



ONE YOUTH CAN: Changing Gender Norms and Promoting Gender Equality



Sonke Gender Justice (Sonke) pursues a vision of a world in which men, women, youth and children can enjoy equitable, healthy and happy relationships that contribute to the development of just and democratic societies. To achieve this, Sonke seeks to strengthen government, civil society and citizen capacity to promote gender equality and human rights, prevent domestic and sexual violence, and reduce the spread and impact of HIV and AIDS.

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WORKSHOP ONE

WHO ARE YOU ON THE OUTSIDE?

Worksheet 1: Brand YOU!

1. Which of the brands below do you know?
2. What other famous brands or logos do you know?
3. What are 'brands'? What are logos?
4. Who uses them?
5. Why are they used?

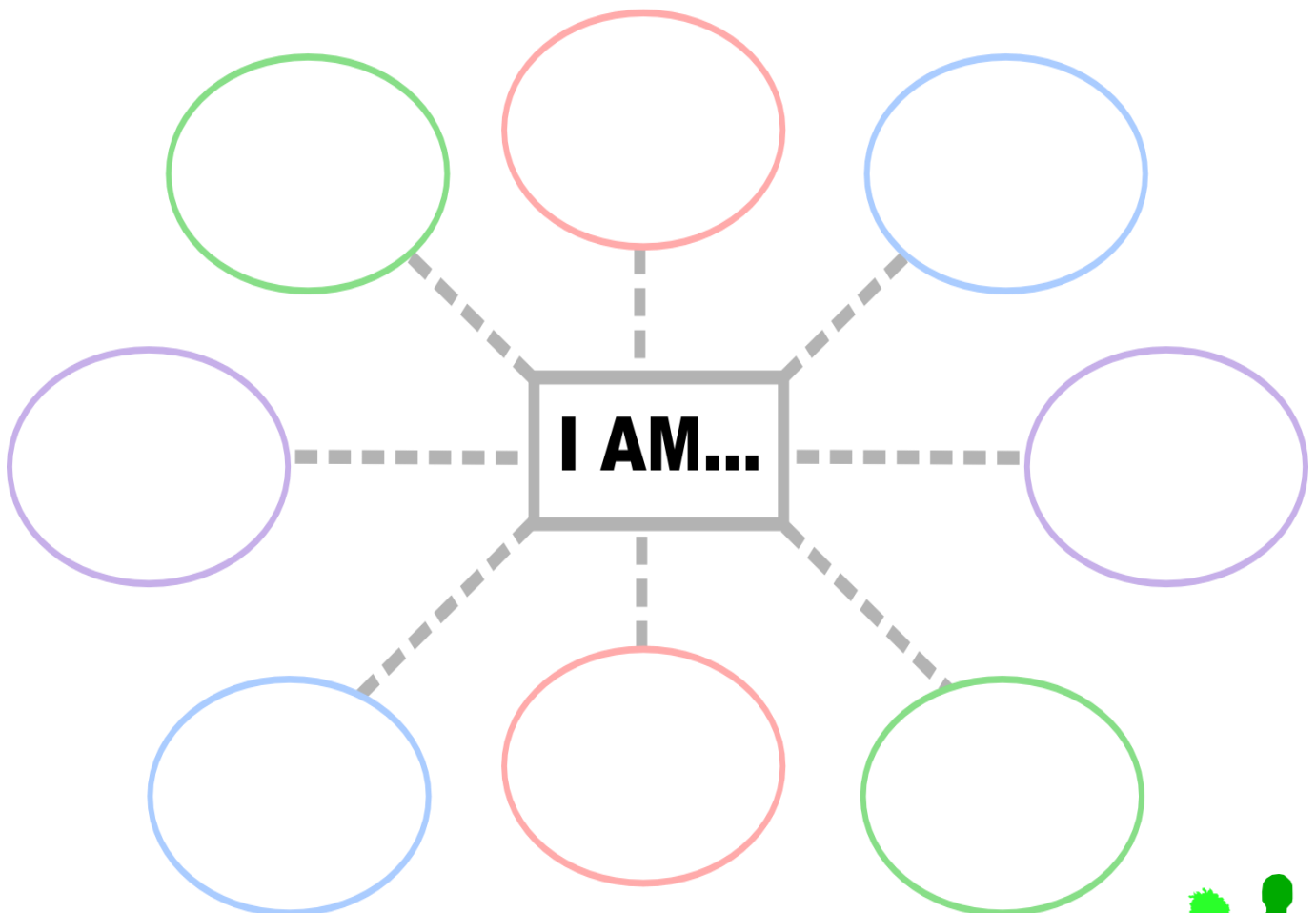


You are the Brand.

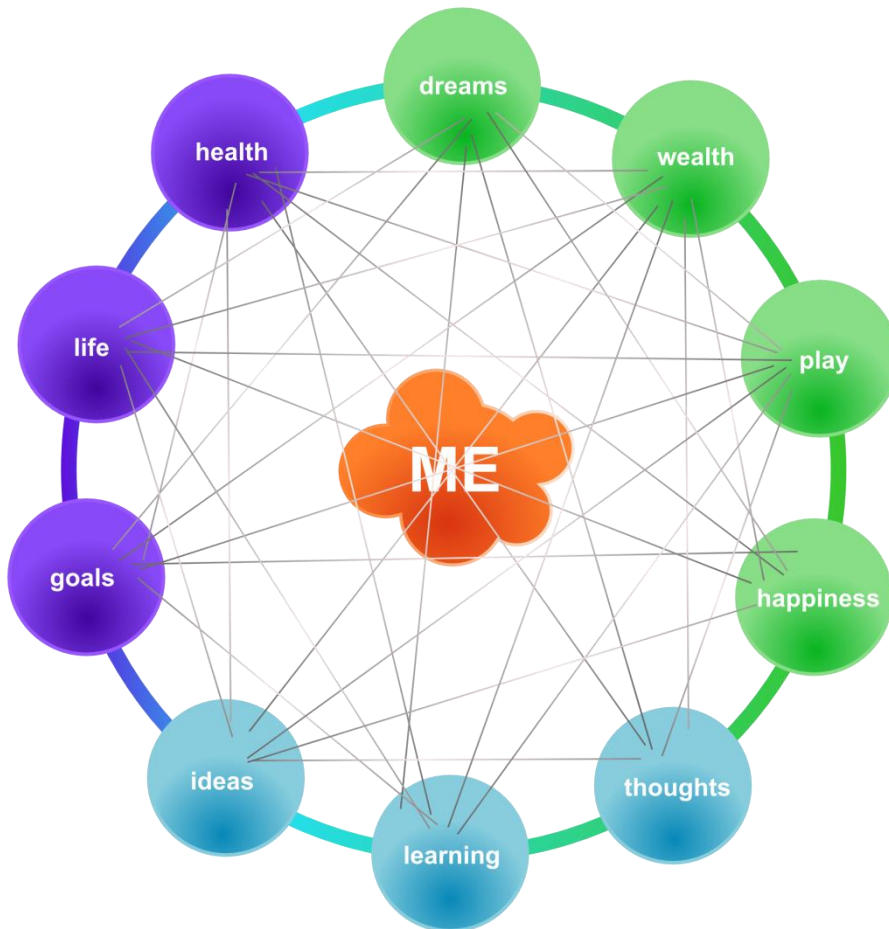
Everything you do, say, wear and present to the world is part of your brand.

1. On flipchart paper, design a poster of BRAND YOU. You can use a mind map like the one below or create your own design. Include anything important to make your identity or sense of who you are clear, such as: your name and what it means to you; your appearance; personality; the things you are awesome at; what you feel; what or who you care about; your relationship status; how you walk, talk, treat people and the world around you; why you do what you do; how you express your masculinity or femininity. Be as creative as possible. Use words, colours, different size lettering, illustrations, pictures from magazines, objects from nature, poems, songs and quotations. There are examples for you to look at on the following pages.
2. Design your own logo, tattoo or tag.

Examples of Identity Maps:

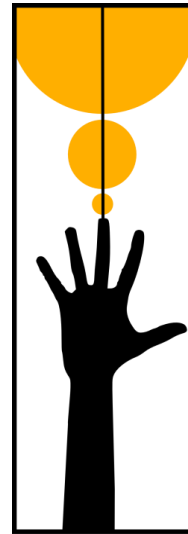


1. WHO ARE YOU ON THE OUTSIDE?



1. WHO ARE YOU ON THE OUTSIDE?

Ideas for images you could use for your personal logo, tattoo or tag:



Did you know that a logo or tattoo is simply a symbol which tells a story about an important time in your life? And like stories, your logo or tattoo can change as your life changes and as you change. Even skin tattoos are not permanent but fade in time, change shape and can be removed. One thing it tells us is that change is part of life.



Self-reflection

Can you remember how you saw yourself at an earlier stage in your life? Try to recall that past identity. How has your identity changed over the years, or is that still part of the way you see yourself?



1. WHO ARE YOU ON THE OUTSIDE?

TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):

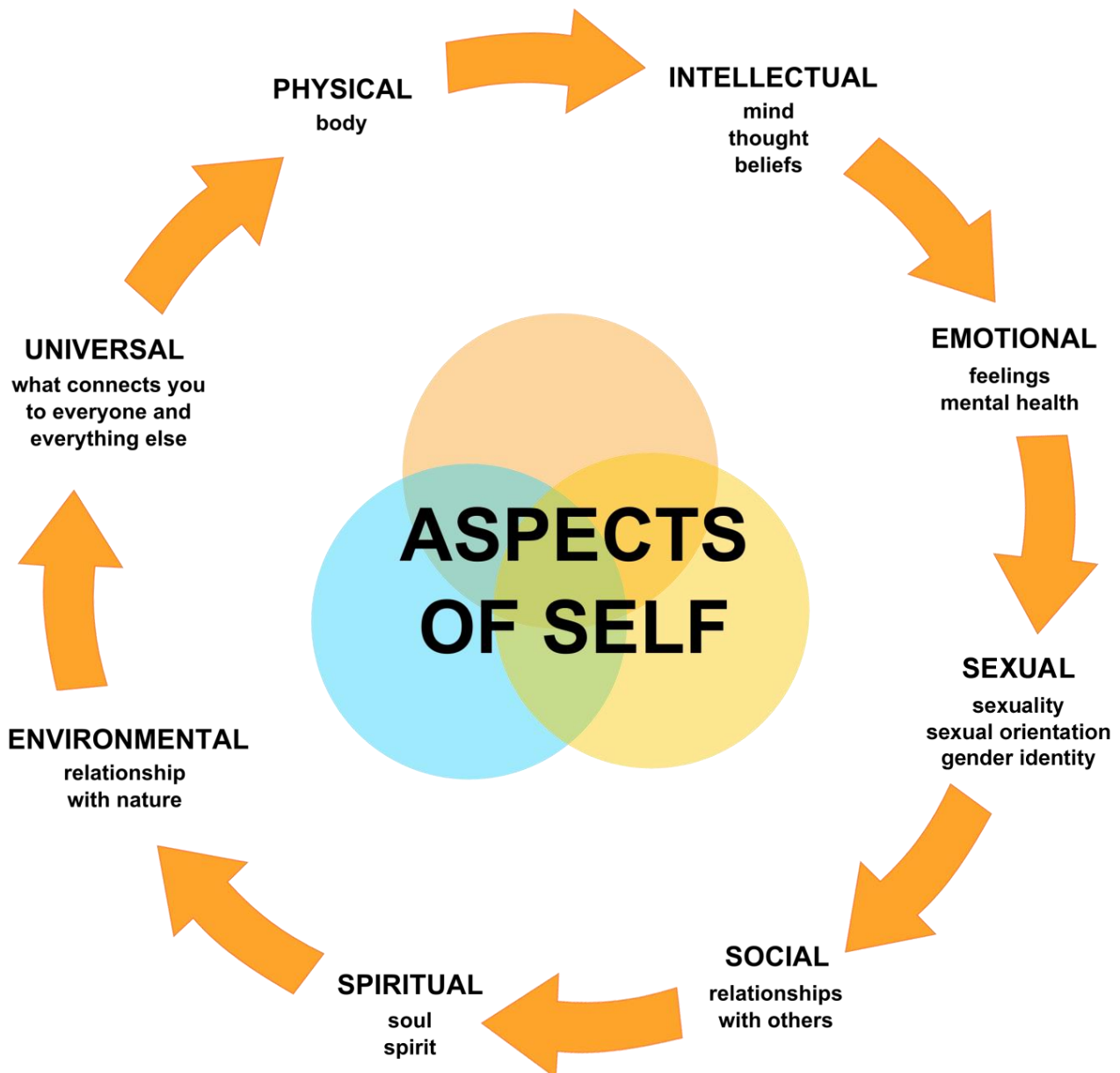


WORKSHOP TWO

WHO ARE YOU ON THE INSIDE?

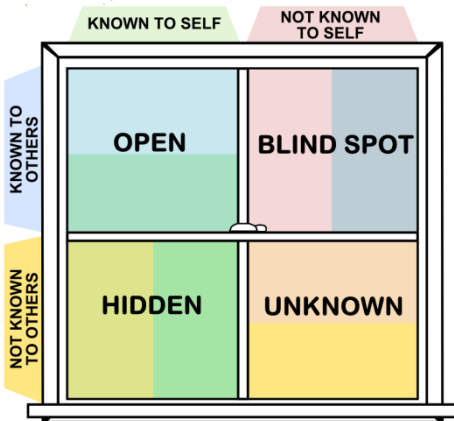
Worksheet 2: Aspects of Self

1. Write one or two words which explain the things which are important to help each part of your Self grow and develop. For example, reading will help with intellectual development; food helps the body grow healthy.



2. WHO ARE YOU ON THE INSIDE?

Worksheet 3: Johari's Window



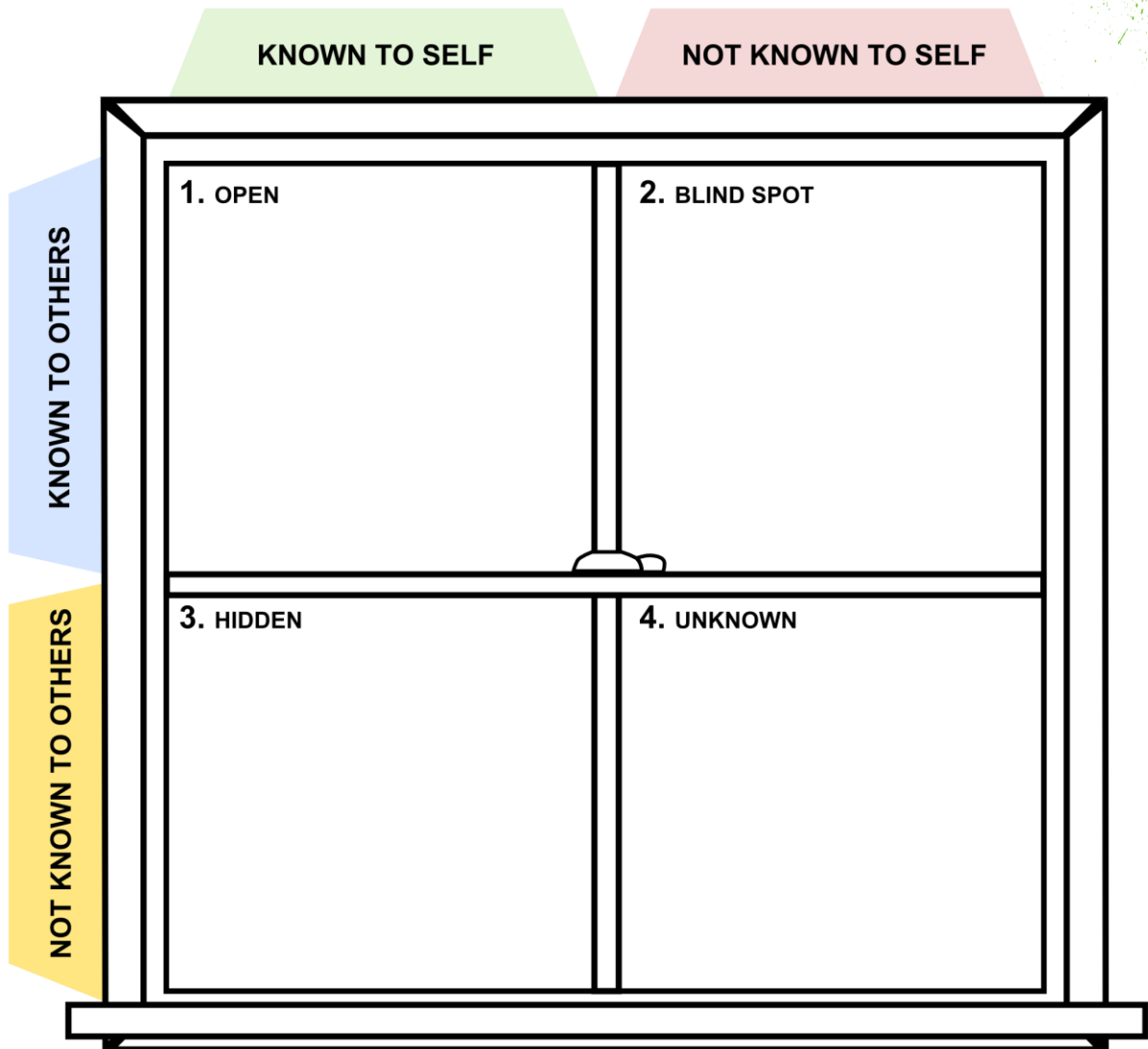
1. Choose five adjectives from the list below to describe yourself – write them on rough paper. Then choose five adjective to describe your friend/partner. Write them on rough paper and give the list to your friend.

brave	laid back
capable	mature
calm	out-going
caring	organised
clever	patient
compassionate	powerful
complicated	practical
confident	proud
creative	quiet
deep	reliable
funny	respectful
friendly	romantic
giving	sensitive
happy	shy
helpful	silly
insecure	sharp
impulsive	stubborn
independent	sympathetic
kind	tolerant

2. Use your own list and the list your partner gave you as follows on Johari's Window on the following page:
 - Write the adjectives that both you and your partner selected into Window 1.
 - Write the adjectives that you selected, but your partner did not, in Window 3.
 - Write the adjectives that you did not chose but your partner chose in Window 2.
 - Write the adjectives that neither you nor your partner chose in Window 4.



2. WHO ARE YOU ON THE INSIDE?

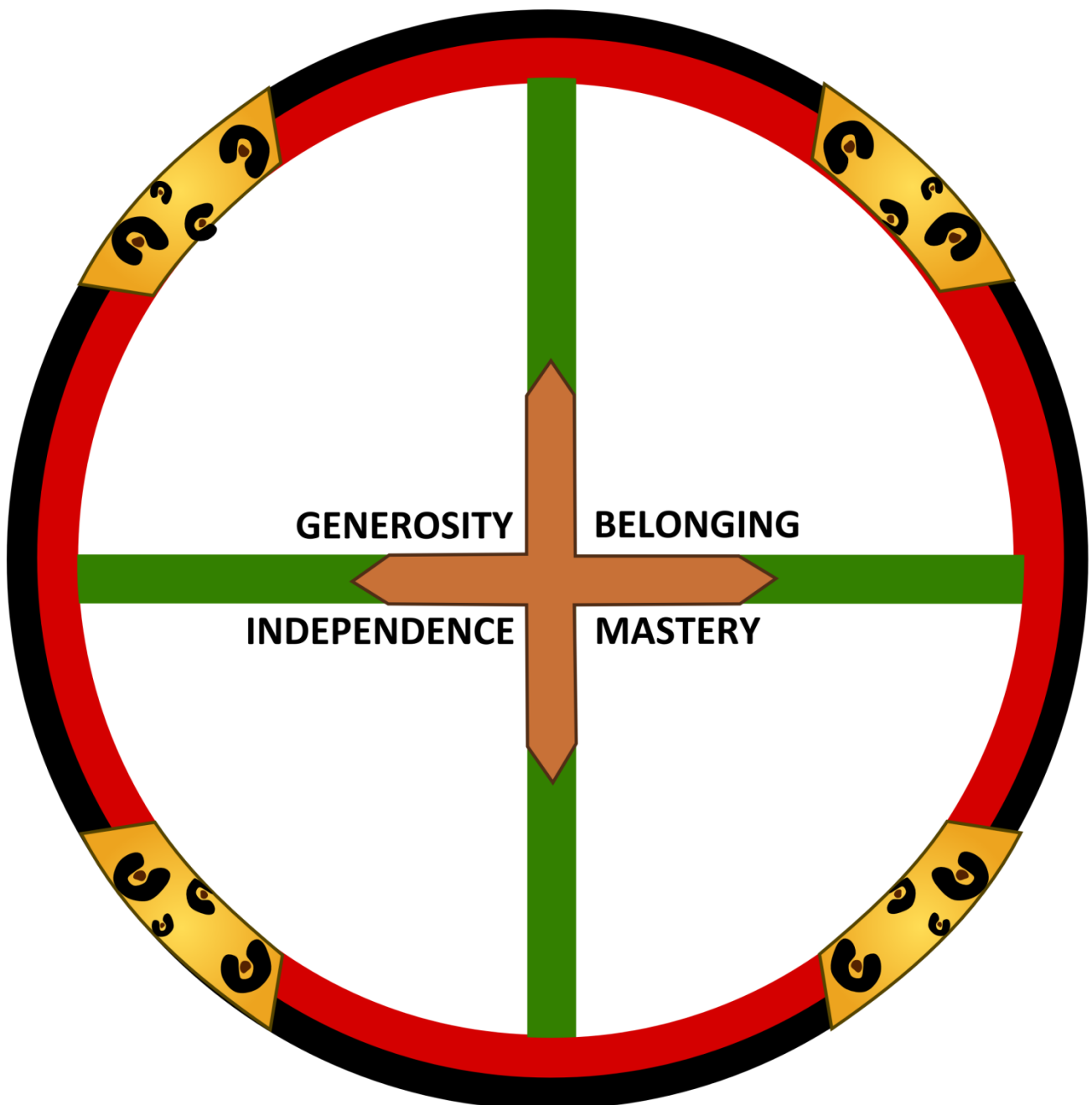


- Look at your blind spot. Choose one of the adjectives and answer these questions:
 - Is this something favourable or unfavourable?
 - If it is favourable, how can you bring it more into the open (into Window 1) to improve your relationship with yourself and others? If it is unfavourable, how can you work on it or change it to improve your relationship with yourself and others?
- Look at your hidden window. Choose one of the adjectives which you want to share with a friend. What will you do to help you share it?
- Look at your unknown window. Choose one of the adjectives which you want to explore in yourself more. What can you do to work on this?



Worksheet 4: Circle of courage

1. The wheel below shows four main values - generosity, belonging, independence and mastery. Fill in each area in the wheel with things and people in your life that match the value. For example, if you're part of a youth group, include it in the 'belonging' space. Adds ideas about your feelings and thoughts about this area of your life.



2. Tick the boxes that are most true for you.

Values/needs		Yes	No	How to show this more
Belonging	I feel I belong to a group.			
	I am loved.			
	I treat others with respect and care.			
	I feel a bond with others.			
Mastery	I can succeed.			
	I don't mind challenges or changes.			
	I complete tasks or jobs I start.			
	I can solve problems without violence.			
Independence	I can say no!			
	I am independent.			
	I have the power to make healthy decisions and choices.			
	I take responsibility for the choices I make.			
Generosity	I share with and encourage others.			
	I show appreciation.			
	I respond to the needs of others.			
	I have a purpose in my life.			

3. Add up how many 'Yes' ticks you have for each value or need; and how you described how you show each value on the Circle of Courage:
- Are all four parts of your Circle of Courage balanced?
 - Which part or value is strongest in you? Why do you think this is so?
 - Which part or value is weakest in you? Why do you think this is so?
 - Add ideas to the final column about ways to strengthen each area or show each value more in your life.



Self-reflection

Think about this statement:

"A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they were less than who they are."

— Desmond Tutu. South African social rights activist and retired Anglican bishop



TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):



WORKSHOP THREE

SHIFTING POWER LINES

Worksheet 5: Power lines

1. Think about your own family or household. Is everyone equal? Are there any inequalities, for example, between adults and children, or between the male and female adults; or between the children? Who has the most influence? Why do you think this is so?
2. Think of an important relationship that you have with two other members of your family or household. Use the space below to show at least one of these relationships and how you feel about it. You can draw, write, use symbols or anything else to show the relationships.



Self-reflection

- How do you feel when you think about the relationships in your family?
- How do you feel about each person?
- How can you use your influence to prevent harm, to repair harm and to promote well-being in your family?



3. SHIFTING POWER LINES

Worksheet 6: A healthy picture

In the space below, redraw and re-image your family or household in a way that challenges the existing power and gender inequalities, and which shows a healthier family.



Self-reflection

“Achieving gender equality requires the engagement of women and men, girls and boys. It is everyone’s responsibility.”

— Ban Ki-moon
Secretary General of the
United Nations

- How do you feel about the healthy image of your family or household that you have just created?
- How do you feel about the position and roles of each family member in this new image?
- What one thing can you do to treat each family member with more respect and equality so that you all move towards the healthier picture?
- Use your action chart to write up your commitment/s.



Worksheet 7: Rights and responsibilities



1. Work in small groups of about four people. Together read through and discuss each right and its accompanying responsibility below.
2. Your group must reach a consensus or agreement about which two rights and responsibilities are the most important. To reach consensus make sure you apply the values of cooperation, respect, fairness, inclusion, respect for diversity, responsibility and acceptance.

Everyone has the RIGHT to:	My RESPONSIBILITY is:
<p>Equality: No one can be discriminated against on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.</p>	<ul style="list-style-type: none"> • not to discriminate unfairly against anyone on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, class, language or birth.
<p>Human dignity: A person's dignity or self-worth must be respected and protected. Everyone must be treated with honour.</p>	<ul style="list-style-type: none"> • to treat people with respect and dignity • to be kind, compassionate and sensitive to everyone and to speak to them courteously.
<p>Life: We all have the right to life.</p>	<ul style="list-style-type: none"> • to protect and defend the lives of others • not to endanger the lives of others by carrying dangerous weapons or by acting recklessly or disobeying our rules and laws • to live a healthy life, by exercising, eating correctly, not smoking, abusing alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in being infected or infecting others with diseases such as HIV and AIDS.
<p>Family or parental care: Children have the right to parental care and to live with their family unless it is bad for them.</p>	<ul style="list-style-type: none"> • to honour, respect and help my parents/caregivers • to be kind and loyal to my family • to recognise that love means long-term commitment, and the responsibility to establish strong and loving families.
<p>Education: Children have the right to basic education, adults have the right to adult basic education, in their own language (if possible).</p>	<ul style="list-style-type: none"> • to attend school regularly, to learn, and to work hard • to cooperate respectfully with teachers and fellow learners • to adhere to the rules and the Code of Conduct of the school.



3. SHIFTING POWER LINES

<p>Work: Everyone can do whatever work they choose.</p>	<ul style="list-style-type: none"> • to work hard and do my best in everything I do • to recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort • to prevent children being exposed to child labour.
<p>Freedom and security of the person: No one can be held without trial; tortured; or punished cruelly. Everyone has the right to have control over their own body.</p>	<ul style="list-style-type: none"> • to not hurt, bully or intimidate others, or allow others to do so • to solve any conflict in a peaceful manner.
<p>Own property: A person's property can only be taken away if the proper rules are followed, for the correct reasons and with compensation.</p>	<ul style="list-style-type: none"> • to respect the property of others • to take pride in and protect both private and public property, and not to take what belongs to others • to be honest, fair and generous.
<p>Freedom of religion, belief and opinion: Everyone can believe and think whatever they want and can follow the religion of their choice.</p>	<ul style="list-style-type: none"> • to allow others to choose and practice the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice • to respect the beliefs and opinions of others, and their right to express these, even when I may strongly disagree with these beliefs and opinions.
<p>Environment: We all have the right to live in a safe and healthy environment.</p>	<ul style="list-style-type: none"> • to protect animal and plant-life • to prevent pollution and to ensure that I keep my home, street and community neat and tidy • to ensure that I do not waste scarce resources like water and electricity • to care for our natural environment by preserving wilderness areas and parks • to preventing overuse of the planet's resources e.g. through overfishing • to promote clean and sustainable resources to support our lives e.g. solar power, wind energy.
<p>Citizenship: Citizenship cannot be taken away from anyone.</p>	<ul style="list-style-type: none"> • to obey the laws of the country • to ensure that others do so as well • to contribute in every possible way to making South Africa a great country.
<p>Freedom of expression: All people (including the press) can say whatever they want as long as their speech does not incite violence or promote hatred based on race, ethnicity, gender or religion.</p>	<ul style="list-style-type: none"> • not to express views which advocate hatred, or are based on prejudices with regard to race, ethnicity, gender or religion.



Summary of the Articles of the Universal Declaration of Human Rights

Article 1. Right to equality

Article 2. Freedom from discrimination

Article 3. Right to life, liberty, personal security

Article 4. Freedom from slavery

Article 5. Freedom from torture and degrading treatment

Article 6. Right to recognition as a person before the law

Article 7. Right to equality before the law

Article 8. Right to remedy by competent tribunal

Article 9. Freedom from arbitrary arrest, exile

Article 10. Right to a fair public hearing

Article 11. Right to be considered innocent until proven guilty

Article 12. Freedom from interference with privacy, family, home, and correspondence

Article 13. Right to free movement in and out of any country

Article 14. Right to asylum in other countries from persecution

Article 15. Right to a nationality and freedom to change it

Article 16. Right to marriage and family

Article 17. Right to own property

Article 18. Freedom of belief and religion

Article 19. Freedom of opinion and information

Article 20. Right of peaceful assembly and association

Article 21. Right to participate in government and free elections

Article 22. Right to social security

Article 23. Right to desirable work and to join trade unions

Article 24. Right to rest and leisure

Article 25. Right to adequate living standards

Article 26. Right to education

Article 27. Right to participate in cultural life and community

Article 28. Right to social order assuring human rights

Article 29. Community duties essential to free and full development

Article 30. Freedom from state and personal interference



The Convention on the Rights of the Child

Article 1 Everyone under 18 has these rights.

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6 You have the right to be alive.

Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11 You have the right to be protected from kidnapping.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16 You have the right to privacy.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18 You have the right to be raised by your parent(s) if possible.

Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20 You have the right to special care and help if you cannot live with your parents.

Article 21 You have the right to care and protection if you are adopted or in foster care.

Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.



The Convention on the Rights of the Child (continued)

Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26 You have the right to help from the government if you are poor or in need.

Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31 You have the right to play and rest.

Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33 You have the right to protection from harmful drugs and from the drug trade.

Article 34 You have the right to be free from sexual abuse.

Article 35 No one is allowed to kidnap or sell you.

Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 No one is allowed to punish you in a cruel or harmful way.

Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39 You have the right to help if you've been hurt, neglected or badly treated.

Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



3. SHIFTING POWER LINES



Self-reflection

Read through the pledge below. Sign it if you agree with the ideas and values in it. Or, write your own pledge that acknowledges your rights and describes your responsibilities as a human being.

I appreciate the rights enshrined in the Constitution of my country. I understand that many people have suffered, struggled and fought so that all people can have these rights. I also understand that with every right comes a set of responsibilities.

I accept these responsibilities and commit to taking my rightful place as an active, responsible citizen. In this way, I will contribute to building a society that I am proud to be part of.

Signature:



TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):



WORKSHOP FOUR

FACING CROSSROADS, CHALLENGES AND CHOICES

Worksheet 8: Clarify gender values

Tick whether you strongly agree, strongly disagree, agree or disagree with each statement below.

What are these men's values and attitudes?



	Strongly agree	Strongly disagree	Agree	Disagree
It is better to be a man than a woman.				
Women make better parents than men.				
A woman is more of a woman once she has had children.				
Girls who wear short skirts are partly to blame if boys sexually harass them or they get raped.				
Girls like sexually violent guys.				
A person has to have sex to show love.				
Girls have no right to refuse sex with their boyfriends.				
Men can't control themselves when they are angry or aroused.				
A boy or man cannot be raped.				
Lesbians must be taught a lesson by men.				
It is okay to rape a refugee or foreigner because they are not the same as us.				





Self-reflection

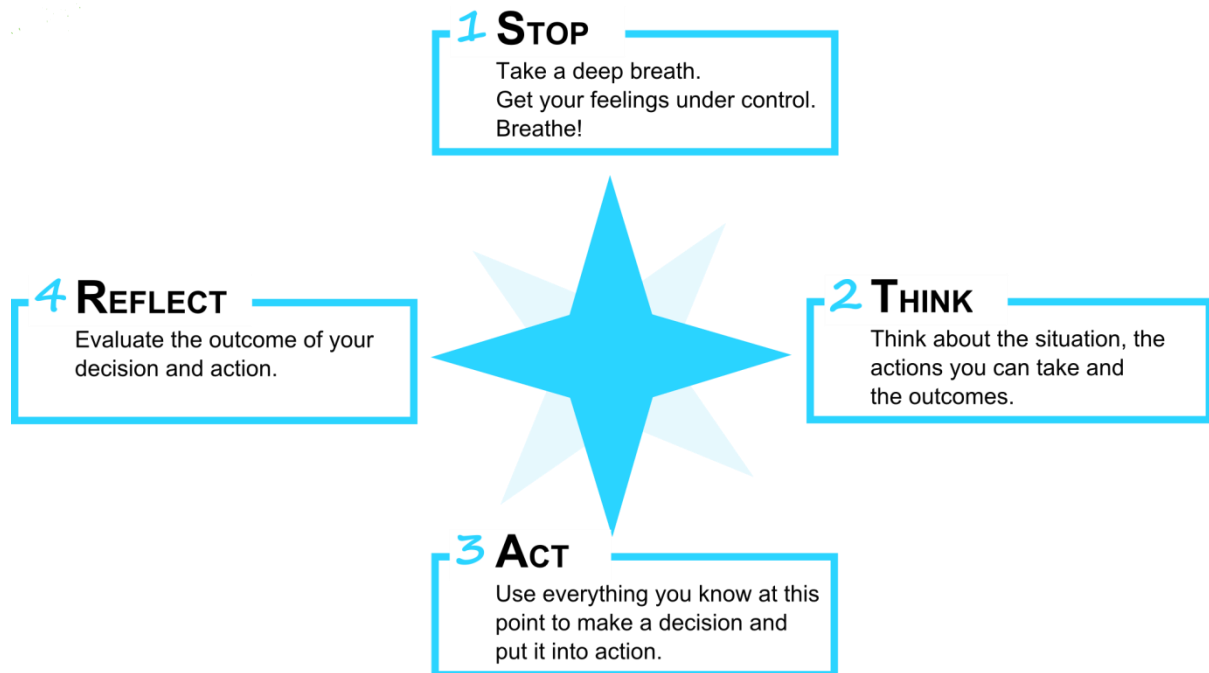
- For boys/ men: Think about how you treat girls and women. Do you treat them differently from boys/ men? Why? And people who are transgender? What do your actions say about your gender values and attitudes? What would you like to do to help build gender equality and reduce violence?
- For girls/ women: Also, think about how you treat other girls and women. Do you discriminate against them sometimes? Why? And boys/ men? Do you treat them differently from girls/ women? And people who are transgender? What do your actions say about your gender values and attitudes? What would you like to do to help build gender equality and reduce violence?
- Which of these actions are you willing to take, to improve gender equality and reduce gender violence:
 - Re-examine your own gender values, beliefs and actions.
 - Learn how to support a survivor of rape or domestic violence.
 - Put up posters about ending all forms of violence against women and children.
 - Write articles for your local paper about ending violence against women and children.
 - Involve your sports club in addressing rape and dating violence.
 - Perform theatre, dance and songs to educate others about rape and domestic violence.
 - Work with other organisations that are doing work to end abuse and violence against women and children.

“Prejudice is like the old skin of a snake. It has to be removed bit by bit.”

— Bessie Head
(South African
writer)



Worksheet 9: Which road will you take?



What would you do?

Use the steps in BE A STAR to decide which road to take:

- What decisions and actions will you take?
- What do you think the positive and negative consequences of your decision and actions will be?
- Are you prepared to be personally accountable for these decisions and actions?

Case example:

- Urged on by his friends, a young man gropes a classmate despite her efforts to push him away. Others around them are uncomfortable but don't know what to do. What will you do?
- A friend of yours tells you that for years she has been sexually assaulted by her uncle who often visits. The uncle has told her that he will kill her if she tells anyone. Now she fears all men and says she does not trust them. What will you do?
- A boy rapes another boy at a camp. Other boys see this happen; but they don't know what to do. They don't tell the people in charge. What will you do?
- A girl is invited to a party by a boy she really likes. They have fun and a good time together. He tells her that if she really likes him she will have sex with him. She doesn't want to. You see him try to rape her. What will you do?

"Be a global citizen. Act with passion and compassion. Help us make this world safer and more sustainable today and for the generations that will follow us. That is our moral responsibility."

— Ban Ki-moon

Secretary - General of
the United Nations



Worksheet 10: New kinds of courage

Read each statement below. Then tick where you would place the action on the Spectrum of Courage – least courage, some courage, most courage?



“I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.”

— Nelson Mandela
First President of South Africa

“Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.”

— Winston Churchill
Prime Minister of England

SPECTRUM OF COURAGE			
	Least courage	Some courage	Most courage
1. Tell someone that you don't know very well, that he shouldn't make jokes about women's bodies.			
2. Walk up to a couple who are arguing to see if they need help.			
3. Call the police if you hear violent fighting from a neighbour's house.			
4. Keep quiet when you hear jokes that excuse or promote violence against women.			
5. Tell someone in authority that a teacher is sexually harassing female students.			
6. Defend gay rights.			
7. Tell a girl that you are not ready to have sex with her.			
8. Assist women around the house or in the community.			
9. Accompany a rape survivor to the police station to demand that the police take action.			
10. Join a male march to protest police inaction on violence against women.			



4. FACING CROSSROADS, CHALLENGES AND CHOICES



Self-reflection



1. Make a note of new suggested actions on your Action Chart.
2. Think about this: How large do you dream? How wide do you reach?
 - When promising opportunities are a bit out of reach, do you say, "Bring it on!" and try harder (or do you give up and feel sorry for yourself)?
 - When people are judging you, do you say, "Thanks for the feedback" and sharpen your thinking (or do you criticise them back)?
 - When the unexpected happens, do you say, "Back to the drawing board!" and think of new possibilities (or do you give up and feel sorry for yourself)?
 - When others irritate you, do you ask, "What are their strengths?" and value the diversity (or do you wish they could be the same as everyone else)?
 - When your old routines or actions are no longer successful, do you ask, "What's next?" (or do you just keep using the same old ones)?

"Our time here is magic! It's the only space you have to realize whatever it is that is beautiful, whatever is true, whatever is great, whatever is potential, whatever is rare, whatever is unique, in. It's the only space."

— Ben Okri
Nigerian author



TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):



SESSION FIVE

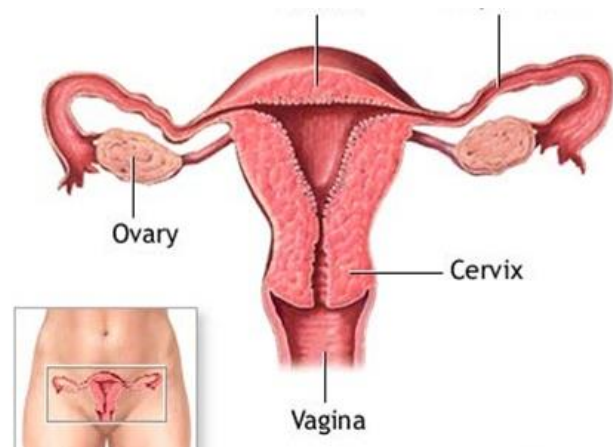
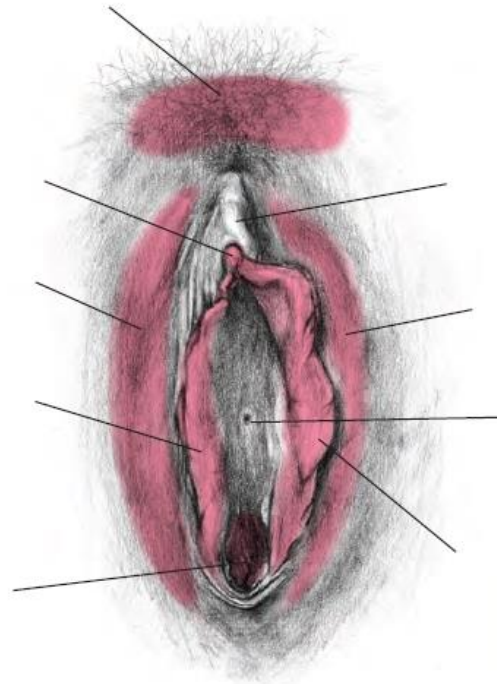
THE SACRED SEXUAL AND REPRODUCTIVE BODY

Worksheet 11: The sexual body

1. The female sexual and reproductive system

Use the terms below to correctly label the female external and internal genitals.

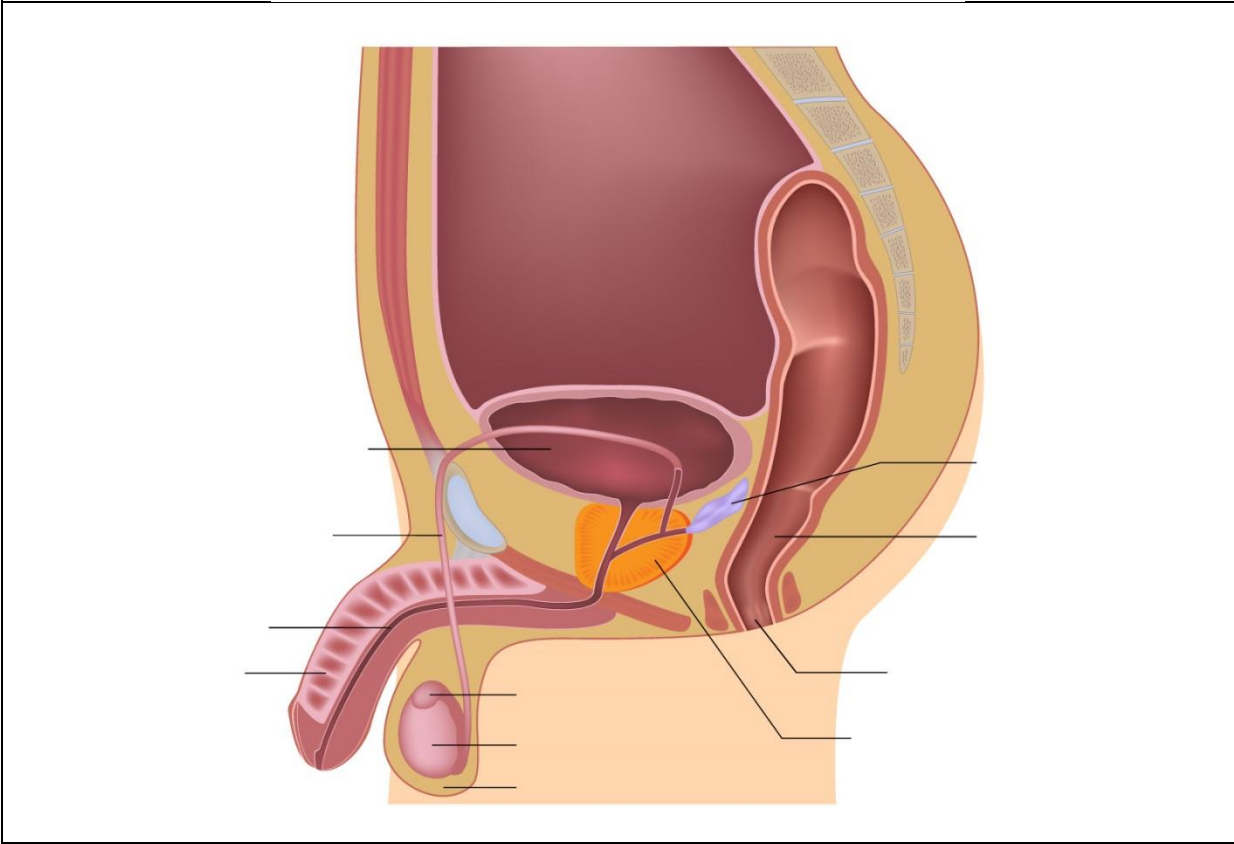
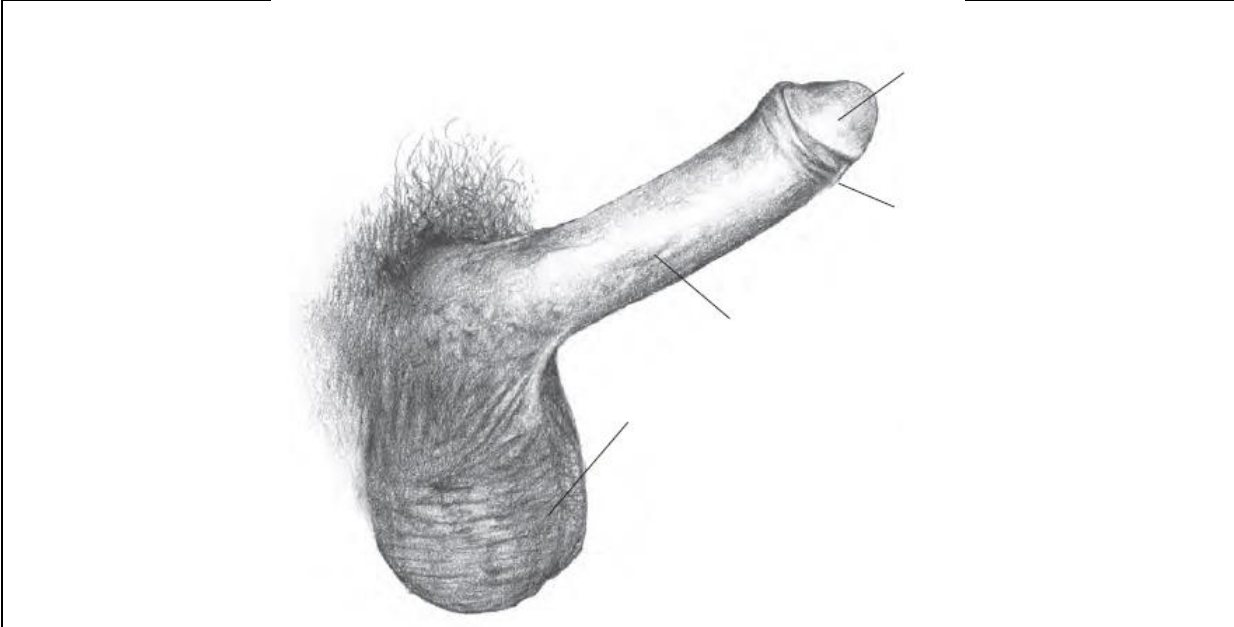
vaginal opening; cervix; pubic mound; uterus (womb); urethra opening; ovary; clitoral hood; inner labia; outer labia; fallopian tube; vagina



2. The male sexual and reproductive system

Use the terms below to correctly label the male external and internal genitals.

bladder, scrotum; vas deferens; penis; seminal vesicle; testicles; shaft; glans (head); urethra; prostate



Worksheet 12: Are You Emotionally Ready For Sex?

Do you know what you do and don't want from a sexual experience? Do you know how you want to feel physically, emotionally and mentally, before, during and after the experience? Of course you want to have a good experience and you want your partner to also have a good experience, but what does that mean?

A good emotional experience

- means you have strong positive feelings, such as joy, arousal, interest, and curiosity. You don't feel fear, anger, guilt, shame or disgust. You may feel nervous, but still feel good.

A good mental experience and feeling

- means you mostly want to have good thoughts, such as, "This is great!" or "I want to stay like this forever". You don't want to think, "I want this to stop!" "I don't want to do this now!" "NO!"

A good physical experience

- means you want to have a good feeling in your body.

BUT, sex is tricky, because your body might be saying, "Yes, I want to have sex", but you still need to check if your thoughts and emotions are also saying, "Yes". All three must say, YES. If one says, NO, then perhaps think again about whether or not you are ready.

(Adapted from: <http://www.rfsu.se/en/Engelska/Sexuality-Education/Sex-on-the-map/>)



5. THE SACRED SEXUAL AND REPRODUCTIVE BODY

Tick YES or NO for each statement. Your answers are confidential, so you can feel free to be open and honest.

	Yes	No
1. My partner listens to me and respects my views.		
2. When I tell my partner that I don't want to do something, he/she stops doing it!		
3. My partner NEVER makes me do things I don't want to do.		
4. My partner NEVER says things like, "If you won't have sex, then I will find someone else who will" or, "If you won't have sex with me, then you don't love me".		
5. I think for myself and make my own decisions.		
6. No one can put pressure on me to do something I don't want to do.		
7. It DOES NOT worry me that everyone else seems to be having sex except me.		
8. I know that I/my partner could fall pregnant if we have sex without using a condom or some other form of contraception.		
9. I know that if I have unprotected sex I stand a chance of getting a sexually transmitted infection (STI), like HIV.		
10. I know how to prevent an unwanted pregnancy.		
11. I know what I will do if I/my partner falls pregnant.		
12. I know what to do if I get an STI.		
13. My partner and I have talked about and agreed to only have safer sex- with a condom).		
14. I have NO doubts that I am emotionally ready to have sex.		

If you ticked NO for any of these statements, you are probably not ready for sex.

You may want to wait until you are ready so that it will be a good and positive experience.



CONTRACEPTIVE METHODS

Contraceptive Method	Male and female condoms; diaphragm	Creams, jellies, and foam	Intra-Uterine Device (IUD)	Contraceptive pill and injection	Hormone Patches	Implants
Contraceptive Method	Methods that form a barrier, preventing the sperm from having contact with the ovum (eggs).	Substances placed in the vagina to kill or stop the sperm from reaching the ovum.	IUD: A small device with a nylon thread at the top which is placed inside the uterus. There are two types – a hormonal and a copper IUD.	Birth control pill or contraceptive injection made with synthetic hormones.	Hormone patch: a sticker with three layers that you apply to your upper or lower body.	Sub-dermal contraception implant: a small matchstick sized plastic rod is inserted via a needle under the skin on the inside of the upper arm.
Actions	Stops the sperm from having contact with the ovum.	Kills or immobilises the sperm, but should be used in combination with the condom/diaphragm.	Hormonal IUDs change the environment in the uterus making it difficult for a fertilised egg to take hold. Copper IUDs affect sperm movement to the egg and prevent the egg taking hold.	Prevents ovulation. You need to have a medical exam and guidance to use this method.	It thickens your cervical mucus and prevents sperm from entering your womb.	Releases a hormone that prevents ovulation provides protection against pregnancy for 3 or 5 years. The 5-7 minute procedure is done under local anaesthesia.
Advantages	Condoms can protect both partners against the risks of STIs (including HIV). You don't need a medical exam or prescription. Male condom use allows the man to participate in contraception.	Only works when used with the condom or diaphragm.	An effective and reliable method for most women. Can fall pregnant shortly after removing. Works for a long time. (5-10 years)	When correctly used, birth control pills are one of the most effective contraceptive methods.	Can prevent menstrual cramps. Helps to prevent acne. Easy to use.	Gives long-lasting birth control and is highly effective. Can fall pregnant shortly after removing. No daily pills.
Disadvantages	The diaphragm does not protect against STIs/HIV.	Does not work on its own. There is a high failure rate. Does not prevent STIs/HIV.	Increases the flow and length of menstruation. Not recommended for women who have not had children. Not recommended for women who have repeated STI's or pelvic inflammatory disease. Does not protect against STIs/ HIV.	You need to be disciplined and take the pill every day at the same time. The hormones can interfere with sexual drive and libido. If used alone, the pill and injection do not protect against STIs/ HIV.	Longer, heavier periods. Spotting and light bleeding between periods. Does not protect against STIs/ HIV.	Longer, heavier periods. Spotting and light bleeding between periods. Does not protect against STIs/ HIV.



These two methods are sometimes used, but are not recommended.

Pulling out:

Withdrawal of penis from vagina before ejaculation. This is not listed as a contraceptive method, because of the very high failure rate. A girl can get pregnant if the boy pulls out early because the pre-come fluid sometimes contains sperm and is released before ejaculation. Pulling out does not protect against STIs/HIV/ AIDS.

Emergency Pill/s:

Emergency pills can be taken as soon as possible after unprotected sex to prevent pregnancy. This method consists of using two pills which either stop or slow down the release of an egg from the ovary, or stopping a fertilized egg from attaching itself in the uterus. The first pill should be taken within 72 hours after unprotected sexual intercourse and the second pill should be taken 12 hours after the first.

Reasons for using the emergency pill are: you have had unprotected sex; you suspect your contraception did not work properly e.g. a condom breaks; you have been sexually assaulted or raped. It is sometimes used as a contraceptive method by women in distance relationships, or single women, who do not have sex very often and prefer not to have hormones in their bodies all the time. It can be used together with a condom for dual protection. It does not prevent pregnancy as well as the pill, injection or implants, but it is better and safer than the withdrawal method. It does not protect against STIs/HIV/ AIDS.

Important Note: This method should not be used routinely to avoid pregnancy; it is much better to use one of the long-term reliable contraceptive methods.



5. THE SACRED SEXUAL AND REPRODUCTIVE BODY

Natural family planning



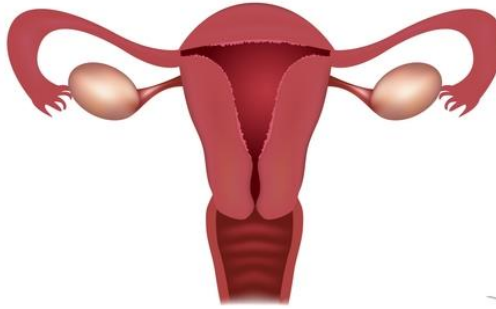
Vaginal ring



Female condoms



Contraceptive patch



Male condoms

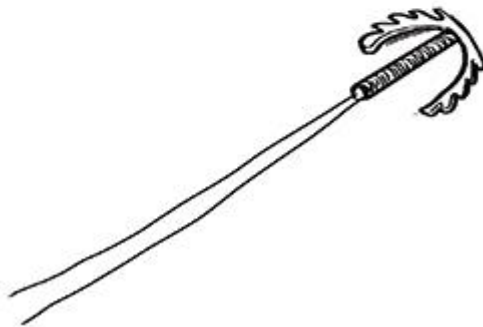
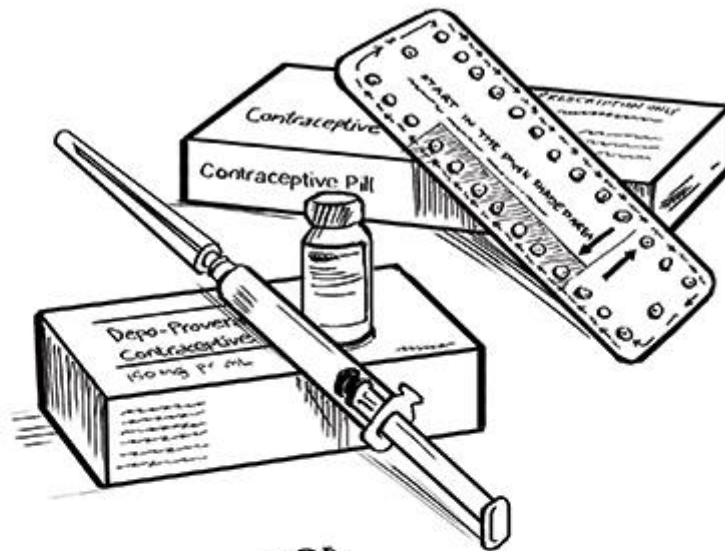


Oral contraceptives

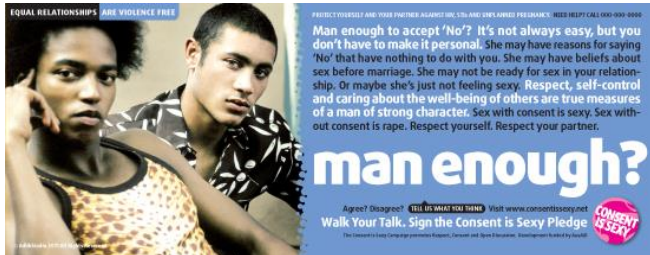
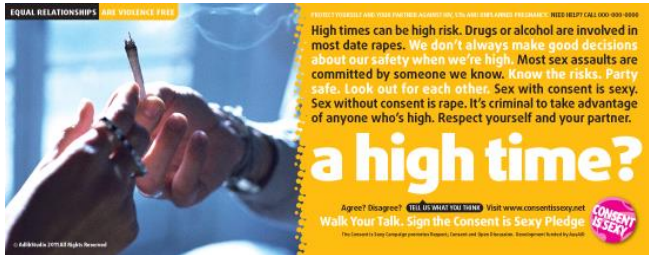
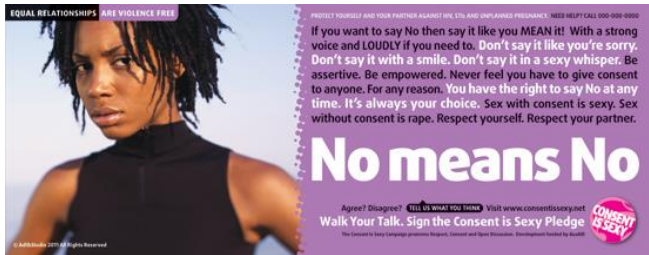
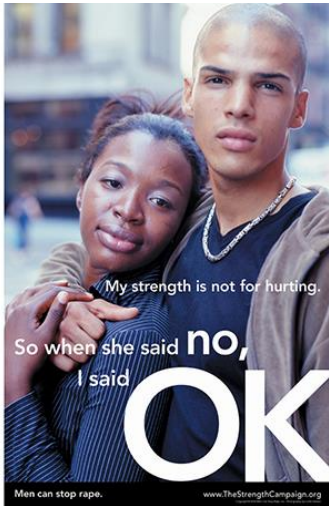
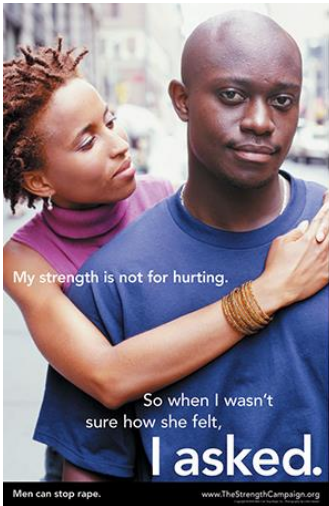
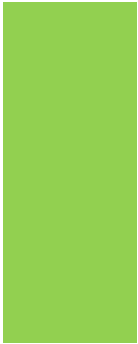


Injectables

Intrauterine devices



Worksheet 13: Consent Is



5. THE SACRED SEXUAL AND REPRODUCTIVE BODY

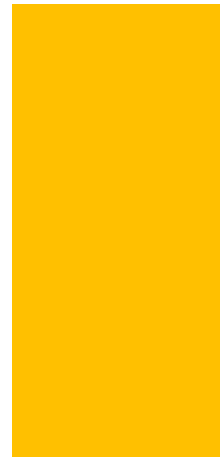
Consent to one act is **not** consent to all acts.

I'd like to talk about this first. **Yes!** Yes! ^{as easily as I could...} into that!
 What's your favorite safe word? **Does this feel good?** I like my ears kissed but not my neck.
 Are you OK with this? **No. I don't want to.** What turns you on?
May I... kiss you? Do you like this?
I think it's hot when... What positions do you like? I liked that last time; right now I'm not in the mood.
Do you like it when I...? Do you have any trigger points? If I change my mind, we'll stop.

Know the difference between consent and assault.
 For more information, email Yes Means Yes at wellness@newschool.edu or call 212.229.1471. For the university's sexual assault policy, go to www.newschool.edu/sexualassault.

THE NEW SCHOOL

ASK FIRST
CONSENT IS HOT, ASSAULT IS NOT
 Yes means yes.



WHEN HE CHANGES HIS MIND
 sex without ongoing consent = sexual assault



DOESN'T MEAN SHE'S SAYING YES.

sex without consent = sexual assault

DON'T BE THAT GUY.

sexualassaultvoices.com



DOESN'T MEAN YOU GET TO HELP YOURSELF.

sex without consent = sexual assault

DON'T BE THAT GUY.

sexualassaultvoices.com

DON'T BE THAT GUY.

save | SAVEmenton.com

no

No means no. Not now means no. I have a boy/girlfriend means no. Maybe later means no. No thanks means no. You're not my type means no. \$#@!!! off means no. I'd rather be alone right now means no. Don't touch me means no. I really like you but ... means no. Let's just go to sleep means no. I'm not sure means no. You've/I've been drinking means no. Silence means no. _____ means no.

DATE RAPE \dāt_'rāp\|n:
 Not understanding **no**



TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):

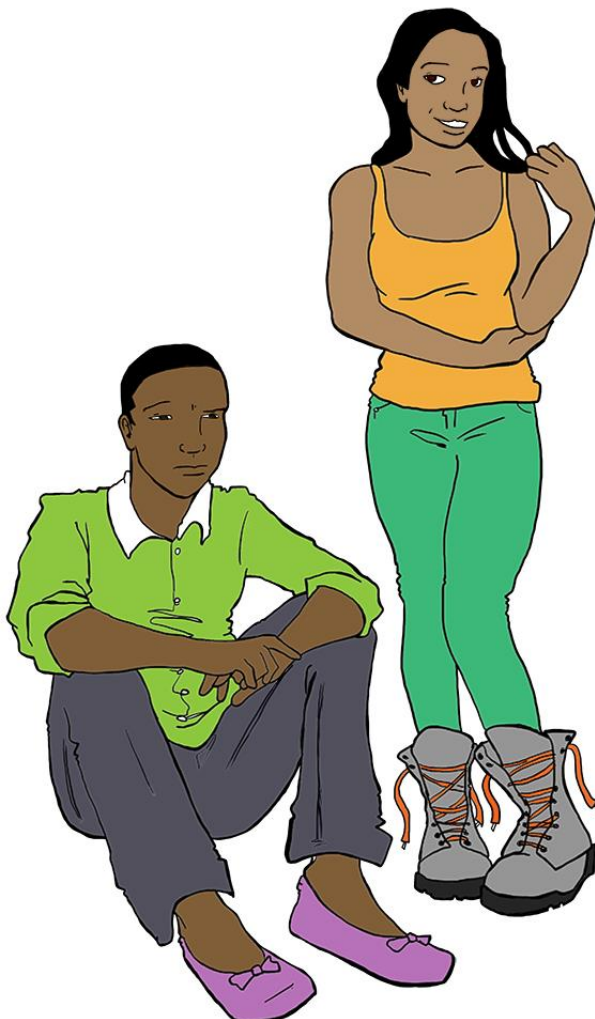


WORKSHOP SIX

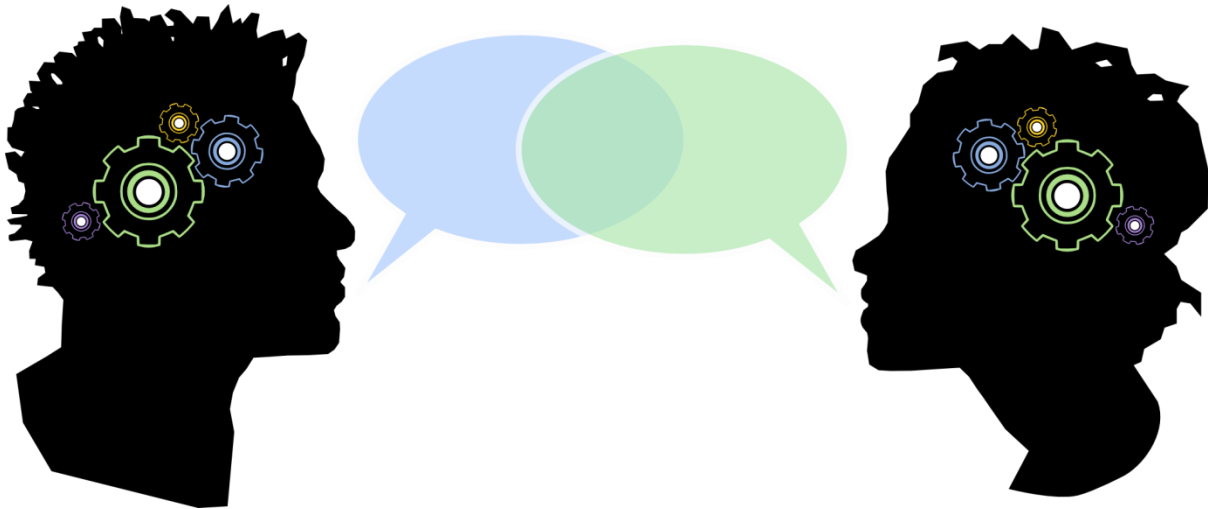
CREATING HEALTHY RELATIONSHIPS

Worksheet 14: Power in a relationship

- What is it like to walk in the shoes of a woman today?



Worksheet 15: Communication and conflict management



“What do you want to think about today, and what are your thoughts?”

“What more do you think or feel or want to say?”

The “thinking partner”

- Gives full attention
- Uses eye contact
- Does not interrupt
- Shows interest through body language
- Allows silence
- Creates a safe space for the “thinker”
- Trusts the “thinker’s” intelligence

The “thinker”

- Thinks of a problem or issue they want to solve
- Speaks aloud any thoughts, feelings or ideas that come up
- Allows silence. It is natural to move between silence and talking. Silence is the space where ideas take shape.
- Trusts the process

“Thinking Pairs” adapted from Klein, N (1999). Time to Think. Cassell Illustrated



6. CREATING HEALTHY RELATIONSHIPS

Score

Give yourself 1 point for each YES answer.

6-8: Well done!

3-5: You can improve!

Below 4: You have lots of work to do!

Rate your listening skills

Do you	Yes	No
1. Listen carefully to others and really hear what they are saying?		
2. Not interrupt people while they are speaking?		
3. Pay attention and ignore things that distract you?		
4. Listen to the person's words as well as to their body language?		
5. Forget your own prejudices or judgements so that you do not react before you understand what is being said?		
6. Show that you are listening by looking at the person, smiling, nodding, saying, 'yes'?		
7. Check that you understand what the person is saying, by repeating it in your own words; or by asking questions?		
8. Wait until you have all the information before you respond?		

Score

Give yourself 1 point for each YES answer.

6-8: Well done!

3-5: You can improve!

Below 4: You have lots of work to do!

Rate your speaking skills

Do you	Yes	No
1. Wait until you have all the information before you speak?		
2. Delay your response for about 10 seconds to give yourself time to think and prepare what you are going to say?		
3. Use the word, "I" when you talk about your own thoughts, opinions and feelings?		
4. Speak in a clear, calm voice?		
5. Remain focused on the topic?		
6. Make sure you say what you want to say in an open and honest way?		
7. Treat others with respect, even if you don't agree with their opinion or ideas?		
8. Show empathy by putting yourself in the other person's situation or 'shoes' and thinking about how you would feel.		



How can you build your communication skills?



"My father always used to say, "Don't raise your voice. Improve your argument." Good sense does not always lie with the loudest shouters, nor can we say that a large, unruly crowd is always the best arbiter of what is right."

— Desmond Tutu (South African social rights activist and retired Anglican bishop)



6. CREATING HEALTHY RELATIONSHIPS

1 STOP

Take a deep breath. Get your feelings under control. Think! Breathe!
Agree to try to work together to find a solution peacefully. Establish ground rules (e.g., no name-calling, blaming, yelling, or interrupting).



4 REFLECT

Evaluate the outcome of your decision and action. How did it work? What happened? What have you learned?

2 THINK

Think about the situation, the actions you can take and the outcomes.

3 ACT

Use everything you know at this point to make a decision and put it into action. Try out the solution to see how it works.

- a Identify the problem.** Ask: What is the conflict about? Who is involved? How do we each see the problem? How are we each affected by the problem? Each person should have a chance to explain their side of the story, while everyone else really listens without interruption.
- b Explore the problem together.** Ask: What caused the problem? When did it happen? How did the problem get worse? How have we tried to solve the problem? Do we really want to find a solution?
- c Set goals.** Ask: What do we each want or need? Why? What is our end goal? Are we prepared to discuss this and try to find a compromise so that we can get to our end goal?
Do you feel that you can openly talk to your partner?
- d List possible solutions.** Ask: What different kinds of solutions we think of? Are we prepared to ask others to help us find solutions?
- e Choose a solution.** Together choose one solution that each person is prepared to try out.



Worksheet 16: What are the ingredients of a healthy relationship?

On flipchart paper, design a poster that could help others learn about managing and resolving conflict in healthy ways. Be as creative as possible. Use words, colours, different size lettering, illustrations, pictures from magazines, objects from nature, poems, songs and quotations. While you are making the poster, think about how you can use healthy conflict resolution in your own relationships.

before you speak

THINK

T is it true?

H is it helpful?

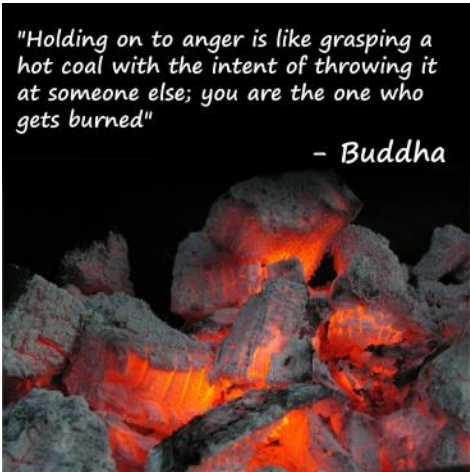
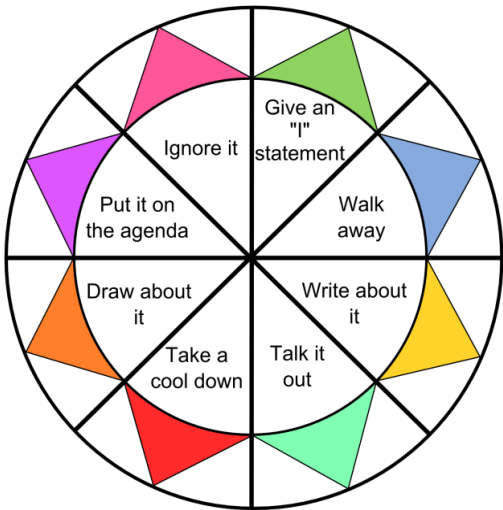
I is it inspiring?

N is it necessary?

K is it kind?



The Wheel of Choice



TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):



WORKSHOP SEVEN

CREATING A HEALTHY RELATIONSHIP WITH SELF

Worksheet 17: The voice in your head

1. Tick 'always', 'sometimes' or 'never' for each statement below.

	Always	Sometimes	Never
a. How I feel about myself depends on what others think of me.			
b. When I am criticised by others, I criticise myself for being so stupid.			
c. I easily ask for and accept help from others.			
d. I easily accept compliments and praise.			
e. When I look in the mirror, I see faults with how I look.			
f. I do activities that support my health and well-being.			
g. I don't express my opinion and feelings in my relationships.			
h. I don't admit that I don't know or understand something.			
i. I am confident and value myself.			
j. I openly express my opinions.			
k. I am jealous of others.			
l. My life would be better if I were more attractive.			
m. No matter what I do, I always find something wrong with the result.			
n. I will never really be happy.			



7. CREATING A HEALTHY RELATIONSHIP WITH SELF

2. **Our society, the media, and the world around us can make it hard to feel good about ourselves, Check out the feedback below and see what may work for you.**



- a. Positive self-esteem comes from inside yourself and not from others. It comes from your own thoughts, feelings and behaviour which are not fixed. You can play a positive role for yourself by changing any negative or self-punishing thoughts, feelings and behaviours.
- b. As soon as you notice you are criticising yourself, you could try focusing on a new, more positive thought that supports positive self-esteem.
- c. It takes courage to know you need help, to ask for it and then to gratefully accept it.
- d. If you find it hard to accept compliments and praise, you may want to practice by just saying “Thank You,” and feeling the good feelings that come with recognition.
- e. When you look in the mirror, you can remind your eyes to focus on your strengths and your gifts.
- f. You may choose to make time for activities that support your health, well-being and self-confidence.
- g. You don’t need to be afraid to admit that there are things you don’t know and understand. People won’t think less of you.
- h. Notice if you have a pattern of always judging yourself. If so, you may like to try turning down the volume on this negative self-talk. Could you choose more positive and affirming self-talk?
- i. Often we feel worried about expressing ourselves. We may think others will judge us or laugh at us. It does take courage, but you may want to try expressing yourself without worrying so much about the reactions of others.
- j. Jealousy is based on a belief that we are not good enough. Rather than feed your jealousy, you could focus on what you do have and what you are grateful for.
- k. To change self-criticism, you could start recognising what you are good at and what you have accomplished or achieved.
- l. Whatever your life situation, you can learn to become your own friend. Rather than listening to the negative voice in your head, you can choose to live a happier life just by changing your thoughts, feelings and behaviour.



Worksheet 18: Being a friend**CASE STUDY 1:**

Lynda is 16 years old and has always wanted to be an actress. She was born with cerebral palsy but she claims that this will not stop her from doing whatever she has wants to do in her life. And it is true - she has accomplished a lot in her life so far and is quite popular. One weekend Lynda is at a party. She has had a few beers but she tells herself that this is because she finds that alcohol helps her to fit in, in situations like these. An older man starts up a conversation with her and when she tells him that her dream is to be an actress, he says that he is on his way to meet a friend who is a movie producer. If Lynda comes with him he can introduce her to him and perhaps it can lead to an acting part. Lynda is excited but also a little anxious. She doesn't completely trust this man, but on the other hand what if she is missing out on an amazing opportunity? She has a few more drinks to calm her down.

- a. How do you think Lynda feels about herself? Why do you say so?
- b. What thoughts do you think go through her head in social situations like at a party?
- c. What affect do you think alcohol has on:
 - how she feels about herself
 - what she thinks about herself
 - how she behaves
 - how others react to her?
- d. What situation is Lynda in that has put her at risk? How is her alcohol intake affecting the risk that she is taking?
- e. If you were Lynda's friend, what would you say or do to help her change her feelings, thoughts and behaviour?



CASE STUDY 2:

Billy's family moves cities a lot and so he really finds it hard to settle and make friends anywhere. They have recently moved yet again to a new city and Billy is finding it really hard to fit in at his new school. At his last school he was constantly picked on by bullies because he was the new boy, a loner, shy and quiet, making him a soft target. Billy is worried that the same thing will happen in this new school. Billy is really grateful when a local group start being friendly towards him. He will do anything to stay in their favour. So when they start to put pressure on him to drink with them and smoke dagga, he eventually gives in. Then one day one of the guys tells him that they are part of a larger gang and that to remain in the gang Billy needs to start selling dagga and tik at school. Although Billy doesn't want to be part of a gang, he does want friends. He is also scared of what will happen if he drops them now.

- a. How do you think Billy feels about himself? Why do you say so
- b. What thoughts do you think go through his head in new situations like when he moves areas or schools?
- c. How do you think his feelings and thoughts affect his actions and behaviour?
- d. How do you think his behaviour or actions affect how others treat him?
- e. What situation is Billy in that has put him at risk? How is his alcohol/drug intake affecting the risk that he is taking?
- f. What do you think Billy will do? Why?
- g. If you were Billy's friend, what would you say or do to help him change his feelings, thoughts and behaviour?



CASE STUDY 3:

Maria confides in her close friend that since her boyfriend dropped out of school last year and cannot find a job, he has started to drink heavily and their relationship is suffering. She says that she really loves him – that she is not good enough for him and that she will do anything to please him. The following week the friend notices that Maria has got bruises on her arm and neck. She admits that her boyfriend has been hitting her but says that she deserved it because she knows she shouldn't try to speak to him about their relationship when he's drunk.

- a. How do you think Maria's boyfriend feels about himself?
- b. What thoughts do you think he has about himself (and the world)?
- c. How do you think his feelings and thoughts affect his behaviour and his relationship with Maria?
- d. How do you think Maria feels about herself?
- e. What thoughts do you think she has about herself?
- f. How do you think her feelings and thoughts affect her behaviour and her relationship with her boyfriend?
- g. If you were Maria's friend, what would you say or do to help her change her feelings, thoughts and behaviour?



TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):



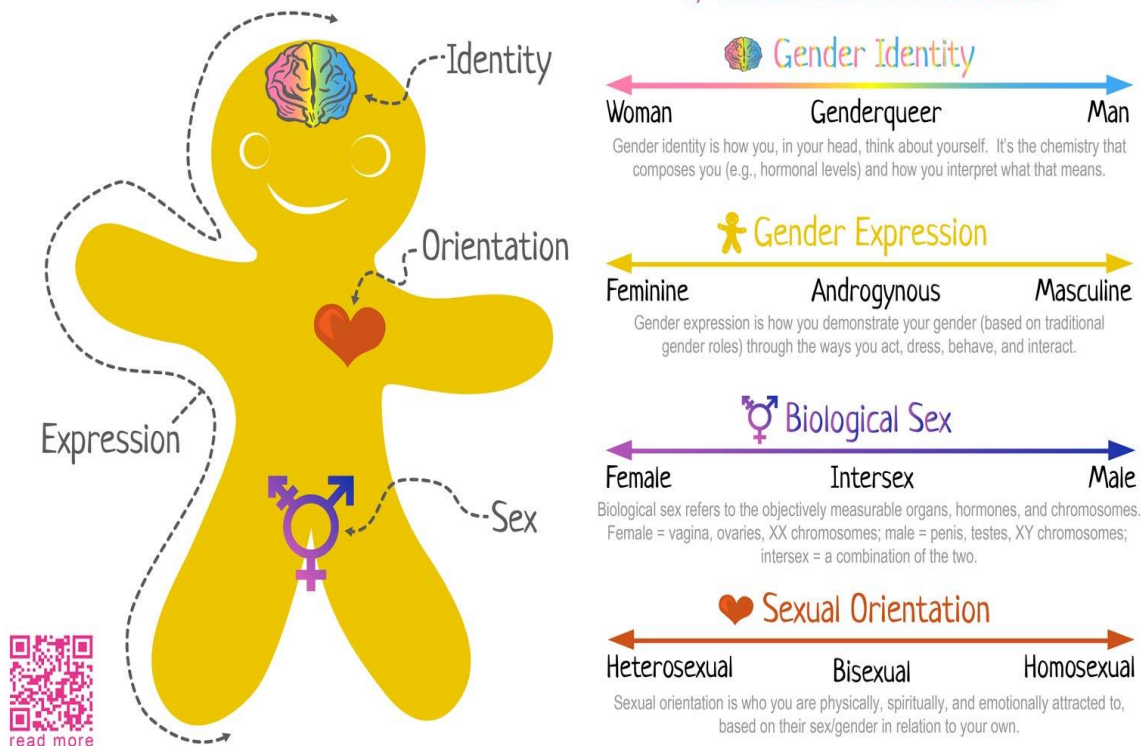
SESSION EIGHT

CONSIDERING SEXUAL ORIENTATION

Worksheet 19: Sexual rights and responsibilities

The Genderbread Person

by www.ItsPronouncedMetrosexual.com



Use the categories on the Genderbread Person to write at least 10 Sexual Rights and 10 Sexual Responsibilities related to your and others' gender identity, expression, sex and/or sexual orientation. Here are some useful words to use:

- respect, choice, decide, freely, consent, health,
- reproductive health services, contraception, protection,
- safe/safety, pleasurable, free of discrimination, free of
- violence, legal rights, passport and identity documents

8. CONSIDERING SEXUAL ORIENTATION

Sexual rights

include the right of every person to:

1.

2.

3.

4.

5.

Sexual responsibilities

include the responsibility of every person to:

1.

2.

3.

4.

5.



Worksheet 20: Challenging prejudice

Functions of stigma – the ‘3Ds’:

Difference = Keeps people OUT!

Danger = Keeps people AWAY!

Discrimination = Keeps people DOWN!

What I can do on an individual level to challenge and change (my own and others’) intolerant attitudes, beliefs and behaviours (e.g. language, behaviour, meeting and talking with others).

What can we do as a group to campaign against prejudice?



TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):



WORKSHOP NINE

BREAKING THE CYCLE: GENDER-BASED VIOLENCE

Worksheet 21: Violence clothesline



Developed by:
Domestic Abuse Intervention Project

The majority of violence in society is men’s violence against girls and women.
However, violence can happen in any relationship with unequal power
– regardless of gender, race, class, age, education, etc.



Worksheet 22: Attitudes towards dating violence

1. Tick whether you strongly agree, strongly disagree, agree or disagree with each statement below.

	Strongly agree	Strongly disagree	Agree	Disagree
Men cannot control or stop themselves when they are aroused – it is not their fault.				
Dating violence is a choice. It is a way of gaining power and control over someone.				
If a female is on a date with me and has been drinking with me, I expect to be able to have sex with her.				
Girls who wear short skirts are partly to blame if boys sexually harass them or they get raped.				
If you are dating someone then it is okay to pressure them into having sex with you.				
Dating violence is a private matter between the people who are dating and it is not my business.				
When females say NO, they really mean YES.				
Sex is more enjoyable when my partner also wants to have sex.				



Self-reflection

- What do your responses above make you feel? If you were the women in these scenarios, would you have different opinions? Is treating others with respect important to you? Why? / Why not?



Worksheet 23: Break the cycle

Gender-based violence increases the spread of HIV. Young men often copy negative examples of what they see around them, such as being disrespectful or even violent towards their partners. Children and women who may not have as much power in a particular relationship may bear the brunt of this violent behaviour and have a hard time negotiating safer circumstances for themselves.

Global research studies show that:

**1 IN 3 WOMEN
THROUGHOUT
THE WORLD WILL
EXPERIENCE PHYSICAL AND/OR
SEXUAL VIOLENCE BY A PARTNER
OR SEXUAL VIOLENCE BY A
NON-PARTNER**

**GENDER-BASED VIOLENCE
KILLS & DISABLES AS
MANY WOMEN, AGED
15-44, AS
CANCER, MALARIA,
TRAFFIC ACCIDENTS
AND WAR COMBINED.**

**IN SOME COUNTRIES,
UP TO 7 IN 10
WOMEN ARE
BEATEN, RAPED,
ABUSED OR
MUTILATED.**

**1 BILLION
WOMEN
WILL BE VICTIMS
OF VIOLENCE IN
THEIR LIFETIME.**



10. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 1)

Statistics, words and images to raise awareness about domestic violence and sexual abuse of women are shown on a mural in Khayelitsha, Cape Town, South Africa as a daily reminder of the need for all of us to work together to respond to violence against women.



Mural: Domestic violence and rape are not just family problems...in the fight against gender-based violence it is everyone's responsibility

The mural was unveiled at an event on the 31st of May 2013. The event started with a march from Khayelitsha Wetlands Park which ended at the Makhula Crescent where the mural is located. It was attended by over 70 community members; civil society organisations; religious leaders; police officials; and local government representatives.

"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality."

— Desmond Tutu. South African social rights activist and retired Anglican bishop



You can RISE UP and ACT to STOP violence!

- Think before you act.
- Support survivors.
- Never make excuses for gender-based violence.
- Communicate your feelings.
- Identify and acknowledge your feelings and find appropriate ways to express them.
- Refuse to tolerate jokes that degrade women and other people.
- Believe that you count.
- Use helpful words, not hurtful words.
- Speak out against homophobia.
- Live peacefully with everyone.
- Never use your hands or your words to hurt others.
- Show your strength by speaking up to other men who are using their strength for hurting.
- Understand that NO means NO.



Self-reflection

What would you like to do in your own life and community to stop the violence?

"Break the silence. When you witness violence against women and girls, do not sit back. Act."

— Ban Ki-moon
Secretary - General of the United Nations



TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):



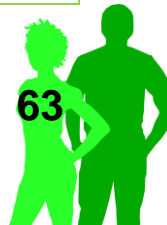
WORKSHOP TEN

BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 1)

Worksheet 24: Take the HIV quiz

1. Tick True or False:

	TRUE	FALSE
1. You can become infected with HIV from mosquito bites.		
2. Anal sex is the riskiest form of sexual contact.		
3. People can become infected with HIV if they perform oral sex on a male.		
4. When used correctly, condoms can protect males and females from becoming infected with HIV.		
5. Special medicines can cure HIV infection.		
6. HIV is a disease that affects only sex workers and homosexuals.		
7. If you stay with only one partner, you cannot become infected with HIV.		
8. People with STIs (sexually transmitted infections) are at higher risk for becoming HIV-infected than people who do not have STIs.		
9. South Africa has one of the highest rates of HIV infection in the world.		
10. A man can transmit HIV to his partner during sex, even if he withdraws before ejaculation.		
11. A man can be cured of HIV by having sex with a girl who is a virgin.		
12. HIV is transmitted more easily during dry sex than wet sex.		
13. You cannot contract HIV by living in the same house as someone who is HIV positive.		
14. You can always tell if a person has HIV by his or her appearance.		
15. Sangomas can cure HIV.		
16. HIV can be transmitted from one person to another when they share needles while using drugs or when the instruments used for circumcision are not properly sterilized and are shared.		



10. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 1)

2. What level of HIV risk do these behaviours carry?

Note: Level of risk depends on things like the person's sex, the sexual history and HIV status of each partner, whether or not the person is being penetrated or giving oral sex, and the proper use of condoms. For oral sex, the presence of sores or bloody gums could increase the risk of HIV infection.

No risk = 1, 2, 5, 6, 7, 9, 10
(Note how many of these are pleasurable sexual behaviours.)

Lower risk = 4, 14 (Note how many of these are pleasurable sexual behaviours.)

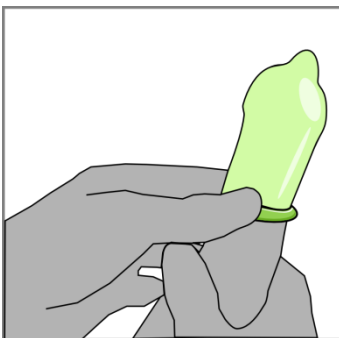
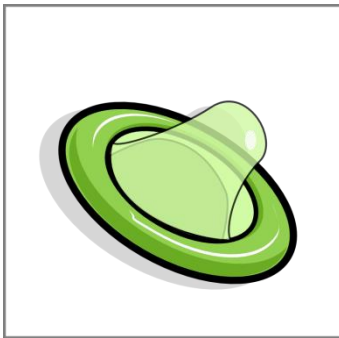
Medium risk = 13, 15, 16, 18

High risk = 3, 8, 11, 12, 17

Behaviours	Higher risk	Medium risk	Lower risk	Very low risk	No risk
1. Abstinence					
2. Solo sex					
3. Vaginal sex with no condom					
4. Vaginal sex with a condom					
5. Hugging a person who has AIDS					
6. Fantasizing					
7. Kissing					
8. Dry sex with no condom					
9. Thigh sex					
10. Massage					
11. Having sex with a woman if you are circumcised					
12. Having sex with a woman if you are not circumcised					
13. Performing oral sex on a man with no condom					
14. Performing oral sex on a man with a condom					
15. Performing oral sex on a woman					
16. Performing oral sex on a woman using a dental dam					
17. Infant breastfeeding from an HIV-infected mother					
18. Anal sex with no condom					
19. Anal sex with a condom					



Worksheet 25: Condom line-up



1. Buy or get a condom.
2. Store the condom in a cool, dry place.
3. Check the date made or expiration date.
4. Make contact / flirt /show interest / talk to your partner.
5. Agree to have sex. Hint: everyone has the right to say “no” to sex at any stage. Make sure your partner feels completely comfortable and has given full consent.
6. Agree to use a condom.
7. Hugs and kisses.
8. Foreplay.
9. Erection and lubrication.
10. Carefully open the condom.
11. Put the condom at the tip of the penis. Hint: if the condom is initially placed on the penis backwards, do not turn the condom around; throw it away and start with a new one.
12. Roll the condom down to the base of the penis while you hold the tip of the condom. You may want to be creative. This can be part of your foreplay and a lot of fun.
13. Add lubrication.
14. Intercourse.
15. Orgasm.
16. Hold condom at the base of the penis.
17. Withdraw the penis.
18. Take the condom off and tie it to prevent spills.
19. Throw the condom away. Hint: wrap it in a tissue or toilet paper and throw it in the dustbin.
20. Hold each other / communicate / show caring.





How To Use a Male Condom

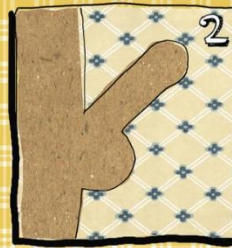


1 CONDOM = 1 ROUND. Use a condom only once. Never use the same condom for both vaginal and anal sex. Never use a condom that has been used by someone else. Never ejaculate more than once in the same condom. Hold onto the condom or check on the condom during sex to make sure that it does not slip off.



Get ready

Check the expiry date on the condom; throw the condom away if it is past the expiry date. Make sure the package is sealed and that no air is escaping.



Make sure the penis is erect

The penis has to be erect before you put the condom on.



Open the package

Move the condom down inside the packaging and tear the package carefully. Do NOT use your teeth or nails to do this!



The foreskin

If the penis is uncircumcised, pull the foreskin back first (or it should have already gone back when the penis is erect).



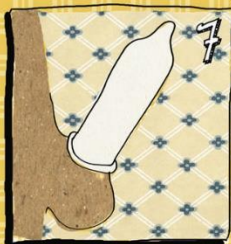
Make sure the condom is right side out

It's like a sock: there is a right side and a wrong side. First roll down the condom about a centimetre to see which way the condom is unrolling.



Hold the tip of the condom

Hold the tip of the condom to leave some space for the semen and to keep air bubbles out. If you do not do this, it can cause the condom to break. It should roll easily down the shaft of the penis.



Roll it down

Roll down as far as it will go. It should reach the base of the penis near the testicles.



Apply lube

For both vaginal and anal sex, use only water based lube such as KY. Do not use Vaseline or oil as this may cause the condom to break. Put the lube on after you put on the condom and not before you put it on the penis as it can slip off. If you need more lube add more to prevent the condom from breaking.



Pulling out

Guys: When pulling out - hold the condom at the base near the testicles so that it doesn't slip off. Pull out when you are still erect. Only remove the condom when you are completely out of your partner.



Throw it away

Throw the used condom away. You can wrap it up in toilet paper and throw it in the rubbish bin. Do not flush the condom down the toilet.



TAKE ACTION

Commit to taking action – what does this mean for you?

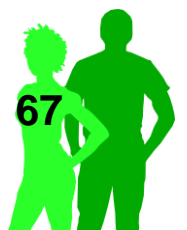
Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

Actions that we can take:

Actions that others should take (say who):



WORKSHOP ELEVEN

BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 2)

Worksheet 26: Living with HIV and AIDS

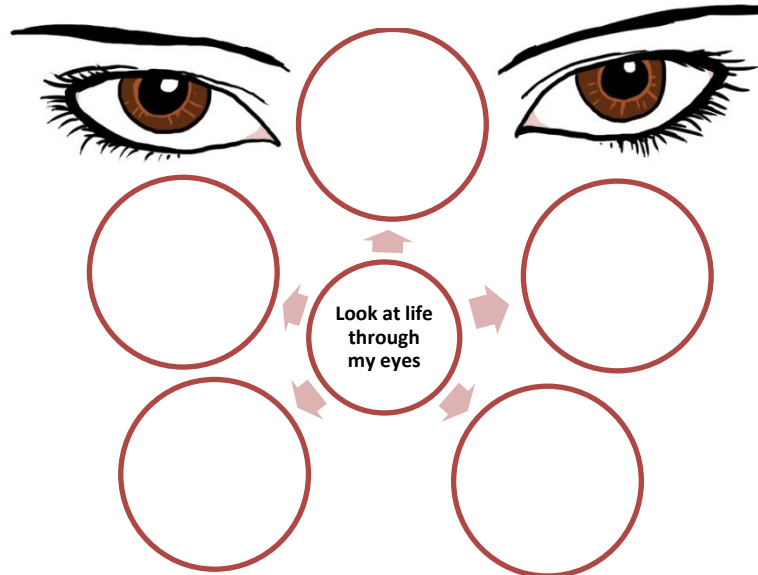
My picture

What do people living with HIV often go through and feel?
Focus on both the positive and negative.

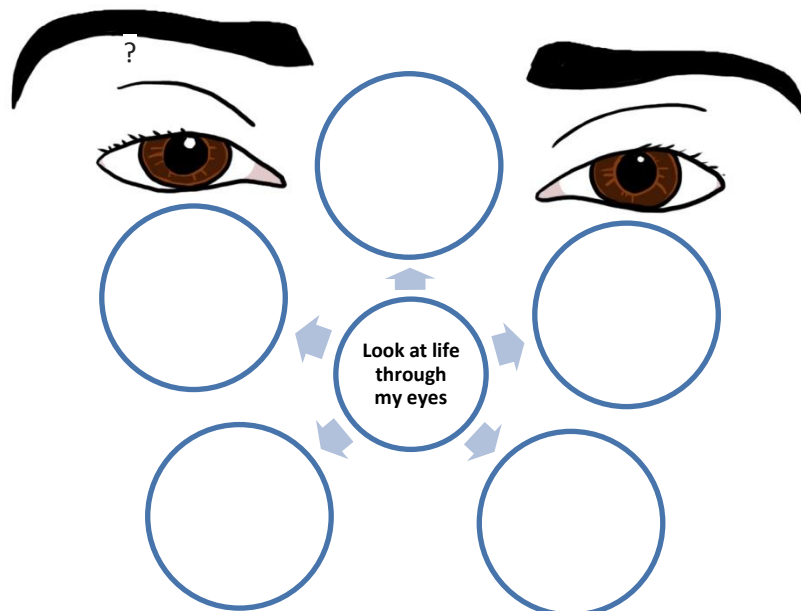


11. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 2)

I am a female. Look at life through my eyes. What are my thoughts and feelings about HIV? How has it affected the women in my family, community and society? What wisdom or advice can I share with young people about women and HIV?



I am a male. Look at life through my eyes. What are my thoughts and feelings about HIV? How has it affected the men in my family, community and society? What wisdom or advice can I share with young people about men and HIV?



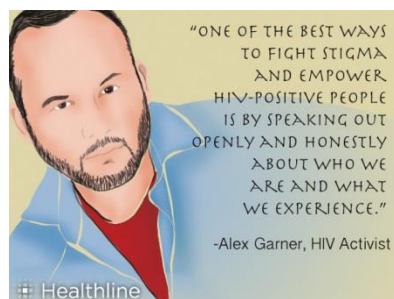
11. BREAKING THE CYCLE: GENDER, SRHR AND HUMAN RIGHTS (PART 2)



Self-reflection

Which of the following actions are you prepared to commit to doing to help in the fight against HIV and AIDS?

	Yes
Talk about HIV/AIDS more openly because it's a real part of our lives.	<input type="checkbox"/>
Give people the correct facts about HIV/AIDS.	<input type="checkbox"/>
Stop any false information or myths about HIV/AIDS spreading.	<input type="checkbox"/>
Live a healthy lifestyle and take care of yourself.	<input type="checkbox"/>
Use a condom if you have sex.	<input type="checkbox"/>
Choose to wait before becoming sexually active; choose to take breaks from sex	<input type="checkbox"/>
Use a condom if you have sex.	<input type="checkbox"/>
Make sure that you don't discriminate against anyone.	<input type="checkbox"/>
Join together to support people who are infected or affected by HIV.	<input type="checkbox"/>
If you do not know your status, get tested for HIV.	<input type="checkbox"/>
If you are HIV positive, keep aware of treatment plans for HIV keep healthy and take your medication.	<input type="checkbox"/>



TAKE ACTION

Commit to taking action – what does this mean for you?

Use the Action Chart to write down ideas for actions to take to promote gender equality.

ACTION CHART

Actions that I can take:

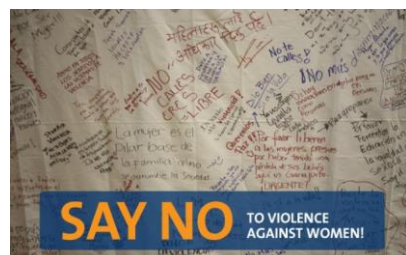
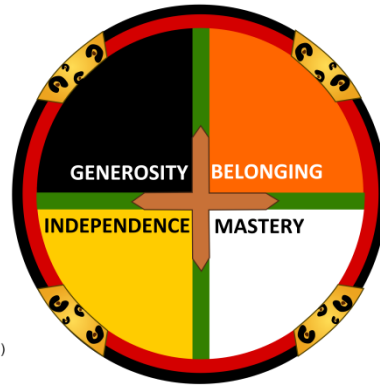
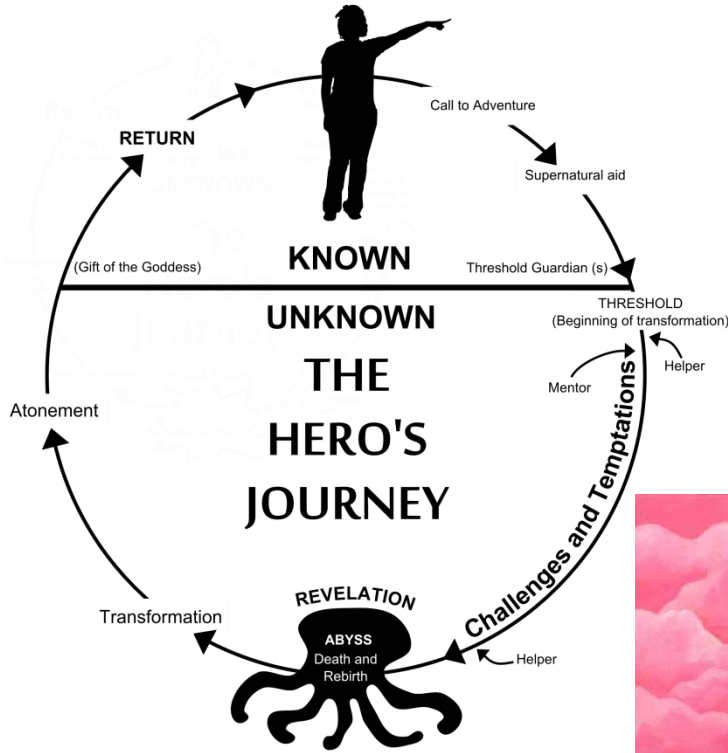
Actions that we can take:

Actions that others should take (say who):



WORKSHOP TWELVE

THE CALL TO ACTION



Worksheet 27: Going full circle

“The most authentic thing about us is our capacity to create, to overcome, to endure, to transform, to love and to be greater than our suffering.”

– Ben Okri
Nigerian author

1. Look back through your workbook and think about all the workshops you have been through. Think about your values, attitudes, feelings, thoughts, beliefs and behaviour before you started on the workshops, and whether or not these have changed.
2. On the next page are four boxes below, labelled: **STRENGTHS**, **WEAKNESSES**, **OPPORTUNITIES** AND **THREATS** (SWOT).
 - a. In the **STRENGTHS** box: Write down the inner strengths and resources you have and can draw on as you go forward in your life.
 - b. In the **WEAKNESSES** box: Write down what you could still improve on; or what you still want to change in yourself.
 - c. In the **OPPORTUNITIES** box: Write down any external opportunities that are open to you which will help you build your strengths and change your weaknesses.
 - d. In the **THREATS** box: Write down any external threats or harmful situations, people and things which could stop you from developing your strengths.

You can use these key words (or their opposites) to help you fill in the boxes.

accepting accountability awareness be open to change be open to others belonging bravery caring challenge gender roles challenge stereotypes change collaboration communication compassion confidence conflict management connect to self connect to others consent contribute cooperation	courage resourceful curiosity dependable determination diverse drive effort emotional being empathy end gender-based violence enthusiasm environmental fairness gender equality generosity good body image gratitude healthy relationships high self-esteem	honesty honour hope human rights imagination independence integrity intellectual being isolation justice kindness live powerfully mastery mercy moderation non-discrimination open mind passion patience physical being positive attitude	resourceful respect responsibility role models self-awareness self-reflection sensitivity setting boundaries social being spiritual being stand up stop HIV and AIDS supportive thoughtful truthfulness Ubuntu universal awareness vulnerable whole person wisdom
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12. THE CALL TO ACTION

STRENGTHS

What beliefs, values, skills, feelings and thoughts can I draw on as resources? What am I already doing really well?

WEAKNESSES

What could I improve? What changes do I want to make in my personal life? What support do I need to make these changes?

OPPORTUNITIES

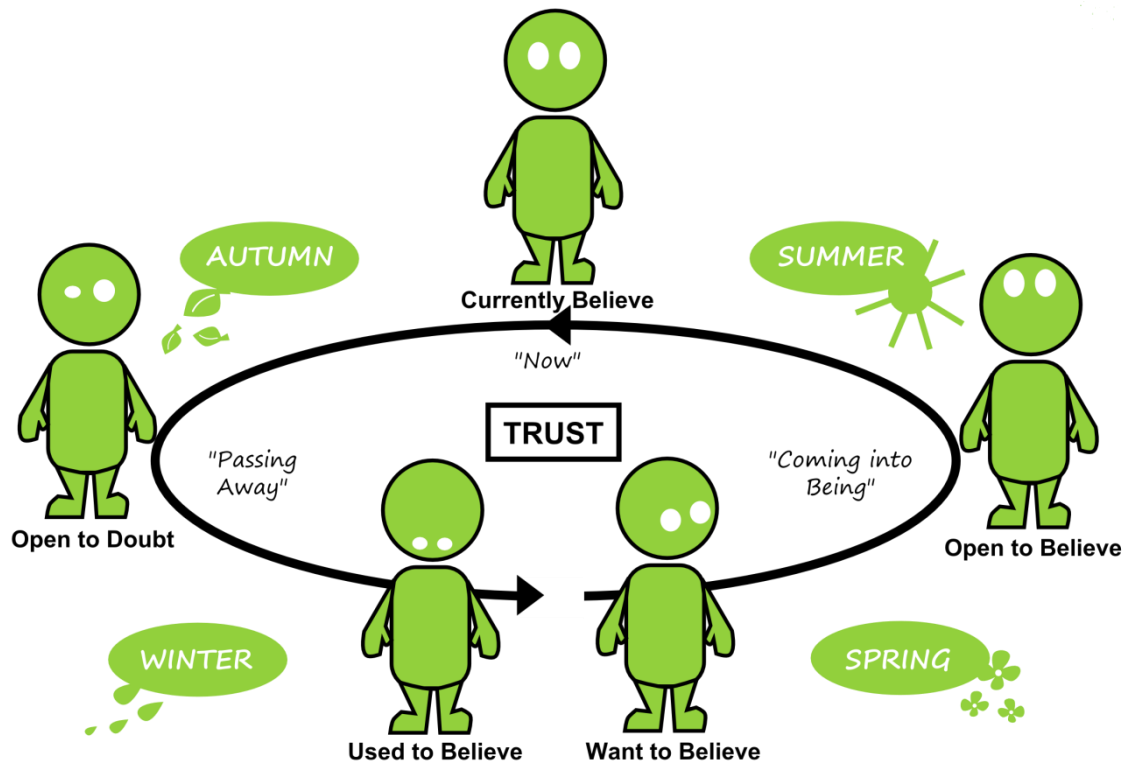
What good opportunities are open to me? What support do I have? What opportunities do I have to promote change among my friends, family and community?

THREATS

What situations, people and things could harm me or stop me from developing?

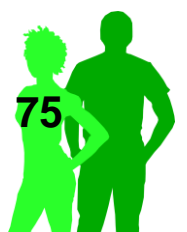


Worksheet 28: The belief change cycle



Create your own symbols or characters for each of the steps in the belief change cycle. Just go through each step below and write down whatever pops into your mind as a symbol or character.

1. Put yourself in the **WANT TO BELIEVE** space. Concentrate on a new belief that you want to strengthen. Think of what it is like when you want to believe something new. What is your symbol or character for WANTING TO BELIEVE something new?
Symbol /character _____
2. Keep concentrating on the new belief and move to the **OPEN TO BELIEVE** space. Think of what it is like when you are open to believe something new. What is your symbol or character for being 'open to believe'?
Symbol /character _____
3. Keep concentrating on the new belief and move to the **CURRENTLY BELIEVE** space. Do any of your old beliefs come to mind? Do any of them limit or conflict with the new belief you want to strengthen? What is your symbol or character for the old beliefs you want to change or update?
Symbol /character: _____



12. THE CALL TO ACTION

"The secret of change is to focus all of your energy, not on fighting the old, but on building the new"

— Socrates

Greek philosopher
470/469 – 399 BC

4. Keep your old limiting beliefs in your mind and move to the **OPEN TO DOUBT** space. Think of a time when you were open to doubt something you had believed for a long time. What is your symbol or character for being 'open to doubt'?
Symbol/character _____
5. Keep your old limiting beliefs in your mind and move to the **USED TO BELIEVE** space. Remember something you used to believe, but no longer believe. What is your symbol or character for all the beliefs in your life that you used to believe but no longer believe?
Symbol /character _____
6. Move to the **DEEP TRUST** space. Create a symbol or character for the experience of trusting in something beyond your beliefs.
Symbol /character _____
7. Focus again on your old belief as well as anything new you learnt or thought about in the **DEEP TRUST** space. Return to the **OPEN TO DOUBT** space and then to the **USED TO BELIEVE** space. Try to leave your old, limiting and conflicting belief in this space now.
8. Focus on your new belief and move into the **CURRENTLY BELIEVE** space. Experience your new sense of confidence in the belief. Think about the process you have been through and any new thoughts you have had about your new belief, your old belief, or yourself? What did you learn?
9. Move to the **DEEP TRUST** space again and think about the changes you have made.
10. You can go through the story again and again, incorporating all the different symbols and characters, stepping into whichever space you need to, to help you work through the belief change cycle.



Worksheet 29: Taking Action: How can I make a difference?

What changes do I want to make in my personal life?

What values and rights do I want to stand for in my personal life?
How can I act on these values and rights in my broader community, so that I can be a role model?



12. THE CALL TO ACTION

What skills and/or strengths do I have that I can use to demonstrate my commitment to these values and rights?

What support do I have?

What support do I need?



Worksheet 30: Create a vision board

1. Create a vision board or picture of your dreams and goals. Use a large piece of cardboard on which you paste or tape images from magazines, calendars, photos and greeting cards. Sit quietly and focus your attention on these questions to help you gather images for your vision board:
 - Where do I want to live in the future?
 - Where do I want to work?
 - What type of work/activities do I want to do?
 - What type of people do I want to surround myself with?
 - What do I want to do for fun and relaxation?
 - What does health and well-being look like to me?
2. Go through magazines, calendars, etc. and cut out all the pictures and words that attract your attention. Don't worry about whether you will actually use all the images.
3. Look through the pictures you have gathered. Decide which ones best show your goals or desires. Trust your feelings and allow your dreams to take shape.
4. Paste the images on cardboard.
5. When you are finished, put the vision board in a place where you can see it every day. This will help you to stay focused and be reminded of your goals and dreams.
6. Every morning and evening use your vision board to "see" yourself living the life you desire.



THIS IS YOUR LIFE.
 DO WHAT YOU LOVE,
 AND DO IT OFTEN.
 IF YOU DON'T LIKE SOMETHING, CHANGE IT.
 IF YOU DON'T LIKE YOUR JOB, QUIT.
 IF YOU DON'T HAVE ENOUGH TIME, STOP WATCHING TV.
 IF YOU ARE LOOKING FOR THE LOVE OF YOUR LIFE, STOP;
 THEY WILL BE WAITING FOR YOU WHEN YOU
 START DOING THINGS YOU LOVE.
 STOP OVER ANALYZING, ALL EMOTIONS ARE BEAUTIFUL.
WHEN YOU EAT, APPRECIATE
LIFE IS SIMPLE. EVERY LAST BITE.
 OPEN YOUR MIND, ARMS, AND HEART TO NEW THINGS
 AND PEOPLE, WE ARE UNITED IN OUR DIFFERENCES.
 ASK THE NEXT PERSON YOU SEE WHAT THEIR PASSION IS,
 AND SHARE YOUR INSPIRING DREAM WITH THEM.
TRAVEL OFTEN; GETTING LOST WILL
HELP YOU FIND YOURSELF.
 SOME OPPORTUNITIES ONLY COME ONCE, SEIZE THEM.
 LIFE IS ABOUT THE PEOPLE YOU MEET, AND
 THE THINGS YOU CREATE WITH THEM
 SO GO OUT AND START CREATING.
LIFE IS LIVE YOUR DREAM
SHORT. AND SHARE
YOUR PASSION.



GLOSSARY

Accountability:	The ability to account for the decisions and actions we take; the ability to accept the results of our decisions and not blame others for the consequences they lead to.
Asexual:	A person who is not interested in or does not desire sexual activity. An asexual person can still feel love for other people and enjoy non-sexual intimacy.
Bi-sexual:	People who have the ability to fall in love with and/or be sexually attracted to people from both sexes.
Bill of Responsibilities:	A list of the human responsibilities that we all have to act in ways that protect, ensure and uphold our human rights.
Body image:	A person's feelings about their body, including how beautiful or sexually attractive they are.
Brand:	The image shown to others, including name, appearance, slogan, tag line, logo, strengths and so on.
Coercion:	To be forced to do something or not do something against your will.
Communication:	To express thoughts, opinions, feelings and values through speaking, listening, reading and writing.
Compassion:	To show deep caring and sympathy for the suffering of others, including the desire to help.
Conflict management:	To discuss, manage and resolve conflict in healthy ways.
Consent (sexual):	When a person agrees, gives permission, or says "yes" to sexual activity with another person. Consent is always freely given and all people in a sexual situation must feel that they are able to say "yes" or "no" or stop the sexual activity at any point. Consent cannot be assumed by: body language and appearance, dating relationships or previous sexual activity, marriage, silence or non-response, inability to respond because of consumption of drugs or alcohol.
Cooperation:	Working together for a common goal.
Courage:	The ability and willingness to confront fear, pain, danger, uncertainty or intimidation; the ability to act responsibly in the face of popular opposition, shame, or discouragement.
Date rape:	Sexual assault by someone you are romantically involved with, dating or out on a date with. Date rape can also involve being given drugs and/or alcohol to reduce or



Dating violence:	prevent your ability to say “no”. Any form of controlling, abusive or aggressive behaviour against someone you are dating.
Dignity:	A feeling of self-importance and worth.
Discrimination:	To treat someone in an unfair way.
Diversity:	Having people of many different cultures, races, traditions and ways of thinking in a group.
Economic status:	Your access to money or income situation and how it affects your place in society.
Ejaculation:	The discharge of semen from the penis when a man has an orgasm.
Empathy:	A deep appreciation of another person’s situation or point of view. The ability to put yourself in the other person’s shoes.
Fairness:	Free from favouritism, self-interest, or preference. Treating people equally.
Family:	A group of people united by the ties of marriage, blood, adoption or cohabitation; interacting and communicating with one another in their respective family roles, maintaining a common culture, and governed by ‘family rules’.
Family planning:	Planning to choose the number and spacing of children in a family through the practice of contraception or other methods of birth control.
FTM:	An abbreviation for "female-to-male" transsexual, in other words, women who undergo the medical and legal procedures necessary to become men.
Functionality:	A person’s physical and/or cognitive condition – and any limits to how they can function through movement, understanding, senses or activities.
Gay:	Men who are attracted to men.
Gender:	The way society defines the, roles, behaviours, activities, and attributes of men, women and people who are transgender. These definitions are not fixed, but change over time and from society to society.
Gender equality:	Men, women and transgender people are equal. They have the same rights, opportunities and responsibilities. They



	should be treated with equal concern and respect, and should be entitled to develop to their full human potential.
Gender identity:	A person's own inner sense of being a man, woman, or transgender. The person's gender identity might or might not be the same as his/her sex at birth.
Gender fluid:	Someone whose gender identity and presentation are not confined to only one gender category. Gender fluid people may have different understandings of their gender, moving between categories as feels right.
Gender roles/norms:	Society's ideas of what it means to be a man or woman, and the different roles that men and women should play.
Gender stereotypes:	Simplistic generalisations about the differences, characteristics and roles that men and women should play. Most stereotypes are built on inaccurate information about others.
Gender stereotyping:	Requiring a person to behave or dress a certain way based on his or her gender.
Gender-based violence:	Any form of violence that results from and contributes to gender inequality.
Heteronormative	A norm that dictates that there are fundamental differences between men and women, that a person must be either a man or a woman and that it is "natural" to be attracted to the opposite sex.
Heterosexual:	People who have the ability to fall in love with and/or be sexually attracted to those from the opposite sex.
HIV affected:	To be affected or impacted in some way by HIV, e.g. to have changes in your life, like being orphaned, unable to attend school because of HIV/AIDS.
HIV infected:	To be infected with HIV; to be HIV positive.
Homo- and transphobia:	The irrational fear of LGBTI people or any behaviour, belief or attitude in self or others that doesn't conform to rigid sex-role or gender stereotypes. It is a fear of homosexuality and homosexual or transgender people of all things associated with homosexuality or transgenderism. Some people who experience homo- and transphobia simply avoid gay, lesbian and transgender people, places, events and topics of conversation. The extreme behaviour of homo- and transphobia is violence against homosexuals and transgender people.

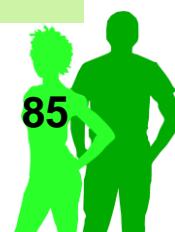


GLOSSARY

Homosexual:	People who have the ability to fall in love with and/or be sexually attracted to those of the same sex as themselves.
Human rights:	The fundamental freedoms that every person in the world is entitled to just because they are human. Nobody can take away these rights, and you have them forever.
Humanity:	To be caring and have compassion towards others.
Identity:	Behaviour, appearance and characteristics that people recognise as being you.
Integrity:	A sense of inner wholeness derived from personal qualities and values that are positive and affirming. Doing the right thing, even when no one is looking.
Image:	The picture of ourselves which we present to the world. It is made up of how we think or feel about ourselves and how we want to be seen.
Inclusion:	Being allowed to take part in group decisions, events, or activities.
Infidelity:	Being unfaithful to your husband, wife or sexual partner.
Intellectual:	Using carefully considered thought rather than emotions to make decisions or choices.
Intersex:	An intersex person is born with sexual anatomy, reproductive organs, and/or chromosome patterns that do not fit the typical definition of male or female. This may be apparent at birth or become so later in life. An intersex person may identify as male or female or as neither. Intersex status is not about sexual orientation or gender identity: intersex people experience the same range of sexual orientations and gender identities as non-intersex people. UN 2013
Intimidation:	The act of making someone scared, usually so that they won't talk about something you did.
Lesbian:	Women who are attracted to women.
LGBTI	Lesbian, Gay, Bi-sexual, Transgender and Intersex.
Maputo Plan of Action (MPoA) on Sexual and Reproductive Rights	A framework for implementing the African Union's Continental Policy Framework for Sexual and Reproductive Health and Rights. It focuses on nine areas: Integration of sexual and reproductive health (SRH) services into primary health care; repositioning family planning; developing and promoting youth friendly services; preventing unsafe



	abortion; promoting safe motherhood; encouraging resource mobilisation; ensuring commodity security; and monitoring and evaluation.
Mastery:	To feel competent or have control over something; to know that you can solve problems and deal with your life issues.
Material:	Physical thing that can be seen and touched.
Monogamous:	To be faithful to one partner.
MTF:	An abbreviation for "male-to-female" transsexual, in other words, men who undergo the medical and legal procedures necessary to become women.
Non-discrimination:	Treating people fairly without prejudice.
Non-penetrative sex:	Anything that sexually arouses and pleasures you but does not involve vaginal or anal penetration. It may involve for example, making out, kissing, masturbating, stroking, oral sex, sexting, fantasising, cybersex, flirting, and so on. Also called outercourse.
Opposite-sex relationships:	Relationships between a woman and a man.
Orgasm:	The climax of sexual excitement, characterized by intensely pleasurable feelings centred in the genitals. In men, experienced as an accompaniment to ejaculation.
Pansexual:	Not limited or inhibited in sexual choice with regard to gender or activity.
Penetrative sex:	When a penis is inserted into the vagina (also called vaginal intercourse) or when a penis is inserted into or enclosed by the anus (also called anal intercourse). Can include oral sex when the mouth or tongue surrounds the penis or penetrates the vagina or anus.
Power:	The ability to control and influence oneself, as well as other people and their actions. This power can be used both negatively and positively.
Prejudice:	The attitudes and feelings that people have about members of other groups – these could be positive or negative, conscious or non-conscious.
Psychological:	Relating to the mind.
Respect:	Treating a person with kindness, courtesy and consideration.



GLOSSARY

Responsibilities:	Duties, obligations, being held accountable for your actions and behaviour.
Responsibility:	The ability to respond to the demands of a situation that one finds oneself in.
Risk:	The potential loss or an undesirable outcome resulting from an action, activity or inaction.
Role model:	Any person who serves as an example to others; whose behaviour others want to match or copy.
Same-sex relationships:	Relationships between two men or two women.
Self-awareness:	To be able to recognize yourself as an individual, separate from other individuals and from your environment. To focus on yourself and compare your behaviour to your internal values and beliefs.
Self-esteem:	The way we feel and think about ourselves; how much we like, value and accept ourselves.
Self-knowledge:	Knowledge or understanding of one's own capabilities, character, feelings, or motivations.
Self-reflection:	To think about yourself and your actions so that you can learn from your experiences.
Setting boundaries:	To set limits about what values and behaviour you are prepared to accept and what you are not prepared to accept.
Sex:	The biological and physiological characteristics that define men, women and people who are transgender.
Sexual harassment:	Uninvited or unwelcome words or acts that are sexual in nature.
Sexual health:	The state of physical, emotional, mental and social well-being in relation to sexuality.
Sexual identity:	Every person is born with a sexual identity, even before he or she feels a sexual orientation and/or starts sexual activities. A person's sexual identity is the sense of his or her own sexuality and includes sexual orientation, sexual preferences, and gender identity. A person's sexual identity may change as he or she moves through life.
Sexual orientation:	A person's sexual attraction and behaviour towards another – of the same sex (homosexuality) or of the opposite sex (heterosexuality) or of either sex (bisexual), or to people



	across the gender spectrum. The attraction is on many levels – sexual, physical, intellectual, emotional and spiritual. It is not only about sex. A person may also be asexual, meaning that he or she has no sexual feelings or desires.
Sexuality:	Sexuality is how we feel about ourselves as sexual beings. It includes our sex, gender identity, sexual orientation, eroticism, pleasure, intimacy and reproduction. We express our sexuality through our thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While our sexuality includes all of these elements, we do not experience or express them all the time. (adapted from WHO, 2006a)
Social:	Being around, and interacting with, other people.
South African Bill of Rights:	A list of human rights that all people in South Africa have. These rights do not have to be earned and they cannot be taken away.
Spiritual:	Relating to the spirit, religion or faith. Things you cannot touch or see, but believe in.
Stereotypes:	Specific beliefs about a group, such as descriptions of what members of a particular group look like, how they behave or their abilities.
Stigma:	An attitude towards someone that makes them feel shame or disgrace.
STIs (Sexually Transmitted Infections):	Any infections you get through mouth-to-mouth kissing, e.g. herpes; unprotected sexual contact with the genitals of person who has an STI, e.g. syphilis, gonorrhoea, chlamydia and hepatitis B; and/or through blood and breastmilk, e.g. HIV – the virus that leads to AIDS.
Strategy:	A plan of action designed to achieve a long-term goal.
SWOT	A model for identifying Strengths, Weaknesses, Opportunities and Threats. Can be used as a personal development tool or applied to an organisation, business or project.
Third gender (TG):	A person who doesn't define themselves as female or male. Some countries has started to recognise TG as a third category in public registers, passports etc.
To face a risk:	To have no or little choice or influence over the outcome of an action



GLOSSARY

To take a risk:	To have a choice and perhaps some influence over the outcome of an action.
Trans:	A general term that refers to the many ways people can challenge or refuse to comply with gender roles or norms.
Transgender:	The umbrella term used to describe those who have a gender identity, expressions or behaviours not traditionally associated with their birth sex. Often mistakenly used as a synonym for transsexualism.
Trans person:	Someone who was born male and now lives as a female and has a feminine gender identity; or was born female but who lives as a male and has a masculine identity. This person may or may not have changed his/her physical body with surgery, hormones, or in other ways. MTF is an abbreviation of Male To Female. FTM is an abbreviation of Female to Male.
Transmitted:	A person caused something to be passed on to another person.
Transvestite:	An individual who dresses in the clothing of the opposite gender for a variety of reasons.
Universal:	Relating to or affecting the whole world. Having an effect on everything.
Values:	The things that are important to us (we value), which we use to guide and direct our lives, and which are seen in the way we live and in our actions and behaviour.
Visualise:	To imagine an outcome or event in your mind.
HIV Counselling and Testing (HCT) Services:	Services where people can take an HIV test which will tell them if they are infected with HIV. The test is voluntary – it is the person’s own decision to get tested or not. The test is also confidential. HCT services include counselling people before and after the test when they get the results.
Vulnerable:	Exposed to the possibility of being attacked or harmed, either physically or emotionally.
Whole person:	The multiple parts of what makes up a human being, including physical, social, emotional, sexual, intellectual, spiritual, environmental, universal

