

MODULES CHAMPIONS OF CHANGE ENJOYING SEXUAL AND REPRODUCTIVE RIGHTS

Because I am a Girl



**CHAMPIONS
OF CHANGE**



choice.

**FOR
YOUTH &
SEXUALITY**

Champions of Change for Girls' Rights and Gender Equality is Plan International's community wide strategy for promoting gender equality and social norm change through youth engagement and peer-to-peer mobilisation. The Girls Champions of Change curriculum is Plan International's comprehensive global curriculum for girls' empowerment. The curriculum includes engaging, adaptable activities that encourage girls to build knowledge, attitudes and skills based on their own lived experience. The programme is the sister curriculum to the Boys Champions of Change curriculum.

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SNAPSHOT: ENJOYING YOUR SEXUAL RIGHTS AND REPRODUCTIVE RIGHTS



In this module, girls recognise their sexual and reproductive rights, and learn that these rights are human rights. Girls learn about myths and facts relating to sexuality and discuss the diversity of sexuality and pleasure. Together, they reflect on the changes their body experiences during puberty, and recognise the opportunity to embrace and promote change within themselves and in their environment. Finally, girls learn about meaningful consent and the importance of using assertive communication to claim their sexual rights and their reproductive rights.

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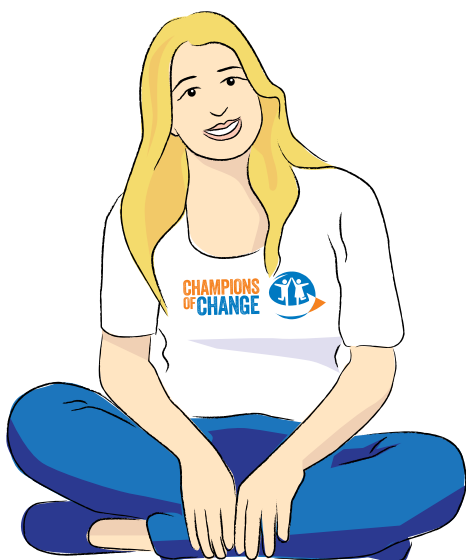
ENJOYING YOUR SEXUAL RIGHTS AND REPRODUCTIVE RIGHTS

SETTING THE STAGE

WHAT ARE SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR)?

Sexual and Reproductive Health and Rights are often abbreviated as SRHR. SRHR represents the application of a **human rights** lens to sexuality and reproduction. It is a combination of four fields – sexual health, reproductive health, sexual rights, and reproductive rights – that can be more or less interconnected depending on the social context.

Distinctions between these four fields are not always made. **Sexual health** and **reproductive health** are sometimes treated as synonymous to each other, as are sexual rights and reproductive rights. While it is important to see when and how these concepts overlap, treating them as synonyms can be disempowering for women and girls. Doing so often leads to an emphasis on reproduction and motherhood, sex being reduced to a reproductive function. Therefore, in working with girls it is important to distinguish between all concepts.



WHAT IS SEXUAL HEALTH?

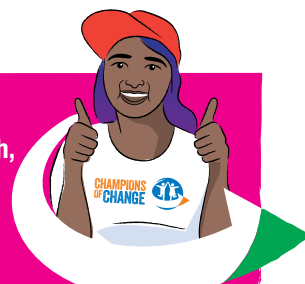
According to the World Health Organisation, “sexual health is a state of physical, mental and social well-being in relation to sexuality”. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence”.

All these aspects of sexual health – physical, mental, and social-cultural – are interrelated. If you have a positive body-image, you are more confident and can make better choices with regards to your partners, and you can express your needs and desires in relationships (for example, expressing the need to use a condom).

WHAT IS REPRODUCTIVE HEALTH?

Reproductive health also relates to our well-being in relation to our reproductive selves, rather than merely to the absence of disease in the reproductive system. In relation to pregnancy, it relates to more than just physical health throughout a pregnancy, as pregnancy is also about feeling mentally ready to have children and feeling safe and supported by your environment. Therefore, an important element of reproductive health is about having the capacity and freedom to decide if, when, and how often to have children.¹

In Activity SRR1: The Right to Sexual and Reproductive Health, girls learn about the difference between sexual health and reproductive health.



1. International Conference on Population and Development. (1994). Programme of Action. <http://www.un.org/popin/icpd/conference/offeng/poa.html>

WHAT ARE SEXUAL RIGHTS?

Sexual rights include the right to live out our sexuality with pleasure and without guilt, shame, fear or coercion, independent of our civil status, sexual orientation or gender identity, age or ability. It includes the right to bodily integrity; to choose whether or not to be sexually active; to choose if and when to have sexual relations; and to choose the practices that bring pleasure, as long as there is meaningful/informed and voluntary **consent** from both parties. It also includes the right to sexuality education and to the highest attainable standard of sexual health, including access to sexual health care services. The responsible exercise of human rights requires that all persons respect the rights of others. Common violations of girls' and women's sexual rights include female genital mutilation/cutting, sexual harassment, child, early and forced marriage, sexual abuse and exploitation.

WHAT ARE REPRODUCTIVE RIGHTS?

Reproductive rights are related to the basic right of all people to decide about their reproductive systems, including, freely and responsibly, whether they want to have children and, if so, the number of children they want and the timing and spacing of their children. These rights include young people's right to age-appropriate information about reproduction and sexuality as well as access to modern, safe and affordable contraceptives and accurate information about how to use them. Furthermore, it refers to having access to available, acceptable and affordable youth friendly and quality health services², respectful and safe delivery and the means to make decisions about reproduction and reproductive health free from discrimination, coercion or violence. The equal division of

REPRODUCTIVE RIGHTS ARE RELATED TO THE BASIC RIGHT OF ALL PEOPLE TO DECIDE ABOUT THEIR REPRODUCTIVE SYSTEMS

responsibilities among men and women for the raising of children is also encompassed with these rights, as is paid maternity and paternity leave from work, and protection from work-related discrimination due to being pregnant or having children.³

HOW DO SEXUAL AND REPRODUCTIVE RIGHTS RELATE TO HUMAN RIGHTS?

Although there isn't one specific international human rights instrument that upholds sexual and reproductive rights, there are several rights spelled out in human rights mechanisms and documents⁴ that, all together, represents sexual and reproductive rights. In addition there are other international consensus documents, such as the Programme of Action of the International Conference on Population and Development and the Beijing Platform of the Fourth World Conference on Women, which further explain what the concepts mean and entail.

In Activity SRR3: Our Sexual and Reproductive Rights, girls discuss human rights in relation to sexuality, and reflect on whether certain rights are realised for girls and women in their community.



2. In CRC General Comment No. 4 on Adolescent Health and Development in the Context of the Convention on the Rights of the Child. <http://www.ohchr.org/Documents/Issues/Women/WRGS/Health/GC4.pdf>

3. Promundo et al. (2009). Working With Young Women: Empowerment, Rights and Health. <https://www.k4health.org/>

4. Including General Comments 3,4 and 14 to the Convention on the Rights of the Child (CRC), and General Recommendations 14, 15 24 to the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW).

WHY SHOULD GIRLS AND BOYS KNOW ABOUT SRHR?

Youth have the right to information about sex and sexuality in the context of gender, relations, social norms and values, self-confidence, pleasure, communication and decision-making. Research has shown that knowledge and skills about these topics enable young people to make their own choices, including being able to choose whether to have sex, and to negotiate safe and consensual sexual behaviour, and to enjoy sexuality free from coercion, violence or discrimination.⁵ This holistic and positive approach to sexuality is a key component to what is often referred to as “Comprehensive Sexuality Education” (CSE).

LINKS TO OTHER MODULES

Box BIH1 in the **Being Informed about Sexual and Reproductive Health** module explains the links between the Girls Champions of Change curricula and Comprehensive Sexuality Education (CSE).



It is every girl's right to have a full understanding of sexual and reproductive rights. In fact, this understanding is an important step in a girl's journey to empowerment, because whether or not a girl is able to claim and enjoy her sexual and reproductive rights has a significant impact on her life and whether she will be able to reach her full potential. This module teaches girls about these rights so they can fully understand their meaning in the context of their own lives. Girls will also discuss the opportunities they have to stand up for themselves and protect their own rights, and support peers in doing so as well. With this approach girls will build their “power within” as well as their “power with”.

LINKS TO OTHER MODULES

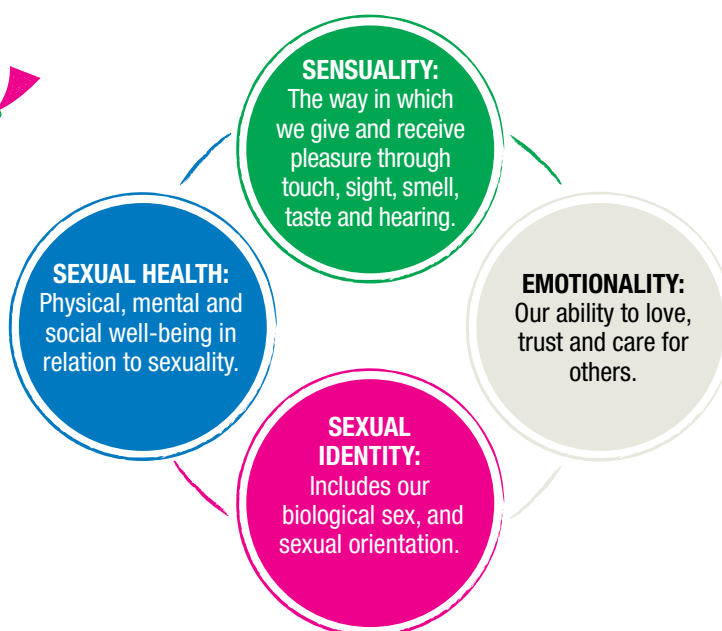
See the **Being Assertive** module for a full explanation of the different types of power.



WHAT IS THE DIFFERENCE BETWEEN SEX AND SEXUALITY?

Sexuality encompasses much more than sexual relations and reproduction. Sexuality is about the way we experience our bodies and how we relate to other people. Through sexuality, affection can be shown, pleasure and sensuality can be experienced, and intimacy can grow between partners.⁶ Sexuality can be experienced physically, emotionally, spiritually and intellectually.

One way to understand sexuality is by looking at four different elements: ‘sensuality’, which is the way in which we give and receive pleasure, and that involves all our senses (touch, sight, smell, taste and hearing); ‘sexual health’, which relates to our physical, mental and social well-being in relation to our sexuality; ‘emotionality’, which is our ability to love, trust and look after others; and our ‘sexual identity’, which includes our biological sex and our sexual orientation.



As with gender, sexuality is not biologically defined. Instead, it is constructed throughout a person's lifetime. The culture in which we live influences our sexuality because, as with gender roles, there are norms that dictate the acceptable ways to exercise sexuality in a society. These norms imply privileges for whoever complies with them and punishment for whoever challenges or transgresses them.⁷

5. See for example UNESCO International Technical Guidance on Sexuality Education (2013), p. 13 -23.
<http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>

6. Adapted from: Plan International (2014) Being Responsible regarding Sexuality. In Boys Champions of Change: Curriculum for Gender Equality and Girls Rights. Woking, UK: Plan International.

7. Ibid.

HOW DO PEOPLE EXPERIENCE SEXUALITY THROUGHOUT THEIR LIVES?

We are all born as sensual human beings. Starting in childhood, we experience the world through our body. Our senses help us to discover the world and we learn about pleasure from these different senses. Just as it is to be expected for young children to try new things, such as climbing a tree or running, and to discover things through their senses, like what tastes nice or looks beautiful, it is also normal for young children to touch their body – including their genitals – to find out what it feels like. This is out of curiosity and it can give them pleasure. It is later, around the start of puberty, that girls and boys are more likely to touch themselves for sexual pleasure.

The incorrect belief that ‘sexuality begins at puberty’ causes people to view signs of sexuality in young girls and boys with suspicion. This can prevent girls and boys from getting to know their bodies naturally and with correct information. Instead, they learn to repress their physical desires or to express them in unhealthy ways.⁸

Many cultures are especially strict about preventing girls from discovering their bodies and expressing their sexuality. This practice is harmful because it prevents girls from building a positive and confident relationship with their own bodies, particularly with their sexual and reproductive organs.

In Activity SRR2: Sexuality through the Life Cycle, girls examine the different elements of sexuality in relation to different stages in a girl's or a woman's life.



HOW DOES SEXUALITY RELATE TO GENDER NORMS?

Sexuality is one of the main social domains where gender norms are created and reproduced. It is a space where girls, boys, women and men learn about power, caring, and about the sort of relationships they want to have.

Although every individual experiences his or her sexuality in a different way, society often dictates “rules” about how sexuality should be practiced, expressed and interpreted. For example, in some cultures, male sexuality is characterised as impulsive and uncontrollable, and that teenage boys and young men need to have more sex than their female peers. Conversely, the same society's rules may dictate that a girl's or woman's sexuality needs to be controlled and that they should not ever experience sexual pleasure.

OUR SENSES HELP US TO DISCOVER THE WORLD AND WE LEARN ABOUT PLEASURE FROM THESE DIFFERENT SENSES.

Such gender norms around sexuality cause girls and young women to enter sexual relationships with the idea they have to be submissive and can't express their own needs and desires. They are taught to be obedient to their partner and serve his needs in the relationship. This makes girls and women vulnerable to discrimination, exploitation and abuse, because they do not acknowledge these behaviours and patterns as harmful, abusive and a violation of their rights. Instead, they might even believe this is what it is like to be ‘a good girl’ or ‘a good wife’. For example, a girl that insists that her partner uses condoms or who has sex before marriage may in some contexts be seen as a ‘bad girl’. Another common misconception in many contexts is the idea that a girl or a woman should always be ready to have sex with her boyfriend or husband when he is ready. Whereas in fact, mutual and informed consent is a fundamental right for any sexual contact, including between partners.

8. Ibid.

WHY IS IT IMPORTANT TO BUST MYTHS ABOUT SEXUALITY?

When girls and boys grow up with these socially constructed rules about male and female sexuality and are not allowed to speak openly about these issues, they are challenged in claiming their rights to full and accurate information about safe and pleasurable sex and carefully considered choices.

In many societies, it is seen as immoral to talk about sexuality in an open and honest way, so information is suppressed or false information is easily spread, and myths about sexuality are abundant. For example, the norm that young people should not engage in sexual relationships before they are married causes the persistent myth that teaching young people about sexuality will cause promiscuous behaviour.

In every cultural context, there are many different myths about sexuality. Myths, stereotypes and the lack of accurate information, can lead to harmful practices, unwanted pregnancies, child, early and forced marriages, sexual violence and the spread of HIV and other sexually transmitted infections (STIs).

In **Activity SRR4: Myth Busters**, girls learn about myths and facts relating to sexuality, and reflect on the consequences of these myths on their sexual rights and their reproductive rights.



HOW CAN LEARNING ABOUT PUBERTY LEAD GIRLS TO EMBRACE CHANGE?

During puberty, girls experience many physical and emotional changes. These changes can be very confusing and can make them feel insecure, especially if they do not understand what is happening to them. But if girls have correct information about why these changes take place, and they understand that all girls go through them at their own rhythm, it will be easier to experience them.

LINKS TO OTHER MODULES

The **Being Body Confident** and **Being Informed about Sexual and Reproductive Health** modules contain important activities about the changes that girls experience during puberty, and about learning to appreciate their menstrual cycle. Make sure to review them as you prepare to facilitate this module.



In fact, as emerging Champions of Change, girls should be supported in embracing these changes. Change, whether it happens within us or in our surroundings, can lead to better things!

When girls are afraid or confused by change, they fail to see the opportunities that become available to them, or can develop negative feelings for their new situation – such as by seeing their menstruation as a curse. In contrast, when girls can learn to embrace change they will be better supported in appreciating all the wonderful things their bodies can do.

In **Activity SRR5: My Body is Changing!** girls reflect on the physical, emotional, or social changes that they have experienced or will experience during puberty.



WHAT IS MEANINGFUL CONSENT?

An important reason to build the confidence of girls about their body and their sexuality is for them to feel more powerful to set and protect their personal boundaries, and to feel more confident upholding their right to bodily integrity.

Because of gender norms that dictate that young men should always want to have sex and that young women should never feel sexual desire but should instead be subservient to their partners, girls might feel that they cannot refuse to do or experience something. This might lead them to engage in sexual behaviour that they are not ready or willing to engage in.

For girls, the risk of coerced sexual contact is all too real, sometimes to the point that they or their societies don't understand it as rape or forced, child and early marriage, but rather as 'the way things are'. This is why it is so important to spend significant time supporting girls in understanding their right to meaningful consent and to bodily integrity.

LINKS TO OTHER MODULES

The **Living Free from Gender Based Violence** module takes a closer look at sexual violence, including rape and other forms of sexual abuse in which consent is not given and often not requested.



AN IMPORTANT REASON TO BUILD THE CONFIDENCE OF GIRLS ABOUT THEIR BODY AND THEIR SEXUALITY IS FOR THEM TO FEEL MORE POWERFUL TO SET AND PROTECT THEIR PERSONAL BOUNDARIES, AND TO FEEL MORE CONFIDENT UPHOLDING THEIR RIGHT TO BODILY INTEGRITY.

In order to give meaningful consent in a situation involving sex, it is important to:⁹

- Know that you have the right to decide for yourself whether you want to participate in a particular sexual activity. This also includes the right to say "no" to something you said "yes" to in the past. The fact you agreed once to do something does not give anybody the right to assume you will agree all the next times and you are allowed to change your mind.
- Have sufficient power and control over your own life to be able to communicate and implement your decision.
- Understand what sexual activity entails and what consequences it might bring, and the assertiveness to communicate with your partner about these issues.
- Be in a situation or relationship where your decision will be recognised and respected by your partner.
- Know the risks; and how to protect yourself and your partner from STIs and from unwanted pregnancy.
- Have a clear mind, not impaired by alcohol or drugs at the time of decision-making.
- Have accurate information about your partner's current sexual health status, including any previous sexual exposure or drug use that could present a risk to you.

If some of these conditions are not met, people might find themselves in a situation agreeing or giving in to something they do not really want. Especially within the girls club, it is important to understand all that goes into providing, or not having the capacity to provide, meaningful consent. Peers can support each other when any of them are experiencing pressure to do something against their will, and help one another to get the support they need to have their right to bodily integrity protected.

9. Adapted from: Population Council et al (2009) It's All One Curriculum. Activity 24. http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

It is important to note that girls and boys might also face situations of sexual abuse, including rape, in which consent is not even requested. If these situations come up as you are facilitating these activities, support girls in understanding that sexual abuse or other violations to bodily integrity are never their fault. If they are forced or pressured to do anything they do not consent to, their rights have been violated and they have the right to seek support for themselves and sanctions for the person that harmed them. See the General Tips on Facilitation for more information on how to handle these situations.

In Activity SRR6: My Right to Consent, girls reflect on what meaningful consent is, and practice determining when it has been granted in different case studies.



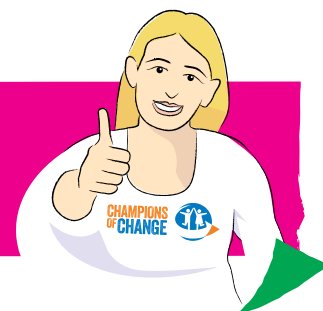
HOW DO PEOPLE EXPERIENCE PLEASURE?

Many young people grow up hearing about the risks and dangers of having sexual relations. Some of these risks are real, for example there is a risk of STIs and unwanted pregnancies if you are having unprotected sex. However, this is only one side of the story, and it often leads to youth not seeking help or information on having healthy and responsible sexual relations.

In contrast, young people are seldom told that thinking about sex, masturbating, or having sex with a partner can also be a very positive experience. It helps people feel good about themselves and their body, and to make connections with their partner. Physical pleasure is the feeling a person has when she or he experiences sensual enjoyment. People can experience pleasure by things they hear, see, smell, taste or touch. These things can happen in the real world, in the imagination or in dreams.¹⁰

The parts of a person's body that are extra sensitive when touched include, but are not limited to, the mouth, ears, neck, breasts, genitals, etc. Each body is different, and therefore each person will feel differently when different parts of their body are stimulated. The only way to find out what a person likes is for them to explore their own body, and the only way to know what their partner likes is through exploring together and communicating about it.

In Activity SRR7: Stories About Sexuality, girls discuss and reflect on the diversity of sexuality.



HOW CAN GIRLS COMMUNICATE ASSERTIVELY ABOUT THEIR SEXUAL AND REPRODUCTIVE RIGHTS?

The best way for girls to communicate about their sexual and reproductive rights and choices is to use the assertive communication skills they learned in the girls' club. Assertive communication involves delivering a message by honestly expressing one's thoughts and feelings directly and clearly while showing mutual respect with the person you are communicating with.

Understanding meaningful consent is a key step for girls to communicate assertively about sexuality and to claim their rights. This includes knowing what you want and understanding that you have the right to decide and to communicate your decision. Therefore, communicating assertively about sexuality is a key step in a girls' journey to empowerment.

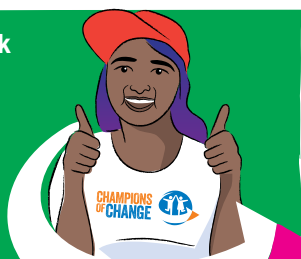
LINKS TO OTHER MODULES

In the **Being Assertive** module, girls learn the difference between passive, aggressive and assertive communication, and understand the power of embracing assertive communication skills.



10. Planned Parenthood. Understanding Sexual Pleasure, retrieved from: <https://www.plannedparenthood.org/learn/sexuality/understanding-sexual-pleasure>

In **Activity SRR8: Let's Speak Up** girls practice assertively communicating their needs and decisions regarding their body and sexuality, and make commitments to support their peers to communicate assertively.



WHY DISCUSS THE VOLUNTARY INTERRUPTION OF PREGNANCY?

A very controversial theme within sexual and reproductive rights is abortion. "It is important to keep in mind, when discussing the right to abortion, as well as other sexual and reproductive rights, that diversity and individual choice are at the heart of what is meant by a 'right'".¹¹

Legal restrictions on abortion may violate a number of rights, including girls' and women's rights to make decisions over their own bodies, their right to health, and even their right to life. This is because legal restrictions cause abortions to be performed in an illegal environment, which often means it is done in unprofessional and unhygienic circumstances, causing a great threat to a girl's or woman's health, life, and safety. It is estimated that every year, some 3 million girls aged 15 to 19 undergo unsafe abortions and that abortion rates among adolescent girls are high in countries where actions are illegal.¹²

According to Plan International's policy position on Sexual and Reproductive Health and Rights, we recognise that in countries where abortion is illegal or highly restricted, women and girls will still undergo unsafe abortions. Therefore, there is a need in these contexts either to legalise safe abortion or to broaden legal grounds where it is restricted. Also, girls and women who seek to obtain abortions should neither be prosecuted nor penalised, and quality post-abortion care as well as psychosocial counselling and support for all girls and women should be available and accessible.¹³

There are many and complex reasons why a girl or a woman might choose to end a pregnancy, and these girls and women are often in very desperate situations where they see no other option. The fact that many girls and women are not in a position to access or negotiate methods of contraception in order to prevent unwanted or high-risk pregnancies plays a huge part in the demand for abortions.

In the optional **Activity SRR- OPTIONAL-1: Walking in Her Shoes: Decisions to End a Pregnancy**, girls think about a time when they had to make a difficult decision that others may not have approved of, and discuss the reasons why girls and women may choose to end a pregnancy. Girls also discuss local laws and services regarding safe abortion.



11. Promundo et al. (2009). Working With Young Women: Empowerment, Rights and Health. https://www.k4health.org/sites/default/files/Working%20with%20young%20women_MANUAL%20M.pdf

12. WHO (2014). "Adolescent Pregnancy". <http://www.who.int/mediacentre/factsheets/fs364/en/>

13. Plan International, (2017) Internal Position Statement on Sexual and Reproductive Rights.

WHY DISCUSS SEXUAL ORIENTATION?

Nearly everyone has a sexual orientation, that is, you are emotionally, affectionately, and sexually attracted to either males, females, or both.

Women who have sex with women and men who have sex with men may identify as lesbian, gay, homosexual or bisexual – or they may not want to use any label at all. Although we do not know precisely what determines a person's sexual orientation, we do know that it is formed early in life, is not chosen by the person, and cannot be changed by external factors. Sexual orientation is as a spectrum and people may change over time. For example, a young person who identifies as being heterosexual today might change their mind or feeling about it and they might realise that they are homosexual or bisexual. Because of social taboos and homophobia, it might be hidden. Such social taboos and homophobia can put youth who identify as homosexual at particular risk of experiencing violence, stigma, discrimination, exclusion, depression, and self-destructive behaviours, such as drug and alcohol abuse or suicide. It is important to work to dispel myths and promote respect for the right of women and men to express their sexual orientation free from stigma and discrimination.¹⁴

However, the context a young person lives in might challenge and prohibit her or him from being able to safely raise the issues of sexual diversity. In many societies, heterosexual relationships are the norm and – although homosexuality exists in every culture – same-sex couples are in many societies a taboo or considered unnatural. In some countries, engaging in a same-sex consensual sexual relationship is even illegal.

ALTHOUGH WE DO NOT KNOW PRECISELY WHAT DETERMINES A PERSON'S SEXUAL ORIENTATION, WE DO KNOW THAT IT IS FORMED EARLY IN LIFE, IS NOT CHOSEN BY THE PERSON, AND CANNOT BE CHANGED BY EXTERNAL FACTORS.

In a society where homosexuality is regarded a taboo or even a sin, it can be a confusing and difficult experience for young person who identifies as lesbian, gay, bisexual, transgender, intersex or questioning (LGBTIQ). A young person may notice that they do not (or not only) feel attracted to the opposite sex, but wants to keep this a secret, as nobody ever talks about it. This prevents them from living freely with their sexuality and having satisfying relationships, and is therefore a violation of their rights. Therefore, when talking with young people about sexuality, it is of crucial importance to talk about sexual orientation as well.

In the optional Activity SRR-OPTIONAL-2: Being Free to Express Your Sexual Orientation, girls learn about sexual orientation, and what the words heterosexual, homosexual, and bisexual mean. Girls then consider different types of couples and the social norms and values that might be associated with them in their community.

14. Promundo et al. (2009). Working With Young Women: Empowerment, Rights and Health. https://www.k4health.org/sites/default/files/Working%20with%20young%20women_MANUAL%20M.pdf

WHAT IS GENDER IDENTITY?

Gender identity is each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth. This includes the personal sense of the body (which may involve, if freely chosen, modifications of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerism.¹⁵

People whose gender identity does not correspond with the sex assigned to them at birth are referred to as 'transgender'. Like homosexuality, this is in many societies a taboo subject and it may cause people to suppress their gender identity and force themselves to live within the gender expectations that are in line with their sex assigned at birth. For young transgender people, puberty might therefore be a confusing and even depressing period, as they feel they don't 'fit in'.

In this current version of this module, there are no activities that specifically discuss gender identity, but it is strongly recommended when facilitating the second optional activity on sexual orientation to also briefly explain what is "gender identity" and provide the girls with information on support or counselling services.

To note, Plan International's Global Gender Equality and Inclusion Team is currently developing a module for Champions of Change that specifically addresses sexual orientation and gender identity. In the meantime, make sure to welcome questions about these topics that may come up in the different sessions and to discuss them with the Gender Advisor or Champions of Change team and community of practice that you can provide accurate information. Once the module is available you will be able to integrate the activities, or to be better prepared to answer the questions the girls may have. Please also refer to the Strengthening Support to LGBTIQ Adolescents Report for explanations on key terms.

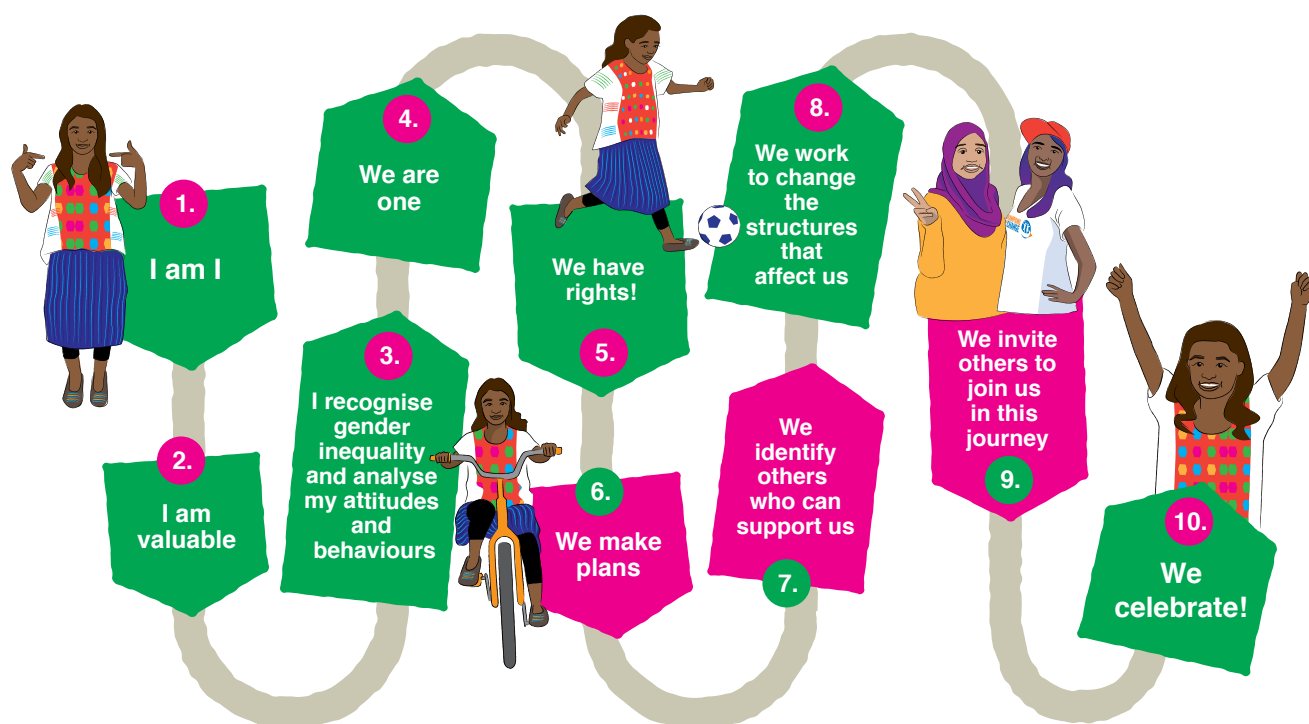


15. Plan UK (2015). Strengthening Support to LGBTIQ Adolescents. http://www.plan-uk.org/assets/Documents/pdf/PLAN_UK_LGBT_Report.pdf

CONNECTING TO THE JOURNEY

The activities in the **Enjoying Your Sexual Rights and Reproductive Rights** module contribute to several steps of the girls' journey to empowerment. First, this module invites the girls to affirm 'I am I' by understanding that they have the right to make their own decisions about their bodies, to explore what they like, and to be clear about what they don't like or want about their sexuality (1); Girls will understand that they are entitled to these rights (5) because they are indeed valuable (2), and learn that sexual rights and reproductive rights are human rights, despite the myths or practices around sexuality that they have learned (5). They recognise how gender norms have affected their understanding of their own and boy's sexuality (3), and learn about meaningful consent as a first step to changing the 'structures that affect them' (8). Girls support their peers to speak up and communicate assertively about issues that influence their sexual health and well-being, as they recognise that they 'are one' (4). Finally, girls 'celebrate' (10) the knowledge that they have gained about sexual and reproductive rights.

THE JOURNEY TO CHANGE



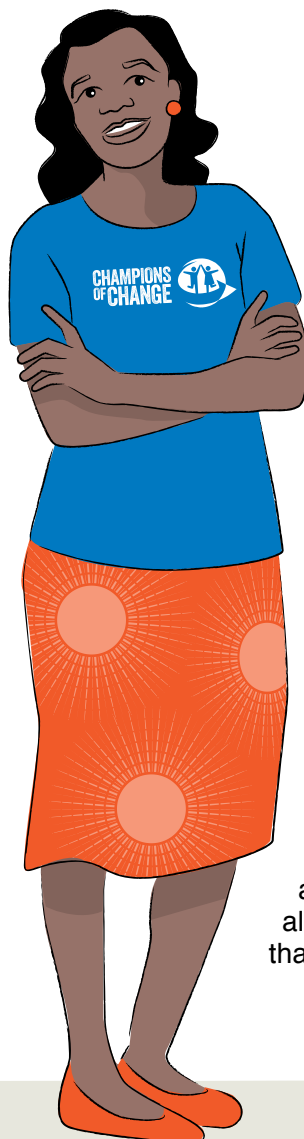
GLOSSARY

Assertive communication	Expressing one's feelings and interests directly and openly while having respect for the feelings and rights of others.
Bodily Integrity	The right to have one's body and its boundaries respected and to not have others force one to do or experience something one doesn't want.
Comprehensive Sexuality Education (CSE)	A holistic and positive approach to sexuality education. Topics in a CSE curriculum include sexuality, reproduction, links to human rights, social and gender norms, communication, relationships, and more.
Consent	Agreeing to do something because one truly wants to, and not under pressure or coercion.
Gender norms	Social rules that tell us what it means to be a girl or a boy, a man or a woman in a given society.
Human rights	Basic rights and freedoms that all people are entitled to regardless of sex, age, national or ethnic origin, race, religion, language, ability or other status.
Myth	Widely held but false belief or idea. Myths about sexuality are perpetuated by gender norms as well as social and cultural taboos.
Reproductive health	A state of physical, mental and social well-being in relation to the reproductive processes, functions and system at all stages of life, including the capability to reproduce and the freedom to decide if, when and how often to do so.
Reproductive rights	Entitlements related to the basic right of all people to decide, freely and responsibly, whether they want to have children and, if so, the number of children they want and the timing and spacing of their children.
Sensuality	The way in which people give and receive pleasure, involving all the senses: touch, sight, smell, taste and hearing.
Sexual health	A state of physical, emotional, mental and social well-being in relation to sexuality, including a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.
Sexual rights	Entitlements related to sexuality that emanate from the rights to freedom, equality, privacy, autonomy, integrity and dignity of all people. Sexual rights include the right to live out sexuality with pleasure without guilt, shame, fear or coercion, independent of civil status, sexual orientation, age or ability.

GENERAL NOTES ON FACILITATION

- Before talking with young people about sexual and reproductive health and rights, it is important to decide how to approach these issues and to make sure that everyone who will be facilitating these activities shares the approach to girls' empowerment of the Champions of Change programme, including through the right to Comprehensive Sexuality Education (CSE).
- Each activity has specific tips, but a general recommendation when discussing sensitive issues is to take the time to explain any debate there may be about it, so girls can develop their own opinion. Furthermore, make sure to underline that sexual and reproductive rights are founded on the right to diversity and individual choice. Therefore, girls should be supported in understanding that their choices and decisions about sexuality should always be upheld, as long as they are based on correct information, are made freely, and do not impinge on anyone else's rights.
- It is also important to be aware of the normative context for sexual and reproductive rights, and to be aware of local laws, policies or practices that are not consistent with the fulfilment of girls' sexual and reproductive rights. If this is the case for your context, make sure to discuss how best to adapt specific activities with your offices' Gender Specialist, and with the Champions of Change team. Some contexts may require you not to present the full content of a specific activity, or for example which statements to use in a group exercise. It is better to discuss what to include than to decide to eliminate an activity altogether.
- The challenge is to strike the right balance between encouraging girls to claim their SRHR and recognising the reality in which they live, where there may be extreme taboos around girls' sexuality and national legislation which may not recognise all rights. Therefore, be aware of what girls, realistically speaking, can claim and discuss in their communities without being harassed, stigmatised and excluded. Remember, in many communities girls *alone* cannot and should not claim their SRHR.
- Make sure to be familiar with reliable resources and services where girls can access information and counselling on sexual and reproductive issues. This information should have been collected for the **Being Informed about Sexual and Reproductive Health** module. Keep this information on hand during every activity in case the girls require it.
- If a girl brings up an experience of sexual violence, be prepared to offer support and take action:
 - Before facilitating this module, discuss what you are expected to do if a girl reveals an experience of sexual violence with your Champions of Change contact point who will arrange a meeting or share information provided by Plan International's Child Protection focal point.
 - During the session, remember to remain calm. Do not make any comment that appears to judge the girl.
 - Make sure that other girls do not make light of the situation or judge the girl.
 - Make sure the girl understands that she is not responsible for anything that might have happened to her.
 - Invite the girl to speak to you after the session, and be ready to share information on where she can go for psycho-social or legal support, as needed.
 - The girl's state might make it impossible for her to continue in the session. If you have an assistant facilitator, ask them to continue with the activity, and excuse yourself and the girl from the group. Find a quiet place to sit with her and follow the steps described to you by the Champions of Change contact point. If you do not have an assistant facilitator, explain to the girls that you will need to continue the exercise the next time you meet.
 - Afterwards, remember to follow up with the Child Protection or Champions of Change contact point.

- It is important to keep coming back to girls' sexual and reproductive rights throughout each of the activities. For instance, at any point, you can ask, “**Which sexual and reproductive rights does this activity relate to?**” Refer to **Handout SRR-A: Sexual Rights and Reproductive Rights** for a complete list of rights.
- It is of utmost importance for girls to understand their rights while at the same time understanding the barriers that they may face to fulfilling these rights, as well as who are the duty bearers that are responsible for making sure their rights are respected – even when they may not be doing their job right. Girls should never leave a workshop thinking that it is their job to change policies/legislations or improve services, or that they are expected to advocate for these changes without appropriate support and protection mechanisms in place.



- You should also have knowledge of **Plan International's Policy Position on Sexual and Reproductive Health and Rights**.
- As in the previous module, a **Secret Question Box** can be a very useful resource for girls to anonymously ask any question they have about sex and sexuality. Make sure to review the box after each activity, and decide what question is good to answer in which activity. Make sure to let the girls know in every session that they are welcome to add new questions at any time. The **Setting the Stage** section contains information that will help you to answer the questions. You can also review the suggested sources that follow for more information.

SUGGESTED RESOURCES:

It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education. Available here: http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf

IPPF. Everyone's right to know: delivering comprehensive sexuality education for all young people. Available here: https://www.ippfwhr.org/sites/default/files/IPPF_CSEReport_english_digital.pdf

CHOICE for Youth and Sexuality's resource section. Available here: <http://www.choiceforyouth.org/information/sexual-and-reproductive-health-and-rights>

KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

	KNOWLEDGE	ATTITUDES	PRACTICE AND SKILLS
Individual	<ul style="list-style-type: none"> • Understands that sexuality is shaped by her experiences in life and that it is about more than sex. (SRR2) • Understands that puberty impacts her physically, emotionally, and socially. (SRR5) • Understands that people can have different sexual orientations. (SRR-OPT-2) 	<ul style="list-style-type: none"> • Feels positively about her capacity to experience pleasure. (SRR7) 	<ul style="list-style-type: none"> • Communicates the truths that can dispel myths around sexuality to her peers. (SRR4) • Embraces the changes brought about by puberty, and support her peers in doing the same. (SRR5) • Is able to give meaningful consent. (SRR6) • Supports her peers to communicate assertively about issues that influence their sexual health and well-being. (SRR8)
Community/ Family	<ul style="list-style-type: none"> • Recognises how her family and community can influence whether her sexual and reproductive rights are respected or not. (SRR3) • Understands how myths that relate to sexual rights and to reproductive rights can be harmful. (SRR4) • Understands what factors in her environment might influence her decisions. (SRR6) 	<ul style="list-style-type: none"> • Respects the choices that others may make about if and when to keep a pregnancy. (SRR-OPT-1) 	<ul style="list-style-type: none"> • Promotes being respectful towards people of all sexual orientations. (SRR-OPT-2)
Institutional	<ul style="list-style-type: none"> • Understands the difference between sexual health and reproductive health, and between sexual rights and reproductive rights. (SRR1) • Knows her sexual rights and reproductive rights. (SRR3) • Understands the importance of assertive communication in claiming her sexual rights and reproductive rights. (SRR8) 	<ul style="list-style-type: none"> • Values her rights to respect and bodily integrity and the right to protect these boundaries. (SRR6) 	<ul style="list-style-type: none"> • Actively links her sexual health and reproductive health to her sexual rights and reproductive rights. (SRR1)

OUTLINE OF ACTIVITIES

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity SRR1: The Right to Sexual and Reproductive Health	1 hour and 15 minutes	<ul style="list-style-type: none"> Understands the difference between sexual health and reproductive health, and between sexual rights and reproductive rights. Actively links her sexual health and reproductive health to her sexual rights and reproductive rights. 	<p>Sexual and reproductive health is closely linked with sexual and reproductive rights. In order for girls to enjoy sexual and reproductive health, their rights must be respected, protected and fulfilled.</p> <p>Sexual rights are not the same as reproductive rights. A person's sexuality includes many aspects of life, not only to reproduction. Girls and women have the right to experience their sexuality whether they want to have children or not.</p>	Girls begin by discussing the differences between sexual health and reproductive health, and how they overlap. Next, girls make the connection between sexual and reproductive health and their rights. Finally, girls work in small groups to become familiar with sexual rights and reproductive rights by differentiating them from one another and presenting their findings to the plenary.
Activity SRR2: Sexuality through the Life Cycle	1 hour + take-away assignment	<ul style="list-style-type: none"> Understands that sexuality is shaped by her experiences in life and that it is about more than sex. 	<p>Sexuality is part of the way we think and express ourselves, and is constantly being shaped by our experiences. Sexuality is about much more than sexual relations, it is about the way we experience our own bodies and how we relate to other people. It is different for every individual, but we all have the right to express our sexuality.</p> <p>Sexuality is an important part of girls' and women's lives at all stages. Young girls, adolescent girls, adult women and older women all have emotions, sexual health needs, enjoy sensual feelings and experience sexual identity throughout their lives.</p>	Girls begin by learning about sexuality. Next, girls examine sexuality in relation to the different life stages: a young girl, an adolescent girl, an adult woman, and an older woman. As a take-away assignment, girls are asked to reflect on sexuality throughout their own life cycle.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity SRR3: Our Sexual and Reproductive Rights	1 hour and 15 minutes	<ul style="list-style-type: none"> Knows her sexual rights and reproductive rights. Recognises how her family and community can influence whether her sexual and reproductive rights are respected or not. 	<p>Sexual rights and reproductive rights are human rights. Girls have the right to make decisions about their bodies and their sexuality. The state, families, and communities have the obligation to ensure that girls can enjoy these rights.</p> <p>Gender inequality creates specific challenges for girls and women to enjoy their sexual and reproductive rights.</p>	Girls begin by reflecting on whether certain rights are realised for girls and women in their community. Next, they read a story of a young girl in Burkina Faso and discuss how her rights were not respected and how she improved her situation and that of other girls. Finally, they review the spaces in their own community that can support them in realising their sexual and reproductive rights
Activity SRR4: Myth Busters	1 hour and 15 minutes + take-away assignment	<ul style="list-style-type: none"> Understands how myths that relate to sexual rights and to reproductive rights can be harmful. Communicates the truths that can dispel myths around sexuality to her peers. 	<p>Society creates myths about sexuality that are often not based on facts and that can be harmful. These myths persist because of gender inequality, and because people do not feel comfortable talking about sexuality openly or honestly.</p> <p>Myths about sexuality create barriers for girls' sexual rights and reproductive rights. This is a problem because when girls do not enjoy their sexual and reproductive rights they cannot grow up healthy – physically, emotionally and socially.</p>	Girls begin by learning about myths that relate to sexual rights and reproductive rights. Next, girls discuss whether certain statements are myths or truths, what realities can disprove these myths, and the negative consequences of these myths. As a take-away assignment, girls will share one or two myths about sexuality with a friend and tell them the truth behind each one.
Activity SRR5: My Body is Changing!	1 hour + take-away assignment	<ul style="list-style-type: none"> Understands that puberty impacts her physically, emotionally, and socially. 	<p>We can all be Champions of Change – in our own lives, in our communities and in our world! Change can be scary, especially when we don't know why something is happening or what will happen next. But very often, change is positive and can lead to better things, especially if you are willing to embrace it.</p>	

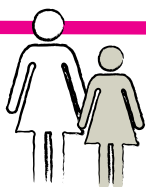
NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
		<ul style="list-style-type: none"> Embraces the changes brought about by puberty, and support her peers in doing the same. 	<p>Puberty is a time that is full of opportunities for girls to explore and appreciate their identity and their changing body. Noticing and embracing these changes in their own bodies and emotions will help girls celebrate what their bodies are capable of, and reject myths that could lead them to feel ashamed or frightened.</p>	Girls begin by reflecting on the physical changes that they have or will experience during puberty. Then, they reflect on the emotional and social changes. Finally, they discuss the importance of embracing change. As a take-away assignment, girls speak to a friend about these changes and together determine how they can work together to make puberty easier.
Activity SRR6: My Right to Consent	1 hour and 30 minutes	<ul style="list-style-type: none"> Is able to give meaningful consent. Understands what factors in her environment might influence her decisions. Values her rights to respect and bodily integrity and the right to protect these boundaries. 	<p>Girls have the right to set and protect boundaries, and to respect of these boundaries. It is important for girls to talk about their bodily integrity and sexuality, even if they are not interested in having a sexual relationship. Girls should know how to protect the boundaries they have set for themselves and what to do if somebody doesn't respect their rights.</p> <p>Consent means agreeing to do something because one truly wants to do it. Consent relates to sexual activities but also to other situations involving a girl's body. Consent is only meaningful when a girl decides to say yes without pressure or coercion. When a girl says no, feels unsure, or is pressured or forced to do something, she is NOT giving consent.</p>	Girls begin by reflecting on consent and why people engage in sexual activities. Next, girls read case studies to understand the concept of meaningful consent. Finally, they review a handout with questions to help guide them if they are considering engaging in sexual activities.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity SRR7: Stories About Sexuality	1 hour and 10 minutes + take-away assignment	<ul style="list-style-type: none"> Feels positively about her capacity to experience pleasure. 	<p>Pleasure is the feeling that occurs when a person experiences sensual enjoyment. It can come from much more than just 'sex': it might be brought on by something one thinks, hears, sees, smells, tastes, touches, or feels. Pleasure is different for everyone.</p> <p>There are many safe and healthy ways to experience sexuality. While there may be social rules and beliefs that force girls to hide and reject their sexuality, being able to express desires is crucial to enjoying healthy, equal and pleasurable relationships.</p>	Girls begin by discussing all that is encompassed by pleasure, before discussing how girls experience pleasure. Next, girls develop female characters of different ages and define their sexuality. Finally, they present their characters to the group to show the diversity of sexuality. As a take-away assignment, girls reflect on their own sexuality and what they find pleasurable.
Activity SRR8: Let's Speak Up	1 hour and 10 minutes	<ul style="list-style-type: none"> Understands the importance of assertive communication in claiming her sexual rights and reproductive rights. Supports her peers to communicate assertively about issues that influence their sexual health and well-being. 	<p>Assertive communication is an important skill for girls to have in order to claim their sexual and reproductive rights. Girls can practice using assertive communication and talking about these issues with their friends to gain confidence.</p>	Girls begin by discussing assertive communication and behaviour. Next, girls perform skits to practice using assertive communication to talk about their sexual and reproductive rights. Finally, girls make a commitment to support their peers to communicate assertively about issues that influence their sexual health and well-being.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity SRR- OPTIONAL -1: Walk- ing in Her Shoes: Decisions to End a Pregnancy	1 hour and 10 minutes + take-away assignment	<ul style="list-style-type: none"> Respects the choices that others may make about if and when to keep a pregnancy. 	The reasons for choosing to end a pregnancy vary and are often complex. It is important to respect every young woman's and girls' individual choice, and never to assume anything or to judge her.	Girls begin by thinking about a time when they had to make a difficult decision that others may not have approved of. Next, girls review case studies and discuss the reasons why girls and women may choose to end a pregnancy. Finally, girls discuss local laws and services regarding safe abortion. As a take-away assignment, girls write down quotes that might explain why people make a certain decision and why young women and girls might choose to have an abortion.
Activity SRR- OPTIONAL -2: Being Free to Express Your Sexual Orientation	1 hour and 20 minutes + take-away assignment	<ul style="list-style-type: none"> Understands that people can have different sexual orientations. Promotes being respectful towards people of all sexual orientations. 	Relationships between same-sex couples are no different from heterosexual relationships. It is only the social and cultural norms around them that are different and that lead same-sex couples to suffer discrimination. Therefore people who identify as homosexual often feel that they cannot freely express their sexual orientation and have an open relationship like heterosexual people can.	Girls begin by learning different words that relate to sexual orientation: such as heterosexual, homosexual, and bisexual. Next, girls discuss different types of couples and the social norms and values that might be associated with them. Finally, girls learn about the consequences of homophobia and discrimination against people who identify as homosexual and bisexual. As a take-away assignment, girls write down what they can do to eliminate discrimination of people who identify as homosexual or bisexual in their community.

ACTIVITY SRR1: THE RIGHT TO SEXUAL AND REPRODUCTIVE HEALTH

Girls begin by discussing the differences between sexual health and reproductive health, and how they overlap. Next, girls make the connection between sexual and reproductive health and their rights. Finally, girls work in small groups to become familiar with sexual rights and reproductive rights by differentiating them from one another and presenting their findings to the plenary.



ALL AGES



1 HOUR
& 15 MINUTES

WHAT YOU NEED

- Flipchart
- Markers
- Tape
- Secret Question Box
- **Facilitation Sheet SRR1: Sexual Rights and Reproductive Rights**



LINKS TO KAPS

- Understands the difference between sexual health and reproductive health, and between sexual rights and reproductive rights.
- Actively links her sexual health and reproductive health to her sexual rights and reproductive rights.



KEY MESSAGES

- **Sexual and reproductive health is closely linked with sexual and reproductive rights.** In order for girls to enjoy sexual and reproductive health, their rights must be respected, protected and fulfilled.
- **Sexual rights are not the same as reproductive rights.** A person's sexuality includes many aspects of life, not only to reproduction. Girls and women have the right to experience their sexuality whether they want to have children or not.



TIPS FOR FACILITATORS

- This first activity of the module will support girls in connecting what they learned in the previous module about sexual and reproductive health to the activities in this module, which focus on *rights*.
- The main objective of this activity is to support girls in separating their understanding of sex from reproduction, and understanding that they have the right to want sex without wanting to have children. Take all the time you need to communicate this idea so that girls can begin to feel comfortable thinking about sex, and talking about it with people they trust, without having to relate it to their reproductive capacity.
- Depending on the context and the age of the girls you are working with, they will have different background knowledge and different ways of reflecting on what sexual and reproductive health and rights (SRHR) means to them. Make sure to review the **Setting the Stage** section of this module thoroughly, so that you are able to highlight crucial aspects of SRHR that do not come up in the girls' presentations.
- Review **Activity GEN7: A World of Gender Equality** from the **Being Gender Aware** module, and the corresponding portion in the **Setting the Stage** section, for ideas on how to introduce Girls' Rights and Human Rights. Hopefully you will have already done this activity with the girls and they will only need a reminder. Otherwise, consider facilitating that activity before moving on to this one.



BEFORE YOU BEGIN

- Prepare a brief presentation on the contents of this module that you will use in the first step of this activity. You can use the descriptions included in the **Snapshot** section of this module to help you to prepare this introduction for the girls.
- Cut **Facilitation Sheet SRR1: Sexual Rights and Reproductive Rights** into 15 statements, and divide into three groups of five statements each.
- Bring out the **Secret Question Box** that you used in the previous module. If you don't have one, prepare it using pretty paper or other decorations. Leave a slot at the top for girls to deposit their questions.
- Prepare a flipchart with the definitions of 'reproductive health' and 'sexual health' included in **Step #8**.
- Copy the **Key Messages** of the activity onto separate flipcharts. Keep these flipcharts covered until you are ready to present them.

STEPS TO FOLLOW:

In Plenary: Introduction to SRHR (10 minutes)

1. Begin by welcoming the girls to the **Enjoying Your Sexual Rights and Reproductive Rights** module, and explain that this module is about enjoying the rights that are linked to their sexual and reproductive health which they learned about in the previous module. Take some time to present a brief overview of the contents of this module.
2. Invite the girls to share what they would like to learn about the topics covered in this module by asking: **"What would you like to learn about sexual rights and about reproductive rights?"** Write their responses on a flipchart. Point out any contents that are not related to the subject of this module. Keep this flipchart and refer to it throughout the module to ensure you have covered all of their questions.
3. Explain that you will also continue to use the **Secret Question Box** just like you did in the **Being Informed about Sexual and Reproductive Health** module. Encourage the girls to write additional questions, or questions that they do not feel comfortable sharing at any time during this module.

NOTE

If you have not yet completed the **Being Informed about Sexual and Reproductive Health** module, use this time to introduce girls to the **Secret Question Box**. Use the talking points found in **Activity BIH1**.

In Plenary: Differentiating reproductive health and sexual health (15 minutes)

4. Ask the girls to think about what they learned in the **Being Informed about Sexual and Reproductive Health** module to answer: **"What is the difference between 'sexual health' and 'reproductive health'? Why is it important to differentiate between the two?"** Note down their responses on a flipchart.
5. Consider what the girls say, and support them in understanding that it is important to make a distinction between 'sexual health' and 'reproductive health' because sexuality is not always linked to reproduction. Girls and women have the right to have sex whether they want to have children or not.

6. Next, present the definitions¹⁶ of these two terms using the flipchart that you prepared ahead of time. Explain that these definitions were developed by an international organisation that leads the work on health throughout the world called the World Health Organisation. Note that some terms might sound a bit complicated, so you will walk them through the definitions piece by piece to ensure they understand what they mean:
 - **Reproductive health** – A state of physical, mental and social well-being in relation to the reproductive processes, functions and system at all stages of life, including the capability to reproduce and the freedom to decide if, when and how often to do so.
 - **Sexual health** – A state of physical, emotional, mental and social well-being in relation to sexuality, including a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.
7. Take some time to ensure the girls understand the distinction between reproductive health and sexual health before moving on. Explain that recognising this distinction is an important step in separating sex from reproduction. A good way to do this would be to ask them to name things they learned in the previous module that apply to sexual health, and others that apply to reproductive health.
8. Acknowledge that knowing this difference is important, and understanding that they are linked is also important. Explain that in many clinics the difference between the two is not understood.

In Plenary: Girls' Human Rights (10 minutes)

9. Ask the girls **"Can you name any human right that girls have?"**
Record their answers on a flipchart.

TIP!

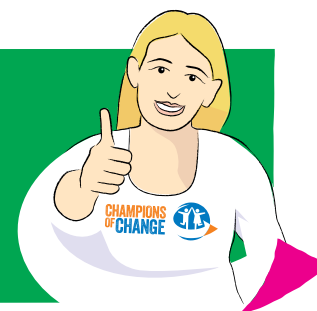
Ideally, girls will understand what a right is from previous modules. But if it is necessary, make sure to review the basic definitions presented in the **Being Gender Aware** module. You can also mention one or two examples, such as the right to health, education, protection, survival, gender equality, and the right to be free from violence.



10. Next, ask: **"What do girls' sexual health and reproductive health have to do with rights?"**
Record key ideas for the girls' answers on a flipchart. Make sure they understand that a girl's right to health *includes* her sexual and reproductive health.
11. After you have gathered girls' responses, present the activity's first **Key Message**:
 - **Sexual and reproductive health is closely linked with sexual and reproductive rights.**
In order for girls' to enjoy sexual and reproductive health, her rights must be respected, protected and fulfilled.

TIP!

It is important to use every opportunity you have to state that sexual rights and reproductive rights are *human rights*. This will be discussed further throughout the module, but it is important that the girls already understand that their sexual and reproductive health relates to their rights, and that every human being is entitled to these rights.



16. Definitions adapted from the World Health Organization.

In Plenary and Small Groups: Differentiating Sexual and Reproductive Rights (35 minutes)

12. Divide the girls into three groups and give each group a flipchart and marker. Ask them to draw a line to divide the sheet into two, and write “Reproductive Rights” at the top of one column, and “Sexual Rights” at the top of the other.
13. Then distribute five of the statements from **Facilitation Sheet SRR1: Sexual Rights and Reproductive Rights** to each group and ask the groups to take five minutes to read it to see if each statement is clear. Walk around to answer any questions they may have about their statements.
14. Next, explain that for each statement, the girls should discuss if it relates to sexual rights or to reproductive rights (or to both), and then place it in the corresponding column on their flipchart.
15. Once they have discussed and posted all of their statements, ask the groups to take five more minutes to prepare a short presentation about their rights, and why they placed it in each column.
16. Ask each group to present. After each group presents, ask the rest of the group if they agree with the placement, or if they believe it belongs elsewhere. Support girls in understanding that many of the reproductive rights are also sexual rights, but that not all sexual rights are related to reproduction. Finish by presenting the activity’s second **Key Message**:
 - **Sexual rights are not the same as reproductive rights.** A person’s sexuality includes many aspects of life, not only to reproduction. Girls and women have the right to experience their sexuality whether they want to have children or not.

In Plenary: Wrap It Up (5 minutes)

17. Wrap up the activity by congratulating the girls for their group work. Make sure to ask the girls to take a few minutes to write any new question they may have for the **Secret Question Box**.



FACILITATION SHEET SRR1: SEXUAL RIGHTS AND REPRODUCTIVE RIGHTS¹⁷

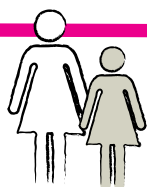


Seeking and experiencing sexual pleasure in a way you want to.	Being protected from coercion, harassment, exploitation, and abuse at any time and in all situations of life.
Freely choosing a partner and having your relationship respected by others.	Having your choices about body and its boundaries respected.
Deciding if, when, and how you want to start a sexual life.	Deciding freely whether you want to get married, live with a partner, or stay single.
Freely expressing your sexuality, including your sexual orientation.	Freely expressing your gender identity.
Having sex without wanting to have children, including access to modern, safe and affordable contraceptive methods.	Being treated equally and with respect in sexual relationships.
Demanding and insisting on the use of condoms to protect against sexually transmitted infections (STIs).	Deciding if, when and how many children you want and having the information, education and means to do this.
Having access to accurate information and education about reproduction, sex and sexuality, so you can make informed decisions for yourself.	Having access to a youth friendly health service that offers quality and confidential care, information and services.
Having access to health services and medical care that guarantee safe and respectful pregnancy and delivery.	Enjoying equal treatment in education, workplace and within the family when pregnant or as a young mother.

17. Adapted from: Promundo et al. (2009). Working With Young Women: Empowerment, Rights and Health and Plan International (2015) Being Responsible Regarding Sexuality. In Boys Champions of Change: Curriculum for Gender Equality and Girls Rights. Woking, UK: Plan International.

ACTIVITY SRR2: SEXUALITY THROUGH THE LIFE CYCLE

Girls begin by learning about sexuality. Next, girls examine sexuality in relation to the different life stages: a young girl, an adolescent girl, an adult woman, and an older woman. As a take-away assignment, girls are asked to reflect on sexuality throughout their own life cycle.



ALL AGES



1 HOUR

WHAT YOU NEED

- Flipchart
- Markers
- **Secret Question Box**
- **Facilitation Sheet SRR2: Sexuality through the Life Cycle**



LINKS TO KAPS

- Understands that sexuality is shaped by her experiences in life and that it is about more than sex.



KEY MESSAGES

- **Sexuality is part of the way we think and express ourselves, and is constantly being shaped by our experiences.** Sexuality is about much more than sexual relations, it is about the way we experience our own bodies and how we relate to other people. It is different for every individual, but we all have the right to express our sexuality.
- **Sexuality is an important part of girls' and women's lives at all stages.** Young girls, adolescent girls, adult women and older women all have emotions, sexual health needs, enjoy sensual feelings and experience sexual identity throughout their lives.



TIPS FOR FACILITATORS

- Much like the objective of the first activity was to support girls in separating their understanding of sex from reproduction, this activity seeks to support the girls in developing a holistic understanding of their sexuality beyond 'just' sex. Take all the time you need to communicate this idea so that girls can begin to feel comfortable thinking of themselves as sexual beings empowered with rights that protect them in the healthy and responsible exercise of their sexuality.
- Make sure to thoroughly review the information about sexuality included in the **Setting the Stage** section.



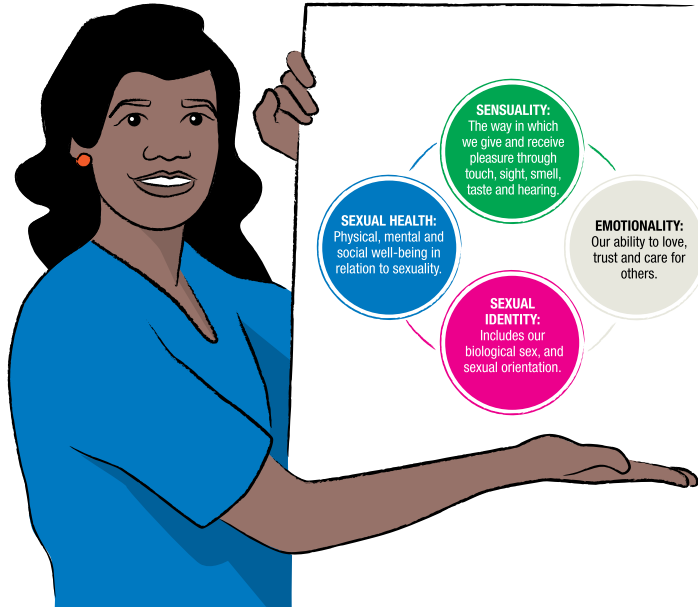
BEFORE YOU BEGIN

- Go through the questions from the **Secret Question Box** that girls turned in during the last activity. If any are relevant to sexuality or changes throughout the life cycle, set them aside to review at the end of this activity. Make sure you are able to answer each question.
- Prepare a flipchart with the different components that make up a person's sexuality from **Step #3**.
- Copy the **Key Messages** of the activity onto separate flipcharts. Keep these flipcharts covered until you are ready to present them.

STEPS TO FOLLOW:

In Plenary: What is sexuality? (15 minutes)

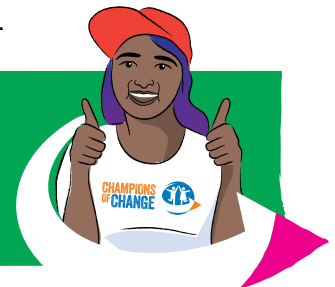
1. Welcome girls to the second activity of this module.
2. Explain that you will now introduce another concept that will be helpful in thinking about their sexual rights and reproductive rights. Ask: **What is sexuality? Is it the same thing as sex?** Encourage a few girls to share their thoughts and take notes of the key ideas in their answers on a flipchart.
3. Uncover the flipchart you prepared ahead of time with the diagram of the different components of sexuality.
4. Present a brief introduction to the components of sexuality, taking the time to explain that this is **ONE** way to think about the different things that make up sexuality. Take some time to answer any questions that may come up from the girls in response to your presentation.
5. Take a few answers from the girls and support them in arriving at the activity's first Key Message:
 - Sexuality is part of the way we think and express ourselves, and is constantly being shaped by our experiences. Sexuality is about much more than sexual relations, it is about the way we experience our own bodies and how we relate to other people. It is different for every individual, but we all have the right to express our sexuality.



In Plenary and Small Groups: Sexuality throughout the lifecycle (35 minutes)

6. Divide the girls into four groups. Explain that each group will discuss sexuality in relation to a different stage in the life of girls and women: being a young girl, an adolescent girl, an adult woman, and an older woman.
7. Give each group a sheet of flipchart paper. Assign a life stage to each group and ask the groups to draw a corresponding silhouette of a younger girl, an adolescent girl, an adult woman, or an older woman on their sheet.
8. Next, ask them to discuss what each component of sexuality (sexual health, sensuality, emotions and sexual identity) means in the stage of life they were assigned. Ask them to write key words for each component around or inside the silhouette they drew.

TIP! Walk around to see how the girls are doing and to see if they have any questions about the assignment. Use **Facilitation Sheet SRR2** to quickly check over what they are including in their flipchart, to suggest other elements they may not be thinking of.



9. When the ten minutes are up, ask the groups to take five more minutes to prepare a short presentation. Show the flipchart you prepared ahead of time with the following instructions for the group presentations:
 - Highlight one aspect of sexuality in the life stage you worked on that you believe is the most important, and be prepared to explain why.
 - Pick one aspect that you believe is important throughout all life stages.
10. Ask each group to present. Listen carefully to their presentation, and read what they have included in their writings. Make sure to point out any statement that may reflect harmful norms or stereotypical gender norms, and take the time to reflect on how the statement may contradict girls' or women's rights.
11. Finish this part of the activity by presenting the girls with the activity's second **Key Message**:
 - **Sexuality is an important part of girls' and women's lives at all stages.** Young girls, adolescent girls, adult women and older women all have emotions, sexual health needs, enjoy sensual feelings and experience sexual identity throughout their lives.

In Plenary: Wrap It Up (10 minutes)

12. Congratulate the girls for their group work, and for putting together such a complete picture of how sexuality is important in all the stages of a girl's or a woman's life.
13. Wrap up the activity by explaining the **take-away assignment**. Afterwards, ask the girls to take a few minutes to write any new questions they may have for the **Secret Question Box**.



Write it out! Think about what the most important aspects of sexuality, including your sexual and reproductive health and rights, are for you right now. How might these change for you in 5 years? In 10 years? Write your thoughts out in your journal.



FACILITATION SHEET SRR2: SEXUALITY THROUGH THE LIFE CYCLE



Below are some **examples** that you can use to help the girls to get started. Remember that these are only examples – this is NOT a comprehensive list. Pay attention to the examples that girls come up with that work well in each category, and take notes on them to build your list for future workshops.

	SEXUAL AND REPRODUCTIVE HEALTH	SEXUAL IDENTITY	SENSUALITY	EMOTIONS
Young girl	Learning to care and for her body, and feel proud about it	Getting to know her body, begin to differentiate between sexes and genders in others and herself according to societal norms	Curiosity about pleasure and the body, masturbation	Caring for family
Adolescent girl	Puberty, menstruation, pregnancy	Interest in romantic and sexual relationships with others	Experimenting with sexual pleasure with themselves (masturbation) and partners	Caring for family and friends, feeling strong emotions, including love for a partner
Adult woman	Family planning	Marriage or partnership	Sex and intimacy	Loving a partner, caring for friends
Older woman	Menopause	Continue to see herself as a sexual being	May experience enhanced sexual and intimacy desires	Caring for others, loving a partner, family, and friends

ACTIVITY SRR3: OUR SEXUAL AND REPRODUCTIVE RIGHTS


Girls begin by reflecting on whether certain rights are realised for girls and women in their community. Next, they read a story of a young girl in Burkina Faso and discuss how her rights were not respected and how she improved her situation and that of other girls. Finally, they review the spaces in their own community that can support them in realising their sexual and reproductive rights.

 <p>ALL AGES</p>	 <p>1 HOUR & 15 MINUTES</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipchart papers • Markers • Tape • Slips of paper • Pens/pencils • Secret Questions Box • Handout SRR-A: Sexual Rights and Reproductive Rights • Handout SRR-B: Zaratou's Story • Facilitation Sheet SRR3: Sample Answers to Zaratou's Story 	 <p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Knows her sexual rights and reproductive rights. • Recognises how her family and community can influence whether her sexual and reproductive rights are respected or not.
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KEY MESSAGES

- **Sexual rights and reproductive rights are human rights.** Girls have the right to make decisions about their bodies and their sexuality. The state, families, and communities have the obligation to ensure that girls can enjoy these rights.
- **Gender inequality creates specific challenges for girls and women to enjoy their sexual and reproductive rights.**



TIPS FOR FACILITATORS

- Look through the rights listed in **Handout SRR-A**, and reflect on which rights are and are not respected in the community(s) in which the girls live. Depending on the context, it might be that many rights are not respected and all girls will stand by the 'NOT RESPECTED' flipchart in **Step #5**. If this is the case, you will want to focus on how the situation for girls and women would improve if this right were upheld and respected, and to discuss the role that gender inequality plays in these rights violations.
- Remember that the challenge is to strike the right balance between encouraging girls to claim their SRHR and recognising the reality in which they live, where there may be extreme taboos around girls' sexuality and national legislation which may not recognise all rights. Therefore, be aware of what girls, realistically speaking, can claim and discuss in their communities without being harassed, stigmatised and excluded. Remember, in many communities girls alone cannot and should not claim their SRHR.
- Print out extras of the filled-out **Handout BIH-G: Sexual and Reproductive Health Service and Information Providers** that you prepared for **Activity BIH6**, in the **Being Informed about Sexual and Reproductive Health** module, in case girls have lost theirs or would like to share it with a friend.



BEFORE YOU BEGIN

- Go through the questions from the **Secret Question Box** that girls turned in during the last activity. If any are relevant to sexual rights and reproductive rights, set them aside to review at the end of this activity. Make sure you can answer each question.
- Prepare two different flipcharts with the headings 'RESPECTED' and 'NOT RESPECTED'.
- Review **Handout SRR-A** and choose 5 rights to use in **Step #5**. Try to have a mix of rights that are and are not respected in the girls' communities.
- Copy the **Key Messages** of the activity onto separate flipcharts. Keep these flipcharts covered until you need them.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Welcome the girls to this session, and ask if anyone would like to start by sharing their take-away assignment. Ask: **What are some of the ways your current sexual and reproductive needs might change in the next 5 or 10 years?**
2. Congratulate the girls for doing their take-away assignment, and explain that in this activity, they will reflect on the state of sexual rights and reproductive rights in their own community.

In Plenary: Discussing Sexual and Reproductive Rights in our Community (30 minutes)

3. Uncover the three flipcharts that you prepared with the following headings: 'RESPECTED' and 'NOT RESPECTED'. Ensure these are in opposite areas of the room.
4. Explain to the girls that you will read out several sexual and reproductive rights, and that you would like them to decide whether this right is 'RESPECTED' or 'NOT RESPECTED' for girls and women in their community. Then, they should walk over to the corresponding flipchart.

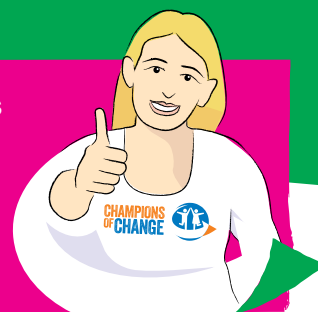
TIP!

Remind the girls that there is no right or wrong answer here and that they should walk over to the flipchart that they want to go to, not just where other girls are going. It's also important to remind girls that they can change their mind at any point and move to a different flipchart.



5. Begin by reading the first right you've chosen from **Handout SRR-A: Sexual Rights and Reproductive Rights**. Once the girls have moved to one of the flipcharts, ask a few girls to explain why they are standing there and to share stories from their community. You can use the following guiding questions throughout the activity:
 - **How is this right respected? How is this right not respected?**
 - **What are the consequences for girls if the right is not respected?**
 - **Is the situation different for different groups of girls or women? For example, from specific ethnic groups or poorer areas?**
 - **Who is responsible for making sure these rights are respected? (Recognising that national legislation may not uphold SRHR, it is still important to discuss the role of duty bearers).**
 - **For rights that are not respected, what needs to change in your community in order for girls to realise their rights to sexual and reproductive health?**

TIP! If the girls stand by the 'NOT RESPECTED' sign for most of the rights you selected, try to focus on how the situation for girls and women would improve if this right were upheld and respected, and to discuss the role that gender inequality plays in these rights violations. Also make sure to explain that the state has the obligation to respect, protect and fulfil these rights.

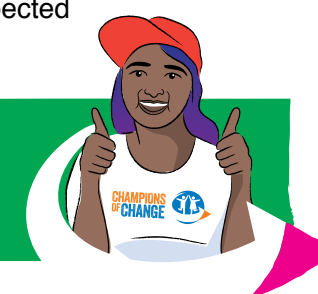


- When you have finished analysing all five of the rights you selected from the list, distribute one copy of **Handout SRR-A: Sexual Rights and Reproductive Rights** to each of the girls. Let the girls know that they can look at this handout in their own time and become familiar with all of the sexual and reproductive health rights that they are entitled to.

In Plenary: Zaratou's Rights (25 minutes)

- Next, give each girl a copy of **Handout SRR-D: Zaratou's Story**.
- Explain that this is a story of one of the Champions of Change characters. You will read it aloud, and girls will follow along, listening for which of Zaratou's rights were not respected and what steps Zaratou took to improve her situation and that of other girls.

TIP! For older girls, this activity might work better in small groups, asking girls to read the story together and fill in the answers before coming back together in plenary to answer the questions in **Step #10**.



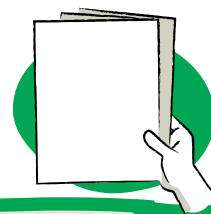
- Read the story aloud, pausing frequently to allow girls time to take notes on their handout.
- When you have finished, lead a discussion with the group based on the following questions:
 - **Which of Zaratou's rights were not respected, and how?**
 - **What steps did Zaratou take to improve her situation?**
 - **Who supported her in taking these steps?**
 - **How did her actions contribute to the realisation of her rights?**
 - **How is she making sure other girls can realise their own rights, too?**
 - **Who else should have supported Zaratou in fulfilling her rights?**

As you are guiding this discussion, check the sample answers provided in **Facilitation Sheet SRR3: Answers to Zaratou's Story** to make sure the girls are bringing up all the issues included in Zaratou's Story. Remember to set realistic expectations among the girls about what they may be able to accomplish without putting themselves at risk.

In Plenary: Wrap It Up (10 minutes)

- Remind the girls of **Handout BIH-G: Sexual and Reproductive Health Service and Information Providers** and support girls in understanding that they have the right to go to these places and to be treated with respect – like the clinic where Zaratou works. If any girl no longer has this sheet, or would like to share it with a friend, pass out extra copies now.
- Read the activity's **Key Messages** from the flipchart you prepared ahead of time, and review them with the girls.
- Read out the questions from the **Secret Question Box** that relate to this activity. After each question, ask if any of the girls can answer the question. If they cannot, provide the answer yourself. Allow some extra time for girls to add questions to the **Secret Question Box** before they leave.

HANDOUT SRR-A: SEXUAL RIGHTS AND REPRODUCTIVE RIGHTS¹⁸



1. The right to seek and experience sexual pleasure in a way one wants to.
2. The right to be protected from coercion, harassment, exploitation, and abuse at any time and in all situations of one's life.
3. The right to freely choose one's partners without suffering discrimination.
4. The right to full respect and bodily integrity. Every person has the right to have her or his body and its boundaries respected and to not have others force her or him to do or experience something she or he does not want.
5. The right to decide when to become sexually active and whether one wants to be sexually active or not.
6. The right to decide freely whether one wants to get married, live with a partner, or stay single.
7. The right to be free in expressing one's sexuality, including one's sexual orientation.
8. The right to have sex without wanting to have children. This includes the right to have access to modern, safe and affordable contraceptive methods.
9. The right to be treated equally and with respect in all sexual relationships.
10. The right to safe sex, for example being able to demand the use of condoms when engaging in sexual activities with a partner.
11. The right to decide if, when, and how many children one wants, and the right to the information, education and means to achieve this.
12. The right to access accurate information and education about reproduction, sex and sexuality, so that everyone can make informed decisions for themselves.
13. The right to access youth friendly health services that offer quality and confidential care, information and services. This includes the right to access tests to know one's sexual health status.
14. The right to access health services and medical care that guarantees safe motherhood. This includes the right to have access to quality healthcare before and during labour, and after pregnancy.
15. The right to not suffer discrimination or unequal treatment due to pregnancy or motherhood in education, the workplace, and within the family.

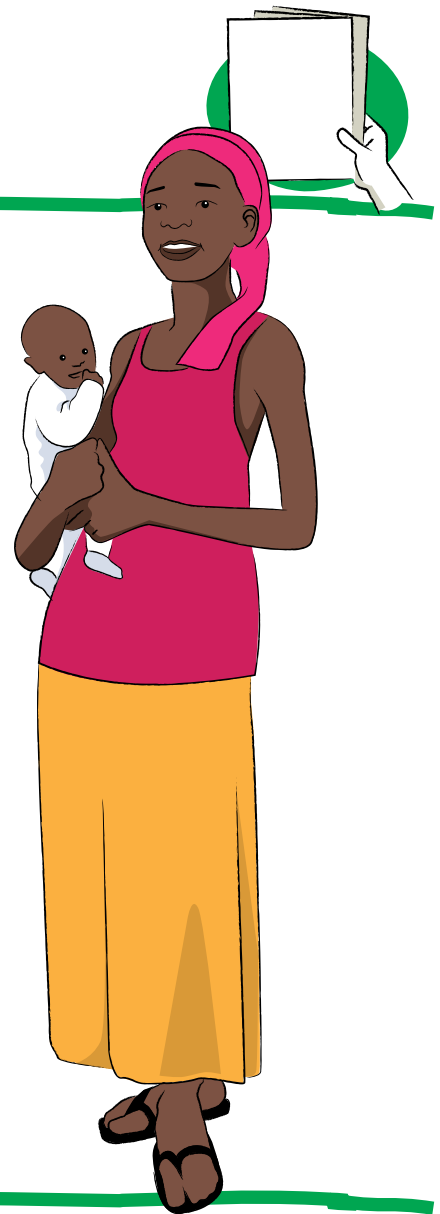
18. Adapted from: Promundo et al. (2009). Working With Young Women: Empowerment, Rights and Health and Plan International (2015) Being Responsible Regarding Sexuality. In Boys Champions of Change: Curriculum for Gender Equality and Girls Rights. Woking, UK: Plan International.

HANDOUT SRR-B: ZARATOU'S STORY

Zaratou is a sixteen year old girl from a small village in Burkina Faso. When she was fourteen years old, she had unprotected sex with an older boy she liked. At the time, Zaratou hadn't learned about sex and reproduction. When she began feeling ill, she went to her local doctor for help, and he told her she was pregnant. Zaratou was scared and didn't understand how this had happened, but the doctor told her he would not help her unless a parent or a husband came with her. Zaratou did not want to marry the older boy, and she was even afraid to tell her parents because she thought they would be ashamed.

Finally, Zaratou told her mother, who promised to help her as much as she could. She took her to the local sexual health clinic for her appointments, where the nurses were very kind to Zaratou and helped her have a healthy pregnancy. But when Zaratou's teachers found out she was pregnant, she was forced to drop out of school. Zaratou was very sad, because she missed her friends and her classes.

She now helps her mother in the market to support herself and her child. One day a week, her mother takes care of the baby while Zaratou volunteers at the local sexual health clinic. There, she helps the nurses teach girls like herself about the choices available to them. Zaratou and her parents are also working with the headmaster of the school to allow her to return to school, and to change the rules so that no other girls are forced to drop out if they become pregnant. In the future, Zaratou wants to study to become a nurse so that she can help more girls and boys realise their sexual and reproductive rights.



Using **Handout SRR-A: Sexual Rights and Reproductive Rights**, please list all rights of Zaratou's that were not respected:

List steps Zaratou took to improve her situation, and the future of other girls in her situation:

List what Zaratou is doing to make sure other girls can realise their own rights too:

FACILITATION SHEET SRR3: SAMPLE ANSWERS ZARATOU'S STORY



1. WHICH OF ZARATOU'S RIGHTS WERE NOT RESPECTED, AND HOW?

The right to access accurate information and education about reproduction, sex and sexuality, so that they can make informed decisions for themselves: Zaratou never learned about reproduction, sex, and contraception, so was unable to make an informed decision.

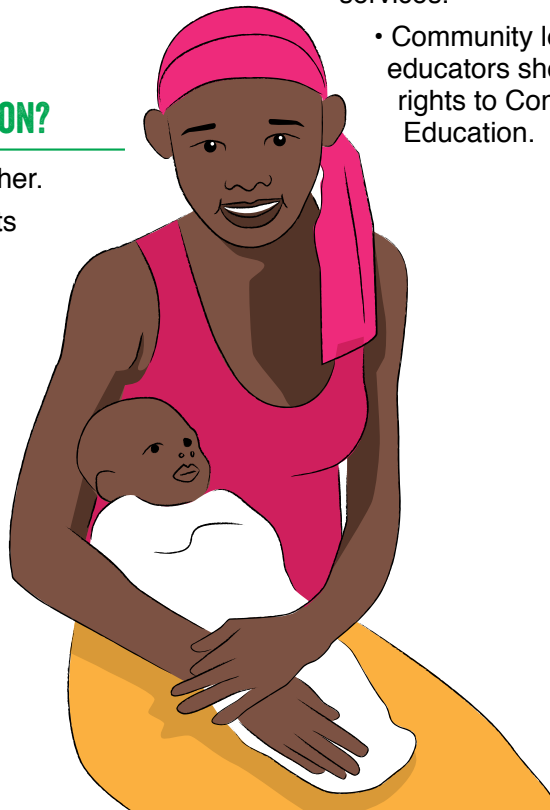
The right to have sex without wanting to have children, including access to modern, safe and affordable contraceptive methods: Because Zaratou did not have access to contraception, she became pregnant when she had sex, even though she did not want to have a child.

The right to decide if, when, and how many children they want, and they have the right to the information, education and means to achieve this: Because she didn't have the information, Zaratou became pregnant by chance, not by choice.

The right to not suffer discrimination or unequal treatment due to pregnancy or motherhood in education, the workplace, and within the family: Zaratou was forced to leave school when her teachers found out she was pregnant.

2. WHAT STEPS DID ZARATOU TAKE TO IMPROVE HER SITUATION?

- She told a trusted adult, her mother.
- She went to regular appointments during her pregnancy.
- She works at the market to support herself and her child.
- She is demanding for the opportunity to return to school.



3. WHO SUPPORTED HER IN TAKING THESE STEPS?

- Zaratou's mother and father.
- The nurses at the local sexual health clinic.

4. HOW IS SHE MAKING SURE OTHER GIRLS CAN REALISE THEIR OWN RIGHTS, TOO?

- She volunteers at a local sexual health clinic to make sure girls have access to information, contraception, and youth friendly services.
- She is working with her headmaster so that girls who become pregnant can continue their education.
- She wants to become a nurse to help other girls to access safe sexual and reproductive health care.

5. WHO ELSE SHOULD HAVE SUPPORTED ZARATOU IN FULFILLING HER RIGHTS?

- There should be better laws and policies that protect girls' right to education when they are pregnant or young mothers.
- Health clinics should be required to provide youth friendly sexual and reproductive health services.
- Community leaders, parents and educators should protect girls' rights to Comprehensive Sexuality Education.

ACTIVITY SRR4: MYTH BUSTERS

Girls begin by learning about myths that relate to sexual rights and reproductive rights. Next, girls discuss whether certain statements are myths or truths, what realities can disprove these myths, and the negative consequences of these myths. As a take-away assignment, girls will share one or two myths about sexuality with a friend and tell them the truth behind each one.

 <p>ALL AGES</p>	 <p>1 HOUR & 15 MINUTES</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipchart • Markers • Tape • Pens/pencils • Secret question box • Facilitation Sheet SRR4: Myth Busters 	 <p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Understands how myths that relate to sexual rights and to reproductive rights can be harmful. • Communicates the truths that can dispel myths around sexuality to her peers.
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KEY MESSAGES

- **Society creates myths about sexuality that are often not based on facts and that can be harmful.** These myths persist because of gender inequality, and because people do not feel comfortable talking about sexuality openly or honestly.
- **Myths about sexuality create barriers for girls' sexual rights and reproductive rights.** This is a problem because when girls do not enjoy their sexual and reproductive rights they cannot grow up healthy – physically, emotionally and socially.



TIPS FOR FACILITATORS

- Talking about myths might lead girls to have more questions about sexuality, reproduction and rights. Make sure the girls feel safe and free to ask these questions.
- **Facilitation Sheet SRR4: Myth Busters** provides some common myths around sexuality. If you know that these myths are present in the girls' context, you should go ahead and use them. You should also identify other or additional myths that might be more relevant for the girls. If you don't know enough information about the 'truths' or 'consequences' of local myths, work with a local, trusted health professional to help you identify and disprove these myths.
- Note that the **Being Informed about Sexual and Reproductive Health** module also includes an activity on myths about sexual health and reproductive health. If you completed that activity, some of the myths included here might seem repetitive to you. However, it is important to introduce them once again to confirm that girls can correctly identify them as myths, and that they can come up with accurate information to eliminate this myth.
- Note that myths and other false information about sexuality also affect boys' rights. However, since this module is for facilitation with girls only, we have chosen only to focus on barriers to girls' rights. But if opportunities come up to reflect on how boys also are affected, take some time to discuss this with the girls.
- The questions that the girls have deposited in the **Secret Question Box** may be a great resource for you to come up with myths that relate to the reality of the girls.



BEFORE YOU BEGIN

- Go through the questions from the **Secret Question Box** and select any that have to do with the myths that you will be dispelling in this activity. Set them aside to review at the end of this activity. Make sure you are able to answer each question.
- Prepare two flipcharts titled 'MYTH' and 'TRUTH' for **Steps #5-7**.
- Copy the Key Messages of the activity onto separate flipcharts. Keep these flipcharts covered until you need them.

STEPS TO FOLLOW:

In Plenary: What is a Myth? (15 minutes)

1. Welcome the girls to the third activity of this module, and explain that in this activity you will take a look at some common beliefs or myths about sexuality.
2. Ask the girls: **"Do you know what a myth is?"** Explain that a myth is a widely held but false belief or idea. Provide an example of a myth to help girls understand. For instance, **"if a pregnant woman is carrying her baby low, then the baby will be a boy when it is born"**.
3. Ask the girls: **"Can you think of an example of a myth about sexuality?"** For example, common myths about masturbation are that only boys masturbate or that masturbation is harmful.
4. Ask the girls: **"Why do you think there are so many myths about sexuality?"**

Invite a few girls to answer before introducing the activity's first **Key Message** using the flipchart you prepared ahead of time:

- **Society creates myths about sexuality that are often not based on facts and that can be harmful.** These myths persist because of gender inequality, and because people do not feel comfortable talking about sexuality openly or honestly.

In Plenary: Myth or Fact? (45 minutes)

5. Tell the girls that you will read out statements and they will have to say if they think it is a 'myth' or 'truth'. If the girls believe it is a myth, ask them to stand on one side of the room. If they believe it is a fact, ask them to stand on the other side of the room. Show the prepared flipcharts with the two headings on either side of the room: 'MYTH' and 'TRUTH'.
6. Read out the first statement from **Facilitation Sheet SRR4: Myth Busters**. Ask the girls whether they think it is a myth or a truth. Ask them to stand on either side of the room.
7. After each statement, ask the girls the following questions:
 - **Why do you believe this statement is a myth or a truth?**
 - **Can you provide an example of why this statement is a myth using examples from your community? (Support the girls using the 'truth' statements from the facilitation sheet)**
 - **Are you surprised that the statement is a myth? Why?**
 - **What are the consequences of this myth? (Refer to the facilitation sheet for a description of some consequences of each myth.)**
 - **How might this myth create barriers to girls' sexual and reproductive rights?**

TIP!

It is important to try to get through all the myths included in the **Facilitation Sheet** that are relevant for the girls, as well as the additional myths you identified. Therefore, make sure to keep your eye on the time and to spend no more than 5 minutes on each myth.



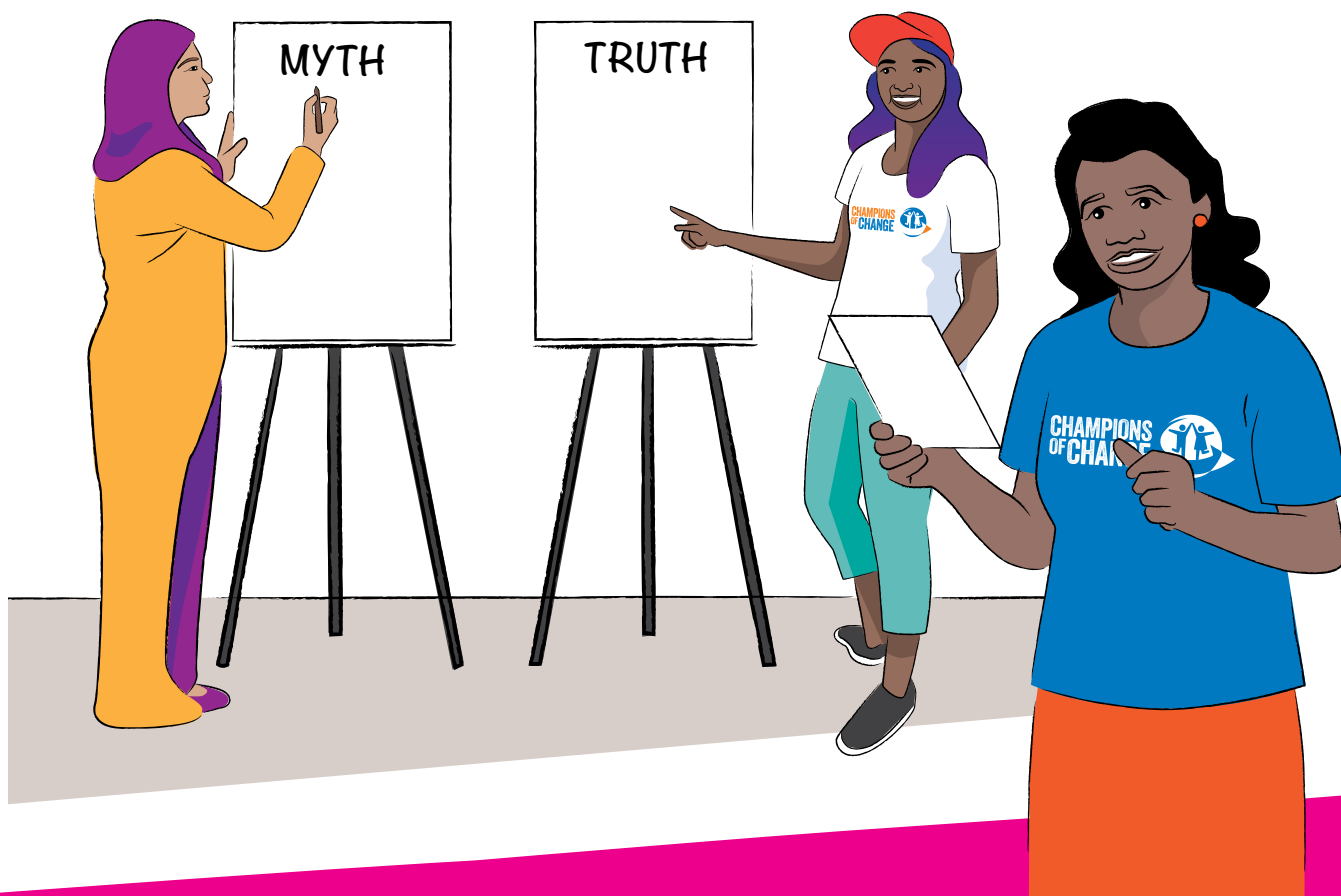
8. Read the activity's second **Key Messages** from the flipchart you prepared ahead of time:
- **Myths about sexuality create barriers for girls' sexual rights and reproductive rights.** This is a problem because when girls do not enjoy their sexual and reproductive rights they cannot grow up healthy – physically, emotionally and socially.

In Plenary: Wrap It Up (15 minutes)

9. Ask a few girls to share what they have learned from the activity. Use the following questions:
- **Did you like this activity? Why or why not?**
 - **What was the most surprising fact you learned today?**
10. Read out some of the questions from the **Secret Question Box** that are relevant to the myths you dispelled in this activity. First, read out the question, and then ask the girls if anyone can answer. Provide a complete answer to the question. Finish by asking the girls to add any additional questions they may have to the box.
11. Wrap up the activity by explaining the **take-away assignment**.



Spread the word! Share one or two myths about sexuality with a friend. Take some time to discuss what you learned about why this myth is not true, and how it can bring harm to girls. See if your friends are surprised by the myth or by the harm or other consequences it can cause.



FACILITATION SHEET SRR4: MYTH BUSTERS¹⁹



Below are some examples of common myths about pregnancy and contraception. “Facts” are what is known to be true; events that have actually occurred; and things that are real, actual, and can be proven. For example, if you throw a ball in the air, it will come down. “Myths” are ideas, saying or beliefs that people create but are misleading and can cause harm to girls.

MYTH #1: MASTURBATION IS HARMFUL AND WILL GIVE YOU ACNE, MAKE YOU BLIND, GIVE YOU HAIRY PALMS, AND MAKE YOU INFERTILE OR IMPOTENT – AND GIRLS DON'T MASTURBATE.

TRUTH: Everyone has the right to seek and experience pleasure in a way they want to. Masturbation is a non-harmful, natural and common activity, for women, girls, men, and boys. In fact, research has shown that masturbation can help to relieve stress, improve your mood, and give you good health. Masturbation is a natural way for you to discover your body and what turns you on. Being aware of your body can support you in having a safe and pleasurable sexual life. Because people tend to be more accepting towards boys and men being sexually active than girls and women, it is often believed girls and women don't masturbate. However, this is not true.

Consequences of the myth: This myth can lead to feelings of guilt, shame and fear, and can cause girls to believe that their sexuality is something bad and dangerous. Without being able to explore their bodies, like and dislikes freely, girls aren't able to learn what gives them pleasure, and are less prepared to have an open and equitable sexual relationship with a partner. Failure to communicate their desires can leave girls exposed to violence and to sexually transmitted diseases.

MYTH #2: SPEAKING TO YOUNG PEOPLE ABOUT USING CONDOMS ENCOURAGES THEM TO BE PROMISCUOUS AND HAVE SEX.

TRUTH: Everyone has the right to have access to accurate information and education about reproduction, sex and sexuality, so they can make informed decisions for themselves. When young people have more information about healthy, responsible and pleasurable sexuality and how they can protect themselves, they will make better decisions about their own sexuality and sexual activity.

Consequences of this myth: Young people are denied access to Comprehensive Sexuality Education, which violates their right to accurate information. This increases the risk of unwanted pregnancies or contracting sexually transmitted infections (STIs), including HIV. It also perpetuates the idea that girls should not feel comfortable speaking about their sexual health or demanding condom use.

MYTH #3: WOMEN'S AND GIRLS' SEXUAL DESIRE IS DETERMINED BY THEIR EMOTIONS, WHILE MEN'S AND BOYS' SEXUAL DESIRE IS DETERMINED BY THEIR HORMONES AND IS MUCH STRONGER.

TRUTH: Everyone has the right to freely express their sexuality. Sexual behaviour depends less on nature and more on society, less on the hormones that appear in puberty and more on what girls, women, boys and men expect from themselves, what they expect from others, and group pressures. For both boys and girls, and for men and women, emotions such as love and desire can lead anyone to feel sexually aroused whether they are male or female.

Consequences of this myth: Girls and women may not feel comfortable expressing their sexual desires because it is not seen as socially acceptable or normal, and may hide or suppress feelings of desire. At the same time, socially constructed masculinities, such as those that suggest men and boys should behave in a more sexually aggressive way or have more sexual partners, can pressure men and boys to engage in risky or harmful sexual activities. It also diminishes their responsibility for their actions and reinforces the gendered stereotypes around women's and girls' sexual behaviour. For example, that it is immoral or unnatural for women to have multiple sexual partners or have active sexual lives.

19. Adapted from: Love Matters (2016) “Sex Myth Busters” <http://lovematters.co.ke/category/sex-myth-busters> and Plan International (2015) Champions of Change: Youth Promoting Gender Equality. Boy's Manual.

FACILITATION SHEET SRR4: MYTH BUSTERS



MYTH #4: YOU WILL GET HIV FROM HAVING MANY SEXUAL PARTNERS.

TRUTH: HIV can only be transmitted through unprotected sexual intercourse with an HIV-positive partner (anal or vaginal), transfusion of contaminated blood, sharing of contaminated needles, and between an HIV-positive mother and her infant during pregnancy, childbirth and breastfeeding. Being HIV-positive doesn't mean that you have done something wrong and it doesn't tell anything about how many sexual partners you had or your sexual orientation. So everybody – not just people with many sexual partners – should make sure to protect themselves.

Consequences of the myth: People living with HIV and AIDS are excluded from the community because people assume they have done something bad. This is called stigmatisation. Often HIV-positive girls and women are thought of as promiscuous and people don't want to interact with them anymore. A further consequence is that people who are infected and suffer health problems suffer even more because they don't get support from the people around them. This myth causes people to believe that if they are in a monogamous relationship, they won't contract HIV. In reality, they might get infected in a different way or because their partner was infected in a former relationship or because their partner was not monogamous.

MYTH #5: ONCE MARRIED, A GIRL OR WOMAN CAN'T REFUSE TO HAVE SEX WITH HER HUSBAND WHEN AND HOW HE WANTS TO.

TRUTH: Everyone has the right to have their choices about their body and its boundaries respected. This includes the right to say 'no' to having sex at any time. Neither a husband nor a wife has the right to demand sex or ignore their partner who is saying 'no', or demand to have sex in a certain way. The same goes for boyfriends and girlfriends.

TIP! Facilitators should note that national legislation may not consider rape within marriage a crime. If this is the case in your context, make sure that girls are aware of national legislation, and also discuss with them how this is in contradiction with international human rights standards.



Consequences of the myth: Some men feel like they have the right to have sex with their wives, whether they have consent or not. Sex without consent, whether it is within marriage or not or whether committed by a man or a woman, is always rape. This is the case even if national legislation does not yet recognise this.

MYTH #6: SEX ONLY MEANS PENETRATION OF THE PENIS INTO THE VAGINA.

TRUTH: Everyone has the right to seek and experience sexual pleasure in a way they want to. "Having sex" can involve much more than penetration of the penis into the vagina. Partners can kiss, caress, lie together naked, press or rub their bodies together, talk intimately, stroke each other's genitals, give each other oral sex, or have anal sex.

Consequences of the myth: As it is often taboo to talk about the different ways of "having sex", people are not aware of the risks that come with it. For example, people might think you can only get an STI when having vaginal intercourse, whereas in fact you can contract STIs from oral or anal sex as well. In addition, if people enter sexual relationships with a narrow idea of what "having sex" entails, they might experience less pleasure than if they had a more comprehensive understanding of it.

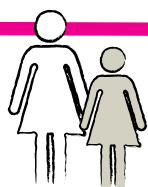
Local Myth: _____

TRUTH: _____

Consequences of the myth: _____

ACTIVITY SRR5: MY BODY IS CHANGING!²⁰

Girls begin by reflecting on the physical changes that they have or will experience during puberty. Then, they reflect on the emotional and social changes. Finally, they discuss the importance of embracing change. As a take-away assignment, girls speak to a friend about these changes and together determine how they can work together to make puberty easier.



ALL AGES



1 HOUR

WHAT YOU NEED

- Flipcharts
- Markers
- Tape
- Paper
- Pencils
- Empty box
- Fabrics or mats (optional)
- **Secret Question Box**



LINKS TO KAPS

- Understands that puberty impacts her physically, emotionally, and socially.
- Embraces the changes brought about by puberty, and support her peers in doing the same.



KEY MESSAGE

- **We can all be Champions of Change – in our own lives, in our communities and in our world!** Change can be scary, especially when we don't know why something is happening or what will happen next. But very often, change is positive and can lead to better things, especially if you are willing to embrace it.
- **Puberty is a time that is full of opportunities for girls to explore and appreciate their identity and their changing body.** Noticing and embracing these changes in their own bodies and emotions will help girls celebrate what their bodies are capable of, and reject myths that could lead them to feel ashamed or frightened.



TIPS FOR FACILITATORS

- In **Being Informed About Your Sexual and Reproductive Health**, girls learn about the bodily changes that girls and boys experience. In this activity, they focus only on how puberty affects girls because the objective is for them to focus on their own reflections about puberty. However, it is important to emphasise that many changes, especially the emotional ones, are similar for boys. If you have already facilitated **Being Informed About Your Sexual and Reproductive Health**, you can ask the girls to reflect back on this module before getting started with this activity.
- It is likely that the girls participating in the activity are all at very different stages of puberty and bodily changes. It is very important to underline clearly that it is normal for some girls to have gone through these changes earlier in their life, while others will experience these changes when they are a little older.
- In this activity, girls will be encouraged to notice and embrace the changes that puberty brings. Understanding that “change” is a positive force that can bring about better things in girls' lives is imperative to the larger context of the Champions of Change programme, so be sure to spend some time to ensure girls embrace this concept.
- If possible, try to facilitate this activity in a venue where the girls can lie down. Make sure the floor is clean. If you decide to facilitate the activity outdoors, bring some fabrics or mats for the girls to lie down on.
- Before getting started, consider doing some physical exercises to support the girls in feeling connected with their bodies.

20. Population Council (2013) Life Skills and Health Curriculum for the Adolescent Girls Empowerment Program (AGEP).



BEFORE YOU BEGIN

- Go through the questions from the **Secret Question Box** and select any that have to do with puberty. Set them aside to review at the end of this activity. Make sure you are able to answer each question.
- Cut up some sheets of paper to create at least two slips of paper for each girl to use in **Steps #16 – 19**.
- Copy the **Key Messages** of the activity and the take-away assignment onto separate flipcharts. Keep these flipcharts covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

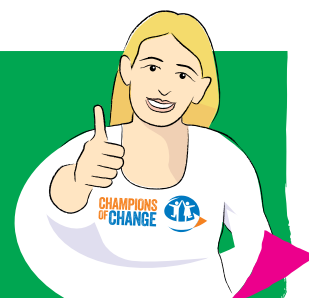
1. Welcome the girls to this session, and ask if any of them would like to share feedback from their take-away assignment on myths about sexuality. You can use the following guiding questions:
 - **Which myths did you share?**
 - **What truths did you use to prove that the myth is false?**
 - **What did you tell them about the consequences of believing in these myths?**
 - **Who did you speak to, and what was their reaction?**
2. Congratulate the girls for doing their take-away assignment, and explain that in this activity you will reflect on the changes that a girl's body goes through during puberty.
3. Remind the girls that you already learned about what puberty is in the previous module. Ask: **"Who can remind us what puberty is?"** Allow a few girls to answer before providing the following information:
 - **Puberty refers to the physical and emotional changes that people go through during adolescence.** Every person experiences these changes in a different way and at a different pace. This is normal. For example, some girls might have much less hair in their pubic area and their armpits than other girls, and some girls might get their first menstruation much sooner than others.

Individually: Reflecting on Physical Changes (15 minutes)

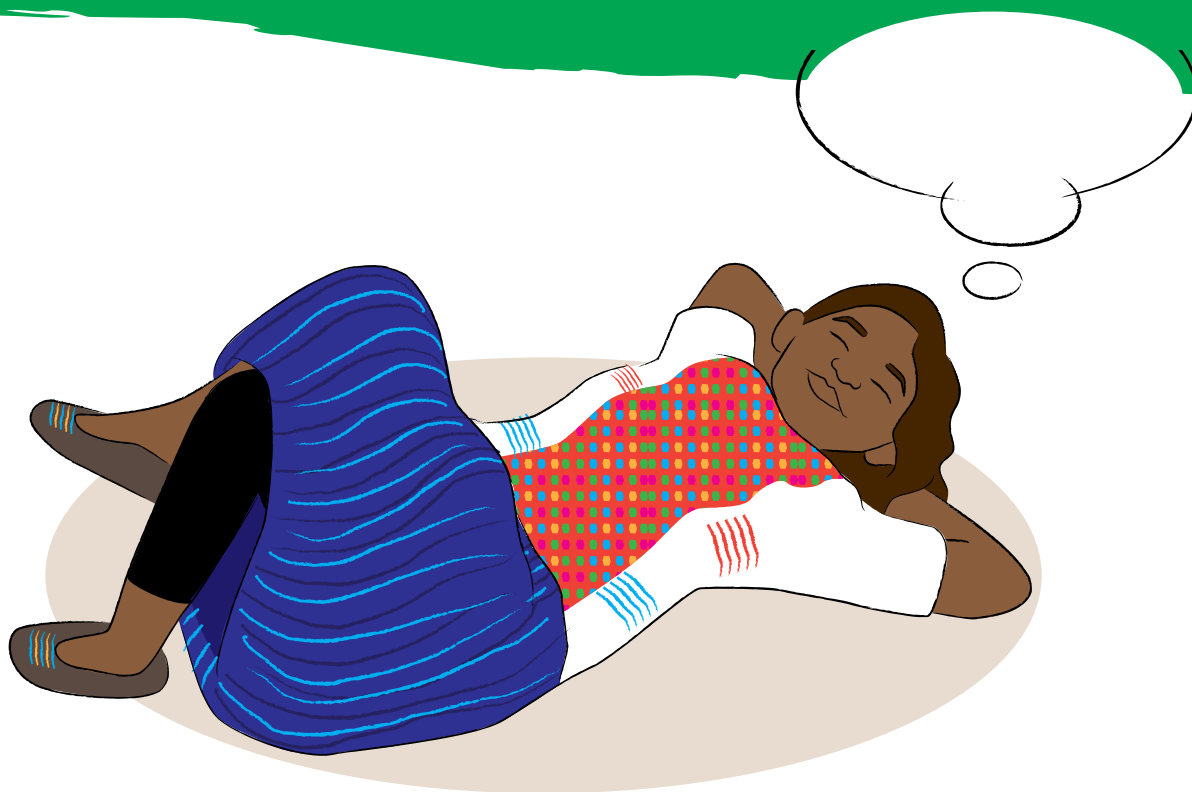
4. Invite the girls to sit down on the floor. Explain that in this activity, girls will reflect on how they feel about these changes in their bodies, and how it affects them emotionally and socially.
5. Invite the girls to lie down comfortably on their backs and close their eyes. If girls are not able to lie on their backs in the space you are in, or if they are not comfortable doing so, suggest instead that they sit in a comfortable position with their backs supported against a chair or a wall. Make sure the girls are comfortable, then ask them to take a deep breath in and begin to focus on their body.

TIP!

Girls may laugh at some of the statements or open their eyes or sit up. Any of these actions may signal that they don't feel comfortable with the content of the statements, or that they don't feel comfortable in the position they are in with their eyes closed. If you notice this, calmly ask them to keep their eyes closed so that they can focus on their own feelings. If someone falls asleep, gently wake her up, trying not to call attention to her.



6. Ask the girls to keep their eyes closed while you read out some statements. Ask them to think about their own bodies as they are listening to each statement. Begin reading at a slow pace and make sure to pause after each statement so that girls have time to reflect.



FOR YOUNGER GIRLS: If you're working with younger girls, instead of asking "Have you noticed this already?", ask: "Did you know about this already?"

During puberty, girls' bodies undergo many physical changes. Girls begin growing hair under their arms, in their pubic area, and on their legs. This is different for each girl. Have you noticed this already? How do you feel about it?

During puberty, girls' hips will widen, they will grow taller, and many will gain weight. This is different for each girl. Have you noticed these changes? How do you feel about it?

During puberty, girls will develop breasts. When this happens, girls' breasts might feel very sensitive or even sore. This is different for each girl. Have you noticed this already? How do you feel about it?

During puberty, girls will have their first period or menstruation after ovulating. When this happens is different for each girl. Have you had this already? How do you feel about it? Did this surprise you or were you expecting it? Were you able to talk about it with somebody?

During puberty, the inner and outer lips of a girls' vagina become larger. This is different for each girl. Have you noticed this? How do you feel about it?

During puberty, girls' skin might get oilier and cause pimples or acne. This is different for each girl. Has this happened to you? How do you feel about it?

Girls may feel insecure about these changes, or about the way they look and how others see them. Have you experienced this? What do you feel insecure about? Are there people you can talk to about this?

7. Give the girls time to think about everything. After a few minutes, ask them to sit up and open their eyes.
8. Ask the girls to bring out their journals and to take five minutes to write down reflections about how their bodies have or will change, and about how this makes them feel. If the girls don't have their journals with them, distribute paper and pencils as needed.

Individually: Reflecting on Emotional and Social Changes (15 minutes)

9. Congratulate the girls for exploring their feelings about how their bodies change in puberty. Explain to the girls that they will now close their eyes once more and reflect on other changes that they may experience during puberty.
10. Invite the girls to lie or sit down in a comfortable position again and close their eyes. Ensure the girls are comfortable, then ask them to take a deep breath in and out, and to focus on their body.
11. Once their eyes are closed, remind the girls that besides changes in their bodies, they may also experience emotional or social changes during puberty, and that each girl will experience these differently. Remind the girls that boys also experience these changes. Begin reading at a slow pace and make sure to pause after each point so that girls have time to reflect.

During puberty, girls can feel sudden changes in their mood. Have you experienced this? Do you sometimes feel really sad or really happy or excited for no reason?

During puberty, girls may feel closer to their friends than to their family. Have you experienced this? Have your friendships gotten stronger? Do you find it more difficult than before to talk about issues with family members? How do you feel about this?

During puberty, girls can feel very insecure about how they look or what people think about them. Girls can feel concerned about being normal and fitting in. Have you experienced this? How do you deal with it? How do you feel about this? Do you notice it among other girls?

During puberty, girls can develop strong feelings for another person, either a boy or a girl, like falling in love and feeling a strong physical and sexual attraction to somebody. Have you experienced this? How did it make you feel? What did you do? Did you express your feelings? Why?

During puberty, girls can feel the need to be independent from their parents. They can develop opinions that are different from their parents' opinions. Have you experienced this? How did you feel? How did you express this?

Now, reflect on what the most significant emotional or social change has been for you. Think back to the statements that I read or it might also be something different than what I read to you.

12. Ask the girls to take five minutes to write down reflections about the emotional and social changes they have experienced, and how these changes have made them feel.

In Plenary: Embracing Change! (25 minutes)

13. Ask the girls to sit in a circle, then ask: "What does the word 'change' mean to you?" Ask girls to come up with as many things as they can, and write key words and phrases onto a flipchart.
14. Next, ask for a volunteer to come to the flipchart and circle in green all of the positive words and phrases girls have added.
15. Ask the girls, "**What do you notice when you look at our definition of change?**" Take a few answers, encouraging girls to notice as many positive feelings about change as they have noticed negative ones. Then, show the girls the first **Key Message** on the flipchart you prepared ahead of time:
 - **We can all be Champions of Change – in our own lives, in our communities and in our world!** Change can be scary, especially when we don't know why something is happening or what will happen next. But very often, change is positive and can lead to better things, especially if you are willing to embrace it.

16. Next, place an empty box in the centre of the room. Then, ask a volunteer to pass out two slips of paper to each girl. On the first slip of paper, ask the girls to write one physical change they have noticed in their body that they have liked or are excited to undergo, and how it makes them feel. Give the girls a minute to think and write their answers, then ask them to fold their paper in half and put it into the box in the centre of the room.
17. On the second slip of paper, ask girls to write one social or emotional change they have noticed in themselves that they like or are excited to experience, and how it makes them feel. Give the girls a minute to think and write their answers, then ask them to fold their paper in half and put it into the box in the centre of the room.

TIP! Ensure girls do not write their names on the paper, and explain that whatever they write will be anonymous, so that they feel comfortable sharing.



18. Once all girls have added their answers, pick up the box and mix up the papers. Explain that you will pass the box around and take turns reading out the positive changes you have noticed in yourselves during puberty. Remind the girls to be respectful as they read and listen, because these are things their peers have written.
19. Pass the box all the way around the circle twice, so that each girl reads two slips of paper.



If not all girls are literate or have difficulty reading, this activity can be done in a discussion format by asking girls to share their thoughts on the same questions. Because this won't be anonymous, girls should not be forced to share if they don't want to.

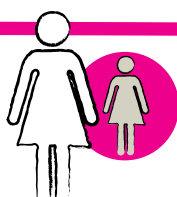
20. When the box is empty, ask the girls **“How do you feel about all of these positive changes that you and your peers are experiencing?”**
21. Take a few answers, then share the flipchart with the activity's second **Key Message** on it:
- **Puberty is a time that is full of opportunities for girls to explore and appreciate their identity and their changing body.** Noticing and embracing these changes in their own bodies and emotions will help girls celebrate what their bodies are capable of, and reject myths that could lead them to feel ashamed or frightened.
22. Wrap up the activity by explaining the **take-away assignment**.



Spread the word! Talk to a friend about how you feel about some of the physical, emotional, and social changes you have experienced during puberty. Ask your friend to share her experiences too. Speak with your friend about how you can support one another and embrace the changes you are experiencing. Then, write about how you will support each other in your journal.

ACTIVITY SRR6: MY RIGHT TO CONSENT²¹

Girls begin by reflecting on consent and why people engage in sexual activities. Next, girls read case studies to understand the concept of meaningful consent. Finally, they review a handout with questions to help guide them if they are considering engaging in sexual activities.



**ALL AGES WITH
ADAPTATION
FOR YOUNGER
GIRLS**



**1 HOUR
& 30 MINUTES**

WHAT YOU NEED

- Flipchart paper
- Makers
- Tape
- String or rope
- Scissors
- Secret Questions Box
- **Handout SRR6-C: Meaningful Consent (for younger girls)**
- **Handout SRR6-D: Meaningful Consent (for older girls)**
- **Handout SRR6-E: Supporting your peers**
- **Handout SRR6-F: Am I Ready For Sex? (for older girls, one copy per girl)**
- **Facilitation Sheet SRR6-A: Case Studies for Consent (for younger girls)**
- **Facilitation Sheet SRR6-B: Case Studies for Consent (for older girls)**



LINKS TO KAPS



- Is able to give meaningful consent.
- Understands what factors in her environment might influence her decisions.
- Values her rights to respect and bodily integrity and the right to protect these boundaries.



KEY MESSAGES

- **Girls have the right to set and protect boundaries, and to respect of these boundaries.** It is important for girls to talk about their bodily integrity and sexuality, even if they are not interested in having a sexual relationship. Girls should know how to protect the boundaries they have set for themselves and what to do if somebody doesn't respect their rights.
- **Consent means agreeing to do something because one truly wants to do it. Consent relates to sexual activities but also to other situations involving a girl's body.** Consent is only meaningful when a girl decides to say yes without pressure or coercion. When a girl says no, feels unsure, or is pressured or forced to do something, she is NOT giving consent.



TIPS FOR FACILITATORS

- Sexual and reproductive health education and programming often focuses on warning girls about the negative consequences that sex can have. Although this strategy might have the positive intention of avoiding unwanted pregnancies and STIs, it rarely has this effect. In contrast, sharing complete and accurate information with girls has proven results in increasing health-seeking behaviours and better control over decision-making.
- Part of presenting the complete picture is openly discussing that sex can be a positive experience. This activity is an opportunity to underline that sex with full and informed mutual consent can be an opportunity to show love and care for your partner, to experience physical pleasure, and to feel emotionally connected to your partner.

21. Adapted from: Population Council et al (2009) It's All One Curriculum. Activities 24 and 25. http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

- Throughout this activity, make sure to underline that giving meaningful consent is not only important in sexual relationships but in all interactions that affect girls. Reiterate throughout the activity that nobody has the right to force girls to do or to experience something that they do not want.
- If a girl in your group has gone through a traumatic experience, this session might bring this up. Be sure to know what to do to support her. Make sure to have accurate information on local reporting mechanisms and support systems, including community based child protection mechanisms that are available for girls who have experienced any form of sexual violence. Review the steps outlined in the **General Notes on Facilitation** of this module on immediate support for girls who bring up experiences of violence or harm. If it is possible, spend some time discussing how to support girls with Plan International's Child Protection specialist or focal point.
- The girls should have already completed the module **Being Body Confident** before beginning this module. For this activity, it may be helpful to look back at **Activity BBC6: Who Decides Over Girls' Bodies?** to help prepare for what might come up during this activity. For instance, review the bodily integrity issues that the girls in the club brought up, and what they said about who has control over their sexual and reproductive organs.
- Review **Handout SRR5-C: Experiences of Coercion or Violence** for examples of what girls can do if their friends share experiences of coercion or violence. These examples will be important to keep in mind throughout the activity and will also help girls feel better supported to help themselves and others.
- This is a long activity. If you start to notice girls getting bored or distracted, feel free to take a break to play some games, sing songs, go outside, or grab a snack. The activity covers heavy topics, so it's important girls are comfortable and feel their best.



BEFORE YOU BEGIN

- Go through the questions from the **Secret Question Box** and select any that have to do with situations in which consent is given or not given. Set them aside to review at the end of this activity. Make sure you are able to answer each question.
- Throughout the activity, there are different examples and different handouts that are specific to older or younger girls. Thoroughly review the activity beforehand to make sure you know which examples and handouts to use for your club.
- Prepare a flipchart with the two **Key Messages** from **Being Body Confident** that you will present in **Step #4**.
- Prepare two pieces of paper with the titles from **Step #15**.
- Print one copy of either **Facilitation Sheet SRR6-B: Case Studies for Consent** (for younger girls) or **Facilitation Sheet SRR6-C: Case Studies for Consent** (for older girls). Go through and cut out each case study, which you will need for **Step #13**.
- Copy the **Key Messages** of this activity onto separate flipcharts. Keep these flipcharts covered until you need them.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Welcome the girls to the fifth activity of this module, and ask them if any of them would like to share feedback from their **take-away assignment** about speaking with a friend about the changes that girls go through during puberty. Use the following guiding questions:
 - **Did you and your friend share the different bodily changes you are experiencing, including physical, emotional, and social changes?**
 - **Did you come up with ideas on how to support one another and make puberty easier?**
2. Congratulate the girls for doing their **take-away assignment**, and explain that in this activity you will look again at bodily integrity with a focus on sexuality.
3. Ask the girls if they remember the **Being Body Confident** module and what they learned about 'bodily integrity' and their rights to sexual and reproductive health. Use the following guiding questions:
 - **What did we do in the activity about bodily integrity?**
 - **What is your "right to full respect of bodily integrity"?**
 - **What did you learn from this activity?**
 - **What did you learn about bodily integrity in relation to sexuality?**
4. Show the girls this activity's first Key Message that you prepared on a flipchart.
 - **Girls have the right to set and protect boundaries, and to respect of these boundaries.**
It is important for girls to talk about their bodily integrity and sexuality, even if they are not interested in having a sexual relationship. Girls should know how to protect the boundaries they have set for themselves and what to do if somebody doesn't respect their rights.

In Plenary: Reflecting on Consent (20 minutes)

5. Begin by asking girls, "**Can you think of a time when you did something you didn't want to do?**"

NOTE

These examples do not need to be about sexual experiences, although girls may bring them up. If a girl shares an experience of violence, or any experience where they were harmed, be prepared to react appropriately following the steps outlined in the General Notes on Facilitation section.

6. Ask a few girls to share their experiences. After each reflection, ask the girls:
 - **What are the reasons you did this, even though you didn't want to?**
 - **Did you feel like you had a choice in this situation?**
 - **How did this make you feel?**
7. Next, show the girls the flipchart you have prepared with the activity's second **Key Message** on it:
 - **Consent means agreeing to do something because one truly wants to do it.** Consent relates to sexual activities but also to other situations involving a girl's body. Consent is only meaningful when a girl decides to say yes without pressure or coercion. When a girl says no, feels unsure, or is pressured or forced to do something, she is NOT giving consent.
8. Ask the girls if, in each of the situations they just discussed, consent was given or was not given. Help girls to understand that anything other than meaningful consent is NOT CONSENT, and therefore does not respect a girl's right to bodily integrity.

NOTE

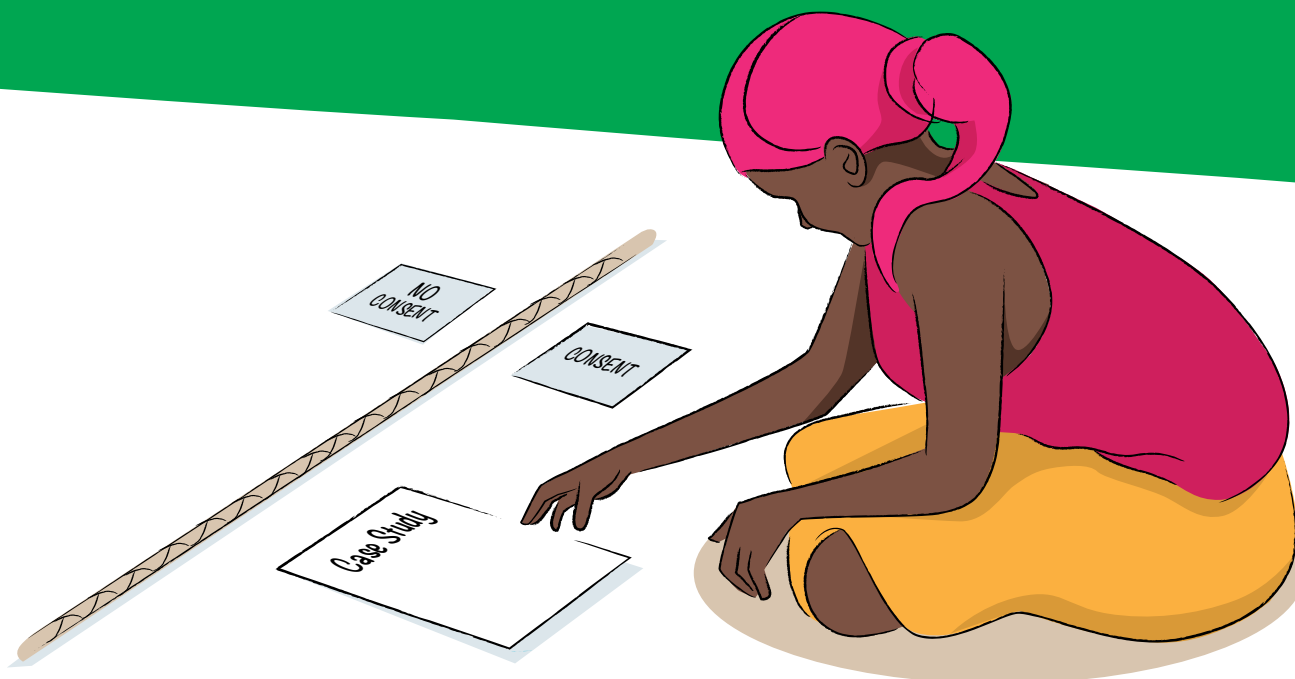
Any situation they brought up as something they didn't want to do would be non-consensual, even if they said "yes" at the end. Saying yes after being pressured, coerced, or forced to do something is NOT CONSENT.

STEPS TO FOLLOW:

9. Explain to the girls that:
 - Sometimes we have to do things we don't really want to do, such as help clean the house or finish our schoolwork before we can play with our friends. These situations are common and, although we may not like them, they are not likely to cause us harm.
 - But when it comes to decisions about our bodies we always have the right to give or not to give consent, and to have that respected by others. No one else can make these decisions for us.
10. Next, bring out the two flipcharts with 'POSITIVE' and 'NEGATIVE' written at the top, and ask, **"What are some positive and negative reasons why people choose to have sex?"**
11. Ask at least six girls to answer, asking them if it is a positive or a negative reason, and record them under the corresponding heading. If the girls only come up with negative reasons, provide ideas of what can be positive reasons. Here are some examples of both positive and negative reasons for engaging in sexual activity:
 - To show love and care for someone else
 - For physical pleasure
 - To feel emotionally connected to your partner
 - To give pleasure to your partner
 - Because they want to have children
 - Because they are afraid to lose their boyfriend
 - Because they are afraid friends will laugh at them if they don't
12. Explain that when people feel forced to have sex, the experience will never be good. For example, a girl may feel that she has to have sex with a boy or a man for material reasons, because he has given her money or gifts. This sexual experience will most likely be negative because she does not really want to have sex.
13. Explain to the girls that deciding whether or not to have sex can be difficult, and girls might have mixed feelings about a situation. However, they should always remember that it is only right to have sex when both people give meaningful consent.
 - Pass out **Handout SRR6-C: Meaningful Consent** (for younger girls) or **Handout SRR6-D: Meaningful Consent** (for older girls), depending on the age of girls you're working with. Go through the list together, and answer any questions the girls may have. Explain that meaningful consent can only occur in situations when all of the boxes are checked.
14. Inform the girls that in the steps that follow we will look more closely at different situations relating to consent.

In Small Groups and Plenary: Case Studies of Consent (50 minutes)

15. Place a rope or long piece of string on the floor across the room. Explain to the girls that the rope represents the different feelings girls may have about sexual situations. One side of the rope represents "consent" and the other side represents "no consent". Place the pieces of paper that you already prepared with the following titles on opposite sides of the rope:
 - Consent
 - No Consent
16. Divide the girls into three small groups. Give each group one case study from the **Facilitation Sheet SRR6-A or SRR6-B: Case Studies for Consent** (depending on the age group that you are working with). Ask the girls to discuss in their groups and determine on what side of the rope their case should go. Give the groups around 5 minutes to discuss.
17. Next, ask each group to share their case study and place the story on one side of the rope where they think it should go. After each case study, engage all girls to see if they agree or disagree with where the group placed the case. If there is confusion about whether the action is consensual or not, use the following guiding questions to help the girls:
 - **What action does the main character take?**
 - **What or who is influencing this person?**
 - **What would the main character do if they were completely free to decide about the situation?**



It is important for the girls to understand that doing or experiencing something they might have agreed to, but felt forced or pressured to do so and didn't really want, is still not giving consent and can be a violation of their sexual and reproductive rights if it has anything to do with their bodies and their sexuality.

18. After girls have gone through all of the case studies, ask them, “**What is ‘sexual violence’?**” Take a few answers from the girls, being sure to correct any misinformation, before sharing the following definition:
Sexual violence is any type of violence that is sexual in nature, such as rape, sexual harassment, inappropriate touching, etc.
19. Then, ask the following questions, taking notes on the flipchart of girls answers:
 - **Out of these case studies, are there any in which you see forms of sexual violence?**
 - **What could the character’s friends do to support them?**
20. Pass out **Handout SRR6-E: Supporting Your Peers**. Remind the girls that they can always speak to you about a situation that happened to themselves or to their peers, or if they want to get more information and advice about something that they learned in the activity.

In Plenary: Wrap It Up! (10 minutes)

Read out some of the questions from the **Secret Question Box** that are relevant to this activity. First, read out the question, and then ask the girls if anyone can answer. Finish by providing a complete answer to the question. Remind the girls that they can write more questions and put in the box at any time.

21. Finally, pass out **Handout SRR6-F: Am I Ready for Sex?** to each girl, and go over the handout briefly. Explain that girls can use these questions to help guide them if they are thinking about having sex, but that, ultimately, it is their own decision whether or not to have sex, every time they are considering it. Encourage girls to share this information with their friends who may need support on this topic.

HANDOUT SRR6-C: MEANINGFUL CONSENT (FOR YOUNGER GIRLS)²²



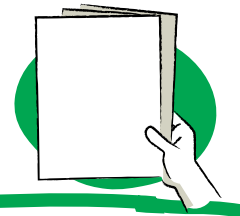
MEANINGFUL CONSENT CAN ONLY HAPPEN WHEN:

- ☐ **You believe that you have the right to decide** for yourself whether or not you want to participate in a particular activity.
- ☐ **You have a sufficient sense of power** and control over your own life to be able to communicate and implement your decisions.
- ☐ **You fully understand** what an activity entails and what consequences it might bring, and the maturity to communicate about these issues.
- ☐ **You are in a situation or relationship where your decision will be recognised and respected** by the other person.
- ☐ **You know what the activity involves** and what your feelings are about it; what the risks are; and how to protect yourself and your partner.
- ☐ **You have accurate information** to be able to make an informed decision.



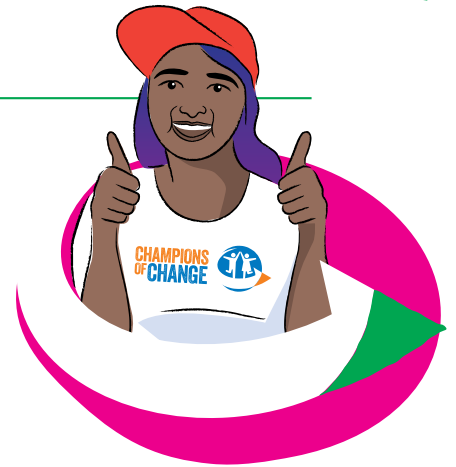
22. Adapted from: Population Council et al (2009) It's All One Curriculum. "Guidelines for giving meaningful consent in a situation involving sex"
http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

HANDOUT SRR6-D: MEANINGFUL CONSENT (FOR OLDER GIRLS)²³



MEANINGFUL CONSENT CAN ONLY HAPPEN WHEN:

- ☐ **You believe that you have the right to decide** for yourself whether or not you want to participate in a particular sexual activity.
- ☐ **You have a sufficient sense of power** and control over your own life to be able to communicate and implement your decisions.
- ☐ **You fully understand** what an activity entails and what consequences it might bring, and the maturity to communicate with your partner about these issues.
- ☐ **You are in a situation or relationship where your decision will be recognised and respected** by your partner.
- ☐ **You know what the activity involves** and what your feelings are about it; what the risks are; and how to protect yourself and your partner (i.e. from unwanted pregnancy and sexually transmitted infections).
- ☐ **You have a clear mind**, not impaired by alcohol or drugs at the time of decision-making.
- ☐ **You have accurate information** about your partner's current sexual health status (including any previous sexual exposure or drug use that could present a risk to you).



23. Adapted from: Population Council et al (2009) It's All One Curriculum. "Guidelines for giving meaningful consent in a situation involving sex"
http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

FACILITATION SHEET SRR6-A: CASE STUDIES FOR CONSENT (FOR YOUNGER GIRLS)



NAIL POLISH

Amina, who is 11 years old, is visiting her friend's house Julia (13 years old). Julia shows Amina her hands and says, "Look my older sister put nail polish, isn't it beautiful?" Amina replies and says, "Yes, it looks really nice on you, Julia." Julia proposes to go to her sister and ask her to do Amina's nails as well. Amina doesn't really like the idea, she feels uncomfortable and too young to wear something like that. However, Amina is afraid that Julia might laugh at her or find her unfriendly if she says "no", so together they walk to the house of Julia sister to get her nails painted.

THE KISS

Paulo asked Sandra (both 15 years old) to go to the cinema with him. Most of Paulo's friends have a girlfriend already, so he felt he should try to get a girlfriend as well. Sandra was pleased he asked her out and they had a good time together. They both really liked the movie and talked about it afterwards over some food. The next day at school, Paulo's friends ask him, "Did you kiss?!" They laugh at him when he said he didn't. Therefore, next time at the cinema, Paulo decides to kiss Sandra. He feels weird and thinks Sandra doesn't really like it either.

BRAIDS

Roberto sits behind Emma in class. Every day, Roberto pulls on Emma's braids. Emma hates when he does this – it makes it hard for her to concentrate on the teacher and it hurts her when he pulls hard! She tells him to stop, but he never listens. When she told the teacher, he just said "He must like you!"

HOMEWORK

Elif, who is 13 years old, is studying for her exams and really hopes to get good marks. When her mother proposes that she go to their neighbour's house, Majid, who is 29 years old, for some help on maths, she thinks this is a good idea. Majid is willing to help Elif. They sit down next to each other and Majid starts to explain the first exercises. When Elif is working on the exercises, Majid does not take his eyes off of her body, which makes her feel really uncomfortable. When she is finished with the exercise, he tells her, "Really good job, beauty" and he caresses her hair and face. She wants to leave and tells him, "Sorry, I need to go home now and help my mother." Majid replies: "Oh no, your mother told you to work her on maths for at least an hour, so don't disappoint her." Elif is confused and decides to stay.

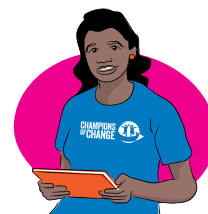
THE WAY BACK HOME

Awa, who is an 11 year old girl, and Bintou, who is a 13 year old girl, walk the long way together to and from school every day. One day, a 16-year-old boy from the village, Sedou, stops and offers them a ride back home in his motor taxi. Bintou knows him quite well and is about to jump in. Awa isn't sure what to do, as she doesn't know if she can trust Sedou. Bintou says, "Sedou is a good friend of my parents, so it is all right Awa, come on!" Awa is afraid that she might have to walk on her own as Bintou is already in the motor taxi, so she decides to join. Awa is relieved when they arrive in the village safely.

HOLDING HANDS

Marco is Adriana's best friend's brother. They have known each other a long time. One day, Marco is walking Adriana home and tells her he likes her. She had not thought about this before, but feels excited that Marco likes her. They walk silently for a while, and Marco reaches for Adriana's hand. She looks at him and smiles, and squeezes his hand back. They walk, hand in hand, the rest of the way to her house.

FACILITATION SHEET SRR6-B: CASE STUDIES FOR CONSENT (FOR OLDER GIRLS)



HOMEWORK

Elif, who is 13 years old, is studying for her exams and really hopes to get good marks. When her mother proposes that she go to their neighbour's house, Majid, who is 29 years old, for some help on maths, she thinks this is a good idea. Majid is willing to help Elif. They sit down next to each other and Majid starts to explain the first exercises. When Elif is working on the exercises, Majid does not take his eyes off of her body, which makes her feel really uncomfortable. When she is finished with the exercise, he tells her, "Really good job, beauty" and he caresses her hair and face. She wants to leave and tells him, "Sorry, I need to go home now and help my mother." Majid replies: "Oh no, your mother told you to work her on maths for at least an hour, so don't disappoint her." Elif is confused and decides to stay.

FANCY DINNER

Alejandro, who is 22 years old, invited Carmen, who is 18 years old, out for a date. He takes her to a fancy restaurant and they have a nice evening. When Alejandro drives her back home, he starts caressing her shoulders and breasts. Carmen does not feel ready for this but assumes it is part of going on a date, so she doesn't say anything. He says he will park the car before taking her home "so that we can have some more fun". Alejandro continues to touch her even though she doesn't respond. They have sexual intercourse in the back of the car. Carmen does not enjoy it and feels uncomfortable the whole time. However, when Alejandro asks her, "Did you have a good evening baby?" she nods and rushes to her door.

ENGLISH MARKS

Sarah, who is 16, is the oldest daughter of a poor family in a rural area. After her exams, her parents decided to send her to a family in the city for further education. Sarah is really pleased about the opportunity and tries her best at school. She is getting good marks, but in English she is struggling. One day, her English teacher, who is a 35-year-old man, tells her to stay when the lesson is finished and tells her: "If you want, we can maybe find a different way for you to get a higher mark?" Sarah doesn't actually understand what her teacher means. He takes her hand and moves her hand down to his penis. Sarah is too shocked about what is happening so she doesn't do anything. She lets the teacher move her hand and doesn't say anything. She feels bad afterwards, but does not dare to tell anyone, as she is afraid it will affect her marks for English.

A COSY EVENING

Ruth, who is 18 years old, has known Debbie, who is 19 years old, for a while now and really likes her. She thinks Debbie likes her as well and she decides to ask her to come by her house to watch a movie together. Debbie agrees and the next evening she goes to Ruth's house. They enjoying the movie, sit close together and before Debbie leaves they kiss. Together, they agree to see each other again, but not tell anyone about what is going on, as they are afraid of reactions from their family and friends.

WIFE AND HUSBAND

Mohammed, who is 42 years old, and Amma, who is 40, have been married for 15 years and, in general, live happy lives together with their four children. One evening, Mohammed wants to have sex but Amma doesn't feel like it. However, she has been taught that it is a wife's duty to have sex whenever her husband wants it unless she feels sick or is menstruating, so she has sex with Mohammed.

FACILITATION SHEET SRR6-B: CASE STUDIES FOR CONSENT (FOR OLDER GIRLS) CONT...



ONCE BEFORE

Gina, who is 19 years old, and Ahmed, who is 20, have had sex once before and both really liked it. Tonight, Gina tells Ahmed that she has been wanting him all day. Ahmed would rather just hang out and talk, but he is afraid that Gina would not consider him a real man if they do not have sex. And since they did it once there is no going back. Gina already starts to take off his clothes, so he decides to say nothing and they have sex again.



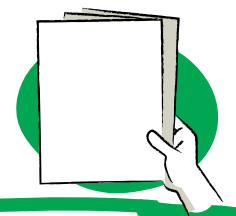
BEING AFRAID

Nina, who is 22 years old, has been going out with Carl, who is 21, for about six months and she really enjoys spending time with him. He has told her several times that he really wants to have sex with her but only if she wants to. They talk about sex often, and have even been to the sexual health clinic together to be tested for sexually transmitted infections (STIs). After some time, Nina decides she is ready. The next time they are intimate, they have sex.

TOMATOES

One day when Cecilia, who is 16 years old, is walking at the market to sell tomatoes, an attractive man of about forty years of age approaches her and says: "Beautiful girl, you look tired, let me buy all your tomatoes for you so you can go home". Cecilia is pleased and packs the tomatoes for him. The man even gives her some extra money. The next day at the market, he just gives her some money again and tells her to come by his house at the end of the road if she needs some more. At the end of the afternoon, Cecilia decides to go there, even if it is just to thank the man. He invites her in and before she knows it, he is taking off her clothes. He asks her "Are you ok with this?" She feels too confused and shocked to do anything so she allows him. When he is done, he gives her some more money and tells her to leave.

HANDOUT SRR6-E: SUPPORTING YOUR PEERS



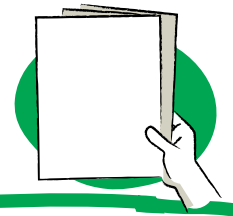
WHAT TO DO IF A PEER TELLS YOU ABOUT AN EXPERIENCE OF COERCION OR VIOLENCE:

- Listen carefully, stay calm, and validate her/his feelings.
- Take it seriously and ensure her/him that you are on her/his side, but do not make promises that you cannot keep.
- Do not push her/him to talk about it if s/he does not want to.
- Do not judge her/him or the abuser.
- Offer the reassurance that s/he should not feel guilty or ashamed.
- Maintain confidentiality, but encourage her/him to seek support from an adult s/he can trust.
- If you are worried about the immediate safety of a person and you don't know what to do, go to a confidential support service yourself and ask an adult there for advice.
- If you have accurate information, provide her/him with information of relevant support services that s/he can contact.
- If you do not have accurate information about relevant support services, offer to look for it together and ask an adult you can trust to help.
- Offer to join her/him to go together to a relevant support service.
- Find support for yourself, as it can be distressing to deal with supporting a peer who has experienced something traumatic.

Use **Handout BIH-G: Sexual and Reproductive Health Service and Information Providers** for a list of local support services to share or seek out yourself.



HANDOUT SRR6-F: AM I READY FOR SEX? ²⁴



If you are thinking about having sex, whether it is intercourse or another form of sexual contact, it is up to you to decide when the time is right. Whether it's your first time or you've had sex before, it's perfectly natural to wonder whether you're ready to have sex with somebody, or whether you want to continue having sex with him or her. There are no set rules as to when you are ready for sex, and it's different for every person, every time, but the following questions may be helpful to ask yourself to help you decide. If all of the below statement are true, you might be ready to have sex... If not, you are most likely not ready to start having sex, or to have sex again. **REMEMBER:** It should always be your final decision whether you are ready to have sex or not, and it should depend on how ready YOU feel!

- ☐ Do you trust each other?
- ☐ Do you feel safe together?
- ☐ Can you talk to each other about something that is bothering you?
- ☐ Do you listen to each other?
- ☐ Can you talk openly about sex: about what you want out of this relationship, about your or your partner's sexual health status, about sexually transmitted infections (STIs), about what you like and what you don't like, or about use of contraceptives?
- ☐ Do you have enough information about sex?
Do you fully understand what you are saying "yes" to?
- ☐ Does sex fit into your and your partner's personal beliefs?
- ☐ Do you feel that you don't need alcohol or drugs to have sex?
- ☐ Do you have enough information about how to practice safe sex?
Do you know where to get and how to use condoms?
- ☐ Do you feel ready to do it, you both want it, and nobody is pressuring the other person?

Circle the questions you consider most important and write down any other questions you feel should be answered before you feel ready for sex:

24. Adapted from AVERT (2016) "Am I Ready for Sex?" <http://www.avert.org/am-i-ready-sex.htm> and Laci Green (2013) "A is for Abstinence." http://www.youtube.com/watch?v=d6xuW_xhPn4

ACTIVITY SRR7: STORIES ABOUT SEXUALITY

Girls begin by discussing all that is encompassed by pleasure, before discussing how girls experience pleasure. Next, girls develop female characters of different ages and define their sexuality. Finally, they present their characters to the group to show the diversity of sexuality. As a take-away assignment, girls reflect on their own sexuality and what they find pleasurable.



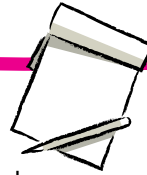
FOR OLDER
GIRLS



1 HOUR
& 10 MINUTES

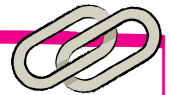
WHAT YOU NEED

- Flipchart paper
- Different coloured markers
- **Secret Question Box**
- **Handout SRR7-H: Developing a Character (4 copies)**



LINKS TO KAPS

- Feels positively about her capacity to experience pleasure.



KEY MESSAGE

- **Pleasure is the feeling that occurs when a person experiences sensual enjoyment.** It can come from much more than just 'sex': it might be brought on by something one thinks, hears, sees, smells, tastes, touches, or feels. Pleasure is different for everyone.
- **There are many safe and healthy ways to experience sexuality.** While there may be social rules and beliefs that force girls to hide and reject their sexuality, being able to express desires is crucial to enjoying healthy, equal and pleasurable relationships.

TIPS!

TIPS FOR FACILITATORS

- The body and sexuality continue to be taboo topics in many settings. As facilitators, it is important to accept and respect the diversity of girls' opinions and to help them feel comfortable expressing, reflecting, and discussing diverse opinions and topics. However, it is also important to keep in mind that talking about the body and sexuality does not have to mean sharing one's own experiences. Facilitators can encourage the girls to reflect about their attitudes and express their doubts, even if girls don't want to reveal their own, personal experiences.
- Refrain from using words like "normal" or "average" in relation to sexual pleasure and sexuality. Girls should feel comfortable expressing any thoughts, feelings, or desires they have regarding their sexuality without worrying about being seen as "normal". Ensure that all girls are respectful of each other's expressions and ideas.
- Reflect on whether you think your group first needs an icebreaker before talking about physical pleasure. If so, you can repeat the first few steps of **Activity BIH1** where girls think of different words used in their communities for 'penis' or 'vagina', substituting other words that have to do with sexuality and the body. This might help girls to overcome shyness of saying words that relate to sexuality.



BEFORE YOU BEGIN

- Copy the **Key Messages** of the activity onto separate flipcharts. Keep these flipcharts covered until you need them.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Welcome the girls to this activity and ask if any of them would like to share feedback from their **take-away assignment**.
2. Congratulate the girls for doing their **take-away assignment**, and explain that in this activity you will focus on sexuality and physical pleasure.

In Plenary: Our Right to Express our Sexuality (20 minutes)

3. Remind girls that in a previous activity they discussed “**What are some reasons why people might choose to have sex?**” Ask a few girls to say some of the reasons they discussed.
4. Explain that many people grow up hearing about the risks and dangers of expressing their sexuality. As we learned in the **Being Informed about Sexual and Reproductive Health**, these risks are real. But there is also a positive side to expressing one’s sexuality: thinking about sex, masturbating or having sex with a partner can be a positive experience. It may help us to create a connection with our partner and to feel good about ourselves and to feel pleasure.
5. Explain that in this activity we will look closer at the feeling of physical pleasure. Ask the girls, “**Do you know what is meant by ‘physical pleasure’?**” Encourage a few girls to answer before showing them the activity’s first **Key Message**:
 - **Pleasure is the feeling that occurs when a person experiences sensual enjoyment.**
It can come from much more than just ‘sex’: it might be brought on by something one thinks, hears, sees, smells, tastes, touches, or feels.
Pleasure is different for everyone.
6. Ask girls, “**What are some ways people might experience pleasure?**”

TIP!

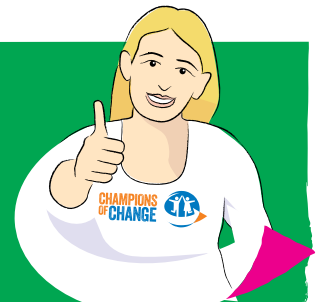
Encourage girls to think beyond just having sexual intercourse with another person. What else might inspire pleasure?



7. Take a few answers from the girls, then share the following information with them:
 - People may become aroused when they touch their own bodies, when a partner touches them, or when they touch a partner. There are parts of our body that are extra sensitive when touched, like the mouth, ears, neck, vagina, penis, clitoris, breasts, anus, and others. The sensitivity of each of these parts can be different for each person.
8. Next, lead a discussion with the girls about the expression of sexuality in their community, using the following questions:
 - **Are girls able to express their sexuality in your community?**
 - **If yes, how do girls express their sexuality? How do others react to that?**
 - **If no, what prevents girls from expressing their sexuality? Who is enforcing this?**
 - **Do you think girls should be able to express their sexuality freely?**

TIP!

Remember that girls who start to express their sexuality, may be highly stigmatised and excluded in the girls’ communities. Take time to discuss why this happens, and how the girls can develop a healthy appreciation of their own sexuality without putting themselves at risk. To do this, it is important for them to recognise the limits imposed in their own families and communities and the importance of always being mindful not to put themselves at risk.



9. After the girls have discussed in the group, share with them the activity's second **Key Message**:
 - While there may be social rules and beliefs that force girls to hide and reject their sexuality, being able to express desires is crucial to enjoying healthy, equal and pleasurable sexual relationships.
10. Ask the girls to discuss how they feel about the two **Key Messages**, and whether they agree with them, before moving on.

In Small Groups and Plenary: Reflecting on Pleasure (30 minutes)

11. Ask the girls to form four small groups.
12. Tell the girls that they will work in their groups to develop an imaginary female character and to describe how she relates to her sexuality and how she experiences pleasure. Each group will be given the age of their character, along with questions that will help them to develop the character. Groups will have a chance to present their work afterwards.
13. Assign one of the following ages to each group: 14, 18, 30 and 50 years old.
14. Give each girl a copy of the **Handout SRR-H: Developing a Character**. Tell the girls that they can come up with additional characteristics and facts about their girl or woman. Review the handout with the girls, going through each of the categories to make sure that they understand.
15. Ask each group to draw their female character on a flipchart paper and to write the different characteristics of the character around her.
16. Walk around to the groups and answer any questions that the girls might have.
17. When girls have finished, invite the groups to take turns presenting their characters, including the age and the characteristics they identified for her. Each group will have two minutes to present.
18. After each presentation, ask if anyone from the other groups has any feedback or questions about the character.
19. Once all of the groups are finished, use the following questions to guide a discussion with the girls:
 - **What did you find most interesting about the characters presented?**
 - **What were the main differences between the four characters?**
 - **What did you learn in this activity about sexuality and pleasure?**

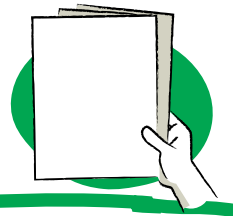
In Plenary: Wrap It Up! (10 min)

20. Read out some of the questions from the **Secret Question Box** that are relevant to this activity. First, read out the question, and then ask the girls if anyone can answer. Finish by providing a complete answer to the question. Remind the girls that they can write more questions and put in the box throughout the activities.
21. Wrap up the activity by explaining the **take-away assignment**.



Write it out! Talk to a friend about how you feel about some of the physical, emotional, and social changes you have experienced during puberty. Ask your friend to share her experiences too. Speak with your friend about how you can support one another and embrace the changes you are experiencing. Then, write about how you will support each other in your journal.

HANDOUT SRR-H: **DEVELOPING A CHARACTER**



Develop an imaginary female character and describe how she experiences her sexuality and what she finds pleasurable. You can use these guiding questions to come up with ideas.

- **What is her name?**
- **How old is she?**
- **What does she like most about her body?**
- **What does she find pleasurable?**
- **What excites her, emotionally or physically?**
- **What does she dream about relating to sexuality and pleasure?**
- **Where on her body does she like to touch herself or to be touched?**
- **Has she had sex with someone else before?**
- **What did she find pleasurable when having sex with someone else?**
- **Is she in a relationship?**
- **What does she like about her partner?**
- **Does she talk with her partner about sex and intimacy?**
- **Is she intimate with her partner in a different way than through sex?**
- **Does she like or dream about somebody?**
- **Does she think about having sex with somebody?**



ACTIVITY SRR8: LET'S SPEAK UP²⁶

Girls begin by discussing assertive communication and behaviour. Next, girls perform skits to practice using assertive communication to talk about their sexual and reproductive rights. Finally, girls make a commitment to support their peers to communicate assertively about issues that influence their sexual health and well-being.



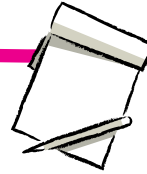
**FOR OLDER
GIRLS**



**1 HOUR
& 10 MINUTES**

WHAT YOU NEED

- Flipchart paper
- Markers
- Tape
- **Facilitation Sheet SRR8-A: Skit Assignments (For younger girls)**
- **Facilitation Sheet SRR8-B: Skit Assignments (For older girls)**
- **Handout SRR-I: Key Messages**
- **Secret Question Box**



LINKS TO KAPS

- Understands the importance of assertive communication in claiming her sexual rights and reproductive rights.
- Supports her peers to communicate assertively about issues that influence their sexual health and well-being.



KEY MESSAGE

- **Assertive communication is an important skill for girls to have in order to claim their sexual and reproductive rights.** Girls can practice using assertive communication and talking about these issues with their friends to gain confidence.

TIPS!

TIPS FOR FACILITATORS

- Look over the skits outlined in **Facilitation Sheet SRR8-A or B: Skit Assignments** (choose the one that fits the age group of girls you're working with). If you feel other skit assignments work better for the local context, feel free to add more or replace these.
- It is necessary to complete the entire Being Assertive module with the girls before this activity. You can also reference back and do a few refresher activities from the **Being Assertive** module if you think it will help remind the girls what assertive communication is.
- As this is the last activity in the module, it is important to plan a celebration for the successful completion of the module and to applaud girls for learning so much through the various activities.



BEFORE YOU BEGIN

- Review any remaining question in the **Secret Question Box**, and be prepared to answer them at the end of the activity.
- Review the **Key Messages** from **Activity SRR6** so that you can refer to them in **Step #7**.
- Prepare a flipchart with the definition of assertive behaviour for **Step #8**.
- Print a copy of the **Facilitation Sheet SRR8-A or B: Skit Assignments**, depending on the age group of girls you are working with. Cut out each of the skits for the group work in **Step #9**.
- Copy the **Key Message** of this activity onto a flipchart, and keep it covered until you need it.

26. Adapted from: Population Council et al (2009) It's All One Curriculum. Activity 38. http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Welcome the girls to the final activity of this module, and explain that in this activity you will talk about the importance of communication for claiming your sexual and reproductive rights.

In Plenary: Assertive Communication (15 minutes)

2. Begin by asking the girls, **“Is it easy or difficult for most girls to talk about sex with their own partner? Why?”** Ask a few girls to respond.
3. Ask the girls, **“Is it easy or difficult to respond to a person who is harassing you? For example, if someone makes an inappropriate remark about your looks. Why?”** Ask a few girls to respond.
4. Ask the girls, **“Why is it important to be able to communicate with others about sexual behaviour and sexual health issues?”** Invite a few girls to share their ideas before showing the girls the flipchart with the activity’s **Key Message** on it:
 - **Assertive communication is an important skill for girls to have in order to claim their sexual and reproductive rights.** Girls can practice using assertive communication and talking about these issues with their friends to gain confidence.
5. Ask the girls to think back to **Activity SRR6: My Right to Consent** and remember what they learned about bodily integrity and meaningful consent. Ask a few girls to share what they remember, and compliment with any information that they do not bring up, especially:
 - **Girls have the right to set and protect boundaries, and to respect of these boundaries.**
 - **Consent means agreeing to do something because one truly wants to do it.** When a girl says no, feels unsure, or is pressured or forced to do something, she is NOT giving consent.
6. Next, ask the girls to remember back to the **Being Assertive** module. Ask the girls, **“Do you remember what ‘assertive communication’ is?”** Invite a few girls to share. Share the following definition that you have prepared on a flipchart:
 - **Assertive communication** refers to expressing one’s feelings and interests directly and openly while having respect for the feelings and rights of others.

In Pairs: Practicing Assertive Communication (30 minutes)

7. Ask for ten volunteers, and divide them into five pairs. Explain that each pair will prepare and perform short skits to practice how to handle these issues in different kinds of situations using assertive communication.
8. Distribute one skit assignment to each of the pairs from the **Facilitation Sheet SRR8-A or B: Skit Assignments**. Explain to the girls that they will prepare two short skits – they will perform the second when you say “Stop, try that again!” Inform the girls that they will have 10 minutes to prepare for their skit before they present.

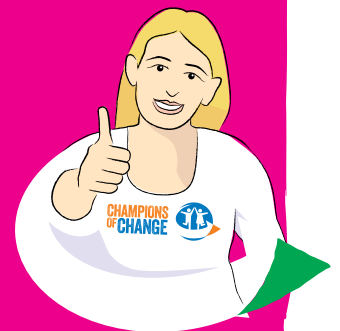
TIP!

There are two Facilitation Sheets for the skit assignment. One is for working with older girls and the other is for working with younger girls. Be sure to use the correct one.



9. While the pairs are preparing their skits, explain to the other girls that their job will be to observe the plays, and make comments on how to be assertive in demanding respect for girls' sexual and reproductive rights. Ask them to remember that we are looking for assertive communication, not passive or aggressive communication.
10. Ask each pair to perform their one-minute skits, including both scenarios. With each pair, as soon as Person A/B first "gives in," say "Stop, try that again!" This is the cue for the girls to perform the second (assertive) version of their skit.
11. After each pair performs their skit, ask the girls:
 - **Which version (passive/aggressive or assertive) do you think is the most common?**
 - **What did you see that was helpful?**
 - **What other suggestions do you have for handling this conversation?**
 - **Where do we hope this conversation might lead?**

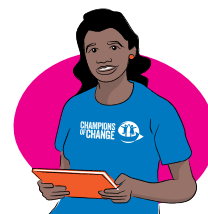
TIP! Remember that some girls may think that the passive option is the most effective way to communicate, particularly if this is the way they have always been taught to behave. If this comes up, take the time to explain that this may be the only way that girls are able to act in the families and communities, but that it is not particularly effective. Other girls may believe that the aggressive option is the most empowered, particularly if they have grown frustrated by gender norms and have seen other people use violence to get their way. Take the time to explain that violence is never acceptable, and that if a girl ever becomes violent herself this should not justify other people in using violence towards her.



In Plenary: Wrap It Up! (15 minutes)

12. After all girls have performed and discussed their skit, ask the girls: **"How can you support your peers to communicate assertively about issues that influence their sexual health and well-being?"** Take a few answers, and ask girls to comment on each other's answers.
13. Next, ask the girls to make a commitment that relates to supporting their peers, and to write down their commitment on a piece of paper and post on a flipchart at the front. Girls do not have to put their names on it if they don't want to.
14. Review the commitments from the girls and applaud the girls for having great ideas for supporting one another.
15. Finish reading the remaining questions from the **Secret Question Box**. First, read out the question, and then ask the girls if anyone can answer. Finish by providing a complete answer to the question.
16. Congratulate the girls on completing the **Enjoying Sexual and Reproductive Rights** module. Distribute **Handout SRR-I: Key Messages** to the girls, and encourage them to look it over and paste it into their journals.
17. Make sure to take some time to celebrate together!

FACILITATION SHEET SRR8-A: SKIT ASSIGNMENTS (FOR YOUNGER GIRLS)



SKIT: PAIR 1

Person A, a girl, comes to the field and asks to join the game of football. Person B, who is a boy, tells her she cannot join because she is a girl.

You will perform the scene two times.

1. The first time, Person A walks off of the field.
2. The second time, Person A asks for more explanation and tries to persuade Person B to let her join.

SKIT: PAIR 2

Person A, a girl, walks home. Person B, who is an older boy, drives past in his car and stops to offer her a ride. Person A says it is all right for her to walk, but Person B insists on driving her home.

You will perform the scene two times.

1. The first time, Person A gives in and gets in the car.
2. The second time, Person A responds assertively and insists that she is fine walking home.

SKIT: PAIR 3

Person A, a boy, suggests to Person B, his girlfriend, that they should have sex because they have been together for some time now.

You will perform the scene two times.

1. The first time, Person B is passive and gives in with whatever Person A would like.
2. The second time, Person B explains that she needs to talk about what they both want so they can decide together if they are ready for sex.

SKIT: PAIR 4

Person A, who is an older boy, is putting his arm around Person B, a girl, as she walks into the community centre.

You will perform the scene two times.

1. The first time, Person B is unhappy but does not respond.
2. The second time, Person B can respond assertively and tells Person A that she doesn't like it when he puts his arm around her.

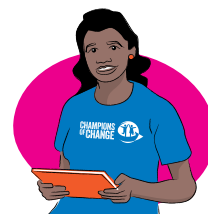
SKIT: PAIR 5

Person A, a boy, is teasing his younger sister, Person B, because he sees she is washing her sanitary pads/towels. He is saying he is disgusted with her menstruation and does not want to see it.

You will perform the scene two times.

1. The first time, Person B gets angry and tells her brother to get lost.
2. The second time, Person B responds in an assertive way and explains to her brother how it makes her feel.

FACILITATION SHEET SRR8-B: SKIT ASSIGNMENTS (FOR OLDER GIRLS)



SKIT: PAIR 1

Person A starts a conversation about wearing a condom. Person B, who is older, is being uncooperative.

You will perform the scene two times:

1. The first time, Person A gives in and agrees not to use a condom.
2. The second time, Person A persists with the conversation and convinces Person B to have protected sex.

SKIT: PAIR 2

Person A starts a conversation about preventing pregnancy. Person B wants to have a baby and is resisting the idea of contraception.

You will perform the scene two times.

1. The first time, Person A gives in and agrees not to practice contraception.
2. The second time, Person A persists with the conversation and convinces Person B to use contraception.

SKIT: PAIR 3

Person A and Person B are classmates. Person A repeatedly puts an arm around Person B as they walk into school together. Person B does not like this.

You will perform the scene two times.

1. The first time, Person B is unhappy but does not respond.
2. The second time, Person B responds assertively and informs Person A that their actions make them uncomfortable and they should stop.

SKIT: PAIR 4

Person A and Person B have been going out with each other for a long time already. Person A wants to start having sex and proposes this to Person B.

You will perform the scene two times.

1. The first time, Person B is not sure about this and wants to talk more, but because she/he is shy, they just agree with Person A.
2. The second time, Person B opens up a conversation about having sex and dialogues with Person A.

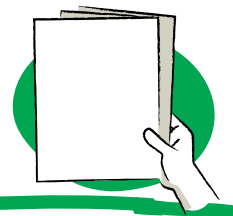
SKIT: PAIR 5

Person A is interested in spending more time with Person B, maybe having sex as well, but does not know how to bring up the subject.

You will perform the scene two times.

1. The first time, Person A asks Person B what she/he is going to do this weekend. Person B replies and Person A does not dare to reply and give more details.
2. The second time, Person A is clear about her/his interest and makes a nice proposal that gives Person B the freedom to answer.

HANDOUT SRR-I: KEY MESSAGES




- **Sexual and reproductive health is closely linked with sexual and reproductive rights.** In order for girls to enjoy sexual and reproductive health, their rights must be respected, protected and fulfilled.
- **Sexual rights are not the same as reproductive rights.** A person's sexuality includes many aspects of life, not only to reproduction. Girls and women have the right to experience their sexuality whether they want to have children or not.
- **Sexuality is part of the way we think and express ourselves, and is constantly being shaped by our experiences.** Sexuality is about much more than sexual relations, it is about the way we experience our own bodies and how we relate to other people. It is different for every individual, but we all have the right to express our sexuality.
- **Sexuality is an important part of girls' and women's lives at all stages.** Young girls, adolescent girls, adult women and older women all have emotions, sexual health needs, enjoy sensual feelings and experience sexual identity throughout their lives.
- **Sexual rights and reproductive rights are human rights.** Girls have the right to make decisions about their bodies and their sexuality. The state, families, and communities have the obligation to ensure that girls can enjoy these rights.
- **Gender inequality creates specific challenges for girls and women to enjoy their sexual and reproductive rights.**
- **Society creates myths about sexuality that are often not based on facts and that can be harmful.** These myths persist because of gender inequality, and because people do not feel comfortable talking about sexuality openly or honestly.
- **Myths about sexuality create barriers for girls' sexual rights and reproductive rights.** This is a problem because when girls do not enjoy their sexual and reproductive rights they cannot grow up healthy – physically, emotionally and socially.
- **We can all be Champions of Change – in our own lives, in our communities and in our world! Change can be scary, especially when we don't know why something is happening or what will happen next.** But very often, change is positive and can lead to better things, especially if you are willing to embrace it.
- **Puberty is a time that is full of opportunities for girls to explore and appreciate their identity and their changing body.** Noticing and embracing these changes in their own bodies and emotions will help girls celebrate what their bodies are capable of, and reject myths that could lead them to feel ashamed or frightened.
- **Girls have the right to set and protect boundaries, and to respect of these boundaries.** It is important for girls to talk about their bodily integrity and sexuality, even if they are not interested in having a sexual relationship. Girls should know how to protect the boundaries they have set for themselves and what to do if somebody doesn't respect their rights.
- **Consent means agreeing to do something because one truly wants to do it.** Consent relates to sexual activities but also to other situations involving a girl's body. Consent is only meaningful when a girl decides to say yes without pressure or coercion. When a girl says no, feels unsure, or is pressured or forced to do something, she is NOT giving consent.
- **Pleasure is the feeling that occurs when a person experiences sensual enjoyment.** It can come from much more than just 'sex': it might be brought on by something one thinks, hears, sees, smells, tastes, touches, or feels. Pleasure is different for everyone.
- **There are many safe and healthy ways to experience sexuality.** While there may be social rules and beliefs that force girls to hide and reject their sexuality, being able to express desires is crucial to enjoying healthy, equal and pleasurable relationships.
- **Assertive communication is an important skill for girls to have in order to claim their sexual and reproductive rights.** Girls can practice using assertive communication and talking about these issues with their friends to gain confidence.

ACTIVITY SRR-OPTIONAL-1: WALKING IN HER SHOES: DECISIONS TO END A PREGNANCY²⁷


Girls begin by thinking about a time when they had to make a difficult decision that others may not have approved of. Next, girls review case studies and discuss the reasons why girls and women may choose to end a pregnancy. Finally, girls discuss local laws and services regarding safe abortion. As a take-away assignment, girls write down quotes that might explain why people make a certain decision and why young women and girls might choose to have an abortion.

 <p>FOR OLDER GIRLS</p>	 <p>1 HOUR & 10 MINUTES</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipchart paper • Markers • Tape • Facilitation Sheet SRR-OPT1-A: Case Studies • Facilitation Sheet SRR-OPT1-B: Unintended Pregnancy and Abortion • Facilitation Sheet SRR-OPT1-C: Local Laws and Services Regarding Abortion • Handout SRR-OPT1: Quotes on Judgement 	 <p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Respects the choices that others may make about if and when to keep a pregnancy.
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KEY MESSAGE

- **The reasons for choosing to end a pregnancy vary and are often complex.** It is important to respect every young woman's and girl's individual choice, and never to assume anything or to judge her.



TIPS FOR FACILITATORS

- Make sure you discuss Plan International's Policy Position sexual and reproductive health and rights, particularly with regards to safe abortion, with the Champions of Change coordinator or focal point before facilitating this activity.
- Before beginning the activity, work together with your Plan International contact to fill in **Facilitation Sheet SRR-OPT1-C: Local Laws and Services Regarding Safe Abortion** and prepare to present this information to the girls. Make sure to know details about local laws on abortion (especially regarding young women), and to have accurate information about abortion services that may be available to girls. Be careful only to include places that provide youth friendly services along with accurate information.
- Read the information about abortion in the "Setting the Stage" section at the beginning of this module and review **Facilitation Sheet SRR-OPT1-B: Unintended Pregnancy and Abortion** to learn more about abortion and to understand the facts.
- Review the case studies outlined in **Facilitation Sheet SRR-OPT1-A**. If necessary, change them so that they apply better to the local context where you work. If you make any changes, or develop new case studies, make sure all case studies reflect various reasons for choosing an abortion.
- Keep in mind that this activity aims to provide a better understanding for girls about the various reasons why people decide to end a pregnancy. It is not about discussing what is 'right' or what is 'wrong'. Therefore, if the girls will bring up moral or religious values around abortion, try to support them in understanding that we are not here to discuss beliefs, but rather to try to understand the specific reasons that may lead a specific person to take the decision to end a pregnancy.

27. Adapted from: Population Council et al (2009) It's All One Curriculum. Activity 52. http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf

- Avoid using terms like “pro-life” to refer to people who think that terminating a pregnancy is always wrong. This seems to imply that only those people believe in life, which is not true and places negative judgment on those who don’t agree with them. Also avoid terms like “promote abortion” for people who think that women and girls should choose whether terminating a pregnancy is right for them. A better term is “pro-choice”. Throughout the discussion, the most important thing to highlight is that every individual can make her/his own choices regarding sexuality and reproduction. Remind the girls of this fact if they begin to engage in a discussion about whether it is always “right” or “wrong” to have an abortion.



BEFORE YOU BEGIN

- Go through the questions from the **Secret Question Box** and select any that have to do with ending unwanted pregnancies. Set them aside to review at the end of this activity. Make sure you are able to answer each question.
- Prepare a flipchart with the questions for **Step #7**.
- Print one copy of the **Facilitation Sheet SRR-OPT1-A: Case Studies**. Cut out each case study, as you will distribute one case study per group in **Step #7**.
- Prepare a flipchart with the title for **Step #8**.
- Copy the **Key Messages** of the activity onto separate flipcharts. Keep these flipcharts covered until you need them.
- Print one copy of **Handout SRR-OPT1: Quotes on Judgement** for each of the girls. You will need this when discussing the take-away assignment.

STEPS TO FOLLOW:

In Plenary: introduction (15 minutes)

1. Welcome the girls to the sixth activity of this module, and explain that in this activity you will look at different complicated decisions that we make in our lives.
2. Ask the girls to think about a time when they – or someone close to them – had to make a difficult decision that others may not have agreed with. Allow a few moments for the girls to think, then use the following guiding questions during the discussion:
 - **How did it feel? Did you (or the person you are thinking of) have support?**
 - **If there was no support, how did this affect the decision and how did you (or the person you are thinking of) feel?**
 - **If there was support, how did this affect the decision and how did you (or the person you are thinking of) feel?**
3. Tell the girls that for millions of girls and women, finding themselves with an unintended pregnancy becomes a moment of decision. For some people, this decision is simple and straightforward, whereas for others it is difficult and complex.
4. Explain that today we will be discussing the decision to end a pregnancy. Tell the girls that we will not be discussing abortion as right or wrong. Instead, we will consider what goes into making that decision to try to understand why some girls and women may choose to have an abortion.
5. Ask the girls, **“What choices does a girl or woman have when she becomes pregnant?”** Ask the girls to provide feedback. Support the girls to arrive at the following options:
 - Continuing the pregnancy and raising the child
 - Continuing the pregnancy and giving the baby up for adoption
 - Terminating the pregnancy

In Small Groups: Case Studies (45 minutes)

Divide the girls into four small groups.

6. Distribute one case study to each group from the **Facilitation Sheet SRR-OPT1-A: Case Studies**. Use the flipchart you prepared ahead of time to explain that the groups will have 10 minutes to read the case study and discuss the following questions:
 - **Why did this girl or young woman decide to have an abortion?**
 - **What role did other people play in her decision?**
7. Ask each of the groups to present their case study one at a time. Ask someone from the first group to read their case study aloud. Show the flipchart with the title “Reasons girls and women choose to end a pregnancy”. Use the following questions to guide the conversation for each group’s case study, and write down the girl’s key points on the flipchart:
 - **Why did this girl or young woman choose to have an abortion? Does everyone agree that these were her reasons? Were there any other reasons?**
 - **What role did other people (a partner, family, friends or others) play in her decision, either directly or in her mind?**
 - **Does anyone else want to comment on anything in this case?**
8. Ask the next group to present and repeat the process until all four groups have presented. Allow 5-7 minutes for each group to present and discuss.
9. Review the reasons identified for why the girls in the case study decided to have an abortion. Ask the girls the following questions, and add their key points to the flipchart:
 - **In your opinion, are these the reasons why young girls and women have abortions? What other reasons can you think can lead a girl or a woman to end a pregnancy?**
10. Explain to the girls that although the right of girls and women to choose whether or not to keep a pregnancy is recognised by the international human rights framework, different countries have laws about when a girl or woman may legally end a pregnancy. In some countries, a girl or a woman can choose to end a pregnancy safely without little or no restrictions, whereas in other countries, abortion is legally restricted or is allowed in only very limited circumstances, such as to save the life of the pregnant woman or girl, or if she has been raped.
11. Share the information on the local laws that you gathered in Facilitation Sheet SRR1-OPT-C: Local Laws and Services Regarding Abortion. Take some time to answer any questions the girls may have about these laws.

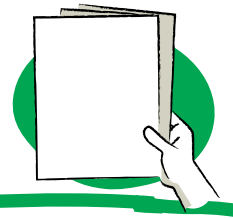
In Plenary: Wrap It Up! (10 minutes)

12. Ask a few girls to share what they have learned from the activity. Use the following questions to probe girls:
 - **Did you like this activity? Why (not)?**
 - **What did you learn? Did you learn anything new?**
13. Take a few answers before reading the girls the activity’s Key Message from the flipchart you prepared ahead of time, and review it with the girls to ensure they agree.
 - The reasons for choosing to end a pregnancy vary and are often complex. It is important to respect every young woman’s and girl’s individual choice, and never to assume anything or to judge her.
14. If there were any questions in the **Secret Question Box** that are relevant to this activity, read them out loud and provide a complete answer to the question. Remind the girls that they can write more questions and put in the box at any time.
15. Wrap up the activity by explaining the **take-away assignment** and distribute one copy of **Handout SRR-G: Quotes on Judgement** to each of the girls.



Write it out! Pick 1-2 quotes that you like best from the **Handout SRR-OPT1: Quotes on Judgement**. Write the quotes in your journal and explain why you like this quote. How does the meaning of the quote relate to the situation of young women and girls who choose to end an unintended pregnancy? Do you know other quotes or popular sayings about why it is not wise to judge other people? If so, write them in your journal and reflect on how they may apply to this activity.

HANDOUT SRR8-OPT:
QUOTES ON JUDGEMENT



**"WHEN YOU JUDGE ANOTHER,
YOU DO NOT DEFINE THEM,
YOU DEFINE YOURSELF."**

- WAYNE DYER

**"WE CAN NEVER JUDGE THE LIVES
OF OTHERS, BECAUSE EACH PERSON
KNOWS ONLY HIS OR HER OWN PAIN AND
RENUNCIATION. IT'S ONE THING TO FEEL THAT
YOU ARE ON THE RIGHT PATH,
BUT IT'S ANOTHER TO THINK THAT
YOURS IS THE ONLY PATH."**

- PAULO COELHO

**"REMEMBER THAT I'M HUMAN.
BEFORE YOU JUDGE ME OR DECIDE
HOW YOU'LL DEAL WITH ME, WALK
A WHILE IN MY SHOES. IF YOU DO,
I THINK YOU'LL FIND WITH MORE
UNDERSTANDING WE CAN MEET IN THE
MIDDLE AND WALK THE REST OF THE
WAY TOGETHER."**

- ERIC HARVEY AND STEVE VENTURA

**"ALL THE WHISPERING,
GLARING, POINTING AND
JUDGING MAKES THEM NO
BETTER THAN WHOEVER OR
WHATEVER IT IS THEY'RE
GOSSIPING ABOUT."**

- TIFFANY KING

FACILITATION SHEET SRR-OPT1-A: CASE STUDIES



HANDOUT GROUP 1

My name is Tania. My boyfriend Lu and I are both 22 and have been dating for two years. I use birth-control pills, although I forgot to take the pill a couple of times last month. Then I found out that I was pregnant. I just started a new job that I love but it doesn't pay very well. I really like my life the way it is and do not want a baby. I went to a family planning clinic and was counselled by a nurse who strongly urged me to get married and have the baby. Lu agrees with the nurse because he assumes I will eventually want to be a mother, so why not now? I'm upset because I feel as if I am being pressured to have a child whom I do not want. I have decided to go to a place where I have heard there is doctor who performs abortions without asking many questions.

HANDOUT GROUP 2

My name is Lina. I am 20 and was the first person from my village ever to be accepted at the university in the capital city. My family, friends and neighbours have high hopes that my success will be the beginning of a real change in the community. Shortly after starting class, I began dating another student and after a few months we began having sex. We used condoms most of the time, but once in a while we got caught up in the moment and did not. When I discovered I was pregnant, I turned to my boyfriend to talk to him about what we should do, but he suddenly became distant and unavailable. I heard from a common friend that he thought I was trying to trap him into marriage. I don't even want to get married, but I also didn't want to be a single mom at my age. I wanted to be able to finish my studies and have a chance to achieve my dreams. I would have liked to turn to my family for support, but I was afraid they would be disappointed in me and I did not want to let them down. So I decided not to tell anyone and used my living allowance to pay for an abortion.

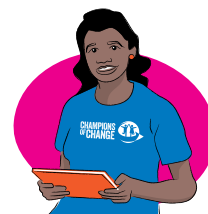
HANDOUT GROUP 3

My name is Violet. I am a 17-years-old. When I found out that I was pregnant, I thought "What? Wow! Oh no!" My feelings were a mix of shock, fear, worry and amazement. A small part of me wondered what it would be like to be a mother. I told my boyfriend right away. We are both in school, and we know we are too young to be good parents. We decided that the best decision for us was to end the pregnancy. A friend recommended a place where we could go, and we decided to go together. The clinic person explained exactly what was going to happen. Before we left, she also told us about contraception and gave us a box of condoms. I was scared at first, but I was glad that at least I could count on my boyfriend to get through this difficult time together.

HANDOUT GROUP 4

My name is Delia. I am 15 years old and I live with my large extended family. Every year, we have a visit from my aunt and uncle and their son, my cousin, who is now 18. One day earlier this year, when everyone else was out of the house, he asked me if he could touch me and wanted me to do the same to him. It felt weird and I didn't really like it, but he is my older cousin and I didn't want to upset him. When he started undressing me and got on top of me I was scared and tried to push him away, but he was too strong and he raped me. When I found out I was pregnant, I was so scared. I wanted to ask my mother for help but was too ashamed to explain what had happened. Finally, I found the courage and told my mother. She immediately took me to get an abortion and refused to discuss the issue at all. I was relieved to not be pregnant anymore, but wished that I could have talked with somebody when I was going through this difficult experience.

FACILITATION SHEET SRR-OPT1-B: UNINTENDED PREGNANCY AND ABORTION²⁸



Millions of girls and women experience unintended pregnancies. These pregnancies occur for many reasons, including because contraceptive was not available, was not used, was used incorrectly, or was used correctly but failed.

Every year, between 40 and 50 million girls and women decide to seek an abortion to end a pregnancy.

Girls and women have abortions for many reasons. For example:

- They cannot afford to raise a child (whether a first child or another child).
- They do not want to become a parent at the time of the pregnancy.
- They want to finish their education.
- Their relationship with their partner is becoming difficult, or they are not in a stable relationship and they do not want to raise a child alone.
- The pregnancy threatens their physical or mental health.
- They became pregnant as a result of sex that was forced or otherwise coerced.

Even in situations where a girl or a woman or a couple wants to continue a pregnancy, they may end it by abortion for various reasons. For example:

- The pregnancy may threaten a girl or woman's physical or mental health.
- Genetic, behavioural, or environmental factors may cause serious medical risks (even death) to the foetus.
- The couple is unhappy about the sex of the foetus. This feeling occurs mostly in places where society unjustly places greater value on sons than on daughters.
- Some girls or women are pressured to have an abortion because of their personal or economic situation, their health status, or for other reasons. Such pressure may come from another person (for example a parent, boyfriend, or health care provider).

- In countries with strict population policies that limit the number of children a woman can have, the government may pressure girls and women to have abortions.

Various methods exist for performing a safe abortion. Depending upon the stage of the pregnancy and the health care provider's facilities, methods of abortion include medication or a surgical procedure.

Abortion is a simple and safe procedure when provided under proper medical conditions. This includes having a skilled health care provider, appropriate and sterile equipment, and access to early treatment for any potential complications.

- In general, abortion is far more likely to be safe when it is legal.
- The conditions under which abortion is typically provided vary widely from place to place.

Nearly all countries in the world have passed laws that permit abortions under specific circumstances.

- In some places, women have the right to abortion on request, usually up to a specified number of weeks of pregnancy.
- In other places, abortion is allowed only in specified circumstances, for example to save a woman's life, in cases of rape or incest, or in other situations or conditions.
- Abortion laws are a subject of on-going debates and change in many countries.

Every hour, approximately eight girls and women die (and two hundred become infertile) simply because safe abortion services are not available or accessible. These tragic outcomes are easily preventable.

- Although abortion is a simple and safe procedure when provided under proper medical circumstances, close to half of abortions are carried out under unsafe circumstances.
- Unsafe abortion is a major public health problem in many parts of the world. It affects girls and women in all walks of life, but especially those living in poverty.

FACILITATION SHEET SRR-OPT1-C: LOCAL LAWS AND SERVICES REGARDING SAFE ABORTION



Local Laws about Abortion:

Local Services Available Related to Safe Abortion:

Name

Address

Phone number

Service provided

Name

Address

Phone number

Service provided

Name

Address

Phone number

Service provided

Name

Address

Phone number

Service provided

ACTIVITY SRR-OPTIONAL-2: BEING FREE TO EXPRESS YOUR SEXUAL ORIENTATION

Girls begin by learning different words that relate to sexual orientation: such as heterosexual, homosexual, and bisexual. Next, girls discuss different types of couples and the social norms and values that might be associated with them. Finally, girls learn about the consequences of homophobia and discrimination against people who identify as homosexual and bisexual. As a take-away assignment, girls write down what they can do to eliminate discrimination of people who identify as homosexual or bisexual in their community.



FOR OLDER GIRLS



**1 HOUR
& 20 MINUTES**

WHAT YOU NEED

- Flipchart paper
- Markers
- Tape
- **Secret question box**
- **Facilitation Sheet SRR-OPT2-A: Silhouettes (one copy)**
- **Facilitation Sheet SRR-OPT2-B: Cards – What Could This Couple Say? (one copy)**
- **Facilitation Sheet SRR-OPT2-C: Myths About Homosexuality**



LINKS TO KAPS



- Understands that people can have different sexual orientations.
- Promotes being respectful towards people of all sexual orientations.



KEY MESSAGE

- **Relationships between same-sex couples are no different from heterosexual relationships.** It is only the social and cultural norms around them that are different and that lead same-sex couples to suffer discrimination. Therefore people who identify as homosexual often feel that they cannot freely express their sexual orientation and have an open relationship like heterosexual people can.

TIPS!

TIPS FOR FACILITATORS

- Make sure to be aware of community norms and national laws and policies regarding homosexuality, and decide with the Champions of Change coordinator whether it is safe to include this activity. Although freedom of sexual orientation is a fundamental sexual right, you want to be careful not to put girls in danger if they express in their community what they have learned in the club.
- Do not facilitate this activity if you are not comfortable talking about the subject of sexual orientation yourself. Ask for support from the Champions of Change coordinator on how to approach it this topic if you feel unsure.
- If you decide to facilitate this activity in a context where discussing sexual orientation is a significant taboo, it might be crucial to begin this activity with a 'myth-busting' exercise. You can do this by using **Facilitation Sheet SRR8-C: Myths About Homosexuality**.
- Be prepared for questions following this session, as is very likely some of the girls might have experiences with struggling with their sexual orientation themselves. Have information about local support systems available to the girls, such as girl-friendly helplines and counselling services.



BEFORE YOU BEGIN

- Ensure you have the **Secret Question Box** and some extra paper slips for **Step #2**.
- Prepare flipcharts with the definitions from **Steps #4** and **#5**.
- Print out one copy of the **Facilitation Sheet SRR-OPT2-A: Silhouettes** so that you have four pieces of paper with four different silhouettes. You will need this for **Steps #8-13**.
- Print one copy of the **Facilitation Sheet SRR-OPT2-B: Cards – What Could This Couple Say?** and cut out each of the cards. You will need this for **Steps #8-13**.
- Copy the **Key Messages** of the activity onto separate flipcharts. Keep these flipcharts covered until you need them.

STEPS TO FOLLOW:

In Plenary: Introduction (15 minutes)

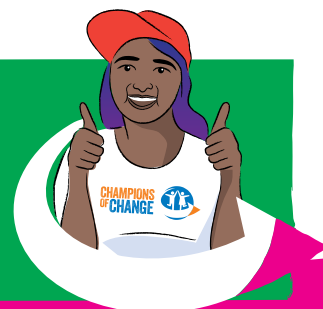
1. Welcome the girls to this session of their club.
2. Bring out the **Secret Question Box** and ask if the girls have any additional questions about “What you always wanted to know but never dared to ask about sex”. Give the girls a few minutes to write down one or more questions on pieces of paper. Girls should not put their names on the paper. Explain to the girls that if their questions haven’t been answered yet, that they will be answered by the end of the module. Also remind the girls that they can ask you directly any questions that they have.

In Plenary: Icebreaker Definitions (15 minutes)

3. Explain that in this activity you will talk about sexual orientation.
4. Ask the girls: “**What does ‘sexual orientation’ mean?**” After some of the girls have shared, show the flipchart with the following definition:
 - **Sexual orientation** describes a person’s romantic, emotional or sexual attraction to another person. A girl can be attracted to a boy, a girl, or to both sexes. The terms we use for this are heterosexual, homosexual, or bisexual.
5. Next, ask them if they know what the following words mean: heterosexual, homosexual, or bisexual. After some of the girls have shared, show the flipchart with the following definitions:
 - Heterosexual refers to a person who is sexually attracted to the opposite sex.
 - Homosexual refers to a person who is sexually attracted to the same-sex.
 - Bisexual refers to a person who is sexually attracted to both sexes.
6. Write down on separate flipcharts the words: ‘heterosexual’, ‘homosexual’ and ‘bisexual’. Ask the girls if they know other words to refer to someone’s sexual orientation? Let the girls know that they can say any words they know, including ‘bad words’ that they wouldn’t usually use themselves. If they find it difficult, you can help them get started by writing down some synonyms yourself that you know are often used in the local context. For example: ‘straight’, ‘sissy’ or ‘swinging both ways’.

TIP!

Make sure to carefully facilitate this part of the activity and ensure that the girls take it seriously when sharing these nicknames. Help girls understand that their discomfort is normal, and this is a safe space to be open about the kinds of things that are usually not okay to say. If girls get silly or start to be offensive, take a break to explain that we need to be respectful of all people in this space.



7. Once you have around 2-3 synonyms for each word, ask the girls: “Why do you think there are so many words used for ‘homosexual’ or ‘bisexual’? Are these nice words or not nice words?” Help them to arrive at the following points:
 - In many societies and communities, being homosexual or bisexual is a taboo subject, and often people who are attracted to the same-sex are stigmatised. That is why people are hesitant to talk about it in an open and respectful way.
 - In this activity (just like in all activities about sex and sexuality), we talk about sexual orientation in an open, correct and respectful way, so we will use the correct terms: homosexual, heterosexual and bisexual.

In Plenary: Placing Cards Around the Couples (25 minutes)

8. Show the girls the materials you have prepared for today, including the four silhouettes you have printed from the **Facilitation Sheet SRR-OPT2-A: Silhouettes** and the cards you have cut out from the **Facilitation Sheet SRR-OPT2-B: Cards – What Could This Couple Say?**
9. Ask the girls to pick a happy couple by selecting two silhouettes from the four silhouettes that are available. They will probably select a man and a woman silhouette together as a couple. Tape the silhouettes to the top of a flipchart.
10. Ask the girls to give the silhouettes names. Ask the girls to pretend this is an imaginary couple from their community either dating, living together, married, or engaged to be married.



TIP!

When working with the silhouettes, make sure that girls understand that these are imaginary people. Ask them NOT to think of real people or couples that they know.

11. Lay the cut-out cards on a table and choose four girls to come forward. One at a time, ask each girl to take a card that is applicable to the couple and tape it to the flipchart. Ask them to briefly explain why they think the couple would say this. Ask the other girls if they agree.
12. Now change the couple to a same-sex couple by taping two male silhouettes to the flipchart, and repeat the above step with four different girls. Depending on how deep taboos around homosexuality are rooted, girls might find this step easier or very difficult.
13. Finally, change the couple to a same-sex couple of two women and tape the silhouettes to the flipchart, and repeat the step with four new girls. Depending on how deep taboos around homosexuality are rooted, girls might find this easier or very difficult.

In Plenary: Discussing the Differences (15 minutes)

14. Next, ask the girls “**What are the main differences between male-female, male-male, and female-female couples?**” Take a few answers, and then show the girls the flipchart with the second **Key Message**:
 - **Relationships between same-sex couples are no different from heterosexual relationships.** It is only the social and cultural norms around them that are different and that lead same-sex couples to suffer discrimination. Therefore people who identify as homosexual often feel that they cannot freely express their sexual orientation and have an open relationship like heterosexual people can.
15. Explain to the girls that much of what is thought about other’s relationships is based on community norms and values, not on the couple’s relationship itself.

16. Lay out the cards again on a table. Draw a line down the middle of a flipchart. On one side write 'Community Norms and Values' and on the other side write 'Couple's Relationship'.
17. Ask the girls, one at a time, to review each of the cards and determine whether it refers to community norms and values or the actual relationship of the couple, and tape the card to the corresponding side. Each time a girl has done so, ask the group if they agree or disagree with the placement of the card. Ensure that each card has been placed in the correct column.

TIP!

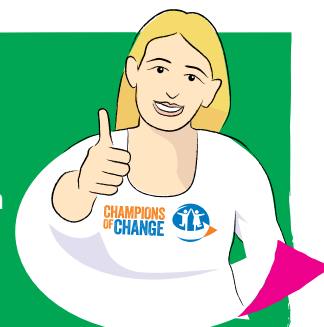
If girls are agreeing that a card is innate to the couple's relationship which is really just community norms and values, try to encourage them to explain why they think this, and help them to understand that this is only coming from the norms and values that they have, not the couple's actual relationship.



18. Next, ask the girls, **"What are the consequences of discrimination of people who identify as homosexual and bisexual?"** Allow a few girls to share their ideas. Let the girls know that consequences of discrimination of people who are not heterosexual can include depression, isolation, and other obstacles that interfere with their wellbeing. It is not fair to treat somebody differently based on their sexual orientation. Instead we should embrace how everybody is different and be inclusive of people's decisions.
19. Ask the girls, **"What can we as group of girls do against discrimination of people who identify as homosexual and bisexual?"** Write out the girls' answers onto a flipchart, and as girls give suggestions, ask others if they have comments or feelings about it.

TIP!

Help the girls understand that small changes are already important steps. For example: 'We will not use the synonyms/nicknames for people who identify as homosexual and bisexual because it is insulting. Instead, we will use the correct words/terms if we talk about the subject; 'We all commit to never discriminating against people with another sexual orientation'; and 'We will speak to our peers about this issue and encourage them not to discriminate against people who identify as homosexual and bisexual'.



In Plenary: Wrap It Up! (10 minutes)

20. Wrap up the activity by explaining the **take-away assignment**.



Write it out! Write down 1-2 things that you can do to eliminate discrimination of people who identify as homosexual or bisexual in your community.

FACILITATION SHEET SRR-OPT2-A: SILHOUETTES



FACILITATION SHEET SRR-OPT2-A: SILHOUETTES



FACILITATION SHEET SRR-OPT2-B: SILHOUETTES



FACILITATION SHEET SRR-OPT2-B: SILHOUETTES



FACILITATION SHEET SRR-OPT2-B: **CARDS – WHAT COULD THIS COUPLE SAY?**



“We like to spend time together and share what is going on in our minds”

“We are married or will get married”



“We cannot tell anybody we have a relationship and we are afraid people will find out”

“We enjoy having sex together”

“We can raise children together”

“Our families do not approve of our relationship”

“We are looking forward to getting old together”

“We take care of each other’s sexual health”

“We love and respect each other”

“People do not respect our relationship and we suffer from discrimination”

“We can reproduce together”

“We can go to the health clinic as a couple and be informed about sexual health”

“We can walk hand-in-hand on the streets”

“We can talk with our friends about our relationship”

FACILITATION SHEET SRR-OPT2-C: MYTHS ABOUT HOMOSEXUALITY²⁹



If you decide to facilitate this activity in a context where discussing sexual orientation is a taboo, it might be crucial to conduct a 'myth busting activity'. You can do this by using the provided myths about homosexuality outlined below.

MYTH #1: HOMOSEXUALITY IS A CHOICE.

Truth: No one can choose whether to be homosexual or heterosexual. It's just the way you are. It is not a lifestyle choice or something that someone does 'just to be different'. Neither is it something that is 'contagious' or 'imported' (such as from other countries). Instead, it is something that is central to a person's identity and their physical and emotional being.

MYTH #2: HOMOSEXUALITY IS UNNATURAL – IT'S A DISEASE OR MENTAL ILLNESS.

Truth: Homosexuality is a natural part of human sexuality. Culture, tradition or religious beliefs can lead to beliefs that homosexuality is 'wrong' and heterosexuality is 'right'. These myths and misinformation fuel stigma, prejudice and discrimination. From a medical or psychiatric point of view, identifying as homosexual is perfectly normal. Homosexuality is part of nature, and not only do humans have homosexual relations but also lots of animal species, including insects, fish and mammals, from elephants to dolphins, from bears to buffalo.

MYTH #3: YOU CAN BE 'CURED' OF HOMOSEXUALITY.

Truth: Homosexuality isn't a disease, so you can't be 'cured'. Nothing can change you from identifying as homosexual to identifying as heterosexual or vice versa. It is just the way you are. However, sexual orientation can be seen as a spectrum and people may change over time. For example, a young person who identifies as being heterosexual today might change their mind or feeling about it and they might realise that they are homosexual or bisexual. Equally, it should not be presumed that a young person who currently identifies as homosexual is just 'going through a phase' and will 'make their mind up' in the future. People who are unhappy about their sexual orientation, perhaps for religious reasons or because of social and cultural pressure, sometimes learn to suppress their romantic or sexual feelings. Having to suppress your feelings can make you very unhappy, depressed and isolated.

MYTH #4: GAYS AND LESBIANS CAN TURN OTHER PEOPLE INTO HOMOSEXUALS.

Truth: You can't be 'converted' to homosexuality or heterosexuality any more than you can be 'cured' of homosexuality or heterosexuality. Like we learned from the first myth: your sexual orientation is not a choice, it is the way you are born and feel inside. Most persons who identify as homosexual say they have always known about their sexual orientation, even if they didn't feel comfortable sharing it openly before.

MYTH #5: YOU CAN TELL HOMOSEXUALS BY THE WAY THEY LOOK AND ACT.

Truth: Just like heterosexuals, persons who identify as homosexual or bisexual don't all look or behave in the same way. There are some homosexuals who might fit a stereotyped image, and plenty more who don't. And there are persons who identify as homosexual in all walks of life.

MYTH #6: HOMOSEXUALS ARE LIKELY TO HAVE HIV/AIDS – IT'S A GAY DISEASE.

Truth: Around the world, HIV/AIDS is more common among heterosexuals.

MYTH #7: SAME-SEX PARENTS HARM CHILDREN.

Truth: Different research has compared the emotional, social and cognitive development of children of same-sex parents with heterosexual parents. The research never found proof of any differences between the two. In fact, if small differences were found, it was that the children of lesbian parents were actually better adjusted than the children of heterosexual couples.

29. Myths adapted from: <https://lovematters.co.ke/resource/myths-about-homosexuality> and <https://www.splcenter.org/fighting-hate/intelligence-report/2015/10-anti-gay-myths-debunked>

30. Plan UK (2015). Strengthening Support to LGBTIQ Adolescents. http://www.plan-uk.org/assets/Documents/pdf/PLAN_UK_LGBT_Report.pdf

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