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Guidebook Like Joe

First edition, June 2021 This guide serves as an educational support tool to teachers and youth group leaders, complementing the book 'Like Joe'.

@Cordaid 2021

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Dear youth group leader,

If you are an enthusiastic teacher or youth group leader, then this guidebook is for you. The stories of Joe, in Like Joe, will help you lead sessions for boys 12 to 16 years old, focusing on healthy and positive behaviour.

Positive Masculinities?

This method promotes positive masculinities. These are healthy and positive behaviours that can improve the wellbeing of boys and men. They also help build communities where we all have equal rights, equal opportunities, and agency over our own bodies and lives.

Why is it important?

The opposite of the term positive masculinities is the term toxic masculinities. This means male behaviour that harms (young) men themselves, and others, like too much risk-taking or unhealthy or even violent behaviour.

Of course, young men are individuals and don't behave only in positive or toxic masculinities. However, many boys all over the world grow up thinking that they need to behave in different ways than girls. For instance, boys "don't cry", or they can be expected to bring money in to support their family, or they need to be leaders in all sorts of situations. Because of that, they may not develop certain skills, like dealing with their emotions, taking care of themselves and others, or creating meaningful relations. And this keeps them from exploring and developing a diversity of talents according to their own character.

Understanding and applying Positive masculinities can help (young) men to reach their full potential – in all its diversity – for themselves and for their communities.

How does the guidebook promote Positive Masculinities?

In this guidebook you will find 33 one-hour sessions, mixing storytelling, theatre, sports and games. They are fun and engaging exercises that will engage the boys, and let them actually experience, practice and reflect – learning by doing!

And you can encourage the boys to discuss what they've learned with their friends, brothers and sisters, and other family members, so we can spread the word beyond your group.

> Enjoy teaching, Enjoy working with youth And enjoy making a change in your community! Team Cordaid

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Introduction to the methodology

Target group Size of the group	12-16-year-old boys 20 to 25 (to enable quality learning and coaching)
Time needed	1 hour per session
	12 sessions on storytelling & theatre
	12 sessions on sports & play
	9 alternative sessions, providing extra information on a topic
Materials you need	Indicated at the top of each session sheet
Location	Choose a space in the community that is safe for the participants, that allows for private discussions with the group as well
	as for play (theatre, sports and games), theatre and play
	can be indoors or outdoors. Sports requires an outdoor
	location.

What boys learn in the sessions

From the sessions, boys will:

- Better understand body changes during puberty, gender norms and roles, and related power differences.
- Build positive bonds with the group leader and the fellow participants.
- Build positive identities, goals and plans how to reach them.
- Practice healthy behaviour for themselves and others.

How to use the guidebook

Each chapter in *Like Joe* come with one session on theatre and one on sports & play. Sometimes there is also an alternative session that you can use when it is relevant for your group.

At the top of the page, you can see the main topics of the session, and the materials you will need. Then, you can follow the different steps all the way to the closing.

Session 1 | theatre Like Joe Chapter 1: I am <u>loe</u> and this is my st Tonics: Team Building: Creating Safe Spaces

 Like Joe – story book Ribbons to make teams 		
 1 ball (or something soft to throw with) 		oft to throw with) o A few newspaper sheets or hoops
0 1	imer (on a phone) or	a watch
	2	
Time	What	Steps
10 min	Introduction	 Welcome everyone and explain the objectives for the total of sessions and the plan for today.
10 min Name game 2. Make arctic and give everyone the opport load. 3. Take the ball, first mention your name, the name and then there ball, first mention your name, the name and then throw the ball to him. Partin in a similar way. 4. Goal of the game. We now each other'n and Goal of the game. We live work of the first name of the other before throwing. Count 3,21, for and time how fast the group for the first of the similar similar similar of the other similar similar similar first of the similar similar similar first of the similar first of the similar similar first of the similar similar first of the similar similar first of the similar first of the similar first of the similar first of the similar first of the similar first of the similar first of		I oud. 1. Take the ball, first mention your name, then mention someone else's name and then throw the ball to him. Participants play the ball around in a similar way. 8. Explain that now we have a chart of the similar source and the same state the similar source and the same source and the same source and the similar source and the similar source and the similar source and the same source and the similar source and the sissue and the similar source and the simi
30 min	Introducing Joe	8. Show the comics that come with the first chapter. 9. Tell them this is joe. Each session he will tell us about his dreams, about the good things and the challenges in life, and how he deals with it. And well make a role-pay about it, discuss the topic or play games and sports that integrate a related skill. 10. Read the first chapter 1 ann <u>Be and this is my story to the group.</u>
	Reflect on the story	11. Ask the participants the following questions: Is the story for Edils so far realistic? Could a young man like joe live in our community? Are you curious to learn more about what joe has to tell in his story? Why? What do you hope to learn from reading his story as group coming weeks?
10 min	Closing	 Ask the group how they liked the ession and why? Ask while they learned today. Summarize and underline the key messages: Ware recepters as a group of boys and young men to learn about the changes and challenges we go through at our age. This group is a safe and find space in which we respect each other, is finder to next week's sension: time, place and activity. Homework for next sension. time, finder and activity.

Make sure that everyone understands the key messages. The boys themselves may come up with the answers during discussion or reflection, and you can add your information and insights where relevant. At the end, you can repeat the key messages of the day. This helps to learn through experience, reflection and repetition.

WhatsApp Challenge

Every session ends with a challenge, that can be either given as a take-away assignment or to be shared via WhatsApp. The assignment supports continuous practice and can be done long distance.

Factsheets

You will find factsheets on specific topics just before the related session(s) in the guidebook. The factsheets are full of information and theory that you can use in your explanations. You get a quick overview of the topic and can show the pictures to the group to support your explanation.

You can decide what to share with the group, not everything is relevant to your situation. The factsheets can also be useful if you get asked questions. It is always important to be clear about the myths and perceptions, and the truth and facts.

Tips for youth group leaders

Tips for leading group sessions:

- <u>Use simple language</u> that the participants can easily understand.
- <u>Be a role model. Behave how you would like them to behave. Make sure</u> <u>that you show examples or stories that are different from the usual</u> <u>stereotypical male behaviour.</u>
- <u>Coach positively</u>. Listen with an open mind and don't judge. Speak out positive feedback when someone does things right. Help the boys understand how to improve their negative behaviour. Remember everyone is different and works at a different pace.
- Include and engage all players. Make everyone feel welcome and heard so you can bond with your group and build the team. <u>Always make sure</u> you arrive before the session starts and stay after the session ends. This will create the space for boys to come to you with their questions or concerns.

When leading a sports session:

- 1. <u>Set the field together with the group.</u>
- 2. <u>Set up the teams</u>. Make sure you lead the team-making, so that nobody is excluded, see suggestions for making teams on p.10.
- 3. <u>Explain the goal of the game, then the rules</u>. Show with examples, instead of talking a lot.
- 4. <u>Start the game right after the explanation</u>. You can always explain the rules again or add more rules later on. You want them to play most of the time.
- 5. <u>Always indicate when you are one more point or one more minute away</u> <u>from finishing the game</u>. Suddenly stopping a game, without notice can be frustrating for the players.
- 6. <u>After playing, come together and announce the winner(s)</u>. Give them a round of applause, and make sure that no negative remarks are made about the losing team.

Tips for leading a sports session

- Take measures to prevent injury. Involve the entire group in checking there are no obstacles on the field. Make sure_to vary intensive activities with less intensive ones, that there is enough drinking water available, and that you have a first aid kit with you.
- <u>Engage the boys.</u> Let them give examples of techniques, allow them to referee, coach and cheer, let them add rules when you see the need for improving a game after a while, and involve them in cleaning up the field after playing.
- <u>Prevent negative competition</u>. While competition in games and sports is fun, it can also lead to frustration, anger or fights. Competition can be a good opportunity to reflect on our behaviour. So, take a time-out (see p.54) and reflect on how it can be solved, what are alternative behaviours, what would you do differently next time, how you want to play games as a group, what makes an activity fun for everyone, what are our group rules and how do we stick to our rules.

Each session ends with tips for specific activities.

Preparation

As a youth group leader, you are important to your group. You are a trustworthy person that they can look up to. You can give them information or support, as the group leader. If you notice that a boy has problems that need professional support, send them to the appropriate person in your community, such as a health care provider, counsellor or someone who can provide legal support.

Use the blank page at the end of this guide to fill in local sources of information, referral services or favourite websites.

Session 1A | theatre

Like Joe Chapter 1: I am Joe and this is my story Topics: Team Building Jand Creating Safe Spaces

Material

 Like Joe – story book 	• 1 ball (or something soft to throw with)
• Program written on a flip-over sheet	o Timer (on a phone) or a watch
Markers	Ribbons to make teams

Time	Activity	Steps	
10 min	Introduction	1. Welcome everyone and explain the objectives for all sessions- they can also read this information on the flip-over – and the plan for today.	
10 min	Name game	2. Make a circle and throw the ball to one of the participants.	
		He can say his name, and then throw it to another player in	
		the circle. This continues until everyone has introduced themselves.	
		3. Explain that now we know each other's names, we can make	
		a game of it. Goal of the game: Pass the ball around as fa <mark>st</mark> as we can.	
		Rules: Everyone needs to get the ball once. You have to	
		mention the name of another player before throwing the	
		ball.	
		Count '3,2,1, Go!' and time how fast the group can finish the assignment.	
		4. Rematch – one more time, but faster!	
		5. If time allows, make two teams. Mark the playing field. Goal	
		of the game: pass the ball 5 times to one of y <mark>our t</mark> eammates,	
		without interference by the other team, and without the ball	
		touching the ground. Rules: Call out the name <mark>of yo</mark> ur	
		teammate before you throw. If the ball touches the ground or	
		is with the other team, then this team starts ag <mark>ain. N</mark> o body	
		contact allowed.	
		6. If time allows, rematch!	

30 min	Introducing Joe	7. Show the first chapter of the comic.
		8. Explain that Joe is the main character. Each session Joe will talk about his dreams about good things and challenges in his life, and how he deals with them. Explain to them that
		 based on this comic, you'll carry out activities like role playing, discussions, or playing games or sports to practice a related skill. 9. Read the first chapter <i>I am Joe and this is my story</i> to the group.
	Reflect on the story	 10. Ask the participants the following questions: Is the story Joe is telling so far realistic? Could a young man like Joe live in our community? Do you want to learn more about what Joe has to tell? Why? What do you hope to learn from reading his story as a group in the coming weeks?
10 min	Closing	 Ask the group if they liked the session and why? Ask what they've learned. Summarize and underline the key messages: We are a group of boys and young men to learn about the changes and challenges we go through at our age. This group is a safe and fun space in which we respect each other, and we can ask any question we have. Refer to next week's session: time, place and activity.
	WhatsApp Challenge	15. Think of a great name for our group!

Tips for the youth group leader: Mention the WhatsApp Challenge. You can either choose to also send it by WhatsApp or not, as it depends on the opportunities for your group.

Factsheet on Safe Space

What is it?

A safe space is a place where people feel physically and emotionally secure, and where they are protected from bodily harm and preventable (sports) injuries. Feeling safe changes through our life and in different settings. For example, adolescents often feel insecure about themselves, more so than children or adultspand a safe space at school, looks different from one among a group of friends.

Why is it important?

Safe spaces are crucial for learning, growing and developing. A safe space allows young people to relax, be themselves, speak out and learn healthy and positive life skills in a group. Children or youth, who feel unsafe for a long time can become frustrated, down or even depressed. On the positive side, children in safe environments are less sensitive to moments of insecurity.

How can you promote a safe space in your group?

As a youth group leader, you can create, build and maintain a safe space where youth will feel free to openly express themselves in a confidential environment. Try to tick as many boxes as you can from the following checklist:

Action	Done
Supportive environment	
Consent from parents or caregivers for boys to join.	
However, boys can feel free from parental pressure	
during the sessions	
Provide clarity on structures such as programme goals, activities, instructions and roles	
Physical safety (during sports) o The location is free from	
hazardous objects and dirt \circ No external harm, like	
street violence and traffic \circ No unwanted physical	
contact	

Physical safety (especially for sports)

- Enough drinking water
- Balance physical tiring activities and less active games
- Have a first aid kit and trained first aid provider available
- Comfortable clothes and shoes, no jewellery

Emotional safety (offline)

- Location is familiar to participants and conveniently located
- Group leader is a trusted person
- Group leader is available to talk to before and after the training
- Group leader stimulates team building and an open atmosphere
- Participants listen to the one who's talking
- What is discussed during training, stays in the training
- The training location is not open to outsiders

Emotional safety (online)

 No photos are shared on social media or otherwise, without the permission of the players (or their caregivers if under 18).

Some of these measures need the support of the NGO you work for.

Remember that you will and can make mistakes, we all do. For instance, by giving unclear instructions, or if there is a fight or loud noises. But you can always a restore the safe space.

For example, by your smile, by admitting the mistake, by showing regret or by discussing solutions together with the group. Although it might feel uncomfortable to show your own vulnerability, it is a good way to gain trust and to set an example for the boys.

It can also be helpful to discuss cases where you find it difficult to create a safe space with your fellow youth group leaders and find a solution!

What makes a safe space?

Session 1B | sports & play

Goal: Teambuilding and Creating Safe Spaces

Material

- Like Joe story book
- 2x flip-over sheet and pen

- A few newspaper sheets or hoops
- A few smaller blank papers
- Different size balls

Time	Activity	Steps 1. Welcome everyone and ask for reactions to the last meeting.	
5 min	Introduction		
		2. Explain the day's programme.	
		3. Ask the participants to say their name each time they speak, to	
		allow the young people to get to know each other again.	
10 min	Floor is Lava	4. Play the <i>Floor is Lava</i> . (Instructions are below)	
10 min	Group name	5. Make a circle and ask for answers to the 'Name the group'	
		challenge. Write them all on a separate paper and place th <mark>em far</mark>	
		apart in the r <mark>oo</mark> m*	
		6. Let the boys know they will be voting with their feet. Once you call	
		'3,2,1, Go!' they can stand around the team name they choose.	
		Remove any names with zero or one votes. On the second round of	
		voting, remove the names with two votes or less and so on. Once	
		there are two or three papers left, the name with the most votes	
		wins.	
		7. Quickly discuss if everyone is satisfied with this name, or if it needs	
		slight changes.	
		8. Write the name on top of the flip-over sheet.	
15 min	1-on-1 games	9. Play 1-on-1 games to get to know each other and have fun together.	
		(Instructions are below)	

15 min	Reflection	1. Make a circle and reflect on:
		• What was fun about the games we just played? What wasn't
		fun? Why?
		• When we play as a team, which behaviours help? And what is
		not? Did you see examples of it? What are alternatives?
		• If we want to have sessions where everyone can have fun and
		can learn, what rules do we need?
		2. Write the group rules on a big sheet of paper, for everyone to see.
		Do we all agree? Is something missing? Make a list that everyone
		can agree on.
		3. Show the visual that comes with the factsheet on Safe Space and
		explain it a bit. Ask the participants what they understand by safe
		space. Add where relevant and explain why it is important for young
		people t <mark>o learn and thrive.</mark>
		4. Ask them again if they want to add any rules.
		5. Place the sheet with the group rules in a place where everyone can
		see it. Bring i <mark>t each se</mark> ssion, so you can always refer to it.
5 min	Closing	6. Ask the group h <mark>ow t</mark> hey liked the session and why?
		7. Ask what they learned.
		8. Summarize and underline the key messages:
		• This group is a safe and fun space in which we respect each
		other, and we can ask any question we have.
		• We discuss how to make choices that will positively influence
		our future and the people around us.
		9. Refer to next week's session: time, place and activity.
	WhatsApp	10. Think about safe spaces outside this session. For example, at home
	Challenge	in school, with friends.

Tips for the youth group leader:

- If you used WhatsApp, you can prepare putting the names on separate papers before the session.
- Make sure the rules are always visible in next sessions. You can always add new rules, adapt, or remove any rule. Do that together with the group, whenever relevant.
- If you notice in the following sessions that participants don't live up to their own rules, take time to discuss how we can keep to the rules as a group.

Team building Games

The floor is Lava

- Make teams of 4 or 5 participants. Give each team 2 newspaper sheets or two hoops.
- Indicate a start line and a finish line.
- Explain the game:
 - \circ $\,$ Goal of the game: The team that is over the finish line first wins.
 - Rules: Touching the floor is not allowed, one can only stand on the paper or in the hoop. If someone in the team does touch the ground, the entire team needs to go back to the start and try again.
- Count '3, 2, 1, Go!' And rematch if time allows.

Making pairs (you can also use this for making teams)

- Stand in a circle and make a round. Ask participants to call out a number sequentially: '1', '2', '3', ... up to '10', and then again start at '1'. All '1's are a pair, all '2's, etc.
- You call 'mingle, mingle mingle' and everyone starts walking around. When you call out a number, for instance '4!', everyone needs to make a group of '4' as fast as they can. Repeat the game a few times and end with teams of two.
- Prepare pairs of papers or cards with the same word or picture. Each participant blindly chooses a card and now needs to find another person with the same card. They will form a pair or a team.
- As an alternative: make the teams yourself.

Tips for the youth group leader:

- Always pick the teams yourself, or through games, to prevent players from being excluded.
- If your group has a uneven number join the games, so everyone can play.

1-on-1 games

- Make pairs and give an example of the first game with one of the participants. Then
 ask them to do as you did.
- Every few minutes switch couples so that everyone has a chance to play with each other and get to know one another.
- Retry the same game or introduce a new game. Always introduce a game by giving an example.

Friendly wrestling games

- Make pairs. Play the following wrestling games with respect and attention for your opponent and the rules.
- Sit in pairs on the ground with your backs against each other. Your arms are 'wrapped around each other'. Your feet are on the floor, your knees are bent. Together you count to 3 and then you try to stand up without using your hands.



- Stand across from each other and hold each other by the wrists. Try to softly stump/kick the toe of your opponent. It is like a 'feet tag game' more than a kick game. If you tag the toe of your opponent, you have one point. Play a little competition to 3 points with different opponents.
- Sit again with you backs against each other. Together you count to 3 and then you turn around and try to catch the big toe of your opponent with your hand (this game is best played without shoes). If you catch the toe you have one point. Play a little competition to 3 points.
- Stand in 'push-up' stand across from each other. Try to tag the hand of the other person with one of your hands. If you manage, you have one point. Play a little competition to 3 points.
- One player sits on his knees and holds a ball between his stomach and the ground. He counts to 3 and then the other one tries to get the ball within 30 seconds. By using bigger and smaller balls you

can make it easier or harder. Play different rounds with different opponents.



Tips for the youth group leader:

• Emphasise that these are friendly wrestling games. Include the rule that every player at any time can say 'NO' or take a time-out. Stimulate the players to use this as it is a way to set boundaries.

1. Rock & Water games (1)

Make pairs. Play the following games trying what works best in different situations: be in the lead or use inaction as a way to win the game.

• **Chinese boxing:** Make pairs and stand across each other. The goal of the game is to get the other player off balance.

Demonstrate how to do this: two players face each other and put their hands up without touching the hands of the other player. The players try to get each other off balance by either



pushing forward and hitting the other's hands or pulling their hands back at the right moment. (see picture)

- A player scores one point if the other player has to move his feet to stay in balance. Players can only push against the hands and not against the chest.
- Play again, but this time the players keep their hands locked during the entire game.
- **Cock fight**: The goal of the game is again to get the other player off balance. Demonstrate how to do this: Stand on one foot and give the



other player your right hand. Try to get the other player off balance by pushing and pulling. Play up to three points. The one who can do it first wins.

Tips for the youth group leader:

Observe the group and get to see the qualities and collaboration skills of the group and individual players. Keep on giving feedback on what goes well and coaching and reflecting on what can be improved.

Factsheet on Positive Identity Building

What is it?

Identity means how we see ourselves as individuals and as part of social groups. It is created by what you choose and by the people that surround you, including family members, teachers, youth workers, friends and others who are important to you. People use their identity to make decisions and reflect their actions.

In adolescence you first become aware of your identity and start thinking about how it affects your life.

Identity consists of multiple characteristics. You can find examples below. Note that identity can change over time and that different identities are not equally valued by society. (The *Power Walk* game in session 3B can help make the participants experience this in a playful setting.)

Why is it important?

When young people develop a positive identity, they also improve their self-esteem, for their entire life. And they often advance more smoothly into adulthood. A negative identity can make someone feel indecisive, and behave emotionally unstable, as they don't think they have control over their life.

How can you promote Positive Identity Building in your group?

As a youth group leader, you can help participants build a positive identity by promoting a sense of a competence, usefulness, belonging and empowerment. This you can do through:

- Motivating them to participate and act. For example, through fun activities, sports and teaming-up.
- Building their skills in the sessions and by giving them positive feedback yourself, but also by and promoting reflection and positive feedback within the group.
- Providing opportunities by engaging participants in the programme and activities, including helping out, advising or co-leading activities.

What's your identity?

I am a girl

I live in a country called ...

I am Single

I am a boy

I am poor

I am rich

I religion is ...

I am Christian

I am a quiet person

I am part of the ethnic group, called ...

I live in a village

My job is to ... The music I like

I finished vocational school or university

I take care of others

Other take care of me

I have a romantic relatations

I am Muslim

My talents are ...

I am a outgoing person

> I was not able to finish school

> > The fashion i like

I live in a city

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Session 2A | theatre

Like Joe Chapter 2: Joe's first day at secondary school Topics: Positive Identity Building Goal setting and Communicating Assertively

Material

 Like Joe – story book 	• Papers and colouring pencils

Time	Activity Steps	
10 min	Introduction	 Welcome everyone and ask them if they can remember the rules they decided upon together. Let them mention a few. Did they think of safe spaces in their lives? Can they mention examples? Explain the day's programme.
30 min	Introducing the story	 Show the comics and read the story Joe's first day at secondary school aloud (chapter 2). Ask one participant to summarize the story.
	Reflect on the story	 6. Ask participants the following questions: Is the story about Joe's school realistic? Why (not)? Why did Joe not share he wanted to become a doctor? What was he afraid of? What do you think of the behaviour of Dennis and John? What activity do you like to do with your friends?
	Theatre	 Make teams of 4 or 5 players. Each group will have 5 minutes to prepare – they may adapt their story to their reality. If time allows, have one or more groups act out their play, and reflect on each play as a group.
15 min	Draw your life goal	 9. Making a drawing of how you see yourself 10 years from now. Draw or write with the head what you will be thinking write with the heart what you will be feeling write with the heart what you will be doing. 10. Explain to the participants that thinking about what you want to become when you are older helps you to formulate a "life goal". This can be different from their parents' life goals, because opportunities change in a changing society. For example, if there is no farming land anymore, you probably cannot become a farmer.

	Reflection	 Make a circle and reflect as follows: What are the boys' life goals? Do they already have an idea how to achieve them? What can make it difficult to achieve them?
5 min	Closing	 Ask the group how they liked the session and why? Ask what they've learned today. Summarize and underline the key messages: A life goal is a dream we have for ourselves: it is about what we wish for our future. Every life goal is personal, it fits your life best. You don't have to let your decisions be influenced by what others do or like. These sessions help you to achieve your life goal.
	WhatsApp Challenge	5. Think of a first step towards your life goal. Can you take the first step already this week?

Tips for the youth group leader:

• Keep the drawing and bring it back in Session 12B. It can serve as a visual on how they progressed during their journey, because their life goal may have changed or became more detailed or realistic.

Session 2B | sports & play

Goal: Positive Identity Building and Goal setting

Material

Like Joe - story book
 4 printed handouts - cut into cards
 2 balls
 Control 2 ball

Time	Activity	 Steps 1. Welcome everyone and ask if they remember their life goal from the week before. Ask some to share their life goal. 2. Explain the day's programme. 	
5 min	Introduction		
30 min	Knowing your talents & reflection	3. Play game <i>Knowing my talents</i> . (Instructions are below)	
20 min	Goal setting & reflection	4. Play game explanation <i>Steal the Bottles</i> . (Instructions are below)	
5 min	Closing	 5. Ask the group what they've learned today. 6. Summarize and underline the key messages: If you have a specific goal for yourself in mind, it is important to determine steps you should take to reach it. Whenever you make decisions in daily life now, you should be aware of how these can influence your life goal. 	
	WhatsApp Challenge	7. What talents help you to achieve your life goal? Can it help in taking the first step? Try to make a first (or second!) step this week.	

Tips for the youth group leader:

• Positive Identity Building is what you do as a coach, by promoting integration in all activities and sessions, by creating a safe space where they can learn and by positive coaching. If you want to discuss positive identity building, you may use the picture in the factsheet to explain what it is, and why it is important.

Knowing my Talents

Materials:4 prints of the handout, cut so that you have 4 sets of cardsI2 balls,
ribbons for two teams, and cones to make goals.PreparationsMake two small football fields. Make 4 teams.

The Game

Goal of the game Rules To score the highest number of goals. Football rules. There's no referee, so if there is a disagreement, the ball goes back where it was before the argument started. If needed, you can help.

Play for 5 minutes.

Then form a circle and explain that after the next match we will be reflecting on our own and our teammate's talents on the field. Discuss which talents can be found on the field. You may add: the one who scores, gives assists, run fastest, coaches, gives tips, cheers for others, referees, communicates well etc.

Variations opponent. Team 1 and 3 change fields, so that we now play against another Play the game for 10 minutes.

Reflection

Each team comes together. They receive a set of handout cards and have a 15-minute discussion:

- 1. First round- everyone says what their talent on the field is and why.
- Second round each player picks a card and gives it to the person who has this talent. They say why they think this is the case.

As a youth group leader, you can walk around and help where needed. Ensure that everyone gets at least three papers. Use blank paper to write down more talents if needed.

Bring the entire group together and discuss:

- 1. Why is it good to know each other's talents?
- 2. Does this game help you to recognize your talents?
- 3. How do you use these talents in your daily life? Or how can you start using them?

Tips for the youth group leader

You may pick a different team sport or ask the participants to choose. This can help explore talents and excel in a different game, not just give examples of the best football players. If you are not familiar with the proposed sports or the rules, ask the participants to explain and show how it works.

Handout Knowing my Talents

I run fast	I keep trying	I ask for explanation when I don't understand
I score goals	I learn and practice new techniques	I keep on practicing until I can do it
I have a good technique	I listen to the coach's tips on how to improve	I always try my best during sports
I am a good defender	I am a good offense player	When I face a problem in sports, I think of ways to s <mark>olve</mark> it
I always know where my teammates are	I am determined to stop the opponent / a goal	When I face a problem in sports, I solve it by taking action
give tips to my teammates on how to improve	I help others score	I cheer for the team

Steal the Bottles

Materials4 cones, 20 bottles, ribbonsPreparationsSet the field (see picture below). Then make two teams of 8 to 10players each.

The Game

Rules

Goal of the game The team that gets 17 bottles wins. Or the team that has all players in the prisons of the opponent loses the game.

Cross the middle line and try to 'steal' a bottle from the other team. If an opponent crosses the line you can tag him or her before he

picks up a bottle.

If you touch a bottle, you are safe and you can take the bottle with you to your side and put it in the line with your bottles. You can only take one bottle per 'visit' to the other side.

If you are tagged before you pick up the bottle you have to go to prison in the playing field of the opponent. You can free a team member from the prison, if you reach the prison before you are tagged. Then you walk with your team member back to your own field, hand in hand and continue playing.

Variations

Take the time to set goals as a team, by dividing roles, which will help set goals for each team member. Also try to have everyone doing a task he's good at. Then play again.



Reflection

After the last game come together to discuss: What were each team's strategies and decisions to reach the goals? What obstacles and risks came in the way of fulfilling the goal?

Relate back on their WhatsApp Challenge: What is their first step to reach their life goal? Who took a first step already? Let them give examples.

Tips for the youth group leader:

- Instead of explaining, give an example of how to steal a bottle.
- Make sure the game is not too easy and not too difficult. To make it easier: make the field bigger. Too make it more difficult: place the bottles further away from the middle linepor add more bottles.

Factsheet on Gender and Sex

What is it?

Sex

The biological differences between men and women. It is something that people are born with. For example, men have a penis and women have a vagina. Men produce sperm, women can give birth and breastfeed a baby.

Gender

Social differences in the way that men and women are expected to behave.

It is closely related to:

- **Gender norms:** Social beliefs about how males and females should act or behave in a given society. These beliefs vary from one society to the other and have historical, religious and/or cultural roots. Widely held expectations for men are to show competitiveness, seek risks or use violence in specific circumstances.
- **Gender roles:** Socially constructed roles, behaviours, activities and attributes that society considers appropriate for men and for women. For example, men should be leaders and women should be serving others. Or men should earn the family income and women should do the household chores.

For example_in Malawi, women collect fares in minibuses and men sell vegetables on the street, while in Kenya it is the other way around.

Stereotype A set idea that people have about what specific groups are like, especially an idea that is wrong or exaggerated. For example, men are macho, muscled and violent. It gives a very one-sided picture of what it is like to be a man.

Gender equality

Men and women have the same rights. The goals and needs of both women and men are equally heard, voiced and valued. And power is equally distributed.

Both women and men can choose roles and behaviour according to the situation. For example, they can be caring with their children, determined as an athlete, sometimes be strict and sometimes be kind as a group leader.

Why is it important?

The first step to understand power differences between males and females – or so-called gender inequality, is to understand the theory behind it. So, it all starts with understanding the difference between gender and sex.

It's also important to know that gender norms change over time. These roles are not natural, but it is what we learn from childhood, by what we observe and what is said and done. In fact, almost everything that males can do, females can also do. And almost everything that females can do, males can also do.

How can you promote understanding gender norms and roles in your group?

The game Boys & Girls Relay Race (Session 3A) explains the difference between gender and sex.

The storytelling and theatre (Session 3A) and the games in Session 3B will help to reflect on gender norms and roles and stereotypes.

Session 3A | theatre

Like Joe Chapter 3: Can a woman become a doctor?

Goal: Understanding Gender Norms & Rolespand Understanding Power Dynamics

Material:

- Like Joe story book
- o 2 Flip-over sheets

- o 2 markers
- o 2 (basket) balls

Time	Activity	Steps
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Explain the day's programme
15 min	Understand gender & sex	3. Play game <i>Boys and Girls Relay Race</i> . (Instructions are below)
30 min	Theatre Reflect on the story	 4. Show the comics and read aloud the story <i>Can a woman</i> become a doctor? (chapter 3). 5. Ask a participant to summarize the story. 6. Have one group act out the story 7. Ask the participants the following questions Is the story about Joe's situation at home realistic? Why or why not? Do you think man can cook? And could a woman from your community ever become a doctor? What do you want to become when you are grown up?
5 min	Closing	 8. Ask the group what they learned today. 9. Summarize and underline the key messages: Biological differences are called 'sex' and differences we are taught are called 'gender'. 'Gender expectations come from our families, friends and classmates, traditions, community and tell us how we should behave. They are different for males and females. Some of these expectations put us under pressure to behave in certain ways that don't make us happy and may stop us from achieving our goals in life.
	WhatsApp Challenge	10. Ask a female family member (preferably someone of your age and discuss with her if and how her life looks different from yours, because you are male and she is female.

Girls and Boys Relay Race

2 Flip-over papers, 2 markers, 2 (basket) balls
Set the field (see visual). Place two papers at the end of the relay
track. The paper has two halves, one half is titled 'boy/man' and one
is titled 'girl/woman'. Then make two teams, they stand in line
around 10 meters from the papers.

The Game

Rules

Goal of the game The team that has most unique words or phrases written on the flipover wins.

> The first person has the basketball and dribbles as fast as he can to the paper and writes a word that comes first in mind thinking on what is typical female or male. He dribbles back to his/her team and the next one starts.

> Do a relay for 5 minutes and then count the number of unique words each team has.

Variations

You may use another t<mark>ype of b</mark>all (for example, dribble or slalom with a soccer ball)



Reflection

Switch the words male and female. Does a woman have a moustache? No, it's sex. Can a man do the dishes? Yes, it's gender.

Discuss the items that are gender: for example, doing the household, earning a living. Does it apply to you? Can things we value for men or women change over time? Discuss differences between these expectations for their father/mother, grandfather/grandmother and their own situation.

Conclude that gender or culture are not fixed over time. This means that we can challenge stereotypes and are able to shape, influence and change gender norms. Would you? How? Is it easy to do? What would you start with?

Factsheet on Gender and Power

What is it?

Gender norms and roles come with a set of privileges and restrictions on what men and women can and cannot do. The visual on the next page gives some examples. You may try to think of more privileges and restriction in your community.

Although, men and women alike face privileges and restrictions because of their sex, the list of privileges for men is longer, and the list of restrictions is longer for. This unequal distribution of privileges and restrictions – or power relations – is the root cause of gender inequality.

Why is it important?

One of the most harmful privileges of men is that they are encouraged to exercise violence against women and girls with no consequences. Also, some of privileges that men have, for example being the breadwinner, can be burdensome, especially when you're unemployed or miss out the joy of seeing their children growing up.

Greater gender equality would lead to a win-win situation for women, men and society at large. More flexible gender roles would give everyone more opportunities to develop to their full capacity as a human being. For instance, (young) men who do not respond to this restrictive gender norms, start realising the benefits of gender equality. They enjoy family life more, they can better relate to others and to themselves, express themselves and feel empathy with others. This results in less stress and a more joyful life. For the community, more self-aware men are better fathers, husbands and members of society. Therefore, men and boys have a vital role to play in gender equality.

How can you promote gender equality in your group?

Gender norms are constantly changing.

- <u>The first step is to become aware by giving information and talking about it.</u> Explain that by simply accepting power relationships, without discussing them, some are left powerless, especially girls and women. Girls and women around the world are denied fundamental rights.
- <u>Promote group-forming and peer support, as well as self-esteem and positive identity</u> <u>building</u> that enables exploring their likes, dislikes and talents, apart from what is expected.
 - <u>Don't confirm rigid gender roles in your speech and behaviour</u> (for example: "only boys can do this" girls are always like this" etc.) and challenge this type of speech and behaviour from the participants. Stress that everyone is different, and that we need this diversity to have a better (sports) team and solve problems in a better way.

Remember that everyone can go at his own pace. It's especially important to give the boys time to explore how they relate to the topic and what they think about it. Your task is to inform them and add to their discussion and thoughts in an open and factual way.

Restrictions Privileges Boys / Men Example_DBoys are Example Boys hide/stop exempted from household exploring likes that seem tasks and can play football too far from what is while their sisters are doing expected from them. household chores. Girls / Women Example Girls and women Example**⊡** Girls cannot can rely financially on their always decide if they want husband or male family to go to school, to work, member. when to marry, whom to marry and when to have children

Gender Privileges and Restrictions

Noten these examples are not true for everyone everywhere but can be a start to think about examples that are true for most people in your community.

Session 3B | sports & play

Goal: Understanding Power Dynamics

Material

Like Joe – story book
 Power walk characters (see handout below)
 Power walk statements (see handout below)

Time	Activity	Steps	
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Can they recall what they learned? Explain the day's programme 	
30 min	Understand how power works	3. Play game <i>Power Relations</i> . (Instructions are below)	
20 min	Identify different types of power	4. Play <i>Tag with Hurdles</i> . (Instructions are below)	
5 min	Closing	 5. Ask the group what they learned. 6. Summarize and underline the key messages: Both boys and girls, men and women, suffer from gender expectations. Note that men have a longer list of privileges, and women a longer list of restrictions Power dynamics can work in favour or against groups of people in our society. It is important to understand how this works, how it helps you and how it makes things more difficult for you or people around you. Only then can you start forming an opinion about it. Use the different positive forms of power to stand for your life goals and contribute to positive changes in your family or community. 	
	WhatsApp Challenge	7. Can you think of 3 privileges you have as a boy? Mention examples from your daily life. Can you also think of 3 privileges you have as a girl? If you can't think of any ask a family member, for example a sister.	

Tips for the youth group leader:

These games are meant to be a fun starting point to reflect on power dynamics. Use the factsheet during reflection moments to explain in more detail and where relevant.

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Power Walk

Goal of the game	Understands the links between gender inequality and power
relations.	
Materials	Power walk characters (see handout below), Power walk statements
	(see handout below)
Preparations	Give each player a sheet with a character and let them imagine their
	role for a minute. Everyone forms a straight line and the coach will
	read out a series of statements.

The Game

Rul	es
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You will read the statements one by one. If a player feels his character's answer is 'yes', then take one step forward. If he feels his character's answer is 'no', he stays in his place. The players cannot speak or ask any questions until the end of the game.

Variations

You may make your own character and statements, with a perfect fit to your context.

Reflection

At the end of the game, everyone remains in their place and you ask them:

- Why did you end up here?
- What would happen if your character had been a different sex? Or age? Or status?

In your community what privileges do boys and men have? And girls and women? What are the restrictions for girls and women? And for boys and men?

What were the outcomes of talking to your family member last week (see the WhatsApp Challenge)?

How does it feel to see this difference between girls and boys? For yourself? And for your sister, mother or girlfriend? What does it mean to you in daily life? If you could change one thing, what would it be?

Tips for the youth group leader:

Support your participants to empathise with others.
Handout Power Walk characters

Note: Copy or print (1 or 2x) and make sheets of paper, with one character per paper. One for every player.

14-year-old girl – unable to walk 14-year-old boy – deaf/hearing impairment 25-year-old man – from an ethnic minority 16-year-old girl in secondary school 16-year-old boy in secondary school 22-year-old woman in university 22-year-old-man in university 16-year-old girl working as a cleaner 16-year-old-boy working in construction (bricklaying) 18-year-old woman – unemployed 18-years-old man – unemployed 22-year-old woman – farmer 22-years-old man – farmer 22-year-old woman- teacher 22-year-old man – small shop owner 40-year-old woman – company director 40-year-old man – company director 40-year-old woman- parliamentarian 40-year-old man – parliamentarian 17-year-old girl- teenage mother 17-year-old boy – teenage father 22-year-old woman – housewife and mother of two children 17-year-old boy- head of the family 60-year-old woman – widow and grandmother 60-year-old man – grandfather, community leader

Handout Power Walk statements

Note: Read out loud the following statements:

- I am free of discrimination
- I feel that I am a valued member of my community.
- I eat at least two full meals a day in all seasons. 🔛
- I expect to finish secondary school or I have finished secondary school.
- I am able to express my emotions
- I can vote for whomever I choose
- People like me can achieve anything they want.
- I can decide to see my friends or travel to visit relatives without asking for permission.
- I have freedom to participate in sports
- I am comfortable talking in public and expressing my views.
- I have access to hygiene products
- I feel very safe at home and in my community
- I earn a decent salary
- I am free from household chores
- I have a trusted role model to talk to about sensitive issues
- I am valued for my athletic performances
- I am free of violence
- I can walk on the street alone at dark and feel safe
- I will be consulted on important decisions that affect my life.
- I have access to plenty of information about HIV and other sexually transmitted diseases.
- I make decisions about major purchases in my household.
- I have control over decisions about my body, including when to have children and how many.
- I have access to health services
- If I were accused of a crime, I would be asked for my side of the story and believed
- I can get information in the language that I use.
- I have a say in whom I marry and when 🔛
- I can use public transport in the evenings safely

Tag with hurdles

Material	-
Preparations	Appointing one tagger and one player to be tagged.
The Game	
Goal of the game	The goal for the players is to prevent the tagger from tagging the player chosen to be tagged.
Rules	The tagger has two minutes to try to tag the player. All the other players protect the one to be tagged by blocking the tagger's way with their bodies. Players must keep their hands behind their back and are not allowed to hold each other.
Variations	It will most likely be impossible for the tagger to tag the designated player. Others may try too.
Reflection	How did it feel to be able to protect the player? How did it feel for the tagger to not be able to tag? How does it feel to succeed by working together? What can you learn from this game? How can you be powerful together in daily life?

Tips for the youth group leader

Explain that one of the ways to gain power, is 'power as a group' and 'power through supporters'. Not only on the field, but also in daily life. This can mean identifying friends, family members and community members who can support the players in achieving their goals.

Explain all the 4 forms of gaining power to influence, consent of decline:

- Gain power through knowledge. Making informed decision to shape your own life.
- Gain power from within. With confidence and self-awareness and having the capacity to imagine, hope and act.
- Gain power with others as a group or by gaining supporters for a cause.
- Power over others. Domination or control over people, resources and decisionmaking.

Session 4A | theatre

Like Joe Chapter 4: The Wet Dream Topics: Understanding Body Changes

Material

• Like Joe – story book

Time	Activity	Steps	
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Can they recall what they've learned? Explain the day's programme 	
50 min	Introducing the story	 Show the comics and read the story Wet Dream (chapter 4) aloud. Ask one participant to summarize the story. 	
	Reflect on the story	 5. Ask the participants the following questions: Is the story about Joe's conversation with his friends realistic? Why (not)? Was it a good idea of Joe to ask his friends for advice? Why (not)? Are the answers that Dennis and John give to Joe correct? Where or to whom would you go to for accurate information about puberty? 	
	Theatre	 6. Make teams of 4 or 5 players. Each group will have 5 minutes to prepare – they may adapt their story to their reality. 7. If time allows, have one or more groups to act out their play and reflect on it. 	

5 min	Closing	1. Ask the group what they learned today.
		2. Summarize and underline the key messages:
		• For boys, puberty includes the initiation of involuntary
		orgasm during sleep (called nocturnal emission or wet
		dream), this is natural and normal. It does not mean you
		have to start having sex.
		• You don't have to be embarrassed when your sheets are
		wet when you wake up. If you prefer, you can take off
		your sheets to wash them.
		• It is important to keep your body and your genitals clean
		and fresh. Wash your body one or twice a day, and your
		genitals also after you have ejaculated.
	WhatsApp	3. What is a question you have on body changes for boys or
	Challenge	girls, turning into a man or woman? Try to find the a <mark>nswer.</mark>
		For example, by asking someone, by asking a professi <mark>onal, by</mark>
		using th <mark>e intern</mark> et. Make sure your answer is trustwort <mark>hy!</mark>
		Or – when working with younger boys – ask the participants to
		write down any questions they have around body changes and
		put them in an assigned box anonymously.

Tips for the youth group leader:

You will discuss findings and (additional) facts next week. You'll also discuss then how to find trustworthy information.

Factsheet on Body Changes

What is it?

Puberty is a period in life between childhood and manhood. Body changes start between the ages of 10 and 15 and can take between two to five years. See all body changes in the visual on the next page.

Puberty starts with the body releasing hormones, affecting body and mind. Everyone experiences puberty at their own pace. Girls usually experience body changes a bit earlier. Most body changes are completed when you are 14 to 16 years old, but the brain only stops changing when you reach around 25!

Why is it important?

Young people who know about body changes during puberty, face it with less fear and go through the period with better self-esteem. They are also more likely to show self-care and healthy behaviour.

How can you use this factsheet to inform participants?

With the games, factsheet and visuals you help the young people to be informed, so that they can make informed decisions over their bodies and in relation to others.

Boys **Boys & Girls** Girls • Your voice becomes Physical changes Growing breasts Pubic hair around Widening of the hips lower • Shoulders, chest and genital area and in • Little white or clear muscles start to grow armpits vaginal discharge may • At first, your hands and A change in body odour occur sometimes feet get bigger, before Start menstruating the rest starts to grow. Emotional changes Quickly changing moods • Genitals become larger • Facial hair Romantic or sexual • feelings • Most boys start experiencing involuntary Sense of identity Confusion ejaculation or release of fluid from the penis. • Depression Angry outbursts Irritability Anxiety Social withdrawal

All there is to know about body changes

Besides the body changes, you may experience a range of changes related to the hormonal activity of puberty – including acne (spots on the skin) and mood/emotional changes. These are all normal due to the maturing body, hormones and sexual development. In your social life, friends become more important than parents and family.

Session 4B | sports & play

Goal: Understanding Body Changes

Material

- Like Joe story book
- Paper and pens

- 2-4 soft balls6 cones to mark the field
- o 20 bottles

Time	Activity	Steps	
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Can they recall what they've learned? Explain the day's programme 	
25 min	Use the body	3. Play the game <i>Bottle Football</i> . (Instructions are below)	
	Reflection	 4. Show the factsheet and explain it 5. What information did they find out related to last week's session? (Or answer the questions from the box.) 6. Where can you find trustworthy information? Let them discuss first. Then give a link to a good site or health care provider they can use when they want to more information. 	
25 min	Draw body changes	 Fixed and the provided and	

5 min Closing		14. Ask the group what they've learned.	
15. Summarize and underline the key messages:		15. Summarize and underline the key messages:	
	When you are adolescent, your body changes a lo		
		normal that this sometimes makes you feel insecure.	
		• Every adolescent experiences the time and pace of body	
		changes in a different way, this is normal. Do not worry	
		but accept it as you cannot reverse the changes.	
	WhatsApp	16. Keep the questions box, because new questions might come	
	Challenge	up and this will allow all questions to be asked.	

Bottle Football

Materials	3-6 soft balls, 2 <mark>0 bottles, 6 cones</mark> to set the field
Preparations	Set the field for 3 small matches (see visual) and make 6 teams.
The Game	
Goal of the game	Be the first team tobring down all the opposite team's bottles.
Rules	You cannot cross the middle line.
team's bottles.	You can only use your feet on the ball trying to topple the other
Variations	Play again, but have different teams playing against each other.
	Rematch and now you can only use your hands on the ball to try to bring down the bottles of the other team.
	Rematch and now you can put a bottle upright again, if you manage
	to make a header between two players of the same team.



Reflection

Which body parts helped you in the game? How? Have they changed ever since you became older? How? What other changes appear in puberty?

Tips for the youth group leader:

Make the game easier: you can also cross the middle line. Make it more difficult: add more balls. Or make the space bigger or smaller.

Session 4C | alternative session

Goal: Understanding Body Changes

Material

- Like Joe story book
- True or False card game (JeuneS3]life cycle and knowing your body cards)
- OR 3 flip-over papers
 AND 3 pens of a different colour each

Time	Activity	Steps	
5 min 10 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Can they recall what they've learned? Explain the day's programme Play a 10-minute game to warm up. For example, Ten Ball (see p.86) 	
25 min	True of False	 Write the word 'Boys' on one paper[l'Girls' on another and 'Girls & Boys' on the third one. Spread them around the field or room. Make three teams. Each team will have a different colour pen. The team with the most correct answers wins. You read out the body changes for boys, for boys and girls and for girls[leach team shortly discusses what they think is the right answer and then one will write the body change on the right paper. If everyone is back with its team, the pen is given to another runner, and you will call out another body change. Are all body changes called out? Bring the papers together and count which teams has most correct answers. Discuss the correct answers together. Variations: have the participants play the card game in small groups, according to the rules of the card game. 	
15 min	Reflection	 Discuss any question that came from the game or from last session, where they could give their questions anonymously. Discuss (in a fun manner) shaving, going to the barber and best looks. Discuss best hygiene practices and ask the group to share some tips (given their living arrangements). 	

Closing	13. Ask the group what they've learned.
	14. Summarize and underline the key messages:
	• When your pubic hair starts to grow, you can choose to
	shave the pubic hair if it feels more comfortable and
	easier to clean.
	• When you are adolescent, your body changes a lot. It is
	normal that this sometimes makes you feel insecure.
	• Each person experiences the time and pace of body
	changes in a different way, this is normal. Do not worry
	but accept it as you cannot reverse the changes.
WhatsApp	15. How to prevent HIV or another STI? Try to find the answer.
Challenge	For example, by asking someone, by asking a professional, by
	using the internet. Make sure your answer is trustworthy!
	Or – when working with younger boys – ask the participants to
	write down any questions they have around body changes and
	put them in an assigned box anonymously.
	WhatsApp

Factsheet on Decision-making on sexual activity

What is it?

Sexual activity

Sexual activity can include stroking, kissing and touching (of intimate parts). So, it does not only mean intercourse. Intercourse means the penis of the man enters the vagina of the woman.

Why is it important?

Young people who are informed about sexual activity tend to have healthier sexual behaviour for themselves and their partner.

Healthy behaviour includes respecting what you think is pleasant touching and what isn't. And to respect what your partner thinks is pleasant. This can differ in different situations.

How can you promote healthy decision-making in your group?

Being informed and discuss it is a good basic on future healthy behaviour.

For instance, discuss why people engage in sexual activity? They can come up with reasons, and you can add from the following list:

- To show love and care
- Emotional connection to another person
- Out of curiosity (for instance when it's the first time)
- For physical pleasure
- To give pleasure to your partner
- To raise self-esteem
- To fulfil marriage vows
- To get pregnant and have a child

Besides these reasons, people can also be in a situation in which they feel forced in some way to agree to engage in sexual activity. For example:

- Being afraid to lose their partner if they don't agree to have sex
- Peer pressure
- Pressure of the partner
- Need for materials gains (getting something in return for agreeing to the sexual relationship)

Factsheet on preventing HIV and other STIs

What is it?

ніх	The Human Immunodeficiency Virus causes AIDS. Without tre <mark>atme</mark> nt it can
	make a person very sick and even cause death.
STI	Sexually Transmitted Infections include Chlamydia, Hepatitis B, Herpes,
	Syphilis, Gonorrhoea, HPV and HIV/AIDS.

Most STIs can be passed from one person to another other through vaginal, anal or oral sexual activity, sharing needles or from mother-to-child at birth or when breastfeeding. Herpes is an exception, as it can be passed through kissing and intimate touching.

Why is it important?

For adolescents it's important to know about HIV and STIs. Young people can be best informed before they become sexually active, so they are capable of protecting themselves and their partners.

If not treated, **chlamydia** can cause infertility in women, **hepatitis B** can cause chronically illness and liver damage, **herpes** can cause blisters or itching or burning sports, **syphilis** causes painless open sores around the genitals, anus or mouth and can eventually cause damage the brain and nervous system, **gonorrhoea** can cause swelling around the testicles in men and **HPV** can cause cervical cancer in women.

Note that some STIs, like HIV or HPV, cannot be seen from the outside and others are not visible when they begin, but they are contagious.

How can you promote a safe space in your group?

- During the sessions you can give the group information from the factsheets and you can answer individual questions. Research shows that being informed will actually lead to healthier behaviour.
- Stress the fact that there is a lot of incorrect information on the internet and shared by people. You can refer them to trustworthy sources on the internet and to professional health care providers in the community.
- Encourage young men to use a condom when sexually active, as this is the best protection against unwanted pregnancy and all STIs (apart from herpes). And for those who do have concerns about their sexual health, promote a visit to a health care centre for testing or treatment.

How to prevent HIV and other STIs



Hepatis B can be prevented with vaccination.

Herpes cannot be cured and comes back now and then. The symptoms can be controlled with medication.

Session 5A | theatre

Like Joe Chapter 5: What do Girls Like

Topics: Exploring Healthy Relations Respecting boundaries and Preventing HIV and other STIs

Material

• Like Joe – story book

Time Activity Steps		Steps
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Can they recall what they learned? Explain the day's programme
50 min	Introducing the story Reflect on the story	 3. Show the comics and read the story What do Girls Like (chapter 5) aloud. 4. Ask one participant to summarize the story. 5. Ask the participants the following questions: Is the story about Joe's conversation with his friends realistic? Why (not)? Is it a good idea to take advice about sexual intercourse
		 and sexual health from porn movies? What do you think of the advice from John and Dennis? Is it true you should not leave a space for a girl to say "no"? Why would a girl say "no" even if she is in love with you? Try to think of some reasons. Discuss the Factsheet on Decision-making on sexual activity.
	Theatre	 6. Make teams of 4 or 5 players. Each group will have 5 minutes to prepare – they may adapt their story to their reality. 7. If time allows, have one or more groups play out their play, and reflect on it.
	Reflection	 8. Discuss the Factsheet on How to prevent HIV and other STIs. 9. What information did they find in preventing HIV or STIs? Is it trustworthy? 10. What is a place to go for accurate information about STIs, HIV & AIDS and preventing unwanted pregnancy?

5 min	Closing	1. Ask the group what they learned.
		2. Summarize and underline the key messages:
		• Before you start with any type of sexual activity, talk to
		your partner and find out what your partner wants and
		when. It is important you know how to prevent STIs,
		including HIV, and unintended pregnancies for yourself
		and your partner You can get accurate information about
		that at (context specific resources).
		• You should only engage with someone in a sexual activity
		when it is safe and voluntary for both partners. Be
		prepared and have condoms on hand. A girl should
		always be able to say "no" at any point of time and you
		should respect that decision. Later in the story of Joe w
		learn more about informed consent (Chapter 9)
		 Porn movies are not a good source of information on how
		to engage in sexual activity. They don't show reality. If
		you want to know what your partner likes, you have to
		ask your partner.
	WhatsApp	3. Keep the questions box, because new questions might come
	Challenge up and this allows all questions to be as	

Factsheet on self-care for young men

What is self-care?

There are several types of self-care, including:

- <u>Physical:</u> Taking care of your body, eating healthy food, getting enough sleep and exercising.
- <u>Social:</u> Spending time having fun with friends.
- <u>Mental</u>: Taking the time to do the things you love.
- <u>Spiritual</u>: Discovering a sense of meaning and purpose in life.
- <u>Emotional</u>: Speaking about your problems and dreams with someone you trust, dealing with emotions and/or learning new things.

See also visual on the next page.

Why is it important?

When you take good care of yourself, you are better able to handle all areas of your life when challenges arise. You will feel less often overwhelmed, tired or defeated. That means: Self-care is a priority and not a luxury as we might think.

Boys and men are usually not socialized to care or look after themselves. Young men tend to enter into relationships accustomed to being looked after by the women in their families. For this reason, they expect the same thing from their partners without thinking that they too should demonstrate the same care.

How can you promote self-care in your group?

It's important to take care of yourself and make time to make it happen. For instance, challenge the boys to make time for self-care at least two times per day (see WhatsApp Challenge, session 5B).

Self-care ideas include:

- Treat yourself, for example to something nice to eat
- Have a laugh with your friends
- Learn something new!
- Listen to your favourite music
- Take a walk or a run in nature
- Pray or meditate
- Play sports or a game
- Get some rest
- Write a journal, read a book or perform arts.
- Attend these sessions as a team and have fun and learn together!

Try to find some balance in all areas of self-care. When you take care of yourself you are better able to take care of others and be there for others.

How to practice self-care?



Session 5B | sports & play

Goal: Exploring Healthy relations Respecting Boundaries and Practicing self-care

Material

 Like Joe – story book 	 12 cones or bottles
	o Ball, goals, ribbons for a team sport of
	choice

Time Activity		Steps		
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Can they recall what they've learned? Explain the day's programme 		
20 min	Healthy Relations	3. Play the game <i>Healthy Relations</i> . (Instructions are below)		
30 min	Self-care	 Play a match of a team sport of your choice, or that of the participants for 10 minutes. During the break ask them if they observed themselves taking or preventing riskspor going over their boundaries or that of others or respecting those. Can they give examples? How does it show? Continue the match for another 10 minutes. Reflect on what risks are unhealthy, and which are exciting. What are the consequences when going over your boundaries? And what happens when you respect your boundaries? 		
	Reflection	 8. Show and explain the Factsheet on Self-care for young men. 9. Do you take time to relax every day? How do you do that? Which ones are healthy? And unhealthy? Can you think of other fun activities that make you relax, that are healthy? 		
5 min	Closing	 10. Ask the group what they learned. 11. Summarize and underline the key messages: Boys and men, more than girls and women, tend to take more risks and practice less self-care. Alcohol, drugs, unsafe sex and other risky behaviour can all lead to health problems. Self-care means taking care of you own body and mind through healthy behaviour like sports, and by taking time to do the things you love, with people you like to be with. 		
	WhatsApp Challenge	12. Think of 3 self-care activities you like or would like to try. Do 1 or 2 self-care activities each day for approximately 30 minutes.		

Healthy Relations Game

Materials12 cones or bottlesPreparationsMake six gates of two cones in an indicated area (see visual).Make pairs. Each pair will stand around the field at the side-line.

The Game

Goal of the gameThe pair that first makes it through all gates and returns to their
starting place wins.RulesExplain that after you said: '1, 2, 3, Go!' each pair should try to go as
quickly as possible through all gates. Give an example.

Do it another time, but before you do, bring one person per couple together in a group and share the following secret with them: they will do everything to stop their partner from going through all the gates. Now try again.

Have another round, where the group that had to obstruct has a chance to experience what it feels like to be prevented from reaching their goal (even though their partner's behaviour will not be a surprise this time).

A.A 0.0 A....A

Reflection

How does it feel to be the one who didn't know about the other's goal to obstruct? What strategies did you use to try to reach your goal? Which ones worked best? Why?

Probably in daily life, you are using similar strategies. Which ones are good to use? Which aren't? Or can it be different in different situations?

Also, in daily life, people we are in relationship with can obstruct our goals. Can you think of someone in your life? (They can think about it for themselves, they don't need to mention the person if they don't want to.)

Or have you obstructed others?

Can we change these types of relationships? Should/ can we move away from such relationship?

Tips for the youth group leader

When relevant you may also relate the discussion to why is it not okay to force your partner to have sex. What would forcing sex mean to your partner? And what would it mean for you?

How to use a condom



th the tip of the condom and place it on the top of the penis. Leave a little bit of ace at the top to collect semen (cum). Appl any air by holding the teat of the



Make sure to roll the condoms on the right way: The rim should be on the outside so it looks like a little hat, and it will unroll easily. If you accidentally put a condom on inside out, do NOT flip it around and reuse it — get a new one. A

is erect (hard) all the way to the base before any contact with partner's mouth or genital area.



After you ejaculate (cum), hold onto the rim of the condom. Hold the base of the condom (where the ring is) and pull your penis out of your partner. Do this BEFORE your penis goes soft, so the condom doesn't get too loose and lets semen out

Source: <u>Sila Alici - Key Refugees Project- Condom Use Brochure - UNFPA (myportfolio.com)</u>

Good reasons to use a condom:

Reasons to use a condom:	Myths around condom use:
 Condoms lower the risk of HIV 	• If a girl wants to use a condom it
 Condoms protect against other STIs 	shows she's unfaithful
Condoms help prevent unwanted	 I can see from the outside if my
pregnancy	partner has an STI, it would show from
Condoms are easy to use	itches, stings or burns
• Condoms are easy to get	• Sex doesn't feel as good with a condom
Condoms are cheap	on
Condoms are safe	• All you need to do to prevent STIs is to
Female condoms can be used in case	practice good hygiene
or allergy to latex	• A girl can't become pregnant if it is her
	first time having sex.
	Real men don't use condoms

Session 5C | alternative session

Goal: Preventing HIV and other STIs

Material

- Like Joe story book
 Invite a local health provider
- True or False card game (JeuneS3] the set on STIs and HIV/AIDS)

Time	What	Steps
10 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Can they recall what they learned? Ask them if they did something fun and healthy every day? How did they like doing that? Explain the day's programme
30 min	True or False	 4. Assign a part of the room or field as 'True' and another 'False' 5. Explain that you will read statements, and they need to run to 'True' or 'False' according to what they think must be the answer. 6. Then start and explain your answers (on the backside of the cards). Variations: have the participants play the game in small groups,
20 min	Condom use	 according to the rules of the card game. 7. Invite a local (youth-friendly) health care provider to explain what services they offer and where to find them. If possible, have an opportunity to show the correct use of a condom. Or make small groups that map out (youth-friendly) health
	Reflection	 services in the community. Help them do that. 8. Reflect on barriers to using condoms and discuss strategies for overcoming them. 9. Show and explain the factsheet.
5 min	Closing	 10. Ask the group what they learned. 11. Summarize and underline the key messages: The correct use of a condom is the only way to protect yourself and your partner effectively from both STIs, including HIV, and unintended pregnancy.
	WhatsApp Challenge	12. Explore a place where you can get free or cheap condoms in your community.

Session 6A | theatre

Like Joe Chapter 6: Did you do it yet

Topics: Shaping Positive Masculinities Resisting Peer pressure and Communicating Assertively

Material

Like Joe – story book

Introduction	1. Welcome everyone and ask for some reactions to the last
	meeting. Can they recall what they learned? 2. Explain the day's programme
Introducing the story	 Show the comics and read the story <i>Did you do it yet?</i> (chapter 6) aloud. Ask a participant to summarize the story.
Reflect on the story	 5. Ask the participants the following questions: a. Is the story of Joe's conversation with his friends realistic? Why (not)? b. Is Joe telling the truth when he says he did it with Esther? c. Why do you think he is lying about this? d. What could Joe have said alternatively, instead of lying?
Theatre	 6. Make teams of 4 or 5 players. Each team will have 5 minutes to prepare - they may adapt their story to their reality. 7. If time allows, have one or more groups play out their play, and reflect on it.
Reflection	8. Last week you were exploring places to find condoms. What are your findings? Provide more information when needed.
	story Reflect on the story Theatre

5 min	Closing	9. Ask the group what they learned.
		10. Summarize and underline the key messages:
		• You should only start to have sex when you and your
		partner feel ready for it and not because you feel
		pressured by your friends or someone else.
		• There are many ways to have a relationship with a person
		you like, without having sex. In fact, when you are young,
		it can be a good idea to wait with that step and do other
		fun things together.
		• Don't be afraid to express your own ideas and opinions in
		an assertive way to your peers. Everyone is different and
		that is okay. It is your life, your future.
	WhatsApp	11. Think of 3 fun things to do with your (potential) girlfriend? If
	Challenge	you have a girlfriend do ask her! Or ask your brother's girlfriend, for instance.

Factsheet on Ways of being assertive

Explain that everyone has rock and water qualities, and both are powerful ways. Depending on a situation, you can choose which one to use.

However, being too much rock turns us into 'dynamite' (aggressive, not thinking about others), and being too much water, turns us into 'steam' (passive, silent, small, avoiding confrontation):

Dynamite (or lion)	Rock	Water	Steam (or mouse)
Out of control	Strong and calm	Strong and calm	Out of <mark>cont</mark> rol
Aggressive	I know what I want	I know what I want	Passiv <mark>e</mark>
Yelling, screaming, hitting, throwing	Muscles are tensed	Muscles are relaxed	Leavin <mark>g, avo</mark> iding confron <mark>tatio</mark> n
	I take initiative	We take initiative	Being s <mark>cared</mark> , silent, small, cr <mark>ying</mark>
I violate other's	I focus on what I	I focus on what we	My rights and
rights and feelings	want	want	feelings c <mark>an eas</mark> ily
		0	be violate <mark>d by</mark>
			others
	It is my decision	It is our decision	

Session 6B | sport & play

Goal: Communicating Assertively

Material

 Like Joe – story book 	Depending on choice of team sports:
	o 1 or 2 balls
	• Cones for goals and field
	• Ribbons for teams

Time	Activity	Steps		
5 min	Introduction	 Welcome everyone and ask for the fun things to do with your girlfriend. Explain the day's programme 		
20 min	Try different ways of being assertive	3. Play game <i>Rock & Water</i> . (Instructions are below)		
30 min	Assertive communication	 4. Choose a team sports to play, set the field and make the teams. 5. Before the match starts, come together and introduce the life skill 'assertive communication'. Explain that it means to say what you want in a clear way, without threating others or putting the other person down. Discuss as a team how this would show on the field. Today we will observe 'assertive communication' in our play. 6. Play a match for 20 minutes. 		
		7. You can choose to reflect only at the end of the game, or also during the game. If you see a great example of assertive communication, or a great example on how not to do it, stop the game and reflect on what just happened. Use similar questions as below. Then continue the game. Stop the game only once or twice to ensure the game remains fun!		
		 8. Reflect on the end of the match, using the following questions: Did you observe good examples of assertive communication? Of bad ones? What are the best ways to say clearly what you want on the field? And in daily life? If you could improve one thing in the way you communicate, what do you want to practice on the field? And in daily life? 		

5 min	Closing	9. Ask the group what they learned.
		10. Summarize and underline the key messages:
		• Don't be afraid to express your own ideas and opinion in an
		assertive way to your peers. Everyone is different and that is
		okay. It is your life, your future.
	WhatsApp	11. Today and tomorrow, practise being water or being rock
	Challenge	according to what you think is best and brings the best outcome
		in a specific situation. Next time, we'll discuss your experiences.

Tips for the youth group leader:

You can always coach on assertive communication during the following sessions: give a compliment when they do well and give tips on how to improve if they need to. Give them the opportunity to practice, fail and learn.

Rock & Water games (2):

Goal of the game: To practice different ways of being assertive: rock and water behaviour.Material: A field with clear boundaries (e.g. indicated with cones)Preparation: Make a square field.

The Game

Rules

Start by explaining the difference between Rock & Water behaviour:

Rock	Water
Strong and calm	Strong and calm
I know what I want	I know what I want
Muscles are tensed	Muscles are relaxed
I take initiative	We take initiative
I focus on what I want	I focus on what we want
It is my decision	It is our decision

- Have someone demonstrate how you could walk like 'water' (calm and relaxed, watching the others and move around them). All of us are now water. We are all going to walk crisscross through the field like 'water' for a minute or so.
- Then, have someone demonstrate how you could walk like 'rock' (calm and relaxed, taking initiative, focusing on what you want). All of us are now rock. We are all going to walk crisscross trough the field like 'rock' for a few minutes.
- 3) Now everyone walks crisscross as the characteristics they feel like most of the time.
- 4) Then also practise 'dynamite' and 'steam', while keeping it fun and safe.

Reflection

- How did it feel to be water? How did it feel to be rock? How did it feel to be able to choose your behaviour?
- What are good situations in daily life to be water? What are good situations in daily life to be rock?

Factsheet Resisting Peer Pressure

What is it?

Peer pressure is the strong influence of a group, for instance youth, on group members to behave as everyone else does. You might find yourself doing things that make you feel uncomfortable or unsafe, just because your friends are doing something.

Why is it important?

Think about: What is your heart telling you? Don't let yourself be persuaded by irrational claims like 'everyone does it' or 'you're a chicken.'

Decide which strategy you choose to say no. Sometimes this means going to a safe place before you disagree.

How to promote resisting peer pressure in your group?

To resist peer pressure, it helps to take a time-out and think about:

- Do I feel good about it?
- What could be the consequences?

Find more information about coaching on taking a time-out, on p.54-55.

Session 6C | alternative session

Goal: Shaping Positive Masculinities and Resisting Peer pressure

Material:

- Like Joe story book
- Old magazines/ newspapers and glue
- Papers, markers and pens
- OR male role model(s) from the community

Time	Activity	Steps	
5 min	Introduction	 Welcome everyone and ask if they practice being water and rock per situation? Can they share some of their experiences? Encourage everyone to keep practicing! Explain the day's programme 	
40 min	Manhood	Say that you will be discussing the topic of manhood and ask them what it means to them. For instance, earning respect, providing support to one's family, peers and the community. Ask them if they know men like this? Are there also other types of men? Make small groups and ask them to think of three male role models (an old magazine or newspaper can help them) and cut their pictures out / draw their picture. Make sure the drawing shows what makes this man their role model! Make a circle with all participants. Each group shortly presents its role models and why they chose them.	
		Variation: If you have a real role model in the group – instead of step 5 and 6 – you can have the role models to discuss where they do and don't match what the boys think makes a man. Also have the role model(s) present their story from child to man, the obstacles they faced and have overcome, things they appreciate. And have the boys ask questions to him.	
	Reflection	 7. What are qualities you like from manhood? And which do you dislike? Is having sex a hallmark of being a man? 8. What qualities are important in your community? 9. What kind of man do you want to become? 	

10	De en Due e e e e	10. Disutha rama Mataking Numbers (Instructions are halow)
10 min	Peer Pressure	10. Play the game <i>Matching Numbers</i> . (Instructions are below)
		11. Explain that doing things because of peer pressure may
		interfere with your life goal.
		12. Do they remember their life goal from Session 2A? Has it
		changed over time?
5 min	Closing	13. Ask the group what they learned.
		14. Summarize and underline the key messages:
		Don't be afraid to express your own ideas and opinion in
		an assertive way to your peers. Everyone is different and
		that is okay. It is your life, your future.
		• Knowing your life goals and taking little steps towards it
		helps you to resist peer pressure.
		• You should only start to have sex when you and your
		partner feel ready for it and not because you feel
		pressured by your friends or someone else. There are
		many ways to have a relationship with a person you like,
		without having sex. In fact, when you are young, it can be
		a good idea to wait with that step and do other fun
		things together.
	WhatsApp	15. What is your life goal? It may have changed since session 2A
	Challenge	Share your goal with someone you value this week.

Matching Numbers

the
t say it out number.
d. Don't say
umber.
ad. Don't ber.
r number <mark>to</mark>
or wishes?
mind
ly life?
7.0

Factsheet on Types of Violence

What is it?

Violence is a tool of oppression used to claim and reinforce power and control. There are different forms of violence, including:

- <u>Physical violence:</u> Using physical force such as hitting, slapping or pushing.
- <u>Emotional violence</u> is often the most difficult type of violence to identify, it can include humiliating, threatening, insulting, pressuring, controlling decisions and activities or being overly possessive and jealous.
- <u>Sexual violence:</u> Pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will. Or making sexual comments that make someone feel humiliated or uncomfortable. Or having sex with someone who was not capable of giving consent (or example, when someone doesn't react after taking alcohol or drugs).

Gender-based violence (GBV) can involve all kinds of violence, such as physical, emotional or sexual violence. The difference is that it is a form of violence that results from, reinforces or contributes to power imbalances caused by gender inequality. Although GBV mainly hurts women, it coexists with male violence against other men as a way of demonstrating 'manliness' and 'power'.

Why is it important

Violence has serious consequences on the lives of people, has very high social costs and leaves psychological, physical and social scars, for women, children and men affected.

Boys and girls grow up learning that it is normal for men to express their anger and other emotions such as pain, frustration, fear, and loss of power by hurting others. Boys learn to exercise this, and girls learn to receive it as part of what it means to be a woman. Clearly, it's not so that all men act in a violent manner. It is about a problem that we face as a society, we all grow up hearing from or experiencing some form of gender-based violence. Looking at the facts and figures for domestic violence or sexual harassment, we must conclude it is a societal problem.

In conclusion, because violence is learned in socialization processes, this means that men are not violent by nature. They can also unlearn violent behaviour and can take on nonviolent behaviour.

How to promote non-violent behaviour?

- First of all, the information and discussion between boys during the sessions can start awareness on violence against girls and womenpor against boys and men who don't live up to the male gender normspand the consequences this violence can have.
- Secondly, particularly session 7B will help boys to recognize what they feel and to make positive decisions based on that.
- The session can be a safe place to share stories. It's also important that they know where to turn to in their community as a survivor of violence, or when helping someone else.
- And finally, boys can actively reject violence, in themselves, in others, and promote non-violent behaviour in their environment.

Session 7A | theatre

Like Joe Chapter 7: Another Poor Harvest

Topics: Understanding Violence and GBVD Dealing with EmotionsD and Problem solving

Material:

Like Joe – story book

Time	Activity	Steps
5 min 50 min	Introduction Introducing the story Reflect on the story	 Welcome everyone. Ask them how they deal with the responses when sharing their life goal. Explain the day's programme Show the comics and read the story Another Poor Harvest (chapter 7) aloud. Ask one participant to summarize the story. Ask the participants the following questions: Is the story about what happens in Joe's house realistic? What do you think of the behaviour of the father? Is it okay for a husband to slap his wife? Why not? What could be an alternative for Joe's father instead of beating his wife?
	Theatre	 7. Make teams of 4 or 5 players. Each group will have 5 minutes to prepare - they may adapt their story to their reality. 8. If time allows, have one or more groups to act out their play And reflect on it.
	Reflection	9. Show the factsheet and explain it.

5 min	Closing	10. Ask the group what they've learned today.
		11. Summarize and underline the key messages:
		• Girls and boys, women and men should be protected
		from all forms of violence and abuse in the same way
		and during their lifetime. It is your right not to be
		discriminated against just because you are a female or male.
		• The first step to preventing and responding to violence in
		our community and in our homes is to identify the
		different types of violence. There are many different
		forms of violence, and some people are more vulnerable
		to experiencing violence than others.
		• When people think it is okay to use violence to solve
		problems then it happens more often, and more people
		g <mark>et hurt. Even th</mark> ose who only see it happen get more
		afraid and stressed.
		 It is important to recognize the damage and negative
		conseq <mark>uen</mark> ces associated with violence and then w <mark>ork</mark>
		together to eliminate violence in our community.
	WhatsApp	12. Speak to a female from your family or friends about Gender
	Challenge	Based Violence. Is it something you hear about it often? Is it open or hidden? Where can a survivor of violence go?
Factsheet on Dealing with Emotions

What is it?

When we face a stressful situation, there are three typical ways to confront it:

- <u>Problem-focused coping</u> you actively look for ways to solve the problem.
- <u>Emotion-focused coping</u>: you actively look for ways to relax and give yourself a break.
- <u>Avoidance</u>: you try not to think about the problem or a solution to it.

Why is it important?

Many people try to avoid feeling sad, angry or scared. However, it's helpful to face your emotions head-on. For example, feeling sad after the death of a loved one can help you honour your loss. These feelings actually help us to cope with stressful situations in a healthy way and allow us to find suitable solutions to it.

Denying feelings and not acting according to what you feel, can eventually cause unexpected emotional outbursts, mental problems or unhealthy practices, like alcohol or drug abuse, under or overeating, being idle or sleeping too much, venting to others or avoiding dealing with a problem that makes your normal life or achieving their life goals more difficult.

Studies show repeatedly that venting to people about how bad your situation is or how terrible you feel is more likely to keep you stuck in a place of pain. However, talking to friends at times or with people who may support you in solving a problem can be helpful indeed!

How can you promote dealing with emotions in your group?

Oftentimes boys are taught not to show emotions. So, it can be hard to know how to identify their feelings or talk openly about them, or even feel empathy towards others. Luckily, it's never too late to start learning!

Whenever a participant is in a stressful situation, you can coach him as follows:

1. <u>Take a time-out</u>

Sometimes, it's tempting to start yelling or fighting because that will make you feel quick relief of your anger but it might create bigger problems for you later on.

The time-out helps to find out what your body is telling you about how you feel. For instance, are you muscles relaxed or tensed where do you feel tension: in your shoulders, stomach or elsewhere?

Then try to retrain to feel calm, strong and relaxed, like you'll learn in the Rock & Water games (see page 58).

2. <u>Decide on your (re)action to the situation.</u>

Now that you know how you feel – and you feel calm and strong – you are better equipped to make a decision on how to act. Think about what you want the outcome of your action to be.

3. Choose your behaviour.

- Is the problem something you can influence? Then try to solve the problem as a Rock (lead the solution) or as Water (jointly get to a solution).
- Is the problem something that you cannot influence? Then dealing with your emotions can help you to tolerate the stress. You can take time to feel the emotion and to feel it go away (as it always does) or do something relaxing or distracting. (As long as soothing doesn't become avoidance).
- 4. <u>Reflect on the consequence of your action</u>. Does the outcome satisfy you? Can you try a different strategy next time?

In general, it's part of good self-care to take some time every day to consciously think about how you feel. Can you also feel happy feelings in your body?

Dealing with Emotions

4 basic emotions are

There are four basic emotions. Those are: Happiness, sadness, anger and fear.



Stressful Event \rightarrow 1. Time-out \rightarrow 2. Decide on re(action) \rightarrow 3. Behaviour \rightarrow Consequence \rightarrow 4. Reflect

- Feet
 - * What is the desired * Rock outcome of your action? * Water

StomachEyes

- * Water *Self-care
- * take a time-out to reflect

Factsheet Dealing with Trauma

What is it?

When someone experiences a crisis or a traumatic event, people tend to either:

- Fight, even knowing that you cannot win
- Freeze, they are unable to move
- Flee, run away, trying to escape

When a traumatic event just happened, someone can be in shock and unable to think. Normal acute symptoms include your body starting to shake beyond control, physical discomfort, crying, being upset, bad temper, experiencing burning heart pain, agitation, sleepiness, nightmares, irritable, anxious, feelings of guilt or shame, confusion, emotional numbness, withdrawal or not speaking, or disorientation.

These reactions are instinctive, beyond our control. Instinctive reactions are normal responses to abnormal events. These symptoms should fade away within a few weeks.

Why is it important?

Some youth have serious symptoms for longer than a month. If these symptoms limit them in normal daily functioning at home, at school or at work, they might be suffering from Post-Traumatic Stress Syndrome (PTSS). They can suffer from regular flashbacks or avoidance (of certain places, certain routines, etc.), or agitation and aggression ('acting out') or functioning at much lower level than before the trauma.

Consequences can be intolerable behaviour for their environment, substance abuse, isolation, loss of relationships, dropping out of school, loss of work, loss of initiative and loss of activity, depression, suicidal thoughts.

How can you help someone who experiences trauma?

<u>Acute trauma</u>

Talk to the young man. Let him try to give words to his feelings. Either by talking to you or writing his feelings down in a daily journal. Explain that it is normal to react like this after an abnormal event in his life. Encourage the young man to exercise every day.

Post-Trauma

Talk to the young man. If he has avoided contact, go and visit his home. Convince him (and his parents or caretakers) that he should seek professional care, either at a hospital or a counselling centre. He should not suffer longer than necessary, and he needs to regain health and to develop his personality to its full beautiful potential.

• If possible, assign a mentor to him and discuss measures to prevent substance abuse.

Session 7B | Sport & play

Goal: Dealing with emotionspand Problem solving

Material:

 Like Joe – story book 	Depending on choice of team sports:
	o 1 or 2 balls
	 Cones for goals and field
	 Ribbons for teams

Time	Activity	Steps
5 min 15 min	Introduction Problem-Solving	 Welcome everyone and ask them what they have learned about the conversations on GBV last week. Explain the day's programme Play the game Rock & Water (3). (find how to play the game
		below)
30 min	Being non-violent	 4. Choose a team sports to play, set the field and make the teams. 5. Before the match starts, come together and introduce the life skill 'being non-violent'. Discuss as a team how violence during the game and around the field could look like. 6. Then play a match. An extra rule today: we stop the game any time something happens that was just mentioned as 'violent' or that is obviously violent. Because it's not fun to stop the game all the time, in a way you're promoting non-violent behaviour, and coaching on it by peers, so they can continue playing. Everyone can always take a time-out during the game. Assign a space for the time out that you all agree on. 7. Reflect on the violent situation, using the following questions: What violent action did you observe? What is an alternative behaviour we/you could choose? How can others support non-violent behaviour? How can we apply it in the game? Let's try again! 8. At the end have a short reflection on: How does it feel when we don't manage to be non-violent? And when we do? Which situations can cause violent behaviour? What can help you to be non-violent? Did the time-out helped you? How will you apply what you have learned today?

10 min	Closing	9. Ask the group what they learned.
		10. Summarize and underline the key messages:
		 Today you practiced taking a time out, which is an important
		step in non-violent behaviour. Recognizing sensations in
		your body is a good way of getting to know what you feel,
		because oftentimes the body is better at telling us what we
		feel. Sometimes the mind interprets a situation wrongly.
		• Discuss where victims of violence can go for support in your
		community and add information where relevant.
		• Together young men can support our community to reduce
		the negative impact of violence, through: (1) learning and
		teaching ways to resolve conflict and to express feelings of
		frustration or anger without violence and (2) supporting
		survivors of violence, including providing them a safe haven
		to share their story and helping them to seek the support
		they need.
	WhatsApp	11. Keep on practicing the time-out this week, whenever you need
	Challenge	it!

Rock & Water games (3)

Goal of the game	Practice power from within and taking a time-out.
Materials	-
Preparations	Stand in a circle and ask the participants if they can remem <mark>ber</mark> the
	strengths of Rock and Water behaviour. Or explain when ne <mark>eded</mark> (see
	page 46).
The Game	

Rules

Explain that they have 3 instruments that can help them become calm and strong. Show an example of each and encourage everyone to try it at the same time.

Feet: Feel your feet on the ground. Stomp 10 times hard with your feet on the ground, close your eyes and imagine there are roots growing out of your feet into the ground.

Stomach: Try to breathe deeply towards your stomach, tense your belly muscles lightly and hit your own stomach softly, ten times. Keep breathing slowly and deeply towards your stomach. Close your eyes and feel the strength and calmness in your stomach.

Eyes: Focus your attention on one spot straight across from you (for example, 1 leaf on a tree or 1 stone on the ground or one building across the playing field). Keep your eyes focused on this object.

Then make pairs. One person the three steps above. When he is ready, the other one can push him on one of the shoulders. The aim of the exercise is to check whether someone stands strong, not to push over someone.

If they actually stand strong, they won't move. If they take a step or become unstable, they weren't standing strong. Try it until someone succeeds to stand strong. Then it's time for the other one to practice.

Reflection

Explain that feeling this strength in your body is a good preparation for thinking before you act, or for taking a time-out. Explain what a time-out is and when you can use it. (See page 54-55.)



In order to make a good decision about your own behaviour you need to be calm, strong and relaxed. This is hard sometimes, especially in stressful situations. Taking a time-out is needed in order to be relaxed and calm.

Tips for the youth group leader:

In the next activity they're going to practice the time-out and reflect on it.

Session 7C | alternative session

Goal: Understanding Violence and GBV

Material:

• Like Joe – story book

Time	Activity	Steps
5 min	Introduction	 Welcome everyone and ask for their experience of practicing the time-out. Explain the day's programme
20 min	Experience 'power over'	3. Play the game <i>Persons versus Things</i> (find how to play the game below)
30 min	Exploring	Replay the theatre without violence
	alternatives to	4. Divide the group in small teams of 4-5 participants and explain
	violence	 them they will work on exploring ways to solve issues that do not use violence: Ask someone to summarize the theatre from session 16. They will discuss together how this story would look like if Joe's father who committed the violence would choose an alternative behaviour. They will rehearse to perform the story to each other.
		 5. Bring the group back together and invite each team to perform their alternative story. After each performance make sure the group receives an applause. 6. Compliment the group for their performance and underline they have learned a lot about alternatives to violence.

5 min	Closing	7. Ask the group what they learned.
		8. Summarize and underline the key messages:
		Both men and women commit violence and are victim of
		violence, but the context is different. When growing up, male
		are taught or pressured to act violently to solve problems or
		show of their power. Males are more likely to be victims of
		violence outside the home, whereas females are frequently
		victim in their homes, by people they know, including their
		intimate partners. Many females are brought up to accept th
		use of violence by males against them.
		• Girls and boys, women and men, both be protected from all
		forms of violence and abuse in the same way ad during their
		lifetime. It is your right not to be discriminated against,
		whether you are female or male.
		 Together, young men can support our community to reduce
		the negative impact of violence, through: (1) learning and
		teaching ways to solve conflicts and to express feelings of
		frustration or anger without violence and (2) supporting
		survivors of violence, including providing them safe haven to
		share their story and helping them to seek the support they
		need.
-	WhatsApp	9. Try to take time every day – for instance in the morning or in the
	Challenge	evening –to find out what your body is telling you about how you
		feel. For instance, are you muscles relaxed o <mark>r te</mark> nsedµwhere do
		you feel tension: in your shoulders, stomach or elsewhere?

Persons versus Things

Goal of the game Materials Preparations A short fun game to experience 'power over' and to reflect on GBV. -Make pairs.

The Game

Rules

Explain that one person in each pair plays a 'person' and one is a 'thing'.

For 2 minutes the person can tell the 'thing' what to do. The thing needs to do exactly as the person tells them to do. For example, let him run, do push-ups etc.

Remind the 'persons' that they should not do anything that they wouldn't want to do themselves. Next round it's their turn to be a 'thing'!

Explain the characteristics per role:

Th	ing	Pe	rson
•	You cannot think	•	You can think
•	You have no feelings	•	You can make decisions
•	You cannot make	•	You have sexual desires
	decisions	•	You have feelings
•	You have no sexual	•	You can tell the 'thing'
	desires		what to do
•	You have to do what the		
	'person' tells you to do. If		
	you want to move or do		
	something you need to		
	ask the 'person' for		
	permission		1

Stop the game after a few minutes or stop it already when you observe that it is no longer fun.

Variations

Now switch roles in the couples. The 'thing' becomes a 'person' and the other way around. Have them play another few minutes.

Reflection

What is your experience as an observer*/thing/person? How did you feel as a thing? Did you feel powerless? Why (not)? How did you feel to treat people as an object? Did you feel powerful and in control? Why (not)? How did you feel to be an observer? How did you feel not doing

How did you feel to be an observer? How did you feel not doing anything?

This game makes you experience one form of violence to hold power over someone who has no power over his own body or actions is an emotional form of violence.

What forms of violence that occur in relationships between partners have you observed in your environment?

What consequences does violence have for the person who exercises it and the person who receives it?

What have you learned about yourself in this game? Would you alter your behaviour?

Tips for the youth group leader:

- The game also works for teams of 3, then the third role is that of 'observer'. Observers can talk first during reflection.
- Make sure that everyone gets to play each role once.

Factsheet on Addictions

Drugs are around and available in many different kinds, either legal or illegally. Sometimes they are even offered for free the first time. Reasons to use drugs include curiosity, a sense of unhappiness, or social and personal pressures may push young men to use some these substances.

Drugs give an immediate internal reward. For instance, feeling immediately better or free from worries and negative emotions. And it can give a certain image among friends or in gangs. These rewards promote their use and can lead to addiction. Often young men use more than one drug. Injectable drugs are on the rise in urban settings.

What is it?

Currently, drugs that are cheap and easy to obtain are most likely to be used by young men in Africa and include:

- Over-the-counter prescription drugs sold. For instance, Tramadol is used a lot by adolescent boys.
- Artificial substances extracted from glue, solvents, from aerosols. For example, solvents and glues are often used by street children.
- Illegally traded drugs, like crack, *chanvre* or marijuana, CAT, crystal meth. Often used by young people who have a little more to spend.
- Traditional or 'natural' substances made from drying herbs and mushrooms. For instance, in Mali the use of "almoukaïkaï" is common. Doses are unpredictably high or low depending on the season and location of growing.
- Alcohol is affordable and therefore commonly used among young people.
- Cigarettes

Why is it important to avoid becoming addicted?

Drugs and other substances can be very harmful for body and mind, especially when used often or in large quantities.

Mental consequences:

- While most people use substances because of the positive immediate effects, some can feel afraid, suspicious or sad instead. The drugs have an immediate negative result on their mental wellness. Sometimes it can even spark psychiatric disorders.
- Substances cause a dependency of body and mind, that can start already within a few weeks (depending on the drug and context).
- Alcohol and drugs can cause lasting damage to the brain, especially as the brain is developing until the age of 25.

Physical consequences:

- Sometimes young people don't know exactly what they take, or what is the 'right' quantity. Also, some mixtures of drugs can be very, very dangerous. They could lead to losing consciousness, or worse.
- People under the influence of substances are more likely to engage in risky behaviour, including being careless, fighting or having risky or unsafe sex.
- Stimulant drugs can exhaust the body, which can cause headaches, weight loss and can make it easier for you to get infections. Injectable drugs can cause HIV and STIs when needles are reused or shared. Alcohol and cigarettes can cause lasting damage to the lungs and liver.

Social consequences:

- Addiction's cost (a lot of) money that could also be used for food, housing, schooling, fun things, etc.
- Using illegal substances may get you fined or arrested.
- When you crave a substance, that means you have an addiction. This can mean you cannot function anymore without the substance, and it often causes problems. For example, you could be kicked out of school, lose your job or your home, or lose your friends or your community coming a social outcast.

It is important for young men to know the consequences of regular drug use, to be able to make informed decisions about how they deal with drugs.

Tips for the youth group leader:

Try to find out how the most used drugs in your country or region are called, so you can use the words that they know.

Factsheet What to do once addicted?

If you are faced with substance abuse of the members of your group, or if a member of the group asks what he can do to help an addicted brother or friend of his, you try the following:

Be informed

- Step 1. Find out what drugs are commonly used in your group and among youth locally. If you do not know much about these drugs, ask the Cordaid master-trainer for information and for contact with support services in the area closest to you.
- Step 2. Observe your group, if you feel there might be issues, start a one-on-one conversation to be able to find out, inform and refer the person for the right support.

Be supportive

- Step 3.Do not be judgemental, keep listening and provide a safe space for sharing
current and underlying problems.
- Step 4.Spend positive time with that boy or make sure that there are others who
will hang out with him, having fun without substance use.
- Step 5. Explain that when quitting a substance, you may feel tempted to use it again, especially when experiencing a negative event or if you feel low. So, it may take a few times before you do not use the substance any more. Discuss with the young man what he can do to avoid falling back. If he does fall back, which is quite normal, do not be judgemental, but motivate him to start abstaining from drugs again.
- Step 6. Help the young man in an emergency or in a crisis. Even if the event causing the crisis is not severe in your mind, the young man might re-live traumatic experiences from his past.

Refer to professionals in the community

- Step 7. If you cannot give the help that is needed, do refer to a counsellor or professional harm-reduction service. Most people will resist in the beginning, but do stay in touch, and keep encouraging until the person is ready to seek professional help.
- Step 8. Help with an address, recommendations for a good counselling service, transport. If the young man wants to go with someone to the first appointment or meeting, go along yourself or suggest a mentor or a brother if the participant has confided in such a person (never tell others about substance use by this person).
- Step 9. A professional can also help with mental setbacks or treatment. Or help to relieve emotional problems that can be the source of an addiction.

Self-care

Step 10.

Take care of yourself. Know your boundaries, accept your own feelings and moments of despair. Seek counselling yourself or become a member of a support group for relatives of drug abusers.

Session 8A | theatre

Like Joe Chapter 8: My first beer

Topics: Dealing with Addiction pand Dealing with Emotions

Material:

Like Joe – story book

Time	What	Steps		
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Can they recall what they learned? Explain the day's programme 		
50 min	Introducing the story	 Show the comics and read the story <i>My first beer</i>? (chapter 8) aloud. Ask one participant to summarize the story. 		
	Reflect on the story	 5. Ask the participants the following questions: Is the story about what happens in Joe's life realistic? Does it happen in your community that young people drop out of school to start working? What do you think of Joe when he decided to go to The Corner with his friends? What do you think of the way Joe speaks to his mother? 		
	Theatre	 6. Form teams of 4 or 5 players. Each group will have 5 minutes to prepare - they may adapt their story to their reality. 7. If times allows, have one or more groups to act out their play and reflect on it. 		
	Reflection	 8. Inform them about what drugs and other substances do to the body (see the <i>Factsheet on Addictions</i>). 9. Discuss when it is fun and safe to experiment, and when it is not. 		

5 min Closing	Closing	10. Ask the group what they learned.
	11. Summarize and underline the key messages:	
	Using alcohol can have many negative consequences	
	Especially as a young man, you risk becoming addicted or	
		influencing your brain development in a negative way.
		• When you are under the influence of alcohol and drugs, you
		are less able to control your behaviour and the decisions you
		make. Your actions while you are under influence can have
		consequences for yourself or the people around you.
		A decision is a choice between two or more possible options
		We all make decisions every day. Some decisions are small,
		for example what to wear. Other decisions are bigger and
		can have long term consequences, for example: will I study
		hard for my exams or will I go play with my friends?
	WhatsApp	12. For non-users: What do you think about drug use fo <mark>r yourself</mark>
	Challenge	and why? Decide on how to stay healthy in future.
		For user <mark>s: Lo</mark> ok up information on the drugs you use, <mark>and what</mark>
		they do to you. Decide on how to stay safe and healthy.

Tips for the youth group leader:

If relevant, refer to the session on taking a time out and then making a decision (see page 54-55).

Session 8B | sport & play

Goal: Dealing with Addiction Dealing with Emotions Dand Goal setting

Material:

 Like Joe – story book 	Depending on choice of team sports:
	o 1 or 2 balls
	 Cones for goals and field
	 Ribbons for teams

Time	Time What Steps	
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Explain the day's programme
50 min		 Choose a team sport to play, set the field and make the teams. Before the match starts, come together and introduce the life skill 'dealing with emotions'. Discuss what emotions can occur on the field and what they could look like. Play a match. Everyone can always take a time-out during the game. Assign a space for the time out that you all agree on.
	Reflection	 4. Stop the game once to reflect on observed or felt emotions, using the following questions: What emotions have you felt during the game so far? Why, when? How did it influence your behaviour? Is that a positive or negative behaviour? How can others support positive behaviour? Can we apply it during the game? Let's try again! 5. At the end have a short reflection on: How does it feel when you know how to deal with your emotions in a positive way? And when you don't? How will you apply what you have learned today?

5 min	Closing	6. Ask the group what they learned.
		7. Summarize and underline the key messages:
		• A decision is a choice between two or more possible
		options. We all make decisions every day. Some decisions
		are small, for example what to wear. Other decisions are
		bigger and can have long term consequences, for
		example: will I study hard for my exams or will I go play
		with my friends?
		• Using alcohol can have many negative consequences.
		Especially as a young man, you risk becoming addicted or
		influencing your brain development in a negative way.
		• When you are under influence of alcohol and drugs, you
		are less able to control your behaviour and the decisions
		you make. Your actions while you are under influence can
		have consequences for yourself or the people around
		you.
	WhatsApp	8. Repeat time-out challenge: Keep on practicing the time-out
	Challenge	this week, whenever you need it!
	Chattenge	this week, whenever you need it:

Tips for the youth group leader:

If relevant, refer to the session on taking a time out and then making a decision (see page 54-55).

Session 8C | alternative session

Goal: Dealing with Addiction Dealing with emotions and Goal setting

Material:

• Like Joe – story book

Time	What	Steps
5 min	Introduction	 Welcome everyone and ask for their experience of practicing the time-out. Explain the day's programme
35 min	Exploring	Stop and think
	alternatives	 Divide the group in small teams of 4-5 participants and ask them to play out the scene further. Explain to the entire group that they will work together on exploring alternatives. For example: Go drinking with friend or not? Deciding to study for an exam or not? Talking to your parents about the future or not? Asking someone for help or not? Bring the group back together and invite each group to perform their alternative story. Make sure the group that performs receives an applause. Compliment the group for their performance and underline
		they have learned a lot about alternatives to violence.
15 min	Life goals	 6. Reflect on life goals as follows: What choices do you need to make to achieve your life goals? What can be obstacles along the way? How can you overcome those obstacles?

5 min	Closing	7. Ask the group what they learned.
		8. Summarize and underline the key messages:
		A decision is a choice between two or more possible
		options. We all make decisions every day. Some decisions
		are small, for example what to wear. Other decisions are
		bigger and can have long term consequences, for
		example: will I study hard for my exams or will I go play
		with my friends?
		• Using alcohol can have many negative consequences.
		Especially as a young man, you risk becoming addicted or
		influencing your brain development in a negative way.
		When you are under influence of alcohol and drugs, you
		are less able to control your behaviour and the decisions
		y <mark>ou make. Your a</mark> ctions while you are under influ <mark>ence can</mark>
		have consequences for yourself or the people around you.
	WhatsApp	3. Repeat the 'feel what you feel' challenge: Try to take time
	Challenge	every day – for instance in the morning or in the evening –to
		find out what your body is telling you about how you feel.
		For instance, are you muscles relaxed or tensedDwhere do
		you feel tension: in your shoulders, stomach or elsewhere?

Tips for the youth group leader:

If relevant, refer back to the session on taking a time out and then making a decision (see page 54-55).

Factsheet on Meaningful Consent

What is it?

Meaningful consent means that someone has given permission for something to happen, freely, with the right information and without any form of manipulation or force. One example is giving consent to participate in a sexual activity.

Why is it important?

Meaningful consent means respecting your own boundaries, irrespective of what friends may say, or what you think is expected from you. It also means respecting someone else's boundaries. It is the way to non-violent behaviour and can help put an end to genderbased violence. Whether or not to have sex can be difficult decision, because you may have mixed feelings about a situation. It is important to understand there are many reasons why someone might not refuse to do or receive something, or even agree to it when they don't really want to do or experience it. Gender norms and the imbalance of power mean that young women might find themselves in situations where they agree to something or give in to something they do not really want. (Also see *Factsheet in Decision-making on sexual activity*.)

How can you promote meaningful consent in your group?

Give them information and discuss how they can make sure they understand meaningful consent, in day-to-day situations as well as when it concerns meaningful consent on having sex. For example:

- Be informed about what it means to have sex, how to protect yourself and your partner from STIs and unintended pregnancies. This way you and your partner can make informed decisions.
- Be in a situation or relation where your decision will be recognized and respected by your partner. Try to avoid situations where you are likely to experience pressure to do things you don't want to.
- Communicate clearly what you want or don't want. But also try and see what's not been said body language makes clear if someone is actually giving consent. If not, you have to stop.
- Know that both partners have the right to decide to participate or not in a sexual activity. And both partners can always stop it when it doesn't feel good anymore.
- Be true to your partner, don't manipulate them to get something done.
- Have a clear mind, not impaired by alcohol or drugs when you are making the decision.

One of the main strategies for preventing sexual violence among young people is to talk about it and create awareness.

Session 9A | theatre

Like Joe Chapter 9: One for the road Topics: Practicing Meaningful Consent

Material:

Like Joe – story book

Time	Activity	Steps
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Can they recall what they've learned? Explain the day's programme
50 min	Introducing the story Reflect on the story	 3. Show the comics and read the story One or the Road (chapter 9) aloud. 4. Ask one participant to summarize the story. 5. Ask the participants the following questions: Is the story about what happens in Joe's life realistic? Do young men in your community drink like Joe and his friends? What do you think of the way Joe tries to have sex with Aisa? What is something else Joe could have done instead to approach Aisa? What are the risks of repeatedly being drunk?
	Theatre	 6. Make teams of 4 or 5 players. Each team will have 5 minutes to prepare - they may adapt their story to their reality. 7. If times allows, have one or more groups to act out their play and reflect on it.
5 min	Closing	 8. Ask the group what they learned. 9. Summarize and underline the key messages: The habit of drinking alcohol slowly becomes an addiction and can have negative consequences for your personality, etc. The next step to substance abuse is easy: smoking <i>chanvre</i> (marijuana) or taking hydrocodone pills (for more potency) Verbal and physical abuse of people close to you when under influence, who you would otherwise not harm when sober. Forced sex without consent of a partner with possible negative consequences.

WhatsApp Challenge	10. Think of a situation in which you do something because you feel it's
	expected, but you didn't give your (full) consent.

Tips for the youth group leader:

This chapter covers two different themes, to be dealt with in two separate sessions. You may focus the session. 9A session on the situation in the bar, and session 9B on the part after Joe has left the bar.

Session 9B | sport & play

Goal: Practicing Meaningful Consent

Material:

 Like Joe – story book 	Depending on choice of team sports:
	o 1 or 2 balls
	 Cones for goals and field
	 Ribbons for teams

Time	Activity	Steps
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Explain the day's programme
10 min	Negotiating	3. Play the game Sissoko's Football. (Instructions are below)
40 min	Meaningful Consent	 4. Introduce the life skill 'respecting boundaries'. How does that show in our team, during the game? 5. Play the match and stop it once or twice at max to reflect on 'respecting boundaries.' How does it show in body language?
	Reflection	 6. Reflect on the life skill, as follows: Did we respect the rules, the referee and all players on the field at all times? How does it feel when your wishes are respected by others? And when they are not? Could you easily respect the rules, the referee and all players? Why? Or why not? If yes, how? If not, what makes it difficult? Think about the situation where you did not give consent (WhatsApp Challenge). How did it feel? And how does it feel to respect someone else's consent?

5 min	Closing	1. Ask the group what they learned.
		2. Summarize and underline the key messages:
		• Consent can be given in words or in body language. For
		girls this might look differently than for boys.
		Agreeing to a sexual relationship does not necessarily
		mean the consent given was meaningful. There can be
		many reasons why somebody agrees to do or experience
		something, even if they don't really want it. Being aware
		of what influences you and makes you feel forced to do
		something you actually don't want to do will help you to
		be less vulnerable to the pressure.
		• If you want to engage in a sexual activity with a girl or
		women, she should be able to clearly give her consent. If
		she refuses, you should not insist. If a girl or woman
		s <mark>ays "no" she m</mark> eans "no".
	WhatsApp3.Challenge	3. Can you observe a difference this week between how
		girls/wo <mark>men giv</mark> e consent and how boys/men do it? It <mark>can be</mark>
		anything, a <mark>s lo</mark> ng as it is about getting to an agreement
		between siblings, friends, partners or co-workers.

Tips for the youth group leader:

Sports encourage boundary setting. All games have rules. Most sports settings have boundaries. Part of playing the game revolves around learning the rules, abiding by them and demanding that others do the same. Practicing boundary setting on the field will help boys recognize what is acceptable behaviour on and off the field, and how to effectively speak up about this.

Mohamed Sissoko's Football

Goal of the game
<u>Mate</u> rials
Preparations

Negotiating 1 football

The Game

Rules

Proudly show the boys the football in your hands and tell them that Mohamed Sissoko played with this football (or mention another football player that you like). It is so special to you that you want to hold onto it forever and you don't want anyone to play with it. Ask the players if they would like to see, touch, or play with the ball. If yes, they need to try and negotiate with you to be able to touch 'Sissoko's football'. They can use different techniques, for example being Water or Rock (see p. 46). Which one works best? When do one or more players succeed?

Give 'Sissoko's football' to someone else and let the other players try to negotiate with him.

ReflectionCan you tell us what happened? Did we reach an agreement? Or was
one pushing the other over their boundaries?

How does it feel when something happens with your consent? And without your consent?

How can you prevent things from happening without consent?

Explain that when someone says no, feels unsure, or is pressured or forced to do something, they are NOT giving consent.

Session 9C | alternative session

Goal: Practicing Meaningful ConsentJ and Decision-making about sexual activity

Material:

• Like Joe – story book

Time	Activity	Steps
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Explain the day's programme
20 min	Respecting personal space	3. Play the game <i>Visualize Consent</i> (instructions are below)
	Reflection	4. What did you observe last week on differences between boys and girls giving consent? What did you learn from it?
30 min	Meaningful Consent	 5. Show the comics and/or read the story One or the Road (chapter 9) aloud. And ask the participants: 'Did Aisa agree to have sex with Joe?' 6. Draw or make two lines in the room/on the field: at zero, meaning 'completely forced/undesired' and at 10, meaning 'fully voluntary/desired'. The boys can now vote with their feet. 7. Allow the participants to clarify their opinion. If there are major misunderstandings about the situation, correct them by asking some questions to clarify what is going on: What action does the young woman/man take? What or who is influencing her/him? What would (s)he do if (s)he was completely free to decide about the situation? In case consent/agreement is not meaningful, what could (s)he do to avoid the situation in the future?
	Theatre	 8. Make small teams of 4 or 5 players. They will take 5 minutes to prepare a variation of Joe's and Aisa's story. 9. Let as many groups show their new play to the others. Together reflect again on the degree of 'completely forced/undesired' (0) and 'fully voluntary/desired' (10) and reflect on their opinions like in step 7.

5 min	Closing	10. Ask the group what they learned.
		11. Summarize and underline the key messages:
		• If you want to engage in sexual activity with a girl or
		woman, she should be able to clearly give her consent. If
		she refuses, you should not insist.
		• If a girl or woman says "no" she means "no".
		Agreeing to a sexual relationship does not necessarily
		mean the consent given was meaningful. There can be
		many reasons why somebody agrees to do or experience
		something, while they don't necessarily want it. Being
		aware of what influences you and makes you feel forced
		to do something you actually don't want to do will help
		you to be less vulnerable to the pressure.
	WhatsApp	12. Obse <mark>rve situations wher</mark> e you are about to break consent or
	Challenge	you're <mark>not sure. Then H</mark> EAR what the other person say <mark>s.</mark>
		WATCH <mark>the other per</mark> son's body language. Or ASK the o <mark>ther</mark>
		person if <mark>or how h</mark> e or she can agree to do what you wa <mark>nt</mark>
		them to.

Visualize Consent

Goal of the game Materials Preparations Respect your own personal space and that of others

Make two lines of players facing each other. Have the players partner up with the person across from them.

The Game

Rules

One person walks slowly towards their partner. The one standing still is in charge of letting the other one know when they have reached a place where coming closer does not feel comfortable and their partner should stop walking by saying 'STOP!' Powerfully. They can use their voice, hands and other non-verbal communication techniques, for example their eyes, or the positioning of their body.

First give an example. Then indicate which row of players will start walking.

Then the game starts. When all 'walkers' have stopped walking, pause for 5-10 seconds to let everyone feel the impact of this STOP! Ask a few people to reflect on what they did and how they felt. Reflect on what you see as a group leader.

Try it again, and this time, after waiting 5-10 seconds, ask all 'walkers' to take one step closer. If the player doesn't feel any different (respecting the other's personal space or not), tell them they were standing too close or too far away in the first place!

Then switch roles.

Variations

Change partners with every new variation, so that players experience how their personal space can differ with different people.

- Look each other in the eye when walking and standing.
- Say STOP! With your voice only.
- Say STOP! With your body language only.
- Say STOP! With your eyes only.
- Eventually let the person one walking decide when to stop by carefully watching the other person's body language (no talking, use body language or your eyes!)
- Walk from the side or from the back.
- Walk with two people towards one person.

Reflection

saying 'STOP!'?

How was it to feel like your personal space was respected by simply

How was it to respect the personal space of others?

Tips for the youth group leader

Pay close attention to the players, ask for their attention and concentration. Do the exercise as many times as you feel it is meaningful.

Explain (when relevant) that yelling louder is not necessarily more powerful. You can say STOP! in a very powerful way without yelling it. Explain that personal space is different for everybody, and that it is different with different people (friends, family, boyfriend, males, females, etc.).

Session 10A | theatre

Like Joe Chapter 10: We need to talk
Topics: Finding support and Giving support

Material:

Like Joe – story book

Time	Activity	Steps
10 min	Introduction	 Welcome everyone and ask for their observations concerning breaking or respecting consent. What have they learned from that? Does this learning change their actions? Explain the day's programme
50 min	Introducing the story	 Show the comics and read the story We need to talk (chapter 10) aloud. Ask one participant to summarize the story.
	Reflect on the story	 5. Ask the participants the following questions: Is the story about what happens in Joe's house realistic? In your community, are there elders that come to help families in trouble? Does that make a change? Where can you go to for advice in your community?
	Theatre	 6. Make teams of 4 or 5 players. Each group will have 5 minutes to prepare - they may adapt their story to their reality. 7. If if time allows, have one or more groups to act out their play and reflect on it.
5 min	Closing	 8. Ask the group what they learned. 9. Summarize and underline the key messages: As a young man growing up, you might face challenges. It is good to reflect on who is a trusted adult for you that you can ask for advice. We can support each other to grow through peer support. You can support each other in different ways such as: (1) respecting and celebrating differences, not forcing others to be like someone else and (2) together looking for advice an accurate information.



Session 10B | sport & play

Goal: Finding support and Giving support and Celebrating Diversity

Material:

- Like Joe story book
- \circ 1 (soft) ball

- o Ribbons to make 2 teamso Ribbons for tails (1 for each player)
- 8 cones to set the field and mark scoring area

Time	Activity	Steps
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Explain the day's programme
10 min	Tag rugby	3. Play a short game of <i>Tail Rugby</i> . (Instructions are below)
10 min	Diversity	 4. Take some minutes to reflect on the game: What qualities did you observe during the game? What qualities did your team have? And what qualities were missing? Mention examples. Do you think a team needs different qualities and roles? What happens if everyone has the same quality or role? Imagine you need to make a team of 3 – knowing your own qualities – what other complementing qualities would you look for in the other 2 players?
30 min	Peer support	 5. Explain that we're going to play a full match of Tail Rugby. Participants will remain in the same teams. 6. Before starting, each team will make a circle and every player will share his goal for the coming match: it can be something that they are good at, or something they want to try. For example, scoring a goal, making an assist, stopping the ball, coaching the team, communicating assertively or anything else they come up with. 7. Stress that now they know of each other's goal, they should try to help one another to reach it. 8. Play the game

Reflection	9. Reflect halfway (you may use the break between the two halves):
	• Have you observed good examples of players reaching their goal? Were they supported by their teammates?
	 If not yet successful, how could you reach the goal that you just set? How would it show?
	• What can you do to make yourself achieve the goal you set? For example, communicate when an opportunity arises in the game to
	achieve your goal, make a plan, ask for support, etc. 10. Reflect at the end of the game:
	 Who managed to achieve his goal? How? Who didn't? Why? How does it feel to be supported in realizing your goal? How does it feel to support someone else? And when it fails?
	• Who can support you in your next step achieving your life goal?
	 What makes a better team J when players support each other or when they don't? What would you change next time in your team? And in you own behaviour?
losing	11. Ask the group what they learned.
	12. Summarize and underline the key messages:
	 We can support each other and grow through peer support. You can support each other in different ways such as: (1) respecting an celebrating differences between yourselves, don't force others to be like someone else and (2) together looking for advice an accurate information.
	• In order for everyone to feel welcome and happy in a group or community, it is important to acknowledge, respect and celebrate diversity. There are similarities and differences between individuals. These can be in the way we look, in our physical abilities, in our
Mate Ann	lifestyle, in our beliefs and preferences, in our origin, language, etc.
WhatsApp Challenge	13. This week, identify situations where you can ask for support or give support.

Tail Rugby

Materials	1 ball, ribbons for teams and tails, cones to set the field
Preparations	Set the field, including scoring area. Make teams of 8 to 10 players.

The Game

Goal of the game

Score more points than the opponent team.

Rules

Try to score by running while holding the ball and pushing it on the ground in the scoring area. It is allowed to run with the ball in hand. You can intercept the ball from the other team, by grabbing an opponent's tail. When someone successfully grabs your tail when you have the ball in hand, the ball goes to your opponent's team.



Explain that each player has a tail (a ribbon) pinned to the back of their trousers.

When you pass the ball to a teammate, and it is intercepted by the opponent, the ball is also for him.

Variations

You can also play 'tag rugby'. Try to get the ball from the opponent by tagging somebody who has the ball or by intercepting the ball when it is passed.

Tips for the youth group leader:

Make sure the players realize that this is tag rugby and not real rugby. Grabbing the tail (or tagging somebody with the ball) is enough.

Session 10C | alternative session

Goal: Finding support

Material:

Like Joe – story book
 Paper and markers (one for each player)
 Depending on choice of team sports:

 1 football
 Cones to mark the field and the goals
 Ribbons for teams

Time	Activity	Steps
5 min 30 min	Introduction Support Buddy	 Welcome everyone and ask to share moments from last week they gave or received support. How was it? Explain the day's programme Play the game Support Buddy. (Instructions are game below)
20 min	My circle of support	 4. Show the handout (below) and ask everyone to draw the 4 circles on a paper. 5. Ask them to picture their life goal for a minute. Do they remember what they said about it before? 6. Then ask them to fill in as follows: Their name in the inner circle. On the next circle, the names of the first people they would reach out to when looking for support to achieve their life goal. On the following circle, the names of authorities or professionals that might help them reach their life goal. On the last circle, people who may help them to communicate their goal (for example a reference, social media, media, influencer etc.)

	Reflection	 7. Reflect as a group: who wants to share what he wrote? Can he explain his life goal and how others can help in the process, in good times and when facing problems? 8. Explain that by reflecting on who you can ask for support in advance, we are empowered to action or give support to others. Look at the names you wrote, would they be the same if the question was: who would you turn to when solving a personal problem? How would it be different? Could you ask your buddy to support in personal goals (not only sports ones)? Can you support your friends to realize their goals? How?
5 min	Closing	 9. Ask the group what they learned. 10. Summarize and underline the key messages: Achieving one's goals may be challenging, but there are always others out there who can support us to achieve our goals, including friends, family members, and community members. African proverb: it takes a community to raise a child. Accept the words and actions of neighbours, friends and community members who mean well to provide a supportive environment for your family. We can support each other growing up through peer support. You can support each other in different ways such as: (1) respecting and celebrating differences, not forcing others to be like someone else and (2) together looking for advice an accurate information.
	WhatsApp Challenge	11. Take a moment each day to practice the skill from the 'support buddy' game.
Support Buddy

Goal of the game Materials Self- Reflecting Giving & receiving feedback and Asking for support 1 football, cones to mark the field and the goals, ribbons to make teams

Preparations

The Game

Rules 15 minutes. Play a regular football game (or a match in another team sports) for

Just after a football game, make smaller groups of 4, 6 or 8 players (even numbers).

Within the smaller groups, each player shares what he feels he can improve on the field, reflecting on past games.

After the player is finished, the group can reflect on whether they agree that this is something to improve (to mirror how they think about themselves). If not, can they mention another skill to be improved? Then each player sets a goal what to improve and how to do it. Discuss who in the group can help/advise/coach to improve the skill and how? This will be their support buddy in the coming four weeks.

Everyone will get a turn.

Variations

Depending on the group, you can focus the discussion on technical skills (which will be easier, more factual) or skills to collaborate as a team (which will be more personal and more intense).

Reflection

Explain that all of us have qualities, and all of us have skills we can still learn. And we can help each other learn.

Tips for the youth group leader:

- You may also choose to make support couples for efficiency.
- During the next sessions, you will remind them to check in with their buddy about their progress, and how you can help further.

Handout: Where to find support



Session 11A | theatre

Like Joe Chapter 11: What makes a real man? Topics: Shaping Positive Masculinities

Material:

Like Joe – story book

Time	Activity	Steps
10 min	Introduction	 Welcome everyone and explain the day's programme Then ask them to spend a few minutes with their peer/buddy to check on progress and how you can help further.
50 min	Introducing the story	 Show the comics and read the story What makes a real man? (chapter 11) aloud. Ask one participant to summarize the story.
	Reflect on the story	 5. Ask the participants the following questions: Is the story about what happens in Joe's life realistic? What made Joe decide to stop drinking? Do you think he will succeed? Would Joe and his father be considered real men in your community? Do you think Joe will be able to go to school again?
	Theatre	 6. Make teams of 4 or 5 players. Each team will have 5 minutes to prepare - they may adapt their story to their reality. 7. If time allows, have one or more groups to act out their play.
	Reflection	 8. Reflect on each play. 9. Explain the parts of the factsheet, complementing what has already been discussed.

5 min	Closing	10. Ask the group what they learned.
		11. Summarize and underline the key messages:
		• To be able to reach your full potential with all your
		talents and likes, you need to go beyond the given
		stereotypes and embrace diversity. If we do that
		collectively, we can also reach our full potential as a
		community.
		• Self-care promotes healthy behaviour for yourself and
		for others.
		• Being able to feel and show emotions – whether angry,
		happy, sad or scared – helps you to act and
		communicate assertively.
	WhatsApp	12. What is the next step in achieving your life goal? This week,
	Challenge	try to at least once communicate your next step assertively
		to someone.

Factsheet on Positive Masculinities

What it is?

Positive masculinity means manhood that does justice to a boy or man in all his diversity – away from a stereotypical norm, and that helps him take care of himself and the people around him.

In comparison, stereotypical masculinities include causing harm to himself (lack of selfcare) as well as to his environment at times (for example, the privilege to hurt girls and women without repercussions).

Why is it important?

Stepping away from stereotypical and one-sided gender norms means that you can live your life more so according to your own values and wishes Being able to take on a variety of qualities and roles, that can be differ per situation, helps boys and men to be better to themselves, and better friends, partners and fathers, enjoy a better life, and be healthier and happier.

How can you promote positive masculinity in your group?

What it means to be a man is changing over time, and thus is not always clear. This can cause feelings of confusion, fear and insecurity among boys and men.

How to promote positive masculinity in your group:

- Help boys to build a positive identity: their likes and dislikes, their qualities and talents, and their life goals.
- Show images of boys and men that display a variety of virtues: be a role model, invite role models, value diversity in the group by speaking out, in your coaching and feedback challenge harmful notions about what it means to be a man.
- Help them to understand their emotions and how to deal with them, as well as to reflect on their actions and learn from them.
- Coach them in taking self-care seriously, which means resisting peer pressure at times. That means taking time to do the things they love <code>]</code> spend time on sports, spend time with friends, ...
- Coach them in taking care of their surroundings, support friends and others important to them.
- Tell them where they can find (youth-friendly) health services when they have questions on preventing STIs, other health questions or other forms of support.

This is basically what the whole guidebook is about!

Session 11B | sport & play

Goal: Shaping Positive Masculinities

Material:

Like Joe – story book

• Blindfolds

 Materials to make a track (sticks, hoops, cones, chairs)

Time Wha	Steps	
10 min Intro	 Welcome everyone and explain the day's programme Then ask them to spend a few minutes with their peer/buddy to check on the progress and how you can he further. 	elp
25 min Sho emo	 Play the game <i>Blind Horses</i> (instructions are below). Ask if the remember the 4 basic emotions (happy, sad, ar or scared). Explain that at times you might not even know what you exactly feel. A time-out can help. Take some time to find what goes on physically: for instance, if you are relaxed, energeticptense shoulders or stomach etc. Most often you body is better in telling what you feel, than your mind is. knowing what you feel, you can make an informed action that can help you to communicate what you want, share thappiness or ask for help. Denying feelings and not acting according to what you feel outbursts. 	out ur By the

25 min	Showing	7. Play the game <i>Blind Horses</i> (instructions are below).
	emotions	8. Ask if the remember the 4 basic emotions (happy, sad, angry or scared).
		 9. Explain that at times you might not even know what you exactly feel. A time-out can help. Take some time to find out what goes on physically: for instance, if you are relaxed, energetic I tense shoulders or stomach etc. Most often your body is better in telling what you feel, than your mind is. By knowing what you feel, you can make an informed action that can help you to communicate what you want, share the happiness or ask for help. 10. Denying feelings and not acting according to what you feel
		can eventually cause mental problems or emotional outbursts.
20 min	Express your own opinion	11. Indicate on the field a space that is 'agree', 'disagree' or 'don't know'
		 12. Read out some statements. For example: Men don't cry A man cannot be a teacher for children younger than
		 6 years old. When I grow up, I want to spend time with my kids. Real men don't use condoms when having sex. A husband and wife can bring in the household
		income together. You can come up with more or different examples that suit your group or context best.
		13. Give everyone at least once a turn to explain their stance. They should do that in an assertive manner. Give feedback o

Blind horses

Goal of the game	Building trust/Reflecting on emotions
Materials	Blindfolds
Preparations	Together with players make three tracks of different levels, with
	several turns or hurdles. Give each track a name.
	Then make pairs: one is the 'blind horse', and one is the jockey.

The game

Rules	The 'blind horses' can choose the track they want.
	The jockey has to gain the blind horse's trust, by leading him through
	the track without tripping on the hurdles.
Variations	Now the jockey and the blind horse switch roles.

Reflection After the exercise we reflect on the experience and what the differences were between the different courses and jockeys and what helped them get or made them lose trust.

How did you feel as a 'horse'? Why? And how did you feel as a 'jockey'? Why? How does it feel to succeed as a team? What did it take to get there?

Do you also feel happy, sad, angry, scared at times in daily life?



How do you cope with that? Can it differ per emotion? How?

We all experience setbacks sometimes. What will you do next time to deal with a setback? Have you learned or heard some strategies that you want to try the coming week?

Tips for the youth group leader:

Before you start, make sure the tracks are safe, and no-one can hurt himself.

Session 11C | alternative session

Goal: Shaping Positive Masculinities

Material:

• Like Joe – story book

Time	Activity	Steps
10 min 20 min	Introduction	 Welcome everyone and explain the day's programme Then ask them to spend a few minutes with their peer/buddy to check on the progress and how you can help further for the last time. Of course, they can continue beyond the sessions if they want.
20 min	The caring- experiment	 3. Reflect on the experience of caring: What did you most like about it? What happened with the person you took care of? How did the experience of caring make you feel? What problems did you encounter? Could you ask anyone for help to solve them?
30 min	Fatherhood	 4. Look at the comics again of 'What makes a real man?' and ask everyone to reflect on their own relation with his own father or closest male caretaker. Ask the boys to close their eyes, and ask them to think in silence while asking the following questions: 1) Is your father in any way similar to Joes' father? 2) What do you find difficult about the relation you have with your father? 3) What do you like most about him? 4) If you were a father, what would you do similarly to yours? 5) What kind of father would you like to be? 5. Split the group into groups of 4 or 5 players. Discuss how they see an ideal father. Then they will prepare a 5-minute play around the 'ideal father'.
		 6. Reflect after all plays on what it takes to be a father like this. And is it realistic? What kind of father would they want to become? 7. Explain that a father's presence and care for their children has a positive impact on their development.

5 min	Closing	8. Ask the group what they learned.
		9. Summarize and underline the key messages:
		• To be able to reach your full potential with all your
		talents and likes, we need to go beyond the given
		stereotypes and embrace diversity. If we do that
		collectively, we can also reach our full potential as a
		community.
		Self-care promotes healthy behaviour for yourself and
		for others.
		• Feeling and showing emotions – whether angry, happy,
		sad or scared – helps you to act and communicate
		assertively.
	WhatsApp	10. Ask your father or a male caretaker or family member what
	Challenge	he thinks is important in a father. Did he experience that with his own father?

Factsheet on decision-making and life goals

What is it?

A decision is a choice between one or more possible courses of action. Making a choice is an everyday event. You'll have to make hundreds of decisions along the way to achieve your dreams. Should you do your homework or play with your friends? Both can be important at times.

As young people we begin to judge for ourselves, more independently from our parents' values.

Among the factors that influence our decision-making process are peers, family, society, culture, education, attitudes, traditions and experiences.

A life goal is something we want to accomplish in life – like a dream for the future.

Why is it important?

Dreaming about the future and having life goals can help people be aware of the decisions they need to make today.

Good decision-making can help you accomplish your goals and achieve your dreams. For example, for Joe to get the opportunity to enrol in nursing school, he first he had to stop drinking and smoking, despite his friends still doing that, and he needed to finish secondary school.

How to promote decision-making according to life goals in your group?

- Promote self-esteem for instance by positive coaching, as decision-making is strongly influenced by our self-esteem. Confidence helps to make more independent and wiser decisions.
- Thinking through how things will probably turn out is important when setting goals, including the steps you need to take, hurdles that are most likely to arise and supporters you can ask for help.
- Gathering information and facts is vital in making informed decisions.

Session 12A | Theatre

Like Joe Chapter 12: My work as a nurse Topics: Goal settingpand Goal planning

Material:

Like Joe – story book

Time	Activity	Steps
10 min	Introduction	 Welcome everyone and ask how the talk was with their father/male family member. What did they learn from it? Explain the day's programme
45 min	Introducing the story	 Show the comics and read the story <i>My work as a nurse</i> (chapter 12) and the Epilogue (<i>chapter 13</i>) aloud. Ask one participant to summarize the story.
	Reflect on the story	 5. Ask the participants the following questions: Is the end of Joe's story realistic? Why (not)? What do you think of Joe's character now? Did he change from the beginning? How do you think it will end between Joe and Esther?
	Theatre	 6. Make teams of 4 or 5 players. Each group will have 5 minutes to prepare - they may adapt their story to their reality. 7. If time allows, have one or more groups to act out their play.
	Reflection	 8. Reflect on each play. 9. Explain the parts of the factsheet, complementing what has already been discussed.
5 min	Closing	 10. Ask the group what they learned. 11. Summarize and underline the key messages: A life goal is a dream we have for ourselves: it is about what we wish for our future. If you have a specific goal for yourself in mind, it is important to determine steps you should take to reach it. You might find obstacles and distractions along your way. It is important not to forget your life goal and to continue working towards it. It requires patience and determination. Whenever you make decisions, you should be aware of how these can influence your life goal.
	WhatsApp Challenge	1. Do the WhatsApp Challenge that you liked best so far! What is fun of what is good to practice more? You can choose!

Session 12B | sport & play

Topics: Goal settingpand Goal planning

Material:

(one for each participant) OBottles	
Pens Pens Ribbons to make teams	

Time	Activity	Steps
5 min	Introduction	 Welcome everyone and ask for some reactions to the last meeting. Explain the day's programme
15 min	10-ball	3. Play the game <i>Ten Ball</i> (instructions are below).
	Reflection	 4. Reflect on the following questions: What does it take to win this game? What does it take to be an athlete? Or a sports champion? (For example: discipline, training, teamwork, goal setting) How did you become better in the last weeks? How did it help you to have a buddy to improve? Would you ask a buddy to improve non-sports tasks as well?
20 min	Personal action plan	 5. Do they remember the drawing they made in the third session on how they see themselves 10 years from now? Has their life goal changed since? How? Why? 6. Hand each participant a copy of the Personal Action Plan. 7. Explain the Personal Action Plan and how to fill it in. 8. Give them time to fill it in and walk around to help them.

15 min	Goal setting	 Play the game Score Goals (find how to play the game below).
	Reflection	 10. Reflect on the following questions: What did it take to score goals? How did it feel when you didn't score? What will it take to reach your life goal? What is the first step? When are you going to take that? Can you ask a buddy to remind you or to help you in another way?
5 min	Closing	 11. Ask the group what they learned. 12. Summarize and underline the key messages: If you have a specific goal for yourself in mind, it is important to determine steps you should take to reach it. Stay focused and don't give up if there is a setback! You might find obstacles and distractions on your way. It is important not to forget your life goal and to continue working towards it. This requires patience and determination. Whenever you make decisions, you should be aware of how these can influence your life goal.
	WhatsApp Challenge	13. Ask the participants to share ideas on how you can prepare a celebration of about 30 minutes as part of the final session the following week.

Ten Ball	
Materials	1 ball, cones to mark the field, ribbons for teams
Preparations	Mark the field with cones. Make two teams.
The Game	
Goal of the game	Be the first team to pass the ball 10 times between teammates.
Rules	Try to pass the ball to your team players 10 times without the ball
	touching the ground. The other team tries to intercept the ball when
	it's in the air. If they manage, they again try to pass the ball within
	their team 10 times.
	If the ball touches the ground the play goes on, but the team who
	has the hall has to start equating from 1 again

has the ball has to start counting from 1 again. Body contact is not allowed.

The team that manages to pass the ball 10 times scores 1 point.

Variations

Instead of throwing the ball, you can also do Ten Ball while passing with your foot. This is more difficult.

Score Goals

Goal of the gameMaterialsCones, bottles and ballsPreparationsUse the entire field to make 5 different goals with the participants,
for example a normal football goal, a basket, a pile of bottles or
cones, a hanging object, etc.

Mark 10 metres from each goal with a cone. Then make 5 groups. Each group starts at a different goal

The Game

Rules

One by one take your turn (at each goal) I say the first step towards your life goal out loud, and then focus on scoring a point. Everyone gets 3 shots on goal (choose to either throw or shoot). Once everyone has had a turn, let the players now it's time to circulate to the next goal. Then each player mentions the second step towards his life goal, and so on. Variations

Missed a goal? Try getting a bit closer next time. Made a goal? Try being further away next time.



Handout - Personal Action Plan

My life goal is:

Steps towards life goal	When can I start?	Hurdles I foresee	Who can help me / Who do I need? (support, resources, media)
Step 1			
Step 2		0	
Step 3			
Step 4		0	
Step 5			

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Session 12C | alternative session

Topics: Goal settingpand Goal planning

Material

• Like Joe – story book

Time	Activity	Steps
5 min	Introduction	 Welcome everyone and explain that this is the final session. Time to celebrate our time together and all that we've learned! Everyone takes a turn and mentions the best thing he learned.
25 min	Theatre	 Discuss the obstacles that Joe might come across before he gets a nursing degree? And how could he overcome each of them? Think about all that we've learned. Then form smaller groups of 4 to 5 participants. Rehearse a play where Joe uses lots of our learnings to achieve his goal of becoming a nurse. Reflect on each play: Was it a realistic play? Which obstacle can you come across on your path to your life goal ? How will you do so?
30 min	Celebrate & closing	6. End the session with a celebration, for instance a dance contest or something else fun.

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Resources and referral centres

Some of the information was inspired by open access tools, that we can also recommend for further reading. These include:

- Gender Transformative Action tools (Rutgers)
- Breaking the Cycle toolkit (MenEngage)
- <u>Programme Ra</u> (ABAAD)
- Positive Youth Development approach (ISA Youth)
- Rock & Water Methodology
- WomenWin open source activities
- <u>Positive Identity Building</u> (Act for Youth)
- Healthy Coping Skills for Uncomfortable Emotions (verywellmind.com)
- <u>Types of recreational drug | Mind, the mental health charity help for mental health</u> problems

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