusion</b> <b>10minutes</b></p>	<p><b>Activity 4</b></p> <p><b>a. Warm up title: Throwing the ball</b></p> <p><b>Instructions:</b></p> <p>Facilitator throws the ball to any club member who introduces him or herself and says what she/he likes.</p> <p><b>b. Summary of the session</b></p> <p>Facilitator will guide club members to summarize the session</p> <p>Personal hygiene is very important for every girl during menstruation period and when it is done properly it makes her comfortable while alone and with others.</p> <p><b>c. Lesson learnt:</b></p> <p>Facilitator guides club members to discuss what they have learnt from the session.</p> <p>Personal hygiene makes a girl comfortable and healthy whether she is alone or with others.</p> <p><b>d. Homework or sharing experiences (page 106)</b></p> <p>Visit other schools and sensitize students on the importance of personal hygiene during menstruation.</p>
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## SESSION 51: Hygiene of the items and equipment in the girl's room

**Session objective :** The session will help the learners to know how to ensure proper hygiene of items and equipment in the girl's room.

**Materials/resources:** Flip charts, markers of different colors, scotch, notebooks and pens for club members, projector, etc.

**Methodology:** Presentation, Discussion, Questions and Answers (Q&A), etc.

**Session time: 50 minutes**

**Timing for each step.**

**Activities**

**Introduction**

**10 minutes**

**Activity I:**

**a. Warm up title: Hummer**

**Instructions:**

Facilitator asks club members to say “**Hummer(x5)**” raising their right arm, left arm, right leg and left leg, then they continue in descending order.

**b. Observation of the picture and expected responses**

Facilitator asks club members to observe pictures on page 107 and discuss it.

- i) Observe the picture and describe it.
- ii) What message do you get from the pictures?

***Expected answer***

- i) The first picture is showing the person in charge of the girl's room looking annoyed because of disorder in a girl's room.

The second picture is showing us the person in charge of the girl's room standing in front of the girls explaining to them the hygiene of items and equipment in a girl's room

- ii) The hygiene of the girl's room is very important.

<p><b>Session Development</b></p> <p>30minutes</p>	<p><b>Activity2:</b></p> <p><b>a.Scenario: “Hygiene of materials in a girl’s room</b></p> <p>In groups, facilitator will ask club members to read and understand the scenarioon page 106.</p> <p><b>b. Discussion points and expected responses</b></p> <p>i) How do you take care of the items in the girl’s room in your school?</p> <p><i>AI By making sure that it is always clean and properly arranged.</i></p> <p>ii) What is the positive impact of proper hygiene in the girl’s room?</p> <p><i>AI Proper hygiene in the girl’s room makes the girls comfortable and happy to use it</i></p> <p>iii) What is the negative impact of poor hygiene in the girl’s room?</p> <p><i>AI The poor hygiene of the girl’s room makes the girls uncomfortable, unhealthy and unhappy to use it.</i></p>
	<p><b>Activity 3</b></p> <p><b>a. Role-play (page 108)</b></p> <p>Act a play on teaching how to have the items and equipment in the girl’s room properly organized.</p> <p><b>b. Key messages</b></p> <p>The facilitator will guide club members to find all possible key messages from the session.</p> <p>Some possible Key messages:</p> <p>Items and equipment in a girl’s room must always be clean and properly arranged.</p>

**Conclusion**  
**10minutes**

#### **Activity4**

##### **a. Warm up title: Pipupipu**

##### **Instructions:**

All Club members in a circle, when facilitator says “**Pi**” all members put their hands up, when he/she says “**Pipu**” all club members put their hand straight forward and when she/he says “**Pipupipu**” all members put their hands straight downward. Note that the facilitator is advised to mix commands to check club members who fail and get out of the circle to track others.

##### **b. Summary of the session**

Facilitator will guide club members to summarize the session:

Items and equipment in the girl’s room must always be clean and properly arranged.

##### **c. Lesson learnt:**

Facilitator guides club members to discuss what they have learnt from the session.

Proper hygiene of items and equipment makes a girl’s room comfortable for them to use.

##### **d. Homework or sharing experiences (page 108)**

Visit, check and clean the items and equipment of the girl’s room in your school.

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