



MOVING THE GOALPOSTS

Young Men as Equal Partners

Coaches Facilitation Curriculum



Moving the Goal Posts, Young Men as Equal Partners Coaches Facilitation Curriculum

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For the awareness and implementation of YMEP Program

Foreword

Young Men as Equal Partners is a program of Moving the Goal Posts (MTG) initiated in 2016 with support from Building Relationships in Development of Gender Equitable Society (BRIDGES) project, funded by Comic relief through United purpose. The aim of the program is to increase the number of boys and men who can support and champion the fundamental rights and freedom of girls and young women. The objective of the program thereof is “to have male coaches with gender equitable attitudes and acting against GBV”, “and boys and young men reached (by the program) displaying gender equitable attitude and acting in that manner.”

In order to achieve this objective, MTG has developed this coaches’ facilitators guide to form part of its intervention strategy aimed at equipping coaches with relevant knowledge, skills and tools for delivering effective awareness and educational activities. The awareness and educational activities are aimed at building knowledge that will affect the behaviour of YMEP program beneficiaries.

Overview of the YMEP Coaches Facilitation Curriculum

This curriculum consists of nine (9) modules. Each module has guiding notes and activities section premised on Action Learning approach to enhance participation and learning. Therefore, each module has either a sport related activity, scenario, case study, movement game or both. In some activities, participants are requested to act out their discussion. Such an activity would be best for workshop set up or community outreach activity.

Please note: We have provided in each module; an introduction and opening question, an activity, and debriefing notes to guide you. Once you master the modules, you will find other creative ways of delivering the sessions. Always remember to connect learning to the activity that you will have done.

Acknowledgements

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We acknowledge and thank the YMEP Leadership team lead by Charles Koech and coaches whom have dedicated their time and efforts towards ensuring the success of this program and beginning the initial phase of the development of this training guide.

A big thank you to the review team comprising of James George Nange Otieno, Doreen Nabwire Omondi, Michael Wachira and Collins Mudege Ayuya, for bringing life into the guide and ensuring that it incorporates content and activities that will improve the applicability of the guide.

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Terms and Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
BRIDGES	Building Relationships in Development of Gender Equitable Society
HIV	Human Immunodeficiency Virus
MTG	Moving the Goal Posts
SRH	Sexual Reproductive Health
STDs	Sexually Transmitted Diseases
STIs	Sexually Transmitted Infections
YMEP	Young Men as Equal Partners
YMEP Coach	A YMEP coach is one that coordinates, leads and organizes practice sessions, games and learning activities for their teams

Icon



Coaches preparation notes

Module 1. Why Girls and Young Women Empowerment

Activity 1: Reflection Activity

Age category: All

Materials needed: No materials needed

Process

- Begin by asking the participants; Why is MTG involved in girls and young women programming? Let them answer in plenary.
- Ask the participants to share names of girls or young women they know that have succeeded from playing football either from their community, MTG, nation or other countries.
- After sharing the names of the above, ask the participants to reflect and share with the others;
 - What may have contributed to the mentioned girls or young women succeeding in football?
 - What challenges may they have faced during their career?
- Based on their answers, ask them to reflect and share; are the challenges that girls and young women who play football the same as the challenges that boys and young men who play football face?

Note: The challenges could be directly linked to having access to playing football or social challenges that may hinder them from playing or participating in football activities.

Take home notes

Inform the participants that;

Girls and young women in larger Kilifi district and many communities where MTG works face a combination of challenges which limits them and, in some cases, stops them from pursuing their dreams, goals and heart desires. Such challenges include; discrimination, inequality, early marriages, teenage pregnancy, gender discrimination, violence and abuse, unequal power relations, and poverty despite them having equal rights and capabilities as boys and men.

Girls and young women who play football and participate in other sporting activities also face diverse challenges compared to boys.

Therefore, educating, empowering and giving girls and young women equal opportunities is important as it will not only enable them to live a fulfilled life, but provide them with an opportunity to excel in whatever they are involved or engaged in including sports.

Module 2. Understanding self



Learning Objective:

This session aims to build knowledge on how our perception of self influences how we behave, perceive and relate with others. This is very important especially when going to work with children and young people, as it will not only enable you to help them understand how they think and act, but also how having a low-self-esteem may affect how they relate with others, especially girls and women.

2.1 Definitions

Self-awareness: To define this, we are going to look at the two words separately - Self and Awareness

Self: Self is what describes you as a person seen through your behaviors and characteristics.

Awareness: Refers to having knowledge about something which enhances your ability to notice or understand them.

Therefore, if awareness is having knowledge or ability to notice, then self-awareness is about focusing your awareness on self. This is about understanding who you are, not based on physical appearance, but your characteristics and how this influences the way you think and feel about yourself and how you act. For instance, if someone is polite, you describe them as a polite person. Meaning, they possess a polite characteristic.

Self-esteem: Self-esteem on the other hand is having high regard and confidence in one's self, worth and abilities.

Esteem means respect and admiration or approval. Therefore, people with high self-esteem are convinced that that they are worthy of love and respect and often expect it from others. The opposite is also true. People with low self-esteem may be more likely to fall under the influence and pressure of others, not trusting their own values, beliefs or decisions.

The following can contribute to low-self-esteem: - Loneliness, poor academic performance, bullying, neglect, abuse, feeling like you're the odd one out, unemployment, something going on at a deeper level.

The following points can help boost self-esteem. Positive self-talk, not comparing yourself with others, not-striving for perfection, not beating yourself up when you make a mistake, focusing on the things you can change, doing things that you enjoy, celebrating the small stuffs or achievements, being helpful and considerate, surrounding yourself with supportive people, being realistic, exercising in a conducive environment etc.

Activity 2: Self - Awareness and the link with Self Esteem

Name: Touch on the back

Age category: All

Materials needed: A bib, bean bag or small ball

Process

- Begin by asking the participants to reflect for a minute on this question, “Who am I?”
- Ask a few participants to share who they describe themselves as.
 - Note words such as polite, hardworking, handsome/ beautiful, intelligent, confident, afraid etc.
- Do not debrief or say anything at this point. Take them straight to the following activity
- Inform the participant that you’re going to play a game where they will be required to follow the given instructions.
- Divide them (the participants) in groups of ten (10) depending with the number of participants you have.
- Ask the groups to form a circle and seat on the ground/ or stand depending with the condition of the ground and their physical ability.
- Take one participant to stand out of the circle.
- Give the participant a bib, bean bag or a ball.
- Ask all participants in the circle to close their eyes and face down, except the participant standing outside the circle.
- Inform them that; the participant outside the circle will jog around the circle, and based on given instructions or questions, they will tap the back of one of the participants in the circle, upon which they will leave their standing position and sprint around the circle, competing with the athlete/ participant that tagged them for the same position they left.
- Continue the activity until everyone or a good number of the players/ participant have been touched.

Guiding question/ Instructions during the activity

- Give a pat on the back to someone who makes his or her own decisions and sticks to them.
- Touch the head of someone who seems confident and never afraid.
- Give a pat on the arm to someone who is friendly, understanding and works well with others.
- Touch the shoulder of someone who seems quite most of the time
- Touch the shoulder of someone who is polite.
- Touch the knee of someone who encourages the team when they are down or afraid.

Reflection on the activity

- Ask the participants;
 - How did you feel about the activity?
 - How many were touched?
 - How did it feel to be touched?
- Ask participants that were touched whether they identify with the attribute that was read about them. For instance; confident, friendly, polite, good decision maker.

Take Home Notes

The coach should state the following to the participants;

- Based on the activity we had, we all have different characteristics, some are similar, some are different.
- These characteristics determines whether you're confident, shy, polite, friendly or hardworking.
- For instance, if you appear confident, people will perceive you as having good self-esteem. On the other hand, if you seem quite and shy, people may perceive you to have low self-esteem.
- What may also influence our ability to showcase our qualities other than low self-esteem is the lack of equal playing field, safe environment, praise and opportunities. **This is very true for girls and young women.**
 - Most girls and young women tend to shy away from situations that will make them judged, intimidated or unwelcomed.
 - Culturally, girls and young women are expected to be quiet, seemingly shy and not-too-confident lest they be judged to behave like boys or men.
 - Therefore, creating an enabling environment for all is very important, more for girls and young women. This would enable them to freely and openly showcase their qualities and abilities.
- In addition to the above, it is important to be positive about yourself as it will change the way you perceive others, including girls and young women.
- If we perceive girls and young women as friends, colleagues, companions, we'll be able to support them in all that they do.
- Therefore, let us be prepared and fast to give praise. This helps to motivate and inspire others.
- Once we learn these, we'll be able to motivate and inspire girls and women to live a fulfilled empowered life.

Activity 3: Self-Awareness and Self - Esteem

Name: Passing the Ball (15 minutes) - Warm up game

Age: 9 - 25 years

Group Size: 10 to 15 players

Materials needed:

- Football or softball
- Bibs
- Cones or Field markers

Objectives:

Participants should be able to explain what is self-awareness, and self-esteem.

Participants should be able to build their confidence as they contribute to the team's success.

Preparation:

Review the topic and make sure that as a coach you understand all the key concepts

Mark the field depending with the number of players you have e.g. If you have ten players, the dimension of the field should be at least 10 by 10 steps, this will comfortably accommodate 5 vs 5 players per session.

Instructions

- Ask the players to jog for five minutes and stretch thereafter.
- Inform them that they will play a ten minutes warm up game where they will be required to pass the ball using their hands to their team mates. Ten passes equal a goal.
- The players are only allowed to hold the ball for three seconds and are not allowed to move with the ball in their hands. That is, receive the ball and pass without moving.
- Players without the ball must move off the ball to create passing options.
- The players then progress to playing a possession game using only their hands.

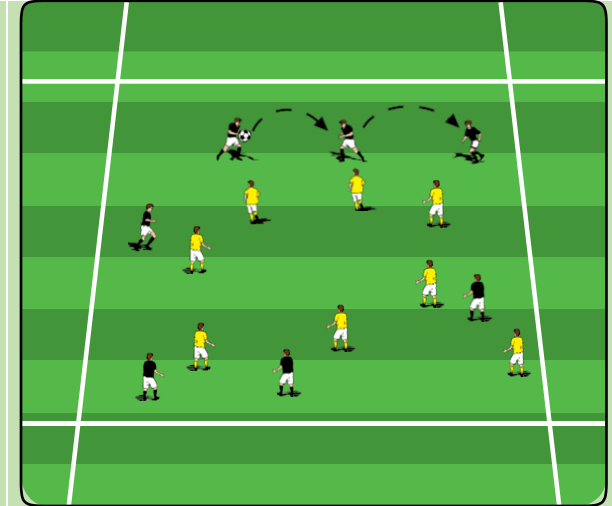
Tips for the Coach

- When debriefing the session, allow the players to answer the questions and **probe** when an important answer or question has been raised or need clarity.
- For learning to occur, increase pressure by adding more rules or more balls in the exercise. For instance, a player is not allowed to throw the ball at their teammate more than once.

Reflection on the game

Ask the players;

- How did you feel during the exercise? Or What was your experience during the game? *watch for words such as **challenging, difficult, fearful, inclusion, confident, fun.**
- Did you learn anything about yourself? Some participants will say yes, other will keep quiet.
- Probe further and ask them, what did you learn about yourself? What did you learn or notice about others during the game?
- Did you manage to work together as a team? What enabled you to work together as a team?
- Did you notice any players dominating during the exercise? How?



Take home notes

The coach should state that;

Warming up is essential as it prepares players for the game or training activity. However, understanding yourself and the role you play in a team, is very important.

Reflecting on the game, the way you felt when the exercise began may have changed in the course of the game. You may have found yourself becoming more confident and working with others in the team, especially after making a correct pass or scoring.

This process enables us to recognize what is self-awareness and self-esteem.

- Self-awareness is understanding who you are based on your characteristics and how this affects how you feel about yourself and how you act.
- Self-esteem on the other hand is having a high regard and confidence in yourself, worth and abilities. People with high self-esteem are convinced that they are worthy of love and respect and often expect it from others.
- This can be said of the players that were dominant in the game. Their confidence and self-belief are high than the other players, and they were not afraid to make a mistake. They were determined to win.
- Ask the participants at this point? Between boys and girls, men and women, who do you think has high self-esteem? Give them time to respond, then state that;
 - In our experience, boys or men will always refer to themselves as the one's that have high self-esteem than their female counterparts.
- This two (Self-awareness and Self-esteem) are the biggest challenges that girls and women face, as they are not given opportunities and platforms that would enable them freely to express themselves, identify who they are, their capabilities, worth and self-confidence.
- **We therefore need to support girls and women by ensuring that we speak against issues that stop them from fully participating in activities that would build their self-worth and confidence.**

Module 3: Values, Beliefs and Behaviour

Learning Objective: By the end of the session, participants should be able to explain what values and beliefs are and its impact on human behavior.

Understand the influences on our socialization and what role values and attitudes play in it.



This is a very important session as it will help you as a coach understand how our values, attitudes and beliefs influence our behaviour and thoughts and why it is important to understand this in relation to the work that you will be doing in engaging men and boys as agents of positive change in challenging the attitudes, norms, behaviours and values of men as it relates to girls and women empowerment.

3.1 Definitions

A value: A value is a measure of the worth or importance a person attaches to something or somebody. For instance, some people value freedom of speech, others value family.

Beliefs: Beliefs are assumptions or convictions that you hold as true about something, a person or concept. For instance, there is a common belief that women can never be equal to men, women should not work, men should control their wives, beating your wife or girlfriend is a show of love. Despite numerous efforts to justify these behaviours, they cannot be accepted to continue.

In this regard, our beliefs become our control system, just like the traffic lights; they are like signals giving direction, meaning, and purpose to our lives. Therefore, Beliefs become the base and bridge over to our behavior.

Behavior: On the other hand, behaviour is the result of a person's values, attitudes, and beliefs. Behavior is the action or reaction to a situation, group or person.

Our goal therefore *“is to instil knowledge to our program beneficiaries in order to enable them value equality, freedom and expressions of girls and women. Equality is key in ensuring progressive growth in our society and for all individuals regardless of their gender, race, social background or status.”*

Activity 4: Value activity

Age category: 9 and above

Materials needed: None

Process

- Ask the participants to give examples of what they value most.
 - Some would say money, others God, others family, others life, others may even say food.
- Ask them to explain why they value what they stated.
- Take a 10, 20 or 50 note currency, without notice, throw it on the ground and step on it making it dirty.
- Watch for any reactions or facial expressions from participants.

Reflection on the activity

- Ask the participants, how did they feel when they saw you step on the money.
- Give a reflection on what you may have observed from the participants when you took out the money and stepped on it.
- Ask the participants, does stepping on the note and making it dirty change the value of the currency?

Take home notes

Based on the participants responses, inform them that;

- Our value and self-worth cannot be taken away because of our experiences, roles and responsibilities assigned to us, or perception of the community about us.
- What takes our value away is our perception and attitude towards our experiences or the environment at which we live or are exposed to.
- This in return affect our behaviour either positively or negatively.
- Therefore, there is a need to always remember that, we are valuable no matter what. If we consider ourselves valuable, then it is worth noting that our girls and young women are also valuable beings that deserve respect, opportunities and a platform to excel in whatever careers they chose to pursue.
- Girls and women are more valuable than just bearing and taking care of children, cooking and cleaning.
- Girls and women form wonderful companions and can contribute positively to the development of the community.

Activity 5: Amina's story

The objective of this activity is to illustrate how values and attitudes affects one's behaviour, which in turn affects another person's behaviour. The ripple effects - where one person reacts and triggers others to respond and react as well.

Age category: 15 and above

Materials needed: None

Process:

- Read the following scenario to the participants.
- Ask the participants to each individually rank the five people involved, one to five, from the person whom they feel the *most* sympathetic for to the one whom they feel the *least sympathetic* for.
- Once they have ranked the persons, they feel most sympathetic for to the one they feel least sympathetic for, divide them in groups of 3 and ask them to share and discuss their ranking.
- Watch the interactions and reactions from the groups, and take note.
- After holding 2 to 5 minutes discussions on this, ask them to share with the bigger group the outcome of their discussions.

Case study

Amina was five months pregnant. She had delayed making a decision concerning her pregnancy because, at sixteen, she did not think she was capable of carrying out the responsibilities of motherhood alone and religion on the other hand prohibited her from sexual engagement with someone who was not of her religion and in this case under age. John, her friend who was the father of the baby was pressurizing her to have the child. Amina had absolutely no desire to marry John; she was sure that they would be unable to live together because of religious and cultural differences.

John had previously told her that he was sterile, which proved to be untrue. When Amina became pregnant, he offered to marry her. John loves children and wants a child. When Amina finally decided to have an abortion, John arranged for a legal action to restrain her from having the abortion.

On the advice of her best friend, Aisha, Amina had the abortion anyway. John sued the doctor who knowingly violated the restraining order. The judge fined the doctor who conducted the abortion, and sentenced him to prison for violating the laws of the country, but pardoned Amina because she was a minor, and sentenced her to do community service instead.

Reflection

Ask the participants;

- What do they think of the scenario?
- Have they ever heard of such an incidence?
- Based on the reactions you observed, ask the participants, what triggered those reactions?
 - Highlight some of the behaviours that may have been displayed during the discussions such as; voices raised, “checking-out” of the discussion, agitation, finger pointing, anger, etc.
- Ask the participants, was anyone surprised at the views and/or behaviors of other participants in the group?
- Ask the participants whether they found it difficult to get a group member to agree with them?
- Ask participants, what were some of the values revealed from this exercise? For instance, some common values that could come out are: Honesty, obeying the law, religion.

Take home notes

- Usually, participants will refer to the judge and doctor with male pronouns. After the exercise is over you should point out that there are female judges and doctors that could have performed the abortion - deal with the stereotype.
- You should point out that it is very difficult to force a value change on another individual. This is based on the values and attitudes that may have been portrayed by the participants during the discussion.
 - Some of the common values that may have been portrayed are: Honesty, obeying the law, religion.
- You should reinforce that; different experiences give rise for different values and values can change.
- In our work, we shall value equity, as it will enable us find ways that we can empower girls and young women to do things that are for boys or men.
- We should change our attitudes and constructed beliefs that degrade girls and young women.
- We should begin seeing girls and young women as equal to us in terms of ability and trust their efforts when we work with them.

Module 4: Sex and Gender

Learning objectives: By the end of the session, participants will be able to define sex, gender and equality.

Distinguish between sex roles and gender roles.

Explain the difference between equality and equity.



This session aims to equip coaches with knowledge about sex, gender and equality. The session is the main premise at which coaches will be able to help the program beneficiaries understand their role in creating a conducive environment for empowerment of girls and women, respecting of their rights and freedom.

4.1 Definitions

Sex: is the physical characteristics that identify a person as a male or a female. A person can be defined as either male or female based on their physiological structure. For instance, biologically, a man would have a penis, and a woman a vagina, which helps determine their sex.

Gender: on the other hand, is the state of being male or female, however, with reference to social and cultural differences fixated on roles rather than biological ones.

While gender refers to the roles and behaviors societies or groups assign to or expect of women and men, sex is based on biology. It is about our physical bodies. Sex is fact. Gender is based on a society's beliefs and opinion.

Gender roles: are the kinds of activities that are considered appropriate for men and women. It is learned from socialization, exposure and general observations. For instance, men are expected to do hard chores at home or in the society such as lifting heavy stuff, construction, repair of broken items at home, while women are expected to do what is considered as soft stuff such as cooking, fetching water, taking care of the babies, and washing clothes.

Gender norms: refers to ideas about how women and men should be and act.

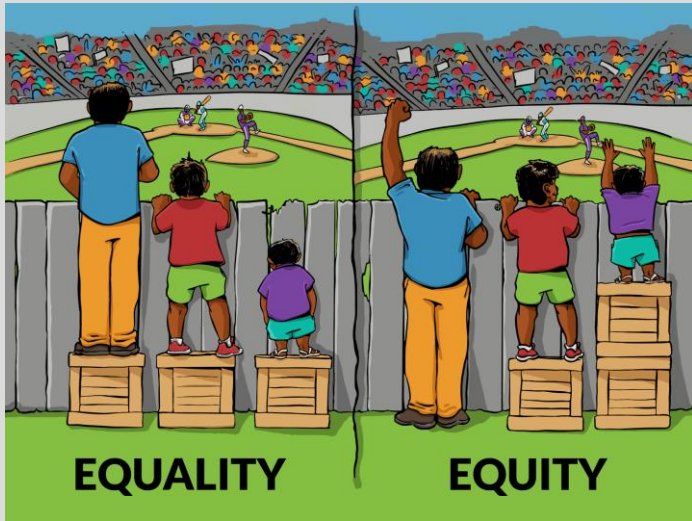
Gender equality:¹ refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It is about treating everyone the same.

Equity:² is giving everyone what they need to be successful. It is about actively moving everyone closer to success by “levelling the playing field.”

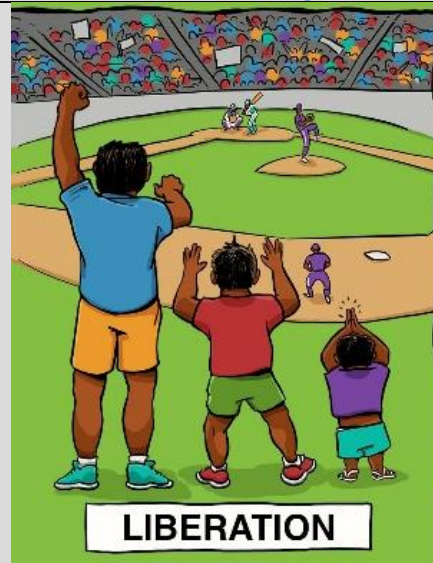
¹ <http://www.health-genderviolence.org/training-programme-for-health-care-providers/facts-on-gbv/defining-gender-and-gender-equality/19>

² <https://everydayfeminism.com/2014/09/equality-is-not-enough/>

Image depicting equality and equity



Our ultimate goal



Story depicting equality and equity

The Story of the Fox and the Crane
(Equal treatment does not mean the same treatment)
The Fox invited the Crane to dinner. He served the food on a large flat dish. The Crane with her long, narrow beak could not eat.
The Crane invited the Fox to dinner. She served the food in a deep vase, and so the Fox with his short, wide face could not eat.
Both friends had an equal opportunity for nourishment, but each time one of them could not take advantage of this opportunity.

Activity 6: Sex or Gender

The aim of this activity is to enable the participants differentiate between sex and gender ascribed roles, as well as deal with gender stereotyping.

Age category: 10 and above

Materials needed: Cones, field markers, two cards or papers and a ball.

Opening question

- Ask the participants,
 - What is sex?
 - What is gender? Give the participants time to answer.

Process:

- Using cones or field markers, mark two spaces on the field, with one having a sign written “Sex” and the other “Gender.” This could be in card form or on a piece of paper.
- The signs should be made visible, in other words, they should be set up where all the participants can read/ see.
- Make the participants to stand on a straight line, behind each other.
- Explain that you are going to read several statements, and that the statements will address either a biological fact (sex) or a cultural belief (gender).
- Once you read the statement, they will be required to kick the ball towards the sign they agree with, or not kick the ball if they don’t know.
- Allow them time to decide.
- Observe the participants movement, reactions and choices.
- When they have kicked the ball, ask participants to explain why they made that choice.
- After all the participants have kicked the ball, ask “Would anyone like to switch sides? or “Change their opinion?” Allow, them to move if an explanation has changed their view.

Read the questions one by one, without giving out the answers. In other words, do not read the answer.

Statements for the game

- | | |
|---|------------------|
| 1) Women are better cooks than men. | (Answer: gender) |
| 2) Men’s voices change at puberty. Women’s don’t. | (Answer: sex) |
| 3) Girls should be gentle. Boys should be tough. | (Answer: gender) |
| 4) Women are shyer than men. | (Answer: gender) |

- | | |
|---|------------------|
| 5) Women give birth to babies. Men don't. | (Answer: sex) |
| 6) Boys learn faster than girls. | (Answer: gender) |
| 7) It's good for a girl to marry while still young. | (Answer: gender) |
| 8) Men make better police than women. | (Answer: gender) |
| 9) When a couple can't have a baby, it's because the woman is barren. | (Answer: gender) |
| 10) Men's bodies grow larger muscles than women's bodies. | (Answer: sex) |
| 11) It's a man's job to work and provide for the family | (Answer: gender) |

Reflection on the activity

- Ask participants how was the game?
- Pick a few instances that you observed regarding their movements, reactions or choices and ask the participants what may have caused the reaction.
- Ask the participants to share ideas of other social beliefs about men and women that they know or may have heard of.
- Ask participants, how can we challenge these beliefs in the community?
- Reveal the correct answer to the statements and discuss each of the statements with the participants with a reflection on the answers they gave during the opening question.
- While discussing the statements, emphasise the difference between sex and ascribed gender roles or belief.

Take home notes

The coach should emphasize to the participants that;

- Social beliefs are created by the community; they're not based on biological facts.
- The way we act and respond to gender difference, roles and activities is based on the way we are socialised.
- This socialisation is a major hindrance towards addressing issues that affect girls and women in our community, as most beliefs and ascribed gender roles have been normalised and made to look factual. For example, it is the role of a woman to cook. This does not mean that men cannot and should not cook. This is a common belief in the society, yet most chef's in restaurants and hotels are men. If cooking was primarily a girls and/ or woman's job, then none of us (the men) would have known how to cook.
- Gender differences in communities are so deep-rooted, we sometimes don't even see them.
- Gender beliefs can be perceived as unchangeable, but they can change.
- Challenging gender norms requires concerted effort to change the attitudes, perceptions and beliefs that have been learned over the years, and unlearning them. This begins by understanding self, your belief system and what affects it, and gaining confidence to deal with the arising issues regarding gender and masculinity.

Activity 7: Knocking down barriers

Name: Cones as Goals

Theme: Equality

Age: 12 - 25 years

Group Size: 9 - 12 players

Materials needed:

- Footballs
- Bibs
- Cones or field markers

Objective:

By the end of the session, participants will be able to identify the barriers that affect girls and women empowerment, and how to knock those barriers down.

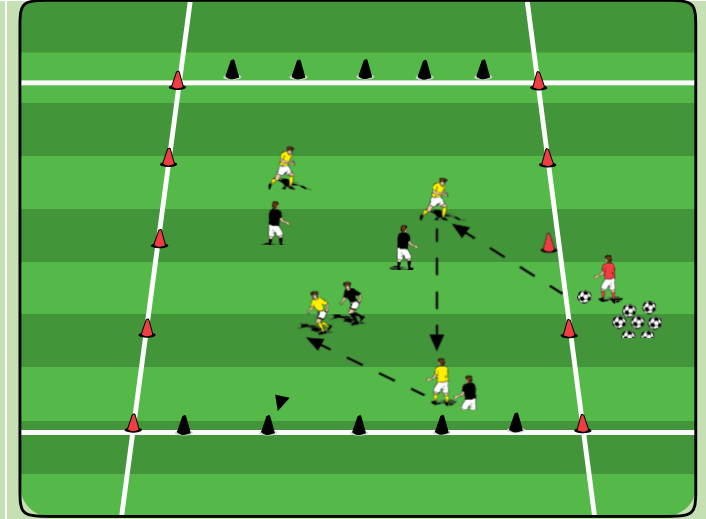
Preparation:

Review the topic and make sure that as a coach you understand all the key concepts.

Use a 20 x 30-yard rectangle set out with marker cones down each side, and pointed target cones along each end.

Instructions:

- Split the players into two teams, in this case 4 v 4.
- Instruct the two teams to play against each other as normal. However, instead of scoring in a goal, they should knock the pointed target cones.
- Designate their side of play - who is scoring where in the playing field.
- The idea is to score by knocking over one of the target cones at the other end of the rectangle.
- Instruct the players to;
 - Put early pressure on the ball.
 - Cover around the first defender and the ball.



Tips for the Coaches:

- **Variation:** Mark the cones with written papers that state different barriers that affect women from fully participating in the society or barriers to their empowerment as described in the topic.

Reflection:

- Ask the players, what (sport specific) skill or approach to play did you learn?
- What are some barriers that can stop us from scoring?
- What barriers can stop us from defending very well against our opponents?
 - Debrief this session separately giving reference to what happened or came out of the game.
 - See notes under debrief section below, 1st paragraph.
- Based on the lessons learned from the defending activity, how can we reference the barriers to real life situation?
 - In this regard, as the participants?
 - What barriers can stop you from succeeding in life?
 - After stating the barriers, ask the participants, are these barriers similar to what can stop girls and women from succeeding in life?
 - Ask the participants to explain how?

Take home notes

Inform the players that; This is a defensive activity where they are required to have commitment. Commitment in this regard involves them always having (while playing) the desire to win the ball and be quick to defend their goal, in this regard cones.

Reflecting on the game, defending and knocking down barriers that affect girls and women from fully participating in the community based on gender prescribed norms is not an easy task and requires one to have strategy and commitment to realize this goal. Just as in the game above, the players needed;

- First to understand the rules of the game,
- Second, understand the field of play,
- Third, defend first, that is what you believe in, and then attack in a systematic and structured way as in the play.
 - o While defending, players are made to understand the value of not losing the game or getting scored. In this regard, it is important to defend that which is right, just and fair. It is our responsibility to ensure that girls and women are protected from harm, violence, abuse and beliefs that belittle them as we've seen in gender roles. It is important to understand that we can all contribute to girls and women empowerment.

Please note: Attacking is used in reference to football language where it is not by means of violence or force, but through play - in learning context - engagement of everyone in the society to stop the norms.

- o Having said that, attacking the opponents cones/ goal refers to reaching out and breaking down barriers.
 - At this point ask the participants, what barriers are there that can stop girls and women from being empowered - **meaning - the process of gaining freedom and power to do what they want or to control what happens to them. Empowerment also refers to having freedom or a right to do something.**
 - Review their answers and emphasize that, we need to always keep in mind that, each barrier removed, knocked down gives not only the girls and women an opportunity to excel in what they are doing, but also ourselves and our communities. For we benefit from it.

Therefore, it is our responsibility to ensure that gender stereotypes, gender ascribed roles, beliefs and norms are addressed in order to allow girls and women to fully participate in the community on things that would enhance their lives, including but not limited to trusting their decisions and choices. Girls and women have a right to play, have fun, go to school and work. Women also have a right to help in decision making at home and even in public places. Girls and women are human just as we are and everything we desire, they also desire and want to have. Let's allow them the space and time to have it.

Module 5: Masculinity

Learning objectives: By the end of the session, participants should be able to define masculinity and explain what positive and negative masculinity are.



This session aims to equip coaches with knowledge about positive masculinity and how to use it to.

5.1 Definitions

Masculinity: is defined as possession of the qualities traditionally associated with men. **See topic on Gender roles.**

Femininity: on the other hand, refers to traits or characteristics typically associated with being female.

Activity 8: Scenarios on gender and masculinity

Read the following scenarios to the participants and then ask them the questions that follow:

1. Scenario for players:

You take your team to a football tournament which attracts a good audience. During your first match, your players get scored, and they panic. As you try to build their confidence, one of the spectators you travelled with yells out to one of your players, stop playing like a sissy - meaning a girl.

Ask the participants; What would you do in such a situation?

Coaches notes: Ask the participants to explain and lead a discussion on what would be best thing to do.

2. Scenario for coaches:

You share the same playing field with a girls' team for football training sessions. You arrive 15 minutes late for the training, then you find out that your boys team kicked out the girls' team from the field, claiming that the field did not belong to them, and that the girls place was in the kitchen.

2.1 Stop the training and let the girls continue playing.

2.2 Stop the training, call the girls, and address the issue with the boys in front of the girls' team.

2.3 Stop the training, address the issue with the boys, apologise to the girls. Thereafter, divide/ split the field in two parts and let the girls use one side and the boys the other side for their training.

2.4 Do nothing, as you did not witness anything.

3. Scenario for all

During your last day of training before a big match, you hear your captain tell the team, “tonight let’s not engage with girls or women, as this will be a bad omen for tomorrow’s game. If you do so, we will lose the match.”

Ask the participants the following questions and lead discussions for each question based on the answers given;

3.1 Have you ever heard this statement before?

3.2 Why do you think the captain issued this statement?

3.3 Is the statement a fact or a myth?

3.4 Ask a few participants to get into the scenario and offer the captain advise.

Take home notes

Inform the participants that;

It is important to practice positive masculinity. In this regard,

- There are different roles, perception and expectations that we learn through socialization or exposure and values that are instilled in us when we grow up. These values can affect the way we think, act or behave towards the opposite gender.
- However, what we need to know is that, we are all equal with different capabilities, aspirations and dreams.
- There are female friends or colleagues that may be stronger, wiser or clever than their female counterparts or even male counterparts and the opposite is also true of the male counterparts.
- Therefore;
 - Men who develop positive masculinity can share responsibilities and pressures with their partners.
 - It does not mean that you are weak when you care or share things that affect.
 - Confident and strong men can express their masculinity in positive ways through care, love and respect.
 - Men who develop positive masculinity can gain respect of their communities and act as leaders.
 - Men who develop positive masculinity can have deep and meaningful relationships with friends and family.
 - Men who develop positive masculinity have power and strength that help them to be leaders in their communities.
 - Men who develop positive masculinity are active in the lives of their children, which gives their children a huge advantage – to have a positive role model with a lifetime of knowledge to share.
- We need to always be aware of our behaviour and how we act towards our female counterparts or partners.

Module 6. Power Relation

Learning objective: By the end of the session, participants will be able to explain what is power, and the relation between power and gender.



This session aims to equip coaches with knowledge about power, the different types of power and power in relation to gender and decision making.

5.1 Definition

Power: is the ability or capacity to do something or act in a particular way. Power can also be defined as the ability to influence the behavior of others or the course of events.

5.2 Types of power

There are different types of power namely; power within, power with, power over, power to.

Power within: This is the strength that arises from inside ourselves when we recognize the equal ability within all of us to positively influence our own lives and community. By discovering the positive power within ourselves, we are compelled to address the negative uses of power that create injustice in our communities.

Power over: This is the type of power where one person or group uses to control another person or group. This control might come from direct force or violence or more indirectly, from the community beliefs and practices such as beliefs that position men as superior to women. It is worth noting at this stage that, using one's power over another is injustice. **Injustice** in this regard means, lack of fairness or being unfair.

Power with: This is the type of power that is felt when two or more people come together to do something that they could not do alone. Power with includes joining our efforts with others to respond to a particular issue or respond to an injustice with positive energy

Power to: Power to refers to the belief, energy and actions that individuals and groups use to create positive change. Power to is when individuals proactively work to ensure that all community members enjoy for instance the full spectrum of human rights and can achieve their full potential. This is power that is given to the people to enable them rise and act or speak against things that affect them either positive or negative.

5.3 Gender and power relation

Gender is one of the most persistent causes, consequences and manifestations of power relation. Gender relations³ refer to how men and women relate to each other, resulting in manifestations of gender-based power and involves ways in which gender shapes the distributions of power at all levels of society. This arises from the roles men and women are expected to play and the impact of their interactions. The family is a good example. As men assume the role of the earner and leader at home and women assume the domestic and childcare roles, their power relation is determined by these roles. In this regard the roles assumed attributes and social systems lead to the creation of blueprints for behaviour. If we do not conform to these roles, we are seen to be deviant by society.

Activity 9: Soma's Story - a case study of gender and power relation

Age category: 14 and above

Materials needed: None

Process:

- Read the story to the participants.
- Thereafter ask them questions that follow.

Soma and her family lives' in Kilifi. She is married to Kim and they are considered a middle-income family. Soma works as a teacher and Kim owns a shop. Kim's mother receives remittances from her husband in Nairobi. Soma is educated up to high School, but Kim only has minimal education. Kim's young brothers and Soma's daughter are in school; both of Kim's parents are illiterate. Soma had numerous reasons for wanting to get married:

- To give her more opportunities in life.
- Her father-in-law promised that if she married his son, she would be able to go to Nairobi and continue her studies there.
- She wanted to move to Nairobi because she has a married sister living there.
- Boredom from doing all the housework for her family.

Soma's father-in-law wanted Kim to marry quickly, as Kim had some type of relationship with a woman his father did not approve of. Kim's mother was not involved in the decisions around Kim's marriage. However, she is a key decisionmaker in the family and all household decisions have to be approved by her. Because of her position in the family, she has the ability to manipulate and influence her son's behaviour.

³ Reference curriculum for the training of trainer - gender mainstreaming

Soma often resists her mother-in-law and they fight for control. Her mother-in-law does not like that Soma is educated and earns her own income. And because of this, Soma experiences abuse from her husband and her father-in-law. She lays most of the blame on her mother-in-law. She blames her for Kim's violence. The longer she is married, Soma feels herself changing and becoming bitter.

Reflection on the case study

- Why do you think Kim abuses his wife?
- What do you think keeps Soma in her marriage?
- Why do Soma blame her mother-in-law for Kim's violent behaviour?
- If you were Kim, what would you do in this situation?
- What can this family do to improve their relationships with one another?

Take home notes

The coach should inform the participants that;

- Power⁴ can only exist in relation to other people and is something you don't always have. Having power is being able to have access and control over resources, and to be able to control decision making. When we have power, we usually feel like we're in control and we feel good. Conversely, when we feel powerless, we often feel out of control and have many negative emotions.
- We all have ability to make choices and our choices should not be made to please others or because you consider one to be a female and the other male. Remember choices have consequences.
- Emphasize that; it is important to understand and recognize how unequal power balances and community gender stereotypes might affect girls and women development and our relationships with them.
- Girls and women who can recognize the power in a relationship is unequal and unhealthy can address it earlier before they experience abuse, and vice versa is also true.
- Therefore, it is upon us to ensure that we do not use the power given to us in a negative way, and in a way that will affect our female counterparts.
- Our female counterparts should must be given an opportunity to play a role in decision making especially on issues that directly affect their lives and the community.
- Girls and young women also have power to influence, make or even break - depending on the situation and must be respected for that, and not judged.

⁴ <http://restlessdevelopment.org/file/restless-sl-gbv-training-manual-2103-14-pdf>

Activity 10: Scenario on power relation - Act this out

Scenario: A mature woman in her 40s and a teenage boy. The lady has money and influence and is luring the boy to make love to her in exchange of money.

Reflection: What would you do if you were the teenage boy?

Take home notes

Explain to the participants that;

- Power relation does not only involve being in position of power, but also taking advantage of others either because of your age and experience, status, money to manipulate and influence others, especially if they are of a younger age, power or do not have knowledge or experience.
- The problem with this situation is that, the teenager is at great risk of;
 - a) contracting sexually transmitted infections including HIV & AIDS,
 - b) once the boy accepts the first time, there's always second time,
 - c) there's guilt and self- regret that the teenage boy will experience and sometimes this can take away their self esteem and influence their ability to perform well in school or whatever activity they are involved or engage in.

Module 7. Sexual Reproductive Health and Rights

Learning objective: By the end of the session, participants will increase their level of knowledge on Sexual Reproductive Health, and awareness on how to support their partners' reproductive health choices

7.1 Definition

Sexuality: Sexuality⁵ is about understanding the sexual feelings and attractions we have towards others. It refers to the way we experience and express ourselves sexually. This involves biological, erotic, physical, emotional, social or spiritual feelings and behaviours.

Sexual health is a personal sense of sexual well-being as well as the absence of disease, infections or illness associated with sexual behavior.

Reproductive Health is the state of complete physical, mental and social well-being of an individual in all matters relating to the reproductive system and its processes and functions but not merely the absence of disease or infirmity.

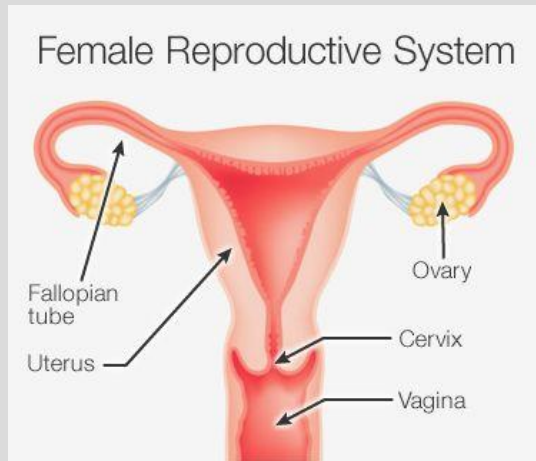
Hormonal Changes and Puberty: Hormones are substances produced by a gland that is carried in the blood and acts as a chemical messenger to another body structure. The principal female hormones are oestrogen, secreted by ovaries, which causes the body to develop secondary sexual characteristic such as breasts and pubic. The male hormone testosterone, produced by the testes, controls the growth of the male reproductive system and stimulates development of secondary sexual characteristics.

Changes in Boys during puberty	Changes in Girls during puberty
<ul style="list-style-type: none">• Production of sperms and ejaculation (Wet dreams at night)• Development of pubic hair, beards and under armpits• Growth in height and muscular strength (broader chest and shoulders)• Breaking of voice• Penis and testis get bigger• Presence of pimples	<ul style="list-style-type: none">• Experience ovulation and menstruation• Growth of hair under armpits• Growth in height and weight• Growth of breasts• Sensitive to what people say about them• Presence of pimples• Recurring acne/ spots (For some)

⁵ <https://en.m.wikipedia.org/wiki/humansexuality>

7.2 Female and male reproductive organs

7.2.1 Female Reproductive Organ



Vagina: is a muscular hollow tube about 8cm long. It can expand and contract to fit something as slim as a tampon and as wide as a baby. It connects a woman's outer sex organs to her cervix and uterus. The vagina grows and stretches during puberty.

Fallopian (uterine) tubes: are the two tubes that connect the uterus to the ovaries.

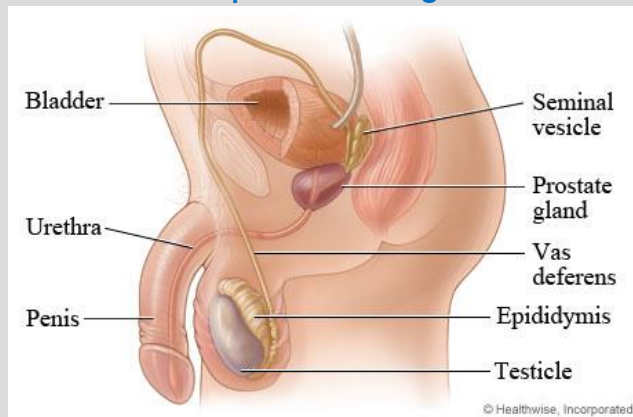
Ovaries- There are two ovaries which take turns every month to release an egg that can join with a sperm to make a baby.

Uterus/ womb: This is the hollow sack of muscles, shaped like an upside-down pear, where an embryo develops into a baby during pregnancy.

Cervix: is the bottom part (or mouth) of the uterus, that opens into the vagina. It has a small opening through which menstrual blood passes from the uterus into the vagina. Note that; nothing can get through the cervix except sperm, germs and menstrual blood.

Endometrium: This is the tissue lining the uterus. The primary function of the endometrium is to help the fertilized egg implant into the uterus and to form the maternal portion of placenta.

7.2.2 Male Reproductive Organ



The penis: is the tube-shaped organ through which men pass urine and semen. It is the male sex and reproductive organ and consists of a head (glans) and a shaft (body). The penis is made of tissue, blood vessels and many nerve endings. When a man becomes sexually excited, it fills with blood and becomes larger and harder.

The scrotum: is a sack of skin containing two egg-shaped organs called the testes, found in front of and between the thighs. This sack can move closer to the body when it is cold and or further when it is warm.

The testes (testicles): These are two sex glands that hang inside the scrotum, and produces sperm and male hormones, responsible for the development of secondary sexual characteristics in a man.

Epididymis: Is a small curved cord attached to the top of each testicle. This is where sperms are stored and where they become mature and able to move on their own.

Vas deferens: These are tubes through which the man's sperm pass from the testicles to the penis. When a man reaches orgasm, ejaculation begins and the sperm move from the epididymis into these two tubes, which help transport sperm.

Seminal vesicles: These are like pockets or glands where the white fluid, semen, is produced.

Activity 11: Truth or False relay

Age category: 9 and above

Materials needed: Papers and pen (preferably marker pens)

Process:

- Prepare papers written True or False on one side, and the other side one question provided below.
- Mark the field with two front ends, approximately 15 to 20 steps apart, where the participants will sprint from.
- Divide participants into two groups lined up behind each other and two steps apart from the other line.
- Inform the participants that;
 - They will be required to sprint to the marked ends in the field competing, and once they reach the end, they will be required to pick a paper and sprint back with it to their group or team.
 - Once they return to their group or team, they need to quickly discuss and decide whether the answer is True or False, then let a group member sprint to collect the next paper.
 - Once all the papers have been collected and discussions held, call them together with each group or team standing together on one side, and the other on the opposite side.
 - Read the questions, and let each group share what their response/ answer to the question was - True OR False.
 - Guide the discussion by providing the correct answer to the questions as provided below.

	Question	True	False
1	All girls begin to change at the ages of 10 and 11		
2	Girls start puberty before boys		
3	Girls have monthly periods on the same day every month at the beginning of puberty		
4	Changes in the body happen due to hormones		
5	As our bodies change also feelings change		
6	There is no need to worry about the size of our sexual organs		
7	Sperm comes out of a boy's body through the penis		
8	Sometimes sperm comes out during the night while boys are sleeping		
9	All boys will end up with deep voices		
10	All boys will grow hair on the chest		
11	The hormone that cause changes in boys and girls are different		
12	It's important to wash even more careful at puberty		

Answers to the True or False activity

- False.** Every girl develops at her own time, some as young as 8 or 9 years old, others not until the ages of 11 to 14.
- True.** Boys' bodies usually start to change about two years later than girls of the same age. But some girls change at a later stage, and some boys change at an earlier stage. Each person is different.
- False.** It is very common for monthly periods (menstruation) not to happen at fixed times.
- True.** Chemicals called hormones are responsible for the changes in our body. They make the sex organs grow and develop, and they change the way we feel and behave.
- True.** During puberty, your moods change more often. Sexual feelings will also become stronger and boys may find themselves attracted to girls and vice versa.
- True.** Boys' penises are all different sizes when they are soft and when they are hard (erect), they all get bigger.
- True.** Sperm is made in the testicles and comes out through the penis.
- True.** These are called 'wet dreams' and are normal.
- False.** There are no rules: some men have deep voices and others do not.
- False.** Some men have hair on their chest, but others do not.
- True.** The hormone that causes changes in girls is called oestrogen; the one that causes changes in boys is called testosterone.
- True.** Sweat glands start working more and the skin becomes oily, so it is important to wash regularly. Your sex organs also start making their own fluids, so they must be washed every day to stop smelling or becoming dirty.

7.3 Contraception

Learning Objective: At the end of the session, participants will gain knowledge on contraceptives and their usage. Make informed decision about their sexual behavior, contraceptive usage and that of their partners.

7.3.1 Definitions

Contraception: These are barrier methods used to protect one against sexually transmitted diseases/ infections and pregnancy.

Contraceptive pill: is a birth control pill that is taken every 24 hours to prevent pregnancy. The pill helps maintain the body's hormone level which prevents ovulation. In this regard, the ovaries will not be able to release eggs if a woman sticks to her pill-taking schedule. The pill is to be taken at the same time every day. Contraceptives do not provide protection against STIs/ AIDS.

Injectable hormonal contraceptive: The most popular form is Depo-Provera, which is an injection once every twelve weeks. The injection works in the same way as the oral pills.

Morning after pill also known as emergency contraceptive: This is taken within 72 hours of a woman has had unprotected sex. The sooner one takes it the better. However, a precautionary measure to take is that; it should not be used regularly because of side effects.

The male condom: is made of very thin latex (rubber) that covers the whole of the penis and stops sexual fluids from being exchanged (semen and vaginal fluids). Condoms, if used properly provide protection against STIs, HIV as well as unwanted pregnancy.

The female condom is a thin, plastic, tunnel-shaped device that is closed on one end and is inserted into the vagina. The closed end is placed over the cervix.

Abstinence is refraining from penetrative or oral sex. Abstinence is the only 100% effective method for avoiding unintended pregnancy and sexually transmitted infections, including HIV infection.

There are myths, attitudes and behaviors towards condom use that hinder most people from using them. This include: Condoms can break and are not reliable, fall off and get lost in the vagina, expensive, defective, embarrassing to be seen with, sign of being promiscuous, diminishes pleasure etc.

Activity 12: Making choices on contraception

Age category: 9 and above

Materials needed: None

Process:

- Divide the group/ team in four or five groups and give them the following scenarios to discuss and then share in a circle after you assemble them back together.

Scenario 1: Your girlfriend visits you on a Sunday afternoon dressed up in a mini-skirt and tells you that, she would like to have sex with you.

- i) How would you react?
- ii) Is this a likely event? Discuss
- iii) Will you agree to have sex with her? Discuss: If yes why? if not, why not?

Scenario 2: You've been dating with your partner for more than six months. You have always pleaded with her that you would like to have sex with her. Your partner states that she is not ready to have sex as she is afraid of getting pregnant or an STI. You plead with her stating that she should trust you for you've been faithful for the duration of the relationship. She finally agrees.

- i) Would you consider using a condom and/ or contraceptive? If yes why, if no, why not?

Scenario 3: You've been dating/ married for over one year with your partner, and have had several sexual intercourses without protection, then she suddenly comes to you and state that she would like both of you to begin using protection.

- i) How would you react to this request? Discuss.
- ii) Do you think it is a good idea for partners whom are in a serious relationship or have been dating for long time to use or begin using protection in the course of their relationship? Discuss and explain your answers further.

Scenario 4: A female friend comes to you with a concern. After hesitating, she tells you that she has been sexually abused and need immediate help. What would you do?

Discuss amongst yourselves.

Scenario 5: After a short period of time after your last sexual intercourse, you feel itchy and painful when you urinate. Since the itchiness doesn't go away, you decide to go to the hospital to seek medical advice. After some tests, the doctor comes back to you and informs you that you have a sexually transmitted disease, in this case syphilis. This troubles you.

- i) What would you do? Discuss each and choose two.
 - a. Inform your partner
 - b. Inform your close friend
 - c. Inform your parents
 - d. Do nothing

Take Home notes⁶

Most people learn about sexuality and sex early on. This could be through discussions with parents, siblings, teachers, or mentors. Some people may discover it on their own. During the learning phase, most people learn about gender and genitalia, sex and the risks it carries. Risks include pregnancy, sexually transmitted infections (STIs), and sexual abuse.

Therefore, it is important to learn as much as you can about sex. The more informed you are, the more prepared you are to make good choices.

Secondly, Sexual health is a big part of life and can affect and is affected by other aspects of health. This includes physical, mental, emotional, and social health. Being in good sexual health means you are well informed, careful, and respectful to yourself and others. It also means enjoying yourself sexually in a way you are comfortable with.

There are many ways to protect your sexual health and care for yourself. Abstinence is the only way to 100% prevent pregnancy and STIs. This means not having vaginal, anal, or oral sex.

If you decide to be sexually active, you may want to consider a form of birth control. Different types include a condom, pill, patch, shot, implant, diaphragm, or intrauterine device (IUD). These can help prevent unwanted pregnancy. However, condoms are the only method to help prevent STIs.

Another important part of sexual health is communication. You need to be direct and clear with the partner you are sexually interested in. Talk about your expectations and set boundaries. Do not let him or her, or other peers, pressure you into anything. You should only do things that you agree, or consent, to. Do not do something that you don't want to do or that makes you uncomfortable. If you find yourself in a situation like this, tell the person "no." Then leave the situation and tell someone you trust about it. They can protect you and get you help, if needed.

Finally, it is okay to talk about sex to a doctor, parent, or adult you trust. It is best to be honest with questions and concerns. If you have been diagnosed with an STI, you should tell your sexual partner(s). They may be affected as well. The more partners you have, the higher your risk of getting an STI. Treatment can help cure or relieve symptoms of some STIs.

⁶ <https://familydoctor.org/importance-of-sexual-health/>

Module 8. Sexual Gender Based Violence

Learning objective: By the end of the session, participants will be able to explain what is sexual, gender-based violence, forms of gender-based violence, the effects of sexual gender-based violence and what role they can play to reduce/ stop sexual gender-based violence.

5.1 Definition

Sexual violence: Refers to any act, attempt or threat of a sexual nature that results, or is likely to result in physical, psychological and emotional harm. Sexual violence also refers to all forms of forced sexual acts including rape (date, gang and marital rape), defilement of girls and boys, incest, forced prostitution, forced exposure to pornography, forced pregnancy, forced sterilization, forced abortion, forced marriages, early/ child marriage.

Gender Based Violence: is an umbrella term used to describe any harmful act that is committed against a person's will and is based on socially ascribed gender differences between males and females.

Gender Based Violence: includes but not limited to acts that inflict physical, sexual, mental harm or suffering, threats of such actions, coercion/ pressure and other deprivations/ denial of liberty/ freedom/ independence.

Sexual Gender Based Violence: takes the form of sexual violence, domestic violence, trafficking, forced or early marriage, forced prostitution, sexual exploitation and abuse and denial of resources, opportunities and services.

5.2 Causes of SGBV

- Culture has been cited as the leading cause of violence against women. Some men it seems still subscribe to outdated traditions e.g. that battering a woman is seen as a way of discipline and is acceptable.
- Financial insecurity has also been said to be a factor. The role of a man has been established as that of a leader and a provider and in some cases where a man fails to establish his authority in these areas, he ends up resorting to physical abuse.
- Alcohol and drugs have also led many men, unfortunately, into violence against women. Cases of men coming home drunk and mercilessly beating and defiling their spouses and children have made news

In sports, SGBV tends to take the form of harassment and abuse⁷

Harassment: Harassment includes any physical, mental, social views which is directed against a person and has its roots in unequal power relations between them and the perpetrator.

⁷ Safe Sport Trainers Manual

Abuse: abuse is an act or failure to act which presents an imminent risk of serious harm (physical or emotional harm, sexual harm, sexual abuse or exploitation and even death) that violates the rights of person.

Central to the definition of harassment and abuse is that the behaviors experienced is: Unwanted, threatening, troublesome, insulting and offensive.

5.3 Forms of violence, harassment and abuse

Physical violence: Physical force such as hitting, slapping, or pushing.

Emotional/psychological violence: May include humiliating, threatening, insulting, pressuring, and expressing jealousy or possessiveness (e.g. by controlling decisions and activities).

Sexual violence: Pressuring or forcing someone to perform sexual acts against their will or making sexual comments that make someone feel humiliated or uncomfortable.

Economic Violence: A form of abuse where one intimate partner has control over the other partner's access to economic resources, which reduces the partners ability to support herself and forces him/her to depend on the other partner financially. Examples include; prohibiting a partner from working, excluding her from financial decision making in the family, withholding money or financial information, complete control of earnings.

Socio - Cultural Violence: Harmful traditional and cultural practices such as: female genital mutilation (FGM), wife and property inheritance, early and child marriage, forced sexual exposure and training.

Domestic Violence: Acts of violence that is perpetrated in the domestic sphere such as physical and psychological violence.

5.4 Effects of SGBV

GBV⁸ seriously affects all aspects of men and women's health - physical, sexual and reproductive, mental and behavioural health. Health consequences of GBV can be both, immediate and acute as well as long lasting and chronic; indeed, negative health consequences may persist long after the violence has stopped. The more severe the level of violence, the greater the impact will be on women's health. Furthermore, exposure to more than one type of violence (e.g. physical and sexual) and/or multiple incidents of violence over time tends to lead to more severe health consequences. GBV can result in women's deaths.

⁸ <http://www.health-genderviolence.org/guidance-for-health-care-professionals-in-strengthening-health-system-responses-to-gender-based-vi-4>

Activity 13: Scenarios SGBV (these scenarios can be acted out)

Case Study 1: Charo and Kadzo

Charo and Kadzo are married. Charo's family is coming over to their home for dinner. He is very anxious that they should have a good time, and he wants to show them that his wife is a great cook. But when he gets home that night, nothing is prepared. Kadzo has not been feeling well, and she has not started making the dinner yet. Charo is very upset. He does not want his family to think that he cannot control his wife. They begin to argue and yell at each other. The fight starts, and Charo hits her.

Reflection:

- Have you witnessed or heard of such a case?
- If you witnessed this, how would you react?
- What kind of advice would you offer to both Charo and Kadzo?

Case Study 2: Disco

You are dancing with a group of friends at the disco. When you are about to leave, you see a couple (a boyfriend and girlfriend) arguing at the entrance. He insults her and asks her why she was flirting with another guy. The girl responds by saying, "I was not looking at him... and even if I was, aren't I with you?" He shouts at her again. Finally, she says, "You don't have the right to treat me like that." He calls her worthless and tells her to get out of his face and that he can't stand looking at her.

Reflection:

- What kind of abuse is this?
- If you were in the situation of the girl, how would you react?

Take home notes

Inform the participants that;

- hitting your partner or girlfriend, yelling at them or insulting them does not offer solution to the situation. It is therefore important to weigh and understand the situation, then offer a supporting hand.
- Talking to each other about a situation or something that happened and supporting each other in a relationship enhances your love, understanding and commitment to each other.
- Contrary to the belief that you will be weak, as in the above scenarios, you will be surprised that your efforts towards helping or understanding your partner may strengthen your relationship and perception of self to others.
- It is illegal to hit your partner and you can be taken to jail for this.

Module 9. Sexual Offences act

Learning objective: The aim of this activity is to provide definitions and consequences of the different sexual offences.

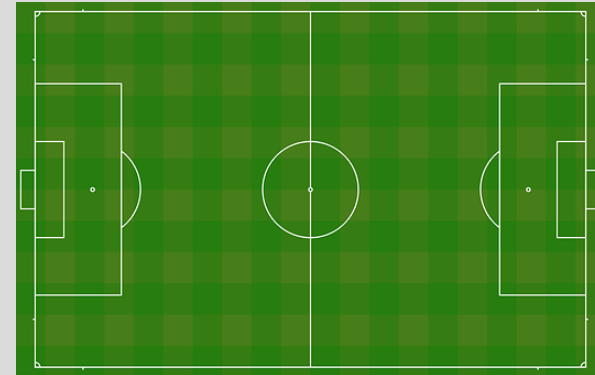
Activity 14: Actual football game

Age category: 14 and above

Materials needed: None

Process:

- Ensure that you have a whistle, yellow and red cards.
- Make participants play an actual game.
- Inform them that you will strictly adhere to the rules of the game.
- Ensure that you penalize any offence strictly. For example, hard tackles, handballs, bad throws.
- Give penalties where it is due and send players off if they get a second yellow card or causes serious offence.



Reflection:

Ask the participants;

- How did they feel when they were penalized?
- Identify the offences and take the participants through a discussion on why they were penalized.

Take Home notes

Inform the participants;

- Just like in football, there are different rules and laws of the country that we must abide with.
 - For instance, in football, a team must abide by set of provided rules and any offence is punishable.
 - In the field of play, if a player infringes or breaks any of the rules, they may be warned and/ or taken off the field of play depending with the nature of the offence. In some cases, a penalty may be awarded against their team, in this case their team will be penalized. Therefore, a team may suffer loss as a result of the penalty.
- In the case of sexual offence, the desire to commit the offence surpasses our understanding of the consequences, and normally short-lived.

- The following chart outlines the different forms of sexual offences and their consequences. Take the participants through each.

Type of Offence	Description / Definition	Consequences
Attempted Rape	Intentionally & unlawfully committing act which causes penetration with his or her genital organs. The other person does not consent to penetration. <i>NB: Recognizes both male and female as victims and perpetrators.</i>	Any person found guilty of the offence of attempted rape and is liable upon conviction for imprisonment for a term which shall not be less than five years , but which may be enhanced to imprisonment for life .
Sexual assault	Any person who unlawfully and purposely use an object or any part of his body (except his/her private part) or any part of an animal to penetrate the private part of another person <i>NB: Penetration of genital organs with other body parts eg fingers, tongue; and objects.</i>	A person guilty of an offence under this section is liable upon conviction to imprisonment for a term of not less than ten years but which may be enhanced to imprisonment for life .
Compelled or induced indecent acts	Intentional act or induction to engage in an indecent act with another person or intentionally commits rape or an indecent act with another within the view of a family member, a child or a person with mental disabilities	A person is guilty of an offence and is liable upon conviction to imprisonment for a term which shall not be less than ten years .
Indecent act	Unlawful & intentional act which causes contact between a body part and the genital organs or breasts or buttocks of another. Forceful exposure or display of pornographic material to a person	Anyone found guilty of an offence of child pornography and upon conviction is liable to imprisonment for a term of not less than six years or to a fine of not less than five hundred thousand shillings or to both and upon subsequent conviction, for imprisonment to a term of not less than seven years without the option of a fine .
Defilement	An act which causes penetration with a child is guilty of an offence termed as defilement.	A person who commits an offence of defilement with a child aged eleven years or less shall upon conviction be sentenced to imprisonment for life A person who commits an offence of defilement with a child between the age of twelve and fifteen years is liable upon conviction to imprisonment for a term of not less than twenty years.

		A person who commits an offence of defilement with a child between the age of sixteen and eighteen years is liable upon conviction to imprisonment for a term of not less than fifteen years.
Child prostitution	Child prostitution designates the use of children for sexual activities in exchange for remuneration or another form of retribution (gifts, food, clothes, etc.). This activity is included under the umbrella term of sexual exploitation.	Any person who knowingly permits any child to remain in any premises, for the purposes of causing such child to be sexually abused or to participate in any form of sexual activity or in any obscene or indecent exhibition or show, commits the offence of benefiting from child prostitution and is liable upon conviction to imprisonment for a term of not less than ten years.
Child pornography	Child pornography is any depiction of a minor or an individual who appears to be a minor engaged in sexual or sexually related conduct. This includes pictures, videos, and computer-generated content.	Any person who is guilty of an offence of child pornography, upon conviction is liable to imprisonment for a term of not less than six years or to a fine of not less than five hundred thousand shillings or both, and upon subsequent conviction, for imprisonment to a term of not less than seven years without the option of a fine.