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Help & Shelter

Notes about Facilitation and being a facilitator

1. WHO IS A FACILITATOR?

A facilitator is one who uses different methods of interaction with other people to enhance learning. A facilitator uses techniques which encourage discussion, dialogue, self reflection and sharing of experiences about the issues for which sharing is done.

2. QUALITIES OF A FACILITATOR - A facilitator has the following qualities:

- Trusts other people and their abilities
- Respects other people's ideas and experiences
- Willing to listen and has good listening skills
- Has confidence and is humble
- Is Interested in people and their development , friendly and sensitive to their needs and feelings
- Is creative, flexible and dynamic
- Is open to feedback and willing to adjust or change accordingly
- Is aware of their strengths and weaknesses, and is willing to learn more
- Is alive, active and has a good sense of humour
- Gets things done
- Is organised, mentally and physically and has a sense of order and system
- Believes in participatory processes
- Works well with a team or group
- Is creative and has skills in drawing or handwriting
- Speaks clearly and uses simple words and short sentences.

3. DEVELOPING FACILITATION SKILLS

There are several important skills that a facilitator can develop and use to create a safe and dynamic learning environment. Some of these skills are listed below with tips for how to use them.

3.1 DEVELOP A RELATIONSHIP OF TRUST WITH THE PARTICIPANTS

- Be respectful, honest, open, and friendly before, during and after the process.
- Conduct group work while sitting in a circle, whenever possible, the way people do in informal discussions. Sitting behind desks or tables may intimidate some participants and create a competitive setting for others.
- Encourage and value all the participants' contributions.
- Establish an informal and comfortable atmosphere using your words and actions
- Emphasise that you are learning and growing through the process as well; avoid presenting yourself as the expert.
- Share openly the objectives of the process and address the expectations that the participants may have.

3.2 STRUCTURE THE LEARNING PROCESS IN AN UNDERSTANDABLE AND MEANINGFUL WAY

- Think and plan ahead about how to facilitate each activity so that the participants can feel that you are a reliable and credible person.
- Keep time and negotiate any major schedule changes with the participants.
- Share the timetable. Explain the flow of the process and obtain agreement. Be willing to modify the schedule if the group suggests alternatives.

3.3 ENABLE THE PARTICIPANTS TO SHARE THEIR EXPERIENCES MEANINGFULLY

- Develop ground rules with participants at the beginning of the process to share responsibility for the outcome of your work together.
- Create a safe way for participants to introduce themselves to the group at the beginning of the process and thus help them feel that they are members of the group. A fun activity often works well.
- Protect shy and vulnerable participants from being forced into silence or revealing personal information inappropriately.
- Delegate some of the 'disciplinarian' roles to nominated members such as time keeping, monitoring whether the objectives are being met, etc.
- Ask open-ended questions that help participants expand on what they're sharing and that help the group broaden their discussions.
- Emphasise in words and actions that all contributions are valid. Build on and make links between participants' contributions instead of searching for 'right answers'.
- Avoid pressuring participants or singling them out to share their views (i.e., calling on participants, when they are not ready, putting people on the spot, etc.). This may inhibit the participants and make them anxious about getting it wrong.
- Clarify what participants contribute using gentle probing questions and by repeating back what you think is being said.
- Invite elaboration without embarrassing participants by using neutral questions such as, "Can you say more?"
- Extract meaning from a set of contributions by summarising them and linking them to form a collective understanding.

3.4 INTERVENE IF YOU FEEL THE GROUP'S OBJECTIVES ARE BEING COMPROMISED

- Seek contributions from different participants if one or two of them are dominating the group.
- Have a private word with a participant if s/he is promoting an agenda for personal instead of collective learning or one that opposes the group's learning objectives.
- Focus the discussion if it is becoming diffuse and straying from the objective of the workshop.
- Boost the energy of the group by introducing a game or a physical activity, especially if energy is low during a demanding discussion or the heat of the afternoon.

3.5 ENSURE THAT THE WORK REMAINS A LEARNING PROCESS

- Summarise frequently, and always summarise at the end of each activity to highlight the collective learning that has occurred.
- End each session with an overview of the discussions and, if appropriate, questions for reflection until the next session.
- Begin each new session with an overview of the previous session's work and with an opportunity for participants to contribute reflections.
- Conduct an oral evaluation of the process and a written evaluation if appropriate. This allows the participants to come to a collective emotional understanding of the process.
- Ensure, whenever possible, that participants have had an opportunity to think about what they will do practically with what they have learned
- Discuss, if appropriate, what support the participants will need, how to access this and how to apply what they have learned.

- Every time you facilitate a learning process, the participants are placing their trust in you and therefore placing on you the responsibility to be as effective as you can be. Becoming an effective facilitator is primarily about having respect for the participants you are working with.
- If you begin with that, then the rest will come with experience and practice. It is also important to believe in your ability to make a meaningful contribution to the development of the participants.
- Keep learning from each process you facilitate and, above all, make it fun!

4. FACILITATING WITH THE FOURTH FORM STUDENTS

The modules are geared toward encouraging discussion, dialogue and self reflection about issues of healthy relationships, domestic abuse, substance abuse, suicide and parenting. In order to increase good open communication with students we suggest you consider the following tips to assist you in your classroom discussions.

- Remember to ask open-ended questions. This is a good way to start and continue a discussion. Open ended questions start with : How, Why, When and What (i.e. “How does this affect you ?”, Why is this so ?” “What can we do to help/ change this situation?”).
- Listen and acknowledge different opinions. If a student introduces a controversial point, try to separate what is fact from opinion. **Should a disagreement occur, encourage students to challenge the ideas, not the student/students.**
- Encourage lively discussions but avoid arguments. Because the issues in this manual are emotional topics for many, especially in the area of abusive relationships, people usually have strong convictions and discussions can become heated. If this happens you can call a time out and get students to reflect why this is happening (e.g. it could be a defensive mechanism for someone who may be abusive or who may have suffered abuse but is in denial, or defending a parenting style that has been passed on to them.)
- Stay focused. When discussions seem to get off track, try to reintroduce the original issue being addressed (i.e. Sharon, I think you have a point there, but can we get back to talking about...”).
- Listen. Ask everyone to listen to and respect each person's point of view before responding. It is important not only to understand what a person is trying to say, but also to allow her/him an opportunity to express herself/himself.
- Recognize that there are many views on any topic. The whole purpose of discussion is to share ideas/information –it is not about winning a discussion or being right.
- Don't feel you have to be an expert on all issues. If you don't know something, admit it. If a student raises a difficult question, ask if anyone knows the answer. Or, if the question is important, state, “My understanding is that....,but I'll have to look into it further.”
- Depending on the topic it might be advisable to have single-sex discussion group by dividing students into separate male and female groups. This can provide safety and give girls a better chance to talk. When the two groups join, make sure the discussion doesn't lead to a face – off or confrontation.
- State clearly from the beginning that abusive behaviour is not acceptable at any time including at this workshop. In discussions differences will be respected but not abusive or insulting behaviour.
- Language that poisons the environment- words and ideas that are sexist, racist, or biased against particular groups of people (based on their nationality, age, sexual orientation, religion, or physical abilities) should be challenged. Discussion is great; hurtful words are not.

- Group work is a good way to encourage participation. However, in some groups the more active students tend to be assigned all the roles and responsibilities of writing up and reporting. A strategy to use to ensure full participation, is to insist that each time there is a group presentation, the presenter must be someone who has not presented before, and that the roles of Group Leader, scribe etc. should be rotated.

5. YOUR ROLE AS FACILITATOR IN CREATING A SAFE ENVIRONMENT

The modules in this manual especially those which deal with abuse can be very emotionally charged and personal in nature. As a facilitator you need to create as safe a space as possible for students to honestly discuss their experiences, opinions and feelings. The following points are suggested as ways to help create a safe environment.

5.1 RESPECT

As a facilitator you have to lead by example and make sure you demonstrate respectful behaviour yourself at all times. It is of vital importance to be sensitive and aware of differences or different perspectives being expressed by students. At the same time you need to be sensitive and aware of embarrassment, discomfort or emotional reactions that students may be experiencing during the discussion of an topic.

5.2 JUDGEMENT

Be careful not to be judgmental in your opinions. Don't reinforce the stereotypes, e.g. "boys will be boys" or that girls are powerless "victims". Keep focused on the facts.

5.3 SAFETY AND GROUND RULES

At the very start of the workshop encourage open discussion establish safety and ground rules. Ask students what they need from you and each other in order to feel safe talking about workshop issues. Some such rules can be:

- Confidentiality
- Respect for other opinions and views expressed
- No abusive language, labeling, name calling, insults or discrimination

Another way to create safety for students is to set up a 'question box' in which students can anonymously ask questions that might be difficult to raise in front of other students. You as facilitator can then read aloud and answer these questions without reference to individuals.

5.4 DEALING WITH DISCLOSURE

The issue of abuse may affect students in a very personal way. In discussing sensitive topics and issues some students may disclose previous or current abuse or assault. The following points may help when dealing with disclosure:

A. FIND A SAFE/QUIET SPACE

If possible talk with the student in a quiet safe atmosphere, where he/she will not be disturbed. Do not under any circumstances break the confidentiality of a student unless the student is at risk to herself/himself or others. If in doubt refer the matter to Help & Shelter or a trained counselor

B. LISTEN

This may be the first time the student has ever spoken about her/his experience.

C. BELIEVE

It is very important that the student feels understood and believed.

D. REASSURE

Reassure the student that the abuse/assault is not her/his fault.

E. INFORM

Find out if there is a MOE policy on reporting abuse of students or a school policy.

Find out if there is a school welfare officer at the school or one who visits the school.

A referral list is included in this manual so check what services are listed for area in which abuse has taken place.

DO NOT INFORM ANYONE IF THE STUDENT DOES NOT WISH YOU TO. RESPECT THE CONFIDENTIALITY OF THE STUDENT

From the outset, do not make promises you cannot keep (i.e. "I'll take care of it, I won't tell anybody.") Make sure the student understands what information can and cannot be kept confidential.

You should be aware of the procedures for reporting abuse in the area students are from and if there is any MOE policy or procedures for reporting such abuse.

6. PREPARATION FOR THE SESSION:

- Ensure that you have a contact at the school, preferably the Head teacher. If it is possible, you might want to visit the school to get an idea of the selected venue for the sessions and to familiarize yourself before hand. Alternatively, you could plan to arrive about 20 minutes earlier than the scheduled start of your session so that you could be comfortable with the surroundings.
- Do you have the materials you will need? Check the following:
 1. Handouts
 2. Flipchart paper
 3. Tape
 4. Markers – about 6 should be enough
 5. Scissors
- Do you have your outline of the activities for the session with the students?
- A note about dress: The Ministry of Education has guidelines on how members of the public should dress when entering schools. The dress code suggests no armless or attire which could be deemed casual.

7. BEFORE THE SESSIONS BEGIN:

- Arrange the students in a horseshoe formation so that you could see every student
- Outline the learning objectives for the particular session
- Do an icebreaker activity to introduce the students
- Prepare the ground rules or contract if this is the first session. Important points to note are

- Confidentiality
- One person at a time when speaking
- Respecting other people's views
- Let one or two students volunteer to be monitors of the 'contract'

8. DURING THE SESSION:

- Relate back to the session's topics and objectives
- Remember that role play activities and all other activities should be linked back to the main topics
- Check that quiet students also get a chance to participate.
- Keep an eye on time management, allocate participative activities with discussions and briefing points

9. AFTER THE SESSION:

- Check in with the designated teacher or head teacher
- Conduct an evaluation of the session, and get feedback from the students
- After all the sessions are completed, ensure you submit your report to the Project Co-ordinator

HOW TO USE THIS MANUAL

This manual has been provided as a resource for use by facilitators of the Help & Shelter project with Fourth Form students.

1. Before you begin a session, read through it and plan how you will facilitate the session.
2. Look through the introduction to make sure you have all the materials ready prior to conducting the session.
3. Feel free to write your thoughts in the margins of this book or make notes that will help you during the process.
4. You may choose to facilitate the activity as described or adapt it for your class of students.
5. Once you are familiar with the steps and the intent of the session, allow your creativity flow.
6. Ensure that the core knowledge, attitudes and skills are transferred within the allotted time period.

DOMESTIC VIOLENCE

INTRODUCTION

Purpose of the Module

The purpose of the module is to provide information and suggestions for activities which facilitators can use in their interaction with Fourth Form students. The module is based on the prevention of domestic violence. The complete duration of this session is 2 hours.

Learning Objectives

At the end of the session, participants should be able to:

- Explore gender and understand the importance of gender relationships
- Explore what are the elements of an abusive relationship, and learn how to prevent abuse
- Define what a "relationship" is, which qualities make relationships successful (healthy),
- Develop a sense of what constitutes harassment and know how to respond
- Understand assertive behavior

There are five sections to this module

- Section 1: Gender
- Section 2: Domestic Violence
- Section 3: What Sexual and Other Forms of Harassment?
- Section 4: Healthy Relationships
- Section 5: Assertiveness

Materials

- Flip chart paper
- Markers
- Masking tape

Guide to using manual

Key icons	Intended meaning
	Briefing notes
	Facilitator's notes
	Time
	Hand outs/ Exercises
	Activity

Section 1:

WHAT IS GENDER AND WHY IS IT IMPORTANT?



Every society has its own ideas about what is masculine and what is feminine, this is called gender.
(See briefing note below)

Ideas about gender roles how girls and boys should behave affect all our relationships, including our sexual relationships.

Gender roles affect the kind of relationships that young people have. Ideas about gender & gender roles also play a big part if our relationships are healthy or unhealthy.

Some of the main reasons and sources of domestic violence lies in gender inequality and gender discrimination within the family or relationship. Gender also plays a big part in power relations between boys and girls, men and women.



SEX describes whether someone is male or female biologically. It is determined before we are born.

GENDER describes whether someone is masculine or feminine according to behavior for example, how they dress, the work they do and their status in society. Each society or culture defines these behavioral differences.

GENDER ROLES – ideas about how men and women should behave. As they grow up, girls and boys learn about how women and men should behave from their parents, community, religious organizations schools and the media Because gender roles are created by society, it is possible to change them., Gender roles vary from one society to another and can change as society changes.



1.1: Gender & Gender Roles - Group discussion



25 mins

(10 – 15 mins in group work, then 2 mins per group for presentation)

Materials:

- Flip chart paper
- Markers

Objectives:

1. To help students understand the concept of gender stereotypes
2. To show that gender is not a fixed reality
3. To introduce the idea that gender roles and ideas about gender can change



- This activity can be done as a whole class discussion or in small groups.
- Ask students to answer the following questions in groups or individually. Students should draw pictures of what they understand it is to be a 'man' and what it is to be a 'woman' and write their qualities and characteristics.

Procedure:

1. Put students into 4 same sex groups – groups of boys, groups of girls.
2. One group of girls should do WOMAN and another group of girls do MAN. One group of boys should do MAN and the other WOMAN. Encourage them to think about physical characteristics, and behavioral characteristics as well.



- Keep these terms vague at first
- After students have completed this activity look at the lists and underline similar qualities for woman
- Underline similar qualities for man
- Identify qualities of woman & man - outward qualities, inner qualities, and compare.
- Identify roles of woman & man and compare these (gender roles)
- Draw a box around the ideal man & woman and explain that these are stereotypes and identify these stereotypes.



Girls & women are expected to be caring, gentle, obedient, passive, be responsible for the family domestic work in the home and care of the children, please and obey her man, speak & dress modestly, control their sexuality, not show their sexual feelings, be faithful

Boys and men are expected to be decision makers, income earners for the family, be strong and not show their emotions, work outside of the home, be the head of the household, make important financial decisions, take the lead in relationships and sex.

Note well: The age of consent in Guyana is 16 years - a girl legally can only consent to sex if she is 16 years or older. Even if she agrees to have sex with a male once he is 16 years of older, he can be charged with the sexual offence of statutory rape.



1.2: Group discussion



10 - 15 mins

(10 – 15 mins in group work)



- Students should look at their lists & drawings then discuss and write outside of the box: who or what influenced the qualities listed?
- To guide students in this activity ask the following questions:
 1. Where do we learn these gender roles?
 2. What put-downs or comments are made or what are young women and young men called when they don't fit into the box?

* List these responses e.g. bossy, sissy, anti-man etc.

Session 2:

DOMESTIC VIOLENCE



Objectives:

- To define domestic violence
- Identify types of domestic violence
- Where it happens
- Who it affects
- Why it happens
- How to prevent domestic violence



WHAT IT IS? – The use of Physical abuse. Sexual abuse, Emotional/verbal/psychological abuse or economic abuse as a means of exerting power and control over another person.

WHO DOES IT AFFECT? – Persons in an intimate or who have been in an intimate relationship or family relationship e.g. Husband & wife, girlfriend & boyfriend, brother & sister, elderly parents & their grown children.

WHERE DOES IT TAKE PLACE? – Mostly in the home but also in public, at workplaces, restaurants, nightclubs etc.

WHY?

- Abusers have strong views about the traditional sex & gender roles that males and females should play
- Learned behaviour- abusers very often repeat the behaviours they were exposed to as children. If they were raised in a family where domestic violence took place there is a 80% chance that as adults they will repeat a similar pattern of behaviour in their own families- boy children become wife abusers and girl children victims of domestic abuse.
- Lack of self esteem and self worth, abusers very often are dependent on their partners emotionally. Fear of the other partner leaving them, or rejecting them results in the abuser using violence, force and intimidation to control and dominate.
- Gender inequality and gender discrimination in society reinforces these stereotypical traditional roles of women and men and go a long way to perpetuating domestic violence.
- Many abusers like to use alcohol and drugs as an excuse for their violence. While alcohol and drugs may be involved in a violent incidents these are not the root or underlying cause and the responsibility must lie with the actions of the abuser.



2.1: Abuse - Group skit



20 mins

(10 mins for role play, 10 mins for analysis)



Skit to show types of abuse

- Ask for four volunteers to play parts in a skit – 2 boys & 2 girls
- Give each volunteer a copy of the Student's Copy of the script
- Have the volunteers actors to play the whole skit through
- Ask class to comment on what is going on in the skit

Write responses on a flip chart

- Have volunteer actors role play the skit again this time clap your hands to stop after each part and ask the class to identify the type of abuse in that scene.
- Make a list of all the types of abuse student identify the responses in the skit to the abuse



(Students' Copy of the Skit)

School has just been dismissed. David is waiting for a minibus. Ravi goes up to him and they start talking. A girl walks slowly in the direction of Ravi and David

Ravi: Hi, like you got a hot date. You not going to the field to play cricket with us boys. The girls say they coming to watch we play even Rhonda.

David: Boy, don't talk to me about Rhonda. That girl need some good slap. You know what she do me Sunday? I saw her in the market talking to Mark, and I ask her what she doing. I done tell her - I don't want her talking to no boy except me. She also was wearing a tight top and short skirt. Like she looking for a next man.

Ravi: All those girls is the same. Sharon done tell me that she has rights. I told her I would pick her up to come see a DVD at my sister house this evening. I done borrow the DVD and make arrangements and when I go to pick her up, she tell me she got to study for test and I should have asked her before I make arrangements.

Rhonda: Hi David you not playing cricket?

David: *(Long suck teeth).* Girl I like you, you know that , but if you are my girlfriend then you can't be talking to no boy and smiling up with no boy. That is shaming me.

Rhonda: David I sorry, you know how I feel about you. But I know that boy long long and we are just friends nothing else. But if you don't want me talk to him I won't.

Cell phone rings – Hi, good, what ! - I can't believe that. *(Rhonda listens and laughs)*

David grabs the phone and puts it to his ear. He hears a male voice on the other end and disconnects the call. He slaps Rhonda takes the phone and gets into a minibus.

David (shouting from the minibus): Are you some kind of whore or what girl?

Sally sees what has happened and goes up to Rhonda. Put her arm around her and comforts her and takes her into the school yard.

Sally: Rhonda is what going on? Is what David doing now to you. Look that boy handsome and bright but he not treating you right.

Rhonda: But I love him, and when he is nice, he nice nice, and he even bought the cell phone for me. You know how it is at home. Nobody got time with me and this is the first boy who pay so much attention to me and he loves me. It's just he got a bad temper

Sally: But Rhonda, these days you don't even come round by us girls no more, and you dropping back in your school work. Look forget David. Let us just go and watch them boys play cricket and have some fun.

Rhonda: No, not today. If I go and David is not playing it is just going to be more story. I will see you later Sally.

(Facilitator's Copy of the Skit)

School has just been dismissed. David is waiting for a minibus. Ravi goes up to him and they start talking. A girl walks slowly in the direction of Ravi and David

Ravi: Hi, like you got a hot date. You not going to the field to play cricket with us boys. The girls say they coming to watch we play even Rhonda.

David: Boy, don't talk to me about Rhonda. That girl need some good slap. You know what she do me Sunday? I saw her in the market talking to Mark, and I ask her what she doing. I done tell her - I don't want her talking to no boy except me. She also was wearing a tight top and short skirt. Like she looking for a next man. **[threats, jealousy, possessive behaviour, guy as the decision maker]**

Ravi: All those girls is the same. Sharon done tell me that she has rights. I told her I would pick her up to come see a DVD at my sister house this evening. I done borrow the DVD and make arrangements and when I go to pick her up, she tell me she got to study for test and I should have asked her before I make arrangements. **[possessive behaviour, lack of interest in other, guy as the decision maker, stereotyping of girls, lack of respect]**

Rhonda: Hi David you not playing cricket?

David: *(Long suck teeth)* Girl I like you, you know that , but if you are my girlfriend then you can't be talking to no boy and smiling up with no boy. That is shaming me. **[lack of respect, rudeness, possessiveness, controlling behaviour]**

Rhonda: David I sorry, you know how I feel about you. But I know that boy long long and we are just friends nothing else. But if you don't want me talk to him I won't.

[lack of assertion, submissiveness] Cell phone rings – Hi, good, what ! - I can't believe that. *(Rhonda listens and laughs)*

David grabs the phone and puts it to his ear. He hears a male voice on the other end and disconnects the call. He slaps Rhonda takes the phone and gets into a minibus. [physical abuse, abuse of personal possessions – cell phone, verbal abuse]

David (shouting from the minibus): Are you some kind of whore or what girl? **[verbal abuse, insult, name calling, public embarrassment]**

Sally sees what has happened and goes up to Rhonda. Put her arm around her and comforts her and takes her into the school yard.

Sally: Rhonda is what going on ? Is what David doing now to you. Look that boy handsome and bright but he not treating you right.

Rhonda: But I love him, and when he is nice, he nice nice, and he even bought the cell phone for me. You know how it is at home. Nobody got time with me and this is the first boy who pay so much attention to me and he loves me. It's just he got a bad temper **[lack of self esteem, submissiveness, acceptance of abuse, minimizing abusive behaviour, neglect/problems at home]**

Sally: But Rhonda, these days you don't even come round by us girls no more, and you dropping back in your school work. Look forget David. Let us just go and watch them boys play cricket and have some fun. **[social isolation from friends, abuse effecting school work]**

Rhonda: No, not today. If I go and David is not playing it is just going to be more story. I will see you later Sally. **[fear of abuse occurring again, allowing boyfriend to control her behaviour]**

Objective – To help students distinguish between what is abuse and what is not, in a given Situation.



2.2: Is It Abuse? - *Group discussion*



25 mins

(15 mins group work, 10 mins for group explanations)



- Could be done as a whole group activity or in small group.
- Tell students you will be calling out some statements “Is it Abuse” from a worksheet. Ask students to write down YES, NO, UNSURE to each statement.
- When this is finished put students into small groups and tell them now they have to reach agreement as a group on the answer to each statement as YES, NO, UNSURE.
- Let students know that as far as possible they should agree on either YES or NO. There should be no UNSURE’s as far as possible in the group responses.
- Each group will get a copy of the worksheet with the statements on it.
- Have each group report on their findings. See if they all agree or disagree.
- Ask groups to explain their choices.

**WORK SHEET : IS IT ABUSE ?**

1. A boy and a girl are arguing and when she begins to cry hysterically, he gives her a light slap to calm her down ?

YES	NO	UNSURE
------------	-----------	---------------
2. A boy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up at the end of each afternoon ?

YES	NO	UNSURE
------------	-----------	---------------
3. An 18 year old has sex with a 14 year old ?

YES	NO	UNSURE
------------	-----------	---------------
4. A young woman starts play-fighting with her boyfriend and they wrestle around on the floor. Resulting in bruises on her arm?

YES	NO	UNSURE
------------	-----------	---------------
5. A boy says he wants to have sex, his girlfriend says she is not ready, but after talking about it, she gives in and has sex with him, even though she really doesn't want to?

YES	NO	UNSURE
------------	-----------	---------------
6. A girl who wears tight clothing and short skirts walks down the street and guys whistle and make sexual comments to her?

YES	NO	UNSURE
------------	-----------	---------------
7. An 18 year old likes to scare his friend by driving fast or doing reckless things

YES	NO	UNSURE
------------	-----------	---------------
8. A young man believes that it is the male who has the right to choose his girlfriend's activities ?

YES	NO	UNSURE
------------	-----------	---------------
9. When he/she sulks silently when he/she is upset ?

YES	NO	UNSURE
------------	-----------	---------------
10. He makes threats about hitting her, her friends, her pets, or has deliberately broken things

YES	NO	UNSURE
------------	-----------	---------------
11. He/ she has a very bad temper and get very angry about small things?

YES	NO	UNSURE
------------	-----------	---------------
12. He tells his girlfriend that he only wants her to wear what he has bought her?

YES	NO	UNSURE
------------	-----------	---------------
13. He wants to have sex with his girlfriend and when she refuses for the fifth time he tells her that if she can't have sex with him he will leave her?

YES	NO	UNSURE
------------	-----------	---------------

Section 3:

WHAT IS SEXUAL HARASSMENT?



People have different ideas about what is sexual and other forms of harassment. Sexual harassment includes words or actions that:

- Are unwanted
- Affect the person's ability to work or learn (i.e. they create a poisonous environment)
- Are a form of discrimination on the basis of sex or sexual orientation
- Are an expression of power, authority, or control through sex

Make sure the issue of unequal power comes out clearly. If questions arise about girls harassing boys, say that is wrong too and would be sexual harassment. But remember that what a boy might experience as a compliment might be felt to be a threat to a girl.

Racial harassment means that someone is bothering another person or threatening them or treating them unfairly because of their race, colour and/or ancestry.

This includes using terms such as 'coolie', 'buck' and/or 'nigger' to address people.



3.1: Group discussion



20 mins

(8 mins for placement of statements, 12 mins for group discussion)



- Put class into 6 groups
- Cut statements into strips and give at least 2 to each group
- Put 3 cups or bags at the front of the class on a table label each cup or bag **ALWAYS, SOMETIMES and NEVER**
- Tell groups they are to put their pieces of paper into the cup or bag if they think that statement is **ALWAYS** harassment, **SOMETIMES** harassment or **NEVER** harassment.
- When all the papers have been put into the cups or bags. Take one cup or bag and read out all the statements and ask the class if they think that statement is in the right place. Ask students to defend their choice. If the majority feels the statement is in the wrong place change it.



3.2: Group discussion



25 mins

(10 mins for group work, 3 mins presentation from each group)



- Divide class into 5 groups
- Give each group one of the WORKSHEETS and ask them to read the story and answer the questions.
- When each group has finished groups will report by reading the story and answering the questions
- Then ask for comments from the class

**STATEMENTS:**

1. Comments on one's body, dress or personal appearance
2. A male school friend sees you and gives you a big hug. You are a boy
3. A teenage girl is walking down the street and as she passes some guys on the street they start whistling at her
4. The telephone rings and when you answer a voice starts saying sexual things to you.
5. You are waiting to catch a bus from the market and you see a man staring at your body.
6. You are liming with your friends after playing football and they begin to make sexual jokes
7. You visit a friends house and he invites you to play games on his computer as he put on his computer you see an almost nude female in a sexual pose as his screen saver.
8. Your teacher tells you to stay back after class and tells you he would like to go out on a date with you
9. Your mother send you to get some groceries from the shop and the shop owner as he gives you the change tells you how you growing nice and winks at you
10. Use of terms like bitch, fag, anti man
11. You are male and your boss who is female comments on how handsome you look today
12. You are female and your boss who is male comments on how beautiful you look today.
13. You are undressing and you see your 5 year old niece peeping at you

**WORKSHEET ONE**

Sandra is a 4th Form secondary school student. During the August vacation she got a part time job at a restaurant near to where she lives. The owner of the restaurant Mr. X has taken a personal interest in teaching Sandra the working of the restaurant and has been very supportive of Sandra.

On several afternoons in the first two weeks, Mr. X had asked Sandra for some extra help after work. Sandra was eager to help out, and agreed to stay. At first everything went well. On the third afternoon Mr. X started telling Sandra how pretty she was and how everyone at the restaurant liked her. Mr. X then put his arm around Sandra, and told her she could get a rise in pay and work even for a few hours in the afternoons during the school term if she wanted to. Sandra pulled away, but Mr. X grabbed her arm and told her “jobs are hard to find right now and you could make some good money here.”

Sandra grabbed her bag and left the restaurant. Sandra is upset, confused, and angry.

1. How would you describe what Mr. X did to Sandra ?
 2. What do you think most young women would do in this situation ?
 3. What do you think Sandra will do ?
 4. What advise would you give Sandra ?
-

**WORKSHEET TWO**

Rick and Tara are in 5th Form at school. For the entire first term, Rick has been bugging Tara to go out with him. The Easter holidays are a week away and Tara is just fed up. Tara has no interest in Rick whatsoever and has no intention of dating the guy. She has given him every excuse possible and has directly said “no.” Rick still hasn't got the message.

Today was the last straw. Tara was walking to the library after class when Rick pushed her up against the wall and said “What's your problem ,bitch ? Are you stuck up or you to high and mighty to go out with me ?” Some of Tara's friends were around at the time and she felt really embarrassed

1. Is this sexual harassment ?
2. What can Tara do ?
3. Why do you think Rick said what he did ?

**WORKSHEET THREE**

Mr. Z is a popular Science teacher. Over the past year he has been paying more and more attention to Pamela.

One afternoon, Mr. Z asked Pamela to stay after class to discuss her latest test. Pamela had not done well in the test. Once they were alone Mr. Z told Pamela that he was worried about her grades. Mr. Z told Pamela he could help her improve her writing skills and perhaps they should meet later at this house.

Mr. Z then rubbed her back in a way that made Pamela very uncomfortable.

Pamela is scared stiff. She doesn't know what to do because she is afraid if she tells anyone they will not believe her, and she is afraid of failing her Science course. You are Pamela's friend. She comes to you for help.

1. Is this sexual harassment ?
2. What should she do and how can you support her ?

**WORKSHEET FOUR**

Brian and Omar are good friends and spend a lot of time at each other houses. Recently Omar's cousin, Romona from the US came to spend some time with Omar's family in Guyana. Romana is 24 years old, 4 year older than Brian and very pretty. Romana has been flirting a bit with Brian and she tells Brian that she finds him very attractive and would like to get to know him better.

The next evening Brian and Omar and Romona attend a friends birthday party. Romona asks Brian to dance and while dancing presses her body very close to Brian and asks him if he has ever has sex. Brian's girlfriend is also at the party and accuses Brian of flirting with Romona and tells him she does not want to see him again. Omar also is annoyed at Brian and accuses him of hitting on his cousin.

Brian feels very confused and upset

1. Is this sexual harassment ?
2. You are Brian's friend what advise would you give him to deal with this situation ?
3. Do you think situations like this happens often to boys/men?

**WORKSHEET FIVE**

Damian is 16 years old and has never had a girlfriend. All of his friends at school are always talking about girls, sex and which girls they like etc. Damian friends tease him a lot and are always trying to fix him up with one of the girls.

Damian has one good friend who is a girl. Unknown to Damien this girl is secretly in love with Damien.

One evening Damien and this girl go for a walk on the sea wall and she kisses Damien passionately. Damien does not respond and the friend get very annoyed and leaves.

The next day at school Damien's friends avoid him and when he pushed for a reasons for their behavior one of his very good friends tells him that the girl has been telling all his friend that he is gay.

1. Is this harassment and why?
2. What should Damien do?
3. Why do you think Damien's friends reacted the way they did?
4. Homophobia a fear of and/ or hostility towards people who are perceived to be homosexual. Is homophobia right?

Section 4:

HEALTHY RELATIONSHIPS

Objectives :

- To distinguish between a healthy and unhealthy relationship
- To make participants aware of what makes up a healthy relationship
- To help participants to establish healthy boundaries and understand and review their own relationships



All human beings have a need to belong and to feel loved and wanted. However, sometimes, due to different people and events in our lives, we go into relationships for the wrong reasons and end up exposing ourselves to more hurt and confusion.

WHAT IS A GOOD RELATIONSHIP:

- One in which intimacy develops slowly from a friendship to a commitment
- A good relationship is a partnership that is based on friendship and respect and love for each other. Your partner should be your good friend. Someone who encourages you to be and do your best at all times.
- A good relationship is based on trust. Both persons are individually independent persons in their own right. A good relationship is not based on dependency and insecurity.
- A good relationship is based on equality and where decision making is made by both partners. No one acts superior to the other.



4.1: Group discussion



18 mins



- This activity can be done with the whole class or you can divide students into small groups
- If students are in groups ask half of the groups to make a list of signs of a healthy relationships and the other groups to list signs of an unhealthy relationship
- If this activity is being done with the whole class ask one half of the classroom to give signs of a healthy relationship and write these on flip chart paper. Then ask the other half of the class for signs of an unhealthy relationship. List these next to signs of healthy relationships on the flip chart.

(10 mins working in a group, 2 mins presentation per group)



Signs of A Healthy Relationship	Signs of An Unhealthy Relationship
Takes time to develop	Happens fast – sometimes instantly
Appropriate trust	Feeling insecure , not trusting of the other
Knowing who you are and what you want	Look to other for guidance and self worth
Person is independent and has their own views	Dependency
Mutual self respect in relationship	Letting other define you & direct your life
Revealing a little of yourself at a time	Talking at an intimate level on first meeting
Respect for the view of the other person	
Keeping to your own personal values	Going against personal values or rights to please others
Being comfortable in the relationship	
Being sexual when you want to be sexual	Being sexual for the partner and not for self
Not rushing into a sexual relationship	Acting on first sexual impulse
Knowing who you are and what you want	Believing others can know your needs and feeling angry when they do not
Joint decision making	Tends to control or be controlled
Commitment to the other and relationship	Cannot tolerate flaws & demands love
Non abusive behavior and language	Abusive behavior and language
Persons are happy and enjoy each others company	Relationship based primarily on need
Pursue activities independently of each other	Dependent on the other person and does not allow for individuality & feels threatened by partner's personal growth
Maintain other former friendships	Can't live without the other, is isolated from other friends and family, creating need for one special relationship
Good communication	Often uses blame to avoid responsibility
Non controlling behavior	Controlling behavior
Is able to let go if the relationship is not good or healthy	Can't live without the other
Non dependence on the other	Dependent on other for validation of self & needs
Able to disagree without being abusive	Needs to be in charge, Feels threatened by disagreement, becomes abusive
Personal sense of self worth	Lack of self esteem, Insecurity about self and self worth



A Healthy relationship involves respect, communication, care, love, understanding, support, honesty, trust, friendship, acceptance, leisure, commitment and non violence.

Healthy relationships are based on equality, communication and respect. They require that partners participate equally in all aspects of the relationship, share feelings and concerns, and respect's each other's emotional and physical boundaries. While no relationship is perfect, a healthy relationship work to achieve these components *(taken from White Ribbon Campaign, Education & Action Kit)*



4.2: Group discussion



25 mins



(10 mins group work, 3 mins reporting back from each group)

- This activity should be done in groups. Each group to a worksheet
- Give out worksheets to groups
- Each group to read their Worksheets and rate the relationship as indicated on the sheets
- Groups to report back to the class on their findings



WORKSHEET 1 – HEALTHY & UNHEALTHY RELATIONSHIPS

Karen and Paul have been going out for a while. This weekend they go to a fund raising party at school. Paul spends most of the evening hanging out with his male friends. While Karen is talking with her friends, Steven her science project partner ask her to dance. Karen and Steven dance to a fast song Afterwards Paul goes to Karen and tells her to put on her jacket , because her top is too skimpy. Karen obeys. Paul asks Karen if she wore that blouse for Steven. Karen tells Paul to stop being a fool and they have been through this before. Karen gets up and says she is going home. Paul goes after her, begging her forgiveness and saying he didn't mean what he said, he just felt so jealous. He promises it won't happen again. They embrace and as they walk on Paul's says " if you didn't make me so mad, I wouldn't get like that. "

Is this a healthy relationship ? How would you rate this relationship in terms of respect and communication?
Do each scale for both Karen & Paul separately

1. **Respect**

0 – No respect for self or partner

5 – Respectful of self and partner

10 – Very respectful of self and partner

|---|---|---|---|---|---|---|---|---|---|
0 5 10

2. **Communication**

0 – Limited communication skills

5- Both usually say what they mean

10- Excellent communication skills

|---|---|---|---|---|---|---|---|---|---|
0 5 10

3. This is a healthy or an unhealthy relationship? Why?

4. Can this relationship be improved? How?



WORKSHEET 2 – HEALTHY & UNHEALTHY RELATIONSHIPS

Sita is a 16 years old and has been going out with Anil for about six months. Sita says she loves him a lot and he means everything to her. However when Sita is out with Anil no one else can look at her or Anil freaks out. Sita and Anil had unprotected sex about 3 times and Sita has missed her period for one month. Sita has done 3 home pregnancy tests and they all show negative. Sita says her parents would kill her if she was pregnant and she is due to write CXC in five months time. Sita told Anil about missing her period and he wants her to keep the baby if she is pregnant. Sita asked him if he was mad or stupid when he said this.

Recently people have been saying negative things about Anil to Sita. When Sita asked Anil about this he told her she should not believe people and he loves Sita.

Sometimes Anil phone would ring and he would answer it. When Sita asks him who is calling he would say a friend. Sita says she knows it has to be a female.

Is this a healthy relationship / how would you rate this relationship in terms of respect and communication?
Do a scale for Sita and Anil separately

1. Respect

0 – No respect for self or partner

5 – Respectful of self or partner

10 – very respectful of self and partner

A horizontal number line with tick marks at every integer from 0 to 10. The numbers 0, 5, and 10 are labeled below the line.

2. Communication

0 – limited communication

5 – Both usually say what they mean

10 – Excellent communication skills

A horizontal number line with tick marks at every integer from 0 to 10. The numbers 0, 5, and 10 are labeled below the line.

3. Is this a healthy or an unhealthy relationship? Why?

4. Can this relationship be improved? How?



WORKSHEET 3 – HEALTHY & UNHEALTHY RELATIONSHIPS

Carla is 18 years old and has been involved in a relationship with a young man for three years. Carla lives with her mother who is a single parent and who does not have a well paid job. Carla says she loves her boyfriend but he is extremely cheap when it comes to her. Her boyfriend works but Carla says he never gives her money and has never given her a present for her birthday or any holiday. Carla says she is not all for material things, but basic little things would mean so much to her. Her boyfriend says he loves her, but she thinks that if he doesn't spend money on her now what will happen later? Carla says she is not qualified to get a job so she is forced to rely on her mother's small salary to make ends meet. Carla wants to know what is the purpose of having a boyfriend if when she needs help he refuses to give her any. She is thinking about leaving her boyfriend and want to know if it is wrong to expect basic necessities from her boyfriend.

Is this a healthy relationship ? How would you rate this relationship in terms of respect and communication?
Do a scale for Carla

1. **Respect**

0 – No respect for self or partner

5 – respectful of self and partner

10 – very respectful of self and partner

|---|---|---|---|---|---|---|---|---|---|
0 5 10

2. **Communication**

0- limited communication skills

5 – Both say what they mean

10 Excellent communication skills

|---|---|---|---|---|---|---|---|---|---|
0 5 10

3. Is this a healthy or an unhealthy relationship? Why?

4. Can this relationship be improved? How?



The following activity is intended to do the following:

- Encourage students to think about ideas and beliefs they may have when going out, dating or starting a boyfriend/girlfriend relationship.
- To assist students in identifying the forms of violence which can and do happen when dating, going out with a partner, or when starting a relationship.
- Expose some of the myths and stereotypes out there which ignore men's responsibility for their actions and blame women for the violence committed against them.
- To examine attitudes and assumptions which contribute to violence against women.



4.3: Group discussion



15 mins

(7-8 mins individual or group work, 7-8 mins discussion with class)



- Put up the RELATIONSHIP QUIZ questions on flip chart paper
- Ask students to individually answer TRUE or FALSE to the statements as a whole class or put students into small groups and give them 3 or more statements to give their response.
- Facilitators should use the ANSWER SHEET to reinforce what the students responses as necessary

RELATIONSHIP QUIZ (worksheet) & ANSWER SHEET

- | | | |
|--|------|-------|
| 1. Jealousy is a sign of caring love | True | False |
| 2. Girls like guys to always be aggressive and in control. | True | False |
| 3. if a girl doesn't fight back, it is not rape. | True | False |
| 4. If a girl has already had sex, she cannot be raped | True | False |
| 5. If a girl is dressed in revealing and sexy clothes, she's asking for sex. | True | False |
| 6. Girls say "no" but really mean "yes." | True | False |
| 7. Boys are not victims of dating violence. | True | False |
| 8. Once a boy is turned on, he has to have sex. | True | False |
| 9. You can tell what a rapist looks like. | True | False |
| 10. Most sexual assaults/rape are committed by strangers. | True | False |
| 11. If a girl is alone in a boy's house, she is consenting to sex. | True | False |
| 12. If a boy pays for a date, he deserves sex. | True | False |
| 13. Having sex with someone proves you love them. | True | False |



ANSWER SHEET (RELATIONSHIP QUIZ)

1. **FALSE** – Jealousy is about possession, not love. It reflects an underlying assumption of ownership that entitles a person to assert his/her will over someone. Jealousy is one of the most common causes for violence in a relationship. When we love someone, we support and encourage that person, rather than inhibit, abuse and isolate that person.
2. **FALSE** – No one likes being dominated by another person. Aggressive and controlling behavior are used to exert power over someone – thereby denying that person the right to equal participation in the relationship. Healthy relationships are built on equality not intimidation.
3. **FALSE** – Sex without consent is rape – regardless of the victim's ability to put off her attacker. In some situations, fear of further violence prevents women from attempting to defend themselves. A victim is never responsible for the actions of an attacker. Just as we do not blame someone who is robbed, we can't blame a woman for the violent act of her attacker. In a healthy relationship, sex is never coerced or forced.
4. **FALSE** – Sex requires consent every time. When there isn't consent, it is rape. Previous sexual experiences have no bearing on a woman's right to say "no."
5. **FALSE** - No one ever asks to be assaulted. Unless someone consents to sex, it is rape. The way a girl or woman is dressed is not an excuse for the violent act of another.
6. **FALSE** – "No" means no. Silence means no. Uncertainty means no. "Stop," "Not now," "I don't feel well," "I'm confused," and "I want to go home" also means no, and must be respected. If a guy is not sure if a woman is consenting, he should ask her directly. We must all learn to clearly express what we are feeling.
7. **FALSE** – Boys can be victims of sexual violence also. However, sexual violence against males occur less often, and generally with less severe consequences. Female victims of sexual violence experience three times as many mild injuries as male victims, two times as many moderate injuries, and 100% of the serious injuries.
8. **FALSE** - Boys do not need sex any more than girls do. If one partner feels uncomfortable during sexual activity, or does not want to go any further, she/he has the right to stop at any point. In a healthy relationship both partners communicate and respect each other's needs and personal boundaries/limits.
9. **FALSE** - Rapists don't have any distinguishing physical attributes. A particular study indicates that, "guys who rape are not deranged sex maniacs; they're otherwise ordinary guys who think it's okay to control and dominate women and children." (*White Ribbon Campaign Education & Kit*)
10. **FALSE** – The majority of sexual assaults are committed by someone known to the victim. They are often friends, neighbours, coaches, co-workers or relatives
11. **FALSE** – Consent requires both persons to say yes clearly. Just because a woman is alone with a man does not mean that she wants to have sex. A man who acts in this way has committed rape or sexual assault.
12. **FALSE** – NO one owes anyone sex. It should not be expected of someone, nor should it be seen as a sign of gratitude. In a healthy relationship, decisions about sex are made and respected by both partners.
13. **FALSE** – Sex does not equal love. While sexual activity may be part of a loving relationship, it does not prove the existence of love. Love involves mutual respect, care, understanding, communication, commitment, honesty and trust.

Section 5:

ASSERTIVENESS

OBJECTIVES

- To get students to distinguish being assertive from being aggressive or passive
- To show differences in communication styles between assertiveness and aggressiveness



5.1: *Group discussion*



25 mins

(15 mins role playing, 10 mins discussion)



- Tell the students you are going to begin by conducting an experiment without explaining what you are doing or that it is related to assertiveness.
- Ask 3 students, one at a time, if you can borrow a pen or pencil, changing the style of your request each time.
- Pay attention to your tone of voice and body language and use them to emphasize the 3 different styles
- List the assertiveness and refusal skills from the handout –“ **Assertiveness- Doing What's Right for You**” on two separate sheets of newsprint



ASSERTIVENESS – DOING WHAT'S RIGHT FOR YOU

Assertiveness behaviors

- You always have the right to be assertive and to do what is best for you
- Ask for what you want or need – make a request
- Say no to a friend who wants you to do something you don't want to do
- Say how you really feel even if others disagree

Refusal Skills

- Ask questions – check it out to see what is really going on
- Name the trouble – call it as you see it. For example, “ This is illegal. “ or “ this is wrong.”
- State the consequences, what could happen
- Suggest an alternative
- Say no with your voice and your body
- Say what you want. Be honest and direct – don't beat around the bush. Use assertive body language
- Say what you will not do, be strong but not aggressive.
- Leave if necessary.

Clearly Say No! And Mean it.

- Clearly say the word NO
- Use a firm voice

- Use body language that says NO
- Refuse to discuss the matter and further keep saying NO
- Give a reason
- Make an excuse
- Leave the situation
- Suggest something else to do

BEING ASERTIVE MEANS :

- **EXPRESSING YOUR FEELINGS, NEEDS , OPINIONS AND LEGITIMATE RIGHTS WITHOUT PUNISHING OR THREATENING OTHERS.**
- **RESPECTING YOURSELF AND OTHERS**



5.2: *Group discussion*



30 mins

(10-12 mins group work and 3-4 mins for each group to response)



- Put up the Being Assertive statement so all the students can see it
- Read out each question on the 'Personal Assertiveness Worksheet'
- Ask students to write down their answer to each question by writing
- **A = ALWAYS S= SOMETIMES N= NEVER**
 - At the end ask students to add up their total **A = S = N =**
- Tell students this information is for their own knowledge they do not have to share their responses
- More ALWAYS responses indicate they tend to be more assertive
- More NEVER responses indicate they tend to be less assertive



Help students distinguish between assertive and aggressive behavior. Aggressive behavior is hostile, demanding, arrogant, pushy, demeaning.
Assertive behavior respects both yourself and others.

One important skill is the use of I statements rather than you statements. Explain that I statements are a good way to respect your own opinions as well as the opinions of others.



PERSONAL ASSERTIVENES WORKSHEET

1. Do you keep quiet when you disagree with a friend rather than risk an argument ?
2. Are you able to ask friends for help when you're confused or hurting ?
3. Are you able to express your own ideas about drugs, including alcohol, even if these are unpopular with your friends /
4. Do you let your friends know when they disappoint you ?
5. If a friend has borrowed money and is late in paying you back, do you remind your friend ?
6. Are you able to ask a friend to do a favour ?
7. Are you able to refuse unreasonable requests made by a friend ?
8. When you disagree with a friend, do you express your viewpoint
9. can you avoid doing things with your friends that you don't really want to do?



5.3: *Group skit*



20 mins

(5 mins per group to decide and act out response)



- Put students into 4 groups and give them two of the following sentences in the WHAT NEXT WORKSHEET
- Ask students to decide as a group what would be the aggressive response, the passive response and the assertive response. Ask students to act out these responses



WHAT NEXT WORKSHEET

1. Your brother is using the telephone but you need to call someone very soon.
2. You have been standing in line to get a ticket for the ferry and someone tries to push ahead of you ?
3. Your boyfriend wants to have sex and you are not ready for this
4. One of your male friends at a party is encouraging you to drink beers and you do not want to.
5. You are invited by your friends to go to the back of the school and gamble
6. One of the students in the class ask you to do his assignment for him he is a very popular boy and says he will pay you to do this.
7. You are with your friends and they start making rude and sexual comments about a girl who is walking down the street
8. You are with your friends and they start making fun about one of the unpopular and shy boys in your school.
9. A casual friend meets you in the company of his friends and hugs then stands with his arm around you talking to his friends, you feel uncomfortable.
10. Your friends do not like your current girlfriend and begin bad talking her for no good reason.

P A R E N T I N G

INTRODUCTION

Purpose of the Module

The purpose of the module is to provide information and suggestions for activities which facilitators can use in their interaction with Fourth Form students. This module is based on the prevention of teenage pregnancy. The complete duration of this session is 2 hours.

Learning Objectives

At the end of the session, participants should:

- Understand the dynamics of teenage pregnancy and be able to advise their peers
- Know what are the elements of child abuse and how to prevent abuse
- Be cognizant of the costs and responsibility of raising a child

There are three sections to this module

- Section 1: Teenage Pregnancy
- Section 2: Child Abuse
- Section 3: Cost and Responsibility of Raising a Child

Materials

- Flip chart paper
- Markers
- Masking tape

Guide to using manual

Key icons	Intended meaning
 -----	Briefing notes
 -----	Facilitator's notes
 -----	Time
 -----	Hand outs/ Exercises
 -----	Activity

Section 1: TEENAGE PREGNANCY



Teenage pregnancy for the purposes of this manual means:

- An in school female teenager who becomes pregnant while still attending school
- An out of school teenager who becomes pregnant, is not married has no or limited financial support or means of employment or income and limited family or partner support. Is in an unstable or failed relationship.
- An out of school or an in school teenager who is the victim of rape, statutory rape (under 16 years for a girl)
- Teenagers forced into sex work or prostitution, teen victims trafficking in persons (TIPS) or engaged in transaction sex (sex for gifts money, jobs etc) who becomes pregnant and has little or no financial or social support and becomes pregnant.

The age at which a girl can legally marry in Guyana is 16 years. If the teenager is married she can still be at risk for health complications and her young age still makes her vulnerable to the problems associated with teenager who are pregnant but are not married.

In a few cases of Rape or Statutory Rape the families of males involved in order to stop cases going to court opt for marriage.



*** Share out homework assignment: LIFE WITH A BABY (page 44 & 45)**



1.1: Group discussion



30 mins

(10-15 mins for group work , then 2 mins for presentation from each group)



- Divide participants into groups of 5 or 6
- This activity can be done with the whole class or you can divide the students into groups
- Ask the small groups or the whole class to list all the reasons they can think of for teenage pregnancy on one half of flip chart paper. On the other half of the paper let them list the effects of teenage pregnancy.
- If you are doing this as a whole class discussion do the same thing and write the list of reasons for teenage pregnancy students give and the effects on the other side of the paper.
- Have each group report their findings on the flip chart paper
- Discuss



Teenage Pregnancy - Contributing Factors

(Other things may be listed by students, this list is by no means all the contributing factors)

1. **Leaving school at an early age** (recent studies have suggested that most teenage mothers have already dropped out of school before they become pregnant)
2. **Poverty** (Teenage pregnancy is most concentrated among poor and low- income teenagers, many of whom are unmarried are not in stable relationships. Poverty also make young girls more vulnerable to having sex for monetary gain and prostitution)

3. **Unemployment** (not having a job or being financially independent offers little reason to delay childbearing, being dependent also make teenage girls more vulnerable to the wishes of their partners for children)
4. **Lack of Opportunities For Success** (when children are isolated from their peers, lack positive adult role models or experience few success, they are at risk of slipping into problem behaviours. Communities must ensure that children have access not only to good adult mentors, but also to educational programmes, activities and service opportunities that can build skills, self-confidence and self esteem.)
5. **Rape, Sexual Abuse** (a high percentage of girls who have sex before age 15 have been victims of incest or other sexual abuse. Further, half of the **fathers** of babies born to women aged 15-17 are 20 years of age or older; in one fifth of the cases, they are at least six years older.)
6. **Peer Pressure**
7. **Child Abuse** (More information on this aspect will be done in the Child Abuse Module)
8. **Unstable Home Life**
9. **Lack of Education on Sexual & Reproductive Health** (while some have voiced concern that sex education increases sexual activity. Studies show that this is not the case. In fact, effective sex education programmes can decrease sexual activity and increase contraceptive use among those already sexually active)
10. **For Girls Only** (Too often, teenage pregnancy is seen as the problem and responsibility of teenage girls only. Overlooked are teenage boys and men who share equally in this responsibility yet seldom face any of the blame and shame sometimes accompanying teenage pregnancy. Teenage girls usually have to leave school on becoming pregnant while the fathers are free to complete their education is they so wish)
11. **Access to contraceptives** (Teenagers, both males and females, who are sexually active need easy access to contraceptives and confidential family planning services)
12. **Parenting Programmes** (Studies show that when fathers are involved in the physical care of their children before the age of three, they are less likely to sexually abuse their own or any other child in the future. To break the cycle of sexual abuse which often leads to teenage pregnancy, programmes are needed to teach young fathers about parenting and help them connect with their children from birth.)



1.2: Parenting - Group discussion



25 mins



- (25 mins group discussion)*
- End this session with 'How to Prevent Teenage Pregnancy', this should be done as a whole group activity. Make a list of these on flip chart paper
 - This activity can be done with the entire class or students can be divided into small groups
 - Draw a picture of a very young child in the centre of Flip Chart Paper
 - Ask students to call out all the things the child needs to develop and grow from inside the mother's womb to the age of 5 years.
 - As things are called out write them in around the child
 - Ask students to list physical as well as emotional needs of the child
 - Divide the list into physical needs, emotional needs, mental/educational needs
 - Health needs, financial needs, spiritual needs



Some research says that the first 3 years are the most important years in a child's life – some places say the first 5 years. However what the experts all agree on is that the early years of childhood are some of the most important years in the overall development of a person. These young years in the life of any child shape the type, personality, health & educational achievements of the adult.

The basic and important elements in a child's life are :

- Adequate love and attention from mother, father & other primary caregivers.
- A safe warm and secure environment
- Acceptance from family members
- Good nutrition
- Adequate shelter- one in which the child is safe and comfortable
- Early mental stimulation and later Nursery School, Day Care, Play Group etc
- Health Care – regular visits to the Health Centre – Pre & Post Natal Clinics. Vaccinations etc, Keeping child clean & healthy observing tips to preventing sickness and diseases.
- Adequate clothing



1.3: Group discussion



20 mins

(20 mins group discussion)



- This activity can be done by the whole class
- Ask students to list members of a family make a drawing of these family members on Flip Chart paper
- Now look back at all the things that a child needs and ask the following questions:
 1. What are likely effects on children when there is no one to perform these essential tasks
 2. What can happen when a person in the family has too many tasks to perform?
 3. What happens when children have to take on many or most of the tasks?
 4. What happens when the mother is a teenager and the father of the child is not around?
 5. What happens if the mother's partner is abusive?
- Identify Mother – list all the tasks she has to do
- Identify other Family members – list tasks they have to do

Section 2: CHILD ABUSE



Child Abuse is the ill-treatment of children by adults or older children. There are several types of child abuse:

- *Physical Abuse*
- *Emotional Abuse*
- *Neglect*
- *Sexual Abuse*



2.1: *Class discussion*



15 mins

(15 mins group discussion)



- Ask students to come up with a definition of what is child abuse.
- Write their comments on flip chart paper.
- * Make sure that the broad definition and different types of Child Abuse as mentioned above is understood.



2.2: *Group discussion*



30 mins

(15 mins group discussion, 15 mins reporting back)



- Ask students to give definitions for the different types of abuse
- Divide the students into 4 groups and give each group the following tasks:
 1. Write the definition of the form/ type of abuse your group will be doing
 2. List signs of the abuse
 3. List behaviours in children suffering from this abuse
 4. Groups report back to the class
 5. Using the briefing notes reinforce anything that has been left out by students or correct anything as needed.



PHYSICAL ABUSE

is the intentional physical injury or pattern of injuries caused by parents, guardians, caregivers, older children, teachers or other adults that the child has been in contact with.

SOME SIGNS OF PHYSICAL ABUSE

- Unexplained bruises

- Burns
- Fractures
- Other injuries
- Cuts

SOME BEHAVIOURS OF A PHYSICALLY ABUSED CHILD

- Afraid to go home
- Fearful of Others
- Aggressive behaviour
- Depression
- Lack of Trust
- Violent to Others or Self
- Resists Physical Contact

EMOTIONAL ABUSE

The repeated rejection and humiliation of a child, constant negative communication, withholding of love and affection and the ultimate destruction of the child's self esteem.

SOME SIGNS OF EMOTIONAL ABUSE

- Poor performance at school
- Low self esteem
- Excessive shyness
- Does not take any initiative
- Poor performance at school
- Speech and other learning disabilities

SOME BEHAVIOURS OF AN EMOTIONALLY ABUSED CHILD

- Depression
- Excessively passive or aggressive
- Sleeping problems
- Slow Development
- Withdrawn

NEGLECT

The failure-intentional or unintentional- of parents or guardians to provide food, shelter, clothing, healthcare, education, love and/or nurturing to a child

SOME SIGNS OF CHILD NEGLECT

- Unkempt appearance
- Lack of medical or dental care
- Poor hygiene
- Abandonment
- Consistent Hunger
- Sickness & Disease

SOME BEHAVIOURS OF A NEGLECTED CHILD

- Begs for food
- Steals
- Tired and Listless
- Passive or aggressive
- Lack of Interest
- Rocking motion
- Isolation

SEXUAL ABUSE

The involvement of a child in any sexual activity with an adult or an older child. This includes- fondling, sexual suggestion, pornography using a child or showing pornography to a child, touching, rape (anal, oral or vagina), incest

SOME SIGNS OF SEXUAL ABUSE

- Unexplained bleeding or discharge from the genital or anal areas
- Stress related disorders
- Infections of the mouth or throat, sexually transmitted diseases
- Loss of appetite
- Unexplained vomiting or gagging
- Nightmares

SOME BEHAVIOURS OF A SEXUALLY ABUSED CHILD

- Promiscuous sexual behaviour
- Resists physical contact
- Obsession with private parts
- Fearful
- Self-destructive
- Suicidal
- Withdrawal

***2.3: Group discussion*****30 mins***(12 mins class discussion, 10 mins group discussion and 8 mins reporting back)*

- This activity can be done with the class as a whole group and facilitators can write their comments on flip chart paper.
- Ask Students to list those things that make children vulnerable to Child Abuse.
- Divide the responses into 'prevention' and 'what makes them vulnerable'.
- Reinforce the suggestions listed by the children with briefing notes below

**WHAT MAKES CHILDREN VULNERABLE TO CHILD ABUSE, INCLUDING SEXUAL ABUSE:**

- Lack of parenting skills by mothers, fathers or other care givers
- Homes where domestic violence is taking place
- Children born to teenage mothers who lack the resources and support to provide for their child
- Parenting styles that are passed on from adult to child and which are abusive
- Lack of love and attention from parents
- Orphan or vulnerable children are at risk of different types of child abuse
- They are small in size and so are easily overpowered
- They are brought up to obey
- They are innocent and usually trusting of what adults tell them
- Children with disabilities are at high risk of being sexually abused because of their disability which abusers take advantage of. This disability might be physical & or mental, they might be hearing impaired or have a speech impediment etc.
- Children have limited language and reasoning skills
- Many adults do not believe children when they report sexual abuse and think they are lying
- Children living on the street, are at high risk of being sexually abused because they lack basic needs and have no one to protect them.
- Children who are neglected, depressed, unhappy, starved for love and affection
- Abused children are more at risk for sexual abuse than children who are not
- Lack of supervision of children makes children vulnerable to sexual abuse
- Children whose parent/s or primary care givers have migrated
- Children whose parent/s are involved with alcohol or drug abuse
- Stepfathers or boyfriends living or in a visiting relationship with the child's mother
- Children in a home where domestic violence or sexual abuse is already taking place

Section 3:

COST AND RESPONSIBILITY OF RAISING A CHILD

OBJECTIVE: To understand the responsibility, time and cost associated with having and caring for a baby



3.1: Life with a baby - *Group discussion*



20 mins

(20 mins group discussion)



- Handout on LIFE WITH A BABY has already been distributed as a homework assignment. Now collect homework by students.
- Have a class discussion on the information that students collected then ask the following questions:
 1. Did you realize how time consuming and expensive a baby really is ?
 2. Why do you think some teens choose to become pregnant?
 3. Did this activity help you to better understand the responsibility of bearing and looking after a child?



Having a baby in your teens years has been compared to being grounded for life. It is important to understand the needs and demands of raising a child and that you should bring a child into the world when you are mature enough, financially in a position to care for a child and as far as possible be in a stable and healthy relationship with a partner.



LIFE WITH A BABY – (HOMEWORK ASSIGNMENT)

4. *What is the average cost of a month's worth of baby food for a 9 month-old baby?*
5. *About how much does it cost to buy a month's worth of formula for a 6 month old baby?*
6. *What is the cost of a month's supply of disposable diapers for an average 3 month old baby?*
7. *How many soiled diapers are changed and washed for an average 3 month old during a month?*
8. *How might your daily schedule look if you had a month old infant right now?*

7am -8am

8am-9am

9am-10am

10am-11am.....

11am-12am.....

12pm-1pm

1pm-2pm

2pm-3pm

3pm-4pm

4pm-5pm

5pm-6pm

6pm-7pm

7pm-8pm

8pm-9pm

9pm-10pm

10pm-7am

6. Do you feel that having a child early in life shows others how mature one is? Why or Why not.....

.....
.....

7. Having a baby means being responsible for another human life for at least 18 years. When do you expect that you will be ready (financially and emotionally) for this type of responsibility? How responsible are you for yourself right now?

.....
.....
.....

8. How would having a baby affect your freedom, privacy and social life?

.....
.....
.....

9. How would you take care of an infant's health and safety? How do you take care of your own?.....

.....
.....

10. Could you handle a child and a job at the same time? How would you deal with the noise, the confusion and the demands of a child?.....

.....
.....

11. How could bringing a new life into this world interfere with your own growth and development?.....

.....
.....

ALCOHOL

INTRODUCTION

Purpose of the Module

The purpose of the module is to provide information and suggestions for activities which facilitators can use in their interaction with Fourth Form students. This module is based on the prevention of alcohol abuse.

The complete duration of this session is 60 minutes.

Learning Objectives

At the end of the session, the students should be able to :

- Identify the effects of alcohol use on behaviour and the body
- Respond to the social conditions which contribute to alcohol use
- Say no to alcohol

There is one section to this module

- Section 1: What is alcohol?

Outline

1. Introduction
2. Briefing Notes: What is alcohol?
3. Exercise: Brainstorm effects on alcohol use
4. Learning to say no to alcohol

Guide to using manual:

Key icons	Intended meaning
	Briefing notes
	Facilitator's notes
	Time
	Hand outs/ Exercises
	Activity

Section 1: WHAT IS ALCOHOL?



- Review objectives
- Purpose of module
- Discuss with participants what they know of alcohol



Alcohol is used to refer to any drink which contains alcohol – rum, beer, paiwari, wine, high wine, whiskey,

Alcohol is a Drug

Alcohol is a powerful drug. Ethyl alcohol (chemical compound C_2H_5OH), is the substance in alcoholic beverages which produces changes in the mind and in the body. These changes range from a feeling of well being experienced after one or two drinks, to drunkenness, which is the effect of having too many drinks.

Alcohol so often is misunderstood as a stimulant because it appears to make people livelier and makes them want to do things they would not normally do.

It is actually a depressant. If taken in small quantities, alcohol depresses that part of the brain, which controls how people restrict their actions, and so the person feels relaxed. When Blood Alcohol Concentration (BAC) is low, the drinker experiences a feeling of relaxation, calmness and a sense of well-being. It slightly increases the heart rate, opens up the blood vessels, increases appetite and moderately lowers blood pressure. When BAC is high, it causes other areas of the central nervous system to slow down.

Alcohol affects coordination; slows reaction time; and reduces vision and clear thinking. Alcohol also causes people to make poor judgments.

- * Beer and wine are not “safer” than hard liquor. A 12-ounce can of beer, a 5-ounce glass of wine, and 1.5 ounces of hard liquor all contain the same amount of alcohol and have the same effects on the body and mind.
- * On average, it takes 2 to 3 hours for a single drink to leave a person's system. Nothing can speed up this process, including drinking coffee, sleeping it off, or “walking it off.”
- * People tend to be very bad at judging how seriously alcohol has affected them. That means many individuals who drive after drinking think they can control a car, or operate machinery or feel that they are okay.

Anyone can develop a serious alcohol problem, including a teenager.

How alcohol affects the body?

Alcohol is circulated through the body by way of the bloodstream. It gets into the blood not only through the wall of the stomach but also through absorption in the small intestine. The blood then bypasses through the liver into the general circulation and by this route, the alcohol reaches the brain where it has its main effect.

Alcohol does not go straight into the blood, it depends on:

How quickly the alcohol is drunk – fast drinking results in faster absorption than the same number of drinks in a longer time.

The strength of the drink – the more diluted the alcohol, less harm it will do. If there is food in the stomach, the alcohol will be taken into the blood stream more slowly.

How the drinker feels

- **If you are feeling happy, alcohol makes you feel light-headed, in a party mood. If you are sad or angry, alcohol could make you sadder or angrier.**

Sobering Up:

Once the alcohol is in the bloodstream, there is nothing which can be done to get it out again.

Alcohol changes your mood and affects the way you walk and talk.

You may want to do things which you do not normally do.

Alcohol also stimulates the kidneys and causes you to pass more water, therefore causing dehydration (dehydration means “lacking water”). Hangovers are caused due to dehydration. Alcohol also affects the wall of the stomach lining, and this causes some persons to feel like vomiting.

Myths about drinking:

Drinking coffee helps you to sober up

One cannot become an alcoholic if one just drinks beer

You get more drunk by mixing drinks than just by drinking one sort of drink

Strong willed people never become addicted to alcohol and can give up drinking when they want to

Warning signs of a drinking problem:

Wanting a drink frequently

Drinking more than in the past

Behaving badly after having a drink

Drinking in the morning in order to 'start the day'

Forgetting the things that happened the night before while under the influence of alcohol

Some Facts:

(A total of 1,231 in-school youths- 39 % males and 61% females participated in this survey.)

Use of intoxicants:

- Approximately 54% reported previous alcohol use, while 7.2% reported previous marijuana use.
- 0.4% reported previous cocaine use and 0.2% reported previous heroin use.

The legal age of drinking in Guyana is 18 years of age.



1.1: Why is alcohol use a problem? – *Group discussion*



15 mins

(7 -8 minutes group work and 7-8 minutes class discussion)



- In buzz groups of three persons, identify reasons for alcohol use and the problems of alcohol use. Write up on pieces of paper to put on a board.

Discussion Points:

- Alcohol can harm the brain, the liver and the stomach (show poster of damaged liver)
- Alcohol can harm unborn babies or babies are born with health problems, and developmental problems
- Alcohol use results in poor judgment which could lead to risky behaviour, e.g. unsafe sex, violence.



1.2: Learning to say NO – *Group discussion*



5 mins

(5 mins class discussion)



Brainstorm (ask class) : Why do people drink alcohol?

Discussion Points:

- Makes you feel good.
 - Makes some people get on with others.
 - However makes some people get loud and become irritable and anti social when drunk.
- Everyone does (company)
- Habit
- Experimentation

**1.3: Saying NO to alcohol – Role play****30 mins***(10-12 minutes group work and 3-4 minutes per group presentation)*

- Divide the class into four groups.
- Ask each group to come up with a short role play to show how they could say no to alcohol.
- Ask the students to role play how they could say no to alcohol

Discussion Points:

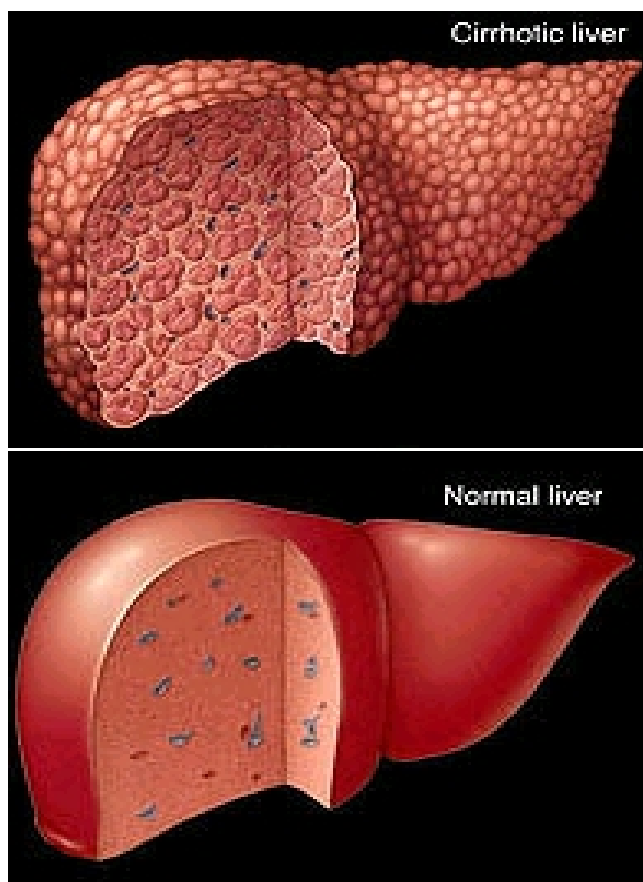
- It is stronger to say no to alcohol, than it is to try to fit in
- You can have a good time without alcohol
- Your friends and relatives should respect your choice not to drink.
- Drinking does not make you stronger, more attractive or more clever.

References:

All about Drink and Drug Abuse, Alexander McCall Smith



See handout on alcohol.



S U I C I D E

INTRODUCTION

Purpose of the Module

The purpose of the module is to provide information and suggestions for activities which facilitators can use in their interaction with Fourth Form students. This module is based on the prevention of suicide.

The complete duration of this session is 60 minutes.

Learning Objectives

At the end of the session, the students should be able to :

- Reflect on self
- Identify the signs of depression and warning signs of suicide Say no to alcohol
- Apply coping strategies to overcome suicidal feelings

There are two sections to this module

- Section 1: Reflection on Self
- Section 2: Understanding Depression and Suicide

Outline

1. Introduction: Group discussion on suicide
2. Briefing Notes: What is suicide
3. Group discussions on ways to prevent suicide
4. Learning to recognise and understand suicidal persons

Guide to using manual:

Key icons	Intended meaning
	Briefing notes
	Facilitator's notes
	Time
	Hand outs/ Exercises
	Activity

Section 1: Reflection on Self

OBJECTIVE: Goal of this session is for students to reflect on their sense of self.



1.1: Sense of self – *Group discussion*



25 mins



- Divide the class into four groups
- Cut up squares of flipchart paper, and share to each student
- Ask each student to draw on one side of the paper, a picture which represents the positive side of themselves
- Ask them to draw another picture on the other side which represents the negative of the side (picture could be of any object, animal ,plant or anything)
- In each group, ask the students to explain their pictures, starting with the positive sides, and then moving around with the negative sides.
- You can involve a teacher in helping to facilitate this session.

(12 mins group work, 12 mins per group presentation)

Questions:

- Where do you get the idea of what is positive and what is negative?
 - How can you convert the negative into positive?
- * Identify some of the common negative traits.. e.g. anger, fear, depression**

Section 2:

UNDERSTANDING DEPRESSION AND SUICIDE



What is Suicide?

Suicide is the intentional killing of one's self. The goal of suicide is not to die, but to find a way out of the pain. For this reason, 80% of those who die by suicide send out a warning first. They are desperate to find another option, but cannot see one on their own.

Many persons have thought of committing suicide at one time or another.

What is common to all suicidal individuals is a sense of loss.

Some points about suicide:

More males kill themselves than females, even though many females think about suicide. Suicidal males tend to be more violent and would use means to ensure that the suicide is completed.

The majority of individuals who commit suicide are not mad, but just have problems which they feel that they cannot solve and think that dying would be the only option. Many people have been suicidal at some time but have managed to analyse their problems.

It is illegal to commit suicide in Guyana; section 96 and section 97 of the Criminal Offences Act of Guyana states that anyone who attempts to commit suicide, or who assists anyone to commit suicide is liable to terms of imprisonment. In Guyana, there have been no charges recently on those who have attempted suicide. However, there have been charges laid against persons who have assisted someone else to commit suicide.

Suicide can be prevented through education and counseling of persons who are suicidal.

Those who talk about or threaten to commit suicide are likely to do so, and should be taken seriously. There are three important things to do:

1. The first thing is to always show the person that you are concerned about them – listen without judgment, ask about their feelings and avoid trying to come up with a solution to their problem.
2. Next ask directly about suicide – be direct without being confrontational; say “are you feeling so bad that you are thinking about suicide?”
3. Finally, if the answer to your question is “yes” or you think it is yes, go get help – call someone else in, suggest that they find help to deal with the problem.

How do suicidal people feel?

- DEPRESSION: Nothings seems important anymore
- WORTHLESSNESS: I can't do anything right
- HOPELESSNESS: There's no point in trying
- OVERWHELMED: I can't take it anymore
- ELATION: Everything is perfect now!

Using alcohol and drugs removes clear thinking. Many men in Guyana who have committed suicide have used alcohol before committing suicide.

What are depression and depressive illnesses?

Depression and depressive illnesses occur when chemicals in the brain, such as serotonin, become unbalanced or disrupted. A person who has depression does not think like a healthy person. The illness can prevent from a person from looking at possible solutions to his or her problems.

Many people who suffer from depression report feeling as though they've lost the ability to imagine a happy future, or remember a happy past. Often they do not realize they're suffering from a treatable illness, and seeking help may not even enter their mind. Emotions and even physical pain can become unbearable. They do not want to die, but it is the only way they feel their pain will end. Suffering from depression is involuntary, just like cancer or diabetes, but it is a treatable illness that can be managed.

How do alcohol and drugs affect depression?

Alcohol or drug use can be dangerous for a person suffering from depression. **Attempting to cure depression by drinking or using drugs can increase the risk of suicide by making a person have poor judgement or want to do dangerous things.**

If you know someone who is suicidal then...

- Start the process of talking and reaching out. Find out about the person's feelings.
- Ask direct questions such as 'Are you considering suicide?' The more specific and deadly the plan, the greater the risk. Take the answers seriously and don't ignore the signals.
- Be a supportive listener. Accept the person's feelings instead of denying or judging them. Tell them it is okay to feel the way they do. Try to understand things from their perspective, even if you would feel differently. Don't joke around or act shocked.
- Offer help. Let the person know you care and want to help. Be there for them, but remember, it isn't your job to fix their life or solve their problems.
- Help them help themselves. Suggest people they can talk to: talk to a parent or relative, close friend, teacher or counselor, doctor or nurse. If they won't get help for themselves, get it for them. Tell someone you can trust.
- Be firm and be focused. Never promise to keep a suicide plan secret. Never dare a person or say you don't believe them. Never leave a high risk person alone without making sure that they have help.



2.1: Group discussion



15 mins

(10 mins group work, 5 mins group sharing)



- In buzz groups of three persons, ask them to develop a list of three things they can do when they are feeling low, to feel better.



If you are feeling depressed or suicidal then think of the following:

(taken from <http://www.zoloft.com>)

Pace yourself:

Set reasonable goals for yourself. Do not expect to do everything you normally can.

Expect your mood to improve little by little, not overnight. People rarely "snap out" of a depression. Feeling better takes time. When you are feeling low, the problems seem to pile up. Take one thing at a time.

Turn to your friends and family:

Try to be around other people and tell someone your feelings. It's usually better than being alone and keeping to yourself.

Avoid making big life decisions when you're depressed. If you must make a big decision - ask someone you trust to help you. They might be able to see your situation in a more clear-headed way.

Keep yourself busy:

Get involved in activities that make you feel good or feel like you've achieved something.

Physical activity seems to cause a chemical reaction in the body that might improve your mood. Exercising four to six times a week for at least 30 minutes each time is a good goal. But even less activity can be helpful. Help brighten your mood by doing things that you used to enjoy. Singing, dancing while you listen to music. Do not overeat.

Do NOT use alcohol or drugs to feel better

Think positively:

Try not to get discouraged. It will take time for your depression to lift. Do not believe all of your negative thinking, such as blaming yourself or expecting to fail. This thinking is part of depression. These thoughts will go away as your depression lifts.

Self Injury:

Some people cut or burn themselves, to feel pain. They are not usually suicidal. Their injuries may vary from minor cuts that heal quickly to very serious wounds that leave permanent scars. Some people do this because...

- *They find it soothing:*
 - To feel pain on the outside instead of the inside
 - To cope with feelings
 - To express anger towards themselves
 - To feel alive and real
- *A way of communicating what they can't say with words:*
 - To tell people they need help
 - To get people's attention
 - To tell people they should be in hospital

- *An attempt to get people to react to their actions:*
 - To get people to care for them
 - To make other people feel guilty
 - To drive people away
 - To get away from stress and responsibility
 - To manipulate situations or people

If you harm yourself, then take time to think about what is bothering you. Find someone to talk to since the injuries could result in long term problems.



The following are key words to help in the prevention of Suicide : Use as a poster on a flip chart paper and leave up.

Suicide Prevention:

- Support
- Understanding
- Identification of plan/intent
- Communication with the person feeling depressed
- Identification of any underlying psychiatric disorder
- Depression management
- Esteem improvement
- Parental/Peer involvement
- Removal of Dangerous materials
- Evaluation after an attempt
- Ventilation of feelings
- Early Intervention
- Never ignore suicide threat
- Talk with suicidal persons
- Involve other people if required
- Observe changes in behaviour
- Non-judgmental



Remember to allot last 15 minutes for evaluation time of all the six hours.



Additional Information for Facilitators

Understanding and Recognizing Suicidal People

The goal of suicide is not to die, but to find a way out of the pain. For this reason, 80% of those who die by suicide send out a warning first. They are desperate to find another option, but cannot see one on their own.

What is common to all suicidal individuals is a sense of loss.

This loss may be a change for the worse, or it may be the fear that there may be a change for the worse. The loss could also be the loss of hope that things will improve in the future. There are many sources of emotional pain, but certain losses are more commonly associated with crisis than others.

If a person is unable to cope with the loss, they can experience an emotional crisis. The loss becomes overwhelming and their emotional change can often be visible to those close to them. Their actions, too, will change along with their emotions. When you see someone change in any significant way on the 'outside', ask what has changed on the 'inside'. These are signals of crisis, and if the crisis is not resolved, it can become one of suicide.

You may consider suicide when it feels as if there is no other way out. You can get help, there are people to call, and support is available. When you are suicidal, you feel trapped, hopeless and alone. Most people will feel this at least once in their lives. The feeling is not crazy or unusual, but the potential consequences are fatal. Knowing this, most people reach out to those around them before making a fatal suicide attempt. Don't leave a suicidal person alone until you are certain they have the support in place.

Changes To Look For:

- A major change in a person's life can create a lot of stress and even feelings of suicide. Have any of these experiences happened recently to you or someone you know?
- A key relationship unraveling or ending
- Crisis at home
- A severe change in social status or sense of belonging (rejection)
- Unemployment or loss of valued ability
- Fear of facing discipline (for example from school authorities or police)
- Trauma from sexual or other assault
- Trauma from serious illness or injury

Have you noticed these feelings in yourself or someone else?

- DEPRESSION: Nothings seems important anymore
- WORTHLESSNESS: I can't do anything right
- HOPELESSNESS: There's no point in trying
- OVERWHELMED: I can't take it anymore
- ELATION: Everything is perfect now!

Are these some of your actions, or actions of someone you know?

- Increased use of drugs or alcohol
- Increased or decreased performance (school, work, hobbies, sports)
- Self-neglect (appearance or hygiene)
- Risky behaviour (self-destructive acts or acting out)

- Aggressive, violent behaviour (bad temper, crime)
- Isolation from friends, family, school or work
- Changes in energy level (up or down)
- Complaints about health
- Difficulty in concentrating
- Big changes in eating and/or sleeping habits

How to Recognize Signals of Suicide.

To recognize these suicide distress signals, we must become aware of three Signals of Suicide (S.O.S.)

Preparation for Death:

- Giving away prized possessions or making a will
- Saying goodbye or talking about going away (without mentioning clear plans)
- Suicide attempt or self-harm recently or in the past. 80% of people who die by suicide have attempted or shown signs of self-harm before

Warnings, either spoken or written:

- Saying things such as 'Life isn't worth it...' or 'Things would be better if I was gone...'
- Making jokes, poems, drawings or other references to suicide
- Having a morbid fantasy or plan about death

Responding to a Suicidal Person:

- Start the process of talking and reaching out. Find out about the person's feelings.
- Ask direct questions such as 'Are you considering suicide?' The more specific and deadly the plan, the greater the risk. Take the answers seriously and don't ignore the signals.
- Be a supportive listener. Accept the person's feelings instead of denying or judging them. Tell them it is okay to feel the way they do. Try to understand things from their perspective, even if you would feel differently. Don't joke around or act shocked.
- Offer help. Let the person know you care and want to help. Be there for them, but remember, it isn't your job to fix their life or solve their problems.
- Help them help themselves. Suggest people they can talk to: talk to a parent or relative, close friend, teacher or counselor, doctor or nurse. If they won't get help for themselves, get it for them. Tell someone you can trust.
- Call a Crisis Centre. Crisis Centers give support and information to people in distress. We help those who are concerned about their friends and loved ones in distress. Anyone who is suicidal needs the help of a professional and a Crisis Centre can provide appropriate information.
- Be firm and be focused. Never promise to keep a suicide plan secret. Never dare a person or say you don't believe them. Never leave a high risk person alone without making sure that they have help.

We are not responsible for the decisions that someone else makes. However, we are often in the best position to recognize and initiate the first response to someone's Signals of Suicide. Some suicides (20%) occur without any warning and others take place despite the very caring responses of friends, family and counselors. **Suicide is ultimately a personal choice — it is not our job to 'save' someone else's life, only to offer them other options.**