



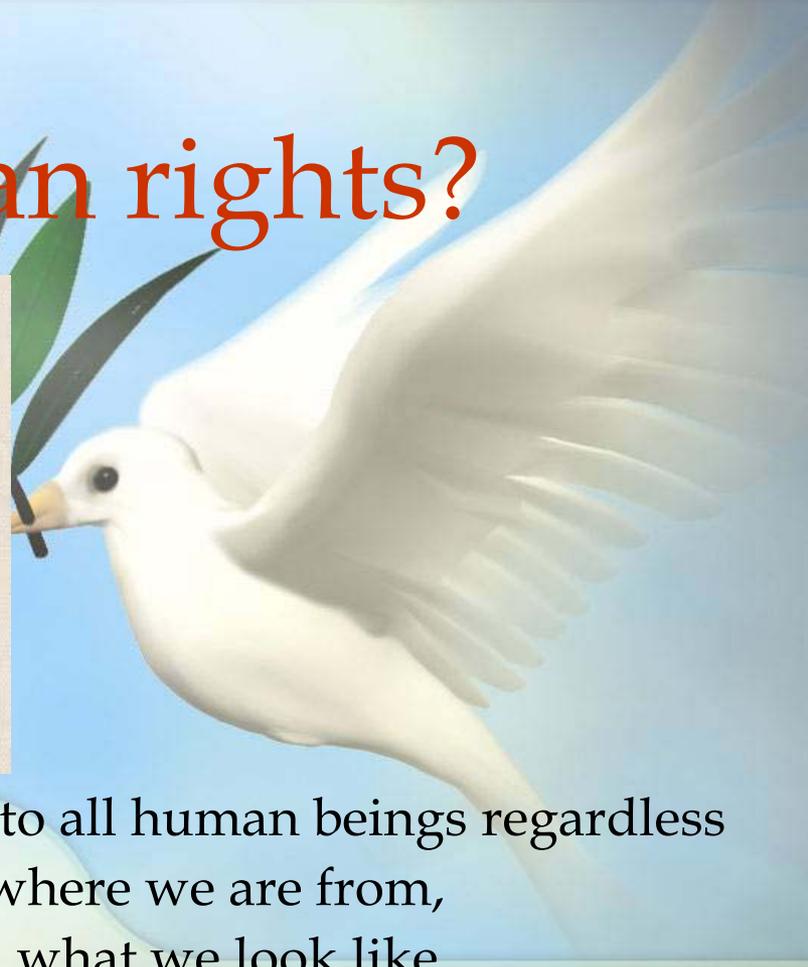
MODULE 1

THE ABCs of HUMAN RIGHTS

What are human rights?



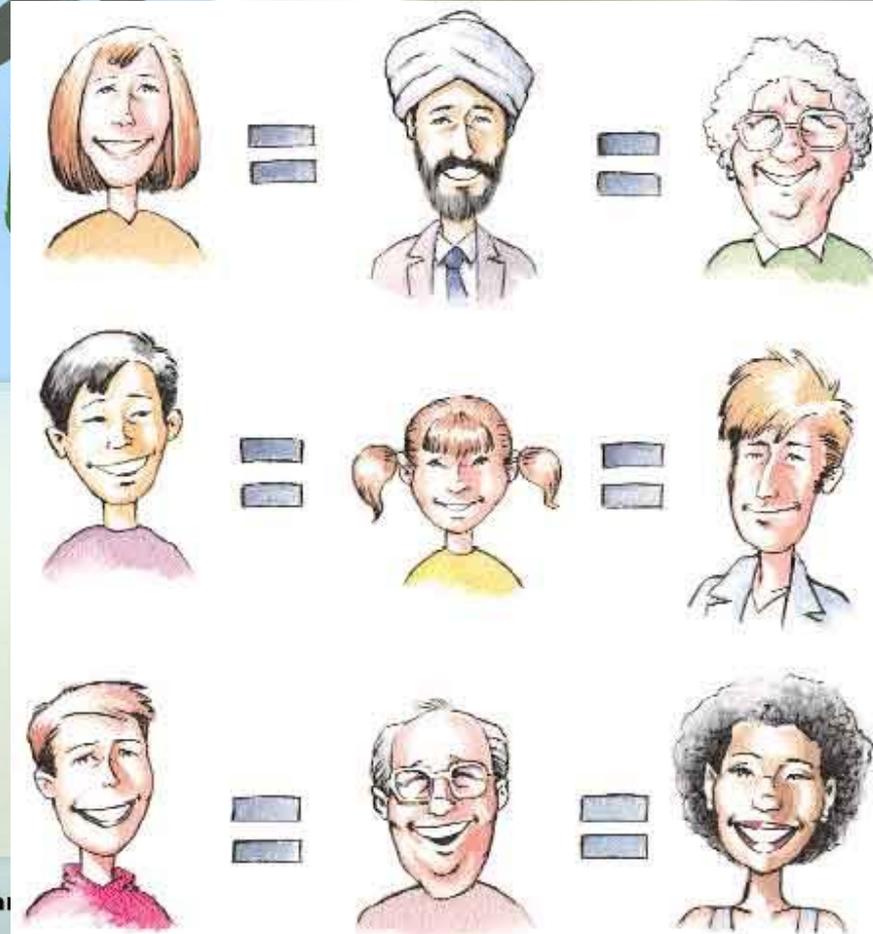
**EVERY
HUMAN
HAS
RIGHTS**



- Rights inherent to all human beings regardless of who we are, where we are from, what we do and what we look like.
- Rights provide a common standard as to how people should treat others and expect to be treated in return.

Core Principles of Human Rights

- Universal – Certain moral and ethical values are shared in all regions of the world. Rights also exist in all parts of the world
- Inalienable – The rights that individuals have cannot be taken away, surrendered, or transferred.
- Interdependent – Human rights violations are interconnected; loss of one rights detracts from other rights. Similarly, promotion of human rights in one area supports other human rights.
- Equal – All human beings are born free and equal in dignity and rights.
- Non-discrimination - Is integral to the concept of equality. It ensures that no one is denied the protection of their human rights based on some external factors.



Other Principles of Human Rights

- Inclusion – recognising that each person is a full member of society and of the group should therefore have the opportunity to participate fully
- Respect – recognising that every person is important and must be treated with dignity. In the context of human rights respect does not need to be earned; it is the right of every person in all circumstances.
- Respect for Diversity – recognising and appreciating individual differences
- Tolerance – the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes, disagrees with or is different than your own.



Other Principles of Human Rights

- Responsibility – thinking before we act and being ready to accept the consequences of our actions (or inaction)
- Cooperation – working together to achieve a common goal
- Solidarity – a relationship of interdependence between individuals and is based on a sense of moral responsibility towards others.



What is the Universal Declaration of Human Rights?

- The idea of human rights emerged stronger after the Second World War. The horror of this war galvanized an international conscience that demanded protection of human rights by the governments of the world. Thus, born was the Universal Declaration of Human Rights.





What is the Universal Declaration of Human Rights?

The UDHR is the minimum and common standard of achievement for all peoples. The United Nations General Assembly adopted it on December 10, 1948, the day which continues to be observed internationally as Human Rights Day.

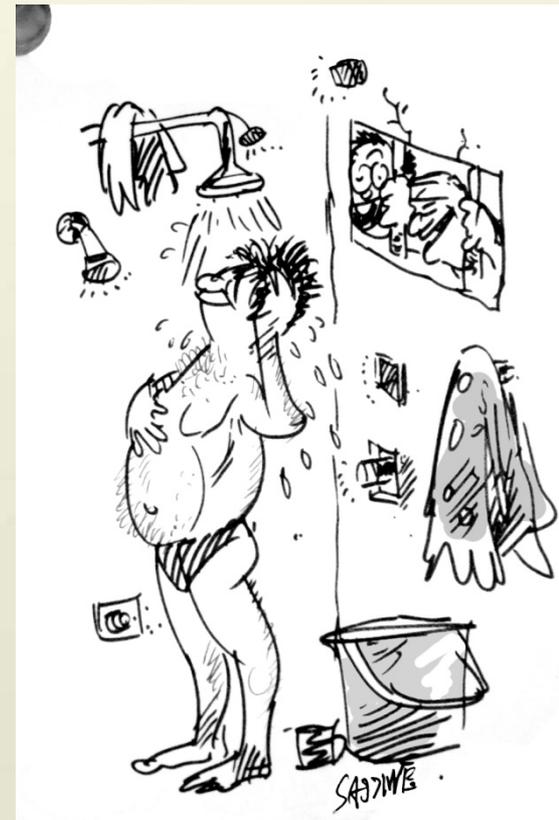
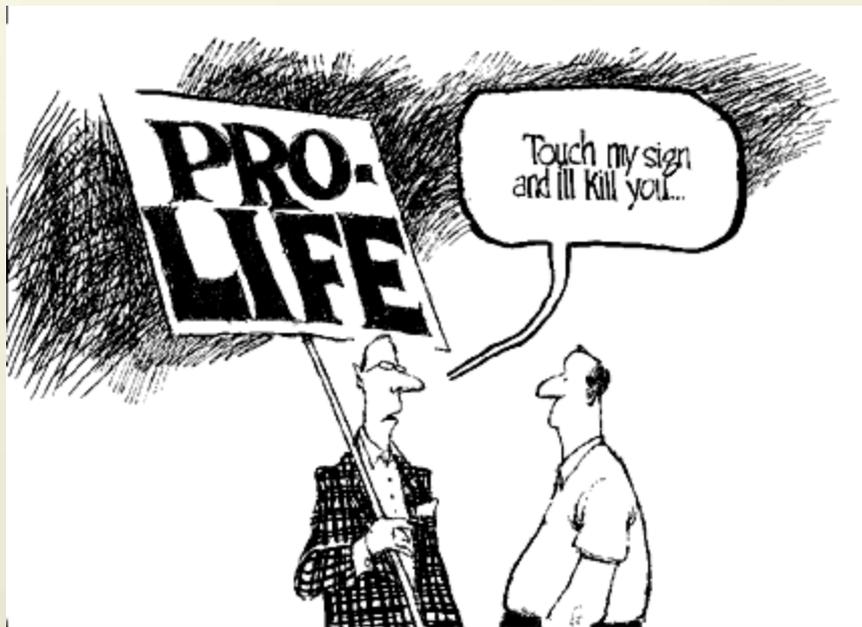
- It has 30 articles spelling out basic civil, political, economic, and socio-cultural rights. Articles 3 to 21 present the civil and political rights to which all human beings are entitled. Articles 22 to 27 set forth the economic, social, and cultural rights to which every person is equally entitled.



Categories of Human Rights



- **Civil Rights** – are rights of individuals to be protected from arbitrary interference by government in their life, liberty and property. Examples are right to life, liberty, and security, freedom to travel, right to due process, right to privacy.



Categories of Human Rights



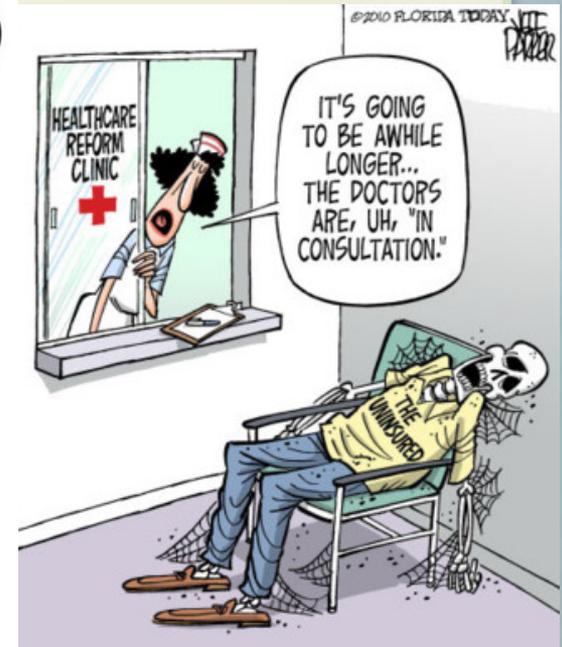
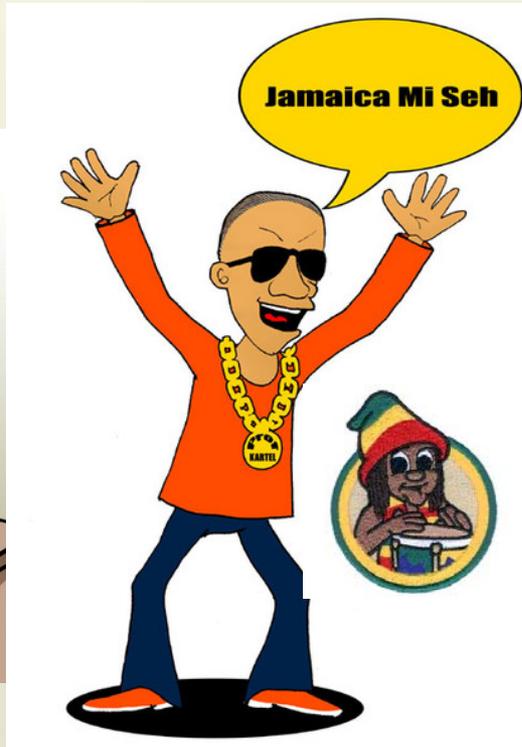
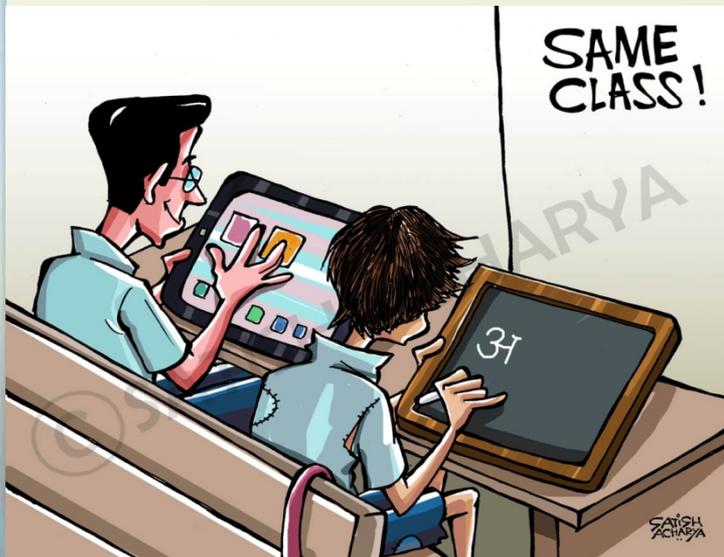
- **Political Rights** - are rights of individuals to interfere and participate in the affairs of government such as right to vote, stand for election, and participate in state and social management, freedom of speech, of the press, of assembly.



Categories of Human Rights



- **Social, Economic and Cultural Rights** – are progressive demands of the people to improve their standard of living such as right to education, to work, to healthy working environment, right to equal pay for equal work, right to practice religion, use one's language, enjoy one's culture.



Who is responsible to implement human rights?



The STATE has the primary responsibility to

- **RESPECT** human rights – not to do acts that will violate the rights of individuals
- **PROTECT** human rights – commit acts that will defend the rights of individuals
- **PROMOTE** human rights – enforce activities that will ensure that individuals know about their rights.
- **FULFILL** human rights – ensure that rights are realized either immediately or incrementally.

Who is responsible to implement human rights?



STATE agencies that have the primary responsibility to respect, protect, promote and fulfill human rights are the:

- Child Development Agency (CDA)
- Office of the Children's Advocate (OCA)



- While the State has the obligation to realize these rights, individuals are expected to respect the rights of others.
- Human rights violations are committed by the State and Non-State Actors. Non-State actors are organized groups that aim to seize governmental powers or those institutions that influence the use of state power. Individual acts that abuse human rights are considered common crime.

Some Documents where Human Rights Can be Found



- Universal Declaration of Human Rights
- The Jamaican Constitution
 - Chapter 3: The Charter of Fundamental Rights and Freedoms (Constitutional Amendment) Act, 2011
- The United Nations Convention on the Rights of the Child
- The Child Care and Protection Act (2004)

The United Nations Convention on the Rights of the Child



- Video



Rights under the Child Care and Protection Act (CCPA)



- **A child in a place of safety, children's home or in the care of a fit person shall have the following rights**
 - (a) To be fed, clothed and nurtured according to prescribed minimum standards and to be given the same quality of care as other children in the placement;
 - *You have a responsibility to be thankful for the food, clothing and care which you receive, not to waste the food and to take good care of your clothes;*
 - (b) To be consulted and, according to the child's abilities to express his views about significant decisions affecting that child;
 - *To respond in a respectful manner when being consulted about matters affecting you.*



Rights under the Child Care and Protection Act (CCPA)



- **A child in a place of safety, children's home or in the care of a fit person shall have the following rights**
- (c) To reasonable privacy and to possession of the child's personal belongings;
 - *To ensure that you do not have anything in your belongings that may be harmful to yourself and to others;*
- (d) To be free from corporal punishment;
 - *Not to physically abuse anyone eg. Kick, slap, punch, bite shove, spit on anyone.*



Rights under the Child Care and Protection Act (CCPA)



- **A child in a place of safety, children's home or in the care of a fit person shall have the following rights**
 - (e) To be informed of the standard of behaviour expected by the caregivers and of the consequences of not meeting that standard;
 - *To adhere to the rules of the home and to accept appropriate discipline from the caregivers when the standard that is expected, is not met*
 - (f) To receive medical and dental care (including psychological care) when required
 - *To take care of our bodies and minds; and to communicate with the caregivers if you are in need of medical, dental and psychological care.*



Rights under the Child Care and Protection Act (CCPA)



- **A child in a place of safety, children's home or in the care of a fit person shall have the following rights**
 - (g) To participate in social and recreational activities appropriate to the child's abilities and interests.
- *To finish studies homework and chores before engaging in social and recreational activities*



Rights under the Child Care and Protection Act (CCPA)



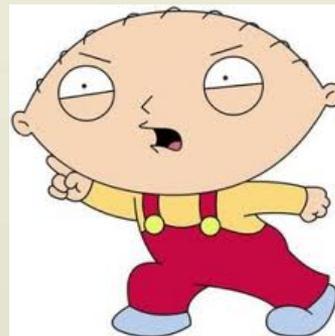
- A child in a place of safety, children's home or in the care of a fit person shall have the following rights
 - (h) To receive religious instruction and as far as may be reasonably practicable, participate in the religious activities of the child's choice.
- *To be respectful of other's religious beliefs*



Rights under the Child Care and Protection Act (CCPA)



- **A child in a place of safety, children's home or in the care of a fit person shall have the following rights**
 - (i) To be provided with an interpreter if language or disability is a barrier to consulting with the child on decisions affecting the child's custody or care;
 - *To let the caregivers know that you have a difficulty communicating or understanding the people around you and you may be in need of an interpreter.*
 - (j) To privacy during discussions with a family member or a legal representative;
 - *Not to tell lies during discussions with family members or legal representative*



Rights under the Child Care and Protection Act (CCPA)



- **A child in a place of safety, children's home or in the care of a fit person shall have the following rights**
 - (k) To be informed about and to be assisted if the child so wishes, in contacting the Children's Advocate;
 - *To be honest about all issues concerning you*
 - (j) To be informed of the child's rights under this Act and the procedures available for enforcing those rights.
 - *You have a responsibility to become familiar with your rights*



MODULE 2

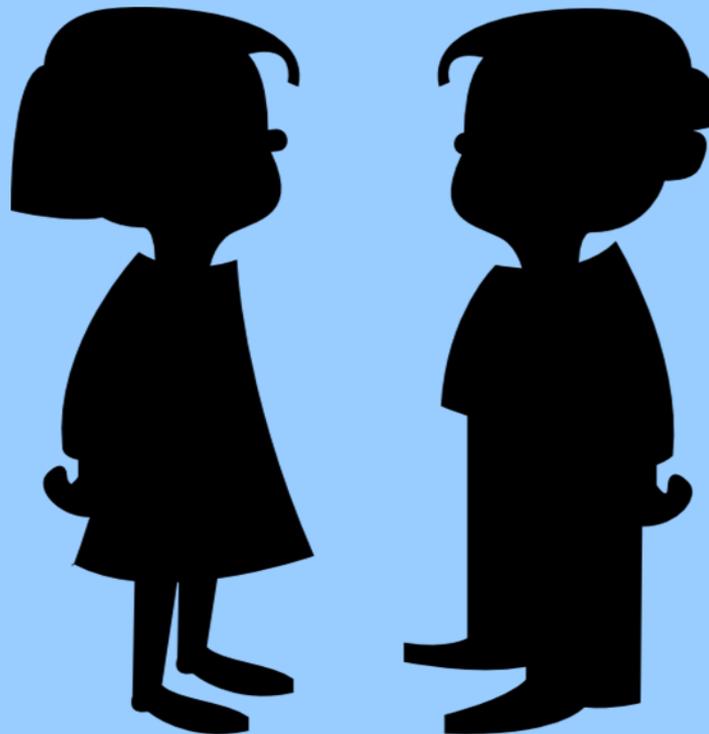
SEXUAL AND REPRODUCTIVE RIGHTS AND RESPONSIBILITIES



Sexual and Reproductive Rights and Responsibilities

Session Activity:

- Draw a figure of a boy or girl. Draw what makes a boy a boy and what makes a girl a girl.



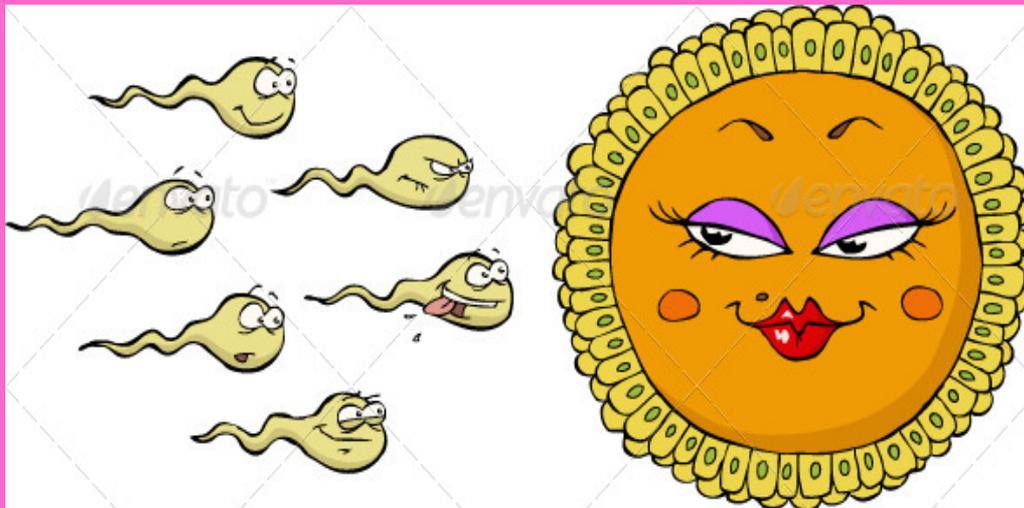
Sexual and Reproductive Rights and Responsibilities

Reflection

- Do you know what is sex?

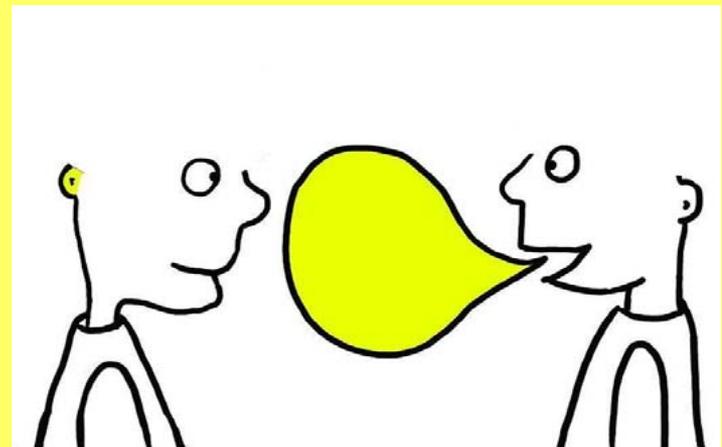


- Do you know what is reproduction?



Sexual and Reproductive Rights and Responsibilities

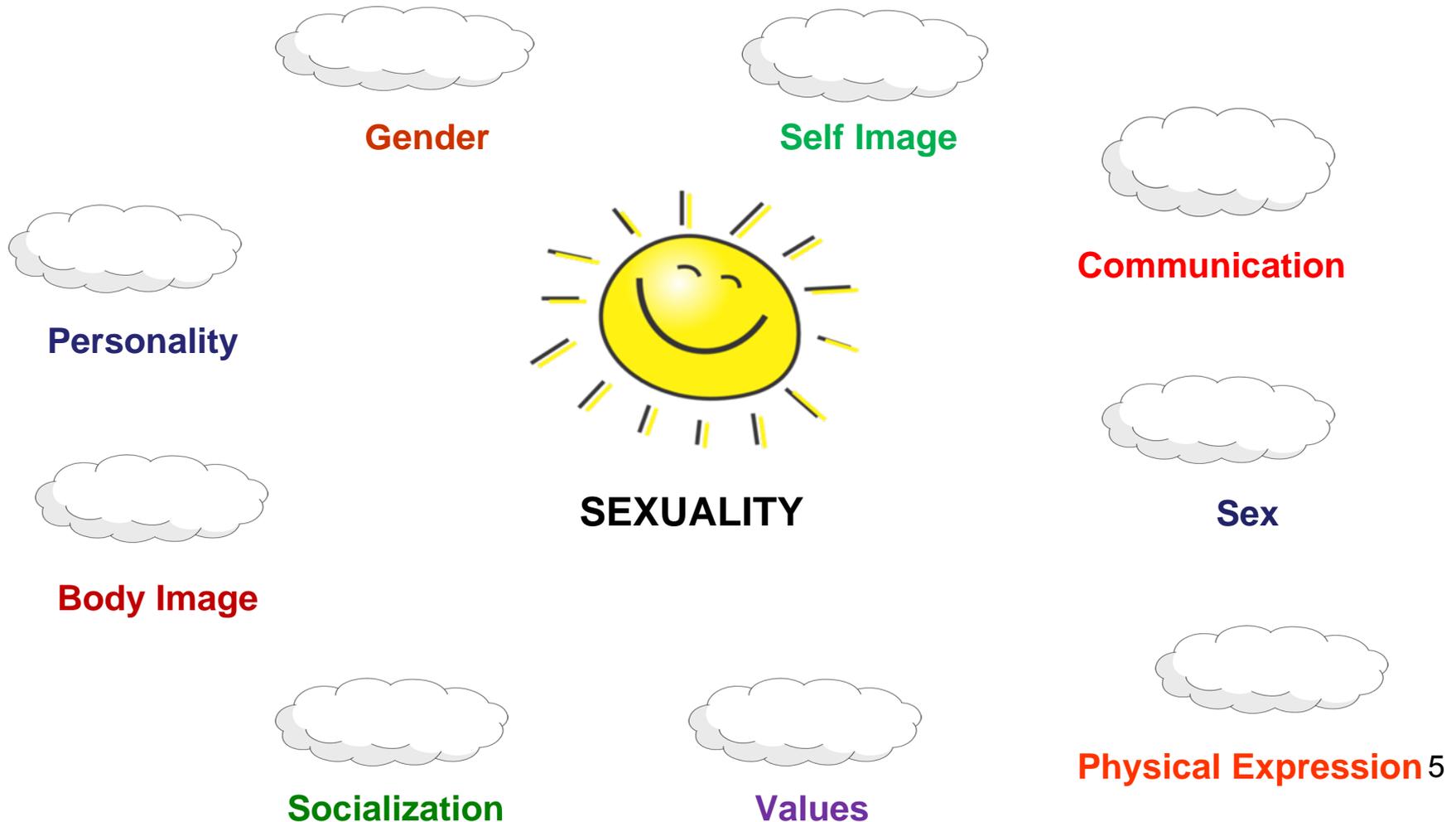
- People's romantic and sexual experiences can become human rights issues
- When human rights relate to people's sexuality or reproduction, they are called "sexual rights" or "reproductive rights"
- People of all ages have sexual and reproductive rights
- Everyone deserves the chance to learn about the issues that affect his or her sexual feelings, experiences, and health
- Young people benefit from having the chance to think about and talk about sexual and reproductive issues



Sexual and Reproductive Rights and Responsibilities

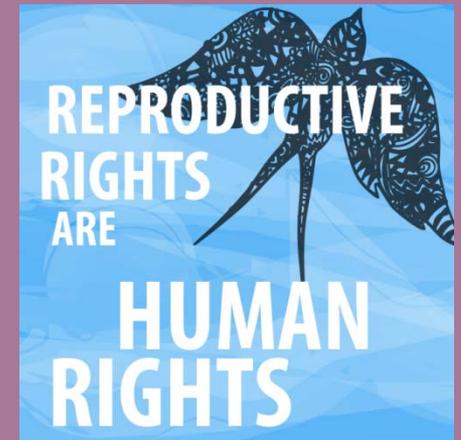
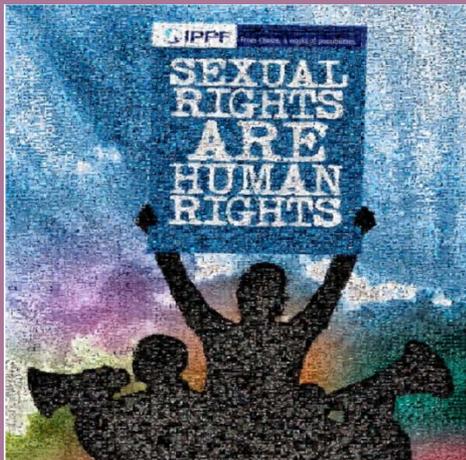
Sexual Rights

- All people should be able to enjoy their **sexuality**



Sexual and Reproductive Rights and Responsibilities

- Some parts of sexuality are matters of human rights, these are called **sexual rights**:
 - Freedom to choose partners you will have sex with and form relationships
 - Freedom to say yes or no to sex
 - Right to (based on consent) seek pleasure and express sexuality
 - Right to enjoy your body, free from sexual violence and exploitation
 - Right to full and accurate information, education, and services
 - Right to protect yourself from unwanted pregnancy, and infection



Sexual and Reproductive Rights and Responsibilities

Reproductive Rights

Individuals have a right

- To choose whether or not to have children
- To decide on the number of children they will have
- To determine when they will have children (how early/late and how far apart)
- To choose with whom they will have children



Sexual and Reproductive Rights and Responsibilities

The Connection Between Sexual & Reproductive Rights & Human Rights

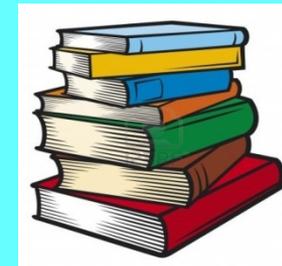
- Right to freely express yourself – all persons have the right to freely express their ideas on sexuality, sexual orientation and sexual rights without discrimination. To have control and make their own decisions on matters dealing with sexuality and choosing their sexual partners
- Rights to life, liberty, safety – all persons have the right to life, freedom and to be safe from torture and cruel, inhumane and shameful treatment, especially when it comes to sex, age, gender, sexual orientation, sexual history or behaviour and their HIV or AIDS status. They have the right to exercise their sexuality free of violence and force
- Right to privacy – All persons have the right not to have others interfere with their privacy, family or home without a good cause



Sexual and Reproductive Rights and Responsibilities

The Connection Between Sexual & Reproductive Rights & Human Rights

- Right to education and information – All persons have the right to education and to wide-ranging sexuality education and information for their development
- Right to adequate healthcare – all persons have a right to enjoy the highest standard of healthcare and receive sexual and reproductive health care for the prevention and treatment of all sexual and reproductive health issues
- Right to choose whether or not to marry, plan and form a family, and to decide whether or not, how and when to have children. This includes deciding the number and spacing of children freely and responsibly within an environment in which laws and policies recognise the different types of families



Sexual and Reproductive Rights and Responsibilities

The Connection Between Sexual & Reproductive Rights & Human Rights

- The right to equality, equal protection of the law and freedom from all forms of discrimination based on sex, sexuality and gender - All human beings are born free and equal in dignity and rights and must enjoy equal protection of the law against discrimination based on their sexuality, sex or gender
- The right to participation of all persons regardless of sex, sexuality or gender – All persons are entitled to an environment that allows active, free and meaningful participation in all aspects of human life without being left out



Sexual and Reproductive Rights and Responsibilities

Sexual Responsibilities

With sexual rights come responsibilities. These include:

- Making sure your partner has agreed to have sex
- Protecting your health and your partner from:
 - Unwanted pregnancy
 - Sexually transmitted infections, including HIV and AIDS

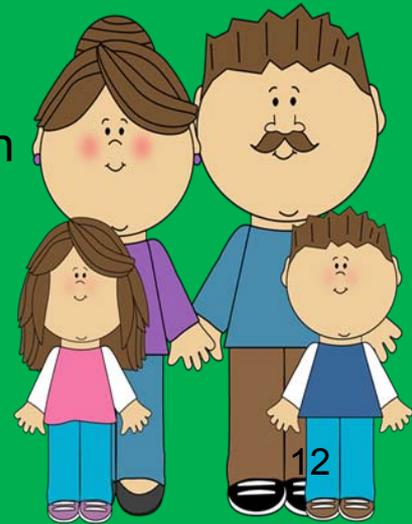


Sexual and Reproductive Rights and Responsibilities

Reproductive Responsibilities

With reproductive rights come responsibilities. These include making sure that:

- You do proper family planning before having children. Proper family planning includes determining how many children you are able to take care of; whether or not you are psychologically, financially and physically prepared for children. Family planning also includes deciding on when you want to have your children
- Your partner will be prepared to care for the emotional, social and financial needs of you and your child(ren)
- You do not expect the government to take care of all your children



The End



MODULE 3

Puberty, Reproduction & Body Image



Puberty, Reproduction & Body Image

Contents

- **Puberty**
- **Knowing about one's body**
- **Sexual and Reproductive Organs**
- **Fertility and Reproduction**
- **Pregnancy**
- **Body Image**



Puberty, Reproduction & Body Image

Puberty

- Is the time when children approach adolescence
- Your bodies begin to produce chemicals called hormones
- These lead to changes in your bodies and emotions
- Puberty occurs at different times for everyone
- The age of puberty is influenced by genes, nutrition, physical activity, and illness
- Girls usually reach puberty at an earlier age than boys
- At this time sexual and reproductive organs begin to mature.



Puberty, Reproduction & Body Image

Puberty- Boys

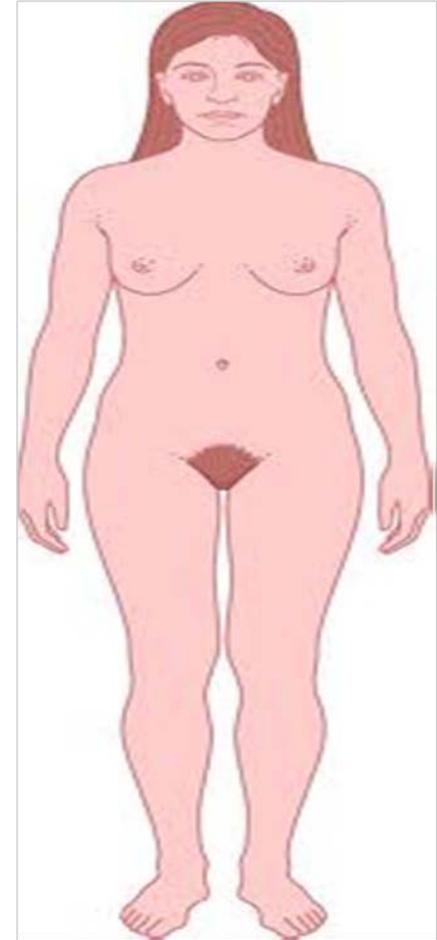
- Physical changes include:
 - Testes and penis grow larger
 - Growth of pubic, facial, and body hair
 - Involuntary orgasm during sleep/wet dream
 - Sperm production
 - Voice may deepen
 - Sweat changes odor
 - Growth spurts and acne may develop



Puberty, Reproduction & Body Image

Puberty- Girls

- For girls physical changes related to puberty include:
 - The start of menstruation/period
 - Development of breasts
 - Growth of hair under the armpits and pubic hair
 - Broadened hips



Puberty, Reproduction & Body Image

Puberty

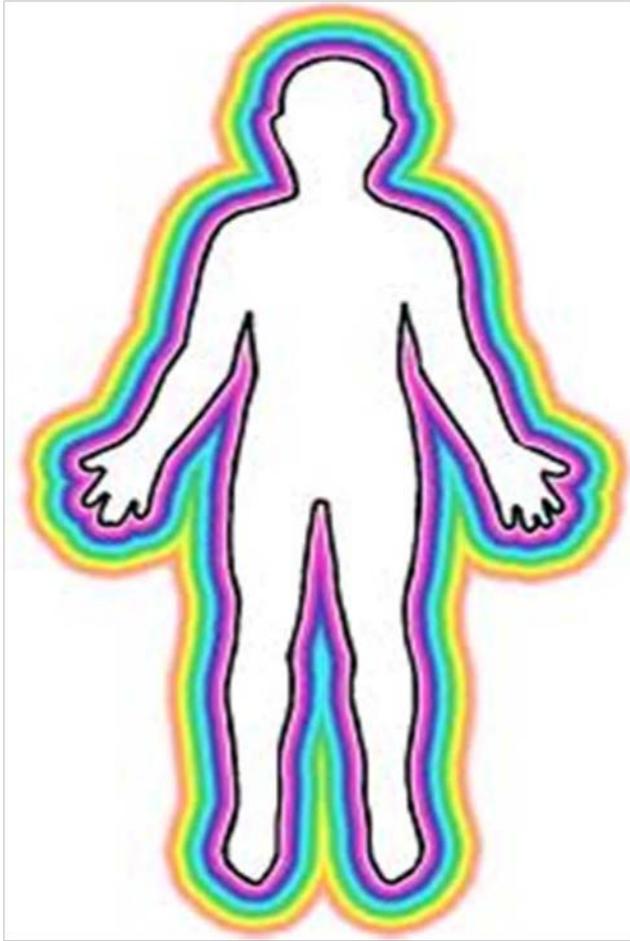
- Puberty can be both confusing and exciting
- The changes that you as young people experience influence how you feel about yourselves and others
- Many adolescents such as yourself become curious about sex and may explore sexuality.
- As young people reach puberty and begin to develop sexually, you will find that people who you know and the society begin to relate to you differently.

Puberty, Reproduction & Body Image

Puberty

- Families and communities often expect you as adolescents to assume greater responsibilities and you are sometimes allowed greater freedom
- There is sometimes greater pressure on adolescents to conform to expected gender roles
- Gender roles often sharpen dramatically around puberty, which is marked by increasing differences between girls' and boys' equality and opportunities
- Puberty is a time of rapid physical growth so taking care of your body is important

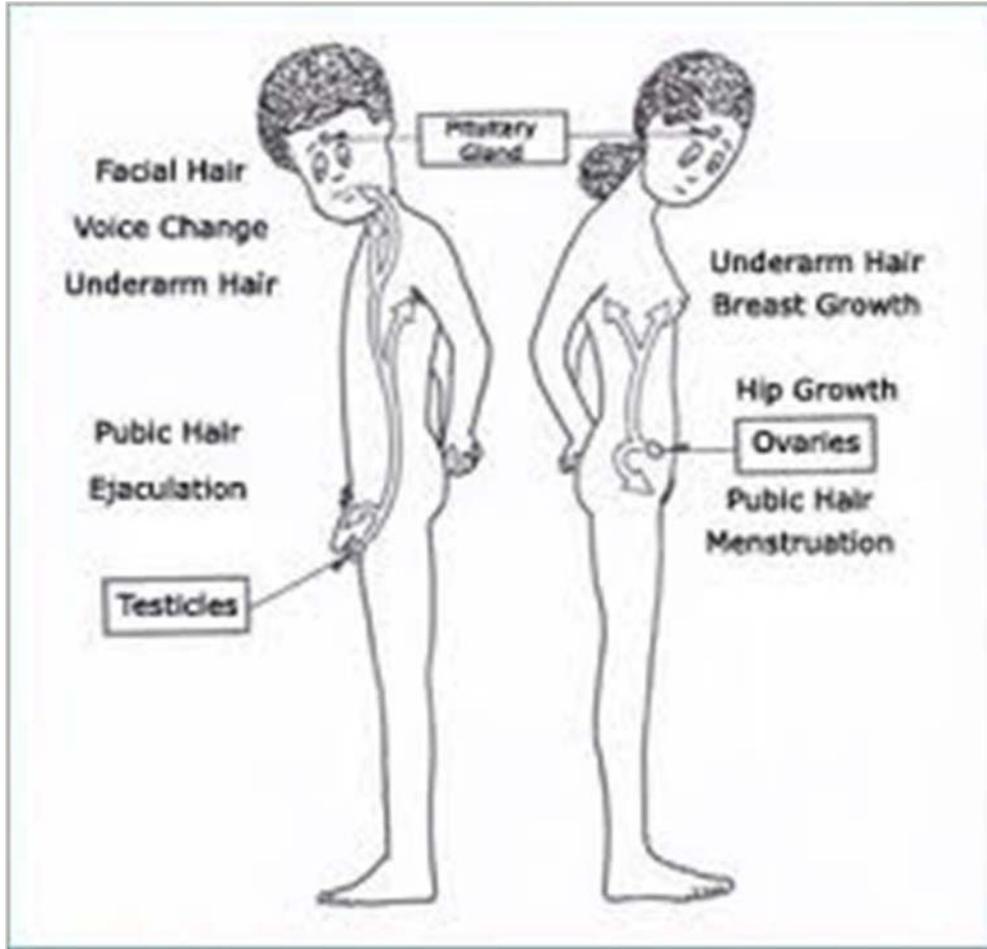
Puberty, Reproduction & Body Image



Knowing Your Body

- Learning about your body can be exciting and empowering
- Knowing about your body has many benefits for your sexual health and well-being

Puberty, Reproduction & Body Image



Knowing Your Body

- The benefits of knowing about your body are:
- Getting comfortable with it and feeling it is your own
- For girls, being able to manage menstruation
- Being able to figure out what feels good sexually
- Being able to communicate feelings and thoughts about sex and reproduction
- Being able to prevent and unwanted pregnancy
- Being able to recognise the symptoms of infections
- Being able to protect your right to dignity and respect

Puberty, Reproduction & Body Image

Knowing Your Body

- Around the world young people and adults are working together to promote accurate and positive messages about sexuality and the body
 - This is important because society often sends inaccurate, harmful messages about the sexual body to young people
 - Many young people decide by themselves to learn about the body and to share what they learn with their peers, which is sometimes inaccurate.

Puberty, Reproduction & Body Image

Sexual and Reproductive Organs

- There are other organs that play sexual and reproductive roles:
 - The skin may respond sexually to touch
 - The brain processes emotions and secretes hormones that affect feelings and sexual and reproductive functions
- The human body has many organs, some of which are mainly involved in human reproduction and/or pleasure
 - In the male, the penis and testicles provide pleasure and serves a reproductive function
 - In females, the uterus serves only a reproductive function, while the clitoris provides pleasure only

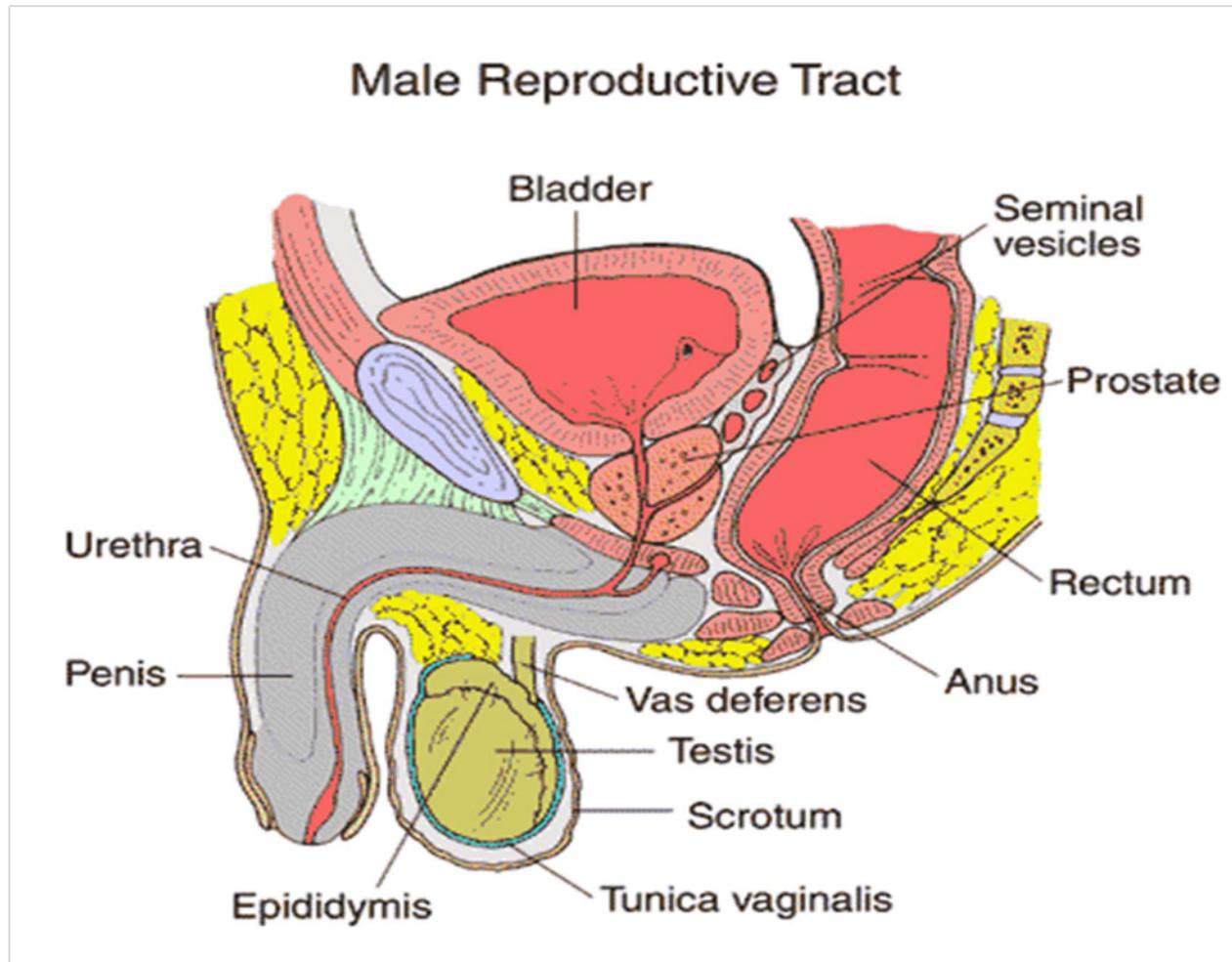
Puberty, Reproduction & Body Image

Functions: Male Sexual & Reproductive Organs

- **Penis**- deposits sperm through ejaculation and through which urine passes to exit the body.
- **Testicles (testes)**- produce sperm and the male hormone testosterone.
- **Scrotum**- holds and protects the testicles.
- **Urethra**- a passageway through which semen and urine travel out of the body.
- **Vas deferens**- two long thin tubes that carry the sperm toward the urethra.
- **Prostate**- produces a fluid that makes up part of the semen and helps the sperm to move.
- **Seminal vesicles**- produce much of the fluid that becomes semen.
- **Cowper's glands**- produce a thick alkaline fluid, called pre-ejaculate, that neutralizes the acid in the urethra before pre-ejaculation.

Puberty, Reproduction & Body Image

Male Sexual and Reproductive Organs



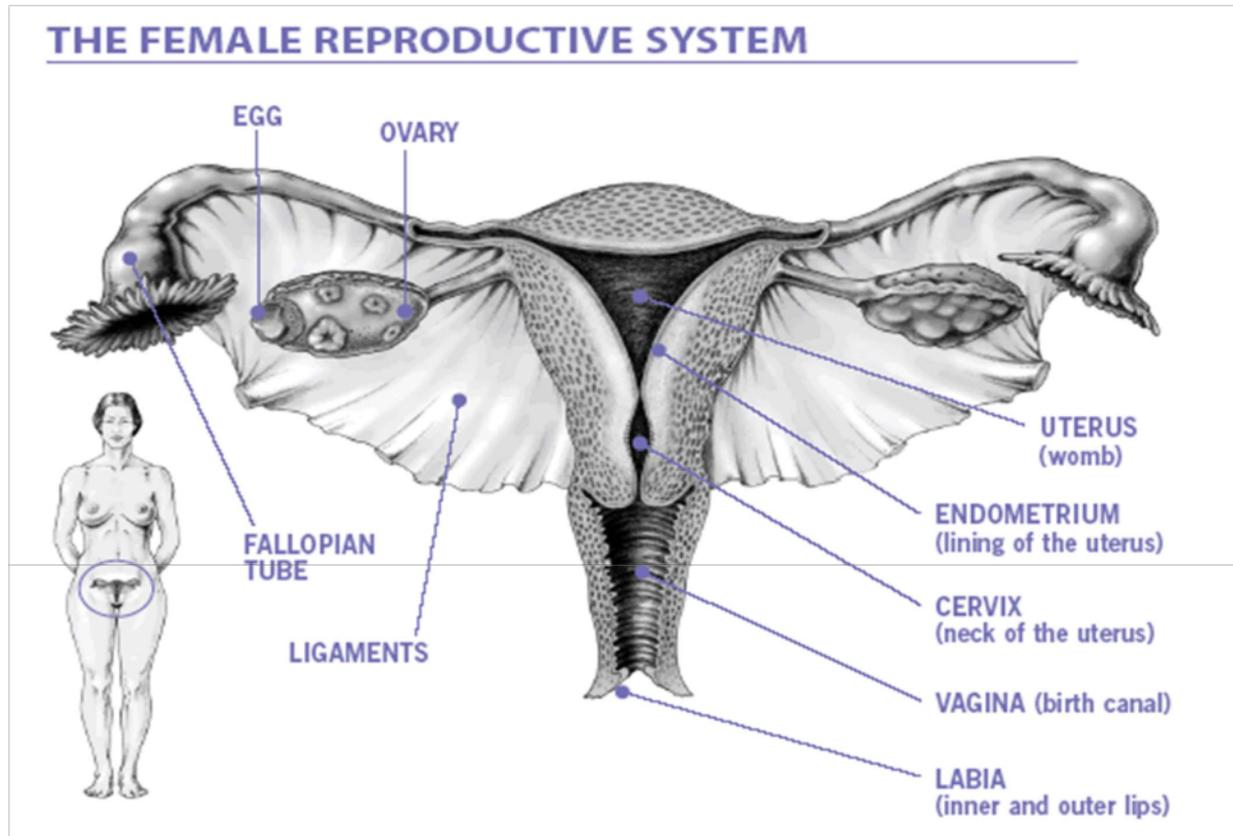
Puberty, Reproduction & Body Image

Functions: Female Sexual and Reproductive Organs

- **Clitoris**- a small organ, shaped like a flower bud with a bit of tissue forming a “hood.” The sole purpose is to give women sexual pleasure.
- **Labia majora (outer lips)**- covers and protect the vaginal opening.
- **Labia minora (inner lips)**- covers and protects the vagina and clitoris.
- **Cervix**- the lower part of the uterus that extends into the top of the vagina, which expands during childbirth to allow the baby to pass into the vagina.
- **Uterus**- a pear-shaped, muscular organ capable of expanding many times its size to accommodate the growth of a fetus. The lining of the uterus thickens with blood and tissue and is shed monthly when a woman is not pregnant.
- **Fallopian Tubes**- two narrow tubes, roughly the size of the lead in a pencil, through which the egg travels from the ovary to the uterus and in which the egg may be fertilized.
- **Ovaries**- two organs, each the size of an almond, store the immature eggs in follicles, produce and secrete female hormones and produce and release mature eggs.

Puberty, Reproduction & Body Image

Female Sexual and Reproductive Organs



Puberty, Reproduction & Body Image

Fertility and Reproduction

- Individuals have a right to choose whether or not to have a child
- Biologically, female fertility is the ability to become pregnant and carry a pregnancy to birth
- Male fertility is the ability to provide healthy sperm capable of starting a healthy pregnancy



Puberty, Reproduction & Body Image

Pregnancy

- Pregnancy usually occurs through intercourse between a man and woman, where the man ejaculates and releases sperms into the woman. The sperms travel up the fallopian tube and a one of them fertilises the mature ovum/egg in the woman
- The fertilised egg then travels down to the uterus and becomes attached to the uterine wall



Puberty, Reproduction & Body Image

Steps that lead to Pregnancy

- Starting at puberty, girls begin to ovulate—they release a mature egg monthly
- Starting at puberty, boys continually produce millions of tiny cells called sperms
- When a sperm joins with an egg an embryo is formed
- The sex of the embryo is determined by the man's sperm, not by the woman's egg
- A pregnancy results if the embryo attaches to the lining of the uterus
- It is this embryo that will develop into a foetus if the pregnancy continues

Videos

- Fertilisation
- Inside Pregnancy



Puberty, Reproduction & Body Image

Body Image

- People's body differ in appearance—there is no perfect or normal body type or appearance
- We should learn to be comfortable with our body—by experimenting with our appearance
- It is important to get comfortable with our body because it is an important aspect of our identity and self-confidence
- There maybe differences because of cultural factors, racial type, and physical disabilities



Puberty, Reproduction & Body Image

Body Image

- Our level of confidence about our body is affected by a number of factors:
 - Our level of physical activity;
 - Our level of understanding about physical desires, avoiding unwanted sexual relationships, relationships that may be uncomfortable, disrespectful, forceful, or violent;
 - Helping persons with disabilities to live full lives
 - Receiving positive feedback about your body although it may be different to others
 - Understanding that people's appearances differ according to the culture and the time period
 - Social stigma

Puberty, Reproduction & Body Image

Body Image-Girls

- Girls and women frequently feel pressure because of their physical appearance:
 - Their social status affects their appearance
 - There are cultural ideals about beauty that put pressure on them
 - There is social commentary and harassment that is upsetting, uncomfortable, and threatening
 - They are more vulnerable than boys to internalising negative feelings about their bodies, which can lead to eating disorders
 - Low self-esteem and poor body image make girls feel pressured to have sex to gain love and approval

Puberty, Reproduction & Body Image

Body Image-Boys

- Men and boys also may feel anxious about their appearance
 - There is pressure to be physically stronger to be seen as masculine
 - They are also affected by sexual commentary and harassment
 - Some boys develop eating disorders
 - Seeking help for these concerns is more difficult and less acceptable for boys than girls

Puberty, Reproduction & Body Image

Body Image-Persons with Disabilities



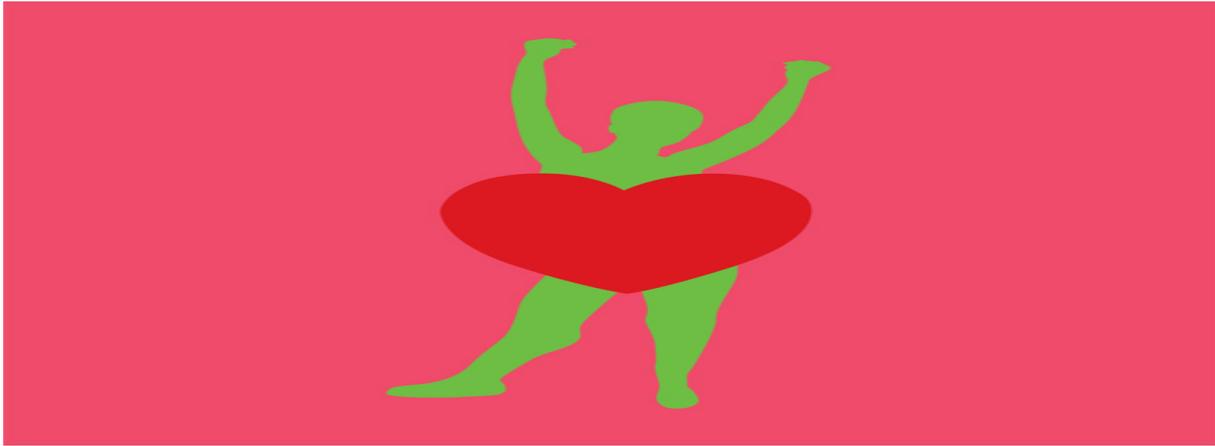
- People with physical disability and chronic illness can still experience all aspects of their life, including their sexuality
- People with disability and chronic illness face stigma and discrimination because of their physical or health status
- This situation lowers their self confidence and their ability to have full social lives
- It also hinders their ability to realise their fundamental rights
- There are organisations that are dedicated to improving the lives of persons who are disabled and chronically ill

Puberty, Reproduction & Body Image

Body Image

- We need to encourage all young people to be comfortable with their body. They can develop other sources of self-esteem and self-worth, such as academic achievement, and creative talents





MODULE 4

Sexual and Reproductive Health



Sexual and Reproductive Health

Recap Activity: Role Plays



Sexual and Reproductive Health

What is Sexual Health?

- Sexual health is a state of physical, mental and social well-being in relation to sexuality.
- It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of force, discrimination and violence.

Sexual and Reproductive Health

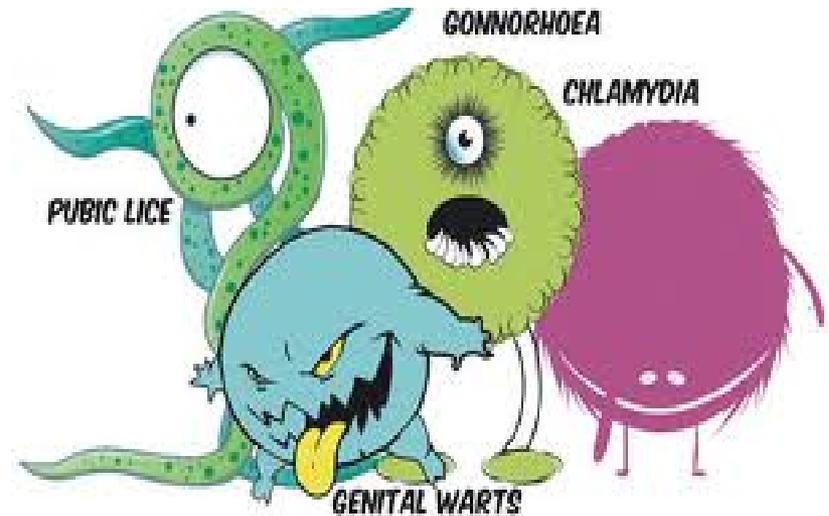
What is Reproductive Health?

- Reproductive health is people's ability to have a responsible, satisfying and safer sex life, the opportunity to reproduce and the freedom to decide if, when and how often to have children.
- People should be informed of and have access to safe, effective, affordable and acceptable methods of birth control; also access to appropriate health care services, sexual, reproductive medicine and implementation of health education programmes to stress the importance of women to go safely through pregnancy and childbirth.

Sexual and Reproductive Health

About STIs

- People can experience negative and positive consequences due to sexual activity
- Sexually transmitted infections (STIs) spread through sexual activity and are preventable infections
- People who are sexually active can take steps to reduce risk of infection
- One of the most serious STIs is Human Immunodeficiency Virus (HIV), which causes Acquired Immune Deficiency Syndrome (AIDS).
- Some STIs can be cured
- Proper treatment can reduce symptoms of incurable infections
- Some incurable STIs are: Herpes, HIV, and Human papillomavirus (HPV)



STI's
Sexually Transmitted Infections

Sexual and Reproductive Health

Brochure:

Let's Talk about Sexually Transmitted Infections



Sexual and Reproductive Health

Protection against STIs

- Everyone has the right to protect himself or herself from STIs
 - Contraceptive use, or abstinence from penetrative and oral sex
- Everyone has the right to refuse unsafe sex
- Partners can agree to use contraceptives and engage in forms of sex that do not put them at risk of infection



Sexual and Reproductive Health

Protection against STIs cont'd

- Both partners can practise not having any sex partners outside of their relationship
- HPV vaccines can be given to young adolescents and children at puberty
- Access to information can protect against STIs and unwanted pregnancy
- Some do not use protection because they lack information, skills, or access
- Many people do not protect themselves from STIs
- Some do not use protection because they did not anticipate having sex

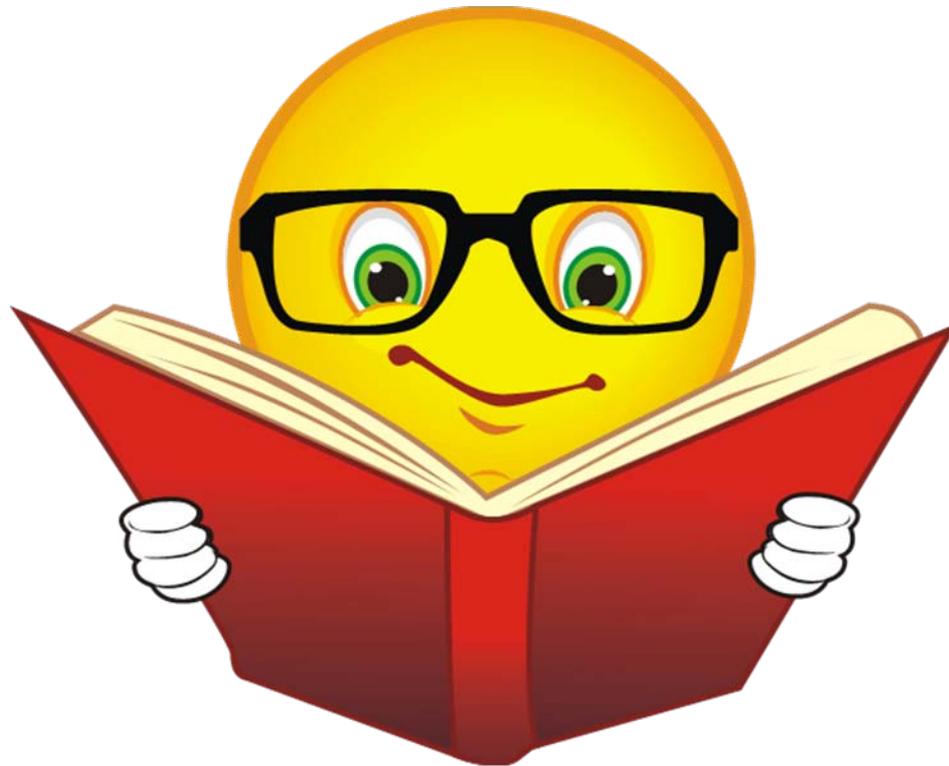
Sexual and Reproductive Health

Protection against STIs cont'd

- Some people do not use protection because of conflicting views about contraceptives
- Some people do not use protection because of gender or age imbalance in their relationships
- Forced sex is often times unprotected

Sexual and Reproductive Health

Brochure Reading: Hot Girl Mackeisha /
Rude Boy Wayne



Sexual and Reproductive Health

Living with HIV & AIDS

- Everyone has the right to know their HIV status and to be tested and counseled confidentially and voluntarily
- Any person who is HIV positive has the right to adequate healthcare and treatment.
- People infected with HIV can live for a long time, maintain a relatively normal life, including sexual relationships, but this requires social support to be comfortable
- People living with HIV & AIDS have the right to live free of stigma and discrimination



Sexual and Reproductive Health

STI Prevention Rights & Responsibilities

- Each individual has a responsibility for and the right to protection from harmful health practices
- Persons who are HIV positive and sexually active have a responsibility to inform their partners
- Some persons are afraid of sharing their HIV status with their partners for many reasons
- Help from a counselor can be sought to share your status

Sexual and Reproductive Health

Brochure Reading – Does Paul Have HIV ? /
Ann Gets Tested for HIV...



Sexual and Reproductive Health

STI Prevention Rights & Responsibilities cont'd

- STIs can affect male and female reproductive organs. These are called reproductive tract infections (RTIs) eg chlamydia, herpes, HIV
- Common side effects of RTIs are itching and discharge
- Many RTIs do not have symptoms, so regular testing is important
- Many RTIs are easily treated, if diagnosed early
- Some untreated RTIs can have serious consequences including infertility

Sexual and Reproductive Health

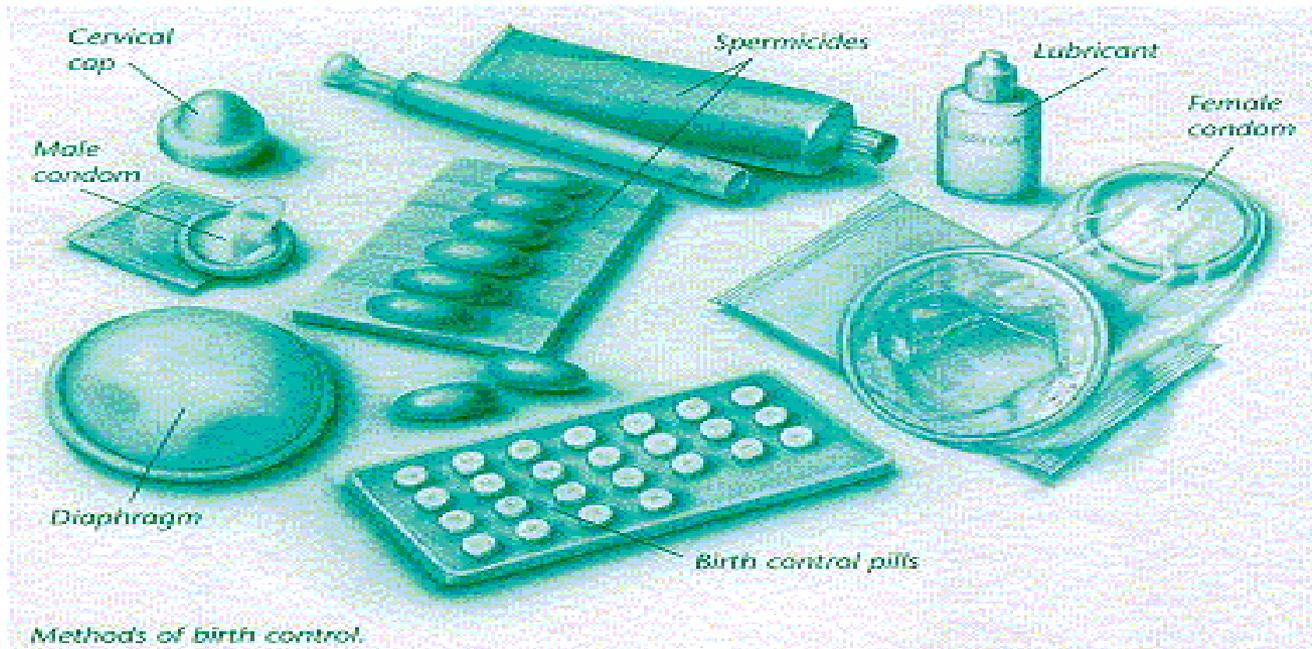
About Contraceptives

- Contraception is any method used to prevent pregnancy
- Different methods are used in different ways and at different times
- Contraceptives allow persons to enjoy their sex lives without worrying about unwanted pregnancy and in some cases STIs
- All persons have the right to access contraceptives, but young people are hindered from doing so because of age of minority laws
- International agreements allow for our right to control our fertility, which includes our responsibility to prevent unplanned pregnancy and STIs

Sexual and Reproductive Health

Types of Contraceptives

- Most contraceptives are for use by females, only a few methods are used by males



Sexual and Reproductive Health

Types of Contraceptives cont'd

- Each person has the right to know about contraceptive methods and suitability
- Many couples cooperate in the choice and use of contraceptive methods
- No contraceptive method is perfect. Some have medical restrictions
- Contraceptive counseling provided by your healthcare provider can help you to select the most suitable method
- Barrier method is the method that offers the greatest protection against infection. They include the male and female condoms—they create a barrier between the sperm and the egg, preventing fertilization/pregnancy

Sexual and Reproductive Health

Types of Contraceptives cont'd

- Hormonal methods are especially effective in preventing pregnancy. These include: the pill, hormonal implants, injectable hormones, hormonal patches, vaginal ring, and the inter-uterine device (IUD)
- Fertility awareness methods include the calculation of the fertile days, by monitoring the menstrual-ovulation cycle
- Withdrawal method, where the male withdraws his penis before ejaculation
- Sterilisation, permanent surgical contraceptive method. Both men and women can be sterilised

Sexual and Reproductive Health

Types of Contraceptives cont'd

- Emergency contraception, where a woman gets protection from pregnancy after having intercourse
- **All contraceptives can fail.** Failure is based on a number of factors: Passed expiry date, damaged product, improper use, product specific statistical failure rate, inexperience
- Dual method use is suggested as a means of increasing protection in the event one method fails. It also broadens the scope of protection to include effective protection for both unwanted pregnancy and STIs

Sexual and Reproductive Health

Video

- Street Boys of Jamaica Part 2 – Influences on Adolescent Sexuality, Risk Factor for HIV & AIDS



Sexual and Reproductive Health

Unplanned Pregnancy & Abortion



Sexual and Reproductive Health

Unplanned Pregnancy & Abortion

- Millions of women and girls experience unplanned pregnancies
- Unplanned pregnancies occur for many reasons: non-use; unavailability of contraceptives; incorrect use of contraceptives, damaged product, expired product, and tampered product
- Every year 40-50 million women and girls have abortions to end pregnancies
- Women and girls seek abortions for many reasons: economic circumstances, unpreparedness for parenthood, inadequate support from the spouse and family, health conditions, forced sex, shame, stigma and discrimination

Sexual and Reproductive Health

Unplanned Pregnancy & Abortion cont'd



- **Abortion is illegal in Jamaica!**
- Those who seek abortion services and their providers risk prosecution. The illegality of abortion makes individuals more vulnerable to unsafe abortion practices
- About 1,200 cases of abortion complications are treated every year in Jamaican public hospitals
- Claiming your sexual and reproductive health rights responsibly, such as practicing abstinence, safe sex and accessing adequate sexual and reproductive healthcare can reduce the demand for abortions

Sexual and Reproductive Health

Video

- UNFPA – Pregnant at 13



Sexual and Reproductive Health

The Impact of Teenage Pregnancy on Development

Personal Development

- Education disrupted.
- Stigma and discrimination which lowers self-esteem and may lead to suicide; abortion; abandonment of babies; homelessness.
- Greater strain on your family as savings will have to go towards taking care of the baby;
- Responsibility of caring for a child impacts on your ability to explore your youth.
- Endangering your life.

National Development

- Increased semi-literacy/illiteracy rate.
- Increased uneducated/unskilled population.
- Increased unemployment rate.
- Increase in the number of people seeking healthcare which puts a strain on the healthcare system.
- Increase in number of people on social safety net programmes such as P.A.T.H.
- Increases in expenditure for remedial education and health. Resources are diverted from other areas to facilitate additional care needed for teen mothers.
- Slowed economic growth which in turn affects the cost of living, employment opportunities, access to adequate healthcare, quality education, poverty level, increases the crime rate.
- Increased mortality rate affecting population size and growth.

Sexual and Reproductive Health

The Impact of HIV and AIDS on Development

Personal Development

- Stigma and discrimination may hinder future personal relationships and job opportunities.
- Loss of friends and family (rejection).
- Depression may lead to unhappiness and suicidal thoughts.
- Failure to partake in social and recreational activities may lead to isolation and loneliness.

National Development

- Increase in the number of people seeking healthcare which puts a strain on the healthcare system.
- Slowed economic growth which in turn affects the cost of living, employment opportunities, access to adequate healthcare, quality education, poverty level, increases the crime rate.
- An aged/aging population results from the death of young persons.

Sexual and Reproductive Health

Health Services as a Right

- The Jamaica Government committed to the United Nations that healthcare and access to necessary social services will be respected as a right of all people
- The Government made international commitments to provide health services, respect confidentiality, protect all persons against stigma and discrimination, and ensure that health services can be obtained
- Because of this, information and services should be made available to adolescents to increase their understanding of sexuality, and protect them from STIs, unwanted pregnancy, and infertility

Sexual and Reproductive Health

Health Services as a Right cont'd

- Every young person needs access to health services to have a safe, responsible, and healthy sex life
- All people have the right to accessible, affordable, and good quality health services
- People have a right to be treated respectfully and to maintain their privacy
- Many barriers may keep people from obtaining the health services they need and deserve
- Sometimes the barriers show stigma and discrimination within society
- Poor quality of care discourages people from getting available health services

Sexual and Reproductive Health

Health Services as a Right cont'd

- Gender relations and age influence use of services
- Young men may feel uncomfortable seeking services at women-focused sites
- Many young people lack the power to make decisions
- Adolescents under 16 years are hindered from using health services without an adult



Sexual and Reproductive Health

Youth-Friendly Health Care Providers - FAMPLAN Jamaica

- FAMPLAN Jamaica is a non-governmental (NGO) providing a high standard of family planning services. In recent years the organisation broadened its focus to include gender issues, quality care, programmes that aid in youth development, and a full range of sexual and reproductive health services, including, HIV and STI prevention.
- FAMPLAN has experience providing services to wards of children's homes. It will therefore respond to your needs for sexual and reproductive health services in order to improve universal access to healthcare, prevent HIV/STI contractions and in turn, reduce child mortality.
- FAMPLAN Jamaica will provide a non-discriminatory avenue for you to empower yourselves, adopt healthy sexual practices and access health and protection services.

Brochure Reading

- Frequently Asked Questions About HIV/AIDS

Presentation

- Ms. Annesha Taylor – Person Living with HIV (PLWHIV)

Small Group Activities

Activity 1 – Role Plays

- Apply your knowledge and show how failure to claim your sexual and reproductive rights responsibly can result in the contraction of HIV and AIDs as well as teen pregnancy

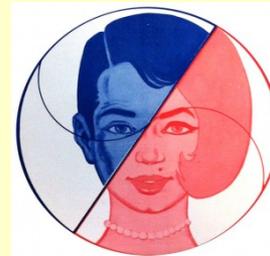
Activity 2 – Pictorial Exercise

- By using the pictures given, show how teenage pregnancy, HIV and AIDS affect individuals personally as well as affect the entire society



Module 5

Gender



Gender

- **Introductory Video** – *‘House Cleaning’*

Definition: Gender

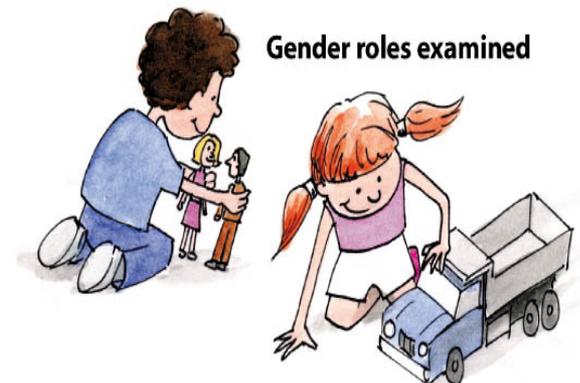
- Gender is not the same thing as sex (being born with male or female sex organs)
- Gender refers to the way persons choose to act out their masculinity or femininity in society. For example a person may be born with male sex organs but may have a feminine gender and even choose to live as a woman.

Gender Stereotyping

- This refers to discrimination based on one's sex. It may involve unfair treatment or violating the rights of a certain sex, requiring them to act in a certain manner. It is greatly influenced by culture and upbringing.

Definition: Gender

- In every society, gender norms and roles influence people's lives, including their sexual lives
- Gender roles are learned, they are cultural and personal. They determine how males and females should think, speak, dress and interact within society
- Within any culture or society, people have different attitudes about gender roles and equality
- Beliefs about gender also vary from one culture to another
- Gender roles change over time
- Greater equality and more flexible gender roles give everyone more opportunities to develop to his or her full capacity as a human being



Gender Identity

- At birth, newborns are identified as male or female based on their sex organs
- In many settings, people indicate a baby's sex through the use of specific names, jewelry, and clothing
- Many children behave in ways that do not match the gender stereotypes



Gender Identity

- Video – *'Gender Differences: The Nature Versus Nurture Debate'*

Gender Norms and Roles

- Expected gender roles are easily seen in many aspects of family life
- Some families treat boys and girls equally, however many families do not
- As young people approach adolescence, they feel more pressure to conform to culturally determined gender roles
- Despite cultural differences, many adolescent boys and girls share similar experiences
- Rigid gender roles affect how people treat each other and contribute to suicide, violence, and other social problems
- Despite social norms, millions of young people are determined to 'be themselves' and to realise more of their potential as human beings
- Around the world, gender norms are changing

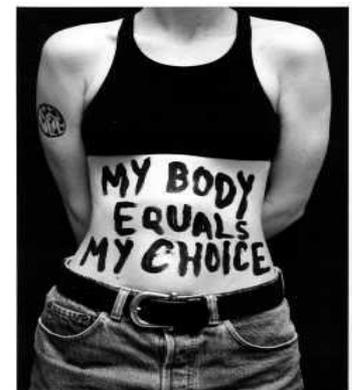
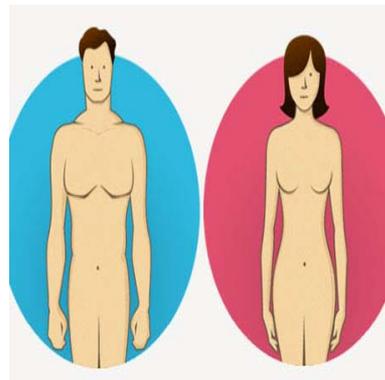
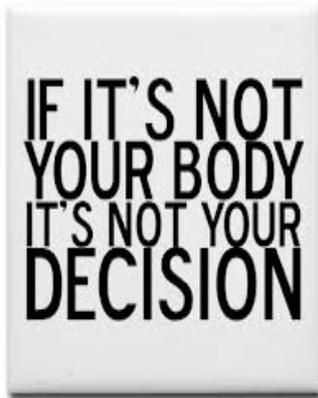
Gender and Bodily Autonomy

- We all deserve to have basic control over our own bodies
- Control over one's body refers to things such as deciding whether and when to have sex, become pregnant, and whether to continue pregnancy
- This control promotes confidence, safety, health, pleasure, and the opportunity to explore one's identity
- Our control over our bodies is influenced by:
 - Family values
 - Social and religious institutions and norms
 - Formal laws



Gender and Bodily Autonomy

- Almost everywhere, females experience stricter regulation and control over their bodies than males do
- In some countries girls' bodies are controlled by other people
- Males are also pressured to engage in potentially harmful practices
- Families, communities, religions, and governments often regulate and punish behaviour that does not conform to expectations regarding gender roles
- Every person's body belongs to him or her—No one has the rights to abuse, injure, or violate someone else's body in any way



Gender Relations

- Persons sometimes communicate and relate to persons of the opposite sex disrespectfully
- They may use inappropriate language when communicating. For eg referring to females as 'gyal' and referring to males as 'duttu bwoy'
- Touching someone's body without his/her consent is also disrespectful. For eg slapping a female on the butt and groping a man's penis
- Society usually views women as having less power as compared to men and as a result males treat women as though they are not their equals
- This usually results in men feeling they should be the ones in control of major decision making
- A man who behaves effeminately (has qualities that are considered more suited to women) is treated harshly or made fun of. For eg he may be labeled as gay, batty man, fish etc
- A woman who displays qualities that are considered more suited to men may also be treated harshly or made fun of. For eg she may be labeled as butch, lesbian, sodomite etc

Gender and Violence

- Docudrama – *'I Love You'*

Gender and Violence

- Everyone wants to feel safe from violence
- Most of us feel better about ourselves if we are not being violent towards others
- People commit many kinds of violence, including physical force, threats, intimidation, and psychological abuse
- Males are more likely than females to commit violence and to be victims of violence
- Violence against women and girls, or against individuals who do not conform to dominant gender norms is called gender-based violence



Gender and Violence

- Gender-based violence reflects and reinforces cultural norms about masculinity, male control and dominance
- In addition to being a violation of human rights, violence against women is also a public health problem of epidemic proportion
- Sexual coercion is a form of violence-It reflects and reinforces gender inequality
- Sexual coercion occurs when someone forces another individual to engage in sexual activity against his or her will



Gender and Violence

- People may be subject to sexual coercion by different means, including:
 - Emotional manipulation
 - Deception
 - Physical force
 - Threats
 - Verbal insistence
 - Cultural expectations
 - Economic inducements
- Sexual coercion can occur in many different contexts
- Sexual coercion is a violation of human rights, no matter what the context
- Like other forms of violence, sexual coercion has serious consequences



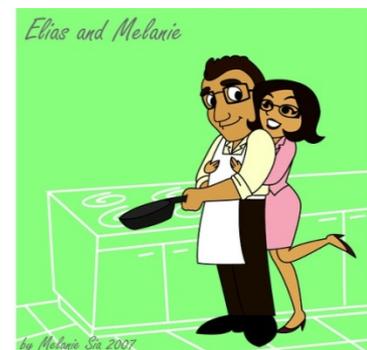
Gender and Violence

- In some cases, men may stop being physically abusive to their partners
- In other cases, women may leave a violent partner
- In many cases, people remain in violent relationships
- No man or woman EVER has the right to physically abuse their partner nor do they own the other's body. If a man or woman says no to sex it means NO
- Much can be done to reduce the incidence of gender-based violence, such as ensuring that people know that they have the right to live free of violence
- All people can strengthen their commitment to and skills for communicating with others about gender based violence



Changing Norms, Roles and Attitudes

- Societies and cultures are always changing
- Girls' and boys' roles are changing in most parts of the world
- Awareness of sexual violence is increasing
- Most of us want to develop our full potential as human beings
- Our ability to develop and interact fully is limited by the norms and stereotypes we have absorbed
- To challenge stereotypes in our own lives, we must identify how they have affected our identity, personal development, and life choices
- To reduce gender-based discrimination, people must be able to recognise it and act upon it
- Recognising gender-based discrimination is sometimes easy and sometimes difficult



Module 6



Sexuality and Society

Sexuality and Society

Sexuality

- Sexuality has to do with how you engage in sexual activity. This includes your sexual attractions (orientation), sexual preferences (likes and dislikes), sexual identity (whether you identify as male, female or something else as well as it includes you express masculinity and femininity).
- Your sexuality is shaped by your sex, gender, body image, self-image, socialisation, values, personality, communications and physical expression.

Sexuality and Society

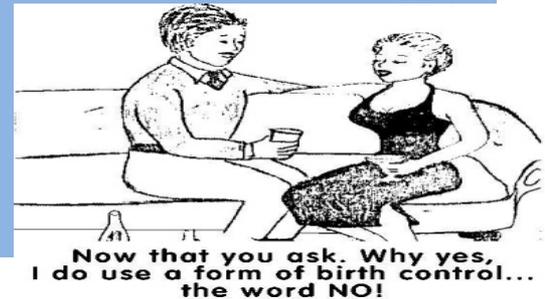
Schools

- Schools help young people to get the right information about their sexual and reproductive rights and responsibilities
- This information helps youth to have safe and responsible sex lives, avoid HIV infection and unwanted pregnancy, protects rights and avoid or reduce coercion
- The information encourages support systems like counseling and healthcare, strengthens male-female relationships, and encourages the fulfillment of one's education and intellectual development
- One of the best things girls can do to protect their sexual and reproductive health is to stay in school
- Although schools should encourage gender equality and girls' empowerment, many girls face sexual harassment when going to and from school and while at school, or face risk of forced sex. Those who become pregnant are forced to leave school

Sexuality and Society

Schools

- In Jamaican society there is stigma and discrimination towards girls who become pregnant during childhood and adolescence
- Children are expected to spend their time focusing on their books and abstain from sexual intercourse that causes pregnancy and leads to the transmission of sexually transmitted infections (STIs)
- This is because society knows there are many responsibilities that accompany sexual intercourse that children are not yet prepared to handle
- Now that you are aware of the body, puberty, and reproduction, you should be better prepared to protect yourself
- Two ways in which you can avoid the negative effects of sexual intercourse are: abstinence and contraceptive use



Sexuality and Society

Music video – ‘Walk and Wine’

Sexuality and Society

Family, Community and Media

- A person's ability to develop a safe and satisfying sex life also depends on support from the family, community, and society
- Social norms and laws related to sexuality can promote, or undermine feelings of self-worth, dignity, health, sense of belonging, and wellbeing
- The media produces images that influence our attitudes, feelings, and expectations about sexuality



Sexuality and Society

Religion and Culture

- Around the world young people grow up with different beliefs and attitudes about sexual relationships and marriage
- Religions and religious leaders have different perspectives on sexuality eg. no sex before marriage (no fornication), no adultery (no other sex partner but your spouse), no to homosexuality, no to contraceptives



Sexuality and Society

Religion and Gender

- Religions hold a wide range of perspectives about gender and sexuality—these perspectives may change over time
- Religious perspectives influence sexuality and gender norms
- Some religious perspectives may be suppressive to women and their sexuality and supportive of male prowess
- Many people find that they do not always agree with their religious leader on issues related to sexuality and gender



Sexuality and Society

Song: 'Boom Bye Bye'



Sexuality and Society

Sexuality and Sexual Practices

- People's sexual orientation are usually classified into three categories: heterosexuality, homosexuality and bisexuality
 - Heterosexuality is sexual attraction to members of the opposite sex (eg. male attracted to female or vice versa)
 - Homosexuality is sexual attraction to members of the same sex (eg. (fe)male attracted to (fe)male);
 - Bisexuality is sexual attraction to members of both sexes (eg. (fe)male attracted to females and males)
- In Jamaica heterosexuality is considered the norm while homosexuality and bisexuality are usually tabooed.
- People who are known to be or suspected of being homosexuals or bisexuals are usually discriminated against eg. verbally and physically assaulted or chased out of their homes



Sexuality and Society

Sexuality and Sexual Practices

- Monogamy and polygamy are types of relationships. Monogamy is the practice of having one partner at a time while polygamy is the practice of having multiple partners at the same time (this includes bigamy which is having more than one spouse (wife/husband)).
- In Jamaica, there are double standards when it comes to gender vs monogamy and polygamy. Usually females are expected to be monogamous (faithful to one partner) while it is often times expected that males practice polygamy (have multiple partners).
- When females practice polygamy they are chastised and called names such as whores, ghetto bicycle etc. while men are at times applauded or given 'props'.
- Being faithful to one faithful partner (monogamy) minimises the risk of contracting HIV and other STIs

Sexuality and Society

Music Video: 'Old Dog Like Me'



Sexuality and Society

Sexuality and Sexual Practices

- Vaginal sex, anal sex and oral sex are forms of sexual penetration. Vaginal sex is the penetration of the penis in the vagina; anal sex is the penetration of the penis in the anus or 'bottom'; oral sex is the penetration of the penis in the mouth and placing the mouth on the vagina during sex.
- Not all three forms of sexual penetration are suited for everyone. It is important that you discuss with your partner each other's preferences.
- Anal and oral sex have traditionally been frowned upon but with time these practices (esp. oral sex) are becoming more accepted.
- Vaginal sex is the most popular form of sexual penetration. Oral sex is increasingly being used in foreplay activities.
- To protect against HIV and other STIs, a condom should be used during vaginal sex, a condom and lubricant used during anal sex and a dental dam or condom should be used during oral sex.



Sexuality and Society

Sexuality and Sexual Practices

Masturbation

- Masturbation is one way human beings express their sexuality
- Some boys and girls masturbate, others do not
- Masturbation is when persons touch their genitals for pleasure and it is often the first way a person experiences sexual pleasure during puberty
- During puberty masturbation should be done alone and in a private place
- Masturbation does not cause physical or mental harm, however some families, religions and cultures believe that it is wrong
- Most people have masturbated at some point in their lives
- How often a person masturbates varies and should be decided by them
- It may be difficult for some persons to talk about masturbation but they should try to talk to a trusted adult
- Masturbation either alone or with a partner, is one way people can enjoy and express their sexuality without risking pregnancy or STIs such as HIV
- People who are single, married, or in a relationship may masturbate. Being in a relationship does not mean that masturbation should or must stop
- It can be an important part of a person's sexual relationship

Sexuality and Society

The Law and Sexuality in Jamaica

- The Sexual Offences Act describes rape as a man having sexual intercourse with a woman against her will. Under this law only a female can be raped.
- The penalty for rape upon conviction is a minimum of 15 yrs to life in prison
- The Sexual Offences Act speaks of statutory rape (having sexual intercourse with a person below 16 yrs, even if the person was a willing participant). Under this law, attempting to have sexual intercourse with a person below 16 years is also an offence.
- According to the Act, if a minor is 'statutorily' raped by an adult in authority (caregivers, teachers, parents etc), then that adult can be sentenced to 15 yrs to life in prison if convicted.

Sexuality and Society

The Law and Sexuality in Jamaica

- The Sexual Offences Act mentions 'Grievous Sexual Assault' which is defined as any of the following actions committed against a person's will:
 - The penetration of someone's anus or vagina by a body part of someone else which is not his penis (eg. a finger) or using an object (eg. a stick)
 - If someone places his penis into the mouth of someone else or causing another person to place his penis into the mouth of someone,
 - Placing his/her mouth onto the vagina, vulva, penis or anus of someone or causing another person to do the same to the person.
- If any of the above offences is carried out on someone under the age of 16 years even if that person is a willing participant, the law still deems it to be Grievous Sexual Assault.
- A person convicted of Grievous Sexual Assault may be sentenced to a minimum of 3 yrs in a Resident Magistrate's Court and in the Circuit Court to 15 yrs to life imprisonment
- The Offences Against the Person Act prohibits anal sex (sex in the anus or 'bottom' whether the anus belongs to a man, woman or animal)
- Incest (sex between certain family members) is also against the law

Sexuality and Society

Sexual Consent and Coercion

- Giving sexual consent means agreeing to have sex.
- All persons have the right to give or withhold sexual consent
- All persons have the responsibility to respect their partners' right to give or withhold consent
- Under the law a person under 16 yrs cannot give consent
- Sexual coercion occurs when someone forces another individual to engage in sexual activity against his or her will
- In a coercive situation, a person may be physically forced to have sex or he/she may fear social or physical consequences for refusing unwanted sex
- Sexual coercion may have serious consequences
- Selling sex may be consensual or non-consensual
- Sexual coercion is always a violation of human rights



Sexuality and Society

- Cultural norms about sexuality are ever changing
- As young people growing into adults it is important that you respect each other's differences.
- Some sexual practices may seem wrong to you but right to someone else and vice versa. Your human rights education should prepare you to show understanding and tolerance towards each other in order to promote peace.
- Sexual norms should not hinder anyone from participating equally in all aspects of society



Module 7



Relationships

Relationships

Introductory Video – *‘Nuh Compatibility’*



Relationships in our Lives

- People have various personal relationships, including loving relationships, throughout their lives
- For most people, important early relationships are formed with members of their family
- Young children look to their parents or to other trusted adults or older family members for unconditional love
- Like all relationships, family relationships are changing



Interpersonal Relationships

- Interpersonal relationships are social associations, connections, or affiliations between two or more people
- Friendship is one of the most important kinds of interpersonal relationships.
- Friendships help people build self-esteem and feel good about themselves
- Every person has many different kinds of friendships
- People may start new interpersonal relationships throughout life. They may also end relationships due to many reasons. For eg toxicity, crisis, abuse, lack of attraction
- A relationship can be harmful to one or both people's well-being
- People are not obligated to remain in relationships, especially in cases where there is abuse or violence taking place



Romantic Relationships

- Courtship and dating refers to social interaction with others who you are romantically attracted to. You may or may not become sex partners
- Norms and practices about courtship and dating vary worldwide
- Ideas about romance and love also vary in different settings
- Falling in love typically involves feelings of passion, sexual attraction, and excitement (crush, romance, or infatuation)
- Children grow up absorb many messages about romance and love
- Loving someone is caring deeply for that person and being committed to his or her well-being and happiness
- When people feel a valued relationship is threatened, they may become very upset and act this out in many ways
- Some people express jealousy with threats, violence, or controlling or manipulating behaviour



Mutually Respectful Sexual Relationships

- All of us want meaningful relationships
- Some relationships may be casual (as in people getting together occasionally just to have sex/'mately') while others are deeper
- The type of relationship one expects to have should be communicated with his/her partner from the outset and discussed later if one person realises he/she wants more
- The nature of relationships may change over time eg. from casual to girl/boyfriend status
- Various factors such as love, communication, cooperation and mutual respect contribute to us having mutually satisfying, responsible, and safe sexual experiences
- Over time all of us learn to develop greater respect, responsibility, and satisfaction in our sexual relationships



Relationships

Music Video – *'Baby on the Brain'*



Gender and Marriage

- Many people form long-term relationships in which they live together—these are called domestic /common-law relationships
- Some people in long-term committed domestic relationships marry formally
- Some people in long-term committed relationships do not marry formally
- Marriage is a complex and deep-rooted social institution that may also reinforce gender norms
- Certain laws and social movements promote gender equality and dignity in marriage



Difficulties in Relationships

- All relationships have periods of difficulty or moments of frustration
- Signs of troubled relationships are:
 - A serious imbalance in respect for each other's dignity and rights
 - Not being able to be yourself
 - Ongoing feelings of loneliness and isolation
 - Feelings of depression
 - Absence of shared values or common interests
 - Ongoing feeling of contempt for one's partner
 - Episodes involving physical, sexual, or psychological violence or the threat of violence
 - One partner trying to control the other
 - A partner having an unexpected outside sexual relationship



Relationships

Video – *'How to Build a Healthy Relationship:
5 Steps to Improvement'*



Ending an Intimate Relationship

- No one should be forced to enter a relationship, to marry, or remain in a relationship
- The end of a relationship is not always mutual. One person may want to go while the other wants the relationship to continue
- People should have the right to seek a divorce or to end the common-law relationship
- The end of a relationship may be associated with strong feelings of sadness, hurt, loneliness, anger, and failure. It may also bring feelings of relief and happiness



Activity

- Psycho-educational Group Activity

Relationships

Group Activity



Module 8



Communication and Decision Making Skills

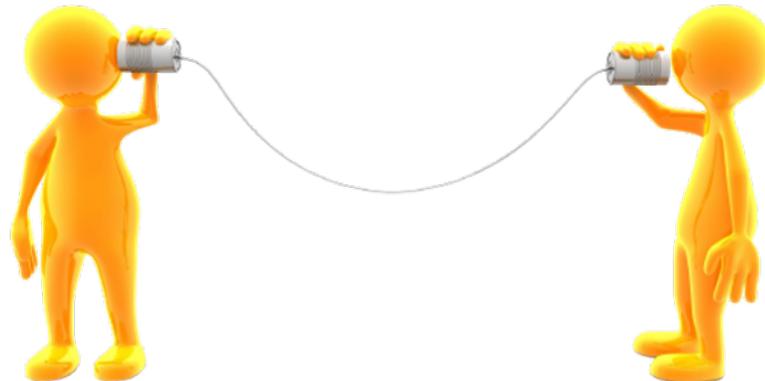
Factors Affecting Communication

- Knowing how to express yourself so that you are understood, and being able to understand what other people are trying to say, are important and empowering skills
- People have different styles and skills in communicating
- Perceptions about an individual's social power and social status affects his or her ability and communication style
- Most people can learn effective communication skills



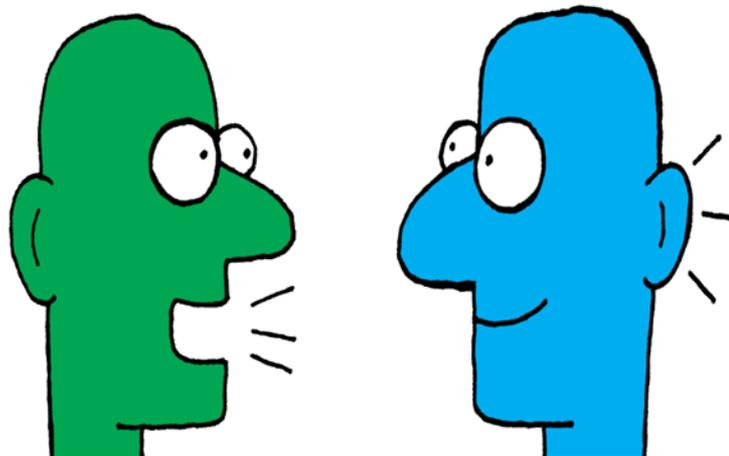
Effective Communication

- Clear communication occurs when the message the sender intends to convey is the same as the message that the receiver understands
- In every situation, one of the most important behaviours for good communication is listening well and with respect
- Cultural norms influence what kind of communication is considered appropriate
- Active and non-judgmental listening can enhance communication
- Many behaviours can impair communication



Effective Communication

- Effective communication behaviours include:
 - Stating one's feelings and starting sentences with 'I' rather than 'you'
 - Acknowledging that all people have a right to their feelings and opinions
 - Avoiding being too direct, judgmental, or controlling
 - Stating as clearly as you can what you want or do not want
 - Helping to identify possible solutions to problems



Effective Communication

- Active listening is an important aspect of effective communication. When you are listening it is helpful to:
 - Try to understand the other person(s)
 - Say things that validate the other person
 - Make eye contact
 - Give positive nonverbal cues
 - Ask for clarification



ACTIVE LISTENING

Communication Styles

- Some people tend to communicate in a way that is direct and firm
- Others communicate in ways that are indirect
- Indirect communication may also be verbal or nonverbal, but often sends a less specific or less defined message
- Sometimes knowing the best way to express oneself is difficult



Talking about Sex and Sexual Issues

- Communication is an important part of a sexual relationship
- Communication with a sex partner is important for ensuring that both people are consenting to engage in sexual activity
- Effective communication can help people protect their own and their partners' well-being
- Communication can also increase mutual trust and pleasure
- Communication is important for clarifying expectations and limits
- Gender norms affect the way people communicate about sex
- Everyone can learn to communicate effectively and comfortably about sexuality



Making Decisions

- An important part of growing up is learning to bring good judgment to making decisions
- The steps that help people to make satisfactory decisions are:
 - Consider all of the options
 - Carefully identify the benefits and disadvantages of each option
 - Where appropriate, seek information or advice from people you trust
 - Make a tentative decision
 - Reconsider the decision if necessary



Acting on Decisions

- After a decision is made, make a plan for carrying out the decision.
- Clarify all the steps necessary for acting on the decision:
 - Consider what will make the decision easiest to carry out
 - Think about likely barriers to carrying out a decision
 - Rehearse your decision safely or privately
 - Discuss the decision and plan with a supportive person
 - Figure out how to carry out your decision in the safest way
 - See information or advice from people you trust
 - If barriers arise in carrying out a decision, develop a different plan of action or rethink the decision
 - Be aware that even when people do not encounter a barrier, they have the right to re-evaluate decisions and change their minds



Activity



Role Plays