

PSYCHOSOCIAL WELLBEING SERIES

Peace is a Decision

CHOOSING TO BE A GOOD MAN

A manual on peace, gender equality and sexuality for teenage boys



SAY NO TO GENDER BASED VIOLENCE

First Edition: 2016



Psychosocial Wellbeing For All Children

REPSI (the Regional Psychosocial Support Initiative) is a non-profit organisation working to lessen the devastating social and emotional (psychosocial) impact of poverty, conflict, HIV and AIDS among children and youth. Our aim is to ensure that all children have access to stable care and protection through quality psychosocial support. We work at the international, regional and national level in East and Southern Africa.

We believe that the best way to support vulnerable children and youth is within a healthy family and community environment. We partner with governments, development partners, international organisations and NGOs to provide programmes that strengthen communities' and families' competencies to better promote the psychosocial wellbeing of their children and youth.

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Foreword

Nearly everyone wants peace in their lives, in their homes and in their communities. Girls do not want to experience sexual harassment, sexual violence or any other form of violence coming from boys or men. Boys do not want to be bullied by other boys, be this at school or in the community. Community members want to live in a place that is safe for themselves and for their children. For these reasons REPSSI has developed three programmes *Say No to Gender Based Violence*, all aimed at promoting peace and decreasing violence. The first two programmes are called *EmPowering Girls – EG – (for girls)* and *Peace is a Decision – PiaD – (for boys)*. The main aim of *EmPowering Girls* (as the name suggests) is to empower girls to stand up to men and boys who treat them unfairly and who threaten their safety. The main objective of *Peace is a Decision* is (as the title suggests) for boys to think about how they act towards girls, what it means to be a man, and to choose peace in their relationships with girls.

The third programme in the trilogy is aimed at the broader community and should involve some of the boys and girls who have been through the *PiaD* and *EmPowering Girls* programmes. However, this third component called the *Community Conversation about Peace and Safety* should also include other community members who can play a role in keeping the peace in the community in different ways. These community members might be teachers, police officers, faith based leaders, parents and caregivers. The girls and boys who participate in

EmPowering Girls and Peace is a Decision need to participate in inviting the adults they want to attend the Community Conversation. The Community Conversation is split into two parts. Day 1 takes place before PiaD and EmPowering Girls. Days 2 and 3 takes place after PiaD and EmPowering Girls.



Noreen Masiwa Huni
Chief Executive Officer
REPSSI

The REPSSI Say No to Gender Based Violence Package

This manual is part of the REPSSI Child Safety and Protection Package. It has three accompanying manuals, 'EmPowering Girls' for use with young women and 'Making our Communities Safer for Children – a Community Conversation' and a Facilitator's Guide (part of the Journey of Life series). Before using the manuals you should attend a REPSSI training on how to facilitate the workshops. Contact REPSSI for details of training in your area:

www.repssi.org
info@repssi.org

Introduction

Nearly everyone wants peace in their lives, in their homes and in their communities. Peace refers to freedom from violence and disturbance but can also refer to inner peace that is having a tranquil or peaceful mind.

Girls do not want to experience sexual harassment, sexual violence or any other form of violence coming from boys or men. Boys do not want to be bullied by other boys, be this at school or in the community. Community members want to live in a place that is safe for themselves and for their children. For these reasons REPSSI has developed three programmes all aimed at promoting peace and decreasing violence. The first two programmes are called *Empowering Girls – EG – (for girls)* and *Peace is a Decision – PiaD – (for boys)*. The main aim of *Empowering Girls* (as the name suggests) is to empower girls to stand up to men and boys who treat them unfairly and who threaten their safety. The main objective of *Peace is a Decision* is (as the title suggests) for boys to think about how they act towards girls, what it means to be a man, and to choose peace in their relationships with girls.

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other community members who can play a role in keeping the peace in the community in different ways. These community members might be teachers, police officers, faith based leaders, parents and caregivers etc.

The Community Conversation is split into two parts. Day 1 takes place before PiaD and EmPowering Girls. Days 2 and 3 takes place after PiaD and EmPowering Girls.



A note to the facilitator: *This programme has been designed with child participation in mind and we want to avoid the situation where adult facilitators ‘lecture’ the child and youth participants even if they feel the need to. We are asking you to monitor yourself and avoid this pitfall. The instructions in the manual are ‘short and sharp’ and we ask you to just give them and then take a step back and observe the process. Remember ‘no lecturing!’*

What is gender-based violence

Gender-based violence (GBV) is violence that is directed against a person on the basis of gender. It violates a person's right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity. Gender-based violence reflects and reinforces inequalities between men and women.

Gender-based violence and violence against women are often used interchangeably as most gender-based violence is inflicted by men on women and girls. 1 out of every 3 women worldwide has been beaten, coerced into sex, or abused by a man in some other way (UNFPA 2006, RHRC 2006).

Violence against women may be defined as 'all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women.'¹

Why do we need to help boys to choose peace?

The aims of PiaD (Peace is a Decision) are to support boys:

- to NOT be one of those men whose actions result in the beating, coercion into sex, or the abuse of a girl or woman (one in three) in some other way.
- to reflect on the meaning of peace and also its opposite (violence, sexual violence, sexual harassment, domestic violence, verbal abuse etc.) and to support boys to make a conscious decision to choose peace particularly in their relationships with girls and women.

- to be able to think critically on the role culture and tradition exert on gender identities and masculinity
- to monitor and manage their anger and to learn to talk it out (by learning to recognize and name their feelings) rather than acting or shouting it out and becoming violent
- to develop a sense of agency (control) in potentially violent situations by using the analogy of trying to be the player and not the ball (not just a knee-jerk reaction)
- to examine the joys and challenges of forming non-sexualized friendships with girls
- to understand puberty and the changes their bodies (and minds) are going through
- to approach sex in a knowledgeable and empowered way with an understanding of how babies are conceived and how conception as well as STDs can be prevented

The Peace Pledge

A pledge is a promise. The peace pledge is a key part of PiaD. After every session, boys are asked to recommit their pledge to peace. However it must be explained to them that they are not expected to just repeat the same pledge over and over again. Rather, based on what they have learned in each session, they will re-phrase their pledge which is expected to change taking into account their growing and changing understanding of peace after engaging in the PiaD process.

¹ <http://eige.europa.eu/content/what-is-gender-based-violence>

How to run 'Peace is a Decision' workshops

Time required

Each session in this 'Peace is a Decision' manual is about one hour long and can be completed over a period of time depending on how often the group meets. You can also run the workshops in a more concentrated way in a residential workshop over 2-3 days.

The group

You should not have more than 20 boys in a group. The boys who participate should be over 13 years old.

The activities

Each activity includes discussion. Some of the discussions are in pairs and some in groups. Make sure you allow the boys to talk together as this is how they will integrate the learning into their own lives.

Objectives and Learning points

Each session and each activity has a set of objectives. As a facilitator you need to read these before you run the session so you understand what you want to achieve. Where we think a particular point needs to be made we have included 'Learning points'. You must make sure these points are raised in a discussion or make them yourself at the end of the activity.

A notebook or journal

You will need to give each boy a notebook and a pen as they will need to write down their thoughts and ideas. If you know that you will have boys who do not write you need to ask for some volunteer assistants to help them. You will need

to be very sensitive – don't make them feel ashamed about this by drawing attention to it. Simply ask the volunteers to be 'writers' for the boys. The boys will tell them what to write.

Referring and counselling after and during the workshops

Some of the discussions in this manual may make boys feel sad. It is very important that you refer young people who need help. Before you begin doing these activities with boys you need to make sure that you have a social worker or experienced counsellor whom you can refer young people to for additional support

Getting to know each other and building trust

Play some getting-to-know-each other and trust-building games before you start the activities. You may want to have one or two whole sessions on this before you start the sessions in this manual as this will allow the boys to be more open in the following sessions.

Introducing the workshops

1. Before you begin the activities you need to explain the purpose of the workshops. You can use the introductory page (page 5) 'Why do we need to help boys choose peace?' at the beginning of this manual to do this. Rather than read this long list of objectives to the boys, divide them into pairs and give each one objective and ask them to try put the objective into their own words.
2. You need to make sure that all of the participants understand that they should come to all of the workshop meetings. They should not drop out half way through. Ask them to make a commitment to attend. Then discuss how they can support each other to attend by walking together to the meeting or reminding each other.

3. Make a few ground rules especially ones related to acceptance of each other such as 'we will respect each other and not laugh when other people speak' and to confidentiality such as 'we will not gossip about what we hear here'.
4. Tell them that we may discuss things in the workshop that make them feel sad. If this happens there is someone who will talk to them. If you can, bring in the social worker or counsellor you have asked to be on stand by and introduce them.



Photocopying

For certain activities you (the facilitator) need to photocopy pictures or worksheets before the session so that you can hand these out in the sessions. Every time you see this symbol you need to do this. Next to the symbol you will also see how many copies of the pictures or worksheets you need to make so as to be prepared for the session.

Session



1

Introducing the workshops
and getting to know and
trust one another

Activity 1: Introductory activity



Activity Objectives

- for boys to get to know and trust each other.
- for boys to form an understanding about what the whole PiaD series of workshops is all about.

Ask boys to stand in a circle and then turn to the boy next to them. Then ask them to introduce themselves with the words:



'My name is

Peace is my Decision.

I choose peace because

For me peace means.....'

(We call this the Peace pledge).

Then ask each boy to introduce their partner to the whole group saying:



'This is,

he chooses peace because

and for him peace means'

Ask boys to write down their own peace pledge, e.g., 'I am Thabiso. Peace is my decision and I choose peace because I hate violence and feel safer in a peaceful environment. For me peace means no fighting, no bullying and people being kind to each other.'

The guides for the workshop

My name is Alfred, Peace is my decision! I am 15 years old and I will be your friend and guide during these workshops. Your other guides are George and Zama.



I am George.

Peace is my decision! I am 14 years and will also be your guide. This series of workshops is called Peace is a Decision. The reason for this is because we believe that if we want peace in our homes, schools and communities, it begins with us and we have to choose it strongly.



I am Zama. I am 14 years old.

Peace is my decision! I am also one of your guides. Did you know that the most common form of violence in which people are killed, hurt or insulted takes place not on the battle fields during war but in people's homes? It is called domestic violence and gender-based violence. The worst offenders here are men. Gender-based violence is violence that is directed against a person on the basis of gender, that is their maleness or femaleness. It violates a person's right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity. Gender-based violence reflects and reinforces inequalities between men and women.

Gender-based violence and violence against women are often used interchangeably as most gender-based violence is inflicted by men on women and girls. 1 out of every 3 women worldwide has been beaten, coerced into sex, or abused by a man in some other way (UNFPA 2006, RHRC 2006).



The series of workshops in which PiaD is a part and which includes 'Empowering Girls' and a community conversation is called 'Say No to Gender-Based Violence'. We want to support you to becoming a happy peaceful man and not one of the male offenders who beat and abuse women.



A note to the facilitator: Every time that Alfred, George and Zama appear, allow the boys to read out what they say.

Activity 2: What kind of man will I be?



Activity Objectives

- for each boy to choose to be a peaceful man who rejects all forms of violence.
- in order to do this first requires that the boys imagine themselves as men in the future.
- to reflect on what values this man will have around gender equality and violence in general.

1. Ask the boys how old they are now and how old they will be in ten and twenty year's time.
2. Gather all the boys together into a circle on the floor, spread out and look at these drawings (Picture code series 1)
3. **Say:** All of the drawings show men older than you. Choose one or more pictures which come close to how you would like to be in the future. Some of the men are shown doing different jobs but others show men exhibiting different values and emotions e.g. respect, love and kindness.

Is there another kind of man you want to be that is not captured in these drawings? If so what kind of man is that?

4. Once they have chosen a picture or two the boys must discuss these questions in small groups.

Why did you choose this man?

What do you like about this man?

What values does this man have?

What is his attitude towards violence?

Would he ever beat his wife/girlfriend or another woman? If so why?

Would he ever beat his children? If so why?

Would he ever call out sexual things to a girl or a woman on the street?

Would he ever fight with another man? If so why?

Will he have inner peace (in his mind and his heart) and will his behaviour also be peaceful?

5. Bring the group back together and ask if anyone wants to share what they discussed in the small groups.



Picture code series 1 Number of copies: 1 set for each group of 4-5 boys



A



B



C



D



E



F



G



H



I



J



K



L



M



N



Key learning points

Make sure that the boys talk about these learning points. If they don't, you need to point them out at the end of session.

- Happiness in life is not only about what job you have and how much money you earn but it is also about happy relationships with family and community.
- It is important to think about the kind of man we want to become – to think about the values that are important to us.
- It is very important that community members in any community have their own 'position' or viewpoint on violence and that as far as possible they choose peace. Unless we all choose peace, peace will not just come to our communities.

Activity 3: Is my dream possible?



Activity Objective

- for boys to reflect on how realistic their goal is.

1. Ask the boys to draw 4 circles like this on a clean page in their books. Ask them to a) draw themselves in the centre of the circles, b) number the circles as below, and c) write what they want to be outside of all the circles.
2. **Say:** 'It is very important that we have dreams and hopes and we work hard to reach them. But it is also important not to lose sight of what is real, what is possible and what is impossible.'
3. Now, explain what each circle means.
1 means: It is **very possible** to reach your goal – e.g., to become a farmer, to become a carpenter, a mineworker, to become a caring father of your children, to have good and trustworthy friends. It depends much on your own initiative.
2 means: It is **also possible** to reach this goal – e.g., to become a teacher, to become a policeman, to become a nurse, to become an agricultural extension worker etc. – but you need to finish secondary school and pass an examination.

3 means: It is **not impossible** but it is **very difficult** to realize this dream e.g., to become a pilot or to become a medical doctor or an advocate etc. It is a long way away and you will need to work hard as well as have lots of luck to help you get there.

4 means: It is **not completely impossible but it is nearly impossible:** e.g., to become to become a Minister or even be elected as President.

4. Think about the picture you chose as the man you wish to be. And choose which of the circles 'of probability' shows how likely it is that you will realise your dream. Mark this circle with an X.
5. Share your circles with a partner.
6. Then, if you feel comfortable share them with the group.



Picture code 2 Number of copies: 1 for each group of 4-5 boys



Discussion

- What did this activity make you think and feel?
- When you think about what kind of man you want to become do you think only about the job or do you also have ideas about what values you want to hold as a man?
- What are some of those values? For example, kindness, fairness, treat women well, sensitivity, etc.
- When you chose a certain 'job', can you think about what it is about that job that attracts you, so that even if you don't meet that big goal, you might find some of it in another easier-to-achieve job. For example, if you dream to become an astronaut or a pilot, it might be the idea of travel that you find so attractive, but there are many jobs that involve travel, e.g. a flight attendant on an aeroplane, or a taxi driver, or a tour guide.



Key learning points

- **It is good to dream about what you want to be.**
- **It is also good to dream and think about what values you want to hold as a man.**
- **It is important to be realistic but also to aim high.**

Activity 4: On the road towards my dream



Activity Objective

- For boys to reflect on what support they are receiving as they work towards their goal, what values they hold and what more they might be doing to reach their goal.

1. Working in their notebooks (or talking in small groups) the boys should write down / discuss the following:
 - a. Who can help me to realise my dream:
 - b. What I'm already doing which helps me to realise my dream:
 - c. What more can I do to realise my dream:
 - d. What values will I keep no matter what kind of job I do.
 - e. What values will I hold which will shape how I behave towards women.
2. **Say:** 'In this training we will look at decisions you make and how these can help you to be the kind of man you want to be.'

Then come back to the larger group and ask boys to share what they have learned.



Key learning points

- No matter what our goal is, we need support in order to reach our goals.
- No matter what kind of work or job we might do, our values remain important, in particular our values around violence and our values around how we treat women.

Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledge because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



'My name is Peace is my Decision.
I choose peace because and for me
peace means

Boys to write their new peace pledge down in their notebooks.

Session



2

Becoming a man – the
physical process



Session Objectives

In this session the boys will find out about the biological process of becoming a man. They will learn that:

- Puberty is a biological process that all boys go through.
- That during puberty their bodies and their emotions, thoughts and concerns change.
- These changes can disturb the inner peace a boy might feel as well as his behaviour.
- Boys need support during this difficult but exciting period of their lives.

RECAP: Ask boys to try and remember what they learned in the last session. After they have tried, have one boy read from the script below.

Hi it's me George. What do you remember from the last session? In case you don't remember, in session 1 we looked at what kind of man we want to become – both what kind of job we want to do and what values we will have. We also looked at how possible that goal was.



GEORGE

Activity 1: Our body becomes a man



Activity Objective

For boys to reflect on what bodily changes they undergo on the journey from boy to man.

1. Sit in a circle around these two drawings and talk about them. What is changing as the boy grows up?
2. **Say:** 'At about 10–14 years (the age is different from person to person) our body begins to change. These changes last several years and are completed by about the age of 19–21 years. It is called the period of puberty.'

'Puberty is a biological process, caused by hormones inside our body. It happens to all males and females all over the world.'

'For boys it is the period where we leave behind our boyhood and we come into manhood. Big changes take place in all levels of our being (physically, mentally, emotionally, socially) and much in our future depends on decisions we make during this period of our lives.'

'It is not an easy period: We are not children anymore but not yet men. We are in the middle! Neither children nor men! We are adolescents!'



Picture code 3 Number of copies: 1 for each group of 4-5 boys



3. Make a copy of the list on this page. Ask the boys to tick or just to think about any that they have experienced or worry about. Read through them and explain them all.

4. The boys can paste the list into their notebooks if they wish to do so.



Make copies of this page for all of the boys

Tick any that you have experienced or that worry you

growing faster	
getting pimples	
sexual feelings: excitement when touching our private parts	
hair on the body (chest, around the penis etc.)	
deepening of voice	
changes in the shape of the face	
development of the sex organs	
concerns about sexual abilities	
embarrassment or shame about our changing body	
sexual interest in the other (or the same) gender	
wet dreams (ejaculation of semen from the penis while you are asleep)	
concerns about the growth of your body	
erections	
feeling sad and depressed without reasons	

sometimes having low self esteem	
looking for role models	
being able to produce sperm	
concerns about the future	
comparing ourselves with friends and other boys	
concerns about how others look at me	
wanting to be part of a group	
thinking about a profession	
difficulties expressing interest in girls	
questioning existing values	
sometimes feeling lost	
shifting moods from one moment to the other	

Activity 2: Getting help with all these changes



Activity Objective

For boys to reflect on what support they are receiving during puberty.

1. **Say:** 'You have had to deal with all these big changes that you are going through. This 'can be a difficult task. In times of difficulties and changes we need support. Please think about who was or is supporting you in this process. It could be a friend, father, mother or grandmother, father or grandfather, brother or sister, uncle, aunt etc.' Or maybe you get your information about sex and your body from the internet. Discuss whether you think the internet is a good place to get this information. Does it leave you feeling supported or lonely?
2. They must write the name of the person who supports them on a new page in their notebooks.

Activity 3: How these changes can affect peace



Activity Objective

To explore how these bodily changes can affect peace.

Say: As your bodies change as well as the bodies of those around you, peace in your own mind and peace in your community might be affected. Get into groups of 4 and develop role plays in which you explore this theme.

For example. Maybe as a 10 year old you played very peacefully with boys and girls of your own age but now that your own body is changing as well as the bodies of girls and boys of your own age, and there is a 'tension in the air' which does not feel very peaceful.

Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledges because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



'My name is Peace is my Decision.

I choose peace because and for me peace means

Boys to write their new peace pledge down in their notebooks.

Session



3

Becoming a man – the social
process



Session Objectives

In this session the boys will learn:

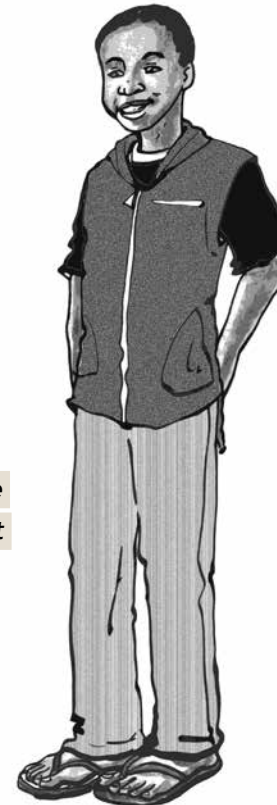
- how social norms about manliness are communicated to boys.
- to reflect on if these norms fit in with their idea of the kind of men they said they wanted to be in Session 1.

RECAP: What do you remember about the last sessions and the ones before that, can you step forward and summarize these for us?

After the boys have tried to recap, have two of them read from the script below:

In case you have forgotten, in session 1 we looked at what kind of man we want to become – both what kind of job we want to do and what values we will have. We also looked at how possible that goal was.

In session 2 we learned about how our bodies are changing and will change as we grow from boys to men. We also discussed how these bodily changes can affect peace.



ZAMA



ALFRED

Activity 1: Loading the cart of manhood



10 minutes

1. Write the words 'Real Man' to symbolise the picture below on a large piece of paper and form a circle around it.
2. **Say:** The idea of a real man exists in almost all societies and communities. But we can question and challenge this idea in itself. We can choose what kind of man we want to be which might not fit with society's ideas of what a real man is. This is an empty cart. The cart carries all the things people say about how boys must behave if they are to be a real man. When you are born – the cart is really empty – it quickly fills up (is loaded). Let's all talk about the things people say about how boys must behave so they will be real men. Imagine that this big piece of paper on the floor is the cart.
3. As the boys call out the things that they are told by society that make a real man, the facilitator is to capture each one of these things on a separate small piece of paper and place it on the large piece of paper (cart) with the words 'Real Man' written on it.

Here are some examples which the facilitator can contribute if they are not mentioned by the boys, 'Real men don't cry', 'Real men must be strong', 'Men must work hard', 'Real men beat their women to show them the man is always the boss', 'Real men beat their children.'



Key learning points

- **Society tells boys what it means to be a 'real man'.**
- **Some of these messages make it difficult for boys as they become men.**
- **Boys have the choice to choose what values they want to hold as real men.**



Picture code 4 Number of copies: 1 for each group of 4-5 boys



Activity 2: What do YOU think?



1. Make a copy of the table on the next page for each boy. They must read through it and decide if the quality or activity described is that of a 'real man' or a 'real woman' and tick in the appropriate box.
2. If they think that the quality/activity can be part of a 'real man' AND a 'real woman' they must tick both columns.
3. If they think none of the qualities or activities show a 'real man' or 'real woman' then they should not tick it at all.
4. If there are 'real man' qualities from the list that are not in the cart, write them out and add them.
5. Discuss the lists in a large group once everyone has ticked their lists. Explore what it feels like to have to be a 'real man'. Does the cart feel light or does it feel heavy.

Make copies of the following page for all of the boys



Key learning points

Make sure that the boys talk about these points below. If they don't you need to point them out at the end of session.

- **You will see that you think differently about what men and women should do – in fact men and women can do all of these things.**
- **The second last point in the table (react violently when provoked) is not something that men or women should do if they are to be a 'real man or woman' – neither men nor women should do this – we will explore this in more detail in later sessions.**
- **The last point shows that when a man expresses his sexual desire and or boasts about his sexual victories or successes he is called a 'real man' but if a woman does the same she is called a 'loose woman' or a prostitute. Is this fair?**
- **There are many things society expects of men, some are fair and some unfair and boys might feel this burden.**



Make copies of this page for all of the boys

QUALITY OR ACTIVITY	REAL MAN	REAL WOMAN
Care for other people (children, sick people, old people)		
Producing food for the family		
Producing income for the family		
Being physically strong		
Expressing love		
Being eligible for village chairperson, parliamentarian, local councillor		
Has a profession		
Being friendly		
Being supportive when somebody is in difficulties		
Managing the household (cooking, washing, etc.)		
Being honest		
Defending his or her opinion with force		
Keeping cattle, goats		
Being smart		
Being intelligent and having education		
Caring for children		
Reacting violently when provoked		
Show their sexual desire as well as prove their sexual 'successes'		

Activity 3: Real for you?



1. Look at the cart with the parcels in it. The boys are to talk together with you in the large group - about which of the parcels (pieces of paper) they want in their own cart and which they do not want. Those that they do not want must take out of the cart.
2. As they take them out the cart ask to read them out loud and to say, for example, 'I can still be a real man without beating women,' or 'I can still be a real man and cry when I feel very sad' etc.
3. Then they should talk about any behaviours that they would like to do that people say are not qualities of a real man, for example, boys can be gentle and peace-loving. Think of some and write them on pieces of paper, add them to the cart but as you add them ask them to put them into a sentence, e.g., 'I can be peace loving and still be a real man.'



Key learning points

- **If you want to be a real man you can be gentle and caring. You can share work with women and look after children.**
- **You do not have to accept the social norms placed on you by other people.**
- **If you wish to be a certain type of man you may have to choose to be different from the way everyone says you should be.**

Activity 4: Do social norms encourage men to be violent towards women and girls?

 20 minutes



Activity Objective

To reflect on whether social norms encourage men to be violent towards women and girls.

1. Ask the boys to look at the pieces of paper in the cart and ask, 'Does anything boys are told or shown encourage violence towards women and girls?' for example: *When men are taught by society that to be a real man you always need to be right, and that if a woman disagrees with you she should be beaten, this results in violence towards women and girls.*
2. Look at each piece of paper in turn, asking the question, does this attitude result in gender-based violence, and allow time for discussion and introduce the examples below if not mentioned by the boys.
 - *When boys are taught to think that girl's bodies belong to them and they can do anything they want with them, this encourages gender-based violence.*
 - *When boys are taught that it's ok to whistle and shout sexual things to girls on the street, this can lead to more serious gender-based violence like rape.*
 - *When boys are taught to think that if they bought something for a girl, this entitles them to sex, this can lead to rape.*





Key learning points

- Some of the things we are told about being 'real men' can lead to violent behaviour.
- If we want to become men who respect women and who are respected by women we need to make a choice not to listen to some of the things we are told and which we witness and choose to do and be something different – Peace is a Decision!

Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledges because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



'My name is Peace is my Decision.
I choose peace because and for me
peace means

Boys to write their new peace pledge down in their notebooks.

Session



4

Thinking about violence



Session Objectives

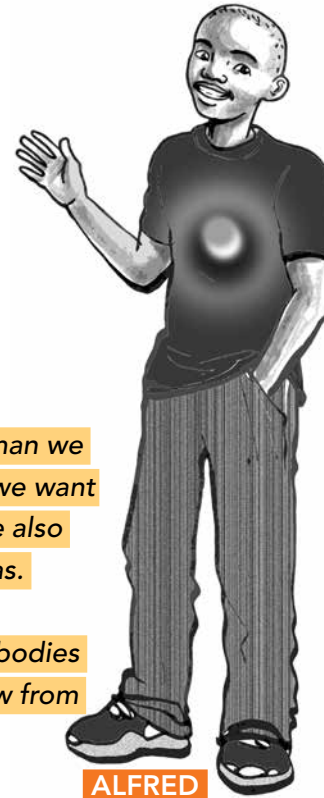
In this session you will explore the following with the boys:

- The definition of 'violence'.
- That social norms sometimes encourage boys to be violent.
- Relating the definition of violence to their own experiences of violence.
- How their life would be without violence.

RECAP: What do you remember from the sessions that came before this? Ask for volunteers to remind the group what we have learned thus far. Then ask for 2 volunteers to read from the script below:

In session 1 we looked at what kind of man we want to become – both what kind of job we want to do and what values we will have. We also looked at how possible that goal was.

In session 2 we learned about how our bodies are changing and will change as we grow from boys to men.



ALFRED

In session 3 we explored the social process around becoming a man. We looked at how society loads up our carts - which represent society's expectations of what a real man should be. We also got a chance to say ok that is what society might say but I want to be this kind of man – giving us a chance to think about and even reject some parts of society's expectations of what a real man should be.



GEORGE

Activity 1: What is violence?



Activity Objective

Boys will explore ideas about what constitutes violence.

1. **Say:** This training is called 'Peace is a Decision'. But we can't talk about peace without talking about its opposite which is violence.
2. Look at the pictures of the men below. Choose those pictures that you think show violence.
3. Talk to a partner about why you think they show violence. What is the person doing? Against whom is he doing it? What is 'driving' them to be violent
4. Now share in the large group.



A



B







G



H



I



J



K



L



M



N

Activity 2: Checking our answers with what the books say



Activity Objective

Boys to categorise violence into different types.

The books tell us that there are four main forms of violence.

- When you are beaten, pushed, hurt with a stick or stones, pulled by the hair, cut with a panga, hit with bullets, etc. we speak of **physical violence**. Your body is hurt (but of course it also affects your mind, especially in the case of torture.)
- When you are abused with words, for example when you are laughed at, stigmatized, discriminated against, excluded (e.g., because your parents are HIV+), intimidated, threatened, experience lack of respect, harassed (e.g., the teacher always says that you know nothing or that you are stupid), we call this **emotional or psychological violence**. It affects your heart and your mind.
- **Gender-based violence** (GBV) is violence that is directed against a person on the basis of gender, that is because you are a girl, boy, man or woman. Gender-based violence is closely associated with **sexual violence** that is violence that is sexual in nature. Rape, touching of private parts or (for girls) breasts and buttocks, forced marriage, forced intercourse in the marriage, verbal abuse and comments concerning the female or male body ('your

breasts are...' 'Your penis is...') are examples of sexual violence. Rape is one of the most traumatizing and hurtful things that can happen to a girl/woman (but also to a boy/man). Violence against women may be defined as 'all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women. In gender-based violence, the perpetrators appear to attack the victims because of their sex, but in fact the key issue here is the use of violence to reinforce unequal gender power relations. By attacking a woman a man is saying, 'I have more power and more rights than you and your rights are not important.'

<http://eige.europa.eu/content/what-is-gender-based-violence>

- There is another category of violence. It is called **structural violence**. Structural violence is not direct violence but refers to the political and economic inequalities, which put individuals and populations in harm's way or at risk of other forms of violence. For example, if you are poor you are more likely to become involved in crime or to live in an area where there is lots of violence. Or you can't walk alone at night because you are a girl and if you do walk at night as a girl you are more at risk for rape than if you were a male.
- Alcohol and drugs are major 'drivers' of violence and gender-based violence.

1. Now get into small groups and look at the drawings above again and decide which kind of violence each picture shows. Talk about your answers in the large group.
2. Go through the pictures one more time and point out which show gender-based violence.

Sharing of answers in large group



Key learning points

- There are 4 different kinds of violence: physical, emotional/psychological, gender-based and structural violence.
- Each picture can represent more than one form of violence at the same time.

Activity 3: My experience of violence



Activity Objective

To reflect personally on experiences of violence.

If you feel comfortable to do so in your books write down **one** example of violence you have experienced or observed. Use these sentences:

- The physical or verbal force or structural force was when
- It was directed against
- The result was
- It is an example of

If you feel comfortable to do so, share your answers with a partner.

Now share with the whole group if you feel comfortable doing this.

Facilitator to say:

'All of us have experienced, suffered from or faced different forms of violence.'

Activity 4: What types of violence exist in my community?

 15 minutes



Activity Objective

To get a sense of what kinds of violence exist in the community in which the boys live.

1. Cut or tear small pieces of paper until you have a pile.
2. Draw four circles on the floor in chalk. Label them each with the different forms of violence: PHYSICAL, EMOTIONAL, SEXUAL, STRUCTURAL.
3. Place the papers where the boys can get to them. Ask them to place in the correct circle the violence they have experienced, using a different piece of paper for each experience. Tell them they do not have to talk about their experience of violence unless they want to.
4. You should then ask the boys to look at the pattern and ask them which circle has the most papers in it and why they think this is so.



Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledges because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



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peace means

Boys to write their peace pledge down in their notebooks.

Session



5

About power and
power play



Session Objective

To explore the concept of power.

RECAP: Ask the boys to volunteer to remind the group what was learned in previous sessions. Then ask some of them to read from the script below.

In session 1 we looked at what kind of man we want to become – both what kind of job we want to do and what values we will have. We also looked at how possible that goal was.

In session 2 we learned about how our bodies are changing and will change as we grow from boys to men.



ZAMA

In session 3 we explored the social process around becoming a man. We looked at how society loads up our carts - which represent society's expectations of what a real man should be. We also got a chance to say ok that is what society might say but I want to be this kind of man – giving us a chance to think about and even reject some parts of society's expectations of what a real man should be

In session 4 we learned about different kinds of violence (physical, emotional, gender-based, sexual and structural) and we thought and spoke about which forms we have witnessed or experienced.

Violence is an expression of power and by understanding power, we can learn to minimise violence and choose peace. The next few activities explore this idea.



ALFRED

Activity 1: Different sites of power (different places where power 'sits')



Activity Objective

To learn that power has two sides and that body can be categorized as power in the body, mind and heart.

1. **Introduce this session by saying:** 'Power is like a sharp knife: the knife helps us to cut food – so it is a very helpful tool – but it can also be used as a weapon and harm or even kill other people. If we are not careful, we can even cut ourselves.'

'Power is similar:

- We need power to achieve our dreams, to defend what we have and what we believe in, to protect ourselves, to support other people etc.
- We can also use power to harm other people by hurting and hating them. We can hurt them with words or by beating them.
- Finally we can use power to harm ourselves – we get into situations that we can't control.

So: power in itself is not a bad thing but it has two sides and can be difficult to handle.'

2. We also have power in different places.
 - We can have **power in our body**. Talk with your partner and think of an example of power in the body.
 - **We can have power in our mind** too. Talk with a partner about power in the mind.
 - We can have **power in our heart**. Talk with a partner about power in the heart.

Here are some examples you can give to the boys if they are having trouble thinking of examples:

Power of the body: fitness and body strength that can be used for good or bad.

Power of the mind: being clever or disciplined or attentive or creative, being clear-thinking.

Power of the heart: love, hate and compassion.

3. Work in a group of five and choose one of these forms of power (body, mind, heart) and do a role-play to show this kind of power.



Key learning points

- power has two sides.
- power can be categorized as power in the body, mind and heart.



Picture code 6 Number of copies: 1 for each group of 4-5 boys



Activity 2: Different kinds of power



Activity Objective

To further categorize power as 'power within', 'power over', 'power with' and 'power to'.

(This idea comes from Sasa ['Raising voices'] in Uganda who work against domestic violence.)

<http://raisingvoices.org/sasa/>

1. **Say:** 'One way to think about power is to look at it in four ways.
 - **POWER WITHIN:** is the strength that arises from inside oneself which helps us to influence our own life in a good way and which makes us strong, for example, you decide to exercise every day and keep to it.
 - **POWER OVER:** means the power that one person uses to control another person, for example, you force your younger sister to wash your clothes even though she doesn't want to.
 - **POWER WITH:** means the power felt when two or more people come together to do something that they could not do alone. People join their power and it creates energy and support. For example, you and a friend visit and help an old lady in your community every week.
 - **POWER TO:** is the energy and actions that individuals and groups use

to create positive changes in the community and help to ensure that all community members enjoy the same rights. 'Power to' is similar to advocacy. For example, you and a friend organise a campaign to make your community a litter free community.

2. The boys should form groups of about 5. Make copies of the form below and give one to each group. The boys should discuss each situation on the list below and decide if it is:

POWER WITHIN
POWER OVER
POWER WITH or
POWER TO



Key learning points

- Power can be power within, power over power with or power to.



Make copies of this page for all of the boys

1	A sugar daddy promises his young girlfriend a new phone	
2	Edgar feels good about himself	
3	Peter and Ali are good friends and support each other in everything	
4	Paul forced his sister to eat cold food because he said that she should not have it get cold	
5	Elizabeth has HIV but does not let it spoil her life	
6	The community passes a bylaw about sexual violence against girls	
7	Richard hoots at girls in the street	
8	Yusuf tells Amon that he can stay with him if he feels scared at home with his violent father	
9	Mohammed organises people to form a 'Child Protection Committee'	
10	Mary does not feel ready for sex but Paul convinced her when he threatened to look for another girlfriend	
11	Jasper sees people insulting Musa who is talking about non-violence at the school. He defends Musa.	
12	Oscar decides that he will not become violent with his friends	
13	Daniel encourages his friend who is trying to change and to stop smoking bangi/dagga/dope/marijuana	
14	Ruben is confident that he will have good results for his Form Four exams	
15	Amon burns his younger sister's shoes because she didn't ask him whether she could buy them	

Activity 3: Exploring and sharing our experiences of power



Activity Objective

To explore and share experiences of power.

In this session you looked at different forms of power but we provided the examples. Can you now get into small groups and share examples of the different forms of power from your own lives? Then once you have done this please share in the wider group.

Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledges because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



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Boys to write their peace pledge down in their notebooks.

Session



6

Irritations, pressures,
tensions and feelings



Session Objectives

In this session the boys learn about two important sources of tension (irritations and pressures) that can make us lose control and become violent.

Do you remember what you learned in the previous sessions?

Allow volunteers to try and remember. Then ask some boys to read from the script below:

In session 1 we looked at what kind of man we want to become – both what kind of job we want to do and what values we will have. We also looked at how possible that goal was.

In session 2 we learned about how our bodies are changing and will change as we grow from boys to men.



GEORGE

In session 3 we explored the social process around becoming a man. We looked at how society loads up our carts - which represent society's expectations of what a real man should be. We also got a chance to say ok that is what society might say but I want to be this kind of man – giving us a chance to think about and even reject some parts of society's expectations of what a real man should be.

In session 4 we learned about different kinds of violence (physical, emotional, gender-based, sexual and structural) and we thought and spoke about which forms we have witnessed or experienced.

In session 5 we learned about power, where it 'sits' in our bodies (minds, hearts and bodies) but also different kinds of power (power within, over, with, to).



ZAMA

Activity 1: Situations that produce tension



Activity Objective

To learn the difference between irritations and pressures (both of which may lead to violence).

1. **Say:** 'In this session we learn about situations which produce tension. Tension can cause us to become violent in our behaviour. We can think of ourselves like a rubber band which is stretched until the tension is too much and it breaks (then we have lost control).'



We look at two types of situations:

A) Irritations

An irritation often happens when our routine (normal way of doing things) is changed. The change makes us tense and stressed.

Here are some examples:

- I enter the class. The teacher starts to quarrel with me but I don't know why.
 - I meet my best friend. I greet him – he doesn't respond and doesn't even look at me.
 - Your small brother keeps asking you for money for a sweet while you are busy doing your homework.
2. Working in your notebooks, write two examples of an 'irritation' from your own experience.
 3. Working in a group, discuss how you feel in such situations. Do you become very angry or only a little angry?

B) Pressure

A 'pressure' is when a situation that causes stress goes on and on and on and builds up and makes us feel angry over a long time. A pressure is like carrying a heavy load over a long time. It just gets heavier and heavier.

Here are some examples:

- You have managed to pass into Secondary School, but you do not have money to pay the school fees.
 - Your father has died – your mother is HIV+.
 - You are the only boy in class who has no girl friend and the other boys talk about and laugh at you.
 - Your family field is too small to feed the whole family.
4. Working in your notebooks, draw or write some pressures that YOU feel weigh heavily on you – things that feel like a burden and that seem to get heavier and heavier. If they are big – draw a big circle around the word or drawing. If the pressure is small, draw a small circle.
 5. Now look at your circles. Write beside each circle the feelings that are produced by this pressure.
 6. Now talk about how these pressures might lead to violence but what you can do to manage these feelings so violence is not the result.

Role play

In groups of 3 develop role plays which demonstrate your understanding of irritations and pressures.



Key learning points

- **An irritation often happens when our routine is changed. The change makes us tense and stressed.**
- **A 'pressure' is when a situation that causes stress goes on and on and on and builds up and makes us feel angry over a long time. A pressure is like carrying a heavy load over a long time. It just gets heavier and heavier.**
- **Both irritations and pressures can lead to violence.**

Activity 2: How are you feeling?



15 minutes



Activity Objectives

In this activity the boys learn about

- The importance of feelings.
- The names of a number of feelings we are familiar with.
- The importance of being able to name and express our feelings in words rather than 'act them out'.

Introduction

Facilitator to say: In this session we want to learn more about our feelings. Feelings are like the foundation of a house, everything is built upon them.

Here is some information about feelings:

- Feelings help us to survive and to be protected. They are like strong alarm clocks that wake us up.
- There are a number of basic feelings felt by everyone everywhere in the world. We can identify these and observe just by watching the language of the body, the expressions of the face and by hearing the voice of the person who is experiencing these feelings. These universal feelings are: happiness/joy, anger, sadness, fear/anxiety, disgust, and surprise.

- Even though we all share the same basic feelings, we all experience them and react to them in a personal way
1. Cut out a number of small pieces of paper.
 2. Everyone writes all the feelings they know on small pieces of paper – each feeling on a different piece of paper.
 3. You must use chalk to draw four big circles on the floor and label them: Explain them as you draw them:
 - **COMFORTABLE FEELINGS** i.e., feelings which make you comfortable like hope, joy, sympathy, love, pride
 - **UNCOMFORTABLE FEELINGS** i.e., feelings which make you to feel uncomfortable like anger, fear, shame, hate
 4. Ask the boys to put the small papers with the feelings written on them into the circles where they belong, and then to cluster them in groups of the same feelings, e.g., put the papers with 'joy' together in a pile within the circle of comfortable feelings, and the papers with 'pride' in another pile etc.
 5. Have a look at the small piles of papers within each circle. Write down what are the most frequently mentioned feelings on a large flip chart under the circle headings. Then divide into groups of 4 or 5.

Each group should select a different feeling from the uncomfortable group of feelings (e.g., anger, jealousy, fear, hatred)

6. Discuss in the group: How do you and other people EXPRESS AND SHOW these feelings? We have different 'tools' for expressing and showing feelings: voice, body language, language and words, gestures and facial expressions, actions, violence, etc.
7. Some of these ways of expressing these uncomfortable feelings are appropriate (socially acceptable) and others are inappropriate (socially unacceptable).
8. In order to choose peace (instead of violence) we need to be able to get in touch with our uncomfortable feelings and to name them and **talk them out, rather than act them out.**

Literacy means we can read and write. If someone is emotionally literate it means that they can name many feelings and talk out uncomfortable feelings when they feel them rather than act them out. Of course being emotionally literate also means being able to express comfortable feelings too. How emotionally literate are you? How many different feelings can you name? Get into pairs of 2 and write down as many feeling words as you can, for example, happiness, joy, hope, sadness etc. Then count the words and compare your total to the other groups.

9. For example, imagine a boy called Joseph who loves a girl called Esther but there is another boy called Lovemore who 'gets the girl'. Joseph feels anger, jealousy and hatred towards Lovemore. If he were to act out his feelings he would attack the other boy with his fists and feet, maybe even use a stick or a gun if he had one. But Joseph is able to name his feelings and talk them out to his friend, saying, 'I feel angry, jealous and hatred to the other boy.' His friend supports him and tells him that there are other girls and a time will come when he and this girl will choose each other.

10. Each group must then prepare a role play in which a boy feels powerful uncomfortable feelings but is able to name those feelings and talk them out rather than act them out.

List of feelings which can be introduced to the boys only once they have tried to list as many feelings as they can.

Feeling word

<i>Angry</i>	<i>Frustrated</i>
<i>Scared</i>	<i>Happy</i>
<i>Proud</i>	<i>Sad</i>
<i>Worried</i>	<i>Confused</i>
<i>Bad</i>	<i>Comfortable</i>
<i>Depressed</i>	<i>OK</i>
<i>Heavy</i>	<i>Good</i>
<i>Light hearted</i>	<i>Hopeful</i>
<i>Disappointed</i>	<i>Hopeless</i>
<i>Embarrassed</i>	<i>Encouraged</i>
<i>Excited</i>	

Then play this game:

Each person to choose one of the emotions (on the following page) and to act it out. The rest of the group must try guess what emotion was chosen.



Key learning points

- It is important to be able to name different feelings.
- We call this emotional literacy.
- This is even more important when it comes to uncomfortable feelings.
- Here it is important to be able to name the uncomfortable feeling and to talk to someone about it rather than become violent. Here we refer to 'talking the uncomfortable feeling out' as opposed to 'acting it out.'

Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledges because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



'My name is Peace is my Decision.
I choose peace because and for me
peace means

Boys to write their peace pledge down in their notebooks.



Picture code 7 Number of copies: 1 for each group of 4-5 boys

Happy



Excited



Peaceful



Proud



Hopeful



Sad



Scared



Lonely



Embarrassed



Hopeless

Session



7

How can we control
our power?



Session Objectives

Boys will learn that

- That we can either be the 'player' and control our feelings OR we can be the ball and the feelings can play with us and control us.
- We can use the idea of a conflict thermometer to control our feelings and reactions in the direction of peace.

RECAP: Do you remember what you learned in previous sessions? Ask for volunteers to try remember and to tell the rest of the group. Then ask some more volunteers to read from the script below:

In session 1 we looked at what kind of man we want to become – both what kind of job we want to do and what values we will have. We also looked at how possible that goal was.

In session 2 we learned about how our bodies are changing and will change as we grow from boys to men.



ALFRED



GEORGE

In session 3 we explored the social process around becoming a man. We looked at how society loads up our carts - which represent society's expectations of what a real man should be. We also got a chance to say ok that is what society might say but I want to be this kind of man – giving us a chance to think about and even reject some parts of society's expectations of what a real man should be.

In session 4 we learned about different kinds of violence (physical, emotional, gender-based, sexual and structural) and we thought and spoke about which forms we have witnessed or experienced.

In session 5 we learned about power, where it 'sits' in our bodies (minds, hearts and bodies) but also different kinds of power (power within, over, with, to).

In session 6 we then learned about irritations and pressures and how when these build up rather than just exploding into violence or acting out our feelings we can talk them out as someone who is able to be in touch with their feelings as someone who is emotionally literate.



Activity 1: The ball or the player



Activity Objective

To learn a new metaphor (the ball or the player) to limit violence and conflict.

Say: We have learned:

- Pressures and irritations produce and/or increase tensions.
- If tensions increase, the chance of becoming angry and later violent also increases. Reactions can become harmful – for you and for others.

When we play football, the players kick the ball in this or that direction. The player decides where the ball should go (and if he is a good player, the ball will go where he wants it to go). The ball can't influence the decision about the direction.

Situations, pressures and irritations are also 'kicking' us in different directions. But we are not just balls – WE can become players. We can influence what will happen with the tension that has been created and with the feelings that are linked to the tension. Remember that our course is called: 'Peace is a Decision' – we can learn to think about and to control our reactions. We will learn more about this in this session.



For example, in the example of the boy Joseph who was in love with a girl called Esther but she chose another boy (Lovemore), Joseph could have been the ball and reacted with violence towards Lovemore and perhaps even towards Esther. Instead he succeeds in being emotionally literate and succeeds in staying in control as the player and not the ball.



Key learning points

- Situations, pressures and irritations have the potential to 'kick' us in different directions.
- Peace is a decision – we can choose to be the ball that gets kicked around by our feelings and results in violence – or the player – that directs where the ball and the feelings and avoids violence.

Activity 2: The conflict thermometer



Activity Objective

To learn another metaphor and tool to decrease the chance of violence and conflict.

1. **Say:** Do you know what a thermometer is?' (allow for responses).

A thermometer can measure the air or our body temperature. The hotter it is, the higher the liquid goes up the thermometer. What we are talking about now is a **conflict thermometer**. When the liquid is high up the thermometer, it shows that conflict and violence can happen easily. When it is low, there is less chance of conflict and violence. Any reaction from us will either increase the chance of conflict or reduce it. Using the conflict thermometer can help us to make sure we are not being 'played by our feelings' and that we do not act our feelings out but rather name the feelings and talk them out. In the next activity you will learn how to use the thermometer.

2. Get the boys to draw the thermometer in their books.

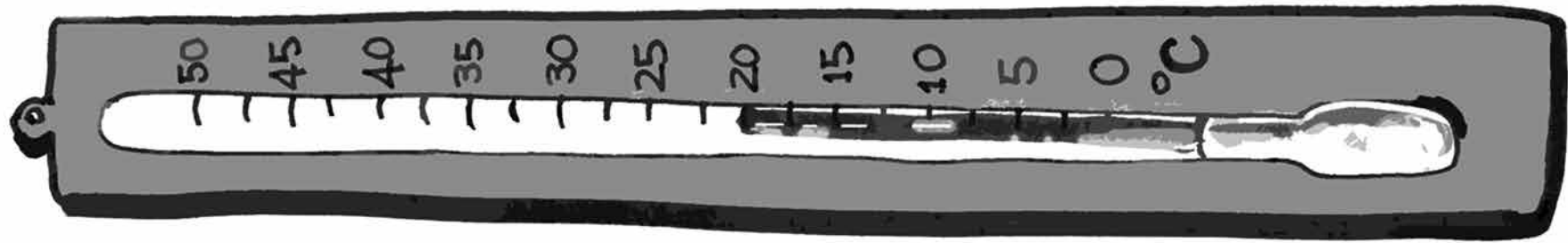


Key learning points

- We can use the metaphor (comparison) of a thermometer to think about ourselves and violence.
- If we let the liquid go high up the thermometer, this means that conflict and violence can happen easily.
- When it is low, there is less chance of conflict and violence.
- If we are in a conflict situation, we should try move the 'liquid' down the thermometer to decrease the chance of conflict and violence.



Picture code 8 Number of copies: 1 for each group of 4-5 boys



Activity 3: Using the conflict thermometer to monitor my feelings and reactions?



1. Boys should work with a partner.
2. **Say:** 'If another boy throws a stone at you, there are different possible reactions. In your pairs, act out role play showing the different ways you might react if another boy throws a stone at you. Then talk with your partner and write down the possible reactions in your notebook.' Write down at least 3 different possible reactions.
3. 'Now take the conflict thermometer and check the different reactions you have written against the thermometer. If the reaction will increase the tension (violence leads to more violence), mark it with a cross (X) high up the thermometer in your book (and write the reaction next to that X). If you think that the reaction will decrease the tension, mark it with a circle low down on the thermometer (and write the reaction next to that circle).'
4. 'Share your examples with the other boys.'



Key learning points

- **We do not need to be controlled by our feelings, we can choose to be the player not the ball, and we can choose which direction we want to move the liquid in the thermometer (up towards violence) or down (towards peace).**

Activity 4: You can choose your reaction



Activity Objective

To highlight the fact that we have a choice when it comes to violence.

1. **Say:** 'If you are being played by your feelings – i.e., you are the ball, you will do something that will be high up the thermometer and that will lead to more violence. If you are the player (in charge of your feelings) you will CHOOSE an action that is low down the conflict thermometer, something that will decrease the chance of more violence. Remember Peace is a Decision!'
2. Working in pairs the boys should discuss why this course is called 'Peace is a Decision'.

The facilitator should listen and then say, 'Both peace and violence can be chosen by boys and men in relation to their relationships with girls and women as well as in our relationships more generally. If you are a skilful 'player', you will not let your feelings control you and you will be lower down on the thermometer. If you have no control (like a bad footballer) you will always be high up the thermometer. Decide now! Make Peace a Decision for you.'



Key learning points

- Violence most often leads to more violence.
- Peace is a decision.

Activity 5: What can you choose?



Activity Objective

To learn that there are alternatives to violence.

1. **Say:** 'In groups of three see how many possible reactions to violence you can think of:
 - which make sure that you are the player and not the ball,
 - that your reactions don't become harmful for you and others
 - in which you become the master of your anger and tensions.'

Capture these suggestions on a board or a flip chart and add the following if they have not already been mentioned:

- Leave the place of conflict
- Go for a walk
- Go to play
- Tell a friend what happened
- Avoid situations which produce tensions
- Throw stones against a tree
- Sing
- Do something that can make you think of something else e.g., study your school work or exercise of play sport

- Ask friends for support
 - Use your five senses in order to become distracted: e.g., to feel the wind or the sun on the skin, listen to the noise such as birds, people, cars or motor bikes going past, look at the clouds or the different colours you can see or move your eyes in a rhythm from the left to the right and back: how much can you see?
 - Clap a (difficult) rhythm with your hands or fingers – try to include your legs.
 - Relax your face muscles with a slight smile
 - Pray
 - Thinking of the advantages and the disadvantages of your behaviour
 - Breathe in deeply to the count of 3 and breathe out to the count of 5.
2. On a blank piece of paper in their notebooks the boys should write down the above suggestions that they like and then try and add their own strategies for staying calm during and after a stressful experience. They can work with a partner if they choose.

Finally they can end this session by discussing what they have learned in the larger group.



Key learning point

- There are many alternatives to violence.

Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledges because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



'My name is Peace is my Decision.
I choose peace because and for me
peace means

Boys to write their peace pledge down in their notebooks.

Session



8

The miracle of life



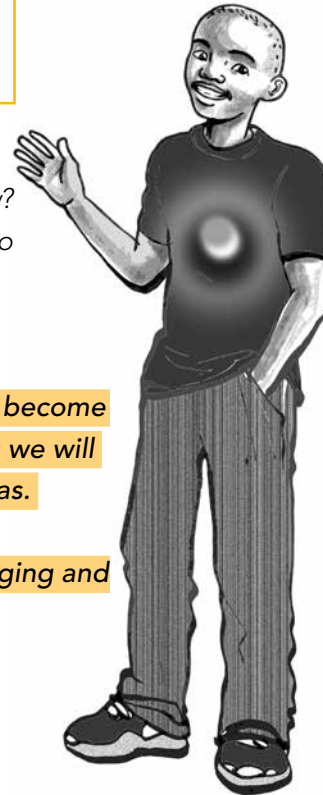
Session Objectives

- To explain conception (when a male sperm fertilises a female egg) biologically and to present it as a miracle of life which can empower boys to treat girls and women with the utmost respect.
- To support boys to think about sex and conception with awe and respect to decrease teenage pregnancy and gender-based violence.

RECAP: Do you remember what you learned in these workshops up till now? Ask a volunteer to share with the rest of the group. Then ask for three boys to read from the script below.

In session 1 we looked at what kind of man we want to become – both what kind of job we want to do and what values we will have. We also looked at how possible that goal was.

In session 2 we learned about how our bodies are changing and will change as we grow from boys to men.



ALFRED

In session 3 we explored the social process around becoming a man. We looked at how society loads up our carts - which represent society's expectations of what a real man should be. We also got a chance to say ok that is what society might say but I want to be this kind of man – giving us a chance to think about and even reject some parts of society's expectations of what a real man should be.

In session 4 we learned about different kinds of violence (physical, emotional, gender-based, sexual and structural) and we thought and spoke about which forms we have witnessed or experienced.

In session 5 we learned about power, where it 'sits' in our bodies (minds, hearts and bodies) but also different kinds of power (power within, over, with, to).



GEORGE

In session 6 we then learned about irritations and pressures and how when these build up rather than just exploding into violence or acting out our feelings we can talk them out as someone who is able to be in touch with their feelings as someone who is emotionally literate.

In session 7 we learned to see power in terms of a soccer ball and player. Either the person gets kicked around like a ball (someone who has no power over his feelings) or they are able to be the player (someone who is in control of his feelings and who can control the ball). In this same session we learned about the conflict thermometer. When there is potential conflict we can either move things towards violence (near the top of the thermometer) or we can move things towards peace (near the bottom of the thermometer). This is a very important skill to have. Remember this workshop is called Peace is a Decision and we can always move things towards peace rather than violence.



ZAMA

'Now you understand how to control your feelings so you can choose to be the man you want to be. You also understand about how a real man has power within his heart and head and not only in his body. In the rest of the sessions we will look at how you can choose to be a man who will be caring in his relationships with women.'



GEORGE

Activity 1: Reproduction



Activity Objective

To explore sexual and reproductive health issues.

Say: In an earlier session we learned that it is sometimes difficult to find someone who you can ask all your questions about your bodies and sex as you enter and go through puberty (the period of time when you change from being a child to an adult).

To help you we are going to introduce you to a man called Uncle Thomas. Uncle Thomas is an expert on these things. The way it works is like this. Teenagers write letters to Uncle Thomas with questions of their own and then Uncle Thomas replies. In this group you will hear both the first letter and the reply and we will discuss both also giving you a chance to ask me questions of your own.

Dear Uncle Thomas

I have heard that one gets a baby from having sex but I don't understand how this happens? Please can you explain?

Ask the boys to share their ideas about how a baby is made and only then share Uncle Thomas' answer.

Answer

Dear Andrew,

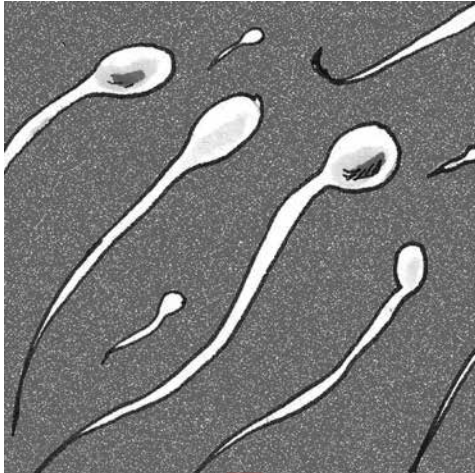
this is an important question and I am going to explain it using these pictures.

Let us begin with a man. When a man becomes sexually excited he gets an erection which means his penis becomes hard enough to insert into a woman's vagina. After this sperms are released from his penis into the vagina (show picture 1). The sperm then swim up the vagina and meet the woman's egg in the womb (show picture 2). Many sperm will make this journey but only one (the strongest one) will be accepted by and will fertilize the egg in the womb (show picture 3). The fertilized egg will then begin to grow into a foetus which is a developing human being (show pictures 4-5). During this time the baby is fed by the umbilical chord, which joins it to the mother at the belly button of the developing child. The baby grows for 9 months in the mother's womb and is then born exiting through the birth canal and the vagina.

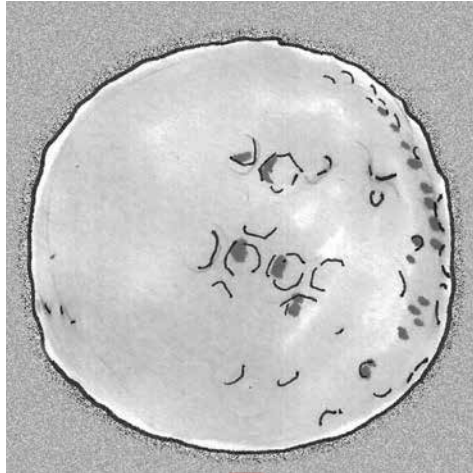
After hearing Uncle Thomas' explanation, ask the boys to explain to each other how a baby is made using the pictures below.



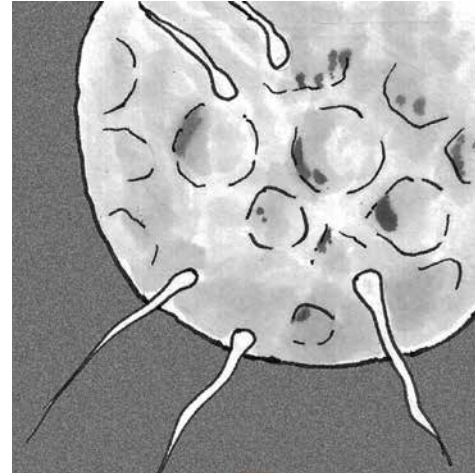
Picture code series 9 Number of copies: 1 for each group of 4-5 boys



1



2



3



4



5

Discussion points

What do you think of Uncle Thomas' reply?

Talk openly but with respect about the miracle of life and how sex is a way that two people show they love each other. You can use this quiz (below) to make sure they understand the facts.

Dear Uncle Thomas

How can one have sex without making a baby?

Timothy

Ask the boys to share their ideas about how one can have sex without making a baby and only then share Uncle Thomas' answer.

For this session invite a nurse or health care practitioner from the local clinic to come and do a condom demonstration and to talk about sexually transmitted infections and the prevention thereof. When talking about condoms, emphasize that both partners involved in sex have the right to insist on a condom being used and to force someone to have sex without a condom when they have asked that one be used is a serious form of gender-based violence.

Reply

Dear Timothy

You now understand that if the sperm of the man reach the egg of the women, the egg can become fertilized. A condom can prevent the sperm entering into the vagina by creating a physical barrier for the sperm. At the same time a condom can prevent the transmission of sexually transmitted infections including HIV. There are other forms of contraception e.g., the pill but these cannot stop the transmission of HIV and other sexually transmitted diseases.

Activity 2: A quiz



Make copies of this page for all of the boys

Compare answers once everyone has had a chance to answer all the questions.

A Quiz!

1. To make an egg of a woman to grow into a baby it is necessary that _____ meet the egg.
2. Who has eggs in their body? _____
3. Who has sperms in their body? _____
4. At what age do people start to produce eggs and sperms?

5. Sex is to make a baby but it is also for two people to show

6. The only way to stop giving each other HIV (if one of you is infected) during sexual intercourse is to use a male or female condom.



Key learning points

- When a man becomes sexually excited he gets an erection which means his penis becomes hard enough to insert into a woman's vagina.
- After this sperms are released from his penis into the vagina.
- The sperm then swim up the vagina and meet the woman's egg in the womb.
- Many sperm will make this journey but only one (the strongest one) will be accepted by and will fertilize the egg in the womb.
- The fertilized egg will then begin to grow into a foetus which is a developing human being.
- During this time the baby is fed by the umbilical chord, which joins it to the mother at the belly button of the developing child.
- The baby grows for 9 months in the mother's womb and is then born exiting through the birth canal and the vagina.
- Both partners involved in sex have the right to insist on a condom being used and to force someone to have sex without a condom when they have asked that one be used is a serious form of gender-based violence.

Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledges because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



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peace means

Boys to write their peace pledge down in their notebooks.

Session



9

Sexuality



Session Objectives

In this session the boys will learn that sex is more than biology and that sexuality involves emotions, relationships and choices.

RECAP: Do you remember what we learned in the sessions up till this one? Ask a volunteer to share with the rest of the group. Then ask for 3 more volunteers to read from the script below:

In session 1 we looked at what kind of man we want to become – both what kind of job we want to do and what values we will have. We also looked at how possible that goal was.

In session 2 we learned about how our bodies are changing and will change as we grow from boys to men.

In session 4 we explored the social process around becoming a man. We looked at how society loads up our carts - which represent society's expectations of what a real man should be. We also got a chance to say ok that is what society might say but I want to be this kind of man – giving us a chance to think about and even reject some parts of society's expectations of what a real man should be.



ZAMA

In session 4 we learned about different kinds of violence (physical, emotional, gender-based, sexual and structural) and we thought and spoke about which forms we have witnessed or experienced.

In session 5 we learned about power, where it 'sits' in our bodies (minds, hearts and bodies) but also different kinds of power (power within, over, with, to).

In session 6 we then learned about irritations and pressures and how when these build up rather than just exploding into violence or acting out our feelings we can talk them out as someone who is able to be in touch with their feelings as someone who is emotionally literate.



GEORGE

In session 7 we learned to see power in terms of a soccer ball and player. Either the person gets kicked around like a ball (someone who has no power over his feelings) or they are able to be the player (someone who is in control of his feelings and who kicks the ball). In this same session we learned about the conflict thermometer. When there is potential conflict we can either move things towards violence (near the top of the thermometer) or we can move things towards peace (near the bottom of the thermometer). This is a very important skill to have. Remember this workshop is called Peace is a Decision and we can always move things towards peace rather than violence.

In session 8 we learned about the miracle of life, that is how a sperm and an egg can join to make a human being and how a condom can be used to prevent pregnancy and to prevent sexually transmitted infections.



Activity 1: Sexuality is much more than sexual intercourse



Activity Objective

To learn how sexuality goes far beyond sexual intercourse.

1. **Say:** 'Sexuality is one of the strongest forces and form of energy we have. It involves sexual expressions, relationships, feelings, activities, tenderness, thoughts, power. So sexuality goes far beyond sexual intercourse.'
2. Make copies of the table on the next page – one for each boy. Let the boys work with a partner. They should read each sentence. If the sentence is about a feeling then tick that column. If it is about the body, then tick that column. They can tick more than one column.
3. Get the boys to report back to the large group. The boys will notice that most of the sentences relate to feelings and the body. This shows that sex involves feelings and not just the body – these feelings are felt by both boys and girls.
4. Now ask the boys to decide if the feelings are good or bad feelings. They should tick the good or bad column.
5. Asks the boys 'Do you want to be a man who makes a woman have good feelings or bad feelings?'

In groups of two discuss this activity then share within the larger group



Key learning points

- Sex is not just biological.
- It involves feelings – these can be good or bad.
- A good man will make a decision to always allow a woman to feel good feelings about sexuality.



Make copies of this page for all of the boys

	Feelings			Body
		Good	Bad	
A boy says: I feel jealous – all other boys have a girlfriend except me				
A boys says: At 4 pm I go to fetch water –Mary fetches water at this time too and maybe I can help her and talk to her				
A girl says: some boys tried to rape me				
A girl says: I'm very sad – I would like to talk to Edgar, but he doesn't want to listen to me and talk with me.				
Every time I see this one girl I get an erection, it is very embarrassing				
A girl says I get this tingly feeling in my stomach when this one boy who I like talks to me				
A girl says: I hate it and I feel embarrassed when the boys try to touch my breasts				
A boy says: I don't like to be with other boys – they are always so harsh and rough.				
A boy says: I feel so happy – today. Maria gave me a pen at school, when I had forgotten mine at home				
A girl says: I feel sad and jealous – all the other girls are beautiful, and people say that I'm not				
A boy says: I think that Ennet is lying when she says she is not ready for sex as she is too young. I forced her				
A boy says: I slept with Rose				
A girl says: This week I started my menstruation				
I like it when someone touches and caresses my hand				

Activity 2: Relationships – boys and girls can be friends, they don't have to have sex



Activity Objectives

- To think about why friendship between girls and boys seems difficult and why contact between girls and boys is mostly seen only as a sexual relationship.
- To think about how girls and boys can be friends.
- To look at the advantages of girls and boys being only friends.

A research story

1. Read this story aloud to the group.

Robert Pattman and Fatuma Chege are two researchers. They talked with nearly a thousand young people, girls and boys aged from 8 to 20 years from all over Africa. They asked the girls and boys about love, sex, and the (often difficult) relationship children and youth have with adults.

What did the young people say?

- *Most of the young people who were interviewed reported having close friends of the same sex i.e., boys have boys as friends and girls have girls as friends, but only very few said they had close friends of the opposite sex.*

- *They said that one of the reasons for this was that boys and girls are very different, that they had so little in common – and they would find it difficult spending time together.*
- *Most indicated that the only reason to be together would be to become lovers and have sex together.*

2. Divide the group into small groups and ask them to discuss this question:
Do you have friends of the opposite sex?
3. Now read this:

In a large village in Tanzania called Nshamba, the girls and boys were discussing this question. They were asked why they think it is so difficult for boys and girls to have friends (not lovers) from the other sex. This is what they said:

'People in the community say that we are lovers. When we like somebody and talk to them the community thinks that we are lovers.'

(Boy)

'Boys do not respect you. If you are friendly in any way to them they want to touch our bodies and our breasts.'

(Girl)

'We feel ashamed when we are seen with a male friend'.

(Girl)

4. Discuss in groups whether you agree with what the girls and boys say. Do you think girls and boys can only be friends without being lovers? Do you think they should?



Key learning point

- It is unusual for young people to have close friends of the opposite sex but to have friends of the opposite sex can be very rewarding.

Activity 3: Why just be friends?



Activity Objective

To explore non sexual relationships between boys and girls.

1. Read these comments (below) to the group – they were all made by girls in Nshamba.

'I would like to have boys as just friends. We can learn from each other and find out about being a man from boys. They can find out about being a girl.'

(Girl)

'If we were friends we could help each other with household tasks.'

(Girl)

'It would be fun to be friends, because we could learn new things like how to chop wood. We could teach the boys how to cook.'

(Girl)

- Discuss these comments – do you as boys agree?
- Make a list of things that you as boys think would be good about having a friendship with girls. Write your list in your notebook.
- In small groups develop role plays that deal with the theme of girls and boys being friends but not lovers



Key learning point

- One can learn a lot by having friends of the opposite sex.

Activity 4: What kind of friend do girls want boys to be?



1. Let the boys work in pairs and discuss the ideas below.

The girls in Nshamba also made a list of how boys had to behave if they were to be friends. They said:

Boys must be respectful to the girls

Boys must not start a sexual relationship with the girl

Boys must not be violent with girls and force them to do things

2. Discuss the list in the large group.



Key learning points

- Boys and girls can be friends. They can do things together without being in a relationship.
- In fact, while they are still at school or young, boys and girls should just be friends and not lovers.
- In the next session we will learn the difference between a friend and a lover.

Activity 5: Friend or lover?



Activity Objective

To learn how lovers and friends are different. This is important because it will allow the boys to know what is appropriate to do with a friend and what is not appropriate.

1. Make copies of the sheet on the next page for each boy.
2. They must work in groups, read each sentence and decide if the behaviour is typical of a friend or a lover. If the behaviour is possible for both, they should tick both columns.
3. **Say:** 'Friends and lovers are different. Being a lover is a serious thing. Being a lover is a choice for both the girl and the boy.'



Key learning point

- There are many things boys and girls can do together as friends.



Make copies of this page for all of the boys

Behaviour	Friend	Lover
Travel together to school		
Support each other and give advice about different things		
Embrace and kiss each other and touch each other's bodies		
Help each other with school work		
Help each other with house chores		
Have sex		
Be very friendly to each other		
Meet in the forest, at the beach, at hidden places or on the street		
Often think about each other		
Give or get money, clothes, cell-phones		
Visit each other in their homes		
Visit each other occasionally		
Feel jealous when they see the person talking with another boy		

Activity 6: One-way feelings - Being 'in love' needs two people



Activity Objectives

In this activity the boys will learn that:

- **Falling in love and trying to build a relationship involves two people but often the romantic and sexual feelings come only from one side. This creates a difficult situation for both of them.**
- **It is possible to deal with such difficult situations in a non-violent way.**

1. **Say:** 'To be in love needs two people – both of them have to like the other person, but unfortunately often these warm feelings are only on one side.'
2. Now read this story:
'Peter is 16 years old and still schooling. Here are two things that can happen to Peter. In an exchange visit, Peter saw a girl and he was very attracted to her. He found out her name: Aisha. She knows nothing about him and his feelings for her.'

What should Peter do? He is also afraid that Aisha could reject him or even laugh about him and tell it to their friends. It would become known in the village. Here are some things he could do:

- he suffers, he keeps silent and he is hiding it to other people
- he forgets about Aisha
- he can show Aisha his feelings for her
- he communicates directly to Aisha and shows that she is a special person for him
- he asks her to become his friend without becoming his lover.

What else could he do?'

3. Discuss with a partner what Peter should do. Report back to the big group.

Report back and give reason for your choices.

Activity 7: What if she does not respond



1. **Say:** 'Aisha does not respond to Peter. The feeling is one way. What will Peter do now?'
2. Talk with a partner about what Peter should do now. Give him some advice.
3. Talk in the large group about what Peter should do. Discuss how he should respond if he has chosen to be a peaceful, caring man. Look again at the conflict thermometer in Session 8, activity 1. How can Peter make sure that his response to Aisha does not go high up the conflict thermometer?



Key learning points

- Love needs two people to agree.
- If Aisha does not return Peter's feelings, he must respect this and walk away without hurting her.
- This is what a good man would do.

Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledges because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



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peace means

Boys to write their peace pledge down in their notebooks.

Session



10

The man I look up to who is
the kind of man I want to be



Session Objectives

- Remember that in session 1 boys chose and expressed what kind of man they want to become?
- In session 11 we ask the boys how their values and attitudes towards peace, gender-based violence and towards girls and women are reflected in the kind of man they look up to, that is their role model.
- After having participated in the whole workshop, we hope that they will choose a role model who reflects good and peaceful values.

RECAP: Do you remember what we learned in the sessions up till this one. (Ask for volunteers to try remember and to share with the rest of the group). Then ask for 3 volunteers to read from the script below.

In session 1 we looked at what our goal in life was – what kind of man we want to become – both what kind of job we want to do and what values we will have, and in particular what our attitudes and behaviour towards women will be. We also looked at how possible that goal was.

In session 2 we learned about how our bodies are changing and will change as we grow from boys to men.



ZAMA

In session 3 we explored the social process around becoming a man. We looked at how society loads up our carts - which represent society's expectations of what a real man should be. We also got a chance to say ok that is what society might say but I want to be this kind of man – giving us a chance to think about and even reject some parts of society's expectations of what a real man should be.

In session 4 we learned about different kinds of violence (physical, emotional, gender-based, sexual and structural) and we thought and spoke about which forms we have witnessed or experienced.

In session 5 we learned about power, where it 'sits' in our bodies (minds, hearts and bodies) but also different kinds of power (power within, over, with, to).

In session 6 we then learned about irritations and pressures and how when these build up rather than just exploding into violence or acting out our feelings we can talk them out as someone who is able to be in touch with their feelings as someone who is emotionally literate.



GEORGE

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In session 8 we learned about the miracle of life, that is how a sperm and an egg can join to make a human being.

In session 9 we learned that sexuality is much more than sexual intercourse and how boys and girls can be friends without being lovers. In this session we learned how to handle a situation where we have strong romantic and sexual feelings for a girl but where she does not return these feelings.



Activity 1: A role model



Activity Objective

To reflect on what you have learned in this workshop and to choose a role model to reflect your values.

1. **Say:** 'We all have people we admire, and even love and who have influenced our lives in a positive way. They influence our behaviour and our plans for the future. And sometimes we would like to be like them. We call them 'role models'. If we are to choose peace, we need role models who are peaceful. Role models help us to think about the following important questions:

What type of boy would I like to be?

What type of youth would I like to be?

What type of adult man would I like to be?

What are my values, attitudes and behaviours towards girls and women?

2. Let the boys work in pairs and talk together about ONE male person. He might be the same age as you or an adult. He might be a person who lives with you, he might live far from you or he might already have passed away. Don't give his real name, but call him by another name (e.g., John) – only you will know his real name.
3. Now think about why you selected him. What makes him a special boy, a special youth or a special man to you? We will use these circles to think about this man/boy.
4. Draw four circles in chalk or on flip chart paper on the floor with the following headlines:
 - Skills and knowledge
 - Inner strength and qualities
 - Feelings
 - Values
5. **Explain each circle:** The **first circle is about the SKILLS and KNOWLEDGE** that you admire: what he can do, what he knows. Ask the boys: 'What do you admire him for? 'What does he know that you admire? What does he do that you admire?'
6. The boys must write the answers on small papers, then read them to all participants and put them into the circle 'Skills and knowledge'.
7. The second **circle is about his INNER STRENGTHS, about his SPECIAL QUALITIES.** The leading question which will help the boys to think about his inner strengths and qualities is: 'What about him makes me feel very

comfortable either to be with him or to remember him, and what makes me feel that he respects or even loves me. What makes me feel good to be with him – even in my body?’

8. The boys must write the answers on small pieces of paper, then read them to all participants and put them into the circle ‘Inner strengths and special qualities.’
9. The third circle is about this role model’s FEELINGS, feelings you could observe and that you like(d). The leading question here is: ‘During all the time I saw him what feelings did I observe within him and which touched me. There can be feelings toward me as a person, but it could also be feelings towards other people which I appreciated. Again the participants must write the answers on small papers, and the facilitator must read them to all participants and put them into the circle ‘Feelings’.
10. The fourth circle is about his VALUES. This is the most difficult circle. The leading question is: ‘What do I think is pushing and directing him to be the person he is? **Why** is he doing what he is doing? What are the values which act like a motor to direct him in this direction?’ Again the participants must write the answers on small papers, and the facilitator must read them to all participants and put them into the circle ‘Values’.
11. Talk about the circles and the people you have chosen as role models. Hand out copies of the table on the next page to each boy.

Make copies of this page for all of the boys

A final question:

Did the training affect and influence your selection of your role-model?

There are three possibilities – please tick what is true for you

No – was already my role model before the training and he remains my role model	<input type="checkbox"/>
Yes – I have changed my role model	<input type="checkbox"/>
I never thought about a role model, I have now selected one	<input type="checkbox"/>



Key learning points

- We choose our role models for their skills and knowledge, inner strengths / special qualities, feelings and values.
- Our choice of role model may have or may not have changed as a result of this course.

RECAP: Ask for volunteers to try list all the things they have learned thus far. Then ask for 3 volunteers to read the script below:

In session 1 we looked at what kind of man we want to become – both what kind of job we want to do and what values we will have. We also looked at how possible that goal was.

In session 2 we learned about how our bodies are changing and will change as we grow from boys to men.



ALFRED

In session 3 we explored the social process around becoming a man. We looked at how society loads up our carts - which represent society's expectations of what a real man should be. We also got a chance to say ok that is what society might say but I want to be this kind of man – giving us a chance to think about and even reject some parts of society's expectations of what a real man should be.

In session 4 we learned about different kinds of violence (physical, emotional, gender-based, sexual and structural) and we thought and spoke about which forms we have witnessed or experienced.

In session 5 we learned about power, where it 'sits' in our bodies (minds, hearts and bodies) but also different kinds of power (power within, over, with, to).

In session 6 we then learned about irritations and pressures and how when these build up rather than just exploding into violence or acting out our feelings we can talk them out as someone who is able to be in touch with their feelings as someone who is emotionally literate.

In session 7 we learned to see power in terms of a soccer ball and player. Either the person gets kicked around like a ball (someone who has no power over his feelings) or they are able to be the player (someone who is in control of his feelings and who kicks the ball).

In this same session we learned about the conflict thermometer. When there is potential conflict we can either move things towards violence (near the top of the thermometer) or we can move things towards peace (near the bottom of the thermometer). This is a very important skill to have. Remember this workshop is called Peace is a Decision and we can always move things towards peace rather than violence.



ZAMA



GEORGE

In session 8 we learned about the miracle of life, that is how a sperm and an egg can join to make a human being and how a condom can prevent both pregnancy and sexually transmitted infections.

In session 9 we learned that sexuality is much more than sexual intercourse and how boys and girls can be friends without being lovers. In this session we learned how to handle a situation where we have strong romantic and sexual feelings for a girl but where she does not return these feelings.

In session 10 we explored what kind of role model we would choose and thought about whether this has changed or not changed as a result of this course.

Concluding the workshops

Discussion with boys – have they changed their idea of a man?

What have they learned in this workshop?

What might be different about them after this workshop?

Ask the boys to renew their pledge for peace as a closing ceremony for this session. Their answer should be a little different to their earlier pledges because of the new information they have learned but there is no right or wrong answer. Ask the boys to try and work their new learnings into their peace pledge.



'My name is Peace is my Decision.
I choose peace because and for me
peace means

Boys to write their peace pledge down in their notebooks.



Note to facilitator: *To use the information gathered above to measure impact of training.*



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