**Reproductive Health and Relationships Program**

**Secondary School Lesson Plans**

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

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Introduce the program  Growing up means taking responsibility for oneself and others  Conflict and misunderstandings between parents and children are common, especially during adolescence, and are usually resolvable. | Describe the general concepts of the program to learn about relationships, puberty, menstrual periods and reproductive health.  Realize the program uses a style of lesson that may be different from common classroom activities. These lessons are open, non-judgemental and discussions with the teacher and each other. There will be no grade. The students are expected to interact during the lessons, but respect one another.  Describe and examine new responsibilities that young people have for themselves and others as they grow up.  Help them realize that as they grow up their worlds and affections expand beyond the family, and that friends and peers become particularly important.  They should be aware they will take on new responsibilities and relationships.  Have the students provide examples of conflicts and misunderstandings that commonly happen between parents/guardians and children.  Discuss ways to resolve conflict or misunderstandings with parents and siblings.  Help them realize that conflict and misunderstandings with parents/guardians are common during adolescence and can usually be resolved.  Explore strategies for resolving conflict and misunderstandings with parents/guardians. | Accepting  Non-judgemental  Discussions  Respect  Responsible  Conflict  Misunder-standing  Resolution |
| **Additional**  Love, cooperation, gender equality, mutual caring and mutual respect are important for healthy family functioning and relationships.  There are support systems for young people they can use  **Activity**: each child should have trusted adults in their life | Help them identify characteristics of healthy family functioning. (Sharing duties, caring, love, cooperation, respect.)  Discuss and justify why these characteristics are important to healthy family functioning.  Talk about how they can contribute toward healthy family functioning. (Shareing household work, kindness, understanding, listening, patience, respect, openness.)  Discuss how siblings, parents/guardians or extended family can provide support to a young person who discloses or shares information related to sexual relationships or health.  Help them be aware that families can overcome challenges when they support one another with mutual respect.  Talk about valid and reliable community resources to support themselves or a family member needing assistance.  **Activity:**  Ask the young people how they know they are safe (feel happy, comfortable etc) and how they know when they aren’t safe (feel nervous, embarrassed etc). Write these on the board.  Each student should identify several adults in their life who they feel they can trust and write these names on a paper. (If they suggest particular occupations or broad categories- e.g. police, religious leader – explain that the goal is to have each student select specific individuals in their lives that they consider trustworthy, not occupations or general categories.)  Ask the students what factors help them decide an individual is trustworthy.  They should take the paper home to keep in a safe place. This is a tool to refer to later. | Healthy family  Family functioning  Support systemss  Trusted adult |
| **Closing**  Check understanding of ‘trusted adults’ | Ask for a volunteer student to tell the class about one person from their ‘trusted’ list (NOTE: do not select a student who does not volunteer). Ask the student why that person is on their list. Reinforce good qualities, and correct any misunderstandings.  The power of girls!  The power of boys!  The power of family!  Friendship, support and honesty!  We are a family!  We are a community!  An effective, supporting community! |  |

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

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Introduce lesson  Friendships are based on trust, sharing, respect, empathy and solidarity.  Friends can influence one another positively or negatively.  There are different types of relationships.  Romantic relationships can be strongly affected by inequality and differences in power (e.g. due to gender, age, economic, social or health status). | Remind the students that they are expected to interact and discuss the topics and that they will not be given a grade on the content.  Describe key components of friendships (trust, sharing, respect, support, empathy and solidarity). Write these qualities on the chalk board and discuss each one.  How do we show trust, sharing, respect, support, empathy and solidarity with a friend?  Compare and realize how friends can influence one another positively and negatively.  Be aware of how positive relationships can help self-esteem.  Demonstrate ways to avoid being negatively influenced by a friend.  Help the students identify and describe different kinds of relationships.  Distinguish between emotions associated with love, friendship, infatuation and sexual attraction.  Discuss how close relationships can sometimes become sexual. Explain that the word sexual means an attraction to another’s body or desiring close body contact between two people such as with sexual intercourse (sex). It includes suggestive words, body language or actions.  Explain that sexual intercourse or sexis what it is called when a man’s penis is put in a woman’s vagina.  Demonstrate ways to manage emotions associated with different kinds of relationships.  Explain and discuss how inequality and differences in power can negatively affect romantic relationships.  Realize ahd discuss how gender norms and gender stereotypes can impact romantic relationships.  Help them recognize that inequality and differences in power within relationships can be harmful.  Encourage the students to question equality and balance of power within relationships. | Non-judgemental  Discussions  Trust, sharing, respect, support, empathy, solidarity  Positive or negative influence  Sexual definition  Inequality and differences in power |
| **Additional**  There are healthy and unhealthy sexual relationships.  There are different ways to express affection and love as one matures. | **Do ‘healthy or unhealthy relationships’ activity in the course curriculum.**  Compare characteristics of healthy and unhealthy sexual relationships.  Perceive that sexual relationships can be healthy and unhealthy.  Demonstrate ways to avoid unhealthy sexual relationships.  Describe a range of ways to express affection within healthy sexual relationships.  Recognize that sexual behavior is not a requirement for expressing love.  Express affection and love in appropriate ways. | Power  Trust  Equality |
| **Closing**  Reaffirm ‘trusted adults’ topic. | Identify trusted adults and demonstrate how to access places to seek help if in an unhealthy relationship (skill).  Ask the children how they would approach a friend who they believed was in an ‘unhealthy relationship’.  **Chant**  The power of girls!  The power of boys!  We are engaged!  We think!  Caring friendships!  Supportive freindships!  Honest friendships!  Valuable friendships! |  |

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

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| **Concepts** | **Goals** | **Key words** |
| **Peer Influence**  Peers can influence sexual decisions and behavior.  There are strategies for challenging negative peer influences on sexual decisions and behavior.  Peers can influence decisions and behaviors related to adolescence and sexual behavior.  There are ways to challenge negative peer pressure and accept and promote positive peer influences related to adolescence and sexual behavior. | Discuss what peer pressure is. Describe examples of good and bad peer influence.  Help the students understand that peer influence can be good and bad.  Explore and discuss ways to counter peer pressure with the students.  Model a positive behavior that could influence peers.  Describe positive and negative peer influences on decisions and behaviors related to adolescence and sexuality.  Help the students be aware of how peers can influence decisions and behaviors related to puberty and sexuality.  Teach the students how to question the influence of their peers.  Work with the students to list ways to challenge negative peer pressure and promote positive peer influence related to adolescence and sexual behavior.  Help the students realize the importance of being able to counter negative peer pressure related to adolescence and sexual behavior.  The students should be able to demonstrate the ability to refuse to do something that they don’t want to do.  Discuss ways to accept and promote positive peer influence. | Peer pressure  Positive and negative  peer pressure |
| **Decision-making**  Everyone deserves to make their own decisions including those about sexual behavior. All decisions have consequences.  There are factors that can make it difficult to make rational decisions about sexual behavior.  Sexual decision-making has consequences on oneself and others, including social and health consequences.  Sexual decision-making can result in possible legal consequences. | Evaluate with the students the positive and negative consequences of different decisions related to sexual behavior.  Explain how decisions about sexual behavior can affect people’s health, future and life plan.  Explain how to apply the decision-making process to address sexual and reproductive health concerns. (Identify the problem, gather information, identify alternatives, weigh evidence, choose, take action, review.)    Help the young people identify a range of emotions that can influence decision-making about sexual behavior.  Describe ways that alcohol and drugs can impact rational decision-making on sexual behavior.  Explain how poverty, gender inequality and violence can all influence decision-making about sexual behavior.  Help them understand that there are many factors that influence people’s decisions about sexual behavior, some of which are out of their control.  Demonstrate ways to evaluate and manage emotions that can influence sexual decision-making.  Analyze with the students the potential social and health consequences of decisions related to sexual behavior on the individual, family, and society.  Help them recognize that sexual decision-making affects oneself, the family and society.  Help them be able to express empathy for others who are affected by their sexual decision-making.  Encourage them to make responsible decisions about sexual behavior.  Identify national laws that affect what young people can and cannot do related to sexual behavior (e.g. age of sexual consent is 18 years-old, free access to health services including contraception, they should know STI/HIV status, that HIV testing is freely available, and that same sex sexual behavior is illegal in Tanzania, but it occurs thoughout the world).  Be aware of potential legal consequences of action upon certain decisions related to sexual behavior. | Decision-making  Refuse  Social consequences  Health consequences |
| **Closing** | **Chants for girls (and boys). Standing up.**  I trust my voice!  I use it!  I say NO! (hands and arms outstretched)  I say NO!  NO! NO! NO!  Respect my body!  The power of a girl!  The power of a woman!  Sexual violence can end my education, can end my good health, can end my dreams!  Teach me to fight!  Give me the tools!  I will do the rest!  I am worth defending!  We are worth defending!  Self-defense works!  Self-defense can protect you against an assault!  Self-defense is prevention!  Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man! | Body-language  Speech  Tone  Attitude |

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

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  People’s feelings about their bodies can affect their health, self-image and behavior | Discuss the benefits of feeling good about their bodies.  Describe how the appearance of a person’s body can affect how other people feel about and behave towards them, and compare how this differs for girls and boys.  Analyze common things that people do to try and change their appearance (e.g. using diet pills to lose weight, using steroids to build muscle) and evaluate the dangers of those practices.  Critically assess gendered standards of beauty that can drive people to want to change their appearance.  Explain the various disorders (e.g. anxiety and eating disorders such as anorexia and bulimia) connected with body image that people can struggle with.  Be aware that using drugs to change your body image can be harmful.  Demonstrate how to access services that support people struggling with their body image (counselors, healthcare providers). | Body image  Appearance  Disorders |
| **Additional**  A person’s physical appearance does not determine their worth as a human being.  There is a wide variation in what people find attractive when it comes to a person’s physical appearance.  Unrealistic standards about bodily appearance can be challenged.  **Consent**  Everyone has the right to privacy and to decide who can touch their body, where and in what way.  Everyone has the right to be in control of what they will and will not do sexually, and should actively communicate and recognize consent from their partners. | Explain that physical appearance is determined by heredity, environment, and health habits (nutrition, exercise, smoking, drugs, alcohol).  Point out that physical appearance does not determine a person’s worth as a human being.  Encourage them to show acceptance of a variety of physical appearances, including among their peers.  Describe differences in what people find attractive when it comes to physical appearance.  Be aware that what people think is physically attractive changes over time and can vary between cultures.  Discuss what they find attractive and how it may be different from what others find attractive.  Encourage the students to desribe things that they like about their body.  Analyze particular cultural and gender stereotypes and how they can affect people’s body image and their relationships.  Have the young people offer suggestions for what makes them think and act in certain ways – prompt media (advertisements, TV, music), family (values, religion), friends, culture (country’s or area’s norms).  Recognize that unrealistic standards about bodily appearance can be harmful.  Reflect on their own body image and how it can affect self-esteem, sexual decision-making and subsequent sexual behaviors.  Demonstrate ways to challenge unrealistic standards about physical appearance.  Express how they feel about their right to privacy and bodily integrity.  Define consent and explain its implications for sexual decision-making.  Express the importance of giving and perceiving sexual consent to the students.  Compare and contrast how men’s and women’s bodies are treated differently and the double standards of sexual behavior that can affect consensual sexual behavior.  Recognize that consensual sexual behavior is an important part of a healthy sexual relationship.  Demonstrate ways to communicate about giving and refusing consent and to recognize consent or lack of consent. | Heredity  Environment  Nutrition  Exercise  Attraction is personal  Culture  Unrealistic  Harmful  Help options  Privacy  Body integrity |
| **Closing**  Self defense education | 90% of people who are attacked knew their attackers.  Verbal skills alone can stop half of all attacks.  Violence is a social issue.  Perpetrators, not victims, should be held responsible.  Assertiveness and boundary setting are important ways to prevent harassment or an attack.  Most interpersonal violence starts out as boundary testing: it starts out as small things.  You have to know how to fight.  You have to believe you know how to fight.  **Activity**  **Walk with confidence:**  **Power walk**  1. Heads high  2. Be aware, eyes focused, look around,  3. Do not look at cell phone or use ear buds or headphones.  4. Walking pace neither too fast nor too slow  If there is street harassment, Nod and a calmly say “Hey”. This acknowledges the harassers as human beings and makes you a human being. It will hopefully make them less likely to say something disrespectful or continue the harassment.  **Chant**  We are strong!  We think!  We support each other!  Teach me to fight!  Give me the tools!  I will do the rest!  Self-defense is prevention! | Walk with confidence |

**Lesson 5: Refusal, Negotiation and Finding Help**

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| **Concepts** | **Goals** | **Key words** |
| **Refusal and Negotiation**  Good communication is essential to personal, family, school, work and romantic relationships.  Clear, healthy communication is beneficial to relationships.  Effective communication uses different modes and styles, and is important to expressing and understanding wishes, needs and personal boundaries. | Identify different types of communication (including verbal and non-verbal communication).  Identify the difference between healthy communication and unhealthy communication (e.g. active listening, expressing feelings, indicating understanding, having direct eye contact versus not listening, not expressing feeling, not showing understanding, looking or turning away).  List the benefits of healthy communication to personal, family, school, work and romantic relationships.  Analyze the potential implications of verbal and non- verbal communication that contradict each other.  Identify barriers that can stand in the way of negotiation with a romantic partner (including gender roles and expectations).  Demonstrate confidence in using negotiation and refusal skills with a romantic partner.  Help them understand that communicating ‘yes’ and ‘no’ protects one’s privacy and bodily integrity, and is a central part of building happy relationships. Discuss examples.  Illustrate examples of giving and not giving sexual consent, and listening for sexual consent.  Be aware of the importance of being able to express wishes, needs and personal boundaries, and understand that of others.  Recognize that negotiation requires mutual respect, cooperation and often compromise from all parties.  Describe how assertiveness and negotiation skills can help counter unwanted sexual pressure or reinforce the intention to practice safer sex.  Demonstrate effective ways to communicate wishes, needs and personal boundaries, and listen and show respect for that of others.  Demonstrate verbal and non-verbal communication and ways to say ‘yes’ and ‘no’. The teacher should do 3 examples of saying ‘no’: one firmly (stood upright, using a strong tone of voice and making eye contact); one less firm (stood upright, looking at floor, quiet voice, nervous) and one ineffective ‘no’ (sat down, not looking, hesitate, ‘umm’, ‘I’m not sure’)  Have the children give feedback about which was best and why. | Verbal and non-verbal.  Confidence  ‘Yes’ and ‘No’  Embarrassed  Someone older  Not sure I can refuse  Might get into trouble |
| **Finding Help**  It’s important to evaluate sources of help and support, including services and media sources, in order to access quality information and services.  There are different sources of help and support in school and the wider community. | Describe what is meant by a trusted adult. Ensure that the students have identified one or several trusted adults.  List sources of help and support for sexual and reproductive health and rights issues such as healthcare providers, testing and treatment facilities, counselors.  Describe characteristics of good sources of help and support (including maintaining confidentiality and protecting privacy).  Understand that there are places where people can access support for sexual and reproductive health (e.g. counseling, testing and treatment for STIs/HIV; services for modern contraception, sexual abuse, rape, domestic and gender-based violence, stigma and discrimination).  Explain characteristics of reliable media sources (e.g. websites) of help and support.  Be aware of the importance of critically assessing sources of help and support.  Recognize problems for which young people may need to seek help (e.g. abuse, harassment, bullying, illness) and identify relevant sources of help.  Help ensure they are aware that they should be able to access affordable, factual and non-judgemental services and support that maintain confidentiality and protect privacy.  Ask students to describe how they might help without guilt or shame. | Trusted adult  Sexual and reproductive health information sources  Confidential  No shame or guilt |
| **Closing**  Self-defense | Saying NO!  Stand upright  Make eye contact  Use a strong voice  **Chant for girls (and boys). Standing up.**  I trust my voice!  I use it!  I say NO! (hands and arms outstretched)  I say NO!  NO! NO! NO!  Respect my body!  (Repeat the chant above.)  The power of a girl!  The power of a woman!  The power of a boy!  The power of a man! |  |

**Lesson 6: Tolerance, Inclusion and Respect**

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

**Lesson 7: Human Rights, Gender Equality, Stereotypes and Bias**

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

**Lesson 8: Gender-based Violence and other Violence**

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| **Concepts** | **Goals** | **Key words** |
| **Basic Review**  Review Stigma, Bullying, Discrimination, Harassment, Sexual harassment, Sexual abuse | **Stigma** refers to something in a person that may cause others to have a negative attitude toward them. This thing may be the person’s social position such as poverty, something related to their body such as an illness or body deformity, or a mental deficiency. Stigma may lead to a person becoming socially dispproved.  **Bullying** is unwanted, aggressive behavior from someone who is felt to be stronger or with more social influence. It usually occurs among school children and is often repetitive.  Suggest some factors that may make someone more likely to experience bullying in life, e.g. being female, being disabled, being poorer.  **Discrimination** is when a group of people are treated unfairly or poorly especially because of their sex, religion, race or age. **Bias** is when someone leans or tends toward discrimination.  **Harassment** is when someone repeatedly bothers you in an annoying, threatening or troubling way.  **Sexual harassment** is when unwanted sexual advances or obscene comments are made. The word sexual means attraction to another’s body or desiring close body contact between two people such as with sexual intercourse. Sexual intercourse is what it is called when a man’s penis is put in a woman’s vagina.  **Sexual abuse** is the term for when there is any unwanted sexual touching or contact. Forms of sexual abuse include rape, incest, and sexual harassment.  **Child abuse** is physical maltreatment or sexual abuse of a child. | Stigma  Discrimination  Gender  Disability |
| **Additional**  It is important to know what GBV is and where to go for help.  All forms of GBV are wrong and a violation of human rights.  Know what to do about GBV.  Gender stereotypes can be the cause of violence and discrimination.  It is important to be able to recognize various types of violence and understand that they are wrong. | Gender-based violence (GBV) is violence against a person based on their gender. It is generally against women and includes crimes such as physical or emotional abuse, sexual harassment, stalking, rape, human trafficking, genital mutilation and forced prostitution. It can occur at school, home or in public.  Discuss the above examples of GBV.  Understand that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence.  Know that all forms of GBV are wrong and are a violation of human rights.  Identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including violence in or around school.    Explain that GBV and other forms of sexual abuse are crimes about power and dominance, not about one’s inability to control one’s sexual desire.  Recognize that gender inequality and gender-role stereotypes contribute to gender-based violence.  Demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV.  Emphasize that all forms of violence including GBV, child abuse, sexual abuse or harassment, homophobic violence, bullying and others are violations of the victims human rights and are never the victims fault. This includes child sexual abuse carried out by an adult, someone known and trusted, or even a family member.  Say ‘No’, get away and talk to a trusted adult, school authorities, healthcare providers or the police. | Tell an adult  Be supportive  GBV is wrong  Trusted adult  GBV  Stereotypes  Bullying  All violence is wrong  Sexual harassment  Homophobic violence |
| **Closing**  Self-defense | **Girls chants (boys can do these as well) standing up**  The power of a girl!  The power of a woman!  Sexual violence can end my education, can end my good health, can end my dreams!  Teach me to fight!  Give me the tools!  I will do the rest!  I am worth defending!  We are worth defending!  Self-defense works!  Self-defense can protect you against an assault!  Self-defense is prevention!  Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man! |  |

**Lesson 9: Self-defense**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Street harassment responses | If there is street harassment, nod and a calmly say “Hey”. This acknowledges the harassers as human beings and makes you a human being. It will hopefully make them less likely to say something disrespectful or continue the harassment.  If harassment continues, look the harasser in the eyes, speak in a strong, clear voice along with strong body language to show assertiveness and strength. Here are examples of what you can do.  1. Tell them exactly what you want. Say, for example, “move away from me,” “stop touching me,” or “go stand over there.”.”  2. Name the behavior and state that it is wrong. For example, say, “Do not whistle at me, that is harassment!” or “Do not touch my butt, that is sexual harassment!”  3. Ask them if they would want their mother, sister, daughter, girlfriend, wife treated like they are treating you.  4. Make an all-purpose anti-harassment statement, such as: “Stop harassing women. I don’t like it. No one likes it. Show some respect!” Speak it in an assertive tone.  5. Identify the perpetrator: “Man in the yellow shirt, stop touching me!” (This is especially useful if other people are nearby, like on a bus).  6. Attack the behavior, not the person. Tell them what they are doing that you do not like (“You are standing too close”), rather than blaming them as a person (“You are such a jerk”).  **Briefly review these facts from Lesson 4.**  Girls and women are more likely to be attacked by someone they know than a stranger. 90% of attacks are by someone the victim knows.  Verbal skills alone can stop half of all attacks.  Perpetrators, not victims, should be held responsible.  Assertiveness  Boundary setting  How to say ‘no’ effectively.  If ‘no’ isn’t respected, teach physical skills to prevent or stop attack.  Most interpersonal violence starts out as boundary testing: it starts out as small things.  You have to know how to fight.  You have to believe you know how to fight.  **When confronted:**  Tell them what you want - “Stand over there”, “Stop touching me” “Go away” “Leave me alone”  Use your voice to lie to an attacker to get away, negotiate with an attacker, speak up and be assertive towards people around you. |  |
| **Additional**  Self-defense techniques | **Yell loudly. Make eye contact. Attack!**  <https://www.youtube.com/watch?v=M4_8PoRQP8w&index=4&list=FLIL7l5yoD-7_bxLnXr7Ceuw>  **If you must fight:**  **Do not hesitate**  **Fully commit and become the aggressor**  **Arm grab**  Grab the fist of that arm, point elbow up, slice downwards and twist using whole body.  Run  **Body grab**  Grab attacker’s arms and squat down.  Swing hips to the side and hit groin with fist  Twist into attacker and interlock hands behind his neck  Knee the groin upwards repeatedly.  Run  **Held by the neck or upper body:**  Raise one shoulder and lift arm up.  Twist whole body into his and crunch your arm down on his arm while holding his hands with the other arm.  Strike elbow to his face.  Run  **Hair grab:**  Lock both your hands on top of his.  Squeeze elbows to protect face.  Twist and duck under his arm then up and around while holding on to his hand.  Push his arm forward and up to dislocate his shoulder.  Run  **Held off the ground:**  Raise both legs in the air and buck/kick.  Or kick, kick, kick the groin (testicles).  Once your feet are on the ground, raise one shoulder and arm and twist in, striking him then run away.  If he won’t let go, step behind his leg  Grab leg and lift or fall backward  Run  **Laying on back on the ground:**  Kick, kick, kick.  Buck (raise hips) and roll out, palm strike, kicking in groin (testicles). Run.  If choked- reach over arms and hold them tight, raise and lower hips to break choke hold.  Twist and put one foot on the attacker’s leg. , push away and kick.  Get up and run.  **If you are overpowered:**  Relax for a moment  Fake compliance- say okay, okay. He will relax.  Then fight with all you can. Use body core (twisting, bucking, elbows, kicking with knees).  **Goals**  Yell and scream  Twist if standing. Roll if on the ground  Eye jab with fingers, strike nose, strike throat, kick in groin (testicles), stomp on his foot.  Fight like a cat. Grab the face hard and push it back.  Escape |  |
| **Closing** | **Chant for girls (and boys). Standing up.**  I trust my voice!  I use it!  I say NO! (hands and arms outstretched)  I say NO!  NO! NO! NO!  Respect my body!  The power of a girl!  The power of a woman!  Sexual violence can end my education, can end my good health, can end my dreams!  Teach me to fight!  Give me the tools!  I will do the rest!  I am worth defending!  We are worth defending!  Self-defense works!  Self-defense can protect you against an assault!  Self-defense is prevention!  Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man! |  |

**Lesson 10: Puberty**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Puberty is a time of physical and emotional change that happens as children grow and mature.  **Video** | Explain that puberty is the period of time when the bodies of young people reach sexual maturity and become capable of reproduction.  It is a normal and healthy part of adolescence.  Puberty involves changes in the body as well as emotional changes and is completely normal. It will happen at different times for different people. This is to prepare them for adulthood.  **Show the Empower Tanzania Video on Puberty** | Change  Normal  Differences |
| **Additional**  Puberty signals changes in a person’s reproductive capability.  Understand that girls will start to menstruate during puberty.  During puberty, hygiene is important to keep one’s sexual and reproductive anatomy clean and healthy.  Be considerate of other people going through puberty.  During puberty, boys will experience a variety of physical responses.  **Activity**:  Allow a safe space for children to ask questions.  **Activity:**  General anatomy and male and female anatomy | Review the process of puberty and the maturation of the sexual and reproductive system described in the video (major physical and emotional changes that take place during puberty).  Suggest ways to find credible information about puberty (trusted adult, healthcare provider).  Explain that the word menstruation refers to the same process as menstrual periods or just ‘periods’ for short. It will be described in the next lesson.  Describe personal hygiene and sanitation practices such as washing regularly under arms and in genital area with soap and water. No cleaning products should be used inside the vagina.  Recognize that puberty may be particularly challenging  for some children, particularly those who are gender non-conforming, transgender or intersex.  Acknowledge that teasing, shaming or stigmatizing others based on the changes of puberty is hurtful and may have long-lasting psychological impacts  Know that boys will experience erections, either due to arousal or for no particular reason, and that this is normal.  Recall that some boys may experience arousal and release of fluids at night, often called a wet dream, and that this is normal.  **Activity:**  Have the young people write anonymous question on pieces of paper. Tell them that if they do not have a question, they should write ‘no questions’ on a piece of paper, then go around and collect them in a container (this will maintain anonymity). The teacher will answer these questions during the next session.  **Activity:**  Ask if they recall the names for the body parts they learned on the video.  Use diagrams for the male and female reproductive organs and other structures in the area. (Allow giggling and laughing, but explain that it is very important to know the correct names as they get older as it’s the names that medical professionals use).  Male: Penis, foreskin, testicles, bladder, urethra, anus. Explain that not all males will have a foreskin if they have been circumcised.  Female: Ovaries, fallopian tubes, uterus, vagina, labia, bladder, urethra, anus. Discuss that some people may use different names for the body parts, but that the names discussed today are the correct names, and the ones they should use, even if they make them feel uncomfortable. | Change  Taller  Breasts  Penis and testicles grow  Sperm  Erection  Menstruation  (Periods)  Hair  Voice change  Mood changes  Be considerate  to others  Penis  Foreskin  Testicle  Bladder  Anus  Vagina  Urethra  Anus  Uterus  Fallopian tubes  Ovaries  External genitalia |
| **Closing** | Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man!  **Chant for everyone**  I trust my voice  I use it  Don’t get me started  I am dangerous  I can defend myself  Don’t touch me  I say NO! (Hands outstretched)  NO! NO! NO! NOOO!  Respect my body! |  |

**Lesson 11: Periods (Both boys and girls should be shown this lesson, but they can be in separate classrooms. Ideally have a male teacher with the boys and a female teacher with the girls.)**

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

**Lesson 12: Pregnany and Pregnancy Prevention**

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

**Lesson 13: Sexual Life Cycle and Behavior**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  Review contraception choices.  It is natural for humans to enjoy their bodies and being close to others throughout their lives. | Refer to curriculum as a resource to discuss details of each form of contraception including technique for use, effectiveness and risks.  Understand that physical enjoyment and excitement are natural human feelings, and this can involve physical closeness to other people.  Understand that there are many words to describe sex and relationships. Some of these words are appropriate and some languange is inappropriate because it is negative, derrogetory or gender discriminatory. The use of negative language should be avoided. (Allow students to say rude words if needed for this lesson.)  Inappropriate languange can also make people feel uncomfortable. |  |
| **Additional**  Human beings are born with the capacity to enjoy their sexuality throughout their life.  It is natural to be curious about sexuality and important to ask a trusted adult questions.  People have a sexual response cycle whereby sexual stimulation (physical or mental) can produce a physical response.  It is important to make informed decisions about sexual behaviour, including whether to delay sex or become sexually active.  Young people will know what sex is, and that it should only happen when they are old enough and feel safe.  Transactional sexual activity is the exchange of money or goods for sex can pose serious risks to health and well-being.  It is important to avoid risk if having sex. | Understand that sexuality involves emotional and physical attraction to others and this is a healthy part of being human.  Describe ways that human beings feel pleasure from physical contact (e.g. kissing, touching, caressing, sexual contact) throughout their life.  Explain that discrimination against people who are attracted to the same sex, or who are believed to be attracted to the same sex is wrong and can have negative effects on these individuals.  Communicate and understand different sexual feelings and talk about sexuality in an appropriate way.  The children should understand that it is natural to be curious and have questions about sexuality.  Identify a trusted adult with whom they feel comfortable, and demonstrate asking questions about sexuality.  Explain to the students that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation.  Explain that many boys and girls begin to masturbate during puberty or sometimes earlier.  Students need to know that masturbation does not cause physical or emotional harm but should be done in private.  Discuss advantages and disadvantages of choosing to delay sex or to become sexually active.  Understand that abstinence means choosing not to have sex, or deciding when to start having sex and with whom. Abstinence is the safest way to prevent pregnancy and STIs, including HIV.  Reflect on how plans for their future can be impacted by the decisions they take in relation to sex and relationships.  Explain that many people believe sex should only take place in a marriage, either for religious reasons, or because it means they are in a stable relationship. Even if the children do not believe this as they get older, they must only have sex with someone when they are old enough, and mature enough to deal with the consequences, like being pregnant or getting an STD, and they should feel safe with the other person.  Define transactional sexual activity (exchange of money, favors or gifts in exchange for sex. .  Describe risks associated with transactional sexual activity (high rate of HIV and STIs; economic and power assymetries leading to exploitation and abuse).  Recognize how intimate relationships involving transactions of money, favors or gifts lead to unequal power relations can increase vulnerability to HIV and other STIs by limiting the power to negotiate safer sex.  Safe sex means using a condom for protection against STIs including HIV.  Review and practice assertive communication and refusal skills for declining transactional sexual activity.  Explain that condoms protect against HIV and other STDs as well as pregnancy. This is called safe sex. Other contraceptives including contraceptive pills, implants, injections, IUDs and sterilization protect against pregnancy, but do NOT protect against HIV/AIDS and other STDs. | Sexuality  Physical contact  Attraction  Masturbation  Delay sex  Abstinence  Plan for future  Marriage  Religion  Pregnancy  STD  Sex for money, favors or gifts. |
| **Closing**  Allow a safe space for young people to ask questions | Have the students write anonymous question on pieces of paper. Tell them that if they do not have a question, to write ‘no questions’ on a piece of paper, then go around a collect them in a container (this will maintain anonymity). You will answer these questions during the next session.  Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man!  **Chant for everyone**  The power of a girl!  The power of a woman!  Sexual violence can end my education, can end my good health, can end my dreams!  Teach me to fight!  Self-defense works!  Self-defense can protect you against an assault!  Self-defense is prevention! |  |

**Lesson 14: Understanding and Reducing the Risks of STDs, including HIV**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  The immune system protects the body from illness and helps people stay healthy.  People can have an illness and look healthy.  Everyone, whether they have an illness or not, needs love, care and support.  STIs (sexually transmitted infections) are spread by having unprotected sex (sex without a condom) with an infected person. | Describe the concepts of ‘health’ and ‘illness’.  Explain that humans have an immune system that protects them from illness.  List ways people can try to protect their health (good nutrition, avoid cigarettes and drugs, exercise, mosquito nets, practice safe sex.)  Be aware even though someone has an illness they can still look and feel healthy.  Describe how people need love, care and support, regardless of their health status.  Define commmon STIs and their symptoms including HIV/AIDS, syphillis, HPV, herpes, clamydia, gonorrhea, trichomonas vaginalis.  Refer to curriculum for listing of STI symptoms, treatment and risks.  STIs are also commonly referred to as STDs (sexually transmitted diseases).  STIs are also called sexually transmitted diseases (STDs). | Health  Illness  STI  Common STIs |
| **Additional**  People can acquire STIs, including HIV, as a result of having sex with someone who already has an STI, and there are ways people can lower their risk of infection.  HIV is a virus that can be transmitted in various ways, including unprotected sex with someone who is living with HIV.  There are ways that people can reduce their vulnerability to STIs, including HIV.  Testing is the only way to know for sure whether someone has an STI, including HIV, and treatment exists for HIV and most STEs.  Lifelong protection against most types of HPV can be achieved with vaccination. | List the most common STIs, (e.g. HIV, syphillis, HPV, herpes, chlamydia, gonorrhea, trichomonas vaginalis) among youth in their community, and the most common modes of transmission (unprotected sexual intercourse or other skin-to-skin contact in the genital area).  Describe how HIV cannot be transmitted through casual contact (e.g. shaking hands, hugging, drinking from the same glass).  List the different ways that HIV can be transmitted (e.g. unprotected sex with someone who is positive, blood transfusion with contaminated blood, sharing syringes, needles or other sharp instruments; during pregnancy, at birth or while being breastfed).  State that most people acquire or transmit HIV through unprotected penetrative sexual intercourse with someone who is living with HIV.  Describe ways to reduce the risk of acquiring or transmitting HIV, before (i.e. using a condom and where available, voluntary medical male circumcision (VMMC) or Pre-Exposure Prophylaxis (PrEP) in combination with condoms); and after (i.e. where available, Post-Exposure Prophylaxis (PEP)) exposure to the virus. PrEP and PEP are medications that can reduce the risk of aquiring HIV.  Describe the steps to using a condom correctly.  Where available, describe at what age and where the vaccine for genital human papillomavirus (HPV) can be accessed.  Review how communication, negotiation and refusal skills can reduce pressure from someone or lead to practicing safer sex, including the correct and consistent use of condoms and contraceptives .  Demonstrate their understanding of STI testing and treatment for the most common STIs, including HIV, in their community.  Testing should be done any time a person thinks there may be a possibility they may have become exposed to an STI.  HPV infections (genital warts) increase the risk of several cancers later in life. These cancers include cancers of the penis, cervix, and vagina and cancers of the mouth, throat and voicebox.  Lifelong protection against most types of HPV can be obtained through a vaccination BEFORE exposure to the virus. Vaccinations can be started at age 9. All adolescent boys and girls should check with their healthcare provider about receiving the vaccinations starting at age 9 before they become exposed. The vaccination does not work once the person has become infected with HPV, which is very common. | Common STIs  Transmission  Unprotected sexual intercourse  Needles  Pregnancy  Birth  Breastfeeding  Risk reduction  Circumcision  PrEP  PEP  Condom usage  HPV  HIV testing  HPV vaccine  Genital warts  Reproductive cancers and throat cancers |
| **Closing** | **Chant**  The power of a girl!  The power of a woman!  Sexual violence can end my education, can end my good health, can end my dreams!  Teach me to fight!  Self-defense works!  Self-defense can protect you against an assault!  Self-defense is prevention!  Boys play an important role in protecting women. Involve them.  **Boy chants**  I want to make choices!  I want to be ready!  To do the right thing!  To do the right thing!  I have to make a choice!  Difficult choices!  Protecting women is part of my job as a man! |  |

**Lesson 15: HIV and AIDS Stigma, Treatment, Care and Support**

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| **Concepts** | **Goals** | **Key words** |
| **Basic**  People living with HIV have equal rights and live productive lives.  There are effective medical treatments that can help people living with HIV. | State that with the right care, treatment and support, people living with HIV are able to live fully productive lives and to have their own children if they wish to.  Recognize that people living with HIV have the right to equal love, respect, care and support (and timely treatment) as everyone.  State that there are effective medical treatments for HIV. With care, respect and support, people living with HIV can now manage their condition. |  |
| **Additional**  It is important for people living with HIV to be able to talk about their HIV status in a safe and supportive environment.  A person living with HIV will have unique needs for care and treatment, some of which may come with possible side effects.  HIV and AIDS can affect family structure, family roles and responsibilities. | Discuss with the children some of the benefits and challenges that people living with HIV face upon talking about their HIV status.  It is important to remember that some people living with HIV were born with HIV, and others acquire HIV during their lifetime.  Point out that everyone has a responsibility to ensure safe and supportive environments for people living with HIV.  Suggest ways to contribute to safe and supportive environments.  Explain why a person living with HIV has unique needs for care and treatment, including some possible side effects (proper nutrition, timely treatment, emotional support, assistance with daily life).  Recall that treatment for HIV is a lifelong commitment, and can often come with side effects and other challenges, and may require careful attention to nutrition.  State that children and young people living with HIV can also benefit from treatment, although careful attention is required during puberty to ensure proper dosage and use of medications, and management of side-effects (e.g. bone density, ARV (anti-retroviral) drug resistance).  List and demonstrate how people can access HIV care and treatment services .  Explain that HIV is not a barrier for relationships, family or having a sexual life, because people with different HIV statuses can live together and be sexual partners without risk of acquiring HIV, and have children free of HIV.  Illustrate how HIV and AIDS can affect families, their structure, roles and responsibilities.  Explain that with support from family, the community, services and treatment, women living with HIV can be healthy and deliver and breastfeed children who are HIV free.  Understand that everyone has a responsibility to support people living with HIV.  Suggest ways to support people living with HIV. | Living with HIV  HIV treatment  Effective  Support  Services  Community  Support  Understanding |

**Lesson 16: Reproductive Health and Relationships Summary**

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

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