Acknowledgments

This curriculum was prepared for the Human Rights in Africa class at Teachers College, Columbia University, in collaboration with The Women’s Institute for Secondary Education and Research (WISER) in Kenya.

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# Table of Contents

Introduction .......................................................................................................................... 4  
   About the Curriculum ................................................................................................. 4  
   Rationale for Curriculum ......................................................................................... 4  
   Curriculum Design .................................................................................................... 5  
   Scope and Sequence ................................................................................................. 6  
   Suggestions for Facilitation ...................................................................................... 7  

Session 1: Introduction to Human Rights ........................................................................ 8  
Session 2: Self Awareness .............................................................................................. 19  
Session 3: Relationships ............................................................................................... 27  
Session 4: Advocating for Yourself ............................................................................. 38  
Session 5: Seeking Support ......................................................................................... 49  
Session 6: Community Engagement ............................................................................. 59  

Appendices ......................................................................................................................... 70  
   Appendix 1: Articles from the African Charter on Human and Peoples’ Rights and  
   the Maputo Protocol .............................................................................................. 70  
   Appendix 2: Respect Discussion Questions ............................................................. 71
Introduction

About the Curriculum

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2018). Our team of curriculum designers have used SEL as a vehicle to talk about the Human Rights outlined in the Universal Declaration of Human Rights (UDHR), the African Charter and Maputo Protocol. This curriculum (see Appendix 2 and 3) will be used to support learners attending WISER, an all-girls boarding school in Kenya, to advocate for their right to bodily autonomy, their right to positive relationship building, and their ability to be implementers of positive change in their communities.

In the midst of the community’s challenges, WISER has created an educational institution to provide a safe space for girls to learn and build better futures for themselves. Our curriculum is specifically designed to support adolescent girls attending WISER to recognize that they have internationally recognized rights to their bodies, their emotions, their relationships, and the right to advocate for equity in their community.

The curriculum includes particular SEL skills that WISER educators outlined as important for their students to learn. The curriculum is intended to be taught in the Houses of Wisdom peer support groups that consists of 13-16 WISER learners, including a faculty leader and peer counsellors who facilitate the lessons. The curriculum is divided into six, one-hour sessions that focus on: 1) human rights and human rights frameworks; 2) identification of wants, needs, and rights connected to human dignity; 3) awareness of unhealthy relationships and development of communication skills to help girls maintain healthy relationships that uphold their rights; 4) the connection of consent to human rights, including right to bodily autonomy; 5) identification of resources in the girls’ community; and 6) implementation of concepts from previous sessions to create positive change in the community.

Rationale for Curriculum

Human Rights Education has been widely used to promote the development of the knowledge, skills and values of human rights, with the goal of preparing children to become informed, responsible, and caring adults (The Human Rights Advocates, 2013). However, in order to fulfill these goals and become truly transformative, Human Rights Education must go beyond simply learning about human rights to include the development of SEL competencies that are connected to both intrapersonal and interpersonal intelligences, or awareness of self and awareness of others (The Human Rights Advocates, 2013).
The development of these intelligences through SEL is a key component of our human rights curriculum. SEL seeks to promote concepts like self-awareness, relationship skills, and responsible decision-making through the development of key life skills such as communication, cooperation, problem solving and conflict resolution (IIEP, 2010). Research has shown that when concepts of social, emotional, and ethical education are integrated into traditional teaching and learning, educators can help develop both the academic and social skills that “support core processes that promote children’s school success and healthy development” (Cohen, 2006, p. 202).

As previously stated, the aim of SEL is to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible choices (CASEL, 2018). By tying these skills into Human Rights Education, learners will be better positioned to identify discrimination and injustice in society, advocate for their rights and the rights of others, and help prevent human rights abuses in their community (UNICEF, 2018). Effectively, SEL “helps to create a culture in which human rights are respected, practiced, and lived” (The Human Rights Advocates, 2013).

**Curriculum Design**

Each session includes a list of between three and five objectives that learners should be able to demonstrate by the end of the training. These objectives incorporate cognitive and practical skills based on relevant human rights concepts and SEL competencies. Objectives are designed to ensure that facilitators can assess whether or not learners have accomplished them. Learners demonstrate their learning in a variety of ways across different sessions, including responding to questions, written reflections, group discussions, and performance tasks.

This curriculum will be facilitated by the House of Wisdom peer counsellors with support from WISER faculty. These counsellors are students, ages 14-20, who volunteer to lead the peer groups on a weekly basis. The curriculum includes pre-work for the facilitator, to help the counsellors prepare ahead of each session, including guidance on how to contextualize each session for their peers and how to assess participants’ learning and engagement. Facilitators do not need special training to implement the curriculum, but they should familiarize themselves with the content and activities in advance of each session. They have the option of revising examples and prompts to make the material more relevant to learners. The curriculum also provides tips and example answers throughout to support facilitators who are less familiar or comfortable with the material in leading discussion.
## Scope and Sequence:

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to Human Rights</td>
<td>1. Human Rights Community (25 minutes)</td>
</tr>
<tr>
<td></td>
<td>3. Human Rights Drawings (20 minutes)</td>
</tr>
<tr>
<td></td>
<td>4. Personal Reflection (20 minutes)</td>
</tr>
<tr>
<td>2. Self-awareness</td>
<td>1. Emotions Roleplay (10 minutes)</td>
</tr>
<tr>
<td></td>
<td>2. Wants, Needs, Rights (15 minutes)</td>
</tr>
<tr>
<td></td>
<td>3. Respecting Ourselves and Others (25 minutes)</td>
</tr>
<tr>
<td></td>
<td>4. Positive Self Talk (10 minutes)</td>
</tr>
<tr>
<td>3. Relationship skills</td>
<td>1. Relationship Brainstorm (10 minutes)</td>
</tr>
<tr>
<td></td>
<td>2. Deciding that a Relationship is Unhealthy (20 minutes)</td>
</tr>
<tr>
<td></td>
<td>3. Difficult conversations (20 minutes)</td>
</tr>
<tr>
<td></td>
<td>4. Reflection (10 Minutes)</td>
</tr>
<tr>
<td>4. Advocating for yourself</td>
<td>1. Reviewing Consent within Healthy Relationships (5 minutes)</td>
</tr>
<tr>
<td></td>
<td>2. Understanding Enthusiastic Consent (25 minutes)</td>
</tr>
<tr>
<td></td>
<td>3. Practicing Enthusiastic Consent (20 minutes)</td>
</tr>
<tr>
<td></td>
<td>4. Respecting Bodily Autonomy (10 minutes)</td>
</tr>
<tr>
<td>5. Seeking support</td>
<td>1. The Human Chair (5 minutes)</td>
</tr>
<tr>
<td></td>
<td>2. Community Mapping and Gallery Walk (30 minutes)</td>
</tr>
<tr>
<td></td>
<td>3. Identifying and Reporting Abuse (20 minutes)</td>
</tr>
<tr>
<td></td>
<td>4. Exit Ticket (5 minutes)</td>
</tr>
<tr>
<td>6. Engaging the community</td>
<td>1. Individual Community Mapping (10 minutes)</td>
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<tr>
<td></td>
<td>2. Community Mapping (20 minutes)</td>
</tr>
<tr>
<td></td>
<td>3. SEL and HR in Your Community (15 minutes)</td>
</tr>
<tr>
<td></td>
<td>4. Action Plan (15 minutes)</td>
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</tbody>
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Suggestions for Facilitation

Contextualization Guidance

- Read through each session before implementing and adapt language, scenarios, questions, and example answers to ensure that they are relevant to the learners in your group. For example, if learners have not had romantic relationships, it may be more relevant to adjust the scenarios in Session 3 to focus on conflicts that arise in friendships.
- If possible, spend time with learners ahead of each session to determine their existing understanding of human rights, and adjust sessions accordingly.
- If possible, spend time with learners ahead of each session to determine the types of situations in their lives that may present challenges while facilitating. Adjust the sessions accordingly.

Facilitator Guidance

- Most activities in this curriculum are based on learner discussion, collaboration, performance, and personal reflection. It is recommended that the facilitator continuously assess learning throughout each session by checking for understanding, using follow-up questions, ensuring that all learners have equal opportunities to participate in activities and discussions, and demonstrate their knowledge and skills.
- If learners find certain topics challenging, the facilitator may choose to spend more time on those areas or to review those topics with learners outside of meeting times.
- If learners are reluctant to participate in activities or share in discussions, the facilitator may choose to talk with those learners privately outside of meeting times.
- Some sessions provide additional tips for assessing learning in specific activities.
- Make sure that learners are assigned to groups with different learners during small group activities. If possible, all learners should get the chance to work with each other in small groups.

Key

Throughout the curriculum, you will see colored boxes. The color of the box corresponds to the kind of information it presents:

| Questions | the facilitator should ask participants. |
| Example answers | that the facilitator should bring up if participants do not. |
| Facilitator Note | Suggestions for how to do activities. |
Session 1: Introduction to Human Rights

Duration: 1 hour 30 minutes

Session Summary: This session introduces learners to human rights, providing an overview of international human rights instruments, and focusing rights and specific articles in the African Charter and Maputo Protocol. The purpose of this session is for learners to become familiar with the rights protected in the Charter and the Protocol and to relate these rights to their own lives and to their community. Learners will also be asked to demonstrate understanding of what it means for human rights to be protected and violated. Finally, learners will be introduced to five social and emotional skills and begin thinking about how social and emotional skills can help them protect their own rights and the rights of others.

Session Objectives
By the end of the session, learners will be able to:

- Identify rights from the African Charter and the Maputo Protocol that are relevant to themselves as individuals and to others in their community.
- Demonstrate understanding of what it means for human rights to be protected and violated.

Session Outline

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Human Rights Community</td>
</tr>
<tr>
<td>2</td>
<td>African Charter and Maputo Protocol</td>
</tr>
<tr>
<td>3</td>
<td>Human Rights Drawings</td>
</tr>
<tr>
<td>4</td>
<td>Personal Reflection</td>
</tr>
</tbody>
</table>

Materials:

- Flipchart paper
- Markers, colored crayons
- African Charter on Human and Peoples’ Rights & Maputo Protocol
- Handout 1.1
- Appendix 1: Articles from African Charter on Human and Peoples’ Rights and the Maputo Protocol
Pre-work for facilitator:

- Review the entire session before implementing.
- Review the entire curriculum before implementing. You will be giving learners an overview of the curriculum during the closure activity and it will be helpful to read the entire curriculum beforehand.
- Search for and print copies of the African Charter on Human and Peoples’ Rights and the Maputo Protocol. Print enough for every learner to have a copy of each document.
- Print and cut out articles from Appendix Handout 1: Articles from African Charter on Human and Peoples’ Rights and the Maputo Protocol. Cut enough to make sure each small group has one article.
- Prepare the flipchart paper with reflection questions on it for the Closure activity.
Activity 1: Human Rights Community

Time: 25 minutes | Grouping: Small group; whole group

Materials:
- Flipchart paper
- Markers, colored crayons

Activity Summary: In this activity learners will create a list of rights they feel are important for every person to have. The purpose of this activity to get learners to think about and discuss human rights in their own words before they are introduced to official human rights frameworks.

Steps:
- **Welcome** learners to the House of Wisdom.
- **Explain** this week’s learning objectives:
  - Identify rights from the African Charter and the Maputo Protocol that are relevant to themselves as individuals and to others in their community.
  - Demonstrate understanding of what it means for human rights to be protected and violated.
- **Ask learners** to number off 1 through 3 so that they are assigned to random groups based on their number. There should be no more than 4 people in each group.
- **Ask learners** to find their group members and sit together.
- **Give** each group a piece of flipchart paper and markers.
- **Ask groups** to imagine that they are creating a new community where no one has ever lived, where there are no laws, no social rules, and no rights.
- **Ask groups** to come up with a list of ten rights that they think every person in the community should have - no matter their gender, age, race, ethnicity, religion.
- **Give groups** 10 minutes to come up with a list of rights.
- **Walk around** the room as learners work to make sure they are on task and to answer any questions.
- **Tell learners** when they have 5 minutes left.
- **Call attention back** to the group after 10 minutes.
- **Post** a blank piece of flipchart paper at the front of the classroom.
- **Ask groups to share** 2-3 rights they wrote down.
- **Write** the list of rights on the piece of flipchart paper as learners share.
- **Place** a star next to the rights that are named more than once.
- **Lead a discussion** with the class using the questions below.
Discussion Questions
1. Are there any rights on our class list that every group mentioned?
2. Are there any rights that only one group mentioned?
3. Are there any rights that you think are missing?
4. Are any of these rights more important to you than others? Why or why not?

- Thank learners for sharing.
- Explain to learners that this exercise asked them to think about the rights that every person, regardless of age, gender, ethnicity, race, or religion is entitled to as a human being. These rights are called human rights and they are protected for every person in the world under a framework called the Universal Declaration of Human Rights, as well as other national and international laws.

Facilitator Note:
Take a few minutes to give an overview of the Universal Declaration of Human Rights (UDHR) and covenants that are relevant to your lesson, such as CEDAW or CRC. Consider including the history of the Declaration, the reason the Declaration was written, the purpose of the Declaration, and the mechanisms for protecting the rights listed in the Declaration. If learners are not familiar with the Declaration, you may want to spend some more time during this session introducing the Declaration to learners. The purpose of introducing the UDHR and HR covenants is to help learners understand the international frameworks for protecting the human rights of all persons in the world. Activities 1 and 2 will go into human rights in more detail by asking learners to look at the African Charter and Maputo Protocol so at this point in the lesson, it is just important that learners understand that the UDHR is an international framework and that they will learn more about regional frameworks in the following activities.

- Tell learners that in the next activity they are going to look at two human rights documents that are modeled on the UDHR but written specifically for the African context. These documents are called the African Charter on Human and Peoples’ Rights and the Maputo Protocol.

Time: 25 minutes | Grouping: Small group; whole group

Materials:
- African Charter on Human and Peoples’ Rights
- Maputo Protocol

Activity Summary: In this activity learners will read and discuss the rights protected in the African Charter and the Maputo Protocol. The purpose of this activity is for learners to relate the documents back to their lives by thinking about which rights in the Charter and the Protocol are most relevant to them as individuals and to their local community.

Facilitator Note

It will be helpful for this activity if learners are familiar with the history of the African Charter on Human and Peoples’ Rights and the Maputo Protocol and have read the documents before. If learners are not familiar with the Charter and the Protocol, you may want to spend some more time going over the history and purpose of the both documents, the mechanisms for protecting the rights listed in the documents, and read both of the documents, Article by Article as a class.

Steps:
- **Ask learners** to get back into their small groups for this activity.
- **Hand out** copies of the African Charter on Human and Peoples’ Rights and the Maputo Protocol to groups. Give half of the groups the Charter and half of the groups the Protocol.
- **Give** an overview of the African Charter on Human and Peoples’ Rights, including the history of the Charter, the purpose of the Charter, and the mechanisms for protecting the rights listed in the Charter.
- **Allow learners** to ask questions.
- **Repeat** for the Maputo Protocol.
- **Ask groups** to read through the document they were assigned. As learners read, they should: 1) identify the rights that are the same or similar to the rights they come up with as a class and 2) identify rights that are in the documents but that were not on their class list of rights.
- **Give groups** 10 minutes to work.
- **Tell learners** it is ok if they do not read the whole Charter or Protocol and to try to read as many Articles as they can in the time given.
● **Walk around** the room as learners work to make sure they are on task and to answer any questions.
● **Tell learners** when they have 5 minutes left.
● **Call attention back** to the group after 10 minutes.
● **Lead a discussion** with the class using the questions below.
● **Make sure** that you discuss both the Charter and the Protocol.

### Discussion Questions

1. What are some of the similarities between our class list of rights and the rights in the African Charter and the Maputo Protocol?
2. Which rights from the African Charter and the Maputo Protocol are missing from our class list?
3. Are any of the rights on our class list that are not included in the African Charter or the Maputo Protocol?
4. Which rights from the African Charter and the Maputo Protocol do you think are most important for you as an individual? Why?
5. Which rights from the African Charter and the Maputo Protocol do you think are most important for the members of your community? Why?

● **Thank learners** for sharing.
● **Tell learners** that in the next activity they are going to take a closer look at certain articles in the African Charter and the Maputo Protocol.

### Facilitator Note

At the end of the session make sure every learner has a copy of the African Charter and the Maputo Protocol to take home with them. Ask learners to bring the documents with them to the sessions each week.
Activity 3: Human Rights Drawings

Time: 20 minutes | Grouping: Small group; large group

Materials:
- Flipchart paper
- Markers, colored crayons
- Cut up articles from the Appendix Handout 1: Articles from African Charter on Human and Peoples’ Rights and the Maputo Protocol

Activity Summary: In this activity learners will take a closer look at one of the Articles from the African Charter or the Maputo Protocol and think about what it means for human rights to be protected and violated. The purpose of this activity is for learners to become familiar with certain human rights and to demonstrate an understanding of what it means for a right to be protected or to be violated.

Steps:

Facilitator Note

The drawings should serve as an assessment of whether or not learners understand: 1) the articles and rights in the African Charter and the Maputo Protocol; 2) what it means for a right to be protected; 3) what it means for a right to be violated. Make sure to spend time on each drawing and have learners explain why they drew what they did. Make sure to address any points of confusion about what it means for human rights to be protected and violated.

- **Group learners** into groups of 4 people. Make sure learners are in different groups than they were in for earlier activities.
- **Give groups** a piece of flipchart paper, markers and colored crayons, and an article from either the African Charter or the Maputo Protocol (see Appendix 1).
- **Ask groups** to rewrite the article in their own words.
- **Give groups** 2 minutes to rewrite the article in their own words.
- **Call attention** back to the group after 2 minutes.
- **Ask groups** to create two drawings on their pieces of flipchart paper. One drawing of what it looks like to have the right they were assigned protected (i.e. to possess that right) and a separate drawing of what it looks to have that right violated.
- **Give groups** 10 minutes to work.
- **Walk around** the room as learners work to make sure they are on task and to answer any questions.
Tell learners when they have 5 minutes left.  
Call attention back to the group after 10 minutes.  
Ask groups to share their article, their written version of the article, and their two drawings.  
Allow time after each group shares for other learners to ask questions or make comments.  
Address any points of confusion about what it means for human rights to be protected and violated.  
Go around until every group has shared.  
Ask learners to return to their seats.  
Lead a discussion with the class using the questions below.

Discussion Questions

1. What was it like to draw these human rights? Was it easy or difficult?  
2. Are there any rights that another group shared that you would have drawn differently? How so?  
3. Do you think all of these rights are protected for you as an individual? Why or why not?  
4. Do you think all of these rights are protected for people in your community? Why or why not?
Activity 4: Personal Reflection

Time: 20 minutes | Grouping: Individual

Materials:

- Flipchart paper with reflection questions written on it (see facilitator note below)
- Extra pieces of paper (to be used for the reflection if learners do not have notebooks with them)
- Handout 1.1

Activity Summary: In this activity, learners will reflect on what they learned during the lesson and learn about five social and emotional skills. The purpose of this activity is for learners to begin thinking about the connection between human rights and social and emotional skills and to understand that social and emotional skills can help them protect their own rights and the rights of others.

Facilitator Note

Reflection questions: Write the questions below on a piece of flipchart paper and place at the front of the classroom.

1. From the rights we discussed today, which ones are the most important to you? Why?
2. Are these rights protected for you and for others in your community?
3. What knowledge do you think you need in order to make sure these rights are protected for you and others in your community?
4. What skills do you think you need in order to make sure these rights are protected for you and others in your community?

Steps:

- Thank learners for all of their hard work in today’s session.
- Tell learners that you are going to end today’s session with a reflection.
- Give learners 10 minutes to answer the reflection questions in their notebooks.
- Tell learners when they have 5 minutes left.
- Call attention back to the group after 10 minutes.
- Ask 2-3 volunteers to share what they wrote in their notebooks.
- Tell learners that in the rest of the sessions in this curriculum, they will continue to think about human rights and the different skills and knowledge they need in order to make sure that human rights are protected for themselves and for others in their community.
● **Explain** that the curriculum will focus on social and emotional skills, which are one set of skills and knowledge that learners need in order to protect their own human rights and the human rights of others.

● **Ask** learners to look at **Handout 1.1** (replicated in the facilitator note below).

● **Explain** that these are the five main social and emotional skills that will be covered in the curriculum but that there are many other social and emotional skills. You may choose to begin each session of the curriculum by reviewing the social and emotional skill(s) that is covered in that session.

### Facilitator Note

**Social and emotional skills**

1. **Self-Awareness**: the ability to recognize your own emotions and values and how they influence your behavior.
2. **Self-Management**: the ability to control your own emotions, thoughts, and behaviors in different situations.
3. **Social Awareness**: the ability to empathize with others, including those from diverse backgrounds and cultures.
4. **Relationship Skills**: the ability to establish and maintain healthy and positive relationships with diverse individuals and groups.
5. **Responsible Decision-Making**: the ability to make constructive choices and to evaluate the consequences of your choices by considering the impact of your decisions on yourself and on others.

● **Explain** that learners will learn more about these social and emotional skills in the rest of the curriculum.

● **Explain** that by learning and developing these social and emotional skills, learners will be better positioned to be able to identify discrimination and injustice in society, advocate for their own rights and the rights of others and, help prevent human rights abuses in their community.

### Facilitator Note

If you have time at the end of this session, work with learners to create a set of rules and routines for the remaining sessions in the curriculum. Creating classroom rules will help ensure that the rights and emotions of all learners are respected during these sessions. Creating routines will contribute to a safe and supportive learning environment. An example of a routine that supports social and emotional learning is below, but you should adapt it or use a different routine that is appropriate for the context and the group of learners.
Example classroom routine: Emotion-Naming Activity

- Materials: Ball (or another object that can be tossed easily)

1. Have learners stand in a circle with everyone facing each other.
2. Explain that each learner will be asked to introduce herself and share how she is feeling today. For example, “My name is ______ and today I am feeling happy but tired” or “My name is ______ and today I am feeling stressed.”
3. Start by introducing yourself, remember to say how you feel, and then throw the ball to a learner who will go next.
4. After the learner introduces herself and says how she is feeling, she throws the ball to the next learner and so on.
5. Continue until each learner has had a chance to introduce herself and share her emotion.
Session 2: Self Awareness

Session summary | Duration: 1 hour

This session focuses on the social and emotional skills of self and social awareness. In this session, learners will identify their wants, needs and rights and relate them to the concept of human dignity. They will share experiences in which they felt respected or disrespected and discuss how to be respectful of themselves and others. Finally, they will practice positive self-talk, in order to apply the workshop material to their daily lives.

Session Objectives

By the end of the session, learners will be able to:

● Demonstrate how their body language changes depending on how they are feeling.
● Identify their own wants, needs, and rights.
● Explain why all people deserve respect and dignity.
● Describe how to treat themselves and others with respect and dignity.

Session Outline

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Emotions Roleplay</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2.</td>
<td>Wants, Needs, Rights</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3.</td>
<td>Respecting Ourselves and Others</td>
<td>25 minutes</td>
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<td>4.</td>
<td>Positive Self Talk</td>
<td>10 minutes</td>
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Materials:

● Whiteboard
● Markers
● Handout 2.1 - Wants, Needs, Rights
● Handout 2.2 - Positive Self Talk
● Appendix 2 - Respect Discussion Questions

Pre-work for facilitator:

● Review the entire session before implementing.
● Prepare Handouts 2.1 and 2.2.
● Cut up Appendix 2 discussion slips. Make sure that there is at least one question for each learner.
Activity 1: Emotions Roleplay

Time: 10 minutes | Grouping: Mingling

Materials: None.

Activity Summary: In this activity, learners will walk about the room as if they were feeling different emotions. This activity aims to teach learners about body language and help them identify their own emotions.

Steps:

- **Welcome** learners back to the House of Wisdom.
- **Tell** learners that this session relates to the following Social and Emotional skills and review their definitions with the group:
  - Self-Awareness
  - Social Awareness
- **Explain** this week’s learning objectives:
  - Demonstrate how their body language changes depending on how they are feeling.
  - Identify sources of positive and negative messages about themselves.
  - Explain how those messages affect how they see themselves;
  - List their strengths.
  - Give examples of positive self-talk.
- **Ask** learners to stand up and walk around the room.
- **Tell** learners that you will give them an emotion and they should walk around the room as if they were feeling that emotion:
  - Happy
  - Sad
  - Angry
  - Excited
  - Tired
  - Scared
  - Proud

Facilitator Note: It may be helpful to demonstrate this activity so that learners understand how to walk around the room in different ways. Modelling this activity and being a little silly can also encourage shy learners to participate.
Ask Learners:
1. Did it feel different to walk around the room in different emotions?
2. How did your body feel when it was happy? Sad? Angry? Scared?
3. Why might it be useful to know what your body feels like when you are experiencing different emotions?

Example Answers:
1. Yes. It should feel different.
2. Answers will vary.
3. It is useful to know how your body feels when you are experiencing different emotions to help you identify those emotions in yourself and the people around you. Sometimes you can convince yourself that you feel differently than you really do. For example, you might feel scared or tense around your boyfriend but convince yourself that you are not scared because you are with someone you love. It is important to identify how you are really feeling and why, so you can make good decisions about your happiness and safety.
Activity 2: Wants, Needs, Rights

Time: 15 minutes | Grouping: Small group, whole group

Materials:
- Whiteboard
- Markers
- Handout 2.1

Activity Summary: In this activity, learners identify and discuss the overlap between their wants, needs, and rights using a small group Venn diagram activity. This activity aims to help learners understand and personalize the concepts of human dignity and respect that are at the heart of human rights.

Steps:
- Call learners’ attention to Handout 2.1.
- Ask Learners:
  - Can anyone tell me the difference between a want, a need, and a right?
- Example Answers:
  - “Wants” are things that you desire, things that make your life happier.
  - “Needs” are things that you need to survive.
  - “Rights” are things that you deserve to have as a human being.
- Assign groups of 3-4 learners.
- Explain that the groups will have 7 minutes to brainstorm some examples of their wants, needs, and rights using the Venn diagram on Handout 2.1. Learners should also pay attention to the relationship between wants, needs, and rights.

Facilitator Note: While learners are brainstorming, draw the following chart (from Handout 2.1) on the board:
• When time is up, **distribute** markers to each group and encourage learners to come to the board and write a few of their examples on the chart on the board.

**Ask Learners: (Whole Class)**
1. Were there any wants, rights, or needs that everyone in your group agreed on? Disagreed on?
2. What are some of the ways that your wants, needs, and rights are connected?
3. Are there any themes that connect your wants, needs, and rights?

**Example Answers:**
1. Answers will vary.
2. Some wants, needs, and rights are connected (ex: the right to education might lead you to want to go to school or to do well in school), some might be repeated (ex: you might want, need, and have the right to feel safe).
3. Human dignity, respect, security, decent life...etc.

• **Explain** that the concepts that underlie human rights are dignity and respect for all people, including you!
• **Remind** learners that these rights are covered in Article 5 of the African Charter and Articles 3 and 4 of the Maputo Protocol.
Activity 3: Respecting Ourselves and Others

Time: 25 minutes | Grouping: Mingling

Materials:
- Prepared question slips from Appendix 2.

Activity Summary: In this activity, learners are given slips of paper with questions related to self-perception, respect, and dignity. Learners will stand and mingle with their peers to discuss their questions and share personal anecdotes.

Steps:

Facilitator Note

This discussion should serve as an assessment of whether or not learners understand the right to respect and dignity. Make sure to spend time debriefing the discussion activity and have learners explain why they gave their answers. Make sure to address any points of confusion about what it means for human rights to be protected and violated.

- Distribute one question slip to each learner.

Facilitator Note: In order to make sure that all learners understand this activity, it may be helpful to model the following instructions:

- Explain that each learner should stand up and find another learner to talk to.
- Tell learners to discuss the questions on their question slips, making sure to give example to support their answers. Once both learners have responded, they will swap question slips and find a new partner to discuss their new question with.

Ask Learners: Questions from Appendix 2

1. Do all human beings deserve respect? Why?
2. Who is a person who has (positively or negatively) shaped you and how you see yourself?
3. What are some positive messages that you have heard about yourself? How have these messages affected how you act or think about yourself?
4. What are some negative messages that you have heard about yourself? How have these messages affected how you act or think about yourself?
5. Can you remember a time when you felt respected?
6. Can you remember a time when you felt disrespected?
7. How do you handle it when you feel disrespected?
8. Can you remember a time when you were disrespectful to someone else?
9. How do you show respect to others? Is it different depending on the person?
10. How do you show self-respect?

- **Walk around** the room as learners work to make sure they are on task and to answer any questions.
- **Call attention back** to the facilitator.
- **Tell** learners to return to their seats.

**Facilitator Note:** For the sake of time, choose 2-3 questions to ask learners to share their answers with the whole group. Questions 9 and 10 are recommended as they refer directly to self-awareness and social awareness.

- **Ask** learners if anyone would like to share their answers with the class. **Do not force anyone to answer if they do not feel comfortable doing so.**
Activity 4: Positive Self Talk

Time: 10 minutes | Grouping: Individual

Materials:
- Handout 2.2

Activity Summary: In this activity, learners write positive messages to repeat to themselves throughout the week. This activity wraps up the session and reinforces the concepts of self-awareness and self-respect.

Steps:
- **Call** learners’ attention to Handout 2.2.
- **Remind** learners that everyone has the right to respect and dignity.
- **Explain** that an important part of human dignity is recognizing your value as a person and feeling comfortable with yourself regardless of your faults and weaknesses. One way of doing this is through positive self-talk that focuses on your strengths and positive qualities and reminds you that you are a good and valuable person. For example:
  - “You deserve to be treated with respect.”
  - “You are capable of success.”
  - “There are people who love you and will be there for you when you need them.”
  - “You deserve to be happy.”
  - “You are allowed to make mistakes and learn from them.”
- **Tell** learners to take 5 minutes write at 3-5 examples of positive messages that they will repeat to themselves throughout the week.
- **Encourage** learners to share their positive messages with their peers.
- **Explain** that anytime during the week, when learners hear negative messages about themselves (from themselves or from others) or anytime they start to feel negative emotions they should refer to these positive messages that they have written about themselves. Next week, they will check back in about this exercise and see how they are feeling about themselves.
Session 3: Relationships

Session summary | Duration: 1 hour

Supportive, healthy relationships are crucial to supporting social and emotional health. Every person has the right to be treated with respect and dignity in their relationships, including being free from all forms of violence, as well as the duty to treat others with respect. In this session, learners build awareness about unhealthy relationships and develop communication skills to help them uphold their rights in intrapersonal relationships.

Session Objectives

By the end of the session, participants will be able to:

- Identify factors that contribute to healthy and unhealthy relationships.
- Describe their rights in relationships and duty to uphold others’ rights in relationships.
- Recognize signs of relationship abuse.
- Demonstrate assertive communication.

Session Outline

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Relationship Brainstorm</td>
</tr>
<tr>
<td>2</td>
<td>Deciding that a Relationship is Unhealthy</td>
</tr>
<tr>
<td>3</td>
<td>Difficult Conversations</td>
</tr>
<tr>
<td>4</td>
<td>Reflection</td>
</tr>
</tbody>
</table>

Materials:

- Markers
- Flipchart paper
- Pens and pencils
- Handout 3.1
- Handouts 3.2A and 3.2B
- Handout 3.3
Pre-work for facilitator:

- Review the entire session before implementing.
- If possible, spend time with learners ahead of each session to determine the types of relationships they value and those they have challenges with. Adjust sessions accordingly.
- It is important that the facilitator model good communication skills, including active listening, nonjudgmental responses, and awareness of body language.
- The facilitator should explain that the topics will cover issues of relationships, including abuse and violence. Ensure that the learners know that if they are uncomfortable with anything they see or hear they can leave the room and/or talk to you privately after the session.
- Write the following questions on flipchart paper for Activity 1:
  1. How might you tell the difference between a relationship that is going through a difficult time, and one that is unhealthy?
  2. What behavior would cause you to end a relationship?
- (Optional) Prepare several images that you represent healthy and unhealthy relationships for the Introduction activity. Try to choose images that will resonate with learners and represent a variety or relationships.
Activity 1: Relationship Brainstorm

Time: 10 minutes | Grouping: Whole Group

Materials:
- Markers
- Flipchart paper

Activity Summary: Learners will brainstorm features of healthy and unhealthy relationships, with emphasis on how unhealthy relationships are characterized by unequal power.

Steps:

Facilitator note: Before the session, write “Healthy Relationships” on one piece of flipchart paper and “Unhealthy Relationships” on another, and distribute pictures that show positive and negative relationships around the room (if using).

- Welcome learners back to the House of Wisdom
- Tell learners that this session relates to the following Social and Emotional skills and review their definitions with the group:
  - Relationship Skills
  - Social Awareness
  - Self-Management
- Explain this week’s learning objectives:
  - Identify factors that contribute to healthy and unhealthy relationships.
  - Describe their rights in relationships and duty to uphold others’ rights in relationships.
  - Recognize signs of relationship abuse.
  - Demonstrate assertive communication.
- Distribute markers to several learners
- Explain that learners will have 5 minutes to write words or phrases that they associate with healthy and unhealthy relationships on the appropriate side flipchart paper. After a learner writes her response, she should pass the marker to another learner. Learners can write as many words or phrases they can think of during the time period. Learners should not say anything to each other as they brainstorm.
- If learners are having difficulty brainstorming, encourage them to think about the images around the room.
- Walk around the room as learners work to make sure they are on task and to answer any questions.
- Call attention back to the group after 5 minutes.
Ask learners

- What themes emerged about healthy and unhealthy relationships during this exercise?

If learners have difficulty picking out themes, you can help also ask follow-up questions like:

- Are there any answers on the board that you disagree with?
- What kinds of relationships did you think about? (Friends, boyfriends, girlfriends, family, teachers, community members, etc.)

Example Answers

Answers will vary, and example items below could go with different themes.

<table>
<thead>
<tr>
<th>Healthy:</th>
<th>Unhealthy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mutual respect: we like each other</td>
<td>- Lack of respect: teasing, talking down, they don't take me seriously</td>
</tr>
<tr>
<td>- Trust: reliability, honesty</td>
<td>- Distrust: jealousy, lying, unreliable, unpredictable</td>
</tr>
<tr>
<td>- Comfort: I can be myself, I feel happy around them, I look forward to seeing them</td>
<td>- Discomfort: I feel anxious, I don't feel right with them, I am unhappy around them</td>
</tr>
<tr>
<td>- Communication: we can talk about anything</td>
<td>- Unsafe: controlling, threats, violence, I am afraid of them, manipulating</td>
</tr>
<tr>
<td></td>
<td>- Lack of communication or one-sided communication: Can't talk to them, doesn't listen, tells me what to do</td>
</tr>
</tbody>
</table>

- **Emphasize** that healthy relationships are based on mutual respect, understanding, and open communication whereas unhealthy relationships are typically one-sided, where one person has more power (i.e. control, influence) in the relationship.
- **Use** examples from the activity to explain the difference.
- **Remind** learners that all relationships have ups and downs, so some of the examples they identified as signals of unhealthy relationships might appear in healthy relationships. Learners will discuss unhealthy relationships further in the next activity.
Activity 2: Deciding that a Relationship is Unhealthy

Time: 20 minutes | Grouping: Mingling

Materials:
- Flipchart paper with discussion questions
- Handout 3.1

Activity Summary: In this activity, learners do a discussion circles activity to talk about how they could identify and respond to unhealthy relationships. This activity allows learners to gain confidence by practicing their answers with new partners.

Steps:

Facilitator Note: In this activity, learners can discuss relationships that are platonic or romantic, but the facilitator can choose to focus on one kind of relationship if it is most relevant to learners.

- **Explain** that this activity will cover issues of relationship abuse and **ensure** that the learners know that if they are upset or uncomfortable by anything they see or hear they can leave the room and/or talk to you privately after the session.

Ask learners:
- How do you think someone in an unhealthy relationship would *feel*?

Example answers: If learners are having difficulty answering this question, ask them to think about the self-awareness activities from the last session, and encourage them to name emotions and sensations in their bodies.
- Stressed out, scared, tense, anxious, angry, sad, depressed.

- **Thank learners** for sharing.
- **Remind** learners that thinking about how your body feels when you are experiencing different situations or interacting with different people can help you identify how you really feel about the person or situation and why. This is important so you can make good decisions about your happiness and safety.
- **Ask** participants to read the questions written on the flipchart paper and spend one minute reflecting silently before moving on to discussion.
Discussion Questions

1. How might you tell the difference between a relationship that is going through a difficult time and a relationship that is unhealthy?
2. What behavior would cause you to end a relationship?

- **Ask** participants to count off 1-2-1-2.
- **Ask** participants in group 1 to stand and form a circle facing outwards/away from each other. When everyone is in position, the class should look like this:

  ![Diagram 1]

- **Make sure** that everyone is in position before moving to group 2.
- **Ask** participants in group 2 to stand and form a circle around group 1, facing inwards, looking at a partner. When everyone is in position, the class should look like this:

  ![Diagram 2]

**Facilitator Note** If there is an uneven number of participants, one pair may have to become a group of three.

- **Explain** that participants will have 2 minutes to discuss Question 1 with their partner (directly across from them), and that when time is up you will clap your hands. **Remind** learners that both partners should have a chance to share during the 2 minutes.
- **Clap** your hands when time is up.
- **Ask** participants in the outer circle (Group 2) to move one person to the right, to find a new partner. Participants in the inner circle (Group 1) will not move.
- **Explain** to participants that they will have 2 minutes to answer Question 1 with their new partner.
- **Repeat** two rounds for Question 2, with the participants in the outer circle (Group 2) moving one person to the right each time. The inner circle never moves. With each new partner, participants answer a new question.
- When participants have finished all four rounds, **ask** them to return to their seats.
- **Ask** one or two learners to share their thoughts on Questions 1 and 2.
  1. How might you tell the difference between a relationship that is going through a difficult time, and one that is unhealthy?
  2. What behavior would cause you to end a relationship?
- **Emphasize** that some things should never be present in a relationship, including verbal abuse, emotional abuse, physical abuse, sexual abuse, and controlling behaviors.
- **Ask** participants to read Handout 3.1 for more information about what a relationship abuse might look like.

### Ask Learners:
- What rights do you think are violated by abuse?

#### Example answers:
- Right to respect and dignity (AC: Article 5, MP: Article 3)
- Right to be free from all forms of violence and abuse (MP: Articles 4 & 5)
- Right to receive information (AC: Article 9)
- Right to self-expression (AC: Article 9)

- **Emphasize** that violence can take many different forms, including physical, psychological, and emotional, and learners have the right to be protected from all forms of violence.

### Ask learners:
- How can someone defend their rights if they are in an unhealthy relationship?

#### Example answers:
- Make a plan to safely end the negative behaviors.
- Make a plan to safely end the relationship.
- Seek support from teachers, counselors, family, friends, or trusted community members.
- Report abuse to the police or school authorities.

- **Thank learners** for sharing.
- **Explain** that if learners are in an abusive relationship, they need to get out of it, but they don’t need to do it alone. We will talk more in Session 5 about seeking support.
- **Emphasize** that if learners feel afraid of ending a relationship, it is important to make a plan to leave *safely*. They can get help from teachers, counselors, family, friends.
Facilitator Note

This discussion should serve as an assessment of whether or not learners understand their rights in relationships, the difference between healthy and unhealthy relationships, and how to deal with sensitive topics and issues. Make sure to address any points of confusion about what it means to have rights in relationships.
Activity 3: Difficult Conversations

Time: 20 minutes | Grouping: Small Groups

Materials:
- Handout 3.2A
- Handout 3.2B
- Pencils

Activity Summary: In this activity, learners do a “Stand and Declare” activity to discuss assertive communication and then roleplay using assertive communication skills.

Steps:
- **Explain** that the next activity is about communication which is an important skill in any relationship.
- **Remind** learners that they have the right to express their opinions, and they also have the responsibility to uphold others’ rights, including the duty to treat others with respect.

Ask learners:
- What does assertive communication look like?

Example answers: honest, direct, clear, respectful of the other person
If learners have difficulty coming up with features of assertive communication, the facilitator can ask them to think of what ‘passive’ and ‘aggressive’ communication look like in contrast.

- **Thank learners** for sharing.
- **Explain** that during assertive communication, a person shares their own needs, wants, and feelings, but also listens to and respects the needs of others. Assertive communication is defined by confidence and a willingness to compromise.
- **Explain** that you will read a series of prompts. If learners think that the prompt shows assertive communication, they should stand up. If the prompt does not show assertive communication, they should stay sitting.
- **After each prompt, ask learners** to explain why they did or did not stand up. There are suggested answers after each prompt for the facilitator, but learners may have different reasoning that is just as valid. Try to move quickly through the prompts, if possible.
Facilitator Note: Read the statements below out loud.

Stand and Declare Statements
1. Evelyn has been getting a lot of attention from Peter, but she isn't sure whether or not she wants to go out with him. When Peter asks Evelyn to go out on a date, she says “umm...okay.”
2. A girl heard from her classmate that her friend Jane was making fun of her. She says, “Jane, I am upset because I heard that you were making fun of me”
3. A boy and a girl are going to have sex for the first time, but they don’t have condoms. One of them says, “I also want to have sex, but only if we use condoms.”
4. Dennis is upset that Ann was talking to another boy at a party. He says, “I saw what you were doing! How dare you talk to that other guy when you came to the party with me?”

Example Answers:
1. Not assertive. The girl is not sharing her needs and wants in a clear and direct way.
2. Assertive. The girl is directly communicating her feelings (hurt) and her experience (hearing that Jane was making fun of her) without blaming or disrespecting Jane.
3. Assertive. The speaker is clear about his/her feelings and boundaries.
4. Not Assertive. Although his statement is direct, the boy is blaming the girl instead of trying to communicate his feelings or listen to the girl’s perspective.

- **Explain** that each of these scenarios showed how people responded to a conflict. Conflict is a normal part of relationships, so it is important to learn to recognize conflict and respond to it constructively.
- **Remind** learners that these short scenarios only show a small part of an interaction. In addition, stating their own needs and wants in a direct way, assertive communicators also listen to others and take their needs and wants into account.
- **Ask** participants to get into small groups (3-4 people).
- **Assign** half of the groups Handout 3.2A and the other half Handout 3.2B.
- **Give** groups 10 minutes to work.
- **Call attention back** to the group after 10 minutes.
- **Ask** one group from each of the scenarios to share their response.

Facilitator Note: The scenarios should serve as an assessment of whether or not learners understand the many elements involved in assertive communication and relationship skills and assess if they are able to apply these ideas in scenarios that may be similar to what they or their friends could encounter.
Activity 4: Reflection

Time: 10 minutes | Grouping: Individual

Materials:
- Handout 3.3
- Pencils

Activity Summary: Learners will reflect on the session through a journaling exercise. Learners will write continuously for 5 minutes in response to a prompt and then share some of their reflections with the group with the remaining time.

Steps:
- Ask volunteers to read the prompts on Handout 3.3 out loud.
- Prompts:
  - Article 9 of the African Charter says that we have the right to express our opinions. Why is it difficult to express our wishes with people we care about?
  - Think of a time you wish you had expressed your wishes more directly. Describe the situation, your response, and what you wish you had said or done instead. How might that have changed the outcome?
  - Article 5 of the African Charter and Article 3 of the Maputo Protocol say that women have the right to respect and dignity. Why do some people stay in unhealthy relationships?
- Ask learners to choose a prompt that resonates with them and write continuously for 5 minutes. Learners should try to write without stopping. The only expectation is that this is a reflection on the session, so the writing can take any creative form.
- Emphasize that the writing is not expected to be composed, and learners can keep the writing private.
- Encourage learners when they get stuck and tell when time is running out.
- After 5 minutes, call learners back together.
- Ask volunteers to share some of the ideas that came up during the activity. Learners are not required to share their writing.
Session 4: Advocating for Yourself

Session summary | Duration: 1 hour
In this session, learners will connect the concepts they have learned about healthy relationships to the concept of consent. They will review their current understanding of consent and will then learn the importance of enthusiastic and affirmative consent with a partner. They will apply these ideas to scenarios and will then be given language to practice enthusiastic consent with a partner. Finally, they will discuss their rights within relationships, including the right to bodily autonomy.

Session Objectives
By the end of the session, participants will be able to:

- Understand and discuss the importance of enthusiastic consent.
- Apply enthusiastic consent in relationships with others.
- Advocate for their rights in a relationship, including the right to bodily autonomy.

Session Outline

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reviewing Consent within Healthy Relationships</td>
</tr>
<tr>
<td>2.</td>
<td>Understanding Enthusiastic Consent</td>
</tr>
<tr>
<td>3.</td>
<td>Practicing Enthusiastic Consent</td>
</tr>
<tr>
<td>4.</td>
<td>Respecting Bodily Autonomy</td>
</tr>
</tbody>
</table>

Materials:

- Blackboard and chalk or whiteboard and markers
- Flipchart paper
- Scratch paper and pencils
- Ball for Introduction game
- Handout 4.1
- Handout 4.2
- Handout 4.3
- Handout 4.4
Pre-work for facilitator:

- Review the entire session before implementing.
- Write the definition for “Enthusiastic Consent” on a piece of flipchart paper.
  - Enthusiastic Consent: Feeling strong excitement and showing full engagement in agreeing to and doing something; an active and equal choice between people throughout an ongoing process.
- Write the definition for “Bodily Autonomy” on a piece of flipchart paper.
  - Bodily autonomy: the right to control and make decisions about one’s own body without coercion from others; a person decides whether they want to have sex and with whom.
- The facilitator should explain that the topics will cover issues of relationships, including sexuality. Ensure that the learners know that if they are uncomfortable with anything they see or hear they can leave the room and/or talk to you privately after the session.
Activity 1: Reviewing Consent within Healthy Relationships

Time: 5 minutes | Grouping: Whole group

Materials:
- Ball (or another object that can be tossed easily)

Activity Summary: Learners will reflect on the qualities of healthy relationships. This activity aims to connect the themes of assertive communication and listening to asking for consent and giving consent as their rights within a relationship.

Steps:
- Welcome learners back to the House of Wisdom.
- Tell learners that this session relates to the following Social and Emotional skills and review their definitions with the group:
  - Self-awareness
  - Social awareness
  - Relationship skills.
- Explain this week’s learning objectives:
  - Understand and discuss the importance of enthusiastic consent
  - Apply enthusiastic consent in relationships with others
  - Advocates for their rights in a relationship, including the right to bodily autonomy
- Ask the learners to sit in a circle at a distance so that they can throw a small ball to each other.

Ask Learners:
- What is a quality of a healthy relationship?
  - As the learners catch the ball, learners should share a one-word answer to the question.

Example Answers:
Answers should include qualities covered in the previous session, including:
- Respect
- Communication
  - Explain that mutual respect and communication are elements of consent.
Ask Learners:
- Based on your previous lessons, how would you define consent?

Facilitator Note: If learners are hesitant to discuss the topic of consent in terms of sexual relationships, learners can privately write down their definitions and the facilitator can read the answers anonymously in front of the room to review the concept for all. Alternatively, the facilitator can provide an example of consent that does not involve a sexual relationship. For example, two people consenting to play a game or eat lunch together.

- Review that consent requires more than a “yes” or “no” answer and involves the qualities of a healthy relationship discussed in Session 3.
- Remind learners that the age of consent for sexual activities in Kenya is 18 as mandated by law.
- Tell the learners that consent involves a process of asking and answering, or assertive communication and listening.

Facilitator Note: This lesson should serve as an assessment of learners’ prior knowledge of consent from previous lessons, as well as topics covered in the sessions of this curriculum.
Activity 2: Understanding Enthusiastic Consent

Time: 25 minutes | Grouping: Whole group, Small groups

Materials:
- Markers
- Flipchart paper
- Handout 4.1
- Handout 4.2

Activity Summary: Learners will use scenarios to discuss how enthusiastic consent must be an active choice and ongoing process in which all participants involved have equal power. The scenarios will help learners understand that they have the right to make their own choices at all times in their life, including giving enthusiastic consent.

Steps:

Ask Learners:
- Based on your previous lessons regarding Sexual and Reproductive Health, how might you know if your partner has given consent?

Example Answers:
Learners might answer:
- The partner said “yes”
- The partner did not say “no”
- The partner gave them non-verbal clues

- **Remind** learners that both partners in a relationship have the right to consent to or refuse any sexual activities at any time. **Tell** learners that the right to consent connects to Article 5 of the African Charter (in respect to the integrity of her own person)
- **Tell** learners that when we value our partner’s life, we want them to not only consent by agreement alone; we should want our partners to be excited to consent. When we are excited and fully engaged in what we are doing, we are practicing enthusiastic consent.
- **Show** learners the flipchart paper with the definition of “Enthusiastic Consent” and **ask** for a volunteer to read the definition aloud
  - Enthusiastic Consent: Feeling strong excitement and showing full engagement in agreeing to and doing something; an active and equal choice between people throughout an ongoing process.
• Call learners’ attention to Handout 4.1 and ask for volunteers to read each of the boxes out loud. Learners should read the final sentence of Handout 4.1 in unison.

• Tell the learners that they can use these guidelines to decide if consent has been given and to practice in their own lives.

• Remind learners that consent must be enthusiastic so they only do things they want to do, regardless of pressure they might feel or what they think is expected of them.

• Break learners into groups of 3-4 and call their attention to Handout 4.2.

• Ask learners to take 10 minutes to read the scenarios. Tell learners to focus upon one or two scenarios of the Handout and discuss whether consent has been given within the enthusiastic guidelines that have been introduced.

Facilitator Note: The scenarios should serve as an assessment of whether or not learners understand the many elements involved in enthusiastic consent and assess if they are able to apply these ideas in scenarios that may be similar to what they or their friends could encounter.

• Walk around the room as learners work to make sure they are on task and to answer any questions.

• Tell learners when they have 5 minutes left.

• Call attention back to the group after 10 minutes.

• Discuss any debates or confusion that learners might have had regarding answers as a whole class.

Example Answers:
Issues that may prevent ability to give enthusiastic consent in the scenarios include but are not limited to:

• Scenario A: Asher has acted in a coercive manner when Amelia said she did not want to have sex; the scenario does not say if Amelia gave verbal or non-verbal agreement; there is no evidence that it was active, equal, a choice, or on-going

• Scenario B: Barasa has not provided equal agency to Bishara by neglecting to disclose his health status (and preventing her from equal knowledge); the age difference could result in unequal power status; there is no evidence that it was active, equal, a choice, or on-going

• Scenario C: There might be enthusiastic consent and an equal share of knowledge between partners, but learners should still understand that Chege and Charlotte must continue to make sure consent is active, equal, a choice, and on-going each time they have sex and throughout any sexual activity

• Scenario D: Declan has taken advantage of Duni’s economic situation and even though Duni may have made the choice to engage in the activity, there is an unequal distribution of power and agency between the two partners due to age and position in the community; there was coercive communication that
negates the situation from being active, equal, or a choice (and we do not know if there was any indication or request for ongoing consent)

- Scenario E: There might be enthusiastic consent depending on the manner that Emmanuel suggested the alternate activity (to make sure Elinah did not feel pressured or coerced); the partners should continue to communicate throughout the encounter to fully ensure that each person consents and is happy
Activity 3: Practicing Enthusiastic Consent

Time: 20 minutes | Grouping: Whole group, Pairs

Materials:
- Markers
- Flipchart paper
- Handout 4.3

Activity Summary: Learners will practice language associated with enthusiastic consent with a partner. This activity provides the opportunity for learners to practice affirmative language with a partner that aims to prepare them to exercise their right to consent in their real life.

Steps:

Ask Learners:
- After our discussion and reading the scenarios, what words might someone use to practice enthusiastic consent in a situation with a partner?

- Write learners ideas on flipchart paper or the blackboard. When learners are out of ideas, call learners’ attention to Handout 4.3.
- Ask learners to select a partner with whom they will feel comfortable role-playing.
- Tell learners that they will practice using language for enthusiastic consent and affirmative non-consent with their partner in a conversational manner.
- Write the following reminders on a flipchart for learners to think about while they practice:
  - Share your personal intentions and limitations with your partner
  - Give continuous feedback to your partner
  - Select a way to say “NO” that you feel comfortable with. Practice saying it...LOUDLY

Facilitator Note: Learners can use ideas from the scenarios to role play with one another. If interacting in pretend sexual situations makes learners uncomfortable, encourage the learners to use a scenario like asking a friend to come over after school to play a game or inviting their friend out for lunch.

- Learners should take turns practicing the consent language and non-consent language.
- Walk around the room as learners work to make sure they are on task and to answer any questions. Encourage learners to take breaks if any scenarios become too intense.
● Tell learners when they have 5 minutes left.
● Call attention back to the group after 15 minutes.

Ask Learners:
● How did you feel using this type of language?
● Which phrases would you feel most comfortable using?
● Were there any phrases you feel that you would definitely not be comfortable using in your real life? Why?

Facilitator Note: Asking which responses are most and least useful and relevant will help you as the facilitator to assess if any responses are not relevant to the learners’ lives. These answers may also reveal opportunities for further practice in affirmative language with learners.

● Remind learners that it can be awkward to talk about sex, but we must become comfortable asking for and communicating respect with our partners so that we have equal rights and agency within our relationships. These equal rights are guaranteed to us by:
  ○ African Charter, Article 5 - Right to respect and human dignity and integrity of his or her person
  ○ African Charter, Article 9 - Right to receive information and express opinions
  ○ Maputo Protocol, Article 3 - Right to dignity
  ○ Maputo Protocol, Article 3 - Protection of women from all forms of violence
  ○ Maputo Protocol, Article 12 - Protection of women from sexual harassment
Activity 4: Respecting Bodily Autonomy

Time: 10 minutes | Grouping: Whole group

Materials:
- Markers
- Flipchart paper
- Handout 4.4

Activity Summary: Learners will connect principles from the African Charter and the Maputo Protocol to consent, with respect for bodily autonomy. This activity wraps up the session by reinforcing respect for one’s self and one’s body in a healthy relationship.

Steps:
- **Remind** learners that consent is an essential part of any relationship.
- **Tell** learners that they have the right to make decisions about their relationships, their actions, and their bodies.
- **Tell** learners that their rights within relationships connect to human rights principles with which they are already familiar.
- **Call** learner’s attention to Handout 4.4 and **ask** for volunteers to read each right out loud.

Ask Learners:
- Has anyone heard the phrase ‘bodily autonomy’? What does it mean?

Example Answers:
- Bodily autonomy means that one has the right to control and make decisions about their own body without coercion from others.
- Bodily autonomy means that a person decides whether they want to have sex and with whom.
- Bodily autonomy means that people should be free from sexual abuse and violence.

- **Show** learners the flipchart paper with the definition of “Bodily Autonomy” and **ask** for a volunteer to read the definition aloud.
  - Bodily autonomy: the right to control and make decisions about one’s own body without coercion from others; a person decides whether they want to have sex and with whom.
- **Remind** learners that the right to bodily autonomy connects to the rights given to them in the African Charter and Maputo Protocol and that the right to bodily
autonomy means that all people should be free from sexual abuse and violence, including pressure and coercion into sexual activities.

- **Tell** learners that remembering our rights and practicing consent within relationships will help us to be safe, healthy, and happy.
- **Ask** learners to practice their favorite phrases of enthusiastic consent language in conversations with friends and family in their upcoming weeks.
Session 5: Seeking Support

Session summary | Duration: 1 hour

In this session, learners will identify resources in their community. First, they will identify people and places in their school and community that can promote their rights and support their wellbeing. Then, they will discuss how to identify and report abuse.

Session Objectives

By the end of the session, learners will be able to:

- Identify people and services in the community that protect their rights and support their wellbeing.
- Identify signs of relationship abuse, sexual assault and exploitation.
- Discuss community resources for reporting abuse and assault.

Session Outline

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Human Chair</td>
</tr>
<tr>
<td>2.</td>
<td>Community Mapping (small groups)</td>
</tr>
<tr>
<td>4.</td>
<td>Identifying and Reporting Abuse</td>
</tr>
<tr>
<td>5.</td>
<td>Exit ticket</td>
</tr>
</tbody>
</table>

Materials:

- Handout 5.1
- Handout 5.2
- Handout 5.3
- Markers
- Labelled flipchart paper (4 sheets total)
- Post-it notes for gallery walk

Pre-work for facilitator:

- Review the entire session before implementing.
- Prepare labelled flipchart papers and hang them around the room.
- Prepare in advance a list of local or national organizations and phone numbers (hotlines) that learners can call to seek support for abuse, assault or exploitation.
Activity 1: The Human Chair

Time: 5 minutes | Grouping: Whole Group

Materials: none

Activity Summary: Learners will learn to support one another, using teamwork, to become a “human chair.”

Steps:

- Welcome learners back to the House of Wisdom.
- Tell learners that this session relates to the following Social and Emotional skills and review their definitions with the group:
  - Social Awareness
  - Relationship Skills
- Explain this week’s learning objectives:
  - Identify people and services in the community that protect their rights and support their wellbeing.
  - Discuss reporting mechanisms for abuse.
- Explain to learners that one of the most important support networks they may have in their community is each other.
- Tell learners that this activity is called The Human Chair, and that they will have to work together to support one another.
- Ask the group to stand in a circle, shoulder to shoulder.
- Tell everyone to turn to the right and put their hands on the shoulders of the person in front of them.
- Encourage participants to move as close as they can to the person in front of them.
- Count to 3, and everyone should sit down.

Facilitator Note: If done correctly, each person will sit on the lap of the person behind them. If done incorrectly, the entire group will fall down.

- Keep trying the activity until the group can hold the pose for at least 5 seconds.

Ask Learners:
- Why do you think we did this activity? What does it teach us?

Example Answers:
- How to work as a team, how to support one another, etc.
Activity 2: Community Mapping

Time: 30 minutes | Grouping: Small Groups

Materials:
- Markers
- Labelled flip chart paper (4 sheets total)
- Stack of post-it notes for each group

Activity Summary: Learners will work in small groups to identify resources in their community based on four categories: Family and friends, School resources, Community institutions, and National and International Organizations. They will draw pictures of these resources based on which category they are assigned. Then, learners will do a gallery walk to complete their handout. By the end of the activity, all learners should have a complete list of resources in their community.

Steps:
- **Ask** learners to open their workbook to Handout 5.1.
- **Explain** that the next activity the learners will make a list of the different resources in the community that can help protect learners’ rights and support their well-being.
- **Tell** learners that they will be working in small groups to identify people or places that belong to four main groups in their community. This will help them to know where to go if they need help or support.
- **Introduce** learners to the four main categories: Family and friends, School resources, Community institutions, and National and International Organizations.

**Ask Learners:** Quickly brainstorm a few examples from each group with participants.

**Example Answers:**
- **Family and Friends:** Parents, siblings, grandparents, aunts and uncles, extended family. Close friends and schoolmates.
- **School Resources:** Teachers, administrators, school support staff such as guidance counselors, nurses, janitors, etc.
- **Community Institutions:** Hospitals, health centers, clinics, schools, churches, sports teams, clubs, community centers, local businesses, etc.
- **National and International organizations:** NGOs and INGOs like the United Nations, Amnesty International, the International Committee of the Red Cross, CARE, Save the Children, and, of course, WISER International.
• **Divide** the learners up into four groups by counting off from 1 to 4 and having the learners who were assigned the same number to find each other.

• **Assign** each group one of the four categories and direct them to go stand by the corresponding labelled flipchart paper.

• **Instruct** learners to use the flipchart paper to draw pictures of the people and services that make up that category.

• **Ask** learners to also write down the names of the people and services in the corresponding box on Handout 5.1.

**Facilitator Note:** Remind learners that their drawings don’t have to be perfect. They can use symbols to represent people or places, if they want. If they would like, they can also label their drawings to explain what they represent.

• **Tell** the groups that they will have ten minutes to complete their drawings and to write down their answers on Handout 5.1.

• **Tell** learners to stop working after ten minutes and look at the group leader for instructions.

**Facilitator Note:** Move around the room to help the learners, if needed, during this activity.

• **Inform** learners that they will be doing a gallery walk to complete Handout 5.1.

• **Explain** that they will use the drawings that the other three groups have done to complete the handout.

• **Instruct** the groups to move clockwise around the room until they are standing in front of the next group’s flipchart paper on the wall.

**Facilitator Note:** The groups should move like this:

![Diagram of groups moving clockwise around the room](image-url)
• **Ask** learners to write down who or what they think that the pictures or symbols on the poster represent in their community on Handout 5.1.
• **Explain** that learners should feel free to clarify with the other group what a picture or symbol might represent if they don’t understand the drawing.
• **Tell** learners that, if they can think of other people or places in the community that fall under that category, they should use sticky notes to add their ideas to that group’s poster.
• **Tell** groups to move to the next poster after five minutes.
• **Give** groups five more minutes to repeat the exercise.
• **Instruct** groups to move one more time to stand in front of the final poster.
• **Ask** learners to stop working after groups have completed their handout and look at the group leader for instructions.
Activity 3: Identifying and Reporting Abuse

Time: 20 minutes | Grouping: Whole group

Materials:
- Handout 5.2
- Handout 3.1

Activity Summary: In this activity, learners will discuss with a local expert how to identify and report abuse, sexual assault or exploitation.

Facilitator Note
- For this activity, we highly recommend that a local expert from the community (a nurse, doctor, social worker, etc.) should come to lead this activity with the group. If it is not possible, the group leaders can use the following questions to lead a discussion circle about identifying and reporting abuse.
- During this session, you may refer to Handout 5.2 as well as looking back at Handout 3.1, which provides examples of various types of abuse, for the answers to the questions.
- The group leader can also use the example answers provided in this session to guide this discussion if a local expert is not available to facilitate the session.
- Given the sensitive nature of this topic, you may prefer to do this activity in small groups, instead of a whole group discussion.
- This session might take longer than 20 minutes, if the group feels comfortable with the discussion. You may plan to do this as a stand-alone session.

Steps:
- Ask learners to sit in a circle so that they can all see and hear one another.
- Explain that this activity will cover issues of relationship and sexual abuse and ensure that the learners know that if they are upset or uncomfortable by anything they see or hear they can leave the room and/or talk to you privately after the session.

Facilitator Note: Relationship abuse, sexual assault and exploitation are challenging and sensitive topics to discuss. It is important to keep the following in mind while leading the discussion:
- Try to keep questions open to invite discussion.
- Use follow-up questions to get to the bottom of what learners are trying to say or to get them to clarify their idea or argument.
● Try not to be judgmental about learners’ responses: although it may be necessary to clarify and correct, try to do this in a neutral way. This will help to ensure learners don’t feel embarrassed or afraid to comment.
● If learners are uncomfortable answering the questions, or do not know the answer, the facilitator can use the example answers provided to help prompt the discussion.

● Ask learners to turn to Handout 5.2.
● Begin by reading the following definitions with the group from Handout 5.2:

Ask for volunteers to read the following definitions out loud:

Abuse: A pattern of behaviors that have a negative effect on the learner’s physical and psychological well-being. When someone hurts you or repeatedly tries to control you, it is abuse. Abuse can happen to anyone regardless of age, gender, sexual orientation, how long you have known the abuser, or how serious the relationship is. Abuse is never your fault.

Sexual assault: Sexual activity with another person who does not consent. It is a violation of bodily integrity and sexual autonomy.

Sexual exploitation: Any actual or attempted abuse of position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. This includes transactional sex and exploitative relationships.

Gender-based Violence: Includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty, whether occurring in public or in private life.

(Source: United Nations Glossary on Sexual Exploitation and Abuse)

● Use the following questions to engage the learners in a group discussion.
● Tell learners that they can look at Handout 5.2 or at Handout 3.1 to help them answer the questions.
● Use the example answers to clarify or expand or add to answers from learners.

Say:

● Think back to when we talked earlier about unhealthy relationships. We said that some things should never be present in a relationship, including verbal abuse, emotional abuse, physical abuse, controlling behaviours and sexual abuse, and we talked about what abusive relationships might look like. Now we are going to talk about warning signs that might indicate that someone else might be in an abusive relationship and need to seek support.

Ask Learners:

● What are some examples of how you might recognize that someone you know might be in an abusive relationship?
Example Answers:

- She has unexplained burns, bites, bruises, broken bones, or black eyes
- She has fading bruises or other marks noticeable after an absence from school
- She seems frightened of other people, or afraid to talk or answer questions
- She appears scared, sad or withdrawn, especially when it is time to go home
- She flinches or moves away if someone touches her
- She offers a conflicting or unconvincing explanation for an injury

Ask Learners:

- Can you think of other warning signs that might mean that a partner of someone you know is being abusive? What might he/she say or do to her that might indicate that she is in an abusive relationship and may need help?

Example Answers:

- He is extremely jealous or possessive of her
- He is always angry and/or yelling at her
- He pressures her into having sex or doing something she does not want to do
- He controls who she can talk to or spend time with
- He controls her social media accounts or her phone
- He won’t let her go to school or leave the house
- He blames her for his abusive behaviour and makes her feel guilty or responsible for his abuse
- He tries to make her believe untrue things about herself
- He calls her names or insults her appearance

Ask Learners:

- Why might someone who is being abused find it difficult to leave an abusive partner or take other action to protect themselves?
- Follow-up question: Why might this prevent her from leaving?

Example Answers:

- Fear for her own safety or that of her children
- Fear of being blamed for the abuse
- Fear of not being believed by her family or friends
- Fear that others will find out
- Because she thinks this is normal
- Because she thinks that she is in love with him
- Because he promises her that he will change
- Because she is isolated from her friends or family
Ask Learners:
- What are some signs that someone you know might have been sexually assaulted or raped?
- What are some signs that someone you know might be in an exploitative relationship? An exploitative relationship means that she may be being forced or coerced to have sex by someone in order to support her family, improve her grade, get a job, etc.

Example Answers (these are often signs of both assault and exploitation):
- She exhibits sudden change in normal behavior (acting depressed, isolating herself, crying, displaying sexually provocative behavior, etc.)
- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- She seems frightened of other people
- She talks about having sex or being touched against her will
- She flinches or moves away from physical contact
- She tells you that she has been raped or sexually assaulted
- She tells you that she is being forced or coerced to have sex by someone

Ask Learners:
- What can you do to support someone you know if you suspect that they are experiencing abuse or have been sexually assaulted or exploited?

Example Answers:
- Listen to her without judgement.
- Encourage her to seek help or speak to a trusted adult about what’s happening to her.
- Help her create a safety plan if she is ready to leave her partner. Identify a safe place to go once she leaves (an example of a safety plan which can be adapted or contextualized for this session is available online at http://www.ncdsv.org/images/DV_Safety_Plan.pdf ).
- Tell her that if she is ever in immediate danger to report the situation at once to the relevant authorities*.

Facilitator Note*:
- In some contexts, the police might not be the best resource for reporting abuse or assault if they are not properly trained. It might be important to mention this caveat and provide other community resources for reporting.
- See facilitator note at the end of this session about providing a list of local or national organizations and phone numbers (hotlines) that participants can call
to seek support for abuse, assault or exploitation.

Ask Learners:
- Other than a trusted friend or family member, who is someone in our community that we can approach to report sexual assault, exploitation or abuse?

Example Answers:
- A teacher or administrator
- School support staff (school nurse, school psychologist)
- A police officer
- A doctor or nurse at a hospital or a clinic
- A lawyer
- A psychologist, counselor, or social worker
- A staff member from an organization that supports our human rights and wellbeing.

- Remind learners that relationship, domestic and sexual abuse are forms of gender-based violence, and that they are never ok or acceptable.
- Remind learners that a healthy relationship is one in which they feel safe and which has no physical, sexual, emotional, or verbal abuse.
- Remind learners that abuse and assault are violations of our bodily autonomy, which is a basic human right.

Ask Learners (time-permitting):
- Look back at the African Charter and the Maputo Protocol. Can you find at least one right or article that might be violated by abuse, exploitation or sexual assault?
- Please take 3 minutes to look back at the documents and come up with at least one right or article in each document to share with the group.

- Ask learners to refer back to the copies of the African Charter and the Maputo Protocol provided in Session 1 to come up with their answers.
- Have learners share their answers with the group after 3 minutes.

Example Answers:

African Charter:
- Article 4: Right to life and the integrity of the person.
- Article 5: Right to dignity and respect. Freedom from cruel, inhuman and degrading treatment or punishment.
- Article 16: Right to physical and mental health.
- Article 18: Elimination of discrimination against women and protection of the rights of the woman and the child.

**Maputo Protocol:**
- Article 3: Right to dignity (all)
- Article 4: Rights to Life, Integrity and Security of the Person (all)
- Article 5c: Provision of necessary support to victims of harmful practices through basic services such as health services, legal and judicial support, emotional and psychological counselling as well as vocational training to make them self-supporting;
- Article 5d: Protection of women who are at risk of being subjected to harmful practices or all other forms of violence, abuse and intolerance.
- Article 12c: Protect women, especially the girl-child, from all forms of abuse
- Article 12d: Provide access to counselling and rehabilitation services to women who suffer abuses and sexual harassment
- Article 14: Health and Reproductive Rights

- **Thank learners** for sharing.
- **Explain** that leaving an abusive relationship can seem overwhelming. Women often leave several times before finally deciding to end the relationship. There are many complicated reasons why it is difficult to leave an abusive partner.
- **Remind** learners that abuse usually gets worse over time, not better, and that they cannot help or fix an abusive partner. It is always best to seek support at the first signs of abuse.
- **Remind** learners that if and when they decide to report abuse, assault or exploitation, they don’t need to do it alone. There are many support systems in their community that can help them promote their rights and support their mental and physical wellbeing, like the ones they discussed earlier in this session.
- **Emphasize** that if learners feel afraid of ending a relationship, it is important to make a plan to leave safely. They can get help from teachers, counselors, family, friends.
- **Encourage** learners to always seek support right away if they or someone they know might be exhibiting signs of abuse.

**Facilitator Note:** If this activity is done as a stand-alone session, it would be helpful to have participants research other Kenya-specific Human Rights documents regarding gender rights, such as documents from the National Gender & Equality Commission.

**Facilitator Note:** Make sure that learners are aware of the organizations that can offer help and advice, especially if they are thinking about leaving an abusive relationship. **Provide learners with list of local or national organizations and phone numbers (hotlines) that they can call to seek support for abuse, assault or exploitation at the end of this session.**
Activity 4: Exit Ticket

Time: 5 minutes | Grouping: Individual

Materials:
- Handout 5.3

Activity Summary: Learners will complete an exit ticket to demonstrate what they have learned in this session and what they still want to know. This will help group leaders to assess the effectiveness of the session and to plan for the final session.

Steps:
- Instruct learners to look at Handout 5.3.
- Explain that, before they leave, learners should complete the handout to demonstrate what they have learned today.
- Learners will write the following to complete the handout:
  - 3 resources in the community that support their health and wellbeing.
  - 2 facts they learned today from the discussion circle about abuse, exploitation or sexual assault.
  - 1 question that they still might have.
- Collect all exit tickets before learners leave the session.
- Read through the answers and questions to prepare for the next session.
Session 6: Community Engagement

Session summary | Duration: 1 hour

In this session, learners will identify topics from past sessions and how they might implement them in the different communities for positive change. Learners will discuss communities they feel a part of and how they can be change makers and advocates in these communities. This lesson will focus on SEL core competencies of Social Awareness, and Responsible Decision Making.

Session Objectives

By the end of the session, learners will be able to:

- Define which communities learners feel a part of and why.
- Generate a community map with other House of Wisdom group members to see how supporting one community can affect others.
- Create a plan of action to implement change, in relation to SEL and HR in their communities.

Session Outline

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Individual Community Mapping</td>
</tr>
<tr>
<td>2.</td>
<td>Community Mapping</td>
</tr>
<tr>
<td>3.</td>
<td>SEL and HRE in your Community</td>
</tr>
<tr>
<td>4.</td>
<td>Action Plan</td>
</tr>
</tbody>
</table>

Materials:

- Flipchart Paper
- Pencils/Pens
- Markers
- Tape
- Wall Space for taping Community Maps
- Handout 6.1
- Handout 6.2
- Handout 6.3
- Handout 6.4
Pre-work for facilitator:

- Review the entire session before implementing.
- Make sure that the facilitator can model which communities they are a part of and an action plan. In addition, encourage the WISER girls to think outside the box as it comes to their communities for example “A community I identify with is women learning science”.
- Ensure necessary materials are gathered before the session
Activity 1: Individual Community Mapping

Time: 10 minutes | Grouping: Individual

Materials:
- Handout 6.1

Activity Summary: In this activity, learners will identify the communities they feel part of. Completing the worksheet will allow learners to see how one can belong to several communities at once.

Steps:
- **Welcome** learners back to the House of Wisdom.
- **Explain** this week’s learning objectives:
  - Define which communities learners feel a part of and why
  - Generate a community map with other House of Wisdom group members to see how communities are connected and can affect one another.
  - Create an ‘Action Plan’ to implement change in learner’s communities, in relation to SEL and HR
- **Tell** learners to think of communities they are a part of.
- **Share** one of the communities that you, as the facilitator, is a part of to model the activity.
- **Invite** some learners to share one community that comes to mind with the entire group.
- **Divide** the learners up into four groups by counting off by fours and having the learners who were assigned the same number to find each other.
- **Ask** learners to take some time to think about the communities they feel part of and note them on Handout 6.1.
- **Walk around** the room as learners work to make sure they are on task and to answer any questions.
- Learners should **write** six communities, one per bubble, in the six bubbles on the worksheet
- Once this task is completed, have learners **share** in their small groups about their communities. (If there is a lead facilitator for each group, have them encourage learners to talk about similarities and differences between the learners’ communities)
- **Quote** Article 3 in the Maputo Protocol, where ‘every woman shall have the right to respect as a person and to the free development of her personality’.
**Ask Learners:**
- What does Article 3 of the Maputo Protocol have to do with how we feel when we are actively part of these communities on our individual community maps?

**Example Answers:**
- Being part of the WISER community makes me feel safe.
- Being part of the Kenyan community instills in me a sense of purpose.
- Being part of the Human Rights Advocate community, gives me a sense of hope.
- Being part of the female scientist community, reminds me that I can pursue my dreams.

**Facilitator Note:** The facilitator should encourage learners to think about both global and local communities. For example, a local could be “WISER girls” while a global community could be “women.”
Activity 2: Community Mapping

Time: 20 minutes | Grouping: Small Groups

Materials:
- One flipchart sized sheet of paper per group
- Markers
- Tape

Activity Summary: Learners will write on the "Community Mapping" poster paper the communities they want to share from their individual community sheet. Learners will discuss how communities can connected and affect one another.

Steps:

Facilitator Note: Write two example communities on the board (ex “Teacher” and “Kenya”). Explain how these communities connect and affect one another. Teachers change the lives of young people in Kenya through thoughtful instruction, on the other hand, Kenya can implement national policies that raise teacher salaries.

Ask Learners:
- Give an example of a scenario where if one element in a community changed how might it affect another?

Example Answers:
- If there was a drought across Kenya, this will affect Muhuru Bay.
- If we taught more members of our community in Muhuru Bay to promote healthy relationships, this could have a wide spread implication for Kenya.
- If Human Rights Advocates in Kenya held a national campaign for women’s rights, this could positively affect all three communities: WISER, Kenya and Muhuru Bay.

- Ask learners in their groups to write their communities on the Flipchart sized piece of paper. They will create as many ‘community bubbles’ and they like, making sure there are not doubles of any community.
- After learners have written down their communities, have learners pass around the marker. When a learner has the marker, they are welcome to connect communities by drawing lines between the
‘community bubbles’ to see how the communities are connected or can affect one another.

Example of a Community Map:

- **Direct** learners to have a brief discussion about the connections they created and, and possibly, do not see between their communities.
- Have learners **share** the community maps with the whole group. During this time the learners should describe the connecting community lines that they find most interesting and explain how these communities are connected.
- **Direct** learners to tape the maps onto the classroom wall.
Activity 3: SEL and HR in Your Community

Time: 15 minutes | Grouping: Individual and Whole

Materials:
- Pencils/Pens
- Tape
- Handout 6.2

Activity Summary: Learners will use lessons from the past sessions to identify challenges in these communities and see how the tools they learnt in the past lessons can change these communities for the better.

Steps:
- **Tell** learners they have the right, as outlined in Article 29 (bullet point #2) of the African Charter “to serve our national community by placing intellectual and physical capabilities at its service”. In other words, learners have a right to actualize the change in which they would like to see in their communities.
- Have students complete Handout 6.2
- **Call attention back** to the group after 5 minutes.
- **Ask** learners to write their ideas on the map next to the community that corresponds with their thought.
- **Invite** learners to walk around the space and look at other learners’ ideas. Tell learners to take notes for which community plans they like the most and encourage participants to not select their own.
- **Explain** to learners that they will have to pick one idea per small group to create an action plan.
- **Take** 5 minutes to discuss the ideas they have in their groups. How might their idea have positive or negative implications for other communities that are connected to the community they chose.

Facilitator Note: Ensure that each group has agreed upon an idea and has selected one that is possible for them to actually do within a reasonable time frame. For example, having learners implement a year-long SEL campaign might not be feasible and could take focus away from their academics. The facilitator could suggest possibly doing a week long SEL campaign or with a target group at WISER.
Activity 4: Action Plan

Time: 15 minutes | Grouping: Small Groups

Materials:
- Handout 6.4

Activity Summary: Small groups will create an ‘Action Plan’ to implement a community engagement project. Understanding how to use an ‘Action Plan’ is not only useful for systematically completing a project but also learning how to delegate tasks.

Steps:
- Ask learners to return to the same small groups as Activity 3
- Pass Out Handout 6.4. One per group.
- Share with learners an example of a project that follows the Action Plan template on Handout 6.4.

Facilitator Note: Facilitator will draw two rows of the Action Plan template on the board. After explaining each column title, the facilitator will draw in their example.

- Explain the purpose of each column on Handout 6.4.
  - **Goal** - Sometimes community projects have multiple smaller goals that make up the larger goals. For example, our goal is to teach incoming WISER girls about consent, but first we need a smaller goal of putting together materials and creating consent programming before we reach our overall goal.
  - **Activities** - What specifically needs to get done in order to achieve your goal? For example, if we wanted to teach WISER girls about consent, an activity would be to speak with the appropriate WISER administrators to
determine an appropriate time within the school schedule to implement this program.

- **Resources Needed** - What kind of materials could you see yourself using for this goal? Will you need funds, will you need to use a computer, will you need markers, pens, notebooks etc.?
- **Time** - This one of the most important boxes to fill out. Sometimes we do not attain our goals because we don’t know how long we need to achieve them. This goes for personal goals, career goals and community goals. Make sure you are realistic with how much time you and your group members will need to complete each goal. For example, my goal of putting together materials and programming for the consent workshop, I will need “2 weeks”.
- **Expected Results** - How will you know if you were successful in achieving your goal? What will measure your success? Maybe it is someone in your group who will work on a smaller goal with you to keep you accountable. Maybe it will be a survey to see if those who participated in your programming learned what you intended for them to learn.
- **Responsible** - Who is responsible for these goals? Is it the entire group, two members working together or just one person? Make sure each person completely understands what is needed from them and how long they have in order to complete their goal.

- **Give** groups the rest of the time to fill out their ‘Action Plan’ worksheets.

**Facilitator Note:** If learners do not have enough time to finish their action plans, they may need additional time to finish the action plan.

- **Remind** groups that they are expected to work toward their goals outside of the House of Wisdom. Sometimes failing to meet goals is a learning experience. The key is to learn from these experiences and try again or in a different way.

**Facilitator Note:** Each of the community projects will have to be followed up with and ensure that the learners are making progress. The facilitator should provide as much support as needed but make sure that the learners are working together in their groups to overcome obstacles. Depending on the school schedule, having a check in meeting with groups every week would keep groups on track and give the facilitator an idea of how the groups are progressing.

**Facilitator Note:** The Community Maps and handouts should be collected at the end of the session and serve as learning assessments to ensure that learners have understood the concepts presented in this session.
## Appendix 1: Articles from the African Charter on Human and Peoples’ Rights and the Maputo Protocol

**Facilitator Note:** Adapt this handout and add or remove articles as you see fit.

**Instructions** - For Activity 2: Human Rights Drawing, cut out the articles below and give each small group one article.

<table>
<thead>
<tr>
<th>African Charter Article 5</th>
<th>African Charter Article 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right to the respect of the dignity inherent in a human being.</td>
<td>Right to receive information and express opinions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>African Charter Article 16</th>
<th>African Charter Article 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right to physical and mental health.</td>
<td>The elimination of every discrimination against women and the protection of the rights of the woman and the child as stipulated in international declarations and conventions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>African Charter Article 29</th>
<th>African Charter Article 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duty to serve his national community by placing his physical and intellectual abilities at its service.</td>
<td>Every human being shall be entitled to respect for his life and the integrity of his person. No one may be arbitrarily deprived of this right.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maputo Protocol, Article 3</th>
<th>Maputo Protocol, Article 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every woman shall have the right to dignity inherent in a human being and to the recognition and protection of her human and legal rights.</td>
<td>Every woman shall be entitled to respect for her life and the integrity and security of her person. All forms of exploitation, cruel, inhuman or degrading punishment and treatment shall be prohibited.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maputo Protocol, Article 5</th>
<th>Maputo Protocol, Article 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection of women who are at risk of being subjected to harmful practices or all other forms of violence, abuse and intolerance.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: Respect Discussion Questions

Instructions: Cut out the following questions and distribute one to each learner.

Do all human beings deserve respect? Why?

Who is a person who has (positively or negatively) shaped you and how you see yourself?

What are some positive messages that you have heard about yourself? How have these messages affected how you act or think about yourself?

What are some negative messages that you have heard about yourself? How have these messages affected how you act or think about yourself?

Can you remember a time when you felt respected?

Can you remember a time when you felt disrespected?

Can you remember a time when you were disrespectful to someone else?

How do you handle it when you feel disrespected?

How do you show respect to others? Is it different depending on the person?

How do you show self-respect?