



## Sex education and pregnancy

### Introduction

Sexual health is defined by the WHO as a state of physical, mental and social well-being in relation to sexuality. Many people do not pay much attention to things related to their sexual health and many migrants can't benefit directly from methods such as sexual health education, birth control, etc. This is often due to a lack of information, institutional education and equal rights in their countries of origin. The activities included in this section are aimed to help educators to raise awareness and provide useful information to refugees and migrants about sexuality, pregnancy and childbirth.

### Challenges

Some of the challenges faced by migrants in Europe include early pregnancy and parenthood, difficulties accessing contraception and safe abortion, and high risk of HIV and other sexually transmitted infections. Various political, economic, and sociocultural factors restrict the delivery of information and services. In many countries there is a lack of national health policies and strategies dedicated to migrants. Especially women and girls face increased threats to their reproductive health during migration.

### Explanation/Background

Several studies about migrants show that there are at least three critical factors related to health which should be considered: poor nutrition, stress through overcrowding shelters, untreated illness, and violence, including sexual violence.

A lack of accessible health services and potentially wrong knowledge about sexuality and childbirth are major problems in this respect that affect both men and women.

### Determinants of sexual health and sex education in migrant populations

- Psychological status and changing life standards following migration
- Sexual orientation / gender identity /gender equality in new social area
- Obstacles to accessing adequate health care
- Lack of sex education
- Stigma and taboo

### Consequences

The gap in reproductive health education and family planning is more pronounced among adolescents. In a study conducted among displaced populations in Myanmar and migrant areas in Thailand, it was shown that while structural issues create significant barriers for the provision of reproductive health care, adolescents face additional difficulties in gaining access to services compared to adults (WHO). Migrant women face multiple challenges in accessing sexual and reproductive health services too, and are at a higher risk of maternal mortality.

Case studies further illustrate the difficulties that especially migrants without papers or proper legal status may face in accessing treatments of sexual diseases. Embarrassment, stigma and discrimination pose additional obstacles to receive proper treatment. These barriers exist despite protective legislation in Europe that guarantees the right to basic health care for migrants.



### **What you can expect from the units?**

These training units are aimed to provide knowledge and ability to access the solution about each topic and propose some relevant activities and training methods in order to inform/educate refugees and/or migrants and raise awareness about sexuality and sexual health problems.

There will also be taken into account the difficulties that may arise when applying these units due to the migrants' previous education or religious beliefs, among many others.

Some questions:

- Do I know what we mean when we talk about sex education and the diseases related to our health?
- Where can I find support and information regarding family planning?
- How can I defend my rights regarding my gender identity and equality when in my new home?
- What are the options granted by my government regarding my pregnancy included in my health insurance?

### **Overview of activities**

Activity 1: Get Informed: Sex education and health

Activity 2: Contraceptive methods and family planning

Activity 3: Abortion

Activity 4: Healthy Pregnancy and childbirth

Activity 5: Sex, Gender, Gender Roles and Gender identity

Activity 6: Sexuality and Sexual orientation

Activity 7: Infections and sexually transmitted diseases

Activity 8: Gender stereotypes

Activity 9: Women and Violence

### **References**

World Health Organization [http://www.who.int/topics/sexual\\_health/en/](http://www.who.int/topics/sexual_health/en/)

Sexual Health [http://www.who.int/topics/sexual\\_health/en/](http://www.who.int/topics/sexual_health/en/)

Refugee reproductive life and sexual health <http://www.forcedmigration.org/research-resources/expert-guides/reproductive-health/refugee-reproductive-and-sexual-health>

Health of refugees and Migrants <http://www.who.int/migrants/publications/SEARO-report.pdf>

Refugee reproductive life and sexual health <http://www.forcedmigration.org/research-resources/expert-guides/reproductive-health/refugee-reproductive-and-sexual-health>



## Activity 1: “Get Informed: Sex education and health”

### Rationale

It is important to understand health as the physical, mental and social well-being of the individuals. Thereby sexual health is a “state of physical, mental and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence” (WHO).

Sex education remains one of the early teachings that humans experience irrespective of the race or level of development of a given society. However, different cultures perceive sex education differently due to differences in attitudes and beliefs, leading to significant diversity in the management of sex education among different societies across the globe. Generally, the foremost reason for the different approaches to sex education is related to traditional values, in addition to other factors such as religion and political belief. Usually, common avenues for sex education are parents or caregivers, formal school programs, and public health campaigns, and therefore the information each of the migrants has will change depending on their backgrounds.

It is, therefore, crucial to teach migrants about comprehensive sexual education in order to match the knowledge of all of them with the goal of promoting their full inclusion when adapting to the new environment, as well the new rules and expectations. It is important for people from migrant and refugee backgrounds to have access to quality relationships and sexuality education, as they are known to be less well engaged with mainstream services.

If migrants have a very different view on sexual education or have no knowledge of at all, the consequences might be:

- Increased risk of infection from sexually transmitted diseases (STIs) and HIV/AIDS.
- Communication problems and misunderstandings.
- Misinformation regarding sexual relationships and pregnancies.
- Lack of confidence, fear or insecurity when approaching relationships.
- Increased risk of infection of other local diseases brought from their home countries.

Due to differences regarding gender, when teaching sex education, mixed groups shall be taken into account and the trainer will need to apply different approaches when teaching them.

### Learning outcomes

Learners are able to:

- Express themselves openly about their bodies and their values regarding sex.
- Demonstrate knowledge about STIs, contraception, and general sexuality.
- Understand and reflect on their present knowledge, stereotypes, and personal values regarding sexual issues.
- Be more conscious of cultural differences and value clarification over sexual aspects of another human being.

### Training methods

- Presentation by the educator



- Active listening
- Discussion
- Individual presentation
- Tutoring in groups

### Equipment

- Classroom equipment: chairs and tables (one big table or several smaller tables)\*.

\*It is important that the distribution of the learners is in “U” and everyone can see each other face while in class.

- Board or flip chart
- Paper
- Pens

### Number of learners

Min 5, max. 15

### Duration

90 minutes – 2 hours

### Description of activity

To break the ice, have the group divide into groups of 2-3 and write on the whiteboard the following questions:

- a) What would you like to learn in this class?
- b) What are your feelings towards this activity?
- c) What are some things that would make you feel safe and comfortable to participate in the activities?
- d) What is health education for you?

Then, ask learners to talk about these questions and then tell them to write their answers to the questions above privately on the piece of paper and give the answers to you. Then, have a dialogue about these topics as a group and foster a group conversation about their answers while you make a list of their ideas on the board or flip chart (which can remain in display during all the course). Afterward, add some ideas that maybe are important and no one has written down.

Then, continue by giving a presentation providing general information about the concept of health. This information should set the grounds for next activities and should serve as an overview about: sexuality, STDs, contraception, avoiding disease, values that affect sexual education medical information about sexual health. You will then start with open-ended questions to the learners to foster a brainstorming reaction: what characteristics need to be met to be a healthy person? What risks are inherent to it? What do they contemplate it is the best approach to combat the risks: abstinence, contraceptive methods, fear-based approach...? A different perspective on sex education...

After that, break the learners into smaller groups and distribute amongst each group an issue to discuss by using the information you provided, such as: STIs, Contraception methods, bodily development, relationships, mental well-being related to sex education.... Meanwhile, go from group to group in order to answer questions, help guide the arguments, make observations and correct



mistakes. And finally, have each group to present to all the learners what they have talked over and make sure everyone participates.

### **Tips for the educator**

- It may be difficult for some learners to talk about sexual matters, if you need, take extra time to set the grounds for an open discussion and show them it is ok to speak openly about these issues; and also to let them know they can ask seemingly "stupid" questions. However, it is very important to always respect the boundaries of the learners and do not press them.
- When breaking the learners into smaller groups, try to match them according to affinities or likelihood in order to set a safe environment where they can express themselves freely and without judgment.
- This activity addresses sensitive issues, therefore, you may need to implement specific measures to create a safe environment where information flows and learners do not feel pressured, conditioned or uncomfortable, such as: dividing the class by gender, having them work in pairs or individually or modifying activities to avoid debates and instead write about it individually or formulating more open questions.

### **Summary of the activity**

Through this activity, learners will get an overview and a comprehensive idea of the topics of the different workshops that will follow, so they can have a general idea and connect some topics with others, since most of them are related one with each other.

During this activity, learners will benefit from the opportunity to deliberate and reflect on their expectations, on what they know or have been previously taught on these issues and it will make them more aware. It will also serve as a base to show that sex shall not be a taboo topic during these activities



## Activity 2: Contraceptive methods and family planning

### Rationale

Promotion of family planning – and ensuring access to preferred contraceptive methods for women and couples – is essential to securing the well-being and autonomy of women, while supporting the health and development of communities.

A woman's ability to choose if and when to become pregnant, has a direct impact on her health and well-being. Family planning allows spacing pregnancies and can delay pregnancies in young women at increased risk of health problems and death from early childbearing. It prevents unintended pregnancies, including those of older women who face increased risks related to pregnancy. Family planning enables women who wish to limit the size of their families to do so. Evidence suggests that women who have more than 4 children are at increased risk of maternal mortality. By reducing rates of unintended pregnancies, family planning also reduces the need for unsafe abortion.

If migrants do not receive proper information about contraceptive methods and family planning, the consequences might be:

- Unwanted pregnancies
- Health problems in the women
- Depression and mental health issues
- Increased risk of infection from sexually transmitted diseases (STDs) and HIV/AIDS.
- Fear or insecurity when being in a relationship.

### Learning outcomes

Learners are able to:

- Demonstrate knowledge and understanding about the scope and impact of unintended pregnancy.
- Identify different contraception methods
- Explain how contraceptives work and how to interpret information about the effectiveness, risks, and benefits of specific contraceptive methods

### Training methods

- Presentation by the educator
- Active listening
- Discussion
- Individual presentation
- Tutoring in groups

### Equipment

- Classroom equipment: chairs and tables (one big table or several smaller tables)\*

\*It is important that the distribution of the learners is in "U" and everyone can see each other face while in class.

- Whiteboard or flip chart
- Cards or pieces of papers
- Contraception Worksheets
- Pens



**Number of learners**

Min 5, max. 15

**Duration**

Approx. 60 minutes

**Description of activity**

Start by giving the group the definition of contraception methods. Then ask them which contraceptive methods they know and write them down on the whiteboard. Engage learners in a brainstorming by enquiring about general issues regarding contraceptive methods and then promote a conversation about what they know of the different birth control methods.

After the discussion, provide some general information about family planning and contraceptive methods in order to correct mistakes or concepts that you identified during the group debate that are not clear.

Then divide the learners into smaller groups and share with each group two or three methods of contraception written in a card, such as:

- Male condom
- Female condom
- Spermicides (foam, jelly, film, etc.)
- Diaphragm/Cervical Cap
- Injectables
- Birth control pills
- Sponge
- Vaginal ring
- Contraceptive patch
- Under-the-skin implant
- Emergency contraception: Plan B®
- A card with the word "ABSTINENCE" on it

And then hand out a *Contraception Worksheet* to each group with questions about the methods such as: What is the name of this method? Who can use it (males or females)? How do you use it? How does it work? Where can you obtain it? Do you have to pay for it? Does it protect you from some STI's and HIV? What are the advantages and disadvantages of that method? ... (Please note this worksheet should be developed and printed prior to the meeting) and then request learners to answer the questions on the worksheet about their method. Tell them that they will later present their method to the entire class.

After about 15-20 minutes (approx.), have each group to come to the front of the room and present their method. Listen carefully to each group's presentation in order to correct and/or complete information about each method. Mention information about stores, clinics, and agencies in the community which provide contraception methods.

After all groups have shared their worksheets, you can play an identification game, where you can voice random characteristics of a contraceptive method and see if they can identify which method you are talking about. Another version of this game is to distribute a card with a contraceptive



method to one of the learners and the rest of the group should ask close-ended questions to the one with the card to try and guess which method is it.

End this session by listing on the flipchart paper the names and phone numbers of local clinics and agencies that arrange for reproductive health education and services (local health department, Planned Parenthood, school clinic, community-based agency, etc.).

### **Tips for the educator**

- The learners may have different knowledge about contraception methods. Try to adapt the activity to the learner's knowledge and offer more information about specific methods that are less known to the group. This information can be found in the internet or at doctors' practices, local offices of health insurances, or municipal health bodies.
- It is important to create a friendly and open atmosphere where learners can express themselves freely. Personal or awkward questions should be avoided and learners should communicate only what they feel comfortable sharing.
- If this atmosphere is not the most adequate one, the activity should be changed so that each learner completes the Contraception Worksheet independently.
- This activity addresses sensitive issues, therefore, you may need to implement specific measures to create a safe environment where information flows and learners do not feel pressured, conditioned or uncomfortable, such as: dividing the class by gender, having them work in pairs or individually or modifying activities to avoid debates and instead write about it individually or formulating more open questions.

### **Summary of the activity**

Through this activity, learners can get comprehensive information about family planning and get in direct touch with contraceptive methods.

### **References**

Calm Contraception: <https://teachingsexualhealth.ca/wp-content/uploads/sites/4/downloads/2012/06/CALM-Contraception-Lesson-1.pdf>



## Activity 3: Abortion

### Rationale

Traditionally, our societies are not accustomed to talking about abortion, as it is still considered somewhat of a taboo or a stigma by many people in most cultures. Many people feel shy about expressing personal feelings and uncertain about how non-scientific topics like morality and religion can appropriately be raised in a setting regarding abortion. However, we need to foster a conversation about abortion because people need and deserve accurate information about their reproductive health and rights.

Women may be at risk of disability, and even death, from unsafe abortion practices when they lack information about and access to safe abortion care. Historically, abortions have been attempted using herbal medicines, sharp tools, hard massage, or through other traditional methods. Abortion laws and cultural or religious views of abortions are different around the world. In some areas, abortion is legal only in specific cases such as rape, problems with the fetus, poverty, risk to a woman's health, or incest. In many places, there is much debate over the moral, ethical, and legal issues of abortion. It is important to know both sides and arguments for and against abortion as well as public health measures.

Many medical educators, and even legislators, have come to recognize the importance of teaching about abortion, especially the technical skills involved—the "how". The exclusion of abortion from the services provided to women in many hospitals and cultures in the world can harm women's reproductive lives and health. Furthermore, if people are not educated about abortion, they may be unprepared to participate knowledgeably in the development of women's health programmes, in public policy debate on abortion or even in discussions of abortion within their own institutions.

Migrants come from very different countries and cultures and the knowledge they have may vary exponentially from one to another, and therefore they may put themselves and their families at risk. Therefore, it is relevant to educate about abortion practices and services to everyone and especially to migrants so that they are informed about options and can make informed and safe decisions. Moreover, information about abortion can help to reduce misunderstanding and stigma. Conversing about abortion not only allows people to learn medical and legal facts but also shows them that it is something they are permitted to discuss and can help them to access safe services when they need them.

### Learning outcomes

Learners are able to:

- Demonstrate an understanding of the scope and impact of unintended pregnancy.
- Demystify ideas about abortion and the stigma related to it.
- Know where to have an abortion in safety conditions.
- Demonstrate knowledge about how and when to have an abortion.
- Understand that cultural and religious factors have an influence on the views about abortion

### Training methods

- Presentation
- Active learning



- Discussion
- Tutoring

### Equipment

- Paper
- Whiteboard or flipchart

### Number of learners

Min 5, max. 15

### Duration

60-90 minutes

### Description of activity

#### Part 1

On a large piece of paper, write down the word 'abortion' in the centre and show it to the learners. Specify that by 'abortion' you mean the choice to end a pregnancy. Make sure you clarify the difference between abortion and miscarriage. Have learners call out any words or phrases which come into their mind when they hear this word, and add that these could be things they hear from their peers, from the media, or from family

Write all the words down without any discussion until most or all space is filled, and place a question mark after each word, idea or phrase. Then, request learners to talk about their first impressions of the brainstorm (For example: *they may feel that a lot of the words are negative, or that abortion is a very complex subject with lots of different issues involved*). Ask learners why they think you might have placed question marks after each of the words. Depending on the responses you receive, explain that you used question marks because:

- Not everything on the board/flipchart is factually correct, some words, particularly those connected to values or emotions, will not be the same for everyone
- Making a decision about pregnancy can be difficult, there are lots of questions people might wonder themselves or inquire other people around them.
- Make it clear that when debating about abortion, it is important not to confuse facts and values.

Then go back to the ideas shared at the beginning and clarify which of the ideas belong to factual information and which are related to values. Give more details on any words or phrases that are not clear to the group.

#### Part 2

Show a large sheet of paper with the silhouette of a young girl. You will contribute with a story giving some context on the supposed life of the girl: she is a middle-class girl, who is 17 years old and has had a boyfriend for 7 months. After telling them that she has just found that she is pregnant, you will group them so they can work in pairs or in groups of 3 and answer the following questions:

(Note: you can find information to offer learners after dialoguing about each question)

- *If she decides to have an abortion, is this process dangerous?*

(You can elaborate on the notion that abortion is a safe procedure and that contrary to myths, safe abortion does not increase someone's likelihood of experiencing mental health



problems, or breast cancer. Due to restrictive laws or reduced access to safe abortion services, some abortions are performed under unsafe conditions)

- *How is the abortion performed?*

(Give details about the two methods of abortion, which are categorised as ‘medical’ and ‘surgical’. Both types can be used at any stage of pregnancy, although the availability of each method depends on the legal situation, availability of services and trained providers, access to medication and so on. It is important to remind learners that in most countries it is easiest to access abortion in the first trimester of pregnancy, and this is when most abortions are performed)

- *How may she feel after going through this process?*

(People usually experience a whole range of emotions following an abortion. How they feel will be related to their own personal circumstances)

- *If this girl lived in your home country, could she have an abortion? Is it legal or illegal?*

(Let them speak and correct them if necessary. Then ask them if they know if abortion is legal or illegal in the country they are now)

- *Is abortion a human right? If not, should it be?*

(International human rights treaties and agreements which stipulate that “all women have the right to information, education, and services necessary for the protection of reproductive health, safe motherhood and safe abortion, which are accessible, affordable, acceptable and convenient to all user)

- *Is there any other possibility apart from abortion?*

(Yes, there is the possibility of having the child adopted or foster care)

During the time they are discussing these questions, pace the room and spend some time with each group to help them and guide them. Then request learners (one of each group) to present their main ideas with the rest and take this time to examine ideas and correct mistakes

Finally, voice out loud some questions about the boyfriend: does he have something to say in all the process? If he agrees with the girl having an abortion, how can he help her going through the process? Possible answers to these could be: that the couple goes to a counsellor that can help them decide and go through the process, that they seek help and support in their families (which sometimes is not a good option because their families are very religious), etc. Another possible answer is that the girl does not tell her boyfriend anything and she decides on her own.

### Part 3

In order to raise awareness about the risk inherent to an illegal abortion procedure, gather the group and comment on the possibilities that exist, such as infertility, damages to both the child and the mother, or even the death of the mother. Also, mention the fact that making abortion illegal does not stop women from having them, it only puts them at a higher risk. These arguments should be supported by statistics and facts that you should provide ( you can use your countries statistics or the migrant’s countries, or compare statistics easily found on the internet or on the VIM hub). To complete this activity, you will deliver information about centres or clinics in your country to which they can go in case they want to have an abortion, or just get information about the procedure.



### **Tips for the educator**

- Let people freely speak any words they associate with abortion (which may not reflect their own experiences/ perspectives – make this clear)
- It is important to try to keep the space safe through respect and empathy among the learners, especially for those who have experienced abortion (which you may or may not know about). This includes setting out clear ground rules, correcting any misinformation, and opening up a safe space through respect, ensuring confidentiality and never judging.
- Always bear in mind that this is a delicate matter and it may be hurtful for some people. So, always show respect and empathy when hearing everybody's experiences and do not pressure anyone to share personal experiences.
- It's better to give some information rather than nothing at all – for example, you can talk about the abortion law, but not medical procedures if there are people who cannot stand it.
- In any case try to create a space where at least people can learn some basic information and hear about services, websites or helplines where they can acquire more information.
- This activity addresses sensitive issues, therefore, you may need to implement specific measures to create a safe environment where information flows and learners do not feel pressured, conditioned or uncomfortable, such as: dividing the class by gender, having them work in pairs or individually or modifying activities to avoid debates and instead write about it individually or formulating more open questions.

### **Summary of the activity**

This activity allows to reflect on a taboo that is a common problem of women, and to discuss abortion and review different beliefs and ideas related to their religions or countries.

Learners will work to clarify beliefs and ideas related to the concept of abortion and put ideas in common, as well as learning about safe options.

### **References**

How to educate about abortion:

[https://www.ippf.org/sites/default/files/2016-05/ippf\\_peereducationguide\\_abortion\\_final.pdf](https://www.ippf.org/sites/default/files/2016-05/ippf_peereducationguide_abortion_final.pdf)

<https://www.gutmacher.org/journals/psrh/2004/01/abortion-teaching-why-well-how>



## Activity 4: Healthy Pregnancy and Childbirth

### Rationale

Childbirth is a natural process and it varies among women. Despite what the obstetrical texts say about what to expect, there are many variations that make each woman's experience hers alone.

Women who suspect they may be pregnant or are pregnant and their partners should be aware of their available childbirth options, and they should be informed about the most important aspects about the pregnancy in order to plan and make sure the pregnancy is monitored and they know what to do. Preconception and prenatal care can help prevent complications and it is vital to inform women about the steps they can take to protect their infant and ensure a healthy pregnancy.

If women are not informed about their options and do not know what to do there are many complications that they can suffer from such as:

- Anemia
- Obesity
- Diabetes
- Heart disease
- Abortion

Cultural backgrounds and beliefs also influence the attitude towards pregnancy monitoring and childbirth options. Therefore, the knowledge and practices used by migrants may vary from the techniques used in their new country and they should become aware of the options they have now.

### Learning outcomes

Learners are able to:

- Demonstrate knowledge about childbirth options available.
- Understand the importance of a healthy pregnancy and possible risks
- Show an understanding of techniques that can help the mother during birth.

### Training methods

- Discussion
- Presentation by the educator
- Practical demonstration
- Yoga / Fitness

### Equipment

- Paper
- Pens
- Round or roundish items of different sizes such as: salt, pea, kidney bean, lime, avocado, rock melon, pillow (approx. 55cm)
- 30cm ruler
- Projector, or PowerPoint
- Images of pregnancy stages – Annex 1
- Cards – Annex 2



**Number of learners**

Min. 5, max. 15

**Duration**

90 minutes

**Description of activity****Part 1**

First, tell learners that you will be analysing pregnancy and birth. Then, show learners some items that represent the size of the fetus as it develops (such as: salt, pea, kidney bean, lime, avocado, rock melon, 30cm ruler, pillow) without clarifying the reason why you are showing them.

Indicate that they have to give reasons regarding why the objects have been shown to them, and they should add what they could represent.

Show learners the images included in the attached Annex1 – section 1. Go through each image and relate each stage back to a relevant object (e.g. at 4 weeks a fetus is the size of a grain of salt). Emphasize that even though the fetus is small, vital changes are happening. The fetus is vulnerable to alcohol and other drugs even during the first weeks.

Then divide the classroom into pairs or groups of 3 people and distribute amongst each group a set of pregnancy cards attached in Annex 1 – section 2. Tell learners to make two piles, one with the cards that: “Increases the chances of having a healthy baby” and another with the cards that “Decreases chances of having a healthy baby”. When complete, clarify any misunderstandings.

**Part 2**

In this activity inform learners about the different practices that exist when giving birth to a baby. However, you have to keep in mind that not all countries have the same traditions or the same resources.

To do this, recommend learners to write on a sheet of paper which methods to give birth they know; and when this is done promote a conversation. If there is any method that has not been mentioned, explain it and make sure they understand the practice.

The methods that should at least be mentioned are: vaginal delivery, cesarean section (C-section), vacuum extraction, forceps delivery and vaginal birth after cesarean (VBAC). You can also include a technique that has been increasingly used in the last few years by mothers-to-be, which is giving birth in the water monitored by professionals.

**Part 3**

Use yoga or fitness techniques to teach the learners different postures that help the woman’s body for childbirth. Also, give them some advice about which exercises are better and what are they used for: to prevent urinary incontinence after birth, to learn to push during delivery, to practice different labor positions... Take this opportunity as well to comment about the use of anesthetics as the epidural, and teach learners how to practice breathing patterns.



### **Tips for the educator**

- You should keep in mind that not all countries have the same characteristics or resources, but it is useful that learners know about all options.
- When teaching learners techniques and postures, respect the wishes of the learners to not participate in the exercises, but at least make sure they understand and use visual aids if necessary.
- This activity addresses sensitive issues, therefore, you may need to implement specific measures to create a safe environment where information flows and learners do not feel pressured, conditioned or uncomfortable, such as: dividing the class by gender, having them work in pairs or individually or modifying activities to avoid debates and instead write about it individually or formulating more open questions.

### **Summary of the activity**

Learners will study and review different possibilities for childbirth and tips for a healthy pregnancy. This activity represents a practical and visual learning opportunity for learners to develop an understanding of fetal development. It serves as the foundation for later discussion regarding the importance of maintaining a healthy baby prior, to and after birth, and subsequently the social and emotional impact pregnancy and birth can have on a person.

Finally, it includes different exercises that can help the mother during labour and make the process easier and less painful for her.

### **References**

Pregnancy and birth: [https://gdhr.wa.gov.au/learning/learning-activities/-/asset\\_publisher/gmLR9Gi5Djwk/content/pregnancy-and-birth/maximized](https://gdhr.wa.gov.au/learning/learning-activities/-/asset_publisher/gmLR9Gi5Djwk/content/pregnancy-and-birth/maximized)

Johnson Memorial Health: <http://blog.johnsonmemorial.org/blog/what-type-of-birth-is-right-for-you-and-your-baby>

American pregnancy: <http://americanpregnancy.org/labor-and-birth/patterned-breathing/>



## Activity 5: Sex, Gender, Gender Roles and Gender identity

### Rationale

It is important to understand the distinction between two separate concepts: sex and gender. Human beings are no longer bound by such binary concepts as male-female, masculine-feminine, or man-woman. Centuries and millennia of social tradition and scientific belief are now being challenged by these ideas, which makes it all the more important to understand the difference. Also, sex and gender affect a wide range of physiological functions, they have an impact on a wide range of diseases, and therefore it is essential to educate about these differences. Migrants will probably have different ideas about gender and sex depending on their cultures and backgrounds, and they may know nothing about the difference, and this may cause misunderstandings when adapting to their new community.

“Sex is the biological traits that societies use to assign people into the category of either male or female, whether it be through a focus on chromosomes, genitalia or some other physical ascription. When people talk about the differences between men and women they are often drawing on sex – on rigid ideas of biology – rather than gender, which is an understanding of how society shapes our understanding of those biological categories.

*Gender* is more fluid – it may or may not depend upon biological traits. More specifically, it is a concept that describes how societies determine and manage sex categories; the cultural meanings attached to men and women’s roles; and how individuals understand their identities including, but not limited to, being a man, woman, transgender, intersex, gender queer, and other gender positions. Gender involves social norms, attitudes, and activities that society deems more appropriate for one sex over another. Gender is also determined by what an individual feels and does.” (Sociology of Gender).

### Learning outcomes

Learners are able to:

- Show an understanding of the difference between sex and gender.
- Show an understanding of gender-based inequalities.
- Demonstrate knowledge about the ways in which gender characteristics are socially rather than biologically constructed

### Training methods

- Group work
- Discussion
- Questions

### Equipment

- Large sheet of paper
- Pens

### Number of learners

Min. 5, max. 15



**Duration**

60 minutes

**Description of activity****Part 1**

On a large sheet of paper or in the whiteboard you draw two columns: one for the ideal man and the ideal woman.

First, let learners brainstorm on the characteristics considered as ideals for men and for women in times of their grandparents and grandmothers.

Then, from the list you or they have documented, tell them to select which ones remain true today and which ones do not; and start a conversation about it. After the debate has gone for a while, introduce new ideas such as different ideals and gender roles between cultures and between socio-economic classes. Any culture mentioned should not be stigmatized in any way, but it is important to know which traditions may be based on the patriarchal system.

Motivate them to reflect and share their opinion on the following issues:

- What has changed for women and for men since the time of the grandparents until today?
- What similarities and what differences do we find in the characteristics regarding class, origins, etc.?
- Why do you think it has changed or not had changed? (distinguish the political struggles of women, changed family models, etc.)
- Which characteristics have a biological foundation and which ones have a social explanation? Are we born as men and women or do we become men and women?

Take note of the ideas expressed by the learners and make a summary. Afterwards, introduce the idea of gender and sex by examining if they consider they are different concepts and if so, what do those terms mean and what are the differences inherent to those terms.

End the exercise by summarising the differences between the two terms: sex and gender.

**Part 2:**

Once the definition about sex and gender has been compared, ask learners about which of the previous characteristics (reviewed in activity 1) are related to the biological aspects logic (sex) and what the societies interpret as an attribute of men and women (gender).

On a large sheet of paper or on the whiteboard you make two columns: one labeled "Men" and the other labeled "Women". Then say (one by one) actions or characteristics traditionally linked to one gender and characteristics marked by sex, such as: sewing, driving trucks, cooking, farming, cleaning, giving birth, wrestling, resolving conflicts, caring for children, construction work, doing ballet, community leader, grow a beard, two "x" chromosomes, "x" and "y" chromosomes, wearing a skirt... and tell learners to place each word or action in one of the columns (they must only choose one of the columns). Try to avoid in-depth discussions over disagreements, and tell them that there will be time for arguments afterward.

Then switch the "Men" and "Women" labels at the top, so that the column labelled "Men" is now labelled "Women" and vice versa. Leave the words as they are on the 'wrong' column. Examine the



words by asking learners whether it would be possible for each word to belong under the new label of “men” or “women”. For instance, even though women are associated with “sewing”, men can still sew. In cases like this, circle the word. However, “giving birth” is impossible for men. In these cases, cross the word out.

Explain to learners that all the crossed-out words belong to the realm of “sex”, i.e., they are things that are biologically determined. On the other hand, the circled words belong to the realm of “gender”, i.e., they are socially determined. Use examples to show that gender-determined activities are cultural and may be different in different cultures or at different points in time.

Close the session with a quick summary of the difference between “gender” and “sex” to reinforce the concept.

### **Tips for the educator**

- Never stigmatize the different cultures that learners have, and analyse gender roles and where they come from with respect and caution.
- Deliver truthful and clear information about the distinction between sex and gender.
- This activity addresses sensitive issues, therefore, you may need to implement specific measures to create a safe environment where information flows and learners do not feel pressured, conditioned or uncomfortable, such as: dividing the class by gender, having them work in pairs or individually or modifying activities to avoid debates and instead write about it individually or formulating more open questions.

### **Summary of the activity**

This activity, through arguments and debate, offers an opportunity to grasp the concepts of sex and gender and learn about its differences.

### **References**

<https://othersociologist.com/sociology-of-gender/>

[http://www.educarenigualdad.org/media/pdf/uploaded/material/354\\_diversidad-e-inclusia-nopt-pdf.pdf](http://www.educarenigualdad.org/media/pdf/uploaded/material/354_diversidad-e-inclusia-nopt-pdf.pdf)

[http://www.surt.org/maletaintercultural/pdf/M1\\_Dinamicas.pdf](http://www.surt.org/maletaintercultural/pdf/M1_Dinamicas.pdf)

<http://www.gssrtraining.ch/images/stories/PDF/ssrgender/Gender%20vs%20Sex%20Exercise%20EN.pdf>



## Activity 6: Sexuality and Sexual orientation

### Rationale

Sexual orientation is about who you're attracted to and whom you feel drawn to romantically, emotionally, and sexually. It's different than gender identity. Gender identity isn't about who you're attracted to, but about who YOU are — male, female, queer, etc. This means that being transgender (feeling like your assigned sex is very different from the gender you identify yourself with) isn't the same thing as being gay, lesbian, or bisexual. Sexual orientation is about who you want to be with. Gender identity is about who you are.

Scientists do not know the exact cause of sexual orientation, but they theorize that it is caused by a complex interplay of genetic, hormonal, and environmental influences. They favor biologically-based theories which point to genetic factors, the early uterine environment, both, or the inclusion of genetic and social factors.

Sexual orientation is reported primarily within biology and psychology (including sexology), but it is also a subject area in anthropology, history (including social constructionism), and law, and there are other explanations that relate to sexual orientation and culture. An essential part of ending any kind of stereotype towards people with different identities or sexual orientations is to get to know these communities.

### Learning outcomes

Learners are able to:

- Understand the usual stereotypes about homosexuals and trans people.
- Know key legal aspects about the treatment of gays, lesbians and trans people.
- Understand how different beliefs can and do influence social attitudes and the law.
- Identify how society cultural attitudes toward gays, lesbians and trans people have changed over time.

### Equipment

- Sheets of paper
- Pens
- Small pieces of paper with the countries written on them
- Bag
- Map of the world

### Training methods

- Discussion
- Teamwork



**Number of learners**

Min. 5, max. 15

**Duration**

60 minutes

**Description of activity****Part 1**

First, please make sure there is enough space for the learners to spread around the room. Then, make a line across the room using masking tape. The activity will begin by instructing learners to stand aside and cross the line whether they would answer yes or no to the following statements in order to divide the room in terms of the experiences the learners have had.

Ask one question at a time, pause for the students to move to the “Yes” or “No” space and converse with them why they think so. After going over each question, learners may modify their answer if they wish.

*(Some professional’s tips and responses are provided below marked with R: Response)*

1. *Have you ever met someone who is homosexual? Do you see this person differently than other people?*

2. *Do you think you can tell when someone is gay?*

R: Some people believe that all gay men are effeminate and all lesbian women are tomboys. While there are some people who fit these stereotypes, they are not representative of all homosexual people.

3. *Do you think homosexuality is an illness?*

R: Homosexuality was once classified as a mental illness. However this was removed as a diagnosis many years ago. Numerous studies have shown that homosexuality is not linked with any psychological disturbance. This is a harmful and hurtful stereotype.

4. *Do you think that a gay or lesbian couple would be bad parents? Why?*

R: Some people believe that children of gay or lesbian people are more like to grow up homosexual, in fact, homosexuality has been shown to be something that you are born with as a preference. In fact, being the victims of hate and discrimination make homosexual parents more committed to teaching their children the values of kindness, compassion, and charity.

5. *Do you think parents would be ashamed if their child told them they were homosexual?*

R: While some parents might have strong religious views opposing homosexuality, the overwhelming majorities of parents still love and accept their children for who they are. In general, parents always want their children to be healthy and happy.

**Part 2**

Separate the learners in smaller groups: 2 or 3 persons each. Then, select one of the members of each group to pick a folded piece of paper from a bag (each piece of paper will bear the name of a



country of the world). When each group has a country, request that they write in another sheet of paper the situation of gay, lesbians and trans rights in that country and how the respective society treats these people. Let them some time to discuss it, and then each group should present their conclusions to the rest of the group. Promote a conversation amongst the group about what they believe. After that, inform the learners about the real situation in those countries, and compare their previous opinion about the country with the actual situation. Alternatively you can invite them to research these information themselves.

Then, show them a map with all the countries in the world in which those countries where being gay is illegal are colored. Point out aspects like how society perceives these groups, how accepted they are, and how society portrays them in the media.

To put an end to this activity, finish by giving some general data how the law in your country has changed over time regarding gay, lesbians and trans rights, same-sex marriage and such. Make sure to assess the legal situation and society's views in the current country where the learners are.

### **Tips for the educator**

- You must present the information in a clear way so that all learners understand it.
- You should have enough information to complete the exercises, and this information should be truthful. Therefore, make sure you have background information about the countries you choose for the activity, as well as general information about the legal status regarding gay, lesbians, and trans.
- Regarding the countries, you should try to write countries with different cultural background so the activity is as diverse as possible. For instance, you could write: Spain, China, Chile, South Africa, New Zealand, Rusia...
- A world map with the status of LGBT rights can be found here: <https://news.nationalgeographic.com/2016/06/lgbt-laws-gay-rights-world-map/>
- It is important to respect people's boundaries and their wishes to share personal experiences or not.
- This activity addresses sensitive issues, therefore, you may need to implement specific measures to create a safe environment where information flows and learners do not feel pressured, conditioned or uncomfortable, such as: dividing the class by gender, having them work in pairs or individually or modifying activities to avoid debates and instead write about it individually or formulating more open questions.

### **Summary of the activity**

Step 1 offers an opportunity to grasp enough information to end any stereotype regarding homosexuality or transsexual people and identify social factors that have an effect on them. Part 2 offers an opportunity to investigate the legal and social situation of different countries around the world.



## References

<https://www.plannedparenthood.org/learn/sexual-orientation-gender/sexual-orientation>

<http://docplayer.net/40546402-Sex-education-activities-manual.html>

<https://news.nationalgeographic.com/2016/06/lgbt-laws-gay-rights-world-map/>





## Activity 7: Sexually transmitted infections

### Rationale

According to the US Centers for Disease Control and Prevention (CDC), sexually transmitted infections (STIs) are passed from one person to another through intimate physical contact – such as heavy petting – and from sexual activity including vaginal, oral, and anal sex. STIs are very common. In fact, CDC estimates 20 million new infections occur every year in the United States only. In Europe the known number of new infections per year lies around 400 000 (European Centre for Disease Prevention and Control). STIs can of course best be prevented by not having sex, but the risk can be lowered by using condoms and being in a sexual relationship with a partner who does not have an STI. STIs do not always cause symptoms, so it is possible to have an infection and not know about it. There are dozens of STDs. Some STDs, such as syphilis, gonorrhoea, and chlamydia are spread mainly by sexual contact. Other diseases, including Zika and Ebola, can be spread sexually but are more often spread through ways other than sex.

It is important to teach and raise awareness about STI so that people can get tested and know how to act in case of infection as they can be treated with medicine and some can be cured entirely.

### Learning outcomes

Learners are able to:

- Demonstrate knowledge about what STI's are
- Know about the risks of STI's
- Show understanding of prevention measures
- Understand the behavioral, social, and biological factors that contribute to the high incidence of STI's

### Training methods

- Presentation by the educator
- Active listening
- Individual thinking
- Discussion
- Questions and debate

### Equipment

- STI cards previously made by the professional
- Microsoft PowerPoint or an online presentation programme

### Number of learners

Min. 5, max. 15

### Duration

60 minutes



## Description of activity

### Part 1

Start by giving a brief introduction about female/male genital organs. Use a slide programme (PowerPoint or online) to show the different parts (internal and external) in order to explain how diseases are transmitted.

### Part 2

Guess-who game: implement this game to teach learners some basic information about sexually transmitted infections, including their causes, symptoms, and treatments. This activity should be done in about 20 min.

First make sure you bring cards with different STI's written on them, for instance: CHLAMYDIA, GONORRHEA, GENITAL HERPES, SYPHILIS, HIV, HPV, HEPATITIS B, TRICH (Trichomoniasis).

Then, divide the group into pairs or have them work independently, depending on the number of learners. Distribute the STI cards and let them time to ponder briefly about the STI they've got and try to answer the following questions on a piece of paper:

- What causes it: a virus, a bacteria or an organism?
- Is it curable or is it treatable? Which symptoms does it cause: itchiness, sores, a discharge, no symptoms?
- How is it transmitted?
- How can it be tested?

After they have reflected on the STI,, discuss with them the questions below one by one. Tell the learners that for the following task they will represent the infection they have just worked on and have the learners move to an assigned area in the room depending on the answer to each of the following questions. For instance, ask them which STI is caused by bacteria, and if they believe the STI they got is caused by bacteria they should move to that area: such as, the back right corner, or any other small area specified by you depending on the space. You will pause after each question to see if everyone agrees with where they are and discuss if anyone needs to move to other groups.

#### Questions:

1. Which STI is transmitted by sexual intercourse - anal, oral, or vaginal?
2. Which one is treatable?
3. Which one is curable?
4. Which one is caused by bacteria?
5. Which one is caused by a virus?
6. Which one is caused by an organism or parasite?
7. Which one causes a discharge?



8. Which one causes itchy, bumpy and/or open sores?
9. Which one is transmitted by IV drug use?
10. Which one may not cause any symptoms at all?
11. Which one can be tested for with a blood test?
12. Which one can be tested for with a urine test?

After completing all questions, gather everyone in the room and summarize the most important information about each STI. Show them all the answers to the questions that were reviewed by following the list below:

Answers:

1. What is transmitted by sexual intercourse (anal, oral, or vaginal)? **All of them!**
2. What is transmitted skin-to-skin? **Genital Herpes, HPV**
3. What is transmitted through infected fluids? **Hepatitis B, HIV, Syphilis, Gonorrhea, Chlamydia**
4. What is treatable? **HIV, Genital Herpes, HPV, Hepatitis B, HPV**
5. What is curable? **Syphilis, Gonorrhea, Chlamydia, Trich**
6. What causes discharge? **Chlamydia, Gonorrhea, Trich**
7. What causes sores/bumps/lesions? **HPV, Syphilis, Genital Herpes**
8. What might have no recognizable symptom at all? **HIV, Trich (in men), HPV, Gonorrhea, Genital Herpes**
9. What is transmitted by IV drug use? **HIV**
10. Which ones are vaccine-preventable? **HPV, Hepatitis B, (Hepatitis A)**
11. What is caused by a bacterium? **Syphilis, Gonorrhea, Chlamydia**
12. What is caused by a virus? **Hepatitis B, HPV, HIV, Genital Herpes**
13. What is caused by an organism/parasite? **Trich**
14. What can be tested with a blood test? **Hepatitis B, Syphilis, HIV**
15. What can be tested with a urine test? **Chlamydia, Gonorrhea, Trich, all in both men and women**

Then discuss with the learners what surprised them the most and what they knew about least.

Ask the learners if they are aware of the risks inherent to getting an STI, and either explain or foster a conversation about the different risks and harmful complications that may follow, such as: reproductive health problems, fetal and perinatal health problems, cancer, transmission of HIV infection, mental problems, such as depression...

And following this, tell them to answer yes or no to the following question:

- Do you think internal and external factors such as: biological factors, social and economic factors, and behavioural factors influence and have an effect in the spread and prevalence of STI's?

Then tell them to ponder about those factors and carry out a brainstorm to discuss with them:



- Biological factors such as gender or age disparities
- Social and economic factors such as: poverty and marginalization, access to health care, racial and ethnic disparities.
- Behavioural factors: substance abuse, sexuality, and secrecy, sexual networks

Afterward, foster a debate about protection measures, what can they do to protect themselves and their partners, and where to go to obtain more information as well as local clinics to get tested.

### **Tips for the educator**

- You should be well-informed about these diseases and deliver the information carefully and clearly, not causing any kind of panic among the audience and never using difficult technical words that can hinder understanding.
- This activity addresses sensitive issues, therefore, you may need to implement specific measures to create a safe environment where information flows and learners do not feel pressured, conditioned or uncomfortable, such as: dividing the class by gender, having them work in pairs or individually or modifying activities to avoid debates and instead write about it individually or formulating more open questions.

### **Summary of the activity**

This activity offers an opportunity to get to know how STIs are transmitted in order to avoid future infections. It will also expand the knowledge about female/male genital organs and the typology of diseases related to sexual activity.

### **References**

Sexual Health Activity: <https://studentwellness.empire.ovcsa.unc.edu/resources/health-programming-guide/sexual-health/sexual-health-activity-sti-scramble>

Centers for Disease Control and Prevention: <https://www.cdc.gov/std/general/default.htm>

European Centre for Disease Prevention and Control: <https://ecdc.europa.eu/en/publications-data/sexually-transmitted-infections-europe-2013>



## Activity 8: Gender Stereotypes

### Rationale

Gender stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, as well as their educational and professional experiences and life opportunities in general. Stereotypes about women and men both result from, and are the cause of, deeply ingrained attitudes, values, norms and prejudices. They are used to justify and maintain the historical relations of power of men over women, as well as sexist attitudes that hold back the advancement of women. Stereotypes about men are also based on these historical relations, and many of them are based on the belief that men should be strong and emotionless.

Gender stereotypes are present in every culture, though they form may vary depending on different cultural backgrounds. It is important to identify these stereotypes in order to stop using them and promoting them among the new generations. In doing so, society will be more equal and relationships among its members will be improved.

### Learning outcomes

Learners are able to:

- Demonstrate knowledge about what stereotypes are
- Distinguish between fantasy (what happens on television, in the movies, and in ads) and reality (what really goes on in their lives)
- Understand that stereotypical perfection is an illusion and the dangers of striving to attain it

### Training methods

- Group discussion
- Presentations
- Teamwork
- Active listening
- Debate

### Equipment

- Chart paper
- Pens
- Whiteboard

### Number of learners

Min. 5, max. 15

### Duration

60 - 90 minutes



## Description of activity

(Note: Before beginning this lesson, prepare two pieces of chart paper with a large square drawn in the middle. At the top of one of them, write "Women/Girls" and on the top of the other one write "Men/Boys". Leave those papers to the side at the beginning of the lesson.)

### VARIANT 1

First, just say that you will be discussing gender in this unit. Then, tell learners to help define the term and chart their responses without further comment. After having several responses, exchange ideas, and provide a common working definition of gender including all the definitions given by the learners. Tell the class that you will be amending this definition together as you learn more. (Note: you can save the chart paper with learners' initial ideas so that they may reflect on those on as their understanding develops.)

Ask them to define the word stereotype and allow them to share a few cases of stereotypes they know of. Emphasize that identifying a stereotype does not mean you believe it's true. (Note: If learners are confused about the meaning of the word stereotype, use some examples. You may clarify that a stereotype is an oversimplified and unfair belief that a group of people has particular characteristics or that all members of a group are same. So, for instance, a stereotype would be that "Women are good at cleaning and cooking; Men are good at repairing things.")

### VARIANT 2

If learners do not have much background knowledge about gender differences and stereotypes, follow these steps:

Tell that you will be talking about gender and stereotypes. Examine the meaning of the terms. Review with them their opinion and after a brief discussion, write student-friendly definitions on a flip chart or whiteboard. Make sure they have an idea of the meaning of those two terms and state that you will come back to the terms. (Note: If learners are confused about the meaning of the word stereotype, accompany it with examples. "Stereotypes usually involve assuming that all members of a particular group have, or should have, a certain characteristic; for instance, that all tall people are good at basketball or that thin people do not eat enough.")

**CONTINUATION ACTIVITIES COMMON TO VARIANT 1 AND 2:** Divide learners into two groups and present the subject to the learners: gender stereotypes—that is, generally accepted ideas about how boys and girls should act or be. Request each group to select one student as group representative as they will write the responses of the group or draw pictures to represent the learner's ideas.

Then, hand out the chart paper marked "Women/Girls" to one group and the paper marked "Men/Boys" the other group, along with several markers. Challenge learners to think of as many gender stereotypes as possible to write, or draw, inside each square. You can outline some ideas or to get them started such as: "girls love pink" or "boy like race cars". Go from group to group and guide them as they work to make sure the arguments stay on topic and that they address a variety of





questions. For instance: “How are all girls/boys supposed to behave? What are they supposed to like or dislike? How are they supposed to look, think and feel? What are they supposed to be good at?” As the groups work, recommend learners to ponder about where these stereotypes come from. Let them know that you will talk about this later in the lesson or series.

Make sure they have sufficient time to examine these issues and to fill in the squares and, afterward, propose that they now write or draw some ideas outside of their square. Examine with them the following question: “What might make a girl or boy be outside of the box?” And use an example such as: “a boy who likes flowers”, or “a girl who likes motorcycles”. (Note: Student’s examples may focus on dress or taste, which is important and valid. However, try to direct their reasoning to issues of personality and behavior expectations as well.)

Go from one group to another and point out that although some people seem to fit into gender norms or stereotypes more than others, almost everyone has times or parts of themselves that are outside the box. Propose that they illustrate one time they felt like they were “inside the box” with their group, and one time they felt like they were “outside the box” for their gender. After some time to ponder this amongst themselves, let learners share their experience with the whole group.

Then, have learners come together as a group to look at and present their responses, select one representative of each group to summarize their ideas and present them to the other group. Then present and show the different ideas they have listed. Explain that being inside the box are gender stereotypes or ways how other people think men or women should act. Now go back to the initial definitions, and revisit those ideas. Later, have them consider where some of these stereotypes come from and discuss their answers. Ask them what might be helpful and harmful about these stereotypes. Have a conversation about the ways these stereotypes might be unfair or limiting to children as they grow up and decide what they like to do, what careers they strive for, what sports they want to play, and so on. Assess the importance of accepting others who may not fit stereotypes. Pose the following questions: “How might a boy feel if he wears pink clothing to school and people make fun of him? How might a girl feel if she wants to play basketball and boys tell her she can’t?”

Finally, have learners form a circle. Let each person take a turn and share (if they wish to) one-character trait he or she has (or wishes to have) from the square of the other gender.

### **Tips for the educator**

- Please keep in mind that the stereotypes mentioned are social constructs, and remind learners about this, so they properly understand the activity. Also, make sure not to use any kind of stereotype when referring to the learners. You should also be aware of different stereotypes in the different cultural backgrounds and countries that those attending the workshop may come from.
- Also, when separating the groups, it is important that you do not separate them by gender, but include equally people from both genders. If your class is large, or if you consider that



the groups will be too big to effectively work together, you can create four groups and have two of each chart.)

- Finally, do not press anyone who do not want to share personal experiences or character-traits. Also, it is ok if they voice out similar ideas or repeat others' comments, but emphasize that they should listen to others and respect one another's feelings.
- This activity addresses sensitive issues, therefore, you may need to implement specific measures to create a safe environment where information flows and learners do not feel pressured, conditioned or uncomfortable, such as: dividing the class by gender, having them work in pairs or individually or modifying activities to avoid debates and instead write about it individually or formulating more open questions.

### **Summary of the activity**

In this activity, the learners will start identifying gender stereotypes. This activity offers an opportunity to identify them and to realize education and society has given them general ideas that may be inherently present in our everyday behaviour, and thus, this may help to change or to erase these stereotypes.

### **References**

<https://www.tolerance.org/classroom-resources/tolerance-lessons/what-are-gender-stereotypes>



## Activity 9: Women and Violence

### Rationale

Understanding the different typologies of violence against women is vital to complete the circle and complete this material. “Violence against women and girls is one of the most systematic and widespread human rights violations. It is rooted in gendered social structures rather than individual and random acts; it cuts across age, socio-economic, educational and geographic boundaries; affects all societies; and is a major obstacle to ending gender inequality and discrimination globally” (UN General Assembly, 2006). It is also important to take into account violence towards if any gender roles are involved in this violence.

Many times, violence against women is manifested through the relationships they establish with men. Many young people especially are involved in relationships that are based on toxic behaviours, but sometimes they go unnoticed. It is important to raise awareness among the society, not only among young people, about these types of relationships, how to identify them, and how to create a healthy and ideal one.

### Learning outcomes

Learners are able to:

- Demonstrate an understanding of the concept of violence in a relationship
- Identify signs that may indicate situations of gender violence
- Show an understanding of why violence is not an acceptable behaviour in a relationship
- Demonstrate knowledge about how to act in case of suffering an aggression (such as where to ask for help)

### Training methods

- Teamwork
- Presentation
- Discussion
- Debate

### Equipment

- Pieces of paper
- Pens

### Number of learners

Min. 5, max. 15

### Duration of activity

60 - 90 minutes



### Description of activity

Start separating the learners into groups of 2 or 3 and hand them pieces of paper. Request learners to draw two columns and have them write ideas of what they believe a healthy and unhealthy relationship are, and then tell them to discuss it amongst them.

Afterward, ask them to make a list of both the physical actions and the emotional feelings involved in a healthy and unhealthy relationship. Then have each group present their answers with the rest of the group, describe their ideas and give examples.

Then you should foster a debate by voicing out questions on these issues such as:

- a) What are some examples of a happy and healthy relationship (on TV or in the media)? Are these TV or media examples represented in your day to day social acquaintances?
- b) What are some examples of an unhealthy relationship? Could this apply to friendships?
- c) What signs can be indicative of gender violence? How would you define psychological abuse? Is control a sign of love?
- d) What should a person do if they are involved in an unhealthy relationship? What could happen if they stay together for a long period of time?
- e) How could people try to solve this situation when they are in an unhealthy relationship? (Learners should name some specific solutions.)

Afterwards, tell each student to take out a piece of paper and complete the following statements: “A loving and healthy relationship is...”, “My ideal relationship is...”.

And to put an end to this activity, summarize the most important ideas and conclude with some guidelines about how to act in case they suffer an aggression and where to go for help in these cases.

### Tips for the educator

- When dividing the group, make sure you spend some time with each of them and take the opportunity to give some tips, correct mistakes or outline some ideas depending on how they are doing it.
- Respect the privacy and intimacy of everyone and let people share what they feel comfortable with, without pressure.
- This activity addresses sensitive issues, therefore, you may need to implement specific measures to create a safe environment where information flows and learners do not feel pressured, conditioned or uncomfortable, such as: dividing the class by gender, having them work in pairs or individually or modifying activities to avoid debates and instead write about it individually or formulating more open questions.

### Summary of the activity

This activity offers an opportunity to take a closer look at domestic violence and to dismantle stereotypes, to review what a healthy relationship is, what boundaries should be established, and how to identify when someone is in a toxic relationship in order to avoid these kinds of behaviours from repeating themselves. A key element of this unit is to end by providing information on how to act and where to get help, in case they need it.



## References

<http://www.endvawnow.org/en/articles/295-defining-violence-against-women-and-girls.html>

[https://www.edu.gov.mb.ca/k12/cur/physhlth/frame\\_found\\_gr12/rm/module\\_e\\_lesson\\_1.pdf](https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/rm/module_e_lesson_1.pdf)