



Children's Rights and
Violence Prevention Fund

Ending Violence, Building Power



This little light of mine

Life skills curriculum

**Module 4: Gender,
Violence and Safety**



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PREPARE:

Gender and Power

Lesson 20	Time	Objectives
Speaker and Song	5 min	<ul style="list-style-type: none"> • Girl know the difference between sex and gender • Girls consider local gender norms • Girls are challenged to examine these norms • Girls recognize that norms can and often should be changed • Girls consider that they are able and have the right to have their own goals
Let's Think About It!	10 min	
A1: Gender vs. Sex	15 min	
A2: Who Does What?	25 min	
A3: What Do You Think?	30 min	
A4: Breaking Gender Norms	15 min	
Make it Fun!	10 min	
Think Again!	10 min	
		Materials: <p>Thumbs Up, Thumbs Down, Don't Know Pics. Who Does What Pictures. Pics/Stories of Country & Local Role Models</p>

WHY?

Girls have grown up with the gender norms of their families, cultures and community.

- They may not know the facts about the roles, rewards and restrictions of gender norms
- They may not have considered why they hold certain beliefs about gender norms
- They may feel it is wrong to challenge these norms
- They may not want to consider changing these norms because they may feel shame or guilt or fear

Girls deserve to know that many women successfully challenge these norms in their country and community.

- Girls need to know that some norms have already been "broken" with the positive results
- Girls need positive local and national role models

CHECKLIST

- ☐ **Before the lesson, look at the list of gender norms in Activity 3.**
- ☐ **Add or change ones to represent local gender norms.**
- ☐ Be sure you have stories of a national and local role model to share.
- ☐ Practice telling about the role model to make it exciting.
- ☐ Be sure you have all the pictures for the lesson.
- ☐ How will you do the activity with the circles? Make a plan.

SHARE: Gender and Power

WELCOME (5 Mins)

1. Choose Speaker.

The topic is "Gender and Power."

2. Sing Welcome Song.

Parts of this lesson are based on activities in I Am Somebody: The National Life Skills Curriculum of Sierra Leone, UNICEF, UNFPA, Irish Aid, 2016 and from Southern Sudan Peer Educator Training Manual: Gender-Based Violence and Reproductive Health, the American Refugee Committee.

LET'S THINK ABOUT IT! (10 min)

SAY: "A man and his son are driving in a car along the highway. The father is a doctor. They have a terrible accident, and the father is killed. The son is badly injured and rushed to the hospital. He has to have surgery right away. A doctor is called in to do the surgery. The doctor takes one look at the boy and SAYS: 'No, I can't operate. He is my son'."

ASK: "How can the injured boy be the doctor's son?"

(If the girls do not get the right answer, tell them - "The doctor is his mother.")

Activity 1: Gender vs. Sex (15 min)

SAY: "Today we are going to talk about gender. We are going to talk about gender roles and gender norms. And we are going to talk about POWER!"

ASK: "Can anyone tell us what gender means?"

Give girls time to answer. Make sure this is clear:

SAY: "Gender refers to the roles and behaviors that society and cultures typically associate with males and females."

ASK: "What is the difference between sex and gender?"

Give girls time to answer. Make sure this is clear:

SAY: "Sex refers to a person's biological identity - a person has a penis or a vagina. A person with a penis has the sex of a male. A person with a vagina has the sex of a female."

Gender is something that society and culture associate with people.

SAY: "A good example is when many of us think of a doctor, we think of a man. That is a gender-related norm. A norm is something most people consider normal, or how things should be. Mostly men have been doctors in the past, so we think of doctors as men. But do you have to be a man to be a doctor? No. It is a gender norm that is changing."

ASK: “What are some gender norms here?”

Give girls time to answer. If they need help, you can ask some of these questions:

- **Who does the cooking?**
- **Who takes care of the children?**
- **Who cleans the house?**
- **Who makes the money?**
- **Who makes the decisions in the family?**
- **Who has more power?**

Activity 2: Who Does What? (25 min)

If you have a chalkboard or board at the front of the area, put up these pictures.

Use the picture of the money from your country.

Use chalk or put a big piece of paper under each picture and use a pen or pencil or marker.

Draw a big circle under each picture.

If you meet outside, put the pictures on the ground and use a stick to make a circle under each one.

NOTE TO FACILITATOR:

Not every girl may understand fractions.

If you believe even one girl does not understand, explain.

SAY: “When I say women do $\frac{2}{3}$ rd of the work, that means that for every three things that need to be done, women do two of them.

SAY: “If there are 99 things to be done, women will do 66 of them!”
Use the circle picture to show what you mean.



Population



Work



Literacy



Income



Property

In the circles shown here, the blue represents men, and the stripes represent women.



Point to the picture of population (people in the world)

ASK: "How much of the world is made up of women, how much of men?"

Draw a line to show half and half. Show the girls the picture if you have it.



Point to the picture of people working.

ASK: "How much of the work done in the world is done by women, and how much by men?"

Draw the lines to show two thirds (2/3) of work is done by women or Show the girls the picture if you have it.



Point to the picture someone reading and writing.

ASK: "How many of the people who can read are men, and how many are women?"

Draw lines to show two thirds (2/3) are men or Show the girls the picture if you have it.



Point to the picture of money.

ASK: "How much money do men make compared to women?"

Draw the circle to show that men make 10 times as much or Show the girls the picture if you have it.



Point to the picture of a house on land.

ASK: "How much land do men own vs. women?"

Show them 100 times more or Show the girls the picture if you have it.

For the questions below, give the girls time to answer and discuss.

ASK: "So women do two thirds of the work, and who makes ten times more money?"

(Men)

ASK: "How do you feel about that?"

ASK: "Why do you think it is like that?"

ASK: "Do you think it is fair?"

ASK: "Do you think it is good for families?"
For the country?"

ASK: "Is it good for the country if women and girls cannot read and write?"

"If so, how?" "If not, why not?"

ASK: "Should men have more right to own land than women? Why or Why not?"



Activity 3: What do YOU think? (30 min)

SAY: “We have started talking about gender roles and norms. Some people refer to a norm as a standard. A standard is a way that is acceptable to behave or do things.”

ASK: “Do we have the same standards for girls and boys? For men and women?” (No)

SAY: “When we have a different standard for two groups of people, we call this a double standard.”

SAY: “A double standard is a situation where two people or groups are treated very differently from each other in a way that is unfair to one of them.”

ASK: “Can you think of some double standards you see or experience?”

Give girls time to answer. If they need help, give them one example.

- Pregnant girls cannot attend school, but boys who impregnate the girl can attend
- Girls “should” be virgins when they marry, but boys do not need to be
- Boys are favored for education over girls
- In some religions, men take several wives, but women can have only one husband
- Household responsibilities

Put up the pictures of Thumbs Up, Thumbs Down and Don’t Know at the front of the area. If you don’t have the pictures, ask three girls to come to the front and each show a gesture.



SAY: “I am going to SAY some things about gender norms here. If you think what I SAY is right, go to the Thumbs Up. If you think it is wrong, go to the Thumbs Down. If you don’t know, go to the Middle.”

After the girls move, ask one girl from each area WHY she is standing there.

NOTE TO FACILITATOR:

For this activity, it is important to ask WHY at least two time.

For example, a girl goes over to Thumbs Up after hearing “Only men should be president.”

You ask, “Why?”

She says, “Because they have more education.”

You ask, “Why?”

She says, “Because that’s how they were raised.”

Keep asking “WHY” so the girls begin to see the roots of gender norms.

ASK, “Are you using a double standard?”

1. Men have a right to demand sex from their wives whenever they want.
2. Women have a right to demand sex from their husbands whenever they want.
3. A husband has a right to beat his wife.
4. Women have a right to have equal share in the family’s wealth.
5. Boys and men should not do housework like cooking, washing, or cleaning; it’s women’s work!
6. Girls and boys have the same right to education.
7. Women have a right to contribute their views in all matters that affect them.
8. Women should be the ones raising children.
9. Bride price makes women seem like men’s property.
10. Bride price shows women are worth more than men.
11. A woman should start producing babies as soon as she is married.
12. Girl child education is not a good investment.
13. It is okay for an older man to marry a girl under 18 if he takes good care of her.
14. Women shouldn’t be in government because then they can’t be good wives and mothers.
15. A wife should always obey her husband.
16. If a husband forces sex on his wife, it is not rape.

SAY: “Most people grow up following the gender norms of their family, their culture and their community.”

SAY: “But as the world changes, so does the way we dress, act, speak and behave. As the world changes, we make new and different choices to meet new and different challenges and opportunities.”

Activity 4: Breaking Gender Norms (15 min)

Share your country's national role model story and a local one.
Give girls time to discuss.

Make It Fun! (10 min)

Stand in a circle.

SAY: "Let's go around the circle and each say something that people do in life. For example – you might say DANCE, or you might say TEACH, or you might say BE A LAWYER."

SAY: "Each time a girl says something, if you think girls can do it, **SAY, "GIRLS CAN!"** and take a small step into the circle."

When all the girls are together in the middle of the circle,

SAY: "GIRLS CAN DO ANYTHING!!!!" and get the girls to say it with you a few times, raising their arms above their heads.

THINK AGAIN (10 min)

Sit in a circle.

SAY: "Let's go around the circle and each say a gender norm we would like to change here."

ASK: "What is one small step we can take to change the norm?"



PREPARE: Power and GBV

Lesson 21

Time

Objectives

Speaker and Song	5 min
Let's Think About It!	10 min
A1: What is Power?	20 min
A2: Role Plays	20 min
A3: Gender-Based Violence	15 min
A4: The Law and You	20 min
A5: Referral Pathways	20 min
Think Again!	10 min

- Girl consider their own power
- Girls recognize gender-based violence
- Girls see how power and GBV are interconnected
- Girls become familiar with the national laws and local by-laws on GBV
- Girls know local referral pathways

Materials:

- The Laws and Customs regarding Women and Children from your Country
- Local Referral Pathways and contact information
- **Bring a representative from Law Enforcement and from a support agency**

WHY?

Many girls grow up believing they do not have power.

- Cultural norms tell them they should be obedient.
- They grow up seeing men use power over women and girls and may believe it has to be this way.
- Power and violence may seem to go hand in hand.
- They may not recognize the ways they ARE powerful and CAN BE powerful.

Nearly 50% of girls and women in this part of Africa will experience Gender-Based Violence (GBV) unless something changes.

- Girls need to know what GBV is – including emotional violence.
- They need to know they are not alone.
- **They need to know the national law says it is wrong and should be punished.**
- They need to know local referral pathways if they experience GBV.

CHECKLIST

- ☐ **BEFORE THE LESSON, FIND OUT THE LOCAL REFERRAL PATHWAYS AND GET CONTACT INFORMATION AND LOCATIONS.**
- ☐ **ASK A REPRESENTATIVE FROM ONE OF THE REPORTING AND/OR SUPPORT AGENCIES TO COME TO THE LESSON.**
 - Confirm time and place!
 - Show them the lesson before they come.
 - Ask them to be available after the lesson, if a girl needs to talk with them privately.
- ☐ Review the national laws and traditional law, so you can easily explain them.
- ☐ Remind the girls they can come to you if they need help.
(your job will be to help them through the referral pathway)

SHARE: Power and GBV

WELCOME (15 Mins)

1. Choose Speaker.

The topic is "Power and Violence."

2. Introduce the guest.

3. Sing Welcome Song.

Note to Facilitator:

Many girls in your group may have experienced violence or seen it. Talking about Gender-Based Violence and Domestic Violence can be upsetting. Notice if any girls are getting upset. Let all the girls know they can talk to you before or after the lesson.

BE SURE YOU HAVE LOCAL REFERRAL INFORMATION FOR THE GIRLS READY.

LET'S THINK ABOUT IT! (10 min)

SAY: "One day a professor from a big university came to a village nearby to find out why men beat women. All the women gathered around. He said, 'You look like you are very busy, so I won't take too much time.' 'It is true,' said one woman. I have to fetch the water and grind the maize and feed the baby and take care of all the children and cook and clean.' The professor asked, 'What does your husband do?' The women laughed. 'They are gone in the day and drinking in the night, if he is not busy beating me,' said another woman and the others nodded. 'So, who teaches the boys and girls how to behave?' asked the professor. 'We do!', the women said together. 'So, if I may ask, why do children grow up thinking it is okay for men to beat women?'"

ASK: "What do you think?"

Activity 1: What is Power? (20 min)

SAY: "Today we are going to talk about power.

ASK: "Can anyone tell us what power means?"

Give girls time to answer. Make sure this is clear:

SAY: "Power can mean **your own ability to act.**

Power can mean **your ability to control other people or things.**

Power can be **be physical** – like the ability to lift 100 kilos.

Power can be **through behavior, laws, words or actions.**"

ASK: "In the story about the professor who comes here to find out why men beat women, do you think the women thought they were powerful?"

ASK: "Why or Why not?"

SAY: "When we talk about violence against women and girls, of course we think about men and boys committing the violence.

They are responsible.

ASK: "If women felt powerful, acted powerful, used their power – what might be different?"

SAY: "Close your eyes and take a couple of deep breaths.
Think of a time when you felt powerless.
Think about how it feels."

SAY: "Okay, let's open our eyes."

ASK: "Would anyone like to share a time when you felt powerless?"

How do you feel about yourself when you feel powerless?

Give several girls time to answer.

SAY: "Close your eyes and take a couple of deep breaths.
Now I want you to think of a time when you felt powerful.
Think about how it felt."

SAY: "Okay, let's open our eyes."

ASK: "Would anyone like to share a time when you felt powerful?"

How do you feel about yourself when you feel powerful?

What kind of power are you feeling?

- your own ability to act?
- your ability to control other people or things?
- physical strength?
- behavior, laws, words or actions?"

Give several girls time to answer.



ASK: "What are some things in our life that we have power over?"

Give girls time to answer.

If needed, give them some prompts:

- **Do you have power over keeping yourself clean?**
- **Do you have power over what you say?**
- **Do you have power over how you behave?**
- **Do you have power over showing respect to other people?**
- **Do you have power over your attitude?**

ASK: "Do you have power over your thoughts?" (YES)

ASK: "Why is it important that you have power of your thoughts?"

(Answer: Because our thoughts lead to our feelings and actions.

When you think you are powerful, you may behave and feel differently than when you think you are powerless!)

Activity 2: Role Plays (20 min)

Ask for two volunteers.

Take two of the girls aside and whisper to them:

"One of you will act as Mary. The other will act as Joseph, Mary's 17-year-old cousin.

Mary is 14. She does not go to school and believes she is stupid.

Mary does not think she has any power.

She works hard in the field and selling vegetables.

Her cousin always tells her she is ugly and useless, and she believes this is true.

One day Joseph tells Mary to come into an empty shed, because he needs her help.

He tells her to undress and he will have sex with her because he feels sorry for her.

He says no one else will ever want her. He starts to force himself on her.

Mary does not want to have sex with Joseph. She feels powerless.

Decide what you think will happen and then plan the role play."

Ask for two more volunteers.

Take them aside and

SAY: "One of you will act as Mary. The other will act as Joseph, Mary's 17-year-old cousin.

Mary is 14. She does not go to school, but she knows she is smart.

She has taught herself to read and write.

Mary works hard in the field, but dreams of starting an organization for girls.

Her cousin always tells her she is ugly and useless, but Mary ignores him.

One day Joseph tells Mary to come into an empty shed because he needs her help.

He tells her to undress and he will have sex with her because he feels sorry for her.

He says no one else will ever want her. He starts to force himself on her.

Mary does not want to have sex with Joseph. Mary feels powerful.

Decide what you think will happen and then plan the role play."

Ask the first two girls to do their role play.

Then ask the other two girls to do their role play.

SAY: "I told all the girls the same story – that Joseph is mean to Mary, asks her to come in the shed and then says he will have sex with her.

ASK: "Why do you think the role plays were different?"

Give girls time to answer.

Activity 3: Gender-Based Violence (15 min)

SAY: “We have talked about men beating women, and about boys forcing themselves sexually on girls.”

SAY: “These are both examples of violence.

We call them Gender-Based Violence because they involve violence that happens to girls and women because of their gender.

It is not only because they are girls or women.

It is because of their gender - the behaviors and rules that society has determined for men and women.

Gender-based violence is when a man or boy hurts a girl or woman because he has more power.

Gender-based violence can be physical, emotional, or sexual.”

ASK: “What are examples of PHYSICAL VIOLENCE?”

Give girls time to answer. Be sure they cover these:

beating	kicking	punching	stabbing	choking	slapping
burning	shooting	pushing	pulling hair	breaking bones	

ASK: “What are examples of EMOTIONAL VIOLENCE?”

Give girls time to answer. Be sure they cover these:

yelling	calling names	threatening	neglect	isolation	stigma
preventing someone from having friends or seeing family					
treating someone poorly in public					

ASK: “What are examples of SEXUAL VIOLENCE?”

Give girls time to answer. Be sure they cover these:

rape: forced vaginal sex, forced oral sex, forced anal sex

forced touching, unwanted touching

incest (sex with family member – not wife)

forcing sex for something (money, grades, food)

harassment – unwanted touching, sexual talking and unwanted pressure to have sex that happens often

Activity 4: The Law and You (20 min)

Use this time to go over the national laws and local by-laws.

Activity 5: Local Referral Pathways (20 min)

Use this time to go over the referral pathways if a girl or woman is a victim of violence.

If you have a guest from law enforcement or a CSO or NGO that helps girls and women, invite them to talk to the girls now.

THINK AGAIN (10 min)

Sit in a circle.

SAY: “This is a good time for us to ask questions of our invited guests.

Everything we say here is private.

Let’s take this time to learn what to do in case we need to help a friend, a sister, a mother or ourselves.”

PREPARE:

Domestic Violence & Safety

Lesson 22

Time

Objectives

Speaker and Song	5 min
Let's Think About It!	10 min
A1: What is Power?	20 min
A2: Role Plays	20 min
A3: Gender-Based Violence	15 min
A4: The Law and You	20 min
A5: Referral Pathways	20 min
Think Again!	10 min

- Girls recognize domestic violence
- Girls know about national, international and local laws that should protect them
- Girls consider how to help change harmful traditions and practices
- Girls know local referral pathways

Materials:

- Local Referral Pathways and contact information
- Bring a representative from Law Enforcement and from a support agency

WHY?

Many girls grow up believing they do not have power.

- Cultural norms tell them they should be obedient.
- They grow up seeing men use power over women and girls and may believe it has to be this way.
- Power and violence may seem to go hand in hand.
- They may not recognize the ways they ARE powerful and CAN BE powerful.

Nearly 50% of girls and women in this part of Africa will experience Gender-Based Violence (GBV) unless something changes.

- Girls need to know what domestic violence is – including emotional violence.
- They need to know they are not alone.
- They need to know the national law says it is wrong and should be punished.
- They need to know local referral pathways if they experience domestic violence.

CHECKLIST

- ☐ **BEFORE THE LESSON, FIND OUT THE LOCAL REFERRAL PATHWAYS AND GET CONTACT INFORMATION AND LOCATIONS.**
- ☐ **ASK A REPRESENTATIVE FROM ONE OF THE REPORTING AND/OR SUPPORT AGENCIES TO COME TO THE LESSON.**
 - Confirm time and place!
 - Show them the lesson before they come.
 - Ask them to be available after the lesson, if a girl needs to talk with them privately.
- ☐ Review the national laws and any local by-laws so you can easily explain them.
- ☐ Remind the girls they can come to you if they need help.
(your job will be to help them through the referral pathway)

SHARE: Domestic Violence & Safety

WELCOME (10 Mins)

1. **Choose Speaker.** The topic is "Domestic Violence and Safety."
2. **Introduce the local resource person and invite her or him to say a few words about their agency and how it can help girls and women.**
3. **Sing Welcome Song.**

Note to Facilitator:

Talking about Domestic Violence can be upsetting.

Many girls in your group may have experienced violence or seen it.

Notice if any girls are getting upset.

If you do not have a resource person with you at the lesson, then

Let all the girls know they can talk to you before or after the lesson.

BE SURE YOU HAVE LOCAL REFERRAL INFORMATION FOR THE GIRLS READY.

LET'S THINK ABOUT IT! (10 min)

SAY: "Kadija is 11 years old. She has always loved school and been a good student. These days, her teacher, Mrs. Juba has noticed she is not happy. She does not do her homework. She does not join the other children for sports. Mrs. Juba asks Kadija if she is okay. Kadija just nods but says nothing. Mrs. Juba goes to see Kadija's mother and shares her concerns. Kadija's mother gets angry and says it is none of the teacher's business. But that night Kadija's mother cannot sleep. She is worried. Her boyfriend is not in bed beside her. She gets up to see what he is doing and finds him forcing sex on Kadija."

ASK: What problems do you hear in this story? What should Kadija do? What about her mother?

Activity 1: What is Domestic Violence? (15 min)

ASK: "What do we mean when we say "domestic?"

SAY: "It usually refers to the home.

But when we talk about domestic violence, it can mean in the home, or with family members or in the compound where you live."

SAY: "Domestic violence usually involves at least one of these:

- physically hurting someone
- threatening them with words or constantly harassing someone
- emotional and psychological abuse
- destroying property
- economic abuse – refusing to care for children, pay for food, for example

Domestic violence is used:

- to control someone
- as an act of revenge
- as punishment

People committing domestic violence often blame the victim, saying the victim's behavior forced them to use violence.

THIS IS NEVER TRUE."

"They might say that the:

- wife or partner did not do what she was told to do
- child misbehaved
- child wanted sex
- had to have sex with child because wife was unwilling"

SAY: "Women and children often believe they deserve the violence.

THIS IS NEVER TRUE. NO ONE DESERVES TO BE A VICTIM OF VIOLENCE!"

SAY: "People may feel ashamed.

They may become isolated, cut off from family or community support."

SAY: "Children often lose interest in school or other activities.

They may begin wetting the bed or have trouble eating or sleeping.

Many women and children are threatened that something terrible will happen if they tell about the violence."

SAY: "This does not mean they deserve the violence.

It means they need help."

Activity 2: What Do You Think? (15 min)

Put up the pictures of Thumbs Up, Thumbs Down and Don't Know at the front of the area. If you don't have the pictures, ask three girls to come to the front and each show a gesture.



Say: "I am going to say some things.
If you think what I say is true, go to the Thumbs Up.
If you think it is false, go to the Thumbs Down.
If you don't know, go to the Middle.

Each time the girls move, ask at least one girl in each area WHY she is there.

Ask her WHY at least three times.

For example, a girl gives a thumbs up to a man beating his wife from jealousy.

You ASK: "Why?"

She says, "Because that's what we do here."

You ask "Why?"

She says, "That's how we are raised."

You ASK: "Why?" and so on.

The goal is for girls to consider WHY things are the way they are, and WHY they hold certain beliefs.

Read each statement and have the girls move:

1. If a man beats his wife because he is jealous, he is showing how much he loves her.
2. Beating your children is the only way to teach them how to behave.
3. When a man pays a dowry for a girl, she is his property and he can do what he wants with his property.
4. If a father drinks his money away and does not feed his children, it is not domestic violence.

SAY: "Beating a girl or woman or any child is against the law.

Paying dowry for a girl is against the law.

Child marriage is against the law.

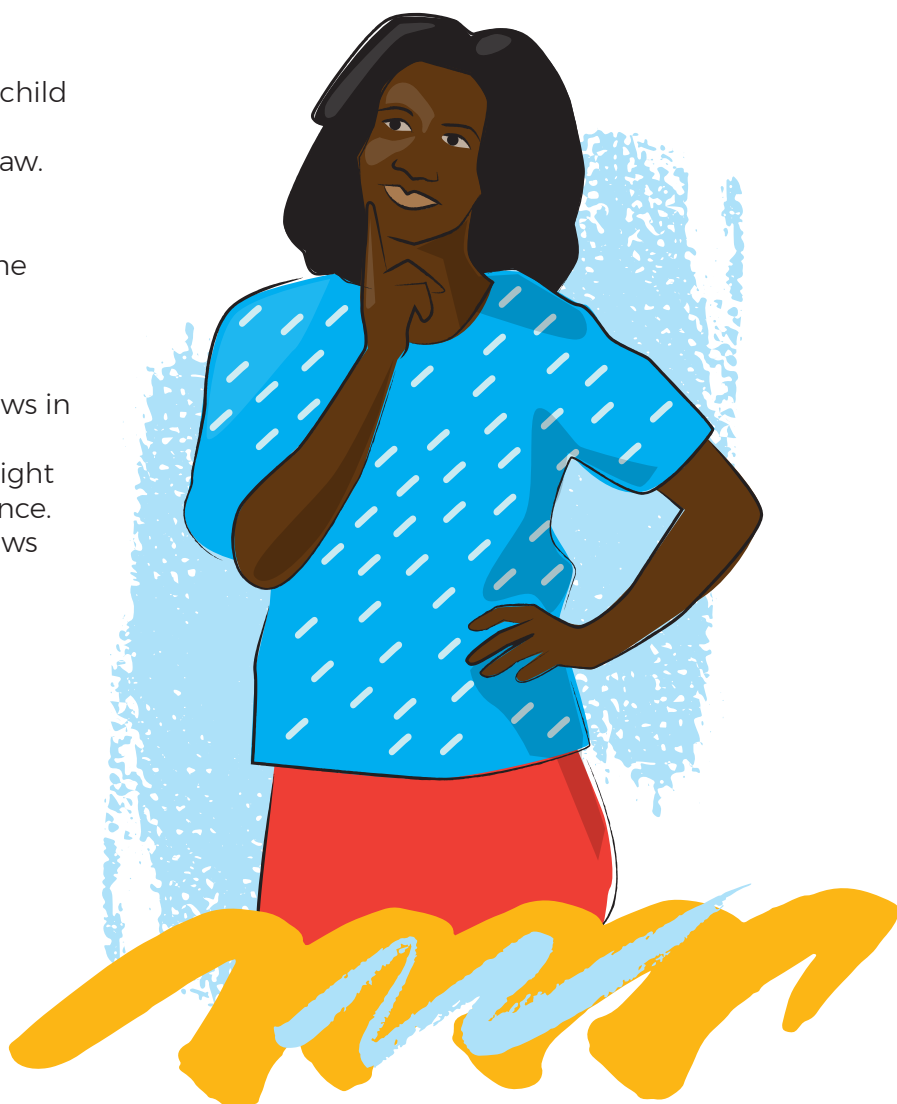
Not taking care of your children – by feeding them and giving them a home and care is against the law.

RAPE IS AGAINST THE LAW."

SAY: "We will learn more about our laws in the next lesson.

Right now, remember, you have the right to food, shelter, protection from violence.

It is in our laws and in international laws that we have agreed to."



Make It Fun! “And So It Must Be Done!” (10 min)

Have the girls sit in a circle and relax while you tell this story.

“Ami was a good wife and mother. She kept the home clean, taught her children to study and do the chores. She taught her daughters to cook, just as her mother had taught her.

“Sheka loved his wife and admired her. She was a wonderful cook. One of his favorite meals was sausage. Ami’s sausage always tasted sweeter than anyone else’s. But still he found it strange that his wife always cut both ends off and threw them away. One day, he asked her, “Wife, why must you always cut the ends of the sausage off and throw them away? Is this not a waste of food?”

“Ami looked at Sheka like he was crazy. “Of course, I cannot use the ends!”

“But why?” Sheka asked.

“My mother taught me to make sausage this way and so it must be done! It is our tradition!”

“One day Sheka visited Ami’s mother. “Mother-in-law, I greet you and bring greetings from your daughter and grandchildren,” he said. Sheka drank tea with his mother-in-law. After a while, he asked, “Mother-in-law, why must my wife cut the ends off the sausages and throw them away?”

“Ami’s mother looked at him like he was crazy. “Because my mother taught me to make sausage this way and so it must be done.”

“Now, Ami’s grandmother also lived in this village, so Sheka went to visit her. After a nice visit, once again Sheka asked, “Granny, why must Ami cut the ends off the sausage and throw them away?”

“Granny looked at Sheka in surprise. “What are you talking about?” she asked. Sheka explained that his wife and her mother told him they must cut the ends off the sausage, and that the ends could not be eaten. “So it must be done. It is tradition,” they told me.

“Suddenly Granny began to laugh. She laughed so hard tears came to her eyes. Finally, when she could talk again, she said, “When Ami’s mother was growing up, I had only one small frying pan. When I cooked sausage, I had to cut the ends off to fit in the pan. I didn’t throw out the ends, though. I cut them in small pieces and mixed them with cassava to feed the children.”

“This is not tradition, Sheka. It is a small frying pan!” she laughed and laughed.

After you tell the story,

ASK: “What did you learn from this story?”

(Some traditions have no reason to exist and can be harmful)

ASK: “Was there a good reason for the tradition?” (No)

ASK: “Do you think the tradition changed after Sheka learned how it started?”

SAY: “So one way traditions are changed is by questioning them.

Find out why it is there and see if it still fits today’s world.”

Activity 3: Girls and Power (10 min)

SAY: “At times girls can feel hopeless because they don’t think they have the power to change things.”

ASK: “Do you feel that way sometimes?”

ASK: “Have you ever head this proverb?
If you think you are too small to be effective,
you’ve never been in bed with a mosquito!”

ASK: “What do you think this means?”

ASK: “Is the mosquito small?”

ASK: “Is it effective?”

ASK: “Why is it effective?”

Give the girls time to answer. Only if you need to, prompt with these:

- The mosquito knows what it needs.
- It chooses the right time.
- It chooses the right place.
- It is not afraid because of its size.

ASK: “What would happen if 20 mosquitoes were in bed with you?”

ASK: “What about 100?”

Make It Fun! Paper or Book? (10 min)

Split the group into four groups.

Give each group four sheets of paper and one book.

ASK: “What is stronger – the book or the paper?”

SAY: “Try to use one piece of paper to hold up the book.

You cannot use your hand to hold up the book.”

Give them 5 minutes. (most girls will not be able to do this)

SAY:

“Now, your job is to use the 4 sheets of paper to hold the book up.

The book cannot just lie on top of the paper.”

Give them about 5 minutes.

Answer: Roll the sheets of paper into tubes and stand them up.

The book can then be placed on the tubes, like legs of a table.

If no one rolled the sheets to hold up the book, show them how to do it.

ASK: “How can the papers hold the book, when the book is so much stronger?”

ASK: “What can we learn from this?”

If the girls need help, use these prompts:

- When those with less power work together, they can be powerful.
- It is easier to get things done with a team.
- When you lie down (give up), nothing will change.
- When you rise up and stand together, you can face the powerful and make change.

Activity 4: Safety (30 min)

ASK: "What are the places girls need to go or spend time in their day and night?"

Give girls time to answer. If needed, prompt:

home	fields	paths to get water	water source	shops	
toilet	school	school toilets	market		church/
mosque					
hospital	clinics	friends	relatives		

ASK: "Is it always safe for a girl to go to or spend time in these places?"

ASK: "Why or why not?"

Give girls time to answer.

SAY: "I am going to divide you into four groups."

Each group should come up with at least two ways that girls can make life safer for girls here.

Remember the proverb about the mosquito and the activity with the paper and the book!

You can make a presentation, or you can do a role play.

Be specific – how will the change happen and what places will be safe?"

Now divide the girls into four groups.

Give them about 10 minutes to prepare.

Then ask each group to present and give time for discussion.

SAY: "You have come up with several ways to be safe here."

Let's give ourselves the Love Clap!

ASK: "Do any of them change traditions?"

THINK AGAIN (10 min)

Sit in a circle.

SAY: "This is a good time for us to ask questions to our invited guest."

Everything we say here is private.

Let's take this time to learn what to do in case we need to help a friend, a sister, a mother or ourselves."



PREPARE:

Rights & Responsibilities

Lesson 23

Time

Objectives

Speaker and Song

5 min

Let's Think About It!

10 min

A1: What Do We Mean By Rights?

15 min

A2: What Does the Law Say?

30 min

A3: Stand Up for Your Rights

20 min

A4: Hand in Hand

30 min

Think Again!

10 min

- Girls recognize domestic violence, including violence against children
- Girls know their rights
- Girls understand the responsibilities that come with rights
- Girls know about national, international and local laws that should protect them
- Girls know local referral pathways

Materials:

- The Laws from your Country and Local By-laws regarding domestic violence and Child Protection (See Lesson 21)
- Local referral pathways
- Picture of Girls' Rights

WHY?

Every girl should know her rights and the laws to protect them.

- Knowing their rights IS A RIGHT
- Knowing the law IS A RIGHT

Knowing their rights and the law does not in itself create change.

- Girls need to know their responsibilities as well.
- They need to know how their actions can help them achieve their rights.
- They need to know local referral pathways if they experience violence.

CHECKLIST

- ☐ Go over the Rights Activity and the picture and how to use it.
- ☐ Be sure to bring the picture to the lesson.
- ☐ **BEFORE THE LESSON, FIND OUT THE LOCAL REFERRAL PATHWAYS AND GET CONTACT INFORMATION AND LOCATIONS.**
- ☐ Review the national laws and any local by-laws so you can easily explain them.
- ☐ Remind the girls they can come to you if they need help.
(your job will be to help them through the referral pathway)

SHARE: Rights & Responsibilities

WELCOME (5 Mins)

1. Choose Speaker.

The topic is "Rights and Responsibilities"

2. Sing Welcome Song.

LET'S THINK ABOUT IT! (10 min)

SAY: "Remember Kadija's story?"

She is 11 years old and her mother's boyfriend has been raping her.

SAY: "There are three people in this story – Kadija, her mother and the mother's boyfriend, Dante.

ASK: What are the rights of each person?

ASK: "What are the responsibilities of each person?"

ASK: "Do any other members of the community have rights and responsibilities in this case? If so, who? What are their rights and responsibilities?"

Activity 1: What Do We Mean by Rights? (15 min)

ASK: "What do we mean when we say we have rights?"

SAY: "Rights are things or protections that are fair for a person to have, to do or to get. Usually, rights are protected by law."

SAY: "Let's go around the circle and each person name a right you think women and girls have or should have in this country."

The girls may need a few prompts. Only prompt if necessary. If so,

ASK: "Do you think girls have a right to live?"

"What about the right to food? Education? A place to live? Safety?"

Encourage the girls to continue to name their rights, or rights they believe they should have.

After they have talked about them for a few minutes,

SAY: "Girls' and women's rights are human rights!"

Activity 2: What Does the Law Say? (30 min)

SAY: “Last time we met, we talked about some ways to stop violence against women and girls and children.

SAY: “Now we have talked about our rights.

And we said rights are usually protected through laws.

We have laws in our country that make domestic and gender violence illegal.

We have laws to protect children.

You have a right to know the laws that protect you.”

ASK: “Can you remember the laws we talked about before?

What did they say?

How should they protect you?”

Review your country’s laws and local by-laws covering domestic violence with the girls again.

Be clear where girls can go (referral pathway from last lesson) if they experience violence.

It is against the law.

SAY: “Even though people all over the world have different cultures and traditions, governments all over the world agree that people – including women and children have rights.”

SAY: “Our country has signed the United Nations Convention on the Rights of the Child. This is an international law that governs children’s rights.

When a country signs these agreements, it is agreeing to the follow what they say.”

SAY: “Some of the rights protected in The United Nations Convention on the Rights of the Child are:

- Life, survival and development
- Protection from violence, abuse or neglect
- An education
- To be raised by, or have a relationship with their parents
- To express their opinions and be listened to
- To be safe from child prostitution, child pornography and being sold into slavery.”

SAY: “We have also signed the African Charter on the Rights and Welfare of the Child.

The African Charter:

- prohibits child marriages
- insists on 18 as a minimum age of marriage
- requires that all marriages are registered in an official registry
- requires that pregnant girls have the right to continue their education

Activity 3: Stand Up for Your Rights (20 min)

SAY: “Girls rights are human rights!”

Divide the girls into 9 groups. It is fine if all the groups don’t have the same number of girls.

Give each group a number 1 through 9.

Show the girls the pictures of Girls’ Rights.

SAY: “Each picture in a circle shows one of your rights.

Look at the picture with your group’s number on it.

Your group has to do three things:

1. Name the right
2. Say if a law in this country protects that right
3. Make a suggestion about something that could help protect that right"

SAY: "I will come around to each group to help you with number one."

The rights shown in the pictures are:

1. **Right to live**
2. **Right to education**
3. **Right to privacy**
4. **Right to have the number of children you want, and to space them**
5. **Right to be an adult when you marry, to consent to marry and to have equality in marriage**
6. **Right to equality (to be free from gender discrimination)**
7. **Right to be free from practices that harm women and girls**
8. **Right to be free from gender and domestic violence**
9. **Right to health**

Give the girls time to think and plan what to say, then ask each group to present.
Open the discussion by asking if girls have other ideas about how to protect these rights.

Activity 4: Hand in Hand (30 min)

Keep the girls in their small groups.

ASK: "What does it mean when we say something goes hand in hand?"
(They are connected.)

SAY: "We have been talking about the laws and our rights.
But with rights come responsibilities.
Rights and responsibilities go hand in hand.

Now that we have talked about nine of our human rights, each group will think about the responsibilities that come with those rights.

ASK: "For example, if the right was to be paid fairly for work, what responsibilities might come with that right?"

(To come to work on time, to work hard, to be honest, to be respectful, to do the job well).

SAY: "Now each group should think about the responsibilities that come with 'your' right.
If you need help, raise your hands and I will come around."

Give the girls time to think and plan what to say, then ask each group to present.

Open the discussion by asking if girls have other ideas about responsibilities that come with the right after EACH group presents.

THINK AGAIN (10 min)

Sit in a circle.

SAY: "Let's go around the circle and give today's lesson a Thumbs Up or a Thumbs Down, or both and say why."



Notes



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