



# IZUBA

## The Sexual Reproductive Health & Rights Training Manual 2024



**STAND  
UP** FOR  
SRHR



## Foreword

Femme Forte Uganda is a feminist and movement-building organization that fiercely promotes, demands, and protects the rights and well-being of young women; mostly those who are excluded, marginalized, and exploited by being women and living in both the urban and rural areas of Uganda. We exist to strengthen pathways between young and older women who aspire to meaningfully contribute to the greater women's movement in Uganda. We envision a world that provides equal opportunity to both men and women and is therefore mobilizing and equipping women to foster effective resilience, break barriers, and reach new heights. Shifting the narrative around women and our issues is our business.

In partnership with Oxfam, Femme Forte Uganda is implementing a project; Stand Up for SRHR (Stand Up) which is a 6.5 years (2021-2028) initiative whose outcome is to increase the enjoyment of sexual and reproductive health and rights (SRHR) for the most marginalized and vulnerable right holders, particularly adolescent girls and young women (AGYW) aged 10-29 years, and including those who with intersecting vulnerabilities due to sexual orientation or gender identity, or status as refugees or internally displaced persons in Uganda and Mozambique.

This training manual aims to enhance efforts by the Stand Up project to address key gender inequality and human rights issues, particularly: harmful social norms, traditional practices, and taboos regarding gender and sexuality; lack of adequate information on or access to comprehensive SRH services; lack of decision-making power by AGYW regarding their health and sexuality; as well as the limited capacity of women's rights organizations (WROs) and youth-led organizations (YLOs) to effectively advocate for SRHR in their communities.

The manual will be implemented and tested through the peer-to-peer education approach using the community structure known as peer educators for the ages (10-14 years).

## Acknowledgements

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Femme Forte Uganda, therefore wishes to acknowledge the support extended by GAC towards the implementation of the ‘Stand Up’ project which is the foundation for this publication. We wish to thank the Femme Forte Board, all our partners – the civil and political leadership in the four districts, and all the youth leaders who are participating in the project training component. The training will help us to refine the materials and to synthesize them as we build on this manual.

We extend our sincere and utmost gratitude to the team of experts and staff who have worked tirelessly to ensure that we are all standing up for SRHR. Special thanks to Jacqueline Mukisa who is the running point for the program, and all the Femme Forte staff and volunteers that supported and are still supporting this program.

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“There is a sun within every person” – **Rumi**

## List of Acronyms

**AGYM** - Adolescent Girls and Young Women

**CAO** - Chief Administrative Officer

**CBOs** - Community Based Organisations

**CSE** - Comprehensive Sexuality Education

**CSOs** - Civil Society Organisations

**DDP** - District Development Plan

**DPU** - District Planning Unit

**DTPC** - District Technical Planning Committee

**LG** - Local Government

**LGA** - Local Government Act

**LLG** - Lower Local Government

**NGOs** - Non-Governmental Organisations

**SRHR** - Sexual Reproductive Health and Rights

**SWOT** - Strengths Weaknesses, Opportunities, and Threats

**TOT** - Training of Trainers

**SGBV** - Sexual and Gender-Based Violence

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# OVERVIEW OF THE IZUBA TRAINING MANUAL

This Training manual is intended for training purposes aimed at creating mindset change among peer educators and their fellow peer groups (change agents) on SGBV and SRHR issues in their respective communities. The peer education training manual will be used as a resource material for training of trainers (Tot) on peer education which ultimately supports the development of a pool of peer educators/peer education trainers. The manual will be a Tot manual for 3–4-day training.

The manual will also be used and shared with different women's rights and youth-led organizations that will be capacitated to integrate this component within different pillars and programs for women and girl's empowerment, and engaging through a peer education approach on SRHR.

## Objective of the Manual

- Understand human growth and development
- Develop confidence and self-awareness
- Promote healthy friendships and relationships
- Provide knowledge on gender and equality
- Teach life skills for everyday success
- Correct myths and misconceptions about puberty and menstruation
- Encourage open conversations and seeking help
- Promote a culture where talking about growth and health is normal and safe.

## Target Group

The target for this manual/training is the youth/peer educators at sub-county and district levels between the age categories of 10-14 years in schools.

## Duration of the Training

The training for which this manual has been designed is expected to take 3-4 days.

## Training Methodology

The training relies on a participatory approach with the trainer acting as a facilitator rather than a teacher. The facilitator should stimulate learning using adult learning principles, drawing from down-to-earth local case studies and allowing participants to share their experiences.

Throughout the training, emphasis should be placed on the practical tips and follow-up activities which the youth leaders should engage in to increase their meaningful participation.

Although this is a training manual, it can be used as reference material for peer educators who may or may not have undertaken the training.

## Introduction to Peer Education

### Peer Education Concept: Translating Theory into Practice

Peer education is an approach to health promotion, in which selected and trained community members are supported to promote health-enhancing change among their peers. Peer education is the facilitation and/or sharing of health information, values, and behaviours in educating others

who may share similar social backgrounds or life experiences. It's considered to be a strategy whereby individuals from a target group provide information, training, or resources to their peers. These groups can be determined by social or demographic characteristics (e.g., age, education, type of work, or grouping) or by risk-taking behaviours (e.g., drug use etc.). It's generally appreciated that peer networks can increase the credibility and effectiveness of the message being presented as they convey information to often hard-to-reach populations.

Peer education is based on the reality that many people make changes not only based on what they know, but on the opinions and actions of their close, trusted peers. Peer educators can communicate and understand in a way that even the best-intentioned adults can't, and can serve as role models for change.

Peer educators are typically the same age or slightly older than the group with whom they are working. They may work alongside the teacher, run educational activities on their own, or take the lead in organizing and implementing activities. Peer educators help raise awareness, provide accurate information, and help their peers develop skills to change behaviours. Some of the things they are doing around the world include:

- leading informal discussions
- video and drama presentations
- one-on-one time talking with fellow peers
- handing out, leaflets and brochures
- offering counselling, support, and referral to services.

Peer education is therefore rarely used alone in health interventions, but is one strategy in a school-wide or community-wide effort. For example, it often complements skills-based health education led by teachers, youth-friendly health services, and local media campaigns.

## Why Peer Educators

Young people appreciate and are influenced in positive ways by a peer-led intervention if it is well-designed and properly supervised; Serving as a peer educator provides a challenging, rewarding opportunity for young people to develop their leadership skills, gain the respect of their peers, and improve their own knowledge base and skills. Young people often change their own attitudes and behaviour after becoming a peer educator; it can foster fulfilling relationships between adults and young people; it can give girls legitimacy to talk about sex without the risk of being stigmatized (particularly when peer-led activities take place in single-sex groups); peer educators can provide a valuable link to sexual and reproductive health services; peer education has had a positive effect on reported attitudes toward persons living with HIV/AIDS; peer educators have shown in some cases to be more effective than adults in establishing and transforming norms and in changing attitudes related to sexual and healthy behaviour. However, they are not necessarily better at transmitting factual health information. Peer educators and adult-led education can thus complement each other. A pertinent study that supports the effectiveness of combining classroom-based and peer-led education is titled "Information-Motivation-Behavioural Skills Model-Based HIV Risk Behaviour Change Intervention for Inner-City High School Youth" by Jeffrey D. Fisher and colleagues. This research evaluated the impact of three intervention strategies—classroom-based, peer-based, and a combination of both—on high school students' HIV prevention knowledge, motivation, behavioural skills, and behaviours. The findings revealed that the combined classroom and peer-led approach led to the most significant improvements across all measured areas.

## Peer Educator Roles and Responsibilities

Peer educators are crucial in influencing positive attitudes and behaviours and providing information and guidance within their communities or peer groups. Their responsibilities include:

- Peer educators are responsible for sharing accurate and relevant information on various topics, such as teenage pregnancies, puberty, menstruation, growth, healthy relationships, and HIV/AIDS among others
- Peer educators serve as role models, demonstrating positive behaviours, attitudes, and decision-making skills that others can emulate.
- Peer educators advocate for the rights and well-being of their peers, challenging discrimination, stigma, and harmful practices.
- Peer educators often lead group discussions, workshops, or activities, helping to create a space for open dialogue and learning. They may act as mediators in resolving conflicts or disputes within their peer group, promoting understanding and peaceful solutions.
- For peer educators to be effective, it's important that they continually develop key skills that enhance their ability to lead, educate, and advocate
- Peer educators engage in activities that promote self-awareness and self-esteem, such as positive affirmations, feedback sessions, and celebrating achievements.
- Peer educators provide training to their peers on planning and leading group activities or discussions, including techniques for managing group dynamics.

# THEME 1: PRINCIPLES, VALUES AND LIFE SKILLS

## Key message

Life skills are the things we learn to help us live well. They help us talk to others, solve problems, and make good choices.

## Learning objectives

Understand what values and life skills are and why they are important.

Identify personal values (like honesty, kindness, respect).

Recognize how to make good choices using values and life skills.

## What are Principles, Values and Life Skills?

Principles are the rules we follow to do what is right, and values are the things that are important to us. They guide how we behave and treat others.

## Important values to follow

1. Respect: Treat others the way you want to be treated.
2. Honesty: Always tell the truth and be fair.
3. Kindness: Help others and be friendly.
4. Responsibility: Take care of yourself and your duties.
5. Courage: Stand up for what is right, even when it is difficult.

## Life skills for a better future

Life skills help us handle everyday challenges and make good decisions. Here are some important ones:

1. Communication: Express your thoughts and feelings clearly.
2. Problem-solving: Find solutions to challenges.
3. Decision-making: Choose what is best for you and others.
4. Teamwork: Work well with others to achieve goals.
5. Self-care: Take care of your body and mind.
6. Responsibility and self-control: Doing the right thing and taking care of what you're supposed to.
7. Creativity and innovativeness: Creativity is using your imagination to think of new and fun ideas, stories, or ways to solve problems. Innovativeness means trying out new things and thinking of better ways to do something, even if it hasn't been done that way before.

## Activity: "Life Skills Treasure Hunt"

### Purpose

To help learners understand values, principles, and life skills by exploring and sharing real-life examples in a fun, engaging way.

### Learning objectives

- Understand what values and life skills are and why they are important.
- Identify personal values like honesty, kindness, and respect.
- Recognize how to use life skills to make good choices and solve problems.

**Time needed:** 30–40 minutes

**Group size:** Small groups of 10 learners

### **Materials needed**

- Value cards or word strips (with words like honesty, respect, teamwork, creativity, etc.)
- A “Treasure Map” worksheet (you can design it like a journey with 5 checkpoints)
- Markers or pens
- A reward token for completing the hunt (like stickers or stars)

### **Instructions**

#### **1. Set the scene (5 minutes)**

##### **Start with a simple explanation**

Today, we’re going on a Life Skills Treasure Hunt! But instead of looking for gold, we’ll find something even better: the life skills and values that help us become amazing people and good friends.

#### **2. Create teams (5 minutes)**

Divide learners into small groups and give each a Treasure Map worksheet.

#### **3. Checkpoint challenges (20 minutes)**

Each checkpoint teaches a value or life skill. At each station or step on the map, groups complete a mini task. Here are examples of five checkpoints:

##### **Checkpoint 1 – Communication Island**

**Roleplay:** One student pretends they’re feeling sad. Another has to ask, “Are you okay?” and practice active listening.

**Goal:** Understand how to talk and listen kindly.

##### **Checkpoint 2 – Kindness Cave**

Each learner writes down one kind thing they’ve done for someone recently. Share with the group.

**Goal:** Recognize kindness in daily life.

##### **Checkpoint 3 – Problem-Solving Bridge**

Give a short problem: “Your friend is being left out of a game. What do you do?” Groups talk and share solutions.

**Goal:** Learn how to solve small problems fairly.

##### **Checkpoint 4 – Teamwork Treehouse**

Give them a small task (build a paper towel or draw something together).

**Goal:** Show how working together makes things easier and more fun.

##### **Checkpoint 5 – Creativity Corner**

Each group creates a short skit or drawing showing a life skill in action (like courage, respect, or self-care).

**Goal:** Express life skills creatively.

**Treasure Chest Discussion (5–10 minutes)**

Bring everyone together to ask:

- What did you learn today about being a good person?
- Why do you think values and life skills are important for school and life?
- Which skill or value do you want to practice more?

## THEME 2: GROWTH AND DEVELOPMENT

### Key message

These changes are completely normal. Some people experience them earlier or later than others. There's no right or wrong time for your body and mind to grow. Everyone is unique!

### Learning objectives

- Define growth and development
- Describe the different body changes during puberty in both boys and girls
- Understand myths and misconceptions around growth and development

### What is Growth and Development?

Growth is when your body gets bigger, and development is when you learn new things and become more independent. Every person grows at their own pace, and that is completely normal!

### Changes in Boys and Girls During Growth

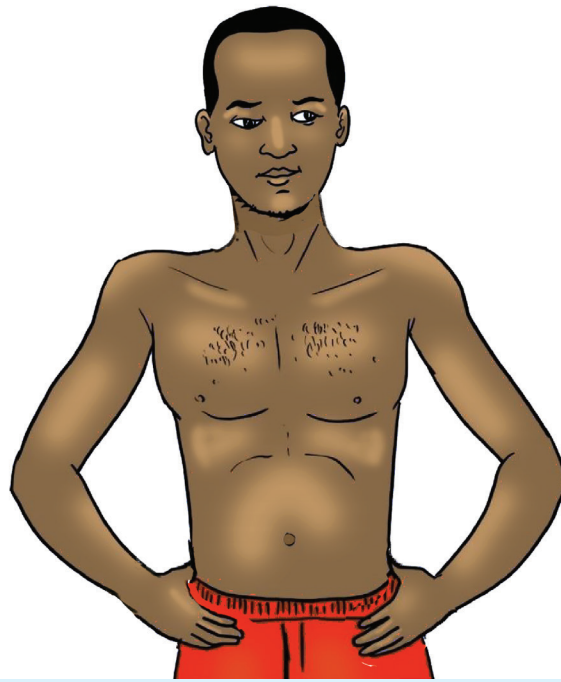
As boys and girls grow, they experience different changes in their bodies and emotions. These changes happen because of puberty and help prepare the body for adulthood.



*Figure 1: Body changes in girls. “Oh my! what is happening to my face”?*

### Changes in girls

- Breasts start to grow
- Hips become wider
- Menstruation (monthly periods) begins
- Growth of body hair (underarms and private parts)
- Increase in weight and height
- Increased sweating and possible acne



*Figure 2: Boys typically start to grow chest hair during puberty*

### **Changes in boys**

- Increased sweating and possible acne.
- Voice becomes deeper
- Shoulders become broader
- Growth of body hair (face, chest, underarms, private parts)
- Increase in height and muscle development

### **Changes in girls and boys**

- Emotional Changes
- Your feelings may start to feel stronger or change more quickly.
- Mood swings – feeling happy one moment and upset the next
- Becoming more sensitive to what others say or do
- Stronger feelings of attraction or “crushes” on others
- A desire for more privacy

### **Psychological Changes (Thinking and Understanding)**

- You begin to think more deeply and question more about life, yourself, and the people around you.
- Developing your own opinions and beliefs
- Wanting to make your own decisions
- Thinking more about the future (like school, dreams, or who you want to become)



- Asking more questions about your identity

### Social and Relationship Changes

- You may notice changes in how you relate to friends, family, and others.
- Wanting more independence from parents or caregivers
- Spending more time with friends than before
- Getting curious about romantic relationships
- Comparing yourself to others more often

### Myths and Facts About Growth

**Myths:** Only girls experience emotional changes during puberty.

**Fact:** Both boys and girls go through emotional changes, such as mood swings and feeling more sensitive.

**Myth:** If you start puberty early, you will be taller than others forever.

**Fact:** Puberty timing does not determine your final height; genetics play a bigger role.

**Myth:** Girls should not exercise when they start their periods.

**Fact:** Exercise is healthy and can help reduce period pain.

**Myth:** Boys who do not have a deep voice are not growing properly.

**Fact:** Every boy's voice changes at a different time; it does not mean there is a problem.

**Facilitator's prompt:** "Puberty can be a confusing and sometimes even uncomfortable time because your body is going through a lot of changes. You might have questions or feel worried about something that's happening. It's really important to know where to go for help when you need it. If you don't understand something about your body, or if something is worrying you, you don't have to go through it alone."

### Discussion

Ask participants to think about who in their lives they could go to for help. You can write their ideas on the board or in a shared document. Below are some common people they could turn to for support:

**1. Parents or Guardians:** They can be a great source of information and comfort. Parents often have the experience and knowledge to help you understand what's happening and answer any questions. If you feel embarrassed or unsure, it helps to start the conversation with a simple "I have some questions about my body, and I'm not sure who to talk to."

**2. Aunties, Uncles, or Older Family Members:** Sometimes, talking to a trusted family member like an aunt, uncle, or older sibling can make the conversation feel more relaxed. They've likely been through puberty themselves and can offer advice.

**3. Teachers or School Counsellors:** Many schools have counsellors who are there to help students with personal issues, including questions about puberty and body changes. Teachers can also help guide you to trusted resources. It's also okay to ask for help in a private conversation if

you feel more comfortable outside of a classroom setting.

**4. Healthcare Workers (Doctors or Nurses):** If you have concerns about physical changes or if something doesn't feel right with your body, a healthcare professional can provide expert advice and care. They can give you the most accurate and confidential information about what's happening to your body. Doctors and nurses are trained to discuss issues like menstruation, growth, and general health, and they can help you understand any medical questions you have.

**5. Friends (Who Are Trustworthy):** Sometimes, talking to friends who are going through the same changes can help you feel less alone. However, it's important that you choose friends who can respect your privacy and not share your personal feelings with others. Remember that friends can be supportive, but they may not always have the right answers, so it's important to go to a trusted adult for professional guidance.

## Questions

- Why is it important to talk to someone if you feel confused or worried about changes happening to your body?
- How can you start a conversation with a parent, aunt, or teacher if you feel nervous?
- What are some signs that you should talk to a healthcare worker about something that doesn't feel right with your body?

## Activity: Puberty myths and facts quiz

### Instructions

For each statement, decide if it's a Myth or a Fact.

You can answer with True or False, or choose the right option from a list of answers.

After each question, you can discuss the truth behind the answer.

### 1. Myth or Fact: Only girls experience emotional changes during puberty.

- a) Myth
- b) Fact

#### Answer: a) Myth

Both boys and girls experience emotional changes during puberty. Mood swings and feeling more sensitive are normal for both genders.

### 2. Myth or Fact: If you start puberty early, you will be taller than others forever.

- a) Myth
- b) Fact

#### Answer: a) Myth

Puberty timing doesn't determine final height. Genetics and overall health matter more in determining your height.

### 3. True or False: It's unhealthy for girls to exercise during their periods.

- a) True
- b) False

#### Answer: b) False

Exercise is actually good for you during your period. It can help reduce period pain and boost your mood.

**4. Multiple Choice: What's the most accurate way to describe changes in boys' voices during puberty?**

- a) Every boy's voice deepens at the same time.
- b) Boys who don't have deep voices are not growing properly.
- c) Every boy's voice changes at different times.
- d) Boys' voices never change during puberty.

**Answer: c) Every boy's voice changes at different times.**

Voice changes during puberty happen at different ages for different boys, and there's no "right" time for it to happen.

**5. True or False: You can control the timing of your puberty by eating healthy or exercising.**

- a) True
- b) False

**Answer: b) False**

Puberty is controlled by hormones and genetics, not by diet or exercise. Healthy habits help you grow well, but they don't change the timing of puberty.

**6. Myth or Fact: Girls shouldn't worry about their bodies changing because everyone grows at the same rate.**

- a) Myth
- b) Fact

**Answer: a) Myth**

Everyone grows at their own pace. Puberty can happen earlier or later for some people, and that's perfectly normal.

**7. True or False: Acne is a sign that you're not taking care of your skin.**

- a) True
- b) False

**Answer: b) False**

Acne is a common part of puberty caused by hormonal changes, and it's not always related to how well you care for your skin.

**8. Multiple Choice: Which of the following is a sign that someone might not be ready for a romantic relationship?**

- a) They don't want to talk about their feelings.
- b) They are only interested in physical attraction.
- c) They enjoy spending time with friends and focusing on school.
- d) All of the above.

**Answer: d) All of the above.**

Healthy relationships require communication, emotional connection, and mutual respect, not just physical attraction.

**9. Myth or Fact: Puberty ends at the same age for everyone.**

- a) Myth
- b) Fact

**Answer: a) Myth**

Puberty ends at different ages for different people. Some may finish earlier, others later. Your body's growth pace is unique.

**10. True or False: Boys don't have to worry about their bodies changing as much as girls do.**

a) True

b) False

**Answer: b) False**

Boys also go through significant changes, like getting taller, developing more muscle, and deepening their voices.

**Bonus Question: Why is it important to know the facts about puberty and growth?**

a) It helps you understand what changes are happening to your body.

b) It makes you feel more confident during puberty.

c) It helps you make informed decisions about your health.

d) All of the above.

**Answer: d) All of the above**

Knowing the facts can make puberty easier to understand and less stressful. It also empowers you to make better choices about your body and your health.

## THEME 3: RELATIONSHIPS AND FRIENDSHIPS

### Key message

Good relationships and true friendships are built on respect, kindness, trust, and support. You deserve to feel safe, heard, and valued in every connection you make. It's okay to say no, ask for help, and choose friends who bring out the best in you."

### Objectives

- Understand the difference between healthy and unhealthy relationships
- Understand the dangers of unhealthy relationships and how to seek support
- Discuss various life skills to build good networks

### What Do Relationships and Friends Mean?

A relationship is how people connect and treat each other. It can be with family, friends, teachers, or neighbours. A friend is someone you like, trust, and enjoy spending time with.

Good relationships make us feel happy and safe, while bad relationships can make us feel sad or worried. Friends should be kind, respectful, and supportive.

### What is a friendship?

Friendships are built on respect, trust, and kindness. A good friend listens to you, supports your dreams, and makes you feel safe and happy. If a friend makes you feel sad, uncomfortable, or pressured to do things you don't want to, it might be time to reconsider the friendship.

### Signs of a healthy friendship

- Respect: They listen to your thoughts and respect your boundaries.
- Support: They encourage you to be yourself, and support your goals and interests.
- Honesty: You can talk openly, without fear of judgment or feeling misunderstood.

### What to do if a friendship doesn't feel right

If a friend is disrespectful, makes fun of you, or pressures you into things you don't want to do, it's okay to set a boundary and walk away from that friendship. Healthy friends want the best for you and will understand your need to step back.

### Peer Pressure and Making Choices

#### What is peer pressure?

Peer pressure happens when friends or others try to influence you to do something that doesn't align with your values or comfort zone. This can happen in many ways whether it's pressuring you to try something dangerous, say something hurtful, or act in a way that doesn't feel true to you.

#### How to handle peer pressure

- Know Your Values: Understand what's important to you and trust yourself.
- Say No Confidently: It's okay to say "No" politely but firmly. You can even say, "That's not for me" or "I'm not comfortable with that."

- **Find Supportive Friends:** Spend time with friends who respect your choices and support your decisions.

### **Dealing with peer pressure in group settings**

Sometimes, pressure can feel stronger in groups. If you feel unsafe or pressured in a group, find a trusted adult or friend who can support you.

## **Romantic Relationships (Are You Ready?)**

### **Understanding romantic relationships**

A romantic relationship is when two people feel a special connection to each other beyond friendship. You might experience these feelings of attraction as you get older, but it's important to remember that these relationships should be based on mutual respect and equality.

### **Are you ready for a romantic relationship?**

It's okay to feel curious about romantic relationships, but it's also important to ask yourself:

- Do I feel ready to share my time and feelings with someone special?
- Can I be a good friend and partner?
- Do I understand what respect, consent, and trust mean in a relationship?

You don't need to be in a romantic relationship to feel validated. Focus on building strong friendships, learning about yourself, and respecting your own boundaries.

### **Signs you might not be ready yet**

- You feel pressured to have a romantic relationship because everyone else does.
- You don't understand what it means to give or receive respect in a relationship.
- You're unsure of what it means to consent or have healthy boundaries.
- You're still figuring out what you like or who you are.
- It's okay to wait until you feel sure about what you want from a romantic relationship!

## **Healthy Boundaries in All Relationships**

### **What are boundaries?**

Boundaries are the limits you set to protect your personal space, feelings, and comfort. Healthy boundaries help you maintain self-respect and ensure others treat you with respect.

### **Setting boundaries with friends**

- You can say no if you're not comfortable with something.
- You can choose not to share everything about your life if you don't want to.
- You have the right to take time for yourself, even if your friends want to spend time with you.

### **Setting boundaries in romantic relationships**

- You should always feel safe and respected, whether in person or online.
- You can say no to any type of intimacy if you're not ready.
- Your partner should respect your boundaries and communicate openly.

## Respecting others and yourself

### Why respect matters?

Every person deserves to be treated with kindness, respect, and fairness, regardless of whether they are a friend, family member, or someone you like romantically.

Respect means:

- Listening to others without judgment.
- Valuing other people's feelings and boundaries.
- Supporting each other's goals and dreams.

### Differences between healthy and unhealthy relationships

Healthy relationship	Unhealthy relationship
Is open and trustworthy	Not open
Makes you happy	Makes you unhappy
Shares with you the little he/she has	Doesn't share his /her things
Cares about your feelings	Doesn't care about your feelings
Helps you when you have a problem	Doesn't help you
Gives you good advice	Gives you bad advice
Loves you no matter what	Pretends to love you during your best times
Respects your boundaries	Makes you feel afraid, threatens you

## Understanding Decision-Making

### What is a decision?

A decision is when you choose what to do. You make decisions every day—like what to wear, who to sit with, or whether to speak up.

### Why is good decision-making important?

Good decisions help you:

- Stay safe
- Be kind and fair
- Solve problems
- Feel confident
- Be a good friend or leader

### Easy steps to make a good decision

- Stop and think. Ask: What is happening? or What's the problem?
- Know your choices. Ask: What are my options? or What could I do?

- Think about the results. Ask: What will happen if I do this? Will anyone get hurt? Will I feel proud of my choice?
- Ask for help if you need it. Talk to a trusted adult, friend, or teacher.
- Choose what feels right and safe. Choose what helps you and others feel good and respected.

### **Take action**

Do what you decided on with courage and confidence.

### **What Is negotiation?**

Negotiation is when two or more people talk and find a way to agree on something. You don't fight or boss each other you talk and listen to find a fair solution.

### **How can I negotiate?**

- Be calm and polite
- Say what you want clearly
- Listen to the other person
- Look for a win-win (both people are okay with the answer)

### **Example of negotiation**

**Situation:** You and your friend both want to sit in the front seat.

You say: **"We both want to sit in front. Maybe I sit today and you sit tomorrow?"**

Friend says: **"Okay, that's fair!"**

### **Role play: Communication and dealing with conflict**

#### **Goal**

Practice talking nicely, listening, and solving problems without fighting.

#### **What you need**

- Pairs or small groups of children
- A few simple scenarios written out (see below)
- A guide to use "I" Statements

**Example:** "I feel hurt when you don't wait for me because I want us to walk together. I would like it if we could wait for each other."

#### **Steps for the role play**

- Read a conflict scenario (examples below)
- Act out the wrong way (arguing, shouting, ignoring)
- Stop and reflect: How did that feel?
- Now act out the kind way using the "I" Statement and calm talking
- Discuss: What did we learn?



### **Sample conflict scenarios**

- You and your friend both want the same swing at the playground.
- A classmate takes your pencil without asking.
- You hear your friend say something unkind behind your back.
- Your younger sibling always wants to play when you're busy.
- You and your teammate disagree on who should be captain.

### **Reflect after each role play**

- How did it feel to use kind words?
- Was it easy or hard to listen?
- What would you do next time you're upset?

### **Tips to Remember**

- Use a calm voice
- Look the person in the eye
- Take deep breaths if you're upset
- Walk away if the person doesn't listen
- Tell a trusted adult if it feels unsafe

### **Fun Affirmations for Children**

Let them repeat:

- **"I can make good choices."**
- **"I can solve problems peacefully."**
- **"I am a kind and confident communicator."**

### **What is Conflict?**

Conflict is when people disagree or have a problem with each other. This can happen with:

- Friends
- Siblings
- Classmates
- Parents
- Teachers

**Note:** It's normal to have conflict sometimes. What matters is how we solve the problem.

### **Examples of conflict**

- Two friends want the same toy or seat.
- Someone takes your things without asking.
- A classmate says something mean.
- Your friend is ignoring you.

## **How does conflict make us feel?**

- Angry
- Sad
- Confused
- Frustrated
- Left out

These feelings are okay but it's important to find a way to solve the problem without fighting or hurting others.

## **Steps to Deal with Conflict**

### **• Step 1: Stay calm**

Take a deep breath. If you shout or act angry, the problem might get worse.

### **• Step 2: Listen**

Try to understand the other person's side. Ask:

"What happened?" or "How do you feel?"

### **• Step 3: Speak up kindly**

Use "I" statements to share how you feel:

"I feel upset when you call me names. I want us to be kind to each other."

### **• Step 4: Find a solution together**

Work as a team. Ask:

"What can we both do to fix this?"

"Can we take turns?"

"Can we agree on something fair?"

### **• Step 5: Ask an adult for help (if needed)**

If someone won't stop or if you feel unsafe, tell a teacher, parent, or another adult you trust.

## **Examples of peaceful conflict solving**

### **Scenario 1:**

**Problem:** You and a classmate both want to sit next to your best friend.

**Solution:** "Let's take turns today I sit here, tomorrow you can."

### **Scenario 2:**

**Problem:** Someone keeps pushing you in line.

**Solution:** "Please stop pushing me. I'd like you to respect my space."

## **Activity: Conflict role play**

### **Instructions**

- Divide the children into pairs.
- Give each pair a conflict scenario (see below).
- First, they act out the wrong way (shouting, blaming).
- Then they act out the right way using the steps above.

**Discuss together:** What worked better?

### **Sample conflict scenarios for role play**

- Your friend broke your pencil and didn't say sorry.
- A classmate keeps teasing you in front of others.
- Your sibling takes your clothes without asking.
- Two of you want to be the group leader.
- A friend keeps interrupting you when you speak.

**Example:** "I feel sad when you leave me out. I would like us to play together."

### **Final tips for dealing with conflict**

- Don't fight or hit back
- Use kind but firm words
- Walk away if you feel too angry
- Always try to solve, not win
- Talk to a trusted adult if it gets worse

## **What Does True Love Look like?**

True love whether it's from a friend, a family member, or a romantic partner is unconditional. This means that someone who truly cares about you will love and support you, even when times are tough. They don't just stick around when everything is going perfectly; they are there through the hard times too, helping you grow, learn, and overcome challenges.

### **Key signs of true love**

- **Support through struggles:** When you go through tough times, true love helps you heal and doesn't abandon you. They're there to listen, comfort, and help you get through it.
- **Honesty and trust:** They don't hide things from you or try to control you. True love involves being honest, even when it's difficult, and creating an atmosphere of trust.
- **Mutual respect:** True love is built on respecting each other's feelings, thoughts, and boundaries. No one should ever pressure you to do things that make you uncomfortable, even if they care about you.

### **Example of true love in action**

A friend who genuinely loves you won't let you face challenges alone. If you're sad, they're there with you, even if they don't have all the answers. They listen, support, and offer advice only when asked.

In a romantic relationship, true love means being there for your partner even when they're not at their best. It's understanding that no one is perfect and still choosing to stay connected, showing patience, kindness, and care.

### **Pretend love: When someone only loves you during your best times**

### **What does pretend love look like?**

Pretend love isn't really love it's an illusion that can feel good for a while, but it's based on

selfishness or conditions. People who pretend to love you are often only around when things are going well or when you're at your best. They may disappear or become distant when you need them the most.

### **Key signs of pretend love**

- They only support you when things are easy, but when you face hardships or show vulnerability, they pull away or stop caring.
- When you're sad or going through something difficult, they might leave you to figure it out alone or avoid you entirely. Their "love" is only there when you're fun, happy, or doing things they like.
- Sometimes, pretend love can also involve manipulation, where someone tries to control what you do or say, making you feel like you have to be perfect to be loved. They may also try to guilt-trip you into doing things you're not comfortable with.

### **Examples of pretend love in action**

- Friendship: A friend who pretends to love you might show interest only when you're the life of the party, but when you're feeling down or struggling, they might ignore your messages or act like they don't have time for you.
- Romantic Relationship: In a romantic relationship, someone who pretends to love you might only give you attention when everything is going well in their life, but when you need emotional support, they might shut down or pull away.

### **Why pretend love can hurt**

- Pretend love can make you feel like you're not good enough, like you have to "earn" love by being perfect or by always being happy. This can be emotionally exhausting and lead to feelings of rejection or low self-worth. Over time, it can make you feel like you can't trust anyone or that you're only loved for the "good" parts of you.
- It hurts your self-esteem: When someone only loves you when you're at your best, you might start to believe that you have to be perfect to be worthy of love. But everyone has flaws and bad days and real love doesn't require perfection.
- It creates emotional distance: Pretend love doesn't allow for true connection. It doesn't create a space where you can show vulnerability, because the person isn't really there for you in your toughest moments.
- It confuses your feelings: When someone pretends to love you, it might be hard to know what's real. They might say they care, but their actions don't match their words. This can leave you feeling confused, unsure, or anxious about the relationship.

### **The difference between genuine and conditional love**

#### **Genuine love**

Genuine love stays the course, even when the going gets tough.

Genuine love involves being yourself; flaws, messiness, and all. It's about acceptance, understanding, and mutual growth.

In genuine relationships, you help each other become better people, learning from your mistakes and growing together.

## Conditional (pretend) love

Conditional love is based on your behaviour, moods, or the situation. It changes depending on how useful or fun you are to the other person.

Conditional love can be surface-level. It's not about knowing or understanding the real you, but about keeping things easy and without problems.

It creates feelings of emptiness and self-doubt. You might wonder if you're loved for who you truly are, or just for what you can do for the other person.

## How to Protect Yourself and Choose Healthy Relationships

- **Know your worth:** You are worthy of love and respect simply because you exist. You don't need to earn it by being "perfect" or doing things to please others.
- **Recognize your feelings:** Trust your gut. If something feels off or confusing in a relationship, it's okay to step back and reassess.
- **Surround yourself with genuine people:** Seek relationships whether friendships or romantic that help you grow, feel supported, and encourage you to be your authentic self.
- **Set boundaries:** Always remember that you have the right to say "no" and set limits. If someone is not treating you with the love and respect you deserve, it's okay to walk away.

## Reflection Questions

- How do you feel when someone truly loves and supports you?
- Have you ever experienced someone pretending to love you only when things were going well? How did that make you feel?
- What are some signs you can look for to tell the difference between genuine love and pretend love?
- How can you ensure you're building relationships that are based on respect, care, and honesty?

## Skills necessary to have a good relationship with yourself

- The ability to cope with emotions.
- Self-esteem.
- Assertiveness
- Self-awareness.
- The ability to cope with stress

## Skills necessary to have a good relationship with others

- Good social manners
- Friendship formation skill.
- Effective communication
- Negotiation

## Skills necessary for making good decisions

- Critical thinking

- Creative thinking
- Decision making
- Problem-solving

### **Problem-solving activity: The community challenge**

#### **Activity objective**

Help students learn how to solve problems in a creative and cooperative way using real-life scenarios that matter to them.

#### **Instructions**

##### **Scenario**

Your community is facing a challenge. A nearby playground has become unsafe—there’s litter, broken swings, and children can’t play freely anymore. As a youth group, you’ve been asked to come up with a solution.

#### **STEP 1: Group discussion (10 minutes)**

In your group, talk about:

- What exactly is the problem?
- What are some possible solutions?
- Who could help you solve this problem?
- What is your best solution?

#### **STEP 2: Design a poster (15–20 minutes)**

Use a sheet of paper to make a simple poster. On your poster, write or draw:

- The problem you are solving
- Your group’s solution
- The steps to take
- The people or groups who will help

#### **STEP 3: Share with the class (10–15 minutes)**

Each group presents their poster and explains:

- Why they chose this solution
- How they worked together
- What they learned about solving problems

#### **Reflection questions**

- What made solving the problem fun or hard?
- What did you learn about working with others?
- Why is it important to solve problems in your community?

**Remember: Every problem has a solution. Sometimes it just takes teamwork and a little creativity!**

## THEME 4: UNDERSTANDING MENSTRUATION

### Key message

Menstruation is a normal part of life that happens to girls in their reproductive age.

### Objectives

- Understand what menstruation is and how it occurs
- Breaking stigma and misconceptions around menstruation



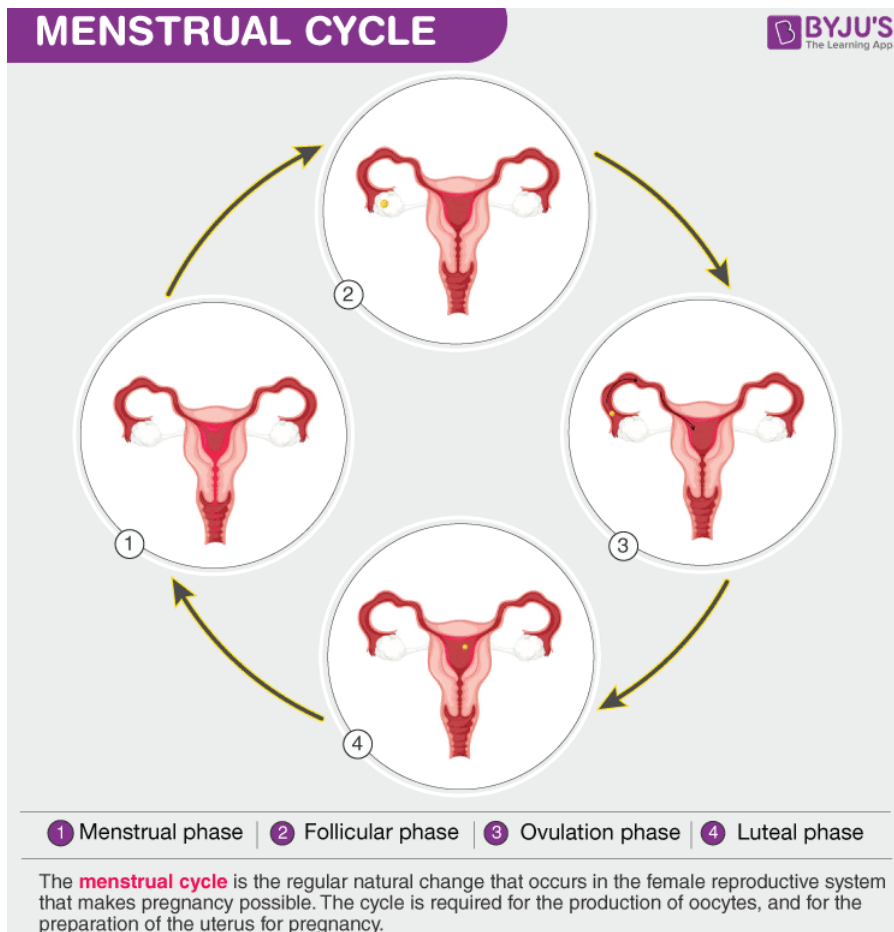
*Figure 3: A girl at the clinic /shop buying pads.*

### What is menstruation?

Menstruation is the regular discharge of blood and tissue from the uterus through the vagina.

### How does it occur?

When the egg is released from one of the ovaries, it moves through the fallopian tube. When it reaches the fallopian tube and there is no sperm to fertilize it, it goes into the uterus (which was ready for implantation of an embryo) and then the uterus lining together with the egg is shed as menstrual blood.



*Figure 4: Phases of the menstruation cycle*

### 1. Menstrual phase (Bleeding days)

- This is when blood comes out of the girl's private parts (vagina).
- It happens because the body is removing the thick lining inside the womb (uterus) that was not needed.
- A period usually lasts between 3 to 7 days.

### 2. Follicular phase (Body gets ready)

- After the period ends, the body starts getting ready for the next cycle.
- A new egg begins to grow inside the ovaries.
- The lining inside the womb starts becoming thicker again to prepare for a baby, just in case the egg is fertilized.

### 3. Ovulation phase (The egg is released)

- About two weeks after the period starts, a tiny egg is released from the ovary.
- If a girl has unprotected sex during this time, she can become pregnant. However, every girl's cycle is different, so it is important to know that she still might be at risk of pregnancy from unprotected sex at any time in the cycle.
- This phase lasts only one day.

### 4. Luteal phase (Body prepares for the next period)

- If the egg is not fertilized, the body prepares to remove the lining in the womb again.
- Some girls may feel emotional, tired, or have stomach cramps during this time.



- This phase lasts about two weeks, and then the cycle starts again with a period.

## Myths and Facts About Menstruation

False misconceptions	Demystifying the misconception
Menstruation is something dirty that comes out of the body	Menstruation and menstrual blood are not dirty. It is a sign of health. It happens because the uterus sheds its lining if an egg is not fertilized
The pain that comes with menstruation is dangerous	The pain is normal, but can be managed with rest, pain medicines, and a hot cloth or water bottle. If the pain is severe you can go to the health centre for care.
Girls will menstruate until they die	Menstruation ends between 45 and 55 years old. And this is called menopause
Bathing is bad for you if you are menstruating	A girl can bathe without worry if she is menstruating
Drinking cold water can stop periods.	Cold water does not affect your periods.
Girls should not exercise when they start their periods.	Exercise is healthy and can help reduce period pain.
Girls should not eat certain foods when they are on their period.	Girls can eat all types of food during menstruation. Eating healthy foods like fruits and vegetables can help reduce cramps and keep energy levels up.

## Spot the truth: Menstrual myths game activity

### Prepare the space

- Make a line on the ground using chalk, string, or masking tape.
- Place the “MYTH” sign on one side and the “FACT” sign on the other side.

### Rules to peer educators

- Tell the students that you will read a statement out loud.
- If they think the statement is a myth, they should step to the MYTH side.
- If they think it is a fact, they step to the FACT side.

### Read the statements aloud

- Menstrual blood is dirty.
- You can take a bath when you’re on your period.
- Drinking cold water can stop your period.
- Girls can do sports while on their period.
- Periods last your whole life.

- Exercise helps with period cramps.
- You should not eat certain foods during your period.
- Periods are a natural sign of growing up.

### **Debrief each statement**

- After each one, discuss why it is a myth or fact.
- Ask follow-up questions like:
  - Why do you think some people believe this myth?
  - How can we help our friends learn the truth?

### **Reflection Time (Optional)**

Invite peer educators to share how they feel about what they learned.

**Ask: What myth surprised you the most?**

### **How do I manage my reusable menstrual cloth or pad?**

- Products such as clothes and reusable pads can be used multiple times. Therefore, it is important to take certain hygiene measures into account during the washing, drying, and storing of the product.
- Soak the cloth or reusable pads in cold water. Soaking helps prevent staining but is not necessary for cleaning the pads.
- Wash and scrub: Use cold water to wash your clothes and pads. Hot water will set in stains, shrink your pads, and ultimately shorten their lifespan. Scrub using mild soap to get stains out.
- Dry your cloth or reusable pad in the sun. The sun kills bacteria, so this is a very important step!
- Store your cloth or reusable pad in a clean, dry area until it's time to use it again.

## THEME 5: UNDERSTANDING GENDER AND GENDER ROLES

### Key messages

Everyone is equal. Both girls and boys have the same rights, dreams, and potential.

### Objectives

- Understand the difference between sex, gender, gender roles, and gender stereotypes.
- Recognize that everyone regardless of gender (boy or girl, woman or man) has equal rights and abilities.
- Identify examples of unfair treatment based on gender and ways to promote fairness.
- Understand what gender-based violence is and how to seek help or support a friend.

### Key terms

**Sex:** The physical differences between boys and girls, such as body parts and how they work.

**Gender:** The state of being male or female.

**Gender roles:** What society expects boys and girls to do. For example, some people think boys should be strong and girls should be caring, but everyone is different.

**Gender stereotypes:** Wrong ideas about boys and girls, like saying all boys are good at sports or all girls like pink.

**Gender myths:** False beliefs, such as saying boys are better leaders than girls. These ideas are not true and can be harmful.

**Gender inequalities:** When boys and girls are treated unfairly. For example, when girls are not allowed to study certain subjects just because they are girls.

## Understanding Gender-Based Violence (GBV)

### What is gender-based violence?

Gender-Based Violence (GBV) is when someone hurts another person because of their gender. It can happen to both girls and boys, but often girls are more affected. GBV can be:

- **Physical** – like hitting, slapping, or pushing.
- **Emotional** – like calling someone names, bullying, or making them feel small or scared.
- **Sexual** – like touching someone in a way they don't want, or saying inappropriate things.
- **Neglect** – not being cared for properly (no food, no love, no support)
- **Bullying** – repeated unkind behaviour by someone trying to have power over you.

**Remember:** No one has the right to hurt you or make you feel unsafe.

### How to Support a Friend Who Has Experienced Violence or Abuse

If a friend tells you something bad has happened to them:

- Believe them.
- Say: **“I’m sorry that happened to you. Thank you for telling me.”**

- Do not blame them.
- It's never their fault. Even if they were at a party, walking alone, or wearing something different. Violence is never okay.
- Listen and stay calm.
- Let them speak. You don't have to fix it, just be there.
- Help them find a trusted adult. You can go together to talk to a teacher, parent, counsellor, or health worker.
- Keep it private. Don't share their story with anyone else unless they agree and it's to get help.

### **Where to seek help if you've experienced violence or abuse**

If something bad happens to you, you are not alone. Here's where you can go for help:

- **Teachers and school counsellors** - You can talk to a teacher you trust. They can help protect you and get the support you need.
- **Health workers** - Doctors and nurses can help you feel better physically and emotionally. They are trained to support young people.
- **Parents or caregivers** - If you feel safe with your family, tell them what happened.
- **Child Helplines or community services** - Some places have special phone numbers or people who can talk to you and help

### **What You should always know:**

- Violence is never your fault.
- It is okay to speak up.
- There are adults who care about you and will help.
- You are brave for asking for help or helping a friend.

## **Setting Boundaries: My Rules, My Space**

### **What are boundaries?**

Boundaries are like invisible lines we draw to protect our feelings, our bodies, and our space. They help us feel safe, respected, and happy. Setting boundaries means telling people what is okay and what is not okay for you.

### **Why are boundaries important?**

- They help you stay safe and comfortable.
- They teach others how to treat you with respect.
- They help you stand up for yourself.
- They make your friendships and relationships healthier.

## **Types of Boundaries**

### **1. Body boundaries**

These protect your personal space and body.

Example: "No one should touch your private parts or make you touch theirs."

## **2. Emotional boundaries**

These protect your feelings.

Example: “If someone keeps calling you names or making fun of you, you can say, ‘That hurts my feelings. Please stop.’”

## **3. Time boundaries**

These protect your time and energy.

Example: “If you’re tired and someone wants to play, you can say, ‘I need some rest right now. Let’s play later.’”

## **4. Communication boundaries**

These help you express how people can talk to you.

Example: “If someone shouts at you, you can say, ‘Please don’t yell at me. Talk nicely.’”

## **How to Set Boundaries**

- Know what makes you uncomfortable.
- If something feels wrong, it probably is.

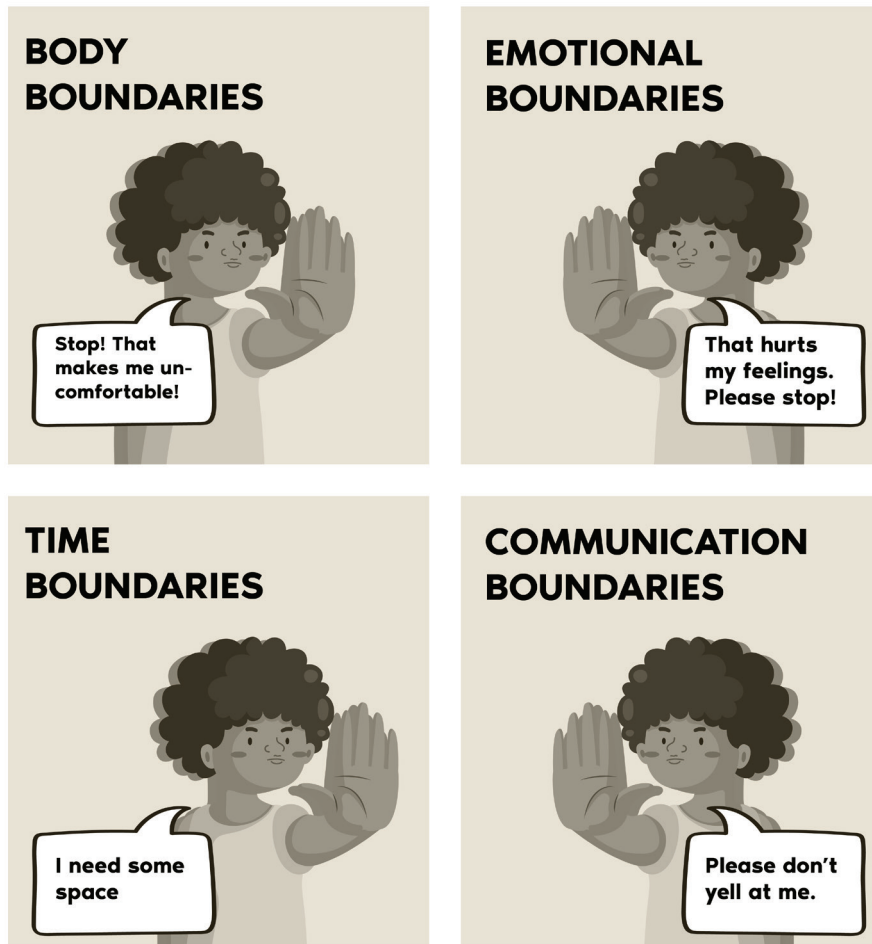
### **Use your voice**

You can say:

- “Stop.”
- “I don’t like that.”
- “That makes me uncomfortable.”
- “No, thank you.”
- “Please give me some space.”

### **Use confident body language**

- Stand tall, look the person in the eye, and speak clearly.
- Tell a trusted adult if someone crosses your boundaries.
- Even if it’s someone you know, if they make you feel unsafe, you can tell.



**Remember: Saying “No” does not make you rude. It means you’re taking care of yourself**

- You also need to respect other people’s boundaries. If someone says “no,” you stop.
- If someone ignores your boundary or keeps doing things that hurt or scare you, that’s not okay, and you should talk to an adult you trust.

#### **Affirmation corner**

- Repeat after me:
- “My body belongs to me.”
- “It’s okay to say no.”
- “I deserve to be treated with kindness.”
- “I can ask for help when I need it.”

#### **Think of it like this**

Boundaries are like the walls or fences around your home.

Just like people must knock before they enter, others must respect your feelings

## Understanding Gender Inequality

### What is gender inequality?

Gender inequality means that boys and girls are not treated the same just because of their gender.

For example:

- When only boys are allowed to go to school, and girls are kept at home.
- When girls are told they can't be leaders or play sports.
- When boys are told they should not cry or show emotions.
- That's not fair! Everyone should have the same chances to play, learn, lead, and dream—no matter if they are a boy or girl.

### Why is gender equality important?

- It helps everyone feel safe and respected.
- It allows boys and girls to achieve their goals.
- It creates stronger, kinder, and happier communities.
- It helps reduce problems like violence, poverty, and unfair rules.

### How can we change things?

- Everyone has the right to be treated fairly no matter their gender.
- Gender roles (like “girls cook” or “boys lead”) are taught by society and can be changed.
- Gender equality means sharing roles, responsibilities, and opportunities.

## What Peer Educators Can Do in Their Communities

### 1. Lead by example

Share chores at home.

Respect everyone's ideas in group work.

Support both boys and girls in leadership roles.

### 2. Speak up against stereotypes

If someone says, “That's not for girls,” ask, “Why not?”

Correct myths in a kind way, like: “Girls can play football too!”

### 3. Include everyone

Make sure no one is left out because of their gender.

In games or activities, mix teams and give everyone a turn.

### 4. Share what You learn

Teach younger children or classmates about fairness and respect.

Use posters, plays, songs, or games to explain gender equality.

### 5. Encourage reporting

Remind friends that if someone is being treated unfairly or hurt, they can tell a trusted adult.

**Final message to peer educators:** “You are not too young to make a difference. By showing kindness, fairness, and respect to everyone, you help build a better school and community where all children can grow and shine no matter their gender.”

### Myths and Facts About Gender

Myths	Facts
Only boys should play sports and be strong.	Both boys and girls can be strong and play any sport they like. Strength is not about gender but about practice and effort.
Girls should only do housework and take care of children	Both boys and girls can learn to cook, clean, and take care of children. Sharing responsibilities is fair and helpful.
Girls cannot be leaders.	Girls can be great leaders! Many women are presidents, business owners, and leaders in different fields.
Boys are always better at math and science than girls.	Both boys and girls can be smart in math, science, and any subject if they work hard.
Girls should wear pink, and boys should wear blue.	Colours do not belong to any gender. Anyone can like any colour they want.
Boys should always be tough and never ask for help.	Everyone needs help sometimes, and asking for help is a sign of strength, not weakness.

### Activity title: truth tag – Myth or Fact?

#### Objective

To help students distinguish between common gender myths and facts, and encourage critical thinking about gender roles and stereotypes.

**Duration:** 30–40 minutes

#### Materials needed

- Printed Myth/Fact statements (one per slip – you can cut these out beforehand)
- Two labelled corners of the room or space: one side labelled “Myth”, the other “Fact”
- A whistle or clap signal
- Markers and flipchart (for group reflection)

#### How to facilitate the activity:

##### 1. Warm-up (5 mins):

Start with a short, fun question:

- Who here likes playing football?
- Who enjoys cooking?
- Do any of you like the colour blue or pink?



This light intro gets them talking and opens the floor for honest sharing.

## **2. Game setup (2 mins):**

Explain that you're going to read a statement aloud.

If you think it's a myth, go to the **'Myth'** corner.

If you think it's a fact, go to the **'Fact'** corner."

Let them know it's okay to make mistakes and they'll learn together.

## **3. Play the game (15–20 mins):**

Read out each statement from your myth/fact list one at a time.

After they've moved to their chosen side, ask a few students from each side to explain why they chose that corner. Then reveal the correct answer and give a short explanation (you can use the explanations from the table you provided above).

For example: **"Only boys should play sports and be strong."**

- Reveal: **It's a Myth!**
- Discuss: Both girls and boys can be strong and play any sport if they want to.

Continue with all the statements.

## **4. Group reflection (5–10 mins):**

After all statements are done, ask:

- Were there any myths that surprised you?
- Why is it important to know the truth about gender?
- How can we treat everyone fairly, no matter their gender?

**Write down 2–3 takeaways from the discussion on a flipchart to keep as a class poster if possible.**

## THEME 6: HEALTH AND RIGHTS

### Key Message

Your body belongs to you. No one has the right to hurt it, touch it without permission, or make choices for it.

### Objectives

- Understand what rights are and why they are important for every child.
- Identify their personal rights, especially the right to safety, education, health, and to make choices about their own body.
- Recognize the link between rights and responsibilities (e.g., I have a right to speak, and others do too).
- Learn who to talk to if they feel their rights are being ignored or violated (e.g., parents, teachers, health workers).
- Practice respecting the rights of others in everyday life, including peers, siblings, and community members.

### What Are Rights?

Rights are things that every person is allowed to have or do. These are given to you because you are a human being, and no one should take them away from you.

Some basic rights all children have include:

- Right to be safe: No one should hurt you or make you feel unsafe.
- Right to education: You have the right to go to school and learn.
- Right to health: You have the right to see a doctor when you're sick and to live in a clean and healthy place.
- Right to be heard: You can share your ideas and opinions, and adults should listen to you.
- Right to rest and play: You should have time to relax and do things that make you happy.
- Right to belong: You have the right to be loved and live with a family that cares for you.

### Respecting the Rights of Others

Just like you want your rights to be respected, others do too. This means:

- Listening when someone is speaking.
- Not bullying or hurting others, including everyone, even if they're different from you.
- Sharing and taking turns during play.

### What is Bodily Autonomy and Integrity?

Bodily autonomy is your right to make choices about your own body.

Example: You can say “no” if you don’t want to be hugged or touched.

Bodily integrity means your body should be safe, respected, and free from harm.

### How Can I Claim and Promote My Rights?

You can:

- Speak up if something makes you uncomfortable.
- Ask questions if you don't understand your rights.
- Talk to a trusted adult (like a parent, teacher, auntie, or health worker) if someone is hurting you or ignoring your right
- Respect yourself and others. Everyone deserves dignity.

### **How can I respect other people's rights?**

You can:

- Listen when someone says "no."
- Include others in games and group work.
- Use kind words and avoid teasing.
- Accept people even if they are different from you.

### **What is Health?**

Health means feeling good in your body, your mind, and your heart.

Being healthy doesn't just mean "not being sick" it means having energy, being clean, and feeling happy and strong.

### **What are Healthy Behaviours?**

- Eating fruits and vegetables
- Drinking clean water
- Bathing every day and keeping your private parts clean
- Going to bed early and getting enough rest
- Talking to someone when you're feeling sad or stressed
- Not using things that can harm your body (like drugs or too much sugar)
- Going for check-ups or treatment when you're unwell

### **Activity: Rights Tree**

Have learners draw a tree. On each leaf, they can write one right they have and one way they can respect someone else's rights. Discuss the tree together as a class.

- What right was involved?
- Was the right respected or not?
- What could the person do?

## THEME 7: UNDERSTANDING HIV

### Key message

You cannot get HIV from being friends or sharing space with someone who has HIV.

### Objective

- By the end of this session, learners should be able to:
- Explain what HIV is and how it is (and is not) spread.
- Correct common myths about HIV transmission.
- Understand what stigma is and why it's harmful.
- Practice ways to be kind and inclusive toward people living with HIV.
- Recognize that people living with HIV can go to school, play, work, and dream just like anyone else.

### What is HIV?

HIV is a virus that can make someone very sick if they don't get medicine.

With treatment, people with HIV can live long, healthy, and happy lives just like everyone else!

### How is HIV Spread?

HIV can be passed from one person to another through body fluids like:

- Blood
- Breast milk
- Semen (from private parts)
- Fluids from a mother to baby during childbirth or breastfeeding

### HIV is NOT spread by:

- Hugging
- Kissing on the cheek
- Sharing food
- Sharing toilets
- Playing together or holding hands
- Brushing teeth with the same toothpaste (unless there's blood involved, which is rare)

### What is Stigma?

Stigma means treating someone unfairly just because they have HIV. This can make them feel sad, left out, or afraid to ask for help.

Examples of stigma:

- Laughing at someone who takes medicine
- Refusing to sit or eat with them
- Spreading lies or rumours about how they got HIV

## **How can we show positive attitudes?**

We can:

- Be kind and respectful to everyone
- Include them in games, groups, and activities
- Speak out when we hear hurtful words
- Learn the facts about HIV and teach others

## **Activity: “HIV – Truth or Myth?” Game + Kindness Wall**

### **Purpose**

Help learners’ separate facts from myths about HIV transmission and learn how to treat people living with HIV with kindness and respect.

### **Part 1: Truth or Myth game (20–30 minutes)**

#### **Materials**

- Flashcards or slips of paper with statements
- Two large signs: “Truth” and “Myth”
- Open space or classroom corners

#### **Instructions**

- Place the “Truth” sign on one side of the room and “Myth” on the other.
- Read out one statement at a time (examples below).
- Ask students to move to the side of the room they think is correct.
- After each round, explain why it’s a truth or a myth, using simple and clear language.

#### **Sample statements**

- You can get HIV by hugging someone. (Myth)
- A person with HIV can go to school and play sports. (Truth)
- HIV spreads through mosquito bites. (Myth)
- You can live a long and healthy life with HIV if you take medicine. (Truth)
- You can get HIV by sharing food. (Myth)

**Facilitator tip:** Ask if anyone wants to explain why they chose their answer. Celebrate correct answers with claps or stickers!

### **Part 2: The Kindness Wall (15 minutes)**

#### **Materials**

- Sticky notes or small pieces of paper
- Pens or markers
- Wall space or chart paper

**Instructions**

Ask learners to write or draw one kind thing they would do or say to a friend living with HIV.

**Examples:** “You are not alone,” “I will still be your friend,” “Let’s play together!”

Let each learner stick their message on the wall.

Read a few aloud and discuss how kindness helps stop stigma.

**Wrap-up discussion questions**

- Why is it important to know the truth about HIV?
- How can we stop stigma in our school or community?
- What should we do if we hear someone being unkind to a person with HIV?

## THEME 8: KNOWING ABOUT AND ACCESSING SRH SERVICES

### Key message

Sexual and reproductive health services help keep your body healthy and support your growth. It's okay to ask for help, and everyone deserves care, support, and correct information.

### Learning objectives

- Understand what SRH services are and why they matter.
- Know where and how to access SRH services in your community.
- Learn how to safely share information and refer a friend to these services.
- Encourage respect and privacy when talking about SRH topics.

### What Are SRH Services?

These are services that help people, especially young people stay healthy as they grow and learn about their bodies.

They include:

- Health check-ups and information about growing up (puberty)
- Period care and hygiene information and support
- HIV and STI testing, information and treatment or management
- Counselling and support for personal safety (including help with gender-based violence)
- Family planning information for older youth (depending on context and laws)
- Care during pregnancy, safe delivery care, managing after birth and with newborn care
- Medical care for survivors of Gender Based Violence

### Where can you go?

You can find these services at:

- Local health centres and clinics
- School health corners or school nurses (if available)
- Youth-friendly service centres
- Community health workers
- Trusted NGOs and organizations working with youth
- Encourage learners to ask a trusted adult (like a parent, teacher, auntie, or big sister) to help them reach out.

### How to Access Services

- Know where the centre is: Ask a teacher, community worker, or peer educator.
- Go with a trusted adult or peer if you're unsure.
- Be respectful and ask your questions: It's okay to say, "I need help understanding my body" or "I have questions about growing up."
- Know your privacy matters: What you say should be kept private unless someone is worried

about your safety.

### **How to share and refer a friend**

If a friend says they are worried about something (like their body, their period, or feeling unsafe), tell them:

- You don't have to be alone. We can talk to a trusted adult or visit the health centre.
- You can walk with them to a teacher, peer educator, or health worker.
- Always ask if they are okay with it first, and never force anyone.

### **Important**

- You don't need to have all the answers. It's okay to say, "Let's go ask someone who knows."
- Be kind and don't laugh or judge when someone asks questions about SRH.
- Respect everyone's privacy. If your friend shares something personal, don't tell others unless they say it's okay or they need help urgently.



## THEME 10: VISUALIZING THE FUTURE



*Figure 5: Possible future career paths*

Now that you know what gender is, you are aware of the socially constructed inequalities therein, and the importance of challenging them. What are your dreams for the future?

A star has 5 points: What are the 5 things about you that make you a star?



## **Quiz**

When you look back at your childhood, what things made you happy? What makes you happy now? What do you think would make you happy in the future?

- Write a group letter visualizing the future you want for girls and women in your community
- Write a letter to self-visualize your future and appreciate the people you believe will support you. Draw a picture of what you want to be in the future.

## **Reflection**

What have we learned from this exercise?

## References

- Peer educator's manual by Uganda Youth Network
- Sexuality education framework for Uganda
- Amplify change peer educators' training manual

