



WORLD EDUCATION

Peer Education Training Manual

Strategic Approaches to Girls' Education



Accelerated Learning Program

Non-formal Cohort

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Abbreviations

AIDS	Acquired immunodeficiency syndrome
ALP	Accelerated Learning Program
CRC	UN Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
DSP	Down Stream Partner, the regional local organization that implements
STAGE	Strategic Approaches to Girls' Education
GEC	Girls Education Challenge
GWD	Girls with Disabilities
HIV	Human Immunodeficiency Viruses
STAGE	Strategic Approaches to Girls' Education
STI	Sexually Transmitted Diseases
UN	United Nations
WEI	World Education, Inc.

1. Introduction

Welcome to the Strategic Approaches to Girls' Education project (STAGE). Together we are working to provide girls in our communities with education, vocational training and support.

This manual is meant to train *Peer Educators* within the STAGE project. The Peer Educator is working together with a group of people in their community.

A *facilitator* is working with the girls in the Accelerated Learning Program (ALP) to teach them reading, writing, mathematics and life skills.

In some communities we have *master craftspeople* who are also helping the girls to learn a vocation and find jobs.

A *Community Oversight Committee* helps the craftspeople and facilitators by making sure that the families are allowing the girls to go to the ALP and by providing support to girls who have problems in their personal life.

Peer Educators are very important in this program. You know the girls and you can be their support and friend. All of these girls should be in school or should have a skills to earn money. They can achieve this better if they have help. You will work with other *Peer Educators* to help these girls with their homework and give them extra training on important topics. You won't do this alone. You will work in pairs and each community has 6 peer educators who can support each other if.

Besides this, if you find certain topics difficult, contact the *Mentor Teacher from the school* or the *ALP Facilitator* to help you. They should be available if you have questions.



2. STAGE SAFEGUARDING PROTOCOLS

Many of the girls in the program are ‘marginalized’. This means that they have difficulties in their lives that caused them to not be in school. Some girls are married, others have children, other girls have disabilities and some girls have different challenges. Because of this, it is important that our program makes sure that these girls are protected and feel safe. Together we will create that *safety* and we will *guard* (protect) it!

We have developed a ‘Safeguarding’ protocol. These are rules and activities that everyone in the program should do. The teachers, facilitators, community members and also you.

Safeguarding has become important because of increasing reports of sexual abuse and other safeguarding issues in our communities.

Peer Educators’ Safeguarding Roles and Responsibilities

Stay alert to signs of abuse, bullying and harassment

Act immediately if you suspect abuse by reporting it.

First listen and keep the girl or boy safe when they report to you.

Ensure that all community members know how to report

2.1 Stay alert to signs of abuse, bullying and harassment

As a peer educator you should take care of your peers in the group. There are signs that **could mean** that your peers are being abused.

- **Physical** - Bruising/Fractures, Burns/Cuts/Bite marks, non-accidental injuries, Anger/Extreme aggressive behaviour, Withdrawn/timid/fearful, Frequent visits to hospital, lying about injuries, Poor concentration.
- **Sexual** - Sexualised behaviour/play Knowledge beyond age, inappropriate contact, Pregnancy/STI’s/Urine infections, avoiding any physical contact, Fear – darkness/beds, going home hiding – body/sexuality, running away, inappropriate bruising/bleeding
- **Emotional** – Tearful, withdrawn, attention seeking, Self-harming, aggressive, spiteful towards children & animals, suspicious, clingy, low self-esteem – low self-worth, bullying or being bullied, educational delay, developmental delay, lack of self-confidence, hopelessness, delayed or no speech
- **Neglect** - Dirty/skin complaints, not having appropriate clothing, smell – urine, hair – infected/ dirty, Lack of appropriate food/drink, tiredness, Poor school attendance, no awareness of stranger danger, stealing, avoiding going home, being left alone, having extra responsibilities, language delay, poor housing.

2.2 Act immediately if you suspect abuse by reporting it

If you suspect it;

If you think that a peer might be abused, the best thing to do is to report the suspected abuse by choosing one of the options below:

1. Contact the Safeguarding focal person from the Community Oversight Committee
2. Call the anonymous free hotline; 0800 12 12 12

3. Call the DSP Safeguarding Officer
4. Go to an adult you trust (!!) and ask him/her to report using option 1,2 or 3.

If someone tells you:

When your peer(s) reports an abuse case to you,

1. Reassure him/her that he/she has done the right thing
2. Treat the case with confidentiality
3. Explain to him or her that you may have to share this information with someone who will be able to help them.
4. Report it to the Safeguarding focal person from the CoC, or the Hotline, or the DSP safeguarding focal person

After you have reported the suspected abuse, the WEI Safeguarding Officer and/or WEI Country Director will begin to identify and work with the right actors responsible for handling safeguarding cases. In the case where you call the Toll Free Number 0800 12 12 12, an agent will take over the case and ensure that the victim receives the needed support.

When you report a safeguarding abuse case to a WEI or partner staff, s/he will:

- Listen to and support you (or the victim);
- Assess the risk of ongoing abuse;
- Provide all possible help and ensure you or the victim's safety;
- Provide possible referral options available

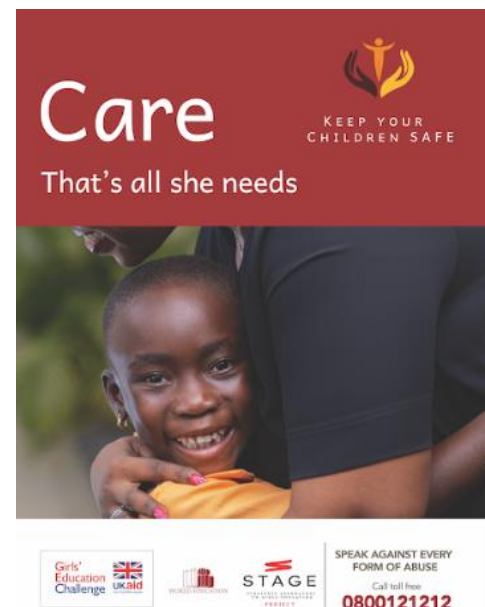
2.3 First listen and keep the girl or boy safe when they report to you.

If someone reports a suspected abuse, make sure that the person reporting and the suspected victim are safe.

- Don't let anyone hear the claim
- Don't talk to anyone about the suspected abuse besides the Safeguarding focal point from the CoC, the DSP Safeguarding Officer or the person from the Hotline.
- Ask one of these people to help with making sure that the suspected victim is in a safe place. He or she needs to be away from any harm, especially from the person who might have been the abuser.
- Ask the Safeguarding focal person in the CoC, the DSP Safeguarding Officer or the person from the hotline what else is needed to make sure the victim is safe;
 - Does he/she need to go to a hospital?
 - Does he/she need to go to a shelter?

2.4 Ensure that all community members know how to report

Now you know the signs of possible abuse and you know how to report suspected abuse. An important role of the peer educator is to make sure that all community members know this . You can share your knowledge about it in meetings and during



the peer education sessions. You can make use of the STAGE posters about Safeguarding. They should be available in your community. If they are not there, you can make posters yourself, or with your peers.

3. PEER EDUCATION

Peer education can take place in small groups or through individual contact and in a variety of settings: in schools, clubs, homes, churches, bus stops, lorry stations, on the street, on a farm or any other place where it is safe and girls are able to meet undisturbed.

3.1 Who is a peer educator?

A peer educator is a person who, to help girls learn and bring positive change in the community and lives of the girls, educates his/her peers by doing different activities. It is NOT the same as a lesson by a teacher in a class but it is between equal peers, it can be fun, there should be discussion and games, serious training and learning through role play, stories and other creative activities.

For example;

- A peer educator can discuss the importance of a clean environment by showing a picture of different waste that can be found in the community.
- Peer educators can play a guess game about vocations to start a discussion about what job girls want to have.

3.2 Why peer education?

A young person's peer educator has a great influence on the way he or she behaves. This is true of both risky and safe behaviors. STAGE would like you, as a Peer Educator, to make use of your influence and knowledge and create a positive change in the lives of the girls.

3.3 What makes you a good peer educator?

Although the Peer Educators help others learn, it is important to realize that all girls and boys have the same rights and are valued the same. STAGE has set out a *Peer-to-Peer Child behaviour protocol* to make sure that these rights and values are protected.

Peer educators should follow the guidance in the Protocol at all times.

1. **Use kind words.** *Don't bully, use bad language or call them names.*
2. **Be a friend.** *Don't show inappropriate behaviour such as kissing, touching or trying to have sex with your peer.*
3. **Listen well to your peers;** *always try to understand what the other feels or says. Ask questions if you don't understand.*
4. **Be nice to all:** *All boys, girls, men and women have the same human rights. All should be treated the same way.*

5. **Don't gossip:** *You will see and hear things from your peers. Respect their privacy and keep their private things confidential.*
6. **Protect the other:** *Many girls need your support and help, especially if they are being abused. Know how you should report this.*
7. **Get support from the community:** *All minor peer educators should get approval from their parents. Also, get to know the facilitator and community oversight committee. They can help you if you have problems or things you don't know.*

Other things that you work on during the sessions are:

- Honesty.
- Showing respect to all girls and boys.
- Able to work with everyone in the community
- Easy to approach, humble and friendly
- Creative: likes to organize songs, games, dance, drawing.



3.4 What are my roles and responsibilities?

Your most important role is to organize the *peer education sessions*.

Other roles you may have in your community:

- Participating in STAGE community activities.
- Distributing materials.
- Follow the STAGE Safeguarding Protocols.

Don't forget, you are a Role Model to the girls and other community members. You will help these girls to learn and grow. You are a leader. Make sure to behave as a role model, both in the peer education sessions as well as during the rest of the day.

3.5 Leadership

Everyone has strengths and weaknesses and a range of skills that are used in everyday situations, but some people remain unaware of, or undervalue, their true abilities. As a Peer Educator, one of your roles, is to be a **leader**. If you are a peer educator on the STAGE Project, it means you already have the qualities to be a leader. As you read through this session, note down which of the leadership qualities you already have and discuss how you can work towards the other qualities that you do not have.

Who is a leader?

A leader is a person who helps themselves and others to do the right thing.

Leadership is about inspiring people to do things they never thought they could. Leadership is about having a vision of where you need to go and what you need to do to get there. It is exciting, and inspiring. As a peer educator, you are expected to be an effective leader because you have been empowered.

An effective leader is a person who does the following:

- Plans ahead of time.
- Creates a vision of the future.
- Motivates and inspires others to engage with that vision.
- Coaches and builds a team, so that it is more effective at achieving the vision.

Effective leadership provides many benefits and will assist the individuals to achieve success and stability. In the absence of effective leadership, people often grow slowly and may lose their direction.

Some of the ways in which good leadership can benefit a person/ community include:

- Setting a clear vision and communicating it effectively
- Be a role model to your peers; behave as you want your peers to behave.
- Prepare and plan your sessions on time.
- Encouraging your peers to openly contribute and discuss new ideas in a positive environment.

Leadership qualities

The most important **qualities** of a good **leader** include:

- Integrity and honesty
- Confidence and good communication skills
- Accountability
- Empathy
- Humility
- Influence and ability to inspire others
- Positivity



4. COMMUNICATION

In your work as a peer educator you will meet a lot of different people. You will learn how to talk with them and listen to them, ask them questions. To do this, you will have to become confident and experienced. The only way to become confident and experienced is through practice. Practice a lot, and don't be afraid to speak in public in the beginning.

1. What are Communication Skills?

These are skills you need in order to communicate effectively with others. They include being able to clearly *express your thoughts, feelings and what you believe in*. They also include *being a good listener*.

2. Active listening and Listening Skills:

Active listening means more than just listening.

It means *helping a speaker to feel that he/she is being understood and heard*.

Active listening *encourages more communication* of ideas and improves relationship between the speaker and the listener

Active listening includes:

- **Body language:** nodding the head and turning the body to face the person who is speaking.
- **Facial expressions:** looking directly at the person who is speaking, direct eye contact, show emotions.

Questioning skills

It is very important to ask the right questions. **Asking the right questions helps to:**

- Encourage understanding of problems and issues
- Increase participation in group discussions; and
- Encourage community discussion and problem solving.

To ask the right questions, you should make use of the following:

- *Open-ended questions:* Use the six key questions; *Why? What? When? Where? Who? How?*
- *Probing questions:* by following people's answers with further questions that look deeper into the problem.
- *clarifying questions:* by asking a previous question in another manner
- *Personal points of view:* Ask about how people feel and not just about what they know.

Speaking skills

- One must have good speaking skills - that is, to speak in a way that can be understood by listeners. A good speaker speaks with a clear voice and uses simple words.
- It is important to use the local language where possible and only use English if needed.
- Good speaking situations include face-to-face conversations and telephone calls, in which speakers allow listeners to speak and ask questions

4.1 Negotiation skills

Negotiation means reaching an agreement with a listener through discussion. It involves convincing people rather than forcing them to accept what you say. Young people who go out to speak to other people need to have good negotiation skills. **Negotiation skills give you the skills to discuss how a problem can be solved.**

Steps in negotiation

1. **Say** what you feel using I statements.
2. **Listen** to what the other person has to say to find out what they need or want. Do not react too quick!
3. **Tell** the person what you understood, so you are sure you have understood it.
4. **Together** think about as many ideas as possible that may bring a solution to the problem.
5. **Agree** on a solution
6. **Try it.** If it does not work, start again!

4.2 Facilitation skills

If you are working with small groups of girls, it is important have a pleasant and safe space where girls feel free to share their thoughts. Be sure to:

- Ensure that all girls participate and invite the more quiet girls to speak as well.
- Be positive: even if the answer is wrong. Say things like: *'Thank you', 'A good try', 'Can anyone help ... with the answer?'*
- Do not allow girls to judge other answers or laugh at them. The rule is *'We trust and accept each other'*.
- Check if all girls understood the exercise or question and explain again if needed.
- Summarize in the beginning of the session what happened last time and ask girls to share what they remember.
- Summarize at the end of the sessions what has happened before the girls go home.
- Help find solutions that all girls can agree on.

4.3 Problems in communication and facilitation.

Communication and facilitation are not always easy. There are a few difficulties that you can face. See below some of the challenges and a possible solution

Problem	Solution
Some girls are distracted because they have a mobile phone.	Set a rule for the peer education sessions that forbids the use of mobile phones.
It is noisy or dirty around the meeting place.	Discuss with the girls what a safe place would. Make sure that all girls live close to that place and check with the Community Oversight Committee to see if they agree.

Girls react negatively to the topic or to each other.	Ask the girl why she is reacting like that and explain calmly why the topic is important. Explain that listening to each other and staying positive makes us feel safe.
Girls feel intimidated by each other, by the boys or by adults	Explain that this program is for the girls. They are the most important. All others should make sure that they feel safe. If they do not feel safe, we can invite the teacher, facilitator or a member of the CoC to sit in the sessions.
Girls remain shy, do not want to participate, cry or are not motivated	Talk to the girls first to see if you can change the attitude. If not, talk to the Facilitator and the CoC. They can talk to the parents of the girl.

5. SELF – ESTEEM

Self-Esteem shows how people feel about themselves. This affects how they behave towards others and sometimes what they can achieve in life. A person can have a *High Self-esteem* or a *Low Self-esteem*

High Self-esteem. They feel more confident about themselves and their decisions because they make choices based on their own desires. Sometimes it is easier for people with high self-esteem to easily accept their mistakes, learn from it and move on. They can say things like ‘*I can do this*’, and ‘*I know the answer*’

Low Self-esteem, People with low self-esteem are more likely to allow themselves to be influenced by others. They are often unsure of themselves, do not trust themselves, values and decisions. They can say things like ‘*I don’t know*’, ‘*I am not sure*’, or they can stay quiet.

Where does Self-esteem come from?

People’s Self-esteem may come from;

- How they were treated by their parents and siblings at home
- How they are treated by teachers at school
- Other external family members or community
- Their religious beliefs.
- How they personally think about life.

A peer educator can help to have girls have a High Self-esteem by following the rules of the *Peer-to-peer protocol, communication and facilitation*.



6. BEHAVIOUR

Behaviour can be defined as the way in which an individual behaves or acts. It can be either *passive, aggressive or assertive*.

Types of Behaviour

1. **Passive Behaviour** is the style of pleasing others to avoid conflict. Some characteristics of a passive person include;

- Being apologetic.
- Avoiding conflict.
- Taking responsibility.
- Accepting other's ideas while you ignore your own thoughts.
- Remaining silent when bothered.

Note: Sometimes, being passive **may not always be** in your best interest because it allows other people to take advantage of you. Other times, being passive is the most appropriate response. For example, if you are afraid or disturbed by your listener's response, a passive response may be the answer.

2. **Assertive Behaviour** refers to how you express your point of view or how you feel in a respectful and honest way. It does not threaten a person's safety or well-being or put the other person down. When we are assertive, we have the confidence to communicate.

Some characteristics of an assertive person are;

- Speaking confidently without fear
- Having knowledge of one's rights and protecting them while respecting the rights of others
- Being able to express oneself socially and emotionally

- Accepting compliments
- Apologizing when wrong
- Being confident but not proud

Note: An assertive response is almost always in your best interest, since it is your best chance of getting what you want without offending the other person. However, being assertive can be inappropriate at times, so assess the situation. If tempers are high, or people have been using drugs or alcohol, or if you are in an unsafe place, being assertive may not be the safest choice.

- 3. Aggressive Behaviour** means asking for what you want and saying how you feel in a threatening or sometimes angry manner.

Difference between Passive, Assertive and Aggressive behaviour

Passive Behaviour	Assertive Behaviour	Aggressive Behaviour
Is afraid to speak up	Speaks openly	Interrupts and 'talks over' others
Speaks softly	Uses an acceptable tone	Speaks loudly
Avoids looking at people	Makes good eye contact	Glares and stares at others
Shows little or no expression	Shows expression that matches the message	Intimidates by using strong expressions
Keeps away from group	Participates in groups	Controls groups
Gives up and withdraws	Relaxes and calls for open and free interaction	Stands rigidly, crosses arms, takes over the personal space of others
Values selfless than others	Values self-equal to others	Values self-more than others
Hurts self to avoid hurting others	Tries to hurt no one including self	Hurts others to avoid hurting self

We want girls to be more *assertive*. This means that peer educators should see the behavior listed in the column above under '*Assertive Behaviour*'.

7. VALUES, ATTITUDES AND NORMS

Values are socially approved desires and goals

Values are about how we have learned to think about how things ought to be, or people ought to behave in society. Examples are qualities such as *honesty, integrity and openness*. Values are important aspects in human life because they represent what happens in society individually or in groups.

Characteristics of Values

- Moral standards in society are measured by values.
- Personal values can be influenced by culture, tradition, and a combination of internal and external factors.
- Most of our core values are learned early in life from family, friends, neighborhood school, mass print, visual media and other sources within the society.
- Values differ from culture to culture and even person to person.
- They build up societies by developing and integrating social relations.
- They have a great role to play in the conduct of social life.

- They help in creating norms to guide day-to-day behavior.

Sources of Values:

- **Family:** Family is a great source of values. A child learns his first value from his family.
- **Friends & peers:** Friends and peers play a vital role in achieving values.
- **Community or society:** As a part of society, a person learns values from society or different groups of the society.
- **School:** As a learner, school and teachers also play a very important role in introducing values.
- **Media:** social media, books, music can inform stereotypes and societal norms. These can be both positive and negative. (example: magazines that depict women as sexual objects is a negative value)
- **Religion, History, Books.**

Attitudes

Attitudes are the established ways of responding to people and situations that we have learned based on the beliefs, values, and assumptions we hold. An attitude could either be **positive** or **negative** evaluation of an object that is expressed at some level of intensity. It is an expression of a favorable or unfavorable judgement of a person, place, thing or event.

The way we behave and respond to situations can reflect our attitude.

Characteristics of Attitude are:

- We think about or describe situations based on attitudes
- Attitudes may be positive or negative and may be affected by age, position, and education.
- Attitudes cause us to behave in a particular way toward an object or person.

Norms

Norms are the behaviour considered 'normal' in a community. They are social rules which define correct and acceptable behaviour in a society or a group. People are expected to behave according to these socially accepted standards in society. Not all norms that are set by a community are automatically good. An example of that is when a community thinks that girls should not go to school. This norm is against the law in Ghana.

Similarities between Values, Attitudes and Norms

- Values, attitudes and norms influence people's thinking and reasoning and therefore the way they behave
- They are learned and acquired .
- They are difficult to change and may influence individuals and society for a long time.
- They may influence one another in society. For example; a value acquired in a society can influence the way people behave towards an issue.

8. GENDER STEREOTYPING

Gender stereotyping is about what a community believes about being a man or woman. This could be:

- The way a man/woman dresses,
- his/her behaviour in the family and community
- his/her role and tasks in the family and community
- The way he/she expresses how they feel.

An example of a gender stereotype in Ghana is the idea that jobs such as doctors, surgeons, and politicians are for *men* only and that jobs such as nurses, school teachers, and secretaries as for *women*. This is of course not true. All jobs are available for men and women and the government of Ghana is very clear about that. Still, some people in the community have other ideas which are based on what they 'belief', not based on 'facts'.

A peer educator should be clear about the fact that our community influences us sometimes in roles we do not want and are limiting our behavior and thoughts. This results in boys or girls not achieving what they could do.

Examples of gender stereotypes are;

- Boys should play with a ball and the girls should play with a teddy bear,
- Girls should wear a pink shirt and the Boys should wear a blue shirt
- Boys are aggressive and girls are quiet.
- Boys deserve to go to school while girls stay at home to help
- Boys should play football and girls should tidy the house
- Girls must always do the cooking as boys go to school
- Girls don't understand math, only boys do
- Boys are better leaders than Girls

These are all beliefs and NONE of these beliefs are rules for a boy or girl.

8.1 Gender and Sex?

Sex refers to the biological differences between a male and female while **Gender** on the other hand are the ideas and expectations that someone has about men and women.

The sex of a human is determined by the following:

MEN	WOMAN
Have a penis	Have a vagina
Have under-developed breasts	Have developed breasts
Grow a beard	Do not grow a beard
Cannot become pregnant or give birth to children	Ability to give birth to children

Gender is not the same as sex.

Ideas about gender are learned from family, friends, teachers, religious leaders, advertisements, the media, and community leaders.

One's gender can be determined in many ways, for example in the way they behave. In many societies, for example, humility, submissiveness is behaviour expected from women. Men, on the other hand, are expected to be dominant, aggressive.

Gender stereotype: Feminine	Gender stereotype: Masculine
Submissive	Dominant
Gentle	Aggressive
Emotional	Not emotional
Quiet	Talkative

How gender roles are learned

Gender roles are passed down from parents to children, as well as learned from other family members and people in the community. From the time we are very young, parents treat girls and boys differently – sometimes without even knowing it. As we grow up, we often accept these roles because we want to please our parents and community. Gender roles can help us to know who we are and what is expected of us, but gender roles can also limit the choices we have and activities we can participate in. These limitations can make people feel bad and unimportant.

Difference between Sex Roles and Gender Roles

Gender Roles	Sex Roles
May differ from society to society.	Same in all societies: they are universal, e.g., it is only women who give birth to children
Can change with history.	Never change with history
Can be performed by both sexes	Can be performed by only one of the sexes.
They are socially, culturally determined.	They are biologically determined.

Gender in Relation to Disability

Persons with disabilities are often discriminated in Ghana and are often not involved in culture, education and work. They have difficulties going to health clinics or simply go to the market. This prevents people that are considered to have a disability from participating in society's activities on an equal basis with others

In STAGE we have invited girls with disabilities to participate in the Accelerated Learning Program. The learning centers should be accessible and learning material should be especially made for girls with disabilities.

The peer educator can help the Girls with Disabilities by:

- Talking to them to find out how the ALP is going and with what they need support.
- Checking if there are things that prevent the girls to access the Learning Center; *bad roads, no furniture to sit on, no reading or writing material* and talk to the CoC to find a solution.
- Help the girls who have trouble hearing or seeing with their homework and by double checking if they have understood the tasks and homework.

Many women with impairments are not allowed to function fully in society. For example, women face barriers to reaching leadership roles base of their gender. They are less likely to be given a good education or to be recognized for their abilities. In Ghana today, people still tend to think that a woman's place is in the kitchen. So they think it is a waste to invest in the education of a daughter when she will never be an efficient wife in the kitchen, or get a good job. That kind of attitude must change.

An example of a person with a disability who is doing very good work and contributed to the development of Ghana and the world is Mrs. Gertrude Fefoame. Gertrude Fefoame is blind but she is highly educated, she is the Advocacy Advisor at Sight savers. She is currently a member of the Disability Committee at the United Nations.

EXERCISE: Do this exercise with your peer educator partner.

THE STORY OF AKUSIKA Sey

Akusika Sey lost her vision at the age of ten (10). With the support of her family, she struggled to go through regular school and completed secondary school.

She had to learn to use the braille at the Akropong school for the Blind so she could continue her education at the university. People in her community started teasing her because she was learning how to write and read using the braille. Some of her friends also stopped associating themselves with her because she was in school for the blind. Others said she will not be useful to society but her parents and family encouraged and supported her and within two years she found herself at the University. Akusika graduated with very good grades and got a very good, high paying job. She currently works with an International organisation, is married and has 2 children.

Akusika could have left school when her friends treated her badly, but she was determined to show that she is very functional so she entered the school for the blind to learn the braille to complete her education. She has also been successful because of all the support she received from her family and she is in turn building a career to support her own family.

Questions

1. What do you think would have happened to Akusika if her family had not supported her?
2. What can we tell people who tease and call persons with disabilities names?
3. What advice can we give to parents with children with disabilities?
4. What does this story teach us?

9. FRIENDSHIP

Who's your friend?

Friendship is a relationship between people. People make friends for different reasons. Disagreeing and fighting can happen even between friends. Friends can have a good and a bad influence on you. Friendship grows and changes through experiences and over the years. You have to give friendship to receive it. Making friends can sometimes be challenging. It takes time and trust to build a good friendship.

To be called a good friend, there are some qualities one must possess such as trustworthiness, honesty, dependability, loyalty, trust, empathy, supportive.

10. REPRODUCTIVE HEALTH

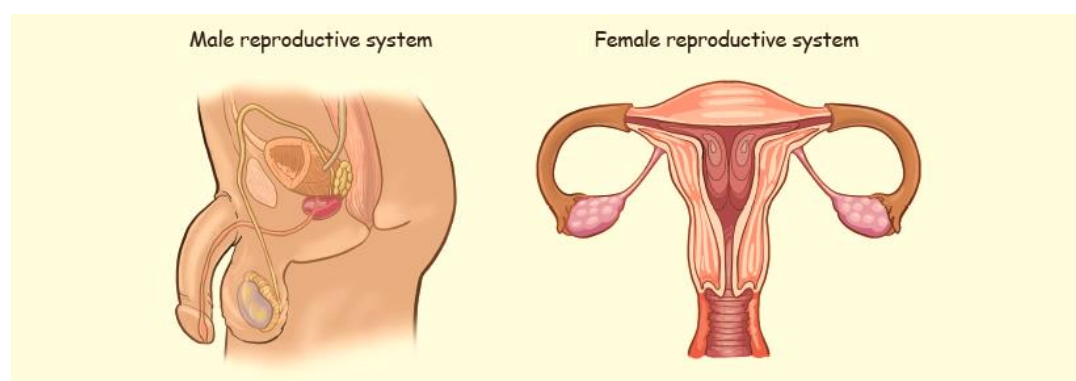
10.1 My body is changing, am I normal?

Adolescence:

Adolescence is the time in everyone's life when they change from a child to an adult. Adolescence is the age between 10 and 18. This process of change is called 'puberty.' One of the biggest changes a girl experiences during adolescence is the start of menstruation. During adolescence, both boys and girls; grow in size; gain weight; grow pubic and underarm hair; experience changes in mood, get acne and may have sexual feelings. Experiencing sexual feelings **does not mean that one has to have sex**. Nothing bad will happen if you do not have sex.

PHYSICAL CHANGES DURING ADOLESCENCE

PHYSICAL CHANGES IN BOYS	PHYSICAL CHANGES IN GIRLS
Shoulders broaden Facial hair Voice deepens Sperm production and ejaculation Wet dreams	Hips widen Breasts develop Pubic hair appears Ovulation and menstruation



Puberty:

Puberty is a time when the bodies of boys and girls physically change (bodies grow bigger and taller, private parts mature, and hair often starts growing in new places on the body). During puberty, a girl becomes physically able to become pregnant and a boy becomes physically able to father a child. Puberty typically starts between ages 8 to 13 in girls, ages 10 to 15 in boys, although some young people start puberty a bit

earlier or later. People are different, so everyone starts and goes through puberty at their own pace. Puberty is a very exciting time in life filled with many positive feelings and changes. Sometimes they can be challenging to deal with. During puberty boys' and girls' bodies change. Young people should be aware that as their bodies change, they may attract wanted and unwanted attention.

Menstruation:

Menstruation a periodic normal loss of blood from the uterus and it is a crucial part of the reproductive cycle which allows girls to have babies.

Sometimes girls who bleed on their clothes are teased by their peers.

Social norms in some societies may make women and girls feel that menstruation is shameful, dirty, and unhealthy. This is unacceptable behavior!

Without access to good menstrual materials and private toilets or washrooms for changing, girls and women may not want to go far from home. Teachers may miss school, health workers may miss work, and women and girls may be absent from school, community activities and may even avoid carrying out their routine tasks.

Note:

A variety of materials can be used as a sanitary pad (disposable or reusable), for example, a piece of cloth in their underwear. Menstrual periods are irregular and can catch girls and women by surprise. This causes worry about finding a bathroom and materials quickly! Menstruation can be messy because of the blood! Women and girls need a private space with water and soap to clean themselves and stained materials.

10.2 Teenage Pregnancy

This is a situation where a girl between the ages of 10-18 becomes pregnant. Every female is born with thousands of eggs in her ovaries. Once a girl reaches puberty, a tiny egg matures in one of her ovaries and then travels down to the uterus. This release of the egg from the ovary is called ovulation. The uterus prepares for the egg's arrival by developing a thick and soft lining like a pillow. If the girl has had sex in the last few days before or the day after ovulation, by the time the egg arrives in the fallopian tube, there might be some sperm waiting to unite with the egg. If the arriving egg is united with the sperm (called fertilization) the fertilized egg travels to the uterus and attaches to the lining of the uterus (called implantation) and a pregnancy begins.

If the egg is not fertilized, there is no pregnancy and the uterus does not need the thick lining it has made to protect the egg. It discards the lining, along with some blood, body fluids, and the unfertilized egg. All of this flows through the cervix and then out of the vagina. This flow of blood is called the "period" or menstruation. The blood and tissue are usually discharged from the body slowly over three to seven days.

Factors contributing to teenage pregnancies;

- Early Marriage (The formal or informal union of two people as partners- generally, one or both partners are underage)
- Forced Marriage: A marriage where one or both parties are legally or informally joined together without one or both of them agreeing to be involved in the marriage.

- Peer Pressure to participate in sexual activity
- Sexual Abuse
- Lack of knowledge about the dangers and consequences of engaging in unprotected sex and the challenges of early motherhood)
- Poverty
- Improper use of contraception

Consequences of teenage of pregnancies:

- The teenage mother is likely to drop-out of school
- Girls can be discriminated against.
- The father does not take part in raising the child. The mother is alone.
- A child can flee from the community
- Difficulty obtaining a post high school certificate
- One's ability to earn money is limited

10.3 Preventing Unintended Pregnancy

Abstinence is the best and only certain way to prevent unwanted pregnancy. However, if young people have decided to have sexual intercourse and are sexually active, they should have information about how to use condoms correctly to reduce, but not eliminate the risk of HIV transmission. Using condoms correctly for every act of sexual intercourse can significantly reduce the risk of unwanted pregnancy.

It is important to discuss family planning and contraceptive use with one's partner. Like brushing our teeth, eating vegetables or doing homework, even though we know that something is good for us, sometimes we still don't do it. For example, we just heard many really good reasons for using contraceptives, but not everyone uses them. Below is an overview of the most common methods to avoid pregnancy.

METHOD	What is it and how does it work?	Protects against STIs/HIV	Other characteristics
Male Condom	A thin latex sheath rolled onto the erect penis before intercourse that prevents sperm from entering the vagina.	Yes	<ul style="list-style-type: none"> • It is one of the two methods that offer double protection against pregnancy. • It enables men and boys to protect themselves and their partners. • It must be put on during sexual activity prior to intercourse. • It may break or leak, especially if used incorrectly.
Female Condom	A lubricated plastic sheath with two rings placed in the vagina, which covers the cervix. It forms a pouch that collects the semen.	Yes	<ul style="list-style-type: none"> • It can be inserted hours before sexual activity begins. • It enables women and girls to protect themselves and their partners. • It is noticeable during sex, and insertion may require practice. • It is expensive in comparison with the male condom.
Oral Contraceptives	A drug that prevents women	No	<ul style="list-style-type: none"> • It does not require the woman to insert or apply anything at the time of sexual relations.

	from getting pregnant		<ul style="list-style-type: none"> The woman must remember to take the pill regularly. Typically, fertility resumes quickly after the woman stops taking the pill.
Withdraw	Pulling the penis out of the vagina and away before ejaculating prevents sperm from entering the vagina.	No	<ul style="list-style-type: none"> Withdrawal is always available and free. It depends on the male's self-control and ability to predict ejaculation; women have no control with this method.

EXERCISE: Ask these questions to your peer education group

1. Why do some girls not practice abstinence?

Possible answers: *forced sex, want to get pregnant, do not know how to say 'no' to partner, want to have sex, do not foresee consequences, desire for sexual connection with partner, peer-pressure.*

2. Why do some girls who are sexually active do not use contraceptives?

Possible answers: *Too expensive, lack of supply, preferred method not available, against beliefs, fear of side effects, disapproval from partner, tried and did not like, believe they are too young or too old to need it, heard discouraging stories from others, fear it is unsafe, health provider discourages, cannot access a health provider to get information/ prescription,*

3. What could be done to help boys or girls to use contraception in the future?

Increase access to providers and chemists, decrease cost, ensure supplies of many different methods to choose from, encourage male involvement in contraceptive choice, clear myths surrounding contraceptives, etc.

II. HIV, AIDS, AND STI'S

HIV stands for Human Immunodeficiency Virus.

HIV defined:

It is a virus that makes the immune system weak. The immune system is the body's defense against disease. With a damaged immune system the body can get sick easily.

The person becomes weaker and eventually develops AIDS.

What is AIDS?

AIDS stands for Acquired Immune Deficiency Syndrome

Acquired means that it is passed from one person to another voluntarily or involuntarily. It is passed on from an infected person's blood through sexual fluids or breast milk. AIDS is a condition where the body's immune system is destroyed by

HIV. It has no cure and eventually kills the infected person. It can be controlled with drugs, but they are expensive and may not be widely available.

How Is HIV Transmitted?

HIV is passed between people in three ways:

1. *Sex: Unprotected* Penetrative sex with an HIV-infected person where the penis enters the vagina, anus, or mouth of another person. Vaginal and anal sex is considered much higher risk for HIV transmission than oral sex.
2. *Blood to blood:* From an HIV infected person's blood to another person's blood through an opening in the body such as a cut, from a transfusion or by sharing something that cuts or pierces the skin (knife, razor, and needle). This includes sharing circumcision knives, needles, tattooing, or ear piercing, with someone who has HIV.
3. *Mother to child:* HIV can be passed from a mother who is HIV infected to her baby during pregnancy, at the time of birth, or through breastfeeding.

Protecting Against HIV

There are many ways to express sexual feelings that will not put one at risk of unplanned pregnancy or sexually transmitted infections. Examples of these are: touching, fantasizing, caressing, massaging, masturbating, talking, kissing, whispering, hugging, singing, dancing, and holding hands

Abstinence (Not having any form of sex at all) is the best and the only certain way to prevent HIV infection.

Latex condoms have been proven to be an effective barrier of HIV. Condoms offer the best protection against the spread of HIV during sexual intercourse with a partner whose HIV status is unknown. They can, however break or leak especially when used incorrectly. It is important for older, sexually active adolescents to understand how to use a condom correctly and that a new one must be used for every act of sexual intercourse to protect against HIV infection.

There is no cure for AIDS, however there are ways to treat the symptoms. Treatment means the use of a drug, injection, or intervention that can cause symptoms to become less painful or cause them to disappear altogether. It is important for people with HIV and AIDS to eat a nutritious diet to fight infection and disease and to stay energetic, strong, and productive.

EXERCISE: Do this exercise with your peer education group.

1. Divide girls into four groups and explain to them that they will play a game. Explain that each group will be read a statement (from the list below) and they must answer it. The team must decide whether the statement is true or false (they will receive one point for a correct answer). The team must explain why the statement is true or false (and can receive another point for a correct answer). If the answer or explanation is incorrect, the other team can try for an extra point. Alternate questions between the two teams. Continue until all the statements have been read. When the game is over, announce the points and winning team.
 - a. A person can always tell if she or he has an STD/I.
False. *People can and do have STD/Is without having any symptoms. Women often have STD/Is without symptoms because their reproductive organs are*

internal, but men infected with some diseases like Chlamydia may also have no symptoms. People infected with HIV generally have no symptoms for years after infection.

- b. With proper medical treatment, all STD/Is except HIV can be cured.
False. *Some, but not all STD/Is can be cured with antibiotics. Some infections that are viral—like herpes and HIV—have no cure but are treatable.*
 - c. You cannot contract an STD/I by holding hands, talking, walking, or dancing with a partner.
True. *STD/Is are only spread by close sexual contact with an infected person. Anyone can be infected by having oral, anal, or vaginal intercourse with a partner who is infected.*
 - d. It is possible to contract some STD/Is from kissing. **True.**
It is rare, but possible to be infected by syphilis through kissing if the infected person has small sores in or around the mouth. The herpes virus can be spread by kissing if sores are present. HIV is not passed through saliva and could only be transmitted through kissing if both people had open sores in their mouths or bleeding gums.
 - e. Only people who have sexual contact with someone who is infected with an STD/I can contract an STD/I.
False. *Babies can contract STD/Is such as herpes, gonorrhea, and HIV during pregnancy, delivery or breastfeeding from mothers who are infected.*
 - f. Condoms are highly effective in protecting against the spread of STD/Is. **True.**
*Correct, careful and consistent use of condoms is a highly effective way to prevent the spread of STD/Is. But, **abstinence from sexual intercourse is the only method that is 100 percent effective.***
 - g. You will not get an STD/I if your girlfriend or boyfriend looks clean and healthy.
False. *A person can look healthy and clean, but still be infected with an STD/I. The only way for someone to know for sure that they are infected with an STD/I is to be tested.*
 - h. It is the women who are spreading HIV and STD/Is. **False.**
Both women and men may have HIV and STD/Is and may pass it to their sexual partner. Our society often blames women for spreading STD/Is, but a woman must first become infected from her partner before she can pass it to someone else.
 - i. Having sex with a virgin cleans a man of HIV and cures him. **False.**
There is no cure for HIV. Having sex with a virgin only risks giving HIV to that person and will not cure the man.
 - j. STD/Is are a curse from God. **False.**
STD/Is are caused by viruses and bacteria, which are transmitted during sexual contact and can be prevented by abstaining from or practicing safe sexual practices.
2. Conclude the game by facilitating a discussion with participants about any questions they may have from the quiz.

12. CHILDREN'S RIGHTS

Rights are something every person should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child

Every child, boys and girls younger than 18 years, has these rights. These can be grouped under the 4 main themes:

- 1. Right to Life & Survival:**
 - Right to Clothing
 - Right to Shelter
 - Right to Medical Care
 - Right to food
- 2. Right to Participation**
 - Right to Association
 - Right to Contribution
 - Right to Thought & opinion
- 3. Right to Protection**
 - Protection from all forms of Abuse
 - Protection from Drug Trafficking
 - Protection from Pornography
 - Protection from Early Marriage
 - Protection from Prostitution
 - Protection from Child Labor
- 4. Right to Development**
 - Right to Education
 - Right to Leisure & Play
 - Right to Parental Love and Care

With these rights come responsibilities. If we want to enjoy our rights, we also have to make sure that we are doing our responsibilities. See some examples on the next page.

Right	Responsibilities
Right to food	<ul style="list-style-type: none"> ● Cleaning utensils ● Covering food well ● Washing hands before and after eating ● Assisting in the preparation of the food
Right to shelter	<ul style="list-style-type: none"> ● Cleaning the house ● Taking care of the house ● Avoiding breakages e.g. of windows, doors etc. ● Keeping the house neat
Medical care	<ul style="list-style-type: none"> ● Informing parents/guardians of sickness ● Washing hands before and after eating ● Boiling drinking water ● Playing safe games to avoid injuries ● Following doctor's advice
Protection from Sexual Abuse	<ul style="list-style-type: none"> ● Avoid walking alone in dark alleys or isolated places ● Avoid friendships with Commercial sex Workers ● Avoid receiving gifts from strangers ● Walk in groups for safety ● Report on any suspicious incidences/behavior that could lead to sexual abuse
Protection from Physical Abuse	<ul style="list-style-type: none"> ● Be obedient and respectful to adults, guardians and other caregivers ● Report on any incidences of physical abuse

Protection from Child Exploitation	<ul style="list-style-type: none"> • Perform domestic chores for as long as this does stop them from going to school or having physical, spiritual, and social development • Avoid dropping out of school • Report any incidences of child labor
Right to Education	<ul style="list-style-type: none"> • Taking care of school/learning facilities/materials • Obeying school rules • Studying hard • Maintaining cleanliness in school • Listening to teachers and answering questions
Parental care	<ul style="list-style-type: none"> • Obeying parents • Assisting parents in domestic chores • Reciprocating parents' love/care
Right to access to information	<ul style="list-style-type: none"> • Seeking appropriate information • Reading magazines, newspapers and other positive literature • Asking questions where you do not understand
Freedom of Expression	<ul style="list-style-type: none"> • Expressing themselves in a responsible manner • Be honest and avoid lying to adults • Avoid being rude to peers, caregivers and other adults when expressing themselves
Right to Association	<ul style="list-style-type: none"> • Choosing friends wisely to avoid bad company • Make decisions that promote group unity, positive values and morals

12.1 12.1 Child Protection in Ghana

Ghana has signed the UN Child Rights Convention and also has national laws to protect the rights and institutions of the children.

a. Policy Framework

There are a number of policies and laws that guarantee the protection of children in Ghana.. Two important ones are:

- i. The Children's Act 1998 (Act 560) and
- ii. The Child and Family Welfare Policy (2015)

b. Institutional Framework

The Child and Family Welfare Policy (2015) has defined several child protection roles and responsibilities for many Ministries, Departments and Agencies (MDAs). These institutions are expected to incorporate the child protection strategies outlined in the Policy into their core business. They include the Ministry of Gender, Children and Social Protection (MoGCSP), Ministry of Education(MOE), Ministry of Health(MOH), Ministry of Local Government and Rural Development(MoLGRD) etc.

13. THE VALUE OF GIRL'S EDUCATION

“When you educate a man, you educate an individual, when you educate a woman, you educate a nation”. (Dr. Kwegyir Aggrey)

Educated women/ girls have a greater chance of escaping poverty, leading healthier and more productive lives, and raising the standard of living for their children, families, and communities. These and many more are some of the valuable reasons why we should all support education for girls.

Personal Development: Girl's education contributes to improving the lives of girls and reducing poverty through lots of pathways. First of all, it creates a good avenue for the voices of girls to be heard and helps them to make informed choices and decisions about their own lives and contribute to their communities and the world.

Health Benefits: Better educated girls tend to be healthier, participate more in the formal labor market, earn higher incomes, have fewer children, marry at a later age and enable better healthcare and education for their children.

Social Development: It gives girls better opportunities for participation, empowerment and equity. Educated girls have a much greater chance of becoming responsible adults who promote the economic and social development of their communities and are committed to the principle of human rights, democracy, peace and social justice.

Challenges to girl's education

There are unfortunately a lot of reasons why girls in Ghana do not go to school. Below are some of the most common reasons. There are however, many more reasons.

Socio-economic

- Parents and society feel negative about girls' education. Girls will not always be in the family. They will be married or go away with their partners so their value is considered less than that of boys.
- Poor knowledge levels of the benefits of girls' education.
- Families are too poor to pay for school.
- Girls are kept at home to do housework or earn income for the family. Parents believe that educated girls have less chance of marriage and are not adequate as wives and mothers in the traditional sense.
- Girls marry or have children before they are 18
- Girls are disabled or are being abused and do not go to school

School-related

- Some parents are reluctant to send girls to school.
- Absence of schools within reasonable walking distances.
- Some teachers do not use an approach of inclusion. They favour boys in class.
- Curricula and materials have content that strengthen the view of women as dependent and exclusively domestic, marginal and dispensable.

14. INTRODUCTION TO GENDER-BASED VIOLENCE (GBV)

(Please note, this session may trigger emotions with girls who may have had or are currently dealing with sexual violence or abuse at home. You should pay close attention to the behaviors and comments from your peers, noting who seems quiet and disengaged or visibly upset and/or aggressive. You should use the opportunity

to check in with them individually after the session to see if additional action steps or referral is needed.)

Introduction:

Violence takes many forms such as abuse and bullying. Although men and boys can be survivors of abuse, women and girls experience this more. Abuse can happen in many ways. By knowing what abuse is and having inner strength to make good choices, every young person, especially girls may be able to prevent many abusive actions before they start.

In many societies people often believe that males are more powerful and have more freedom than females. Sometimes some males may be physically stronger than females (not all the time) but females can be just as powerful as males with their minds, determination, and inner strength.

Discuss the following scenarios with your friends to identify the types of violence they have learned. You may invite your friends to share other examples they know of.

- Naana's brother hit her because she went to her friend's house and didn't tell him.
- Afi was in a taxi and the taxi driver tried to stroke her leg
- Yawa's husband always tells her she's useless and that he will find another wife who will be better than her
- Samatha was walking down the street when a group of boys started making comments about the way she was dressed.
- Tehila's uncle is always telling her that she is silly and that nobody likes her
- Maku is 14 and her family is going through some financial difficulties. A very influential man in her community has offered to pay for the rent Maku's family if she will be his friend
- Lucy's father told her that he found her a husband and that she must leave school to marry him. Lucy doesn't want to get married.
- Akosua is a learner at the Suhum ALP Centre. Her facilitator pinches her really hard when she answers a question wrong.

Points to remember:

- No form of abuse happens by accident.
- Abuse is not the fault of the girl or woman or person being abused. Anyone being abused should tell a person whom they trust that they are being abused and that they might need help to stop it.
- One of the reasons one person abuses another is to control them.
- Some abusers use their physical strength to force a girl/woman or even boys to perform sexual acts.
- Abuse can happen once or many times by the same abuser.
- Often abuse is a pattern repeated over time.

Sexual violence occurs everywhere in society: in the home, in communities, in schools, in work and public places. Violence and abuse can happen to anyone, man, woman, boy, or girl but violence tends to happen to females more often than males.

(Tell your friends that today you would be discussing a sensitive topic. Explain to them that you would be discussing violence, in particular, violence against women and girls. Remind them that like all other sessions, your meeting space is a confidential space. Encourage them to listen to one another and respect each other's opinion).

Sexual violence is commonly understood as one or several of the following actions: rape, incest, sexual harassment, sexual exploitation and abuse, forced prostitution, female genital mutilation (FGM), physical and emotional abuse, prostitution, living with domestic violence, sexual slavery, child abuse, child marriages, sexual favors in exchange for assistance, making sexual comments, making negative comments about a girl's appearance or anything related to her body, or touching a girl without her consent. grooming for sexual purposes and trafficking for sexual exploitation.

Sexual abuse/ violence is a form of gender-based violence which refers to any sexual act or attempt to obtain sexual act by violence or coercion.

The effects of sexual abuse are devastating. Survivors are vulnerable to unwanted pregnancies, psychological trauma, the spread of HIV and AIDS, and other diseases. It can tear families and communities apart and increase maternal and child mortality rates. Girls and boys who report sexual violence are often not listened to or are even blamed for the violence they experience.

Though the majority of children affected are girls, boys are also sexually abused and exploited. Girls and boys are more vulnerable to sexual violence due to gender discrimination, traditional cultural practices, perceptions of masculinity, and unequal power relations between adults and children. It is a violation of human rights.

Sexual Exploitation is taking advantage of someone (in a lesser position of power and who is also exposed to harm) for sexual purposes

Sexual Abuse is the sexual act forced upon a man or woman without their consent. This is often done by someone in a higher position of power taking advantage of their victims who are less powerful physically, socially, economically etc

Sexual Harassment is when someone behaves in a sexually suggestive way that causes offence, distress or intimidation. This could be abusive comments or jokes or insulting gestures. All these are forms of abuse.

15. SAFEGUARDING

EXERCISE: Use Little Mina to brainstorm safe spaces

Prepare:

- You can use a puppet/ doll/ or just draw on a sheet of paper and cut it out)

- Do the activity with a small group of girls and ask them questions are they are written in the text

Little Mina

I'd like you to meet Mina. She's 10 years old and she lives with her mother and older brother at Aboabo, in a secluded area of Suhum.

Unfortunately, her father has left home and the family can't afford to send Mina to school. Luckily, there is an organisation that is helping her to learn to read, write and do numeracy. Mina likes this program very much. When she grows up, she wants to be a teacher so that she can help other children to learn. To get to the program however, she has to walk across town every day. Let's go with her on her journey and see if she feels safe or not.

Her journey from home starts on a lonely path in a forest area where children are sometimes attacked, harassed or abused.

- How does she feel going through this path?
- Is she scared?

Here she is crossing a busy road (make the doll/puppet/drawing look left and right). The cars and bicycles are going very fast.

- Do you think she feels safe or unsafe? (Let your peer(s) answer). Why?

After she crosses the road, she walks down a nice quiet path where the local women are sitting outside their houses preparing their evening meal. She greets them as she passes by. The women are friendly and speak kindly to her.

- Do you think she feels safe or unsafe? (Let your peer(s) answer). Why?

Next, she has to walk along a dark alley. Her older brother often teases her by saying that there are ghosts here who like to scare little girls.

- Do you think she feels safe or unsafe? (Let your peer(s) answer). Why?

Sometimes, her best friend Yawa walks with her to lessons.

- Do you think she feels safe or unsafe when her friend comes with her? (Let your peer(s) answer). Why?

After she gets past the dark alley, she walks behind the market area where all the taxi drivers and Okada boys are waiting. They often call out to her thus 'Hey Ohemaa, where are you going in such a hurry? Why don't you come here and we can talk?'

- Do you think she feels safe or unsafe? (Let your peer(s) answer). Why?

Finally, she gets to the centre where she has her lessons.

- Will Mina feel safe here?'

(This should lead to a discussion of exploring what is safe and unsafe in her community and along the pathway of her program which is the key point of this exercise).

- What do you think Mina should do about the situations where she feels unsafe?

16. OUR ENVIRONMENT

We all depend on the earth for life and resources such as water, air, energy and land. However, the way we use these resources has created serious environmental problems that we face today. Young people have an important role to play in helping to remove these environmental problems. You can use the life skills poster to discuss waste management. (Ask the facilitator for the poster.)



16.1 Waste Management

As a nation, we produce a lot of rubbish and we don't seem to know how to effectively get rid of it. It is polluting our environment. *If possible, invite a Health worker (nurse, doctor) to talk about the consequences of these bad practices for our health.*

Pollution of the environment takes place in various ways. Explain to the girls that pollution happens in *water, air, land*. Land particularly relates to the soil. Make sure to discuss the examples below:

Air

- Smoke from firewood, motors, factories can cause respiratory problems, asthma and, if the smoke is very toxic, severe health problems.
- Burning plastic, rubber and other rubbish will create a toxic smoke. If this happens close to villages and homes, people could become sick.

Water

- Dispose of waste near the water. Rainwater and groundwater will take the harmful parts through the ground to the water. The same can happen with insecticides that are sprayed on land by farmers or by washing powder. This will be taken into the ground water and will pollute wells, rivers and other waters.
- Dispose of waste in the river. Sewers which end in the rivers or water are an example of pollution of water.
- Open defecation, including animal waste that is dumped near or in the river or well introduces bacteria and diseases in water and food, which affects people who bathe in the water.
- Washing of cattle in or near the river or well will result in bacteria from the cattle getting in the river.

- Washing cars, motors in or near the river or well will result in chemicals getting in the river.

Land (soil)

- Too much chemicals used in farming will pollute the ground and the crops. The chemicals will stay on the vegetables and in the grass and will also be transferred to animals and humans.
- As mentioned, pollution of the land automatically means pollution of the water.
- Too much chemicals will damage the soil and the production of vegetables and fruit will be reduced.
- Cutting trees and/or burning plants results in loss of nutrients in the soil, which will no longer hold water well and will heat up very quickly. Trees provide shade. They keep water in the ground and prevent the soil from being washed away when it rains heavily.

It is very important that the girls understand that all these types of pollution will have an impact on many things.

An example; If animal faeces are washed into the river by rain, fish could get sick. If you eat the fish, you could become sick. A pregnant mother's fetus could become sick as well.

Another example; if plastic waste is being burned close to a house, the boy of the family could have a throat infection. The mother needs to take him to the hospital and pay for medicines while she needed to money for food

17. ENERGIZERS AND ICEBREAKERS

THINGS TO CONSIDER WHEN USING ENERGIZERS

- ✓ Try to use energizers frequently during your meeting with your peers, whenever they look sleepy or tired or to create a natural break between activities.
- ✓ Try to choose games that are appropriate for your local context, for example, thinking carefully about games that involve touch, particularly of different body parts.
- ✓ Try to select games in which everyone can participate and be sensitive to the needs and circumstances of the group. For example, some of these games may exclude people with disabilities, such as difficulty walking or hearing, or people with different levels of comfort with literacy.

THE GENDER BALL GAME

This activity seeks to explore the meanings, beliefs and stereotypes associated with being male or female.

Method

1. Draw two columns on the flip-chart/ board/ ground - one titled Men/Boys, and the other Women/Girls. Ask for two volunteers to stand either side of the flip-chart and record answers.
2. Ask the remaining participants to form a circle to play Answer the Ball (if the group is too big, ask them to form two).

3. Stand in the centre of the circle with the ball (ask another volunteer to stand in the centre of the second circle if necessary).
4. Tell the participants that you will throw the ball to someone and shout out 'Man', 'Woman', 'Boy' or 'Girl'. The participant who catches the ball will shout out the first thing that comes to their mind about a man, woman, boy or girl.
5. The volunteers will then write down the responses on the flip-chart.
6. Try to encourage participants and keep the momentum going by pausing every now and then, and prompting them to think of jobs and professions, roles in the family and community, abilities, household duties, etc.
7. After 5 to 10 minutes, gather everyone by the flip-chart and look through the words listed.
8. Discuss the answers, using the following questions:
 - *What do you observe about the differences between males and females?*
 - *Do you agree with all the terms and/or expectations listed under Men/Boys and Women/Girls?*
 - *Which differences are a result of biological sex, and which are a result of our culture?*

NAMES AND ADJECTIVES

Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Henri and I'm happy". Or, "I'm Adwoa and I'm amazing." As they say this, they can also mime an action that describes the adjective.

WHO IS THE LEADER?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc. that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.



