

SEXUAL HEALTH EDUCATION CURRICULUM and REUSABLE MENSTRUAL PADS WORKSHOP



Gender and Equality.....	2
Puberty.....	4
Sex and Consent.....	7
Healthy Relationships.....	11
Pregnancy.....	13
Family Planning.....	15
Personal savings.....	18
Menstrual Hygiene.....	20
Reusable Menstrual Pads (RUMPS).....	22

Gender and Equality	
Time: 35 Minutes	Materials: Flipchart, Markers, Chalk, Chalkboard, Flipchart Paper, AGREE and DISAGREE signs
Objective: At the end of this lesson, students will be able to: 1. define “Sex,” “Gender,” “Gender Equality,” and “Gender Inequality.”	
Time & Materials	Lesson Plan
I. Time: 5 minutes Materials: Chalkboard, Chalk, Flipchart paper, Markers	I. Presentation On the chalkboard or flipchart paper, write “SEX,” “GENDER,” “GENDER EQUALITY” and “GENDER INEQUALITY.” Ask students if they know the terms and if they can give examples. <ul style="list-style-type: none"> ▪ Sex = Your Body. The biological differences between males and females. <ul style="list-style-type: none"> ○ Example: Males have penises. Females have vaginas. ▪ Gender = The roles, responsibilities, and expectations that society gives to men and women. <ul style="list-style-type: none"> ○ Example: Men wear trousers. Women wear dresses. ▪ Gender Equality = When men and women have the same opportunities and freedoms. <ul style="list-style-type: none"> ○ Example: Boys and Girls learn in school together. ▪ Gender Inequality = When men and women do not have the same opportunities and freedoms. <ul style="list-style-type: none"> ○ Example: Boys and Girls learn together in school, but only the Girls must clean the classroom.
II. Time: 10 minutes Materials: Chalkboard, Chalk	II. Comprehension Check: Slap the Board <i>On the chalkboard, draw two circles. Label one as GENDER, the other as SEX. Draw a chalk line on the ground about 10 feet in front of the chalkboard. Two or three at a time, students wait behind the chalk line. Read each example aloud. Then say “GO!” The students must run to the board and slap the correct circle. The first student to slap the correct circle wins.</i> Examples: Women have periods, boys place soccer, girls wear skirts, men make money, men have penises, men like engineering, women fetch water, men drive motos, girls are good at reading, women are pregnant, boys have deep voices, men grow beards <i>As a class, discuss questions as they arise.</i>
IV. Time: 15 minutes	IV. Activity: Four Corners and Sharing Opinions <i>Each side of the room has a sign taped up, “Agree” and “Disagree.” Read a statement about gender roles. Students listen to the statement and then walk to the</i>

<p>Materials: AGREE, DISAGREE signs</p>	<p><i>corner of the room under the sign that reflects their opinion. After each statement, students share their opinion and reasoning.</i></p> <p><i>(Note that you may not have enough time to go through every statement)</i></p> <p>Now that we know the difference between sex and gender, we are going to examine our gender attitudes. There are no right or wrong answers to any of these questions.</p> <p><u>Read the following statements:</u></p> <ol style="list-style-type: none"> 1. It is easier to be a man than a woman. 2. A girl who is quiet is more attractive. <ul style="list-style-type: none"> • What does it say about a man who wants his partner to be quiet? 3. Women make better parents than men. <ul style="list-style-type: none"> • Do men lack caring or love? 4. A man is more of a “man” if he has more sexual partners. <ul style="list-style-type: none"> • Introduce the idea of a double standard. Is this fair? What do they say about a girl with many sexual partners? 5. Men are more successful because they are more intelligent than women. <ul style="list-style-type: none"> • No, of course not, but there is something like the go-getter effect. In many cultures, men are more comfortable putting themselves forward, and that can lead to a higher rate of success. Does this mean they are more intelligent? 6. It is strange for a man to carry a baby on his back. 7. It is strange for a woman to be a moto driver. 8. Rwanda has Gender Equality. <p>As you can see, our society shapes the way we think about gender. Society has certain roles and expectations for men and for women. It is not wrong to follow these roles, but you want to make sure these roles are not hurtful, degrading, or hold you back from doing what you want to do.</p>
<p>V.</p> <p>Time: 5 minutes</p> <p>Materials: None</p>	<p>V. Application</p> <p>Ask students if they have any questions about gender or gender equality.</p> <p>Ask: How can you, in your own lives, challenge some of the negative or non-equitable, ways that men and women are expected to act? At school? At home?</p>

Puberty	
Time: 50 Minutes	Materials: Chalk, Chalkboard, Markers, Flipchart Paper, Tape, Drawing of anatomy
Objective: Students will be able to explain the changes both girls and boys go through during puberty.	
Time & Materials	Lesson Plan
I. Time: 5 minutes Materials: Chalk, Chalkboard, Markers, Flipchart Paper	I. Warm-Up and Introduction <i>Have the students line up in order of height.</i> Tell the students that, like everyone's height is different, people go through and experience puberty differently. All of the numbers we give today are averages; if you differ slightly, that is ok! What is Puberty? → The beginning of the physical and emotional change from childhood to adulthood. This usually starts between ages 10-14. However, everyone's body is different, so some may start earlier and some may start later. → Puberty starts when extra amounts of chemicals, called hormones, begin to be produced in the body. These hormones lead to changes in the body. Apart from physical changes, the hormones can cause emotional changes too. So, a growing girl or boy may feel happy one moment, and angry, sad, or confused the next moment. Puberty is the time when our bodies become mature so that we can have children.
II. Time: 20 minutes Materials: Chalk, Chalkboard, Markers, Flipchart Paper	II. Presentation: Female Puberty What physical changes do girls go through? <ul style="list-style-type: none"> • A girl will start to grow taller quickly • A girl's breasts start to grow • Her hips get rounder • Hair grows under her arms and between her legs • A girl's skin makes more oils, which may cause pimples • Sweat glands will become more active • She will start to produce eggs • She starts to menstruate <i>*Use pictures to explain anatomy here*</i> <i>Including: Outside parts (urethra, vagina, anus) and Inside parts (fallopian tube, ovary, uterus, cervix, vagina)</i> Menstruation: <ul style="list-style-type: none"> • Menstruation means that a girl's body is growing up and preparing for the future when she might get pregnant and have a baby. • During menstruation, the lining of the uterus comes out along with blood through the vagina. Bleeding usually last 4 to 7 days (but can last longer or shorter) and usually happens every month. <ul style="list-style-type: none"> ○ <i>Show on drawing:</i> Once a month, an egg which has been growing in the ovary reaches maturity and makes its way down the fallopian tube. It is here that the egg may be fertilized if the woman has had unprotected

	<p>sex. Fertilized or not, the egg continues its journey into the uterus or womb. During this time, the lining of the womb builds up. It is full of nutrients and blood in case the egg is fertilized and grows into a baby. If there is to be a pregnancy the fertilized egg attaches to the wall of the uterus and it is here, in the uterus, that the egg develops into a fetus and eventually a baby. If there is no pregnancy the thick lining of the uterus and the unfertilized egg are shed out of the body as menstrual blood. The cycle then begins again as another egg starts to mature in the ovary and the uterus grows its thick lining again.</p> <ul style="list-style-type: none"> • Most girls have their first period between the ages of 11 and 14. Some girls can start as early as 8 and some at 17 or older. • Menstruation ends during a phase of life called menopause. This usually occurs from the late forties to mid-fifties. • If a girl misses a period, it can mean she is pregnant. However, there are other reasons for missing a period, including high levels of stress or if they are not eating enough. • When you first start your period, it can be irregular. As you get older, periods become more regular. <p>Period Symptoms:</p> <ul style="list-style-type: none"> • Some girls do not feel pain when they have their periods. However, some girls do have slight pains below their bellybuttons and in their lower back. Some may have a lot of pain. The pain is called cramps. These are caused by the muscles of the uterus contracting (like when you make a fist). It is the contraction that pushes out the lining of the uterus each month. • Some girls also may experience PMS, or pre-menstrual syndrome. Sometimes, a few days before they start their periods, girls may experience changes in the level of hormones in their bodies, which can have an effect on their mood. Some girls may feel sad, irritable, or angry. • A girl's breasts may also feel swollen or sore a few days before or during her period. She may also feel abdominal bloating. • To help period pain: exercise, hot water bottle, pain killers, good diet, drink plenty of water. • Some pain during your period is ok, but too much may not be normal. If you are having high levels of pain, reach out to a trusted adult or a healthcare professional. <p>Although menstruation means a girl is biologically able to have a baby, girls are not advised to have a baby until they are out of school, in a committed relationship, and able to financially support the child.</p>
<p>III. Time: 10 minutes</p> <p>Materials: Chalk, Chalkboard, Markers, Flipchart Paper</p>	<p>III. Activity: Nibyo cyangwa Sibyo</p> <ol style="list-style-type: none"> 1. A girl cannot play soccer or participate in physical activities during her period. 2. If a woman misses her period, this could mean she is pregnant. 3. An average period is 4-6 days. 4. The blood coming from a girl during her period means that she is unclean. 5. When a girl has her first period, she is ready to have a child.

<p>IV. Time: 10 minutes</p> <p>Materials: Chalk, Chalkboard, Markers, Flipchart Paper</p>	<p>IV. Presentation: Male Puberty</p> <p>→ Generally, puberty starts later for boys than for girls, usually between 9 and 14 years. Changes can take place over the course of 1 year, or can last as long as 6 years.</p> <p>What physical changes do boys go through?</p> <ul style="list-style-type: none"> • Boys get taller quickly • His muscles get bigger • Shoulders get wider • Grows hair on face, underarms, between legs • A boy's skin makes more oils, which may cause pimples • Sweat glands will become more active • His voice will crack and become deeper • His testicles, scrotum, and penis grow larger • He will be able to have erections and ejaculate • Boys begin to produce sperm <p>What is sperm?</p> <ul style="list-style-type: none"> • Sperm are the male cells that make it biologically possible for a man to create a baby with a woman. Sperm is produced in the testicles. They are very small; you cannot see them. They are part of the milky, white fluid, called semen, that comes out when a boy ejaculates. Semen is a mixture of fluids and sperm. <p>What is an erection?</p> <ul style="list-style-type: none"> • This is when the internal tissue in the penis fills with more blood than usual. The tissues become stiff when they are full of blood. Then the penis grows larger and harder and points away from the body. • Erections may happen when a boy wakes up, is feeling nervous, is the penis is touched, or the boy is having sexual thoughts, or it may happen for no reason at all (which is normal during puberty).
<p>V. Time: 5 minutes</p> <p>Materials: None</p>	<p>V. Discussion</p> <p>Remember, that everyone goes through puberty at their own pace. We all need to be respectful of the changes each other, boys and girls, are going through.</p> <p>Ask if the girls have any specific questions about puberty.</p> <p>If there is time left, discuss:</p> <ul style="list-style-type: none"> • Do you have anyone you can go to if you have questions about puberty or menstruation?

Sex and Consent	
Time: 55 Minutes	Materials: Chalk, Chalkboard, Markers, Flipchart Paper, Tape, SEXUAL ASSAULT and NOT SEXUAL ASSAULT papers (5 each, 10 total)
Objective: Students will be able to define “sexual consent,” “pressure,” and “sexual assault.” Students will be able to identify situations where respecting consent/boundaries is or is not present.	
Time & Materials	Lesson Plan
I. Time: 5 minutes Materials: None	I. Warm-Up <p><i>Walk up to a student. Ask the student, “May I borrow your notebook? Is that okay?” The student says yes. Then ask, “May I also borrow your pen? Is it no problem?” Wait for the student to say yes again.</i></p> <p><i>Walk to another student’s desk. Without saying anything, snatch the student’s pen and notebook and walk away with them.</i></p> <p><i>Return the pens and notebooks and ask, “What was the difference between the two interactions? Was one better than the other? Why?”</i></p> <p><i>Students provide answer: the facilitator asked permission first with the first student, but did not ask permission with the second student.</i> →The first interaction had consent. The second interaction did not.</p>
II. Time: 25 minutes Materials: Chalk, Chalkboard, Markers, Flipchart	II. Presentation <p><i>Reiterate that this is a safe space. Welcome any questions.</i></p> <p><u>Sex</u> Sex can be very different things to different people, but when we are talking about sex medically or scientifically we usually refer to three different sexual acts: Oral Sex – contact between one person’s genitals (penis, vulva/vagina, or anus) and another person’s mouth. Vaginal Sex – insertion of a penis into the vagina Anal Sex – insertion of a penis into the anus</p> <p>*Remember what we talked about last week: Just because a girl has started menstruating does not mean she is ready to have sex or marry. Beginning to menstruate is a physical process, having sex is a physical and emotional interaction with another person. Girls need to be physically and emotionally ready for this.</p> <p>Sex is a serious decision. It is very important to <i>communicate</i> with your partner about sex. Before you have sex, you should talk about it with your partner. You must both have permission to touch each other.</p> <p><u>Sexual consent</u> Sexual consent is when both people honestly say yes to sexual activity. You must have consent before:</p> <ul style="list-style-type: none"> • Touching

- Kissing
- Sex (anal, oral, vaginal)

Every person (men and women) has the right to say YES or NO to any touching, kissing, or sex.

You must respect other people's consent because you would want your consent respected by others.

Consent must be a **verbal "yes."**

1. Body language is not enough
2. Facial expressions are not enough
3. *Not* saying "no" is not the same as saying "yes"
4. **No** *always* means **no**
5. **Only "yes" means "yes"**

Verbal consent is necessary even if:

- He is your boyfriend or husband
- You go to his house late at night
- You are wearing revealing clothing
- You or your partner has had sex with lots of people before
- You or your partner drank much alcohol (*be sure to explain that drunk people can sometimes not give consent if they are too drunk to walk, talk, or understand what is happening*)

Consent is a **continuous process**. There must be verbal consent every step of the way.

1. If you have sex with your boyfriend once, it does not mean you can have sex with him anytime you want. Both you and your partner must say you want to have sex before each time.
2. If a person says yes to one thing (i.e. Kissing), it does not mean they are saying yes to everything (i.e. Sexual Intercourse).
3. Consent can be withdrawn at any point. If someone changes their mind, then they have the right to stop.

You must talk with the person openly and honestly about if you do or do not want to participate in sex. You must listen to your partner and trust and respect their answer.

Pressure

Pressure is when you encourage someone to do something that they don't want to do. It is not okay to **pressure** someone to have sex because pressure is not consent.

Some examples of pressure include:

1. "If you love me, then you will have sex with me."
2. "If you do not have sex with me, then I will break up with you."
3. "Only little girls don't have sex. If you are mature, then you'll have sex with me."

	<p>You can also be pressured by your friends to have sex with your boyfriend. They might tease you if you do not have sex.</p> <p><u>Sexual Assault</u> Sexual Assault is when a person touches another person on their private parts (breasts, butt, vagina, penis) without consent. Rape is when one person forces another person to have sex without consent. Rape is an example of sexual assault.</p> <p>Both males and females can be victims of sexual assault. Both males and females can commit sexual assault. Rape is most often committed between 2 people who know each other: Boyfriends, husbands, friends, classmates, neighbors, etc.</p> <p>Remember! It is okay to want sex <i>or</i> to not want sex; it is your personal decision! No one should pressure you either way. Having sex does not make you a bad person. But it is very important that BOTH people communicate honestly, give consent continuously, respect the words and feelings of their partner, and be safe.</p>
<p>III. Time: 20 minutes</p> <p>Materials: SEXUAL ASSUALT and NOT SEXUAL ASSAULT signs</p>	<p>III. Comprehension Check: Consent or No Consent? <i>(Please note: you may not be able to get through every scenario.)</i> <i>The class breaks into small groups. Each group is given a SEXUAL ASSAULT and a NOT SEXUAL ASSAULT paper. Read aloud each scenario. Groups have 30 seconds to discuss and decide whether or not there is consent. After a minute, say "1, 2, 3, GO!" and groups raise their papers. Take time to discuss each scenario as questions arise.</i></p> <ol style="list-style-type: none"> 1. A girl tries to push away a classmate when he starts touching her legs in class. She says nothing because she is embarrassed. 2. A girl and her boyfriend are kissing. He starts to touch her breasts. She tells him "stop. I only want to kiss." He stops touching her and they continue to kiss instead. 3. A teacher tells his student that if she has sex with him he will give her good marks. 4. A girl is very drunk and cannot walk or talk. A friend carries her home and has sex with her. 5. A boy and girl are having sex. She says "I change my mind. Stop." He stops having sex with her. 6. A girl sleeps at a neighbor's house. He touches her vagina and breasts while she is sleeping. 7. A boy does not want to wear a condom with his girlfriend. She says "I want to have sex, but only with a condom." He has sex with her without a condom anyway. 8. A boy wants to have sex with his girlfriend, so he tells her "if you do not have sex with me, then I will tell your parents that you did have sex with me." 9. A girl and a boy like each other. He asks her "May I kiss you?" She tells him yes. They kiss. 10. A girl is wearing a skirt that comes above her knees. A boy grabs her butt. 11. A boy wants to have sex with a girl, but he does not have a condom. She tells him it is okay because she is not sick. Later on he learns that she is HIV-positive and lied to him. 12. A boy has a sexual relationship with his girlfriend. One day she is sick and says she does not want to have sex today. He makes her tea and does not have sex with her.

	13. While they are kissing, a boy asks his girlfriend if she wants to have sex, she says no but she smiles and kisses him. The boy thinks she really means yes, so he has sex with her.
IV. Time: 5 minutes Materials: None	IV. Discussion <i>(Please note: you may not be able to get through every question.)</i> 1. What do you do if you want to have sex, but your boyfriend does not want to have sex? 2. Do girls ever say “no” to sex when they secretly do want sex? Is this good communication? 3. What do you think about a girl who directly asks for sex first instead of her boyfriend? If a girl asks to have sex, does she have bad morals? If a boy asks to have sex, does he have bad morals? 4. What can you do if you think that your friend is pressuring his girlfriend to have sex?

Healthy Relationships

Time: 55 Minutes

Materials: Flipchart, Markers, Chalkboard, Chalk, Blank pieces of paper, Pictures of shapes, Sketches prewritten on paper

Objective: At the end of this lesson, students will be able to: 1. list qualities of a healthy relationship; 2. define “healthy communication;” 3. list 4 strategies of healthy communication.

Time & Materials

Lesson Plan

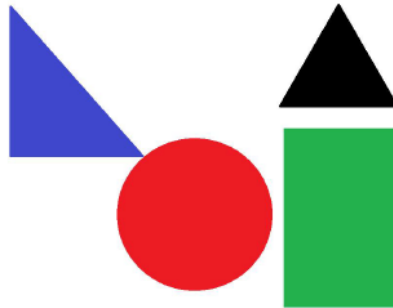
I.

Time: 10 minutes

Materials: Blank pieces of paper, Pictures of shapes, Markers

I. Warm-Up

The students break into pairs. Each pair has one artist with a blank piece of paper and colored markers. The second student is shown this picture of colored shapes:



The artist cannot see the picture. The second student must describe the picture and get the artist to recreate the picture. After a few minutes, the artists stop. The team with the most accurate recreation wins.

Discussion:

- Was this difficult or confusing? Was it easy? Why?
- Artists, what did your teammates do or say that helped?

II.

Time: 15 minutes

Materials: Flipchart, Markers, Chalkboard, Chalk

II. Presentation

What types of relationships are there?

- Romantic, friends, family, professional

What makes a healthy relationship?

- Make a list of all the qualities that can make up a healthy relationship: love, trust, respect, honesty, willingness to compromise, etc.
- Make sure to include: Good communication is key to any kind of relationship.

Why is **communication** important?

- We cannot read minds. To understand each other, we must share our thoughts and feelings using our words.

	<p>Healthy Communication is when each person can express their thoughts, feelings, and beliefs in direct, honest and appropriate ways.</p> <p>What are examples of bad communication?</p> <ul style="list-style-type: none"> • Lying, yelling, blaming, not listening, violence, etc. <p>Strategies for Healthy Communication:</p> <ul style="list-style-type: none"> • Staying Calm: Do not immediately react to a situation that makes you upset or angry. Stop, breathe, count down from 10, think, then react. Practice counting down from 10 as a class. • Being Honest: Tell the truth about how you feel or why you are upset. If you pretend that you are happy when you are not happy, then problems will not be resolved. • Listening: Give the other person or people an opportunity to talk about their feelings or explain themselves. After you listen to someone, you should be able to paraphrase and repeat their ideas back to them. • Sympathizing: Try to understand the situation from the other person's perspective and respect their feelings.
<p>III.</p> <p>Time: 25 minutes</p> <p>Materials: Sketches prewritten on paper</p>	<p>III. Activity</p> <p>Students split into 3 groups and are given a prompt to act out. Each group will act out two scenarios: one where they react using healthy communication and another using unhealthy communication.</p> <ol style="list-style-type: none"> 1. You hear a rumor that your boyfriend is seeing another girl. What do you do? 2. Your teacher gave you a zero on your exam because he lost your paper. You are angry. 3. Your friend Diane uses your phone without asking. You are annoyed. 4. Your sister is yelling at you to wash the dishes, even though you are trying to explain that you have a test to study for. <p>After each sketch, ask the class: How was that communication healthy or unhealthy?</p>
<p>IV.</p> <p>Time: 5 minutes</p> <p>Materials: None</p>	<p>IV. Wrap Up</p> <ol style="list-style-type: none"> 1. What are some ways you can cope with someone else who is not communicating in a healthy way? 2. How can you encourage others to use healthy communication? 3. When can it be difficult to communicate in a healthy way?

Pregnancy	
Time: 45 Minutes	Materials: Chalk, Chalkboard, Markers, Flipchart
Objective: Students will know the signs and symptoms of pregnancy and be able to describe the growth of the baby during each trimester.	
Time & Materials	Lesson Plan
I. Time: 5 minutes Materials: Chalk, Chalkboard, Markers, Flipchart	I. Warm-Up <i>Tell the students you will read a phrase about pregnancy. Ask those who agree to raise their hands.</i> Phrases: <ul style="list-style-type: none"> • Pregnancy is easy on a woman's body. • Having a healthy pregnancy is only the woman's responsibility. • Getting pregnant before age 18 has no negative consequences. • A pregnant woman must go to at least 4 antenatal care visits.
II. Time: 30 minutes Materials: Chalk, Chalkboard, Markers, Flipchart	II. Presentation Pregnancy is when a woman begins growing a baby. This happens after the time a man and a woman have sex, and a sperm meets an egg. Pregnancy lasts about 40 weeks from the last period, and 38 weeks from conception. Most women begin showing signs of pregnancy between 6-8 weeks along. Signs and Symptoms of Pregnancy: <ul style="list-style-type: none"> • Missing your period • Food aversions, hunger, cravings • Mood swings • Feeling bloated • Frequent urination • Fatigue • Sore breasts • Light bleeding or spotting • Nausea <p>If you think you are pregnant, you should get a test done right away. You can get these at the health center.</p> <p>During pregnancy, the sperm fertilizes the egg. The fertilized egg then travels down the fallopian tube and attaches to the inside of the uterus. This takes about 1 week-10 days.</p> <p>Once in the uterus, the baby begins to grow. Within the first 12 weeks, the embryo develops the basic outlines of the body system, including organs, fingers, eyes,</p>

	<p>mouth, ears. The placenta also begins to form. This is called the first trimester (week 1-12).</p> <p>During the second trimester (week 13-25), the baby starts to respond to outside stimuli, like sound, touch, and light. Skin and hair begin to grow. Facial features become more developed. The baby will start to move and you will be able to hear a heartbeat. The baby's sex organs are also beginning to grow so it is possible to see if you are having a boy or a girl.</p> <p>During the third trimester (week 26-40), the baby begins to develop brain activity. The lungs begin to develop. The baby will be more active, and the mother will be able to feel lots of kicking and punching. The baby forms layers of fat, in order to get it up to its birth weight.</p> <p>Pregnancy can strain a woman's body. A woman needs to take care of herself so that her baby is healthy.</p> <ul style="list-style-type: none"> • Extra nutrients (more food, varied diet, micronutrients) • Daily rest • Prevent infectious diseases, including proper hygiene practices and always using a mosquito net • Avoid all tobacco and alcohol • Deliver at the health center with a trained professional
<p>III. Time: 5 minutes</p> <p>Materials: Chalk, Chalkboard, Markers, Flipchart</p>	<p>III. Presentation</p> <p>Go to 4 Antenatal Care visits during pregnancy.</p> <ul style="list-style-type: none"> • Before 16 weeks • 24-28 weeks • At 32 weeks • At 36 weeks
<p>IV. Time: 5 minutes</p> <p>Materials: None</p>	<p>IV. Discussion</p> <p>Remind students that while getting pregnant is a beautiful, natural process, one should remember that having a baby is a lot of work and you should only get pregnant if you are able to take care of that baby.</p>

Safe Sex and Family Planning	
Time: 55 Minutes	Materials: Chalk, Chalkboard, Wooden Penises, Condoms, Flipchart Paper, Tape
Objective: Students will be able to explain each method of family planning. Students will be able to correctly use a male condom.	
Time & Materials	Lesson Plan
I. Time: 5 minutes Materials: None	I. Warm-Up: Stand Up, Sit Down Read some statements. If students agree with the statement, they stand up. If they do not agree, they stay seated. After each statement, ask students if they have any comments or reasons that they want to share. 1. If a girl has condoms in her purse, she is probably a prostitute. 2. It is normal and healthy to have sex. 3. It is embarrassing to talk about sex. 4. It is embarrassing to buy condoms.
II. Time: 20 minutes Materials: Chalk, Chalkboard, Flipchart paper, markers, pictures or examples of each method	II. Presentation If you are in a healthy relationship, you may decide you and your partner are ready to have sex. When a man and a woman want to have sexual intercourse without having a child, they can use a “family planning” method. Using family planning is not something to be embarrassed of! It is for your own health and wellbeing. What is the most effective way to prevent pregnancy? <ul style="list-style-type: none"> Abstinence is the total avoidance of sexual intercourse. It is the safest and most effective way to prevent pregnancy and other STIs, including HIV. Explain that if they chose to have sex, there are several ways to prevent pregnancy, but some are more effective than others. Oral contraceptives: <ul style="list-style-type: none"> Also called “birth control pills” or just “the pill,” oral contraceptives contain hormones to prevent a woman from getting pregnant. A woman must remember to take a pill every day and complete all of the pills in each pack to be fully protected. If a pill is missed, you can get pregnant. Pills ONLY prevent pregnancy, not HIV or other STIs. “Injection,” or shot: <ul style="list-style-type: none"> The injection is a shot of hormones under the skin that is given by a health care worker. Each injection lasts for 1 to 3 months, depending on the type.

	<ul style="list-style-type: none"> • Injections ONLY prevent pregnancy, not HIV or STIs. <p>Implant:</p> <ul style="list-style-type: none"> • One or two small, soft rods implanted in the woman's upper arm that release a steady low dose of hormones over a period of 3 to 5 years. • Implants can be removed at any time, but they must be inserted and removed by a trained provider. • Implants ONLY prevent pregnancy, not HIV or STIs. <p>Intrauterine Device (IUD):</p> <ul style="list-style-type: none"> • The IUD is a small plastic or metal device, shaped like a T, that prevents the sperm from reaching the egg. • A health care provider inserts the IUD into the uterus to prevent pregnancy. • It can stay in place to prevent pregnancy for up to 10 years, and can be removed at any time by a health care worker. • It is one of the most effective forms of birth control and it is nonhormonal. • The IUD ONLY prevents pregnancy, not HIV or other STIs. <p>Condoms:</p> <ul style="list-style-type: none"> • Condoms can protect against both pregnancy and STIs, including HIV. • The male condom is a thin rubber tube, and when the man puts it over his penis, it stops the sperm from entering a woman's vagina. • The female condom is made out of plastic and looks like a cup. It prevents sperm from entering a woman's vagina. It is a longer, wider tube than a male condom with a ring at both ends. The inner ring is inserted into the vagina, and the outer ring lies outside the vagina and is used to keep it in place. It can be inserted hours before sexual activity begins. Insertion may require practice. • Male condoms are free at many clinics. • Condoms are only effective if used properly. Read the packet instructions and seek advice if you are not sure how to use a condom properly. If used incorrectly, the condom may break or leak. • If you choose to use condoms as your family planning method, make sure you are always prepared and have condoms at hand. <p>➔ Because Condoms are the only birth control option to protect against HIV/STI's, you may want to wear a condom even if you are using another kind of family planning method.</p>
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<p>III. Time: 25 minutes</p> <p>Materials: Wooden Penises, Condoms, Chalk, Chalkboard, Flipchart Paper</p>	<p>III. Demonstration</p> <p>Hand out condoms and wooden penises to students. Step by step, demonstrate how to use a male condom while students follow suit at their desks. Indicate pre-written steps on a flipchart paper.</p> <ol style="list-style-type: none"> 1. Check the quality of the condom. A) Expiration Date (EXP: __/__/__) B) Check for holes (bad) and air (good) 2. Open the package carefully. <i>(Do not use a razor or your teeth.)</i> 3. See which way the condom rolls. The rolled rim should be on the outside of the condom like a hat. 4. Position the condom. Pinch the tip so that there is no air. <i>(There must be space at the top for ejaculate to go after the man's orgasm)</i> 5. Place the condom on the tip of the hard penis. Roll the condom down to the penis. 6. Have sex. 7. When finished, hold the base and roll the condom off of the penis. 8. Tie it and throw it away. Never reuse a condom. <p>→ Never use two condoms at once → Never use a condom more than once</p>
<p>IV. Time: 5 minutes</p> <p>Materials: Chalk, Chalkboard, box, little pieces of paper</p>	<p>IV. Discussion</p> <ol style="list-style-type: none"> 1. Is it difficult to talk about sex and family planning? Why? 2. Where can you find condoms or other forms of family planning? Would you feel comfortable asking for these at a health center? Why or why not? 3. Does everyone always wear condoms during sex? Why do some people not wear condoms? Are these good or bad reasons? <i>(Possible good reasons include: wanting a baby or having one faithful partner. Possible bad reasons include: too embarrassed to buy a condom, not liking how it feels, don't want them to think that you're hiding a disease.)</i> <p>→ Have a box for anonymous questions!</p>

Personal Savings	
Time: 55 Minutes	Materials: Chalk, Chalkboard, Markers, Flipchart,
Objective: Students will learn the importance of savings and be able to define budget, income, and expenses. They will be able to make a budget and calculate their savings.	
Time & Materials	Lesson Plan
I. Time: 5 minutes Materials: Chalk, Chalkboard, Markers, Flipchart, prewritten list of items and prices	I. Introduction Hang up photos of various items and a flipchart listing each item's cost. <ul style="list-style-type: none"> - Fanta 400 - Notebook 200 - Pen 100 - Biscuits 200 - Soap 200 - Ball 600 - Seeds to grow beans 400 - Justin Bieber Poster 400 <p>Each student receives 1000 hypothetical RwF. The students take a few minutes to purchase what they want. Ask a few students to share what they bought. Then, explain that the students must give 200 RwF to the teacher for school fees and now only has 800 RwF to purchase items. Give students a minute to modify their choices.</p> <p>Finally, ask the following questions:</p> <ol style="list-style-type: none"> Why did you choose which items? Why couldn't you have all the items? How did your list of items change when you the amount you had was reduced? In other words, what items did you eliminate and why?
II. Time: 25 minutes Materials: Chalk, Chalkboard, Markers, Flipchart, prewritten story and chart	II. Presentation: Money Management & Saving <ul style="list-style-type: none"> • Most of us don't have enough money to pay for everything we want/need • We must make smart choices with our money • For future goals, we must learn how to save our money <p>Savings = Money that you do not use today in order to afford something that you want or need in the future. You can save for:</p> <ol style="list-style-type: none"> 1. Personal Use (clothes, entertainment, cell phones, TV, radios, travel, shoes, etc.) 2. Emergencies (health insurance, death in family, natural disasters, illness or injury) 3. Future Opportunities (education, training, business investments, assets like a house, motorcycle, retirement, etc.) <p>Budget = a plan used to decide the amount of money that can be spent and how it will be spent. Budgets measure incomes and expenses.</p> <p>Income = Money coming in, or the money you earn.</p> <p>Expenses = Money going out, or the amount of money that you spend. Expenses should never be more than your income.</p>

	<p>Hang up a flipchart paper with a story on it:</p> <p>“Immaculee helps her family sell vegetables at the market every week. On Tuesdays, she normally earns 5000 RWF. On Fridays, she normally earns 10,000 RWF. Every day she spends 1000 RWF on food. Every Monday she spends 1000 RWF on airtime for her family’s phone. Immaculee wants to buy a new coat, which costs 18,000 RWF. How long will it take Immaculee to earn enough money for the coat?”</p> <table><tr><th colspan="4">Immaculee’s Weekly Budget</th></tr><tr><th></th><th>Income</th><th>Expenses</th><th>Savings</th></tr><tr><td></td><td>5,000 (Tuesday Market Day)</td><td>7000 (Daily food x 7 days)</td><td></td></tr><tr><td></td><td>10,000 (Friday Market Day)</td><td>1000 (airtime)</td><td></td></tr><tr><td>Total</td><td>15,000</td><td>8,000</td><td>7,000</td></tr></table> <p>Draw a budget template on the chalkboard and walks the students through each section. For each week, how much income does Immaculee have? How many expenses does Immaculee have? How much will Immaculee have at the end of each week?</p> <p>If Immaculee’s weekly income is 15000 RWF and her weekly expenses are 8000 RWF, then her weekly savings is 7000 RWF. It will take Immaculee 3 weeks (7000 x 3) to save enough money for the coat.</p>	Immaculee’s Weekly Budget					Income	Expenses	Savings		5,000 (Tuesday Market Day)	7000 (Daily food x 7 days)			10,000 (Friday Market Day)	1000 (airtime)		Total	15,000	8,000	7,000
Immaculee’s Weekly Budget																					
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Total	15,000	8,000	7,000																		
<p>III.</p> <p>Time: 20 minutes</p> <p>Materials: Chalk, Chalkboard, Markers, Flipchart, prewritten chart</p>	<p>III. Demonstration</p> <p>Ask the students to identify a savings goal. Draw a simple chart on the chalkboard for students to reference:</p> <table><tr><th>Item/Goal</th><th>Cost of Item</th><th>Income every week</th><th>Expenses Every week</th><th>Savings Every week</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>-What is the goal? (e.g. a football)</p> <p>-What are the costs of the savings goal? (e.g. a ball costs 3,000 Francs)</p> <p>-What is the time frame in which you want to realize this goal? (E.g. I want to purchase a ball within the next year.)</p> <p>-How much money do you need to save over time to achieve this goal (E.g. I must save 250 francs a month for a year to buy a football)</p> <p>After a couple of minutes, students share their savings goals. How long will it take them to save for their goals? How will you keep your savings safe?</p>	Item/Goal	Cost of Item	Income every week	Expenses Every week	Savings Every week															
Item/Goal	Cost of Item	Income every week	Expenses Every week	Savings Every week																	

Menstrual Hygiene

Time: 55 Minutes

Materials: Chalk, Chalkboard, Markers, Flipchart, Tape, Disposable pad, Reusable pad, and Tampon

Objective: Students will know the importance of and how to practice menstrual hygiene in their everyday lives

Time & Materials

Lesson Plan

I.

Time: 5 minutes

Materials: Disposable pad, reusable pad, and tampon

I. Introduction

Show the students a disposable pad, a reusable pad, and a tampon. Ask the girls if they know what each of them are. Briefly explain each one.

II.

Time: 25 minutes

Materials: Chalk, Chalkboard, Markers, Flipchart, prewritten charts

II. Presentation

Lack of hygienic practices when menstruating can lead to infection. For example, using unclean pads or materials can introduce bacteria. Not changing pads enough can cause skin irritations. It is quite easy to develop yeast infections or urinary tract infections from unclean menstrual health practices.

How to capture the blood?	<ul style="list-style-type: none"> Place a cloth, pad, cotton or tissue on your underwear. Never insert the material inside your vagina. Change the cloth, pad, cotton or tissue every 2 to 6 hours or more frequently if you think that the blood flow is getting heavy
How to dispose of the cloth, pad, cotton or tissue?	<ul style="list-style-type: none"> If you are re-using a cloth, put it into a plastic bag until you can wash it with hot water and soap and then dry it in the sun. If you are using a pad, tissue or cotton, or want to dispose of your cloth, wrap it in paper to make a clean package and put it in the bin so it can be burned later. If there is no other option, drop it straight in the latrine pit as long as it is not a water seal pour flush pan as this could easily become blocked.
How to keep yourself clean during your period?	<ul style="list-style-type: none"> Every day (morning and evening if possible) wash your genitals with soap and water. Keep unused cloths and pads clean (wrapped in tissue or plastic bag) for further use. Pat the area dry with a clean cloth, and put a fresh cloth (such as tissue), pad, cotton, or tissue on your underwear. Always wipe from front to back after going to the bathroom. Never douche (washing out the vagina with water).

Menstrual Hygiene Material:	Where to put it:	When to change it:	How to dispose of it:
Disposable Pads	Place comfortably in the underwear	Change every 2-6 hours	Should be burnt after use
Reusable Pads	Place comfortably in the underwear	Change every 2-6 hours	Should be washed with soap and water and hung in the sun after use
Tampons	Tampons should be inserted in the vagina with the string hanging out	Change every 2-6 hours	Should be burnt after use

	Make sure to bathe, especially your private areas, every day when you are on your period.
III. Time: 20 minutes Materials: Chalk, Chalkboard, Markers, Flipchart, prewritten instructions	III. Demonstration Cleaning your reusable pad: <ul style="list-style-type: none"> • Soak 30 minutes in cold water (may add salt to aid in stain removal) to loosen any fluids before washing. • Rinse and squeeze pads until water runs clear. • Scrub remaining stain gently. Do NOT use bleach or over-scrub. This will lead to reduced life of the pad. • Hang to dry in the sun. Do not hang in the shade.
IV. Time: 5 minutes Materials: none	IV. Discussion Remind the girls that we will make reusable pads during the next class. Ask if there are any question.

Reusable Menstrual Pads (RUMPS)	
Time: 55 Minutes	Materials: Chalk, Chalkboard, Markers, Flipchart, Igitenge, Towels, Liners, Thread, Needle, Scissors, Buttons
Objective: Students will know how to make a reusable menstrual pad.	
Time & Materials	Lesson Plan
I. Time: 5 minutes Materials: None	I. Warm-Up Ask the students if they remember what a reusable menstrual pad is. Ask students the benefits of reusable pads: <ul style="list-style-type: none"> • Stay clean during my period. • Continue to go to school during my period. • Save money. • Play soccer or be active during my period.
II. Time: 45 minutes Materials: Igitenge, Towels, Liners, Thread, Needle, Scissors, Buttons, cover and liner stencils	II. Presentation Covers: <ul style="list-style-type: none"> • Hand out 1 piece of cotton fabric to each student. • Hand out the 4-5 “cover” stencils for students to share. • Instruct students to trace the “cover” stencil onto the fabric 2 times. • Instruct students to take turns cutting the traced “covers” out of their fabric with scissors. • Students should end this step with 2 “covers” for their menstrual pad. • “Covers” will hold the “liners” of the menstrual pad in place. • On the length of the “covers,” there is cloth coming out of the sides. These are called the “wings” of the menstrual pad. Liners: <ul style="list-style-type: none"> • Hand out 1 piece of towel, and 1 piece of plastic to each student. • Hand out 4-5 “liner” stencils for students to share. • Instruct students to trace the stencil onto the towel 2 times, and onto the plastic 3 times. • Instruct students to take turns using the scissors to cut the “liners” out. • Each student should end this step with 2 towel “liners”, and 3 plastic “liners.” Sew the Pad: <ul style="list-style-type: none"> • Hand out the sewing materials to each student. • Instruct students to sew their 2 towel liners to 1 of their “covers.” • Instruct students to sew their plastic liners to the other cover. • Instruct students to place the 2 “covers” back-to-back, so that the “liners” are facing out. • Instruct students to sew the 2 “covers” together, but not completely. They should leave a small hole in one side.

	<p>Finish the Pad:</p> <ul style="list-style-type: none"> • Instruct students to turn the menstrual pad inside out, using the hole they made when sewing the “covers” together. • Once the pad is turned inside out, students should sew the hole closed. • Instruct students to find the side with the towel lining, and place it facing up. They should sew their button onto a “wing” of the menstrual pad. • Instruct students to cut a small hole for the button in the other “wing”, and sew a few stitches around the hole to keep it from tearing. • The button should fasten shut on the side with the plastic “liner.”
<p>IV. Time: 5 minutes Materials: None</p>	<p>IV. Discussion</p> <p>Ask the students if they remember how to wash a reusable menstrual pad. Review the steps:</p> <ul style="list-style-type: none"> • Soak 30 minutes in cold water (may add salt to aid in stain removal) to loosen any fluids before washing. • Rinse and squeeze pads until water runs clear. • Scrub remaining stain gently. Do NOT use bleach or over-scrub. This will lead to reduced life of the pad. • Hang to dry in the sun. Do not hang in the shade.