



CREATING A SAFE AND SUPPORTIVE ENVIRONMENT FOR
GIRLS AT SCHOOL: A TRAINING MANUAL FOR SCHOOL
PERSONNEL AND TEACHERS

GO TEACHERS!



USAID | **Project SEARCH**
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- *Doorways III: Teacher Training Manual on School-Related Gender-Based Violence (SRGBV), Malawi, 2007.*
- *Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response, Washington, D.C., November 2008.*

Peace Corps, www.peacecorps.gov

- *The Story of Lucy is based on Part 1, Session 1, Life Skills Manual. Peace Corps, 2001.*

Reproductive Health Response in Conflict (RHRC) Consortium, www.rhrc.org

- *Session 10 Types of Power chart adapted from Vann, Beth, Training Manual: Facilitator's Guide, Multisectoral & Interagency Prevention and Response to Gender-based Violence in Populations Affected by Armed Conflict, Washington, D.C.: 2004.*

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Introduction

Go Teachers! Creating a Safe and Supportive Environment for Girls at School: a Training Manual for School Personnel and Teachers has been developed to assist a broad range of school personnel to understand girls' vulnerability to HIV and the relationship between girls' vulnerability to HIV, school and education. Through this program, school personnel will come to recognize and strengthen their roles as protectors of vulnerable girls and agents of change in their schools. By promoting gender equitable teaching practices and addressing harmful school practices and barriers that put girls at risk of HIV, school personnel will create a safe learning environment for all pupils.

Background on Go Girls!

Go Teachers! Creating a Safe and Supportive Environment for Girls at School: a Training Manual for School Personnel and Teachers Manual was developed through the Go Girls! Initiative. The Go Girls! Initiative, funded by the U.S. Agency for International Development through the U.S. President's Emergency Plan for AIDS Relief, was a three-year project (2007-2010) that aimed to reduce HIV prevalence among vulnerable adolescent girls aged 10-17 in Botswana, Malawi and Mozambique. Implemented by the Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (CCP), Go Girls! strived to strengthen gender programming worldwide by developing new and expanding existing approaches to reduce adolescent girls' risk of HIV infection. To share the Initiative's results globally, a toolkit of key materials – including an innovative tool for measuring girls' vulnerability and a comprehensive set of program materials, including this manual – is available as a free resource to help policy-makers and programmers promote strong girls and strong communities worldwide. To access the full set of Go Girls! resources, visit <http://www.k4health.org> or <http://www.aidstar-one.com> or contact the U.S. Agency for International Development at GHCommunicationsTeam@usaid.gov.

Why promote strong girls and strong communities?

The goal of Go Girls! is to enable positive individual and collective action to live healthy lives. Girls and their communities identified the phrase "strong girls" with empowerment to take action, to be able to resist insults and abuse and to pursue one's dreams. "Strong communities" was thought to refer to the power of working together. Communities found "strong girls, strong communities" a unifying and inspiring theme.

Definition of girls' vulnerability to HIV

Girls who are "vulnerable" to HIV are at greater risk of getting HIV than other girls. The girls most vulnerable to HIV are those who are orphans, early school leavers, socially marginalized, migrants and/or who live in impoverished conditions. These factors, together with traits, behaviors and social conditions, such as knowledge, self-efficacy, alcohol consumption, social influence and weak relationships with parents often overlap to place girls at higher risk of being infected with HIV.



Go Teachers! Creating a Safe and Supportive Environment for Girls at School: A Training Manual for School Personnel and Teachers Manual recognizes that boys and girls, men and women, are all vulnerable to HIV/AIDS. However, evidence shows that girls and young women are the most vulnerable to HIV. For example:

- Girls have less opportunity to attend school or continue their education;
- Girls have less access to information about HIV/AIDS;
- Girls have less access to economic opportunities than boys, which may lead them to exchange sex for money;
- Traditional roles can discourage girls from being assertive;
- Many girls get married and start having sex at an earlier age than boys; and
- Girls are more likely to be victims of sexual violence than boys.

Many HIV prevention programs do not address these and other factors that make girls more vulnerable to HIV/AIDS and they may not make special efforts to get girls involved. Go Girls! hoped to change this. Therefore, it focused on meeting adolescent girls' needs.

Using the Go Girls! Toolkit

The Go Girls! Toolkit is designed to support a comprehensive program that aims to reduce girls' vulnerability to HIV/AIDS by reaching out to communities, schools, parents, boys and young girls using participatory awareness raising, community action items, and skills building tools. The tools have been pilot tested in the three implementation countries – Malawi, Mozambique, and Botswana – and revised based on the feedback from the facilitators and participants in each of the three countries.

The five Go Girls! step-by-step manuals are as follows:

- **Go Students! School-based Life Skills for Girls and Boys: A Teacher's Manual** – This manual helps teachers teach students a range of life skills that will help them protect themselves from HIV/AIDS.
- **Go Teachers! Creating a Safe and Supportive Environment for Girls at School: A Training Manual for School Personnel and Teachers** – This manual helps school personnel understand and strengthen their roles as protectors of vulnerable girls and agents of change in their schools by promoting gender equitable teaching practices and addressing harmful school practices that put girls at risk of HIV infection.
- **Go Families! Building Adults' Skills to Communicate with Young People: A Training Manual** – This manual helps parents, caregivers, and other concerned adults to better communicate with the young people in their lives. The program aims to strengthen adults' communication, role-modeling, and relationship skills with youth.
- **Go Communities! A Manual for Mobilizing Communities to Take Action to Reduce Girls' Vulnerability to HIV/AIDS** – This manual is a step-by-step guide to strengthen the skills of Community Mobilization Facilitators to enable communities to address and reduce girls' vulnerability to HIV/AIDS.
- **Go Girls! Community-based Life Skills for Girls: A Training Manual** – This manual has been designed to strengthen life skills of girls ages 13 - 17 who are not enrolled in school or are in vulnerable situations.



The Toolkit includes two additional reports on how to 1) **Strengthening Economic Opportunities for Vulnerable Girls and Their Families** and 2) **Improving Community Support for Vulnerable Girls through Radio**.

This comprehensive Go Girls! Toolkit is designed to combat the multiple issues that make girls vulnerable to HIV and thus it is intended that all the program components are implemented as a package. However, if program funds do not allow implementation of the full package of materials, the program components can also be implemented independently.

Using This Manual

Structure of the Manual

All sessions are outlined as follows:

- Session title.
- Session description.
- Estimated time.
- Learning objectives.
- Facilitator preparation.
- Activities with step-by-step instructions.
- Session wrap-up.
- Reflection Opportunity.
- “Note to Teacher/Facilitator” throughout each session, as needed.

Materials Needed

1. Markers and flipchart OR chalk and chalkboard are needed for most sessions. When these materials are not available adapt the session accordingly.
2. Handouts are needed for some sessions. These handouts are at the end of each session. If you cannot make enough copies for all participants, try to have a few copies that you can pass around for participants to share. It may also be useful to review existing locally available materials that could be handed out to participants to provide additional information on some topics.
3. Each participant should have a small notebook and pen to use throughout the training, if possible.

Know your audience

Teachers and administrators are people with years of experience and a wealth of information, both in the classroom and in their own lives. Focus on the strengths participants bring to the course. Ask people what they already know. Tap into their experience to enrich each session. Always remember to take into account differences in style, types and pace of learning.

Flow

It is best to facilitate sessions in succession as most sessions were created to complement and build on the content covered in prior sessions.



The Go Teachers! Learning Approach

The sessions in **Go Teachers!** involve participatory teaching methods such as group discussion, brainstorming, role play, small group work, educational games, drama, case studies and storytelling.

The advantages of active participatory teaching and learning methods are clear. They include:

1. Improved critical thinking skills;
2. Participants are more likely to remember and share new information;
3. Increased motivation to actively listen and learn; and
4. Improved interpersonal skills.

In order to make the sessions even more participatory and effective, facilitators may wish to invite community leaders to participate in some way, such as narrating a personal story. This will help teachers and other school personnel to connect what they are learning in the training to their real environment.

Participatory Methods

Brainstorming: During a brainstorm, the facilitator asks the group a question and encourages everyone to share ideas. They do not have to be “correct” but will just become part of a list of ideas that the group can then look through in more detail. A brainstorm is an exploration of ideas. It is a great way to introduce a topic for discussion. During brainstorming, no one should judge or place a value on an answer someone gives. Each answer is simply recorded on a flipchart or chalkboard for the entire group to see. This activity encourages participants to expand their thinking about an idea and look at a topic from different angles and perspectives.

Group discussion: In a group discussion, a facilitator asks the group a series of questions and encourages everyone to share their thoughts. It is more in-depth than a brainstorm session and participants can share and debate their ideas at length, responding and reacting to each others’ comments during the discussion. Group discussion brings out responses from participants on a particular topic or issue, and provides many opportunities for the facilitator/teacher to increase knowledge or correct misinformation. The effectiveness of the group discussion often depends on a facilitator’s or teacher’s ability to use **open-ended questions**, which are questions asked by the facilitator or teacher that need more than a simple “yes” or “no” answer. These questions help to bring out feelings or thoughts about a topic or an activity.

1. “What did you learn from this activity?” is an open-ended question because it asks the participant to share his/her thoughts and reactions. “Tell me how that activity affected you?” is another example of an open-ended question.
2. “Did you learn anything?” is not an open-ended question, because the participant can simply say “yes” or “no”. Does that make sense?” is also not an open-ended question.

Another way to ensure effective group discussions is to make participants feel their feelings and thoughts are accepted. People are far more likely to share their feelings and ideas if they know they will not be judged or criticized for expressing themselves or that others feel the same way they do.

Role-play: In a role-play, participants act out a story that is either given to them or that they make up themselves. They act as characters in a play, rather than being themselves. Performing role-plays in the classroom is a great method for practicing and modeling new skills in a safe, supportive environment. Since role-plays can be very emotional, it is important that the facilitator clearly explains to participants that they are playing characters, not themselves. Facilitators should encourage participants to role-play realistic situations, and not ideal situations. **Role-play provides the opportunity to experience a real-life situation, without having to take real-life risks.**

Warm-Up/Icebreakers: Before each session or day together, facilitators may want to lead participants in a game (warm-up or icebreaker) to help them relax, have fun and to reconnect with each other.

Participants themselves often have great ideas for warm-ups and icebreakers. You can ask one or two participants to be responsible for a short warm-up activity each session to keep the group energized throughout the session.

Here are a few examples of warm-up activities:

1. Who is the leader?

- Participants stand or sit in a circle. One person volunteers to leave the room.
- After they leave, the rest of the group chooses a leader.
- The leader is part of the circle and will perform a series of actions (such as clapping, tapping a foot, making a face) that will be copied by the whole group.
- The volunteer is called back in the room and invited to stand or sit in the middle of the circle. The volunteer is tasked with the job of trying to guess who the leader is.
- The group protects the leader by not looking at him/her or making it obvious that they are following his/her actions.
- When the volunteer correctly guesses the leader (may take several guesses) the volunteer becomes part of the group and the leader is the new volunteer.
- Repeat while the fun lasts.

2. Mime a lie

- Ask participants to stand in a circle.
- The leader starts by miming an action.
- When the person to the leader's right asks, "What are you doing?" the leader replies that s/he is doing something completely different. For example, the leader mimes swimming and says "I am washing my hair".
- The person to the leader's right then has to mime what the leader SAID that they were doing (washing their hair). The person to their right asks "What are you doing?" and they say they are doing something completely different.
- Go around the circle in this way until everyone has had a turn.



3. Making rain

- Ask participants to form a circle.
- Ask participants to follow the motions of the leader. Tell them that each person will follow that motion as you go around a circle clockwise (The motions are: put palms together and rub hands together back and forth; click fingers; use hands to slap the tops of the thighs; stomp feet).
- Remind participants to begin the new motion after the person to their right has begun.
- The leader starts by putting palms together and rubbing hands together back and forth. The leader should continue the motion until every person in the circle is doing it. Once this happens, the leaders should initiate the next motion. Continuous motion will produce a sound like a thunderstorm.
- Repeat the cycle a few times.
- Once the leader has decided the energizer activity should end, s/he will just place her hands at her sides. This motion should travel around the circle, just as the other motions did and bring silence to close the activity.

Skills Needed and Tips for Facilitating Sessions

The facilitator must have:

- Some previous training in participatory teaching methods;
- Experience in working with adults;
- Knowledge of gender and gender issues; and
- The ability to recognize his/her own values regarding young people and gender issues.

Facilitators create a participatory learning experience in which all participants teach each other through sharing, discussion, and feedback. The task for the facilitator is to create an environment in which that can happen.

To help facilitators create a participatory environment, each session in this manual has been designed to actively involve both participants and facilitators. It is still the job of the facilitator, however, to ensure the sessions are facilitated in this manner - **Participatory!** The following proverb by the ancient philosopher, Confucius, explains the participatory approach well:

***What I hear, I forget.
What I see, I remember.
What I do, I understand.***



Tips for Facilitators

Below are some tips and methods to help build your capacity as a facilitator.

A good facilitator:

- Sees the participants as experts with information and skills to share, rather than seeing themselves as the only expert in the room;
- Thinks of everyone as a “pupil/participant” and “teacher/facilitator”, all learning from each other, and thinks of him/herself as guiding the process rather than thinking of the participants as empty bowls coming quietly to be filled with knowledge from the trainer;
- Believes we learn by doing, experiencing, practicing and feeling, rather than by memorizing, repeating or recording information;
- Sees many possible answers to a question or responses to a situation, rather than only one right answer; and
- Thinks it is important for all to participate and be involved in the learning process, rather than thinking the best way to lead a session is for only him/her to talk in front of the group.

Reminders for the facilitator:

- **Read the entire manual** before beginning the training;
- **Understand all of the sessions** thoroughly and prepare all materials before delivering the sessions;
- Adapt the activities to make the sessions more appropriate to the age and education level of your participants;
- Plan for any issues that might arise during sensitive sessions;
- Always try to provide local examples to make the activities relevant to the participants’ daily lives and concerns;
- Issues or questions may arise during a session that are not relevant to the session objectives, so develop a system where you ask participants to hold these questions or comments until a later session or until a break. Explain to participants that their thoughts are important and you will come back to them at a later time;
- Plan for icebreakers and energizing activities. They can be a great transition from one activity to another or useful when energy levels are low;
- Be sure that, during discussions, important points are captured and clearly listed on flip chart paper for use during the summary and wrap-up activities. It can be very challenging to both lead the session and write down all important points, so you might consider having someone assist you to capture key points;
- Always try to relate new content or information to what participants already know or experience, both individually and collectively as a group;
- Be sure to end sessions on a positive note, with a clear take-away message. It is best that sessions end with sustainable solutions to address the issues discussed;
- Check to make sure you are not speaking more than the participants. If you find that you are doing most of the talking, encourage participants to answer each other’s questions. For example, if someone asks a question, open it to the participants, “Does anyone have an answer to that question?”; and
- **Have fun!**



Icon key

Throughout this Guide, a few icons will appear to help you navigate the different forms of information:



Time of Session or Activity



Facilitator Preparation



Note to Facilitator



Handout or Resource Page



Pre-training: Whole-School Meeting

Session Overview

Session Description: The facilitator leads a meeting with all staff at the school, including teachers, administrators, general assistants, cooks etc. to introduce the program. Participants will learn about gender, girls' vulnerability to HIV/AIDS and the role of all personnel in making the school a safe and supportive environment for girls.

Learning Objectives: By the end of this session participants will be able to:

1. State the purpose of the Go Teachers! program.
2. List and describe ways in which girls are especially vulnerable to HIV in their community.
3. Describe what each school staff member can do to protect girls.



Time: 1 hour and 30 minutes.



Facilitator Preparation:

- Work with the school headteacher to organize the whole school meeting.
- If there are other organizations involved in the program, it is useful to have a representative from each organization participate in organizing this first meeting.
- Be familiar with the Go Teachers! program objectives, see box below.



NOTE TO FACILITATOR:

The objectives of the Go Teachers! program are to:

- Increase understanding of girls' vulnerability to HIV/AIDS;
- Increase understanding of the relationship between girls' vulnerability to HIV, school and education;
- Recognize each person's role as a protector of all girls in their midst, particularly vulnerable girls;
- Empower all school staff to be an agent of change in preventing exploitation of girls in school;
- Promote gender equitable teaching practices;
- Identify and address school practices and environments that put girls at increased risk of HIV infection; and
- Promote a safe learning environment for all pupils.



Activity 1: Introducing the Go Teachers! Program



1 Hour

STEP ONE: INTRODUCTION

Welcome participants to the meeting. Explain the following key points:

- Program objectives (See Note to Facilitator above).
- The purpose of the meeting today is to acknowledge that everyone at the school plays an important role in protecting girls and making the school a safe and supportive environment for learners.

STEP TWO: GIRLS' VULNERABILITY TO HIV/AIDS

Ask participants to brainstorm what they think makes girls more vulnerable to HIV in their community. After they have shared their ideas, read out the "Key Findings on Girls' Vulnerability to HIV/AIDS" (see box below). Ask the participants if they would like to add anything to these findings? Are there any items that they do not observe in their communities? Were there any surprises?

Key Findings on Girls' Vulnerability to HIV/AIDS:

- **Alcohol and Drug Use.** If youth or adults drink alcohol, they may make poor decisions, such as having unprotected sex. Alcohol use by family members and other adults can negatively affect girls through a lack of supervision and support and by increasing her risk of exposure to violence.
- **Multiple and Concurrent Partners.** If girls or their partners have more than one partner at a time, they have a higher risk of contracting HIV.
- **Transactional Sex.** If girls exchange sex for money, goods, food, clothing, or favors they are at a higher risk of contracting HIV because condoms are rarely used during transactional sex and those involved often have more than one partner.
- **Intergenerational Sex.** If young girls have sex with older men, they have a higher risk of getting HIV because they have little power to insist on condom use and older men are more likely than boys to be infected.
- **Harmful Traditional Practices.** Although some traditional practices can help protect girls from HIV, others, like those encouraging girls to start having sex or to marry early, may increase their risk.
- **Rape and Sexual Violence.** Rape and sexual violence increases girls' vulnerability to HIV. It can happen anywhere.



STEP THREE: WHY GIRLS?

Explain that although both boys and girls are vulnerable to HIV, evidence shows that girls are more vulnerable than boys. For example:

- Girls have less opportunity to attend school or continue their education;
- Girls have less access to information about HIV/AIDS;
- Girls have less access to economic opportunities than boys, which may lead them to exchange sex for money;
- Traditional roles can discourage girls from being assertive;
- Many girls get married and start having sex at an earlier age than boys; and
- Girls are more likely to be victims of sexual violence than boys.

Ask participants if they have any other views.

Activity 2: What Can We Do?



45 minutes

STEP ONE: SMALL GROUP WORK

Ask the participants to form groups with people who have similar roles at the school, for example, kitchen staff, maintenance staff, teachers, etc. Make sure that everyone is part of a small group. In their small groups ask them to discuss answers to this question: "What can we do as _____ (teachers, administrators, general assistants etc.) to make the school safer for girls and protect them from HIV?" Ask them to try to come up with specific actions they can take considering their specific role at the school and their interactions with boy and girl pupils.

STEP TWO: SHARING PLANS

After everyone has had a chance to share in the small groups, bring them all back together. Ask someone from each group to share their plans with the larger group. Summarize what all groups have in common. End by asking all of the participants if they will commit to actively doing what they can to protect girls and become agents for change in their schools and communities.



Session 1:

Why participate in the Go Teachers! Program?

Session Overview

Session Description: In this session, participants learn the purpose of the Go Teachers! program and establish the ground rules. Participants explore girls' vulnerability to HIV/AIDS. The "Reflection Opportunity" is introduced.

Learning Objectives: By the end of this session participants will be able to:

1. State the purpose of the Go Teachers! program.
2. Compare their expectations with the training objectives.
3. Brainstorm and agree on ground rules.
4. List and describe ways in which girls are especially vulnerable to HIV in their community.



Time: 2 hours.



Facilitator Preparation:

- Prepare a notebook and pen or pencil for each participant.
- Prepare the training schedule and make enough copies for all participants.
- Make copies of the pre-test for all participants. This can be found in the Monitoring Forms section at the end.
- Be familiar with the program objectives (see Note to Facilitator below).
- Write the objectives of the Go Teachers! program on the blackboard or flip chart, but cover them up so the participants cannot see them until the right time.



NOTE TO FACILITATOR:

The objectives of the Go Teachers! program are to:

- Increase understanding of girls' vulnerability to HIV/AIDS;
- Increase understanding of the relationship between girls' vulnerability to HIV, school and education;
- Recognize each person's role as a protector of all girls in their midst, particularly vulnerable girls;
- Empower all school staff to be an agent of change in preventing exploitation of girls in school;
- Promote gender equitable teaching practices;
- Identify and address school practices and environments that put girls at increased risk of HIV infection; and
- Promote a safe learning environment for all pupils.



NOTE TO FACILITATOR:

At every session, remember to fill out the attendance register. This can be found in the Monitoring Forms section at the end of the manual.

Activity 1: Getting Started



55 Minutes

STEP ONE

Welcome participants to the Go Teachers! program and tell participants about the schedule, including where the group will meet, what dates, times, etc. Ask the participants to introduce themselves to the group.

Hand out the notebooks and pens/pencils to the participants. Explain that at the end of each session there will be a reflection opportunity and participants can use the notebooks to record their thoughts. They can also use the notebooks to jot down notes throughout the sessions.

STEP TWO

Administer the Pre Test with the participants. This can be found in the Monitoring Forms section at the end of the Guide.

STEP THREE

Ask the participants to form groups of two or three. In their small groups ask them to discuss these questions:

1. What aspects of working with young people do you find satisfying and rewarding?
2. What aspects of working with young people do you sometimes find frustrating?
3. What do you hope to get out of this training program?

STEP FOUR

Bring everyone back into the large group and ask participants to share their answers to each question. Summarize what they have in common.

Uncover the program objectives you wrote earlier. Review these with the participants and highlight which of the participants' hopes the Go Teachers! program will meet and which will not be met. Acknowledge that the objectives for this program are ambitious and addressing girls' vulnerability to HIV/AIDS is a complex issue. The responsibility to protect girls is not on schools alone – everyone in the community must play their part.

End by asking all of the participants if they will commit to actively participating in the program and become agents of change in their schools and communities.



NOTE TO FACILITATOR:

The Go Teachers! program may not meet all expectations and needs of the participants. If, however, you know of other programs or opportunities where some of these unmet needs can be addressed, please take participants aside after the session and refer them to those opportunities.

Activity 2: Ground Rules



15 minutes

STEP ONE

Ask for a volunteer to explain what “ground rules” are to the group. If no one knows, then explain that “ground rules” are the rules that the group develops to govern behavior during the program. An example ground rule is coming on time. Another type of ground rule is how participants will support each other during the program – for example, by sharing what they have learned with each other.

STEP TWO

Ask the group to brainstorm ground rules. On a flipchart or blackboard write, or draw a picture, for each agreed upon ground rule. After the group has named all of their rules, read the suggested ground rules below not mentioned by participants and ask if the group would like to add the suggested ground rules.

Suggested Ground Rules

- **Time:** Both the facilitator and the participants will adhere to time.
- **Confidentiality:** Participants should not name young people or others by name when sharing examples or case studies. What is said here is not repeated anywhere else.
- **Participation:** Challenge yourself to participate and actively engage in the activities and discussions.
- **Non-judgmental:** Listen with an open mind. It is fine to disagree, but it is not acceptable to pass judgment on others or their feelings, opinions or experiences.
- **Respectful:** This means different things to different people, but mostly it means listening to each other, not interrupting, not judging and treating others how you would want to be treated.
- **Everyone has a right to refuse participation:** While this program encourages participation, it is always acceptable to pass on an activity or pass when a question is asked.

STEP THREE

Post the ground rules on the wall for all to see during the program and ask the participants to monitor each other.

Activity 3: Girls' Vulnerability to HIV/AIDS



35 minutes



NOTE TO FACILITATOR:

The information in this activity is the same as what was provided in the pre-training, whole-school meeting. However, it is important to review this key information in case any of the participants were not able to attend the whole school meeting.

STEP ONE

Explain that the Go Girls! has collected information from girls, boys, parents, teachers, religious leaders, community leaders, elected officials, etc., in the community to identify what makes girls more vulnerable to HIV.

Ask participants to brainstorm what they think makes girls more vulnerable to HIV in their community and write their responses on a flipchart.

STEP TWO

Show the list of "Key Findings on Girls' Vulnerability to HIV/AIDS" (see box below). Ask for a volunteer to read the key findings out loud.

Afterwards, ask participants:

1. What did the participants and researchers find that was similar?
2. Are there any items on the list that they do not see in their communities?
3. Were there any surprises?

Key Findings on Girls' Vulnerability to HIV/AIDS:

Alcohol and Drug Use. When youth or adults drink alcohol, they may make poor decisions, such as having unprotected sex. Alcohol use by family members and other adults can negatively affect girls through a lack of supervision and support and by increasing her risk of exposure to violence.

Multiple and Concurrent Partners. If girls or their partners have more than one partner at a time, they have a higher risk of HIV.

Transactional Sex. If girls exchange sex for money, goods, food, clothing or favors, they are at a higher risk of contracting HIV because condoms are rarely used during transactional sex and those involved often have more than one partner.



Intergenerational Sex. If young girls have sex with older men, they have a higher risk of getting HIV because they have little power to insist on condom use and older men are more likely than boys to be infected.

Harmful Traditional Practices. Although some traditional practices can help protect girls from HIV, others may increase their risk, for example, if girls are encouraged to start having sex or marry early.

Rape and Sexual Violence. Rape and sexual violence increases girls vulnerability to HIV. It can happen anywhere.

Reflection Time and Wrap Up



15 minutes

STEP ONE

Remind participants that their notebooks will never be collected or read by others. Participants may be asked to share some of their thoughts with the group, but sharing is not mandatory. Participants should be encouraged to try and capture the key points from the session.

STEP TWO

Explain that at the end of each session, participants will have 5 minutes to think about a specific reflection activity. Participants can do this any way they want – including drawing pictures, jotting down some key words that come to mind, writing full paragraphs etc.

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 1 REFLECTION ACTIVITY:

In your time as a professional teacher, principal, or counselor, what things have you seen at school that can increase girls' vulnerability to HIV/AIDS?

STEP THREE: SHARING OUR THOUGHTS

Ask whether anyone would like to share his/her experience. Ask if anyone wrote about a memory of a rewarding experience that, in his/her opinion, relates to HIV prevention and if he/she would be willing to volunteer to share their memory.

STEP FOUR: WRAP-UP

Congratulate the participants on completing the first session and thank them for their commitment to being change agents within their schools and communities.

Remind participants to bring their notebooks and pens to every session.



Session 2:

What Difference Can School Personnel Make?

Session Overview

Session Description: Participants discuss the qualities of their favorite teacher. From this exercise they identify the positive role that they can play as teachers. Participants also discuss the responsibilities of teachers in creating a healthy learning environment.

Learning Objectives: By the end of this session participants will be able to:

1. Identify qualities of a good teacher.
2. Identify a teacher's role as a change agent.
3. Use at least one strategy to more positively influence their pupils' hopes and dreams.
4. State at least 3 ways they can create a safe learning environment.



Time: 2 hours.



Facilitator Preparation:

- Before the session, prepare 7 large pieces of paper with the following words or phrases recorded on each (one word or phrase per piece of paper): 1) Story Telling, 2) Dictation, 3) Field Trips, 4) Lecture, 5) Role-Play/Drama, 6) Singing, 7) Copying information from a book.
- Write the following teacher responsibilities, each on a separate piece of flipchart paper: 1) Creating a safe environment; 2) Role-modelling; 3) Showing respect; 4) Maintaining a non-judgemental perspective; 5) Establishing and maintaining ground rules.
- Prepare a flip chart paper of the "Things to Avoid When Teaching" found under Activity 3.

Activity 1: Qualities of My Favorite Teacher



40 minutes

STEP ONE

Ask participants to form groups of 3 or 4 and discuss the following questions. Ask them to keep a list summarizing their responses.

1. Who was your favorite teacher?
2. What was it about that teacher that made her/him your favorite?
3. What are the qualities and characteristics of an ideal teacher?
4. What hopes, dreams and desires did you have as a young person?
5. How did teachers positively influence you and your hopes and dreams?



STEP TWO

Bring everyone back together and ask each group to share their lists (3-5 minutes per group). Write the qualities from question 3 above on the blackboard or flipchart and look for the common themes. If some qualities are repeated, put a tick mark by them.

Ask the participants if their pupils look for similar qualities in teachers? Which ones? Do their pupils have similar hopes and dreams as they did? Do they think things in general are similar for their pupils or have things changed? How?

STEP THREE

Ask participants to jot down in their notebooks answers to the following questions:

1. What qualities on the list do you have already?
2. What qualities do you need to improve?
3. What qualities do you not have, but would like to have?
4. What two qualities would you like to work on improving over the next 3 months? How can you do this?

For example: "I want to make sure all of my pupils feel valued and important. To ensure my pupils feel this way, I will praise each student who tries even if they answer incorrectly".

Encourage participants to help each other work on these qualities.

Activity 2: Helping Students Learn



30 minutes

STEP ONE

Draw a line on the blackboard like the one in Figure 1 below. Explain that one end of the line is "absolute fun learning" and the other end of the line is "no fun at all learning". Using the 7 large pieces of paper you prepared earlier (Story-telling, Dictation, Field trips, Lecture, Role-play/drama, Singing, Copying information from a book), hold each one up at a time and ask participants where they think it falls on the line.

Figure 1:

"absolute fun learning"

"no fun at all learning"



STEP TWO

Discuss the following questions:

1. Which teaching methods are fun for students? Why?
2. Which teaching methods are not fun for students? Why?
3. Which teaching methods are easiest to teach? Why? Are these teaching methods fun for students?
4. Which teaching methods are the most difficult to teach? Why? Are these teaching methods fun for students?



STEP THREE

Explain Experiential Learning to participants using the following points:

Experiential Learning

- Experiential learning is learning by doing an activity. Students are experiencing what they are learning.
- Experiential activities help students gain information, examine attitudes and practice skills.
- In experiential learning, learners do an activity, talk about the experience and explain how they will use the new information or skills in the future.
- Experiential learning is participant-centered. It involves creating a safe and interesting environment by maintaining an active, non-judgmental perspective.

The advantages of experiential, or participatory, learning especially for young people, include:

- Improved critical thinking skills;
- Increased retention of new information;
- Increased use of new skills;
- Increased motivation to learn and stay attentive during a lesson; and
- Improved interpersonal skills.

Activity 3: Teacher Responsibilities in Learning



40 Minutes

STEP ONE

Form small groups of 4 to 5 participants. Give each group a piece of flipchart paper on which one responsibility of a teacher has been written. Ask each group to discuss and write down how this might affect whether a student enjoys learning. After 5 minutes, bring everyone back together and ask each group to present their list and discuss as a large group.

STEP TWO

Post the flip chart prepared earlier of “Things to Avoid When Teaching” and go over each of the points.

Things to Avoid When Teaching

- Interrupting a student.
- Ridiculing or shaming a student.
- Criticizing a student.
- Interrogating a student.
- Judging a student.



- Ignoring a student.
- Shouting at a student.
- Hitting a student.
- Touching a student of the opposite sex.
- Minimizing a student's feelings.
- Putting a student in a threatening setting.
- Telling a student how to feel.
- Discussing a student's personal situation with others outside of class.

STEP THREE

Ask participants how the items on the "Things to Avoid When Teaching" list affect a student's willingness to participate. Summarize by explaining that, for experiential learning to be effective, students must actively participate. By maintaining their responsibilities as a teacher they can create a safe learning environment for each and every student to participate.

Reflection Time and Wrap-Up



10 Minutes

STEP ONE

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 2 REFLECTION OPPORTUNITY:

Write a letter to a teacher who has positively impacted your hopes and dreams. In the letter, tell the teacher which of his/her specific actions positively impacted you. Also, in the letter, tell this teacher how you do or will use these same actions to positively impact the hopes and dreams of your students. If you don't remember a teacher that has positively influenced you then ask yourself "What if I had a teacher who had positively impacted me..."

STEP TWO: SHARING OUR THOUGHTS

Ask if anyone would like to share their experience. Ask participants what we can learn from these letters? What can we learn thinking about when we were a student?

STEP THREE: WRAP-UP

Review the list of qualities participants identified that make an ideal teacher and remind them that school personnel have a great impact on their pupils and their hopes and dreams. Remind participants that students' learning is dependent on the school personnel's ability to create a safe environment.



Session 3:

Gender or Sex?

Session Overview

Session Description: Participants learn the difference between gender and sex and examine the different messages society sends to boys, girls, men and women.

Learning Objectives: By the end of this session participants will be able to:

1. Describe the difference between gender and sex.
2. Describe why it is important to distinguish between gender and sex.
3. Understand the messages society sends to men and women based on their gender.



Time: 1 hour and 30 minutes.



Facilitator Preparation:

- Write on the blackboard or flipchart the definitions of sex and gender in Activity 1.
- Prepare two small pieces of paper with “gender” written on one and “sex” written on the other.
- Prepare girl and boy “gender boxes” for activity 2.

Activity 1: Gender Versus Sex



45 Minutes

STEP ONE

Explain that today’s session is related to gender and how experiences and challenges are different for boy and girl students. The group will also explore why it is important for school personnel to remember these different challenges and discuss how to minimize them in the classroom/school.

STEP TWO

Ask a participant to read the definitions of “sex” and “gender”:



Definitions of Sex and Gender

Sex is:

- Biologically determined (you are either male or female).
- Universal (factors are the same around the world).
- Something you are born with.
- Generally unchanging (with the exception of surgery). Something that does not vary between or within cultures.

Gender is:

- Made up of socially constructed roles, responsibilities, and behaviors (masculine or feminine).
- Culturally constructed (e.g., boys become drivers and girls become midwives).
- Learned (e.g., boys are taught to herd animals and girls are taught to cook).
- Something that can change over time (e.g., Nursing used to be a female-only profession, but now both females and males are nurses).
- Something that varies within and between cultures.

Now, post the two signs you made ahead of time: one marked “Sex” and one marked “Gender” on opposite sides of the room.

STEP THREE

Tell participants they are going to explore the concept of gender vs. sex. Read a **Sample Statement** (found in the box below) and then ask participants to stand next to the sign “Sex” or “Gender,” depending on whether they think the statement reflects something which is biologically-determined or socially-constructed. If the statement is related to both, they should stand somewhere in the middle of the room. Tell the participants this is not an activity about whether or not they agree with the statement, but whether they think the statement is related to gender or sex.

Read each statement out loud, but do not give any explanations. After reading the statement ask the participants, “Is this related to sex or gender?” After everyone has gone to a position, ask “Why do you think this statement is related to sex/gender?”

Sample Statements:

(DO NOT READ OUT THE ANSWER)

1. Women give birth to babies; men do not. (Answer: sex)
2. Women can breast-feed babies; men can bottle-feed babies. (Answer: sex)
3. Women cook, clean the house and take care of the children. Men earn income through paying jobs outside the home. (Answer: gender)
4. Women work in the fields. (Answer: gender)
5. Men make bricks and build houses. (Answer: gender)
6. Boys’ voices change at puberty. (Answer: sex)

7. Women are soft-spoken and passive; men are assertive and strong. (Answer: gender)

Note for statement 8 (below):

Since this is the only statement that is both gender and sex, it is likely that there will be a debate. Both sides of the debate are right because:

8. Women and girls are at greater risk for HIV/AIDS during heterosexual intercourse.

Due to sex/biology, women and girls are at greater risk for HIV/AIDS during heterosexual intercourse because:

- More mucous membrane surface area of a woman's sex organ is exposed during sex.
- More fluid is transferred to a woman during sex.
- Male sexual fluids contain a higher level of HIV.
- Very small tears can happen in the vagina during sex and this allows the virus to pass more easily into the bloodstream.

Due to gender roles, women and girls are at greater risk for HIV/AIDS during heterosexual intercourse because:

- Women and girls are more likely to be the victims of sexual violence. Coerced sex or rape places women and girls at higher risk of contracting HIV as it is more likely to occur without a condom and to cause vaginal tearing, which increases the likelihood of getting HIV from an infected sex partner.
- Women are at higher risk of contracting HIV if social or cultural norms make it difficult for them to negotiate for safe sex with their sexual partner(s), for instance, being unable to negotiate for their partner to use a condom, get tested, or commit to a monogamous relationship.

STEP FOUR

At the end of the statements, ask participants to take their seats and ask "Which statements were easy to identify? Which were difficult?"

Explain that it is usually easier to identify statements related to sex because we can identify those things that relate to the body and its functions and which are true for all men and women around the world. Things related to sex or biology do not vary, but things related to gender can and do vary depending on where you live. In the next activity we will examine gender more closely.



Activity 2: Gender Box - Act Like a Man/Act Like a Woman



35 Minutes

STEP ONE

Draw a picture of a boy on flipchart paper with a box around him. Leave room in the box and outside the box for writing. Ask participants to suggest a name for the boy. Ask the participants:

- What message does your community send to this boy when he is told to “act like a man”? (write answers inside the box)
- What is he expected to do? How is he encouraged to act? (write answers inside the box)
- How should he not act? What is he discouraged from doing? (write answers outside the box)
- What about at school? What is he encouraged or expected to do because he is a boy? (write answers inside the box)
- At school, what is he discouraged from doing because he is a boy? (write answers outside the box)

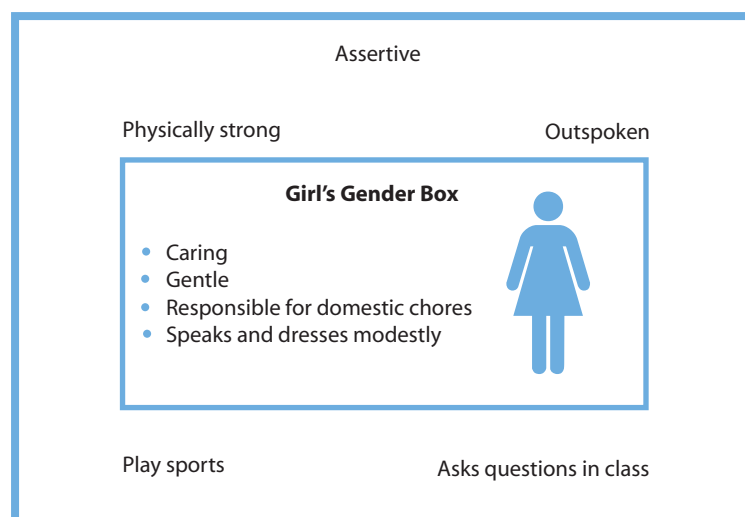
STEP TWO

Now draw a picture of a girl on a separate sheet of flipchart paper. Give the girl a name. Repeat the same questions:

- What message does your community send to this girl when she is told to “act like a woman”? (write answers inside the box)
- What is she expected to do? How is she encouraged to act? (write answers inside the box)
- What is she discouraged from doing? How should she not act? (write answers outside the box)
- What about at school? What is she encouraged or expected to do because she is a girl? (write answers inside the box)
- At school, what is she discouraged from doing because she is a girl? (write answers outside the box)

Explain that these two boxes are called gender boxes because this is how we expect people to act, depending on society’s idea of what is considered masculine or feminine behavior.

Example of a Gender Box



STEP THREE

Discuss the exercise by asking the following questions:

1. What happens if a boy or a girl behaves in a way that is outside his or her box?
2. Do you know examples of men who have not conformed to the messages in the box? What about women? How did they do it? What was the community or society's reaction to them?
3. Have you ever seen these gender expectations being played out at your school?
4. Do you have expectations of your students in regard to how they should act, feel or behave? Are they different for boys and girls?
5. How do these gender expectations positively/negatively impact boys' and girls' learning?



NOTE TO FACILITATOR:

Keep the Gender Boxes drawn in this session. You will need to review them again in Session 5.

Reflection Time and Wrap-Up



10 Minutes

STEP ONE

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 3 REFLECTION OPPORTUNITY:

Ask the participants to recall their earliest, most significant memory of an experience related to discovering they were male or female and, therefore, treated differently from the other sex. Ask:

- How did you feel about this at the time? And now?
- Did your expectations for yourself differ from the expectations of your family or society?

STEP TWO: SHARING OUR THOUGHTS

Ask if anyone would like to share their experience. Ask:

- What can we learn from these experiences of when we were young?
- Do any of your memories or experiences impact how you teach boys and girls in your classroom?



STEP THREE: WRAP-UP

Summarize the session by noting that:

- Both males and females can be restricted in their behaviors, responsibilities and life choices because of culturally-assigned roles and stereotypes. These are called **gender roles** and **gender stereotypes**.
- Sex is biological and cannot be changed, but gender stereotypes and roles can change.

Remind the participants that they are teachers, administrators, and school personnel and who have made a commitment to educate the young people in our schools and communities. Teachers and administrators have an obligation to offer equal and fair education to all, regardless of their students' being male or female. School personnel can be role models by not reinforcing gender stereotypes.



Session 4:

Gender, Education and the Classroom

Session Overview

Session Description: Through the story of Theophile and Thembi, participants identify the impact that gender can have on a boy's and a girl's performance in school. Together they create teachers' aids for addressing gender inequality in the classroom.

Learning Objectives: By the end of this session participants will be able to:

1. Compare the different challenges for male and female students in the classroom.
2. Identify their role as change agents for gender equality in the classroom.



Time: 1 hour and 30 minutes.



Facilitator Preparation:

- Read the story of Theophile and Thembi ahead of time.

Activity 1: Theophile and Thembi's Story



45 Minutes

STEP ONE

Explain that today's session will call on participants to brainstorm strategies to minimize gender barriers within the classroom. Read the story of Theophile and Thembi:

The story of Theophile and Thembi, part one:

Theophile and Thembi are brother and sister. They are just 11 months apart. Theophile is an excellent student. He is awake and active in class. He is on time. He stays after school to work on homework and visit with his teachers. Thembi is not a very successful student. She is often late and falls asleep in class. She refuses to stay after school and hurries home. You are their teacher. You cannot figure out how two people, same mother, same father, same house, almost the same age, function so differently at school.



STEP TWO

Ask participants what they think might be contributing to Theophile's success? What might be contributing to Thembi's challenges? Remind participants that we can only guess at this point, because the teacher has not had a discussion with either student, yet.

Write down some of the common guesses as to why Theophile and Thembi are performing at different levels.

STEP THREE

Inform the participants that you are now able to provide them with a little more information about these two siblings. Read the 2nd part of the story below:

Theophile and Thembi, part two:

Although Theophile is older, most of the house work falls to Thembi. She awakes at 5:30 AM to gather water and fix breakfast for her sister and brother. She also helps her mother at night with dinner and the youngest baby. Thembi's friends told her that if a girl stays after school she is asking for trouble because some teachers and older boys will get the wrong idea and think she is staying to flirt. Thembi's parents have also told her not to stay after school, because she is the oldest girl and she is needed at home to help her mother with the housework. Thembi is very skilled at math and often helps her brother with his math homework, but she doesn't put much effort into her own math anymore because she doesn't see the use.

STEP FOUR

Discuss the story using the following questions:

- Are there girls like Thembi in your school? Based on hearing this additional information about Thembi, were any of your guesses as to why Thembi was not successful at school accurate?
- We have learned that Thembi is good at math. Did any of you think Thembi's lack of success at school was related to girls being inferior at subjects like math or science? Do school personnel ever think like this?
- What other gender-related challenges do girls face in order to attend, succeed, or stay in school purely because they are girls? List these on the blackboard/flipchart.
- What other gender-related challenges do boys face in order to attend, succeed, or stay in school purely because they are boys? List these on the blackboard/flipchart.
- What does this list of gender-related challenges have to do with you, as school personnel? What role do you as school personnel play in contributing to or imposing these challenges? What can school personnel do to help Thembi and others like her to do well at school?



NOTE TO FACILITATOR:

Keep the list of gender-related challenges. You will need this for the Reflection Opportunity at the end of the session.

Activity 2: Teachers' Equality Aids



30 Minutes

STEP ONE

Have participants get into small groups. Give each group a piece of flipchart paper. Ask participants to pretend they have been asked to create a "teachers' aid" poster on gender equality in the classroom. Ask participants to brainstorm suggestions of what school personnel can do to make sure all pupils are treated equally. Create these suggestions in poster format.



NOTE TO FACILITATOR:

Participants should not have any trouble coming up with their own items, but the following can be used as examples/suggestions:

- Have boy and girl pupils take turns with classroom chores, such as sweeping.
- Point out gender stereotypes in textbooks and encourage discussion.
- Try to balance the interests of boys and girls.
- Be conscious of gender stereotypes and do not perpetuate them.
- Have high expectations of all pupils and help them to reach their full educational potential.
- Create forums, such as Girls' Clubs and Boys' Clubs, for pupils to share and realize their full potential.
- Encourage girls, giving them extra attention when needed, to enhance their potential.
- Be conscious of pupils' workloads outside of the classroom. Sensitize parents to pupils' schooling workload.

STEP TWO

Ask each group to share their poster with the rest of the group. Ask participants to comment on common themes identified by all groups.

Ask participants: What tips from the posters can you, personally, take on so that girls benefit from a more equitable classroom setting?

Emphasize to participants that, as school personnel, they have made a commitment to teach the youth in our schools. This commitment includes teaching and treating every student equally.



Reflection Time and Wrap-Up



10 Minutes

STEP ONE

Display the flipchart paper of the list generated during Activity 1, read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 4 REFLECTION OPPORTUNITY:

Looking at the list of gender challenges, for boys and girls, reflect on the following questions and answer in your notebook:

- How is the list of gender challenges relevant to you?
- What does this list of gender-related challenges have to do with you as an educator?
- Are there gender challenges of boys and girls that you perpetrate or reinforce in your classroom?
- Give specific ideas or actions of how you can address these challenges in your classroom.

STEP TWO: SHARING OUR THOUGHTS

Congratulate the participants for being open and willing to examine their own actions that may be contributing to gender challenges for boys and girls inside their classrooms.

Ask participants to volunteer to share their reflection, specifically the actions or ideas they came up with to combat gender challenges for boys and girls in the classroom.

Ask how participants can support each other in their specific actions or ideas.



Session 5:

Gender Equity as Protection from HIV

Session Overview

Session Description: Participants revisit the masculine and feminine qualities from their gender boxes and examine how those qualities link to behaviors and HIV/AIDS risk.

Learning Objectives: By the end of this session, participants will be able to:

1. Recognize the relationship between gender norms and girls' vulnerability to HIV/AIDS.
2. Identify how teachers and other school personnel can help reduce that risk by being role models for gender equity.



Time: 1 hour and 30 minutes.



Facilitator Preparation:

- Review "Gender Boxes" from Session 3, masculine and feminine qualities and how those link to HIV/AIDS risk.

Activity 1: How Gender Roles Put Girls at Risk



1 hour 15 minutes

STEP ONE

Ask participants to remember back to Session 3 when they learned the difference between gender and sex. Ask if someone can summarize the difference. They should highlight that sex is *biological and unchanging while gender is socially constructed and changeable*. Tell participants that today they are going to examine the relationship between gender and HIV risk and how expectations for feminine behavior put girls and women at increased risk of HIV infection.

STEP TWO

Post the gender boxes from Session 3 so all participants can see them. Ask the participants to review the qualities that they listed as masculine and feminine. Go around the room and ask for examples of the behaviors and qualities that were discussed. For example:

Feminine	Masculine
Passive	Aggressive
Soft spoken	Adventurous/Risk taking
Dependent	Independent
Weak	Forceful



STEP THREE

Divide participants into small groups. The assignment is to take the list of feminine and masculine qualities/behaviors and create a role-play that shows how gender roles might put a girl student at risk of becoming infected with HIV. Role-plays can take place inside or outside of the school environment, but must have at least one message related to the school setting or education. They must also include at least 2 ways that teachers and other school personnel can either negatively or positively influence this risk.

Give groups 10 minutes to prepare. Role plays should be no longer than 4 minutes.

STEP FOUR

Bring the group back together and ask each group to perform their role play.

STEP FIVE

After all role-plays have been acted out, start a discussion using the following questions as a guide:

1. What would happen if people chose to step out of gender roles or stereotypes? Would you respond positively to a person who did this?
2. How would that affect the HIV/AIDS epidemic?
3. What opportunity as teachers and other school personnel do you have to affect gender roles of boys and girls in your classrooms/schools?
4. How can you serve as role models for gender change?
5. What practical advice or skills can you give to your boy students?
6. What practical advice or skills can you give to your girl students?



NOTE TO FACILITATOR:

There may be local terms people use to negatively label individuals who step out of gender roles or stereotypes. Be prepared to intervene in the discussion if these terms are mentioned by the participants. Discuss with the participants the terms, how they might be hurtful to people and provide examples of how to positively respond to these individuals.

Reflection Time and Wrap-Up



15 minutes

STEP ONE

Read out the Reflection Activity below and allow 10 minutes for participants to journal.

SESSION 5 REFLECTION OPPORTUNITY:

Ask the participants to think about a time when they saw a colleague or student act as a role model for gender equity in the classroom/school. Ask:

- What did they do?
- What about this experience would you like to repeat in your own classroom, school or life?
- What steps do you need to take to follow this person's lead as a role model for gender equity in education?

STEP TWO: SHARING OUR THOUGHTS

Ask if any participants would like to share their examples of steps we can take as individuals to live and act as role models for gender equity in the classroom.

STEP THREE: WRAP-UP

Remind participants that teachers and other school personnel can play an important role in preventing the spread of HIV by lessening girls' vulnerability. School personnel can promote positive behavior change by being gender equity role models.



Session 6:

Violence in our Schools

Session Overview

Session Description: Participants identify the three types of violence, how those play out in school and what they can do about it.

Learning Objectives: By the end of this session participants will be able to:

1. Identify the three types of violence that take place in schools: psychological, sexual and physical and how they differ for boy and girl students.
2. Identify the relationship between violence in school, girls' education, and HIV.



Time: 1 hour and 30 minutes.



Facilitator Preparation:

- Write the definitions of the three types of violence on blackboard or flipchart paper (found in Activity 1) and KEEP THEM COVERED.
- Become familiar with examples of the three types of violence.
- Make copies of the scenarios for Activity 2 (these can be found at the end of the session) .

Activity 1: What do We Mean By Violence?



30 Minutes

STEP ONE

Ask the participants to form groups of no more than three or four people. Give each group a piece of flipchart paper. Ask each group to write the word "violence" across the top of the paper. Under this, they should use words or drawings to describe all the types of violence that affect boys and girls going to/from school or in and around school.

STEP TWO

Ask each group to come to the front of the room and present what they have come up with to the larger group.



STEP THREE

Explain that you are going to present the three types of violence that might impact students. Uncover the definitions you prepared before the session and ask a volunteer to read them out loud:

Definitions of violence

- **Psychological Violence:** Making threats, teasing, intimidation, putting someone down, bullying, humiliation, ignoring.
- **Physical Violence:** Holding, punching, restraining, kicking, hitting, shoving, having something thrown at someone.
- **Sexual Violence:** Rape, defilement, indecent touching and exposure, sexually explicit language.

STEP FOUR

Ask the groups to look again at their posters and name what types of violence they depicted. Now that they have thought about the 3 different types of violence, is there anything else they would like to add to their posters?



NOTE TO FACILITATOR:

Psychological violence is the most invisible of the three types of violence and the participants might not list examples. Be prepared to provide examples of psychological violence. See examples below.

Examples of school violence (to/from school and at school):

Psychological	Physical	Sexual
<ul style="list-style-type: none"> • Verbal harassment. • Verbal abuse related to puberty: calling developed boys or girls "Class Papas" or "Class Mamas". • Bullying, teasing. • Abusive language from school personnel: saying "All girls are stupid in math." • Emotional manipulation and exploitation. • Labeling pupils "lazy" or "dull" based on whether they are a boy or girl. 	<ul style="list-style-type: none"> • Hitting. • Choking. • Slapping. • Painful body postures. • Beating. • Excessive exercise drills. • Punching. • Preventing use of the toilet. • Shaking. • Inequitable workloads. 	<ul style="list-style-type: none"> • Rape. • Aiming sexually explicit language at a child. • Defilement. • Indecent touching and exposure. • Groping. • Touching inappropriately.



STEP FOUR

Discuss the activity with participants by asking:

1. Which types of violence impact girls? Which types impact boys?
2. Why is there a difference in how violence plays out against boys or girls? How is this linked to gender and expectations of girls/boys in our society?
3. How do the acts of violence listed during this session put a girl at risk for HIV? Does psychological violence put a girl at risk for HIV? How?
4. How does violence in schools make girls more vulnerable to HIV?

Activity 2: Violence, School, and HIV



40 Minutes

STEP ONE

Ask the participants to get back into their small groups. Give each group a piece of paper with one of the scenarios listed at the end of the session. Ask one person in the group to read the scenario out loud to the other group members.

Read the discussion questions (below) out loud or write them on the blackboard/flipchart so that the small groups can refer to the questions during the activity.

Discussion questions:

- What types of violence is the young person in your scenario experiencing? Is this act of violence linked to the different expectations of boys and girls in our society?
- What are the effects of this type of violence on the pupil? What are some possible consequences of this violence if it goes unchecked?
- How does this type of violence impact a girl's risk of HIV?
- How does this type of violence impact a student's hopes and dreams?
- As school personnel, how would you deal with this type of violence?

STEP TWO

After 25 minutes, ask each group to present a summary of their scenario and their thoughts on the discussion questions (five minutes per group).

STEP THREE

Tell participants that violence in schools has been happening for a long time. Many of the participants have probably experienced violence themselves; in fact, their own hopes and dreams may have been affected by violence.

Reflection Time and Wrap-Up



10 Minutes

STEP ONE

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 6 REFLECTION OPPORTUNITY:

Ask participants to summarize a situation where a student is being harmed by school personnel, identifying the type of violence used in the scenario. Next ask them to list 3 - 5 acts they can directly take to help put a stop to the violence.

STEP TWO: SHARING OUR THOUGHTS

Ask participants to share their ideas of what they can do if they know of a situation where a pupil is being harmed by school personnel. Ask participants:

- Although you may know what you should do, what might be reasons why you would not do these things?
- From whom might you get support when you face one of these barriers?
- How would the student respond if you helped the student who is being harmed by a colleague? How would your colleague feel? How would you feel?
- Are there resources in the school or community to protect students from violence and abuse?

STEP THREE: WRAP-UP

Remind the participants that they are school personnel and have made a commitment to educate young people in our schools and communities. School personnel have an ethical, moral and professional obligation to offer students a safe environment in which to learn. If they themselves are harming a student or they know school personnel who are harming students (physically, sexually, or emotionally) it is their responsibility to do something about it.

Scenarios for Session 6, Activity 2

Scenario 1

My name is Mphatso and I walk the same way to school every day. It's the only way I can walk to school safely, because in the fields there are sometimes thugs. I am afraid to walk through the fields alone, especially when the crops are high. So, each day I walk past the market and the beer hall to get to school and each day I am approached by an older man offering to buy me a drink. He says he'll buy me whatever I want and that a schoolgirl needs a special treat from time to time. One day he gave me some money and I took it. Last week, he asked me to go on a walk with him after school. I said no, but every day he asks me the same thing and he is getting more and more persistent. Sometimes he gets close to me and it's hard for me to get away from him. Tomorrow, I am going to walk through the fields even though I am scared of the thugs, because I am also scared of the man who has been bothering me.



Scenario 2

My name is Patuma and I am 14 years old. I was really close with one teacher and he always paid special attention to me in class. I would stay after school and talk about what was bothering me. I trusted him a lot and he was nice to me. I confided in him and he helped me talk things out. We both agreed that it would be nice if we had more time to talk. I went with him to his house, with my parent's permission. Eventually he told me he loved me and that I was special. We developed a sexual relationship. I have recently found out that he also had a sexual relationship with four other pupils, even younger than me. He was only using me for sex; he never loved me. I am embarrassed. I was so naïve and stupid. It is my fault because I trusted him. How can I tell my parents? They will say I brought this on myself. The other girls are not coming forward. Now, I see him talking to another girl in a lower class. I am sure she trusts him, too.

Scenario 3

My name is Mary. I would like to be a doctor or a teacher when I grow up. I really like school, but it is very hard for me to keep up with my studies. I get up at 4 a.m. every morning because I have to help my mother and sisters with the chores around the house. Sometimes I come to school late because my parents won't let me leave until I have finished all of my house chores. When I come in late my teacher makes me stand in front of the class and says very cruel things to me. One day he said to me, "You are stupid. Why do you even come to school? You should go and try to find a husband!" Another day when I fell asleep in class, he said, "Maybe your head is falling because your breasts are becoming so big". It made me very angry when he said this and everyone was laughing, but we are not allowed to speak back to our teachers. I really do not like this teacher or going to his class, but I have to pass his class so I can pass to the next class. Once I told a female teacher and she said, "You shouldn't worry, he is only joking with you". That did not make me feel better.

Scenario 4

My name is Peter and I really like school. My favorite subject is Art. Everyone makes fun of me because I don't like math, science, or sports. All of my friends at school are girls. I like being around girls because I am the youngest boy in my house, with six sisters. Boys are not fun to play with because they like to fight and pretend they are fighting in a war. When the other boys try to fight with me and I tell them I do not like to fight, they call me names like, "girl" and "coward". I like to study, but when I am at school, I sometimes cry when the older and bigger boys tease me. One day I was crying and my teacher asked me why. When I told the teacher why I was crying she said, "Well, you should stop acting like a girl and playing with girls". I don't understand why I shouldn't play with girls if we really have fun together.

Scenario 5

My name is Margaret and I am 13 years old. I am an average student. This year we are doing a new kind of math. I am interested in it, but it is a little difficult for me. The teacher has noticed this and has decided that during every math class, I must go out and fetch water and firewood for him. I have to walk so far to accomplish this task. When I get home in the evening I am so tired from carrying the wood and water. I have also missed the lessons so I cannot do my homework. Next week we have a test. I am so tired and depressed. My parents have told me that if I fail class, they will take me out of school and marry me off to our neighbor.



Session 7:

Communicating with Young People

Session Overview

Session Description: Participants learn and practice positive communication methods to use with young people.

Learning Objectives: By the end of this session participants will be able to:

1. Describe the three Get Active! communication skills to use with young people.
2. Explain the importance of using these skills to communicate with young people.
3. Feel comfortable using these skills to communicate with young people.



Time: 1 hour and 35 minutes.



Facilitator Preparation: If resources allow, copy enough handouts, attached to the end of the session, so each participant can have one.

Activity 1: Introducing the Three Get Active! Communication Skills



30 minutes

STEP ONE

Explain that there are three specific skills adults can use to improve communication with young people. These are the “Get Active!” skills: active understanding; active listening; and active questioning.

STEP TWO

Using Handout 2, at the end of this session, read out the definitions and examples of the three “Get Active!” communication skills. If possible, give each participant a copy of the handout.



STEP THREE

Read out the following scenarios and ask participants to guess which one uses a Get Active! skill, and if a Get Active! Skill is used, which one is used:

Scenario 1: Ana approaches her teacher after class and tells him that she did not do the homework because she had too many chores to do at home. The teacher sits down with her and says that he doesn't want her to fall behind. He asks "Is there anyone else at home who could help with the chores?" and then asks "If you have two more extra days, will you be able to submit the homework?" Lastly, he asks "How are you doing in other subjects?" (Answer: Active questioning)

Scenario 2: Amina raises her hand in class to say she doesn't understand. The teacher tells her she is lazy and should concentrate. (Answer: None)

Scenario 3: Peter tells his teacher that he wants to be a doctor when he is older but he is unsure about some of the things he is learning in science class. His teacher says "I think your idea to be a doctor is very good and I am proud of you. It seems you are finding school work difficult though, what is it exactly that is hard for you? How can I help you?" (Answer: Active listening)

Scenario 4: Seki tells her teacher that a boy in the school keeps teasing her. Seki starts to cry. Seki's teacher says "I know how you feel, when I was young other boys used to tease me too and it was very hard. How does it make you feel?" She adds that Seki can always come to tell her if anything else bad happens. (Answer: Active understanding)

STEP FOUR

Stimulate a discussion by asking participants:

- Do you currently use these Get Active! skills to communicate with young people?
- If you used these skills to communicate with young people, how do you think it would help?

STEP FIVE

Summarize their responses and add the following points:

- Active understanding is helpful because when you accept your young person's ideas and feelings it will increase the chance of him/her talking with you more.
- Active listening is helpful because when you pay attention to what the young person is saying, they will feel important and know that you are there to help. It will also help you and the young person to understand each other better, and if there is a problem, begin to find solutions.
- Active questioning is helpful because it lets the young person know you want to know more about them and what they have to say is important to you. This will motivate them to come to you again.

Activity 2: Practice the Three Get Active! Communication Skills



45 minutes

STEP ONE

Divide the participants into three groups and assign each group one Get Active! communication skill to practice: Active understanding, active listening or active questioning. Ask each group to create two role-plays of a conversation between a teacher or administrator and a student. Each role-play will be 3 minutes in length and will be performed in front of the whole group.

Role-play 1: The actors will not demonstrate the Get Active! communication skill they were assigned.

Role-play 2: The actors will focus on the Get Active! communication skill they were given and demonstrate how to use it.

STEP TWO

While the groups are preparing, visit them to answer any questions and to clarify the key points under each skill.

STEP THREE

Ask each group to perform their 2 role-plays in front of the whole group. After everyone has performed their role-plays, stimulate a discussion by asking the following questions:

- What were the main differences between the two role-plays?
- Did the Get Active! skills help the conversation?
- Is it easy or hard to use the Get Active! skills? Why?
- Which Get Active! skill is the easiest to use? Which one is the most challenging?
- How do the Get Active! skills help the student? How do they help the school personnel?
- Which of the Get Active! skills do you think you could use with your students?

Session Wrap-Up



15 minutes

STEP ONE

Read out the Reflection Activity below and allow 10 minutes for participants to journal.

SESSION 7 REFLECTION OPPORTUNITY:

Ask participants to think of a time in their classroom or school when a student tried to talk to them but they did not communicate well with the student. Now that you have thought about the three Get Active! skills, how would you rewrite the conversation now?

**STEP TWO: SHARING OUR THOUGHTS**

Ask if any participants would like to share their experience. Ask participants how they can try to communicate well with students every day? Encourage participants to turn to each other for support when they are having difficulty communicating with a student.



HANDOUT

Three Get Active! Skills to Communicate with Young People

ACTIVE LISTENING

Active listening is:

- Focusing on what is being said by the young person.
- Asking questions to make sure you understood what the young person said.
- Providing brief responses so the young person knows you are listening (for example, “yes”, nodding head, etc.).

Examples of active listening:

- “I heard you say you are upset by how your teacher treats you, is that correct?”
- “Yes, I understand, what happened next?”

ACTIVE QUESTIONING

Active questioning is:

- Asking questions in order to better understand the young person or what they are saying.
- Asking questions that encourage a detailed response from the young person rather than a “yes” or “no” answer.

Examples of active questioning:

- “Tell me more about your idea to go back to school”
- “I would like to hear more about what you think about this situation”
- “What do you think your options are?”

ACTIVE UNDERSTANDING

Active understanding is:

- Trying to put yourself in the young person’s position to fully understand his/her feelings and emotions.
- Encouraging the young person to talk without interrupting or criticizing.
- Acknowledging that the young person’s problems are real.

Examples of active understanding statements:

- “I can tell this is really upsetting you”
- “I understand what you are saying and I would like to help you with this problem”



Session 8:

Why should we teach life skills?

Session Overview

Session Description: Through a short story participants identify the importance of teaching life skills for HIV prevention and strategize ways to become more comfortable doing so.

Learning Objectives: By the end of this session participants will be able to:

1. Identify life skills that might help young people avoid HIV/AIDS.
2. Identify the importance of teaching life skills and addressing areas of vulnerability in an HIV prevention curriculum.
3. Identify challenges to teaching life skills and develop strategies to overcome those challenges.



Time: 1 hour and 30 minutes.



Facilitator Preparation:

- Find a three-legged stool or find the materials to make one. If materials are not available, you can also use a drawing of a stool.



NOTE TO FACILITATOR:

Some participants may already be contributing to HIV prevention by teaching life skills classes or incorporating HIV education prevention messages into their lessons. It is important for them to know all teachers can assist in preventing the spread of HIV by encouraging healthy, respectful relationships among students and between students and teachers.

Activity 1: Lucy's Story



60 Minutes

STEP ONE

Read The Story of Lucy aloud to participants:

The Story of Lucy

Rita was in her final year at secondary school when she dropped out due to an unplanned pregnancy. She has been advising her friend, Lucy, to stay in school and to avoid boyfriends, sex and so forth, so that she can complete her education.

Lucy is in her first year at secondary school and she has been doing very well in her classes. She participates in a girls' club, is active in her church and dreams of being a nurse. She has supportive parents and is loved by her family.

Lucy sees how tired and busy Rita is with the new baby and she is more convinced than ever that now is not the right time to be involved with boys or to have a baby.

Lucy knows how HIV is spread and she knows how a girl/woman gets pregnant. She does not want to be like Rita and have a baby now. She wants to become a nurse and then find a nice husband and have a family. Despite her awareness and convictions, Lucy has sex with her boyfriend and becomes pregnant. She tells her parents and her friend Rita.

Her parents ask "why?" They are confused because Lucy knew the facts about pregnancy and HIV. How could she take a risk with all the knowledge she had, they ask. Rita asks "why?" She is confused because she talked endlessly with Lucy about using a condom and waiting until later to get involved with boys.

STEP TWO

Discuss the story with participants by asking the following questions:

1. Have you seen situations like Lucy's in our community? What is realistic about Lucy's situation?
2. Do you think Lucy knew the risks of having sex with her boyfriend?
3. Did she have the facts about pregnancy and HIV?

STEP THREE

Ask participants to brainstorm areas of knowledge Lucy might need to know to avoid the risk of HIV or pregnancy. Write responses on the blackboard. If participants find it hard, give them a few examples from the list below.

A Sample List of Knowledge Needed to avoid HIV or pregnancy:

- Facts about alcohol/drugs.
- Facts about how pregnancy happens.
- Awareness of high-risk areas in the community.
- Awareness of personal risks.
- Facts about puberty.
- Facts about safer sex/condom use/contraception.
- Facts about HIV transmission.



STEP FOUR

Continue discussion by asking:

1. Do you think that Lucy understood the risk of having sex with her boyfriend?
2. If she understood the risk, then why do you think she had sex or unprotected sex? What was Lucy missing?
3. What, in addition to knowledge, would have helped her to use the information she had?

STEP FIVE

Ask participants to brainstorm things that Lucy might have been missing. If participants need help getting started, share an example from the list below.

A Sample List of Life Skills:

- Communication skills.
- Decision-making skills.
- Good role models.
- Self-esteem (feeling worthy).
- Self-efficacy (feeling capable).
- Goals for the future.
- Negotiation skills.
- Strength.
- Belief in herself.

Explain that this list is made up of life skills. Life skills are tools a person needs to help them translate knowledge and facts into behavior. The goal of a life skills program is not only to provide information about risk, but to help youth develop skills and tools to better use the knowledge to maintain healthy lives. Explain that gender is an important factor to address with young people when helping them develop life skills because gender can have an impact on how young people see themselves, their own abilities and whether or not they are able to engage effectively with others.

Activity 2: The Three Legged Stool



20 minutes

STEP ONE

Show participants a strong, sturdy three-legged stool. Explain that:

- One leg of the stool represents knowledge regarding HIV prevention and pregnancy prevention.
- The second leg represents life skills (such as negotiation skills and decision making skills, etc.) needed to put knowledge into action.
- The third leg represents the specific risks of young girls, such as Lucy, in our community that make them especially vulnerable to HIV.

- The top of the stool where we sit represents HIV prevention.
- The bottom three legs, as we have already demonstrated, represent knowledge, life skills, and girls' resilience in the face of risks/vulnerability.

STEP TWO

Ask participants: What happens to the stool when you remove one leg? For example, if you remove the "life skills" leg, even if the chair does remain standing, it will probably be very wobbly. This is how we leave students when we cover only knowledge about HIV.

Ask participants: What happens when you remove two legs - the life skills and knowledge legs? The chair falls.

The Go Girls! approach is to make sure that it builds a strong chair with three solid legs. The boys and girls who participate in life skills programs that teach both knowledge and skills will be equipped with the knowledge and skills to identify and build their resilience by addressing their specific risks and vulnerabilities to HIV/AIDS, thereby preventing HIV infection.

Reflection Time and Wrap-Up



10 minutes

STEP ONE

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 8 REFLECTION OPPORTUNITY:

Ask participants to think about whether there are any rumors or misconceptions about HIV in their school. Have participants outline the key life skills that all young people should have in order to help them avoid HIV infection. Ask:
Are these currently being taught at school? In what way?
How can you help students learn these skills in your class/school?

STEP TWO: SHARING OUR THOUGHTS

Ask if any participants would like to share their experience.

STEP THREE: WRAP-UP

Remind participants that schools and school personnel can play an important role in preventing the spread of HIV. One way to lessen a girl's vulnerability is by creating an environment of gender equity in the classroom, by increasing her knowledge about HIV/AIDS and by increasing her skills related to negotiating sex, self-esteem, decision-making and self-efficacy through the teaching of life skills. These skills are often taught in life skills classes but teachers can help students learn these skills in all classes.



Session 9:

My values, your values, and life skills

Session Overview

Session Description: Participants play a game to identify the role perspective can play in understanding one's own and other's values. They participate in a values clarification exercise and discuss how those values can affect the teaching of life skills.

Learning Objectives: By the end of this session participants will be able to:

1. Explore personal values related to the content taught in Life Skills classes.
2. Discuss how individual perspective affects personal values.



Time: 1 hour and 30 minutes.



Facilitator Preparation:

- Make copies of "How to talk to young people about sex" handout for participants.
- Review sample knowledge and skills boxes and "How to Talk to Young People about Sex" handout.
- Prepare three signs: one marked "AGREE"; the second marked "UNSURE"; and the third "DISAGREE".

Activity 1: Teaching Life Skills



40 Minutes

STEP ONE

Introduce the session by saying that most Ministries of Education have determined that life skills will be taught in schools; however, in many instances teachers either do not teach life skills at all or do not feel comfortable teaching life skills. Start a discussion using the following questions:

1. How many are responsible for teaching life skills? Show of hands.
2. How many have been approached informally by a student with life skills questions? Show of hands.
3. Why might you or other teachers like you like to teach life skills?
4. What makes life skills difficult to teach?
5. Of the areas you identified that are difficult, what would make it easier for you to teach these topics or skills?

Explain that sometimes teachers find an area of life skills difficult to teach because he or she may be uncomfortable talking to young people about sensitive issues such as sex.

STEP TWO

Give each participant a copy of "How to talk with young people about sex" and take turns going around the room and reading the main points. Allow time after each point for questions of clarification.



40 Minutes

Activity 2: My Values

STEP ONE

Put up the signs you created before the session labelled "AGREE," "DISAGREE" and "UNSURE" in separate parts of the room. Tell participants that the purpose of this exercise is to help participants identify their values, talk about their values, behave in ways that are consistent with their values and respect others' values.

STEP TWO

Read the following list of value statements, one at a time. After each statement, ask participants to think carefully about how they personally feel about it, and then move to the section of the room where the sign best agrees with how each feels about that value statement – "agree," "disagree," or "unsure".

Remind participants that, if they would rather not share their opinion, they can stay where they are. Reiterate that there are no right or wrong answers, only opinions. Also explain that they can change their position at any time. For example, some participants might feel that they disagree with a particular value but change their minds if someone else makes a good case for agreeing with that value.

After everyone has moved to a position for each statement, ask 1 or 2 volunteers to describe how she/he feels about the statement.

Value Statements:

1. Deliberately hurting other people is never OK.
2. I should report a teacher who suggests a student has sex with him/her in exchange for good marks.
3. Children are bad and need to be hit or caned to stop their bad behavior.
4. Girls who exchange sex for money or gifts do so to survive in this world.
5. Boys and girls can perform equally well in school.
6. Boys who have sex with many girls are just doing what comes naturally to men.
7. Only bad girls become pregnant and they deserve to suffer for it.
8. It is OK for older men to have sex with young girls because they both get something out of it.



STEP THREE

Ask everyone to return to his or her seat and start a discussion using the following questions:

1. What did you learn about yourself? About others?
2. Was it hard to express disagreement with another person's views? Why or why not?
3. Were there times when you felt uncomfortable or threatened? What helped you stand by your values at that time?
4. Are there times when not sharing one's opinion is a good thing? What might some examples of those times be?

Reflection Time and Wrap-Up



10 minutes

STEP ONE

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 9 REFLECTION OPPORTUNITY:

Ask participants: Are there any values or opinions you hold that will help you to teach life skills to students? Are there any values or opinions you hold that will make it difficult for you to teach the life skills curriculum? How can you put those opinions aside during class time?

STEP TWO: SHARING OUR THOUGHTS

Ask if any participants would like to share their thoughts. What can we learn from each other?

STEP THREE: WRAP-UP

Remind participants that teaching life skills involves teaching about subjects that may make them uncomfortable or about which they have very strong opinions. Others, including the students, may have very different opinions depending on their life experiences and perspectives. By shifting slightly, you may be able to see things from the students' perspective and more effectively reach the students by doing so.

End by emphasizing that there may be times when it is better not to share one's opinion if it interferes with giving girls and boys the life skills and knowledge they need to address the risks and vulnerabilities to HIV they experience in their lives.



HANDOUT

How to Talk with Young People about Sex

1. **Accept slang terms.** Even if a question includes slang or incorrect terms, accept the question and then restate the question using more accurate words.
2. **Say you don't know, if you don't.** If a question arises and you aren't sure of the answer, recognize that the question is valid, and promise to find out more information on that topic. Make sure to report back to the students with a response.
3. **Keep it simple.** Do not try to impress or intimidate young people. Explain in terms that they will understand.
4. **Try to determine the "real" question.** Sometimes questions ask for opinions (i.e. "How does it feel to kiss someone?"). Instead of saying statements that are hard to back-up or perhaps untrue (i.e. "It always feels good") try to answer the underlying question (i.e. embarrassment or nervousness) with a fact. You may say that it is normal to be curious about sex and sexuality and the most important thing to remember is that sex and sexual expression is:
 - a. Consensual (i.e. both people want to kiss).
 - b. Both people are mature and ready (very young people may be curious about sex and sexual expression, but they are not ready to act on these feelings).
 - c. The two people care about each other.
5. **Be nonjudgmental.** Stick to the facts and keep your opinions and values to yourself. Do not imply guilt or shame when answering questions, no matter what the question is.
6. **Do not answer personal questions.** Stick to the facts and do not get into a situation where you are answering personal questions about your own sexual experiences.
7. **Be comfortable.** If you are uncomfortable or express discomfort through non-verbal communication, young people will know it. If this is a challenging subject to discuss, be HONEST. Tell the young people that you are a bit nervous with certain questions and that sometimes the topic of sexuality can be difficult to discuss, but it is an important topic to discuss and get factual information about. The young people will relate and understand.
8. **Entertain "what if" questions.** This is a very curious age regarding sexuality and a lot of students have "what if" questions (i.e. what happens if a boy doesn't have any sperm?). These questions are valid and it's important to search for the real question (i.e. can a girl get pregnant if a boy doesn't ejaculate?).
9. **If there is a youth-friendly health center** nearby, be prepared to share the location and refer the young person. A center is youth friendly if it is easy to get to, the services are affordable, and the staff is friendly, non-judgmental, and can keep information confidential.



Session 10:

Who has the Power?

Session Overview

Session Description: Participants learn the different types of power and examine how power can be used to either increase or decrease a girl's vulnerability.

Learning Objectives: By the end of this session participants will be able to:

1. Define the types of power.
2. Identify the impact of power on adult/child and pupil/teacher relationships.
3. Name ways that abuse of power increases girls' vulnerability.



Time: 1 hour and 35 minutes.



Facilitator Preparation:

- Review the "Types of Power" chart.
- Review list of scenarios in Activity 2; copy and cut into pieces so that you can distribute one scenario to each group.

Activity 1: Types of Power and Who Has It



40 Minutes

STEP ONE

Write the word "power" on the blackboard and ask participants to close their eyes and quietly say the word "power" to themselves. After a few minutes, have the participants open their eyes and ask them the following questions:

- What words or images came to mind when you were thinking about power?
- Were there specific types of people that came to mind? (Individuals should not be named but rather identified by position, such as Chief, father, President, etc.)
- What types of power did you think about?
- Where did the power come from?
- Did you associate women with power? What type of woman?



STEP TWO

Go over the chart on types of power below. If there are types of power named by participants that are not captured on the chart, add them.

Types of Power	How Power Is Acted Out	Who Has Power
Social	Able to influence others to do as they wish, popularity, peer pressure, bullying.	Leaders, teachers, parents, holders of informal positions of power such as religious leader, spouse of political or economically powerful person, most popular student, etc.
Economic	Controls access to goods/ services/money/favors.	Husband, father, head of household, business owner, wealthy person.
Political	Implements laws, controls access to services/favors.	Elected leaders, village elders.
Physical	Strength, size, use of weapons, controls access or security.	Police, soldiers, robbers, gangs.
Gender-Based	Cultural norms, traditional family structures dictate access to resources, opportunities.	Males are generally more powerful than females.
Age-Related	Cultural norms, traditional family structures and laws confer access to power, resources, opportunities.	Generally the young have the least power. Elderly women, especially widows, may also lack power.

STEP THREE

Start a discussion by asking the following questions:

1. Is power good or bad?
2. Can power be used for bad? Ask participants for examples.
3. Can power be used for good? Ask participants for examples or share these examples of power being used for good: 1) A wealthy person donates money to build a health clinic; elected officials pass a law on providing universal education; an older, stronger student protects a younger, smaller student from being bullied.



4. Is it possible for someone to have no power? Who is most likely to have no or little power: A man, a woman, a boy child, or a girl child? After participants have shared their answers go over the following points:
 - All four may be poor and lacking in social, economic, and political power.
 - The two males may have more physical power than the two females based on their size and strength.
 - The two males have more gender-based power than the two females.
 - In all of these examples, the girl child is unlikely to have power.
5. Ask participants how power is related to choice and vulnerability. After participants have shared their thoughts summarize by noting:
 - Power is directly related to choice.
 - People with more power are able to make more choices in life.
 - People with less power have fewer life choices available to them.
 - Disempowered people have fewer choices and are therefore more vulnerable to poverty, violence, and diseases such as HIV/AIDS.

Activity 2: Deciding How to Use Power



35 minutes

STEP ONE

Divide the group into small groups. Depending on the number of participants and relevance to your culture, distribute one of the following scenarios to each group.

Scenario 1

One day before the start of class, a teacher notices that the boys in the class are touching the girls on their breasts and buttocks as the girls pass by to take their seats for class. The teacher decides to...

Scenario 2

A local wealthy businessman hears that his neighbor has fallen ill and is unable to work. His neighbor's beautiful 13 year-old daughter will have to drop out of school because she cannot afford school fees or materials for class. The wealthy businessman decides to...

Scenario 3

Initiation season is approaching in the village. This is a time when girls between the ages of 6 and 13 undergo initiation into adulthood including sexual initiation by older men in the village. The village elders respect tradition but they are worried about the spread of HIV/AIDS in their community. The elders decide to...

Scenario 4

A 16 year-old boy overhears some younger, smaller boys talking about a girl in their class who is a virgin and in their words "needs to be taught a lesson". He hears them plan to teach her this lesson after school on her way home. The older, bigger boy decides to...

Scenario 5

A family is suffering financial hardship. A much older friend of the father offers to marry the man's 12 year-old daughter. She will become the man's fourth wife. The father decides to...

Scenario 6

A poor family can only afford to send one child to school. The father must decide if he will send his older daughter who does very well in school or his younger son who is a poor student. The father decides to...

Scenario 7

A young teacher overhears an older teacher offer to pass a girl if she will agree to have sex with him. The young teacher decides to...

After each group has been assigned a scenario, ask them to decide in their groups two endings for the unfinished sentence: one where the person uses his/her power to decrease the girl's vulnerability and one where the person uses his/her power to increase the girl's vulnerability. Ask the participants to decide in what ways the two endings increased or decreased vulnerability. Give groups about 10 minutes to discuss.

STEP TWO

Bring the groups back together. Ask participants to share their two different endings for the scenarios.



Reflection Time and Wrap-Up



15 minutes

STEP ONE

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 10 REFLECTION OPPORTUNITY:

Ask the participants to reflect in their notebooks on an experience where they felt they were treated badly by someone with more power than they.

What did it feel like to be powerless?

Was there someone with more power that could have helped them?

Why do they think that person did not help them?

How would things have been different if someone had used their power to help them?

STEP TWO: SHARING OUR THOUGHTS

Ask if any participants would like to share their experience. Ask the participants why the person in their story did not help them.

STEP THREE: WRAP-UP

Tell the participants that by virtue of being teachers and administrators, they have power within their school and communities. They have power over their students but they also have the power to be positive agents for change for their students. Sometimes people don't use their power to help because they don't realize what a difference they can make.

Invite participants to be mindful of opportunities to use their power to assist their students.



Session 11:

Coercion and Consent

Session Overview

Session Description: Participants define coercion and consent and use role-plays and skits to understand the link between the two and power.

Learning Objectives: By the end of this session participants will be able to:

1. Define coercion and consent.
2. Explain how power and coercion affect one's ability to give consent or not to give consent.



Time: 1 hour and 30 minutes.



Facilitator Preparation:

- Write the definitions of "coercion" and "consent," found in Activity 1, on the blackboard or flipchart. Keep the definitions covered until you need them.
- Copy the role-plays from Activity 1; cut them up into separate pieces of paper, WITHOUT the answer.

Activity 1: Understanding Coercion and Consent



40 minutes

STEP ONE

Tell participants that today they will learn about two concepts related to power: coercion and consent. Ask participants what words come to mind when they hear the word "coercion". After participants have shared their ideas, uncover the definition of coercion and compare key elements.

Definition of Coercion

Coercion can be physical, emotional, social or economic in nature. It includes intimidation, threats, persecution, inducement or promise of a benefit to obtain something from a weaker or more vulnerable person. Coercion is used to make someone do something against his or her will.



STEP TWO

Ask what might be the relationship between the types of power discussed in the last session and coercion? Ask for examples. Some examples include: A popular student using peer pressure to force a less popular (but smarter) student into doing their homework for them; an elected official throwing a rival into prison to force him/her to keep her criticisms quiet; a soldier using his strength and weapon to force a woman to have sex, etc.

Ask how a teacher might use physical coercion with a pupil? Emotional coercion? Economic coercion?

STEP THREE

Ask participants what words come to mind when they hear the word “consent”. After a short discussion, uncover the definition of consent and go over it with the participants.

Definition of Consent

Consent means saying “yes” or agreeing to something. Consent is agreeing to do something freely without any element of force, fraud, deceit or duress whether physical, emotional, economic or social in nature. Even if someone says “yes” it is not true consent if it was said under duress, if the perpetrator used any kind of force to get the victim to comply. Children are minors and can never give consent to a sexual relationship with an adult. The two necessary components of consent are that it be informed and voluntary meaning that the person must fully understand what they are saying “yes” to and that force or coercion was not used.

Note: Each country has a law stating the minimum age a person can give consent. Know the age of consent in your country and share this information with the participants.

STEP FOUR

Ask for volunteers to perform the following role-plays. Give them 1-2 minutes to review the role-plays and then ask them to act in front of the group. After each role-play, ask the participants to decide whether consent was given or not.

Role-plays about Consent

Role-play 1

You (the facilitator) act as a soldier and one of the participants acts as a man in his home. You run into a home and point your gun at a man sitting at his table and shout at him to put his hands up. When he does, you ask “Are you ready to become a soldier?” The man is shaking and clearly afraid but he replies “yes”.

ANSWER: Consent was not given because physical force and a weapon were used to make the person say “yes”.

Role-play 2

In this skit, you (the facilitator) act as a 12 year-old schoolgirl and the participant acts as a wealthy businessman. The businessman asks the girl how school is going. The girl replies that she is a good student but she does not have money to attend school the next semester. The businessman tells her she is very pretty and he will give her money if she makes him happy. By the way he touches her and looks at her it is clear what he wants. He asks if she is willing to make him happy. The girl sighs, looks away and then quietly says "yes".

ANSWER: Consent was not given because economic coercion was used and a child of 12 cannot give consent for a sexual relationship with an adult.

Role-play 3

You (the facilitator) and the participant act as schoolmates walking home after school. You ask your friend if she will tutor you in math if you help her look after her little brother. She says, "I get so bored looking after my brother. I could really use some help!" You say "So will you tutor me?" and she says "yes".

ANSWER: Consent was given because the two students are peers and consent was voluntary and informed. The girl clearly understood that if she tutored her friend, her friend would help watch her brother.

Activity 2: Power, Coercion, and Consent in the Classroom



30 minutes

STEP ONE

Pick one of the scenarios below and ask a participant to read it to the group. After the story has been read, ask the questions at the end of the scenario.

Scenario 1

Mr. Ketulo, a mathematics teacher, lives in a very small village far away from his family. He has been sent by the Ministry to teach for two years in a very rural area. He does not make a lot of money and can't afford to employ someone to help him in his house. He feels like having pupils do chores for him is one of the benefits of teaching so far from home. He believes that girls are not very good at mathematics, so during mathematics he often picks two of his female pupils to go to his house and clean it for him. The girls have never said they mind doing the chores, but he notices that they always look tired and his colleague said the girls are now beginning to do poorly in other subjects.

- Who has the power in this situation?
- Is coercion being used in this situation?
- Did the girls consent to doing chores?
- How might this affect the girls' opportunities and vulnerability?



- What advice would you give Mr. Ketulo?
- Does this situation happen in our school?
- What can school personnel do about this situation?

Scenario 2

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

- Who has the power in this situation?
- Is coercion being used in this situation?
- Does Gloria consent to being touched?
- How might this incident affect Gloria's opportunities?
- What advice would you give the teacher?
- Does this situation happen in our school?
- What can teachers or other school personnel do about this situation?

Reflection Time and Wrap-Up



10 Minutes

STEP ONE

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 11 REFLECTION OPPORTUNITY:

Ask the participants to reflect in their notebooks on an experience where they think they or another teacher might have misused their power with a student.

- Based on what they now know about power, consent, and coercion, how did they or the other teacher act inappropriately?
- How would they re-write the situation?

STEP TWO: SHARING OUR THOUGHTS

Ask if any participants would like to share their experience. Ask the volunteer to not use real names. Ask participants if anyone acted to protect the child (e.g., You? Other teachers? The Principal?). Why or why not?



STEP THREE: WRAP-UP

Wrap up the session by making the following points:

- There are many different types of power and coercion.
- Children have the least power and are the most vulnerable among us.
- Girl children are the most vulnerable of all.
- Governments recognize this vulnerability and imbalance of power through laws that govern the age of consent. In Malawi, the age of consent is 14. In Mozambique, the age of consent is 19. In Botswana, the age of consent is 16. This means that no child below this age can legally give their consent or say yes to a sexual relationship. If an adult engages in sex with a child below this age then they are committing the crime of rape.
- Because school personnel are with children the most, they have opportunities to be protectors of children, to safeguard their futures, and reduce their vulnerability to harm.



Session 12: Code of Conduct

Session Overview

Session Description: Participants discuss the Professional Code of Conduct governing teachers, and the “Code of Silence” that exists in many schools.

Learning Objectives: By the end of this session participants will be able to:

1. Assess whether there is a “Code of Silence” in their schools.
2. Apply the teachers Code of Conduct to identify professional behavior that is expected of teachers.



Time: 1 hour and 30 minutes.



Facilitator Preparation: None.

Activity 1: Code of Silence Versus Code of Conduct



30 Minutes

STEP ONE

Introduce the session by explaining that even when we know that something is wrong we may not do anything about it because (1) we do not want to get in trouble, (2) we do not want to get friends or colleagues in trouble, or (3) because we do not know what to do. When teachers are reluctant to talk about their own, or colleagues, wrong doing, it is referred to as a “Code of Silence.” The “Code of Silence” encourages teachers to keep quiet about wrong doing. In contrast, the Code of Conduct, which governs the teaching profession, requires you to speak out when you see something wrong happening.

STEP TWO

Ask participants the following questions:

1. How many of you have heard about the teachers’ Code of Conduct and what it contains?
2. Is teaching the only profession that has a Code of Conduct?
3. What other professions are governed by Codes of Conduct? Examples include: accountants, doctors, the armed forces, banks, etc.

4. Why would teachers have a Code of Conduct? What are the benefits? Examples include:
 - It demonstrates that teaching is a mature profession.
 - Having a Code increases respect for a profession.
5. It sets a standard for teachers to evaluate themselves against.
 - It sets standards for acceptable and unacceptable behaviors.
 - Improves quality education especially when students, parents and communities know about it.
 - Sets forth clear guidelines of what to do when standards aren't met - providing guidance and protection for everyone: the person reporting, the victim and the accused.

STEP THREE

Ask if anyone knows what is included in the Code of Conduct in their country. Have them summarize the Code for the group.

Explain that a Code of Conduct for teachers often includes guidelines on topics such as appropriate treatment of students and consequences of violating the Code of Conduct.

Activity 2: Two Sides of the Story



50 minutes

STEP ONE

Ask participants to think of a fictional story in which a teacher misuses his/her power with a child. Divide the participants into 2 groups. Group 1 will create a 5 minute role-play of the story where the "Code of Silence" was followed. Group 2 will create a 5 minute role-play based on the same story, but where the Code of Conduct was followed. Give each group 15 minutes to prepare.

STEP TWO

Bring everyone back together and ask each group to act out their role-play. After both groups have performed, ask participants the following questions:

1. What was different about the two role-plays?
2. What were the outcomes?
3. Which of these stories is more likely to happen in your school?
4. What challenges might a teacher face when following the Code of Conduct in a situation like this?
5. What can teachers do to help each other follow the Code of Conduct?



Reflection Time and Wrap-Up



10 minutes

STEP ONE

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

SESSION 12 REFLECTION OPPORTUNITY:

You witness a colleague behaving improperly with a young student. According to the Code of Conduct, what steps should you take to address this? What might be the consequences of your actions:

For the teacher?

For the student?

For yourself?

STEP TWO: SHARING OUR THOUGHTS

Ask if any participants would like to share their thoughts. After the participants have shared their stories, ask:

1. What can be done to protect the student and yourself against possible consequences?
2. Who could help you? The principal? The student's parents? Fellow teachers? Local authorities? The Teachers' Union?
3. How could you enlist others' support?

STEP THREE: WRAP-UP

Remind participants that the Code of Conduct:

1. Exists to ensure that teachers act in an ethical manner and maintain their professionalism at all times.
2. Reinforces the concept of accountability. Teachers have a responsibility to create a safe and secure learning environment for all pupils. The reputations of good teachers are protected when unethical teachers are held accountable for improper behavior.
3. Serves as an important tool to ensure quality education and should be well understood by teachers, community members, parents and pupils.
4. Recognizes children's lack of power and vulnerability and reinforces teachers' obligation as protectors of young people. The Code of Conduct helps a teacher to do the right thing by reporting violations to the appropriate people and making sure the pupil does not face further harm.



Session 13:

Providing Support to Students in Need

Session Overview

Session Description: Participants learn basic listening skills and actions that comfort, as well as how to use them to support a child who has experienced violence.

Learning Objectives: By the end of this session participants will be able to:

1. Use basic listening skills when talking with pupils.
2. Recognize ways in which school personnel can provide a supportive and safe environment for pupils needing help.



Time: 1 hour and 30 minutes.



Facilitator Preparation:

- Review and make copies of the “Basic Listening Skills” and “Actions that Comfort” handouts found at the end of the session.

Activity 1: Are You Listening?



30 Minutes

STEP ONE

In the last session we learned about the responsibility of school personnel to report violations under the Code of Conduct. In this session, we will learn what we can offer a child who is hurting. Ask for two volunteers to role-play. Explain that in this role-play one person is trying to tell the other person something important. Designate one person as the person telling the story and one person as the listener. Tell the listener (in secret) to act uninterested in the story and what the person is saying.

STEP TWO

Act out the same scenario, but this time the facilitator acts as the “listener” and demonstrates a person who is listening intently and courteously. The facilitator should review the handout on basic listening skills and demonstrate accordingly.



STEP THREE

After both scenarios have been demonstrated, thank the volunteers for acting. Start a discussion by asking the following questions:

1. What qualities or skills did the listener demonstrate that indicated he/she was NOT listening to the person talking? Record these on a flip chart paper titled "Not Listening".
2. What qualities or skills did the listener demonstrate that indicated he/she WAS listening to the person talking? Record these on a flip chart paper titled "Listening".
3. Remind participants to list verbal and non-verbal characteristics.

STEP FOUR

Share the handout on "Basic Listening Skills" found at the end of the session. Ask participants to compare the handout "Basic Listening Skills" to the qualities of "listening" and "not listening" they generated above and identify anything missing.

Activity 2: Can I Talk to You, Teacher?



40 Minutes

STEP ONE

Ask participants to form groups of three. Read the following situation:

A girl is raped by the night watchman at the dormitory where she stays during the week. She has come to you, her teacher, the next day to tell you this.

Within each group ask one person to be the pupil, one person to be the teacher, and the third person to be the observer. The observer will be responsible for observing the teacher and his/her skills in dealing with the student. The observers will make notes in her/his notebook of what she/he observes happening in the exchange that is helpful for the student and what may not be helpful for the student. Each role-play should be 3-5 minutes in length.

STEP TWO

Bring the group back together to discuss. Ask the observers what approaches, skills or acts person acting as the teacher used that might have been helpful to the student AND what approaches, skills or acts might need to be improved on because they were not helpful to the student. Record their observations on the blackboard.

STEP THREE

After the discussion, ask the participants to look at the list and agree on what is generally helpful for a student and what is generally unhelpful. Make sure the following are discussed; if not, add them to the list and discuss:

- **Safety** – Ensuring the safety of the victim/young person is the number one priority for all adults, at all times.

- **Empathy** – Genuinely trying to put yourself in the victim’s/young person’s position. Empathy is not pity or sympathy.
- **Respect** – Taking action guided by esteem for the choices, wishes, rights and dignity of the victim/young person.
- **Non-judgmental** – Providing support, positive regard, and assistance to any and all people regardless of your values, attitudes or beliefs.
- **Confidentiality** – Respecting the privacy of an individual. Sharing only necessary and relevant information (not details) with relevant people and only with the permission of the victim/young person. Names should be protected.
- **Participation** – Involving the victim/young person in the decision-making, planning and implementation of programs, services and other decisions that are related to his or her situation.

STEP FOUR

Provide copies of “Actions that Comfort” found at the end of the session and review the handout with the participants.

STEP FIVE

Ask the participants to brainstorm possible places where they could refer a student who has experienced violence for help. They should only name places where a child will be well received and not further traumatized. If they name an organization, ask them for a contact person within that organization. Record their responses on the flip chart. Possible answers include:

- Police station – women and children’s unit (if one exists).
- Health center – especially a youth-friendly one.
- Village elder.
- Pastor of the local church.
- Local women’s group.
- A non-governmental organization or a community-based organization.
- The PTA or School Management Committee.

Reflection Time and Wrap-Up



10 Minutes

STEP ONE

Read out the Reflection Activity below and allow 5 minutes for participants to journal.

**SESSION 13 REFLECTION OPPORTUNITY:**

Think about a time a student has come to you to report violence. What did you do? What did you do well? What could you have done even better? What will you do the next time a student comes to you with a story of abuse, rape or other crime?

STEP TWO: SHARING OUR THOUGHTS

Ask if any participants would like to share their experience.

STEP THREE: WRAP-UP

If a pupil has experienced a trauma or is facing a crisis, school personnel should act immediately to ensure his/her safety. The most important points to remember when a pupil comes to school personnel with a problem are:

- The pupil's **safety** comes first.
- Pupils have the right to **confidentiality** (unless they or another student are at risk of harm).
- You should **respect** your pupils and act in their best interest at all times.

Remind participants that, although it is an important responsibility, they are not alone in caring for their students. There are others in the community who can share the responsibility with them.



HANDOUT

Basic Listening Skills

1. Clear your mind and pay attention to what the person is telling you. Try not to rehearse or think about what you are going to say in response.
2. Do not cut the person off. Do not interrupt. Allow him or her to finish.
3. Allow natural silence. Do not feel you have to fill silence with your questions or advice. Silence will allow the person time to think and formulate thoughts.
4. Let the person know you are listening through verbal encouragers (e.g., “uh-huh,” “yes” or “I see”).
5. Let the person know you are listening through nonverbal gestures:
 - Face the speaker.
 - Nod your head.
 - Keep an open posture.
 - Keep an appropriate distance.
 - Make frequent and friendly eye contact.
 - Appear calm and relaxed.



HANDOUT Actions that Comfort

1. Be available immediately to provide the student with assistance and support.
2. Bring the student to a safe place outside the classroom, away from his/her peers. Make sure the place is safe and is not seen as a threat to the student.
3. Focus on the student. Ask the student what he/she would like to do at that moment. (For example, go home, not participate but remain in the classroom, sit outside or in another location within the school, talk to a counselor or supportive person immediately or the next day, etc.) Help the student carry through with whatever he/she decides.
4. Be non-judgmental. Provide support and information to the student regardless of your personal feelings, beliefs or attitudes.
5. Do not overwhelm the student with information, questions or advice. Do not assume the student is ready for all the resources/help/information you want to offer.
6. Listen to what the student is saying. Your role is to provide her/him with understanding, support and assistance. Do not attempt to tell the student how s/he feels or how you think s/he should feel. Assure her/him that it is ok and normal to feel upset. Remind the student that violence is not her/his fault.
7. Be flexible in order to meet her/his needs.
8. Always follow-up with the student. Following up shows her/him you care and you are dedicated to her/his recovery and well-being.
9. If possible, refer the student to a counselor or qualified person to help the student privately talk about their feelings.

Actions that DO NOT comfort:

- Do not interrupt, ridicule or shame the student.
- Do not criticize or blame the student.
- Do not interrogate the student.
- Do not judge the student.
- Do not ignore the student.
- Do not minimize his/her feelings.
- Do not hit students.
- Do not touch students of the opposite sex.
- Do not put the student in a threatening setting.
- Do not try to distract or divert the student's attention from his/her feelings.
- Do not tell him/her how to feel.
- Do not discuss his/her situation with others.



Session 14:

School Personnel Take Action!

Session Overview

Session Description: Participants make individual pledges and group action plans to decrease girls' vulnerability to HIV/AIDS and to make their schools safe learning environments.

Learning Objectives: By the end of this session participants will be able to:

1. Write a personal pledge to provide a safe and supportive learning environment (individual action).
2. Create an action plan for applying what they've learned in their classroom and school (action by group).



Time: 2 hours.



Facilitator Preparation:

- Prepare a certificate for each participant. See sample certificate attached to the end of this session.
- Make copies of the pledge so that the participants can complete the pledge and then take it home and hang it in their classrooms/schools. See pledge attached to the end of this session.
- Make copies of the School Personnel Post Test (see Monitoring Forms).
- Make copies of the "Guidelines for an Action Plan" Handout.

Activity 1: What I Learned, Felt, and Will Do



15 Minutes

STEP ONE

Welcome participants to the final session. Ask them to sit quietly in their seats and reflect back over the training program. In particular, think about:

- One thing that they learned from the training.
- One emotion that they felt during the training.
- One thing that they will do as a result of the training.

STEP TWO

After a few minutes, ask volunteers to share what they have learned, felt, and will do as a result of the training with the group.



Activity 2: Action Planning



45 minutes

STEP ONE

Remind participants that during this workshop they have discussed and explored various issues and problems in our community and in our schools that may increase girl's vulnerability to HIV and create an unsafe learning environment.

Ask participants to open their notebooks and take 10 - 15 minutes to remind themselves of the topics covered, look over the notes they have taken and the "Reflection Opportunities" and make a tick beside every notebook entry that appears to be a "solution" or "action idea" to decrease girl's vulnerability to HIV and create a safer learning environment.

STEP TWO

Next ask the participants to again look at their notebooks and those items they "ticked" as a possible solution or action idea. Ask participants to make a circle around the top two (2) solutions or action ideas that they are committed to working on now.

Ask participants to share their top two solutions/action ideas with the group. Write these examples on the blackboard or a piece of flipchart paper under a column titled "solutions". Use broad, general categories. For example, code of conduct is a solution, better communication skills is a solution, etc.

STEP THREE

Ask participants to form their own small groups based on an action idea or solution of mutual concern. In these groups, participants should choose one issue. Ask them to use the Guidelines for an Action Plan handout (attached at the end of this session) to brainstorm a list of actions and strategies they can take to address that issue.

Each group should also think of the following points:

1. When will teams meet to reflect on activities and action plan progress?
2. What opportunities do school personnel have to share successes and problems? Are there weekly staff meetings?
3. When is there an opportunity to share with parents and community members?
4. Are there opportunities to meet with school personnel from other schools? How about other regions? With district/regional education officials?

STEP FOUR

Bring everyone back together and ask one or two groups to share their plans. If time permits ask all the small groups to report back to the whole group.

Activity 3: Taking the Pledge



10 minutes

STEP ONE

Distribute one copy of the “Pledge to Protect Vulnerable Children,” attached to the end of this session, to each participant. Ask participants to complete the pledge and have a colleague in the classroom sign the pledge as a witness.

Encourage participants to hang them up in their classrooms this year. Ask participants where else they might display their pledge.

Post-test and Wrap-Up



10 minutes

STEP ONE

Administer the Post Test with the participants. This can be found in the Monitoring Forms section at the end of the Guide.

STEP TWO

Thank the participants for their hard work during this workshop. Revisit the objectives of the program and note all that they have accomplished. Remind participants that they are capable of being change agents and taking their actions plans and pledges forward into the school and community to decrease girl’s vulnerability to HIV and create a safe learning environment. Remind groups of their plans to stay connected and in touch.

STEP THREE

Award the certificates to each individual participant you prepared beforehand.



HANDOUT Guidelines for an Action Plan - Five Questions

Question 1: What is the exact desired outcome?

For example, "Become familiar with the Teachers' Code of Conduct and enforce it in our school".

Question 2: What steps need to be taken to achieve the desired outcome?

For example,

1. Contact the Ministry of Education and get copies of the Code;
2. Meet with the PTA to get their support;
3. Have a meeting with parents and community leaders to explain what the Code of Conduct is and get their support;
4. Get at least 10 school personnel to sign a petition that the Code of Conduct needs to be used;
5. Talk to students in the classrooms and in school clubs to explain what the Code of Conduct is and where they can get help.

Question 3: What is the very first step?

For example, "Get at least 10 school personnel to sign the petition".

Question 4: What is the timing of each step?

For example,

1. Contact the Ministry of Education and get copies of the Code (September 2011);
2. Meet with the PTA to get their support (October 2011);
3. Have a meeting with parents and community leaders to explain what the Code of Conduct is and get their support (November 2011);
4. Get at least 10 school personnel to sign a petition that the Code of Conduct needs to be used. (November 2011);
5. Talk to students in the classrooms and in school clubs to explain what the Code of Conduct is and how it aims to support students' learning. (December 2011).

Question 5: How will we know whether our plan has worked?

For example, "All school personnel, the PTA, and student clubs have copies of the Code of Conduct and know how to report violations by January 2012".



Pledge to Protect Vulnerable Children

I, _____, of _____ School, promise to provide a quality education to girls and boys in a safe and supportive environment by doing the following:

- 1.
- 2.
- 3.

Signed: _____

Witnessed by: _____

Date: _____



JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH CENTER FOR COMMUNICATION PROGRAMS

Certifies that

INSERT NAME HERE

Has successfully completed the

Go Girls! School Personnel Training

Signed: _____

Date: _____



Glossary

Abstinence – sexual abstinence is a choice to refrain from sexual activity. Reasons to choose abstinence may be moral, religious, legal or for health and safety. Since sexually transmitted infections and HIV can be transmitted through oral, anal and vaginal sex, abstinence refers to not having anal, oral, or vaginal sex. Abstinence is the only 100 percent effective method for avoiding unwanted pregnancy and sexually transmitted infections, including HIV.

Aggressive – delivering a message forcefully without thinking of the other person's feelings; expressing yourself in a confrontational manner.

Assertive – delivering a message by honestly expressing your thoughts and feelings; direct and clear without putting down the rights of others; showing mutual respect.

Coercion – coercion can be physical, emotional, social or economic in nature. It includes intimidation, threats, persecution, inducement or promise of a benefit to obtain something from a weaker or more vulnerable person. Coercion is used to make someone do something against his or her will.

Consent – means saying “yes” or agreeing to something. Consent is agreeing to do something freely without any element of force, fraud, deceit, or duress whether physical, emotional, economic, or social in nature. Even if someone says “yes” it is not true consent if it was said under duress, if the perpetrator used any kind of force to get the victim to comply. Children are minors and can never give consent to a sexual relationship with an adult. The two necessary components of consent are that it be informed and voluntary meaning that the person must fully understand what they are saying “yes” to and that force or coercion was not used.

Contraceptives – are methods of preventing pregnancy. This may be done with medication, device, or by blocking the process of reproduction.

Birth control pill – also known as “oral contraceptives” is a temporary method of birth control. It is a combined hormonal (usually synthetic progestin and estrogen) or progestin-only pill taken each day. The hormones prevent ovulation (the releasing of an egg from the ovaries), increase cervical mucus to block sperm and create a thin uterine environment. The pill does not protect against STIs and HIV and must be taken at the same time each day. Some women may have side effects including mood changes, acne, headache, breast tenderness and nausea.

Condoms – a polyurethane or latex sheath that covers the penis; some come with lubricant or spermicide added. A condom is placed on the erect penis prior to intercourse. The condom prevents pregnancy by blocking the passage of sperm. A condom provides the best protection against STIs and HIV.

Intrauterine Device (IUD) – a small plastic device which is inserted in the uterus by a clinician. Once inserted, the IUD is immediately effective. IUDs contain copper or hormones that keep sperm from joining egg and prevent a fertilized egg from implanting in the uterus. Women may have



irregular bleeding and spotting in the first few months. IUDs do not protect against STIs, including HIV. As with many hormonal contraceptives, some women may have side effects including mood changes, acne, headache, breast tenderness, and nausea.

Injectables – the injectable hormone progestin is a reversible and effective method of contraception. A medical professional or community-based health worker will administer the injection in the muscle of a woman's upper arm, buttocks or thigh. The injection lasts for 3 months after which time she must have another injection to maintain the contraceptive benefits. The method is fully effective 24 hours after injection. Injectables do not protect against STIs and HIV. They may cause irregular periods, headaches and weight gain.

Gender – socially constructed roles, responsibilities and behaviours. These roles are culturally constructed, learned, change over time and vary within and between cultures.

Gender-based violence – is a pattern of physically, sexually and/or emotionally abusive behaviors used by one individual to assert power or maintain control over another based on their sex or gender. GBV includes intimate partner relationships of spousal, or dating relationships. Abuse generally falls into one or more of the following categories: physical battering, sexual assault and emotional or psychological abuse.

Gender roles – expectations that boys and girls (and men and women) are expected to act a certain way because of being male or female.

Goal – an aim, purpose or desired result. It is something one focuses on and works towards its achievement.

Harassment – creating an unpleasant or hostile situation through unwelcome or unwanted verbal or physical behaviour.

Healthy relationship – Healthy relationships are characterized by respect, sharing and trust. They are based on the belief that both partners are equal, that the power and control in the relationship are equally shared. Some of the characteristics of a healthy relationship are:

- **Respect** – listening to one another, valuing each other's opinions and listening in a non-judgmental manner.
- **Trust and support** – supporting each other's goals in life and respecting each other's right to his/her own feelings, opinions, friends, activities and interests.
- **Honesty and accountability** – communicating openly and truthfully, admitting mistakes or being wrong and accepting responsibility for one's self.
- **Shared responsibility** – making relationship decisions together, mutually agreeing on a distribution of work that is fair to both partners.
- **Negotiation and fairness** – being willing to compromise, accepting change and seeking mutually satisfying solutions to conflict.
- **Non-threatening behaviour** – talking and acting in a way that promotes both partners' feelings of safety in the relationship. Both should feel comfortable and safe expressing him/herself and in engaging in activities of one's choice.



HIV (Human Immunodeficiency Virus) – is the virus that causes AIDS. HIV is transmitted through blood, semen, vaginal fluid, and breast milk. HIV CAN be prevented and is NOT transmitted through casual contact (hugging, sharing apartment, bowl, playing football, etc.).

- **How HIV is Transmitted:**
 - Vaginal, anal or oral sex with an infected partner.
 - Man to woman, woman to man, man to man, woman to woman.
 - Through contact with blood of an infected person.
 - Sharing needles, intravenous drug use.
 - For practices that involve cutting, such as circumcision, HIV can be passed through blood from one initiate to another if the same tool is used and not sterilized properly between each person.
 - Mother to infant: during pregnancy, birth, or through breast milk.
- **How HIV is NOT Transmitted:**
 - Talking, shaking hands, or other casual contact.
 - Hugging or kissing (there is a minimal risk that deep kissing - “French kissing or Tongue kissing” - could lead to infection, if open sores are present on the lips, tongue or mouth).
 - Touching walls, doorknobs, writing utensils, restrooms, computers, telephones.
 - Being bitten by mosquitoes, fleas or other insects.

The ONLY way to know if one is HIV infected is to receive an HIV test. The test will effectively assess whether the person is infected or not. It takes the body approximately 2 months to develop enough antibodies to be detected on the HIV antibody test. For this reason, it is important to be tested 2 months after the risk behavior (sharing needles of any kind, unprotected anal, oral or vaginal sex) in order to receive an accurate test result. Furthermore, it is very important to use a condom any time you have sex while waiting to get tested as the period immediately after infection occurs has the highest risk of transmission to others.

Hormones – chemical substance produced by a gland that mediates activities in other parts of the body. Hormones travel through the body in the bloodstream to regulate the activity of certain organs, including the reproductive system. Certain hormones play a role in sexual feelings and sexual development.

Menstruation – the cycle during which the endometrium (the lining of the uterus) grows, thickens, and is maintained until ovulation, and is then shed. This shedding is called the menstrual period, or menstruation. The average length of the cycle, from the first day of bleeding of one cycle to the first of another, is 28 days and a period lasts on average of 5 days. However, the length and pattern of the cycle vary greatly among women.

Norms – social rules or expectations.

Puberty – when children begin to mature emotionally and physically. This time period is when a child’s body takes on those characteristics that define it sexually. Both male and female bodies will each take on a different shape as girls start to grow into women and boys into men. Everyone matures differently and at different rates.



Reproductive health – “Reproductive health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity, in all matters related to the reproductive system and to its functions and processes”.¹

Respectful – listening to others, to be mindful, careful or sensitive to their feelings, beliefs, needs and opinions and listening in a non-judgmental manner.

Sex – biological and universal (factors are the same around the world). Sex is determined at birth and is generally unchanging, with the exception of surgery. Sex does not vary between or within cultures. One is born either male or female.

Sexual harassment – any repetitive, unwanted and uninvited sexual attention such as teasing, touching or taunting.

Sexual intercourse means a variety of sexual or intimate contact, including vaginal, anal and oral genital intercourse.

Sexually transmitted infections (STIs) – infections that are transmitted through sexual contact: anal, vaginal, or oral. STIs are generally divided into two categories, bacterial (e.g. gonorrhoea, chlamydia, and syphilis) and viral (e.g. genital warts, herpes, hepatitis and HIV). Bacterial infections are relatively easy to cure if detected early. Viral infections are incurable but the symptoms are controllable if detected early.

Sexual violence – any form of forced or unwanted sexual activity where there is no consent, consent is not possible or power and/or intimidation is used to coerce a sexual act. Sexual violence and abuse include direct physical contact, such as unwanted touching of any kind or rape, which is also known as “defilement” for young people under the legal age of consent. Regardless of the legal age of consent, sexual activity between a teacher and student is considered abuse because of the age and power differentials between the two. Sexual violence can be perpetrated verbally. Sexual violence or abuse can have devastating, long-lasting effects on children including increased risk of social, emotional and psychological damage, increased risk of substance abuse, health and social problems such as unwanted pregnancy, sexually transmitted infections, including HIV/AIDS, as well as negatively affecting educational attainment.

Threaten – to be a source of danger or to intimidate someone by telling them they will experience negative or dangerous consequences if they do not comply.

¹ United Nations. International Conference on Population and Development, Cairo. New York: United Nations; 1994.



Monitoring Forms



Monitoring Forms Instrument 1: School Personnel Training Register

Name of Facilitator: _____

District: _____

Dates of Training: _____

No.	Name	Sex (M/F)	School	Administrative Position or Grade(s) Instructing	Include date of training above each session number. Mark 'x' to indicate attendance at each session.														
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15



Instrument 2. School Personnel Pre-Post Test

Instructions to Facilitators: Before starting Session 1 of the Go Teachers! Training curricula, give this form to the participants and ask them to mark one response to each statement by ticking the box for either "I agree"; "I don't know"; or "I disagree". Again, after the last session, session #14, of the Go Teachers! training curricula, give this form to the participants once more.

Instructions to Participants: Read each statement, mark one response to each statement by ticking the box for either "I agree"; "I don't know"; or "I disagree" then return this form to the facilitator. Thank you for your participation!

Location: _____ Age: _____ Date: _____

Check one: ☐ Pre Test ☐ Post Test

	I agree	I don't know	I disagree
1. Choice is not influenced by power.			
2. Males and females are restricted in their life choices because of culturally assigned gender roles.			
3. A good listener does not interrupt.			
4. Sex is biologically determined while gender is socially constructed.			
5. Physical violence is the only type of school violence.			
6. Boys are more vulnerable to HIV infection as compared to girls due to both biological and societal factors.			
7. As an educator, I can play an important role in preventing the spread of HIV by reducing girls' vulnerability.			
8. Knowledge alone empowers students to make wise choices.			
9. It is impossible to talk with young people about sexuality.			
10. Gender norms contribute to the spread of HIV/AIDS.			
11. Coercion and consent are the same thing.			
12. I understand the relationship between girls' vulnerability to HIV/AIDS and schools.			
13. It is the responsibility of educators to make the school a safe and supportive environment for students.			



