

Day GLOW TOBE Today

Gender & Development Council 2013

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So you want to host a Day GLOW/TOBE Today?!

Day GLOW and TOBE Today are day camp versions of GAD's GLOW/TOBE summer camps. GLOW is the *Girls Leading Our World* camp for young women, and TOBE is the *Teaching Our Boys to Excel* camp for young men. Not all students get the opportunity to participate in the GLOW/TOBE camps, but that's no reason you can't bring GLOW/TOBE to them. With this manual, we hope to provide a useful tool to help all volunteers reach their own students or colleagues and spread the message of gender equality in Ukraine. In addition, it's a great way to interest and give students a preview of what summer GLOW/TOBE has in store.

In the following manual you will find lesson plans on a variety of topics dealing with issues faced by young men and women, especially in Ukraine. The manual is organized to meet your students' unique needs. You can mix and match any lesson or follow some of the sample schedules. Feel free to modify anything and everything.

Once you complete your Day GLOW or TOBE Today camp, please fill out the Reporting Form (in the Appendix of this manual) and return it to campglowtobeukraine@gmail.com.

For pictures, videos and more information about GLOW/TOBE summer camps, visit the GLOW/TOBE blog at <http://globeukraine.blogspot.com>.

Enjoy and Empower!

Topic Modules

Outline of Lesson Plans
and Activities by Theme

How to GLOW

These lessons cover slightly more broad topics that can be covered more thoroughly with the other lesson modules

| | | |
|--|---|--------|
| What does it mean to GLOW? | Different activities addressing women's role in the world (includes role models) | 45mins |
| Alternative What does it mean to GLOW? | Alternative activities of the above lesson plan (including role models and "That Girl Rocks") | 45mins |
| Girls' Bill of Rights | Discusses inequalities women face | 45mins |
| I am lovable and capable | Girls will learn how to deal with low self-esteem and body image issues | 45mins |
| Role Models | Discusses what a role model is and who are some examples | 55mins |

Healthy Relationships

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|--------------------------------|---|------------|
| Building a Communication House | Students will be able to identify and distinguish between open, healthy relationships and harmful ones | 45mins |
| Men/Women in a Box | Students will identify the stereotypes that are associated with the male and female genders and how these are limiting and harmful | 30-45 mins |
| Communication Confusion | Students will look at the different "lessons" they have been taught their whole lives and how these might affect open communication | 45mins |
| Gender Violence | Students will discuss types of gender violence as well as examples | 60mins |
| Building Strong Individuals | Students will talk about gender violence and who it affects | 25-30 mins |

HIV/AIDS

| | | |
|---|---|----------------|
| Understanding Stigma and Discrimination | Students will better understand stigma (feeling) and discrimination (action) -- two of the major barriers to behavior change relating to HIV/AIDS prevention, treatment, support and care. | 2hrs 25mins |
| Life Cards | This activity is intended to personalize the epidemic as well as HIV for each of us. We hope that by doing so we will understand HIV at a human level and be able to work more effectively to address its spread and encourage care and compassion with those living with HIV/AIDS. | 45mins |
| Creativity and Hygiene | Students will be educated about different hygienic items particular to men and women in an attempt to make them more comfortable with the topic | 25mins |

Human Trafficking

| | | |
|----------------------------|---|--------|
| What is Human Trafficking? | Introduction to human trafficking/facts | 45mins |
|----------------------------|---|--------|

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|-----------------------------|---|----------------|
| The 5 Ws of Trafficking | Includes discussion about victims and MTV film Exit: Inhuman Lives | 45mins |
| Escape and Reintegration | Discusses the after-effects of trafficking from stigma to prosecution | 45mins |
| Alternate Human Trafficking | Introduction to human trafficking/facts | 2hrs 25mins |

Leadership

| | | |
|-------------------------------------|---|-----------------------|
| Leadership Lesson 1 | Students will discuss the important traits of a leader and be challenged to think of ways to change their communities for the better | 60mins |
| Leadership Lesson 2 | Students will talk mainly about the characteristics of a leader | 60mins |
| Project Design and Management | Students will learn the steps to planning and implementing a project | 3days at 45mins |
| Volunteerism and Community Activism | Students will learn to define civil society and community activism, talk about why these are important in democracy, and learn the basics of planning a project | 65mins |

Operation Respect

| | |
|---------------------|---|
| Emotion Motions | Students will learn to recognize how they feel in different situations, how their actions effect the emotions of others, and how to recognize these different emotions in others |
| Human Bingo | Highlights the diversity among children, to show both the differences and similarities between all people |
| The Power Shuffle | This activity is to help break down the barriers between children that perpetuate acts of unkindness. Children become aware that others face many of the same insecurities, fears, and challenges that they do. They learn that showing your feelings doesn't make you weak |
| Human Web of Dreams | Students realize the interconnectivity of all people; they realize that each person is supported by and connected by others and that together people are strongest |

Self-Esteem and Positive Body Image

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|---|-------------|--------------|
| Self-Esteem "Stand-up if" Game | Ice Breaker | 5-10 mins |
| General Ideas | Warm-Up | 5-10 mins |
| Where We Stand Now- discussing likes/dislikes about | Warm-Up | 5-10 mins |

yourself

| | | |
|--|---|------------|
| Conversation Questions | Warm-Up | 5-10 mins |
| Self-Esteem Bubble | Students will differentiate between positive and negative self-esteem influences in their lives | 20-60 mins |
| Strong Women | Students will identify positive female role models | 20-60 mins |
| Real vs. Manufactured Beauty | Lesson will raise awareness on how media influences one's perception of beauty | 20-60 mins |
| Can You Spot the Difference | Girls will challenge today's beauty stereotypes, accept a wider definition of beauty and to realize and appreciate their own unique beauty | 20-60 mins |
| Critical Consumer | Young consumers will learn how to look at advertising images with a critical eye, and to expose the perfect bodies and images in advertising as false and electronically modified | 20-60 mins |
| I Love My Body | Wrap-up activity | 10mins |
| Operation Beautiful-sharing positive messages | Wrap-up activity | 10mins |
| I Promise- making pledges for after the training | Wrap-up activity | 10mins |
| Music Video Lesson | Discuss music videos and the effect they have on women's self-esteem | 90mins |
| Self-Esteem Lesson | Define self-esteem and discuss what influences it | 60mins |

Sexual Health/Family Planning

For boys (best for 9th form or older)

| | | |
|----------------------|---|--------|
| Are you ready? | Boys will be able to say "no" if being pressured into sex | 45mins |
| Contraception | Boys will be able to accept an answer of "no" from a girl | 45mins |
| Abortion and Ukraine | Boys will be able to understand the role they play in pregnancy | 45mins |

For boys (best for 9th form or older)

| | | |
|----------------|--|--------|
| Are you ready? | Girls will be able to say "no" if being pressured into sex | 45mins |
| Contraception | Girls will be able to identify effective contraceptive methods | 45mins |

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| Abortion in Ukraine | Girls will be able to help a friend if she becomes pregnant, and analyze her options if she herself becomes pregnant | 45mins |
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Women in the Workforce

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| Stereotypes | Discuss the stereotypes of men and women in the workforce | 55mins |
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Miscellaneous Lesson Plans

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| Breaking Down Gender Stereotypes | Students will create their own version of a “stereotypical/typical” Ukrainian male and female, and will have a basic understanding of gender stereotypes and the limitations they put on us. They will also see how limiting oneself according to gender roles/stereotypes in Ukraine can lead to unhealthy living, including violence | |
| Variety Show | Student prepared presentation competition on women in Ukraine | |
| I am | Students will create an image of themselves that is not solely focused on gender, discuss similarities and differences between both boys and girls, will examine identity as both ‘above’ and ‘below’ the surface using the iceberg model | |
| Suicide Awareness and Prevention | Students will discuss facts and misconceptions of suicide as well as how to help a friend in need | 55mins |

Sample Schedules

By Topic

Mixing and Matching

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| Healthy Relationships Camp (for boys or girls) |
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Objective By the end of the camp, students will be able to identify unhealthy relationships in their lives or in the lives of their friends. They will learn how to create healthy relationships and how to avoid future unhealthy relationships

Materials Paper, markers, flip chart or chalkboard

| Schedule | Total Time 5 hours |
|---|---------------------------|
| Students arrive and check in | 15mins |
| Camp begins, staff is introduced, camp is introduced | 15mins |
| Ice Breaker: Play a version of the <i>Name Game</i> (instructions found in the Activities section) | 15mins |
| Play a team building activity: <i>Crossing the River</i> (instructions found in the Activities section) | 30mins |
| Allow students a short break | 15mins |
| Lesson one: <i>Building a Communication House</i> (in Lesson Plan section) | 45mins |
| Allow students a short break | 15mins |
| Lesson two: <i>Men/Women in a Box</i> (in Lesson Plan section) | 40mins |
| Lunchtime | 40mins |
| Team building activity: <i>the human knot</i> (instructions found in the Activities section) | 30mins |
| Lesson three: <i>Communication Confusion</i> (in Lesson Plan section) | 45mins |
| Wrap up, conclusion, councilors stay and clean up | 15mins |

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| HIV/AIDS Camp |
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Objective Students will be able to say “no” if pressured into sex, and have a better and more personalized understanding of stigma and discrimination associated with HIV/AIDS.

Materials Flipchart Paper, Post-its, Markers, Tape, Scenarios for *Are you Ready*, Life Cards, Handouts for *Stigma and Discrimination*.

| Schedule | Total Time 6-7 hours |
|--|-----------------------------|
| Students arrive and check in | 15mins |
| Camp begins, staff is introduced, camp is introduced | 15mins |
| Ice Breaker: Play a version of the <i>Name Game</i> (instructions found in the Activities section) | 15mins |
| Play a team building activity: <i>Human Knot</i> (instructions found in the Activities section) | 30mins |
| Allow students a short break | 10mins |
| Lesson one: <i>Are you Ready?</i> (in Lesson Plan section) *It would be best to separate boys and girls for this lesson | 45mins |
| Allow students a short break | 15mins |
| Lesson two: <i>Understanding Stigma and Discrimination</i> (in Lesson Plan section) *Only about 1 hour and 30mins if PLHA panel isn't included) | 2hours 25mins |
| Lunchtime- If including PLHA panel, have lunch before it | 40mins |
| Trust activity: <i>Blindfolded Circle Walk</i> (found in the Activities section) | 30mins |
| Lesson three: <i>Life Cards</i> (in Lesson Plan section) | 30mins |
| Wrap up, conclusion, councilors stay and clean up | 15mins |

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| Counter-Trafficking Camp |
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Objective By the end of the camp, students will have a better understanding of what human trafficking is, its risks and how it affects them and Ukraine.

Materials: Lesson A—three word puzzles, flipchart, copies of reading sheet, hotline cards
 Lesson B—flipchart with questions and stats, *Exit* dvd
 Lesson C—Flipchart, *Exit* dvd
 Rope for *Over the Rope*

| Schedule | Total Time 4 hours |
|--|------------------------------|
| Students arrive and check in | 15mins |
| Introduction | 10mins |
| Ice Breaker Activity (ex. Name Games) | 15mins |
| Lesson A- What is Human Trafficking? | 45mins |
| Break (<i>If done in the middle of the day, allow breaks to be longer for lunch</i>) | 5-10mins |
| Team Building Activity (ex. Over the Rope) | 20mins |
| Lesson B- The 5Ws of Trafficking | 45mins |
| Break | 15mins |
| Lesson C- Escape and Reintegration | 45mins |
| Wrap-Up Activity/Discussion | 15mins |

Operation Respect Camp

GREAT FOR YOUNGER LEARNERS—4TH TO 7TH FORM

Objective By the end of the camp, students will have learned diversity and how differences among people should be valued and not ridiculed.

Materials: Paper, markers, flip chard or chalk board, speakers, computer, projector

| Schedule | Total Time 4 hours |
|--|---------------------------|
| Students arrive and check in | 15mins |
| Camp begins, staff is introduced, camp is introduced | 15mins |
| Ice Breaker: Play a version of the <i>Name Game</i> (instructions found in the Activities section) | 15mins |
| Play a trust activity: <i>Blindfolded Circle Walk</i> (instructions found in the Activities section) | 30mins |
| Break (<i>If done in the middle of the day, allow breaks to be longer for lunch</i>) | 15mins |
| Lesson one: <i>Human Bingo</i> (in Lesson Plan section) | 20-30mins |
| Lesson two: <i>Emotion Motions</i> (in Lesson Plan section) | 40mins |
| Break | 15mins |
| Lesson C- Escape and Reintegration | 30mins |
| Lesson three: <i>The Power Shuffle</i> (in Lesson Plan section) | 35-40mins |
| Lesson three: <i>Human Web of Dreams</i> (in Lesson Plan section) | 20mins |
| Wrap up, conclusion, councilors stay and clean up | 15mins |

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| Self-Esteem and Positive Body Image Camp |
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Objective By the end of the camp, girls will be able to identify positive role models, positive and negative self-esteem influences and recognize their own unique beauty.

Materials: Print out of 'Strong Women' examples
 Print out of photos for 'Can you spot the difference' activity.
 Paper for each student for the 'Self-Esteem Bubble' Activity
 Postcards/Envelopes for 'I Promise' wrap up

| Schedule | Total Time 3.5 hours |
|--|--------------------------------|
| Student's arrive and check-in | 15mins |
| Introduction | 10mins |
| Ice Breaker Activity (ex. Self-Esteem "Stand-up if" Game) | 10mins |
| Activity (ex. Activity B-Strong Women) | 30mins |
| Break (<i>If done in the middle of the day, allow breaks to be longer for lunch</i>) | 10mins |
| Team Building Activity (ex. Human Knot/Crossing the River) | 20mins |
| Activity (ex. Activity A- Self-Esteem Bubble) | 45mins |
| Break | 15mins |
| Shorter Activity (ex. Activity D- Can you spot the difference) | 25-30mins |
| Wrap-Up Activity/Discussion (ex. Wrap-up C- I Promise) | 15-20mins |

Sexual Health Camp (for boys or girls)

Objective By the end of the training, boys will be able to: 1) say “no” if being pressured into sex, 2) accept an answer of “no” from a girl 3) understand the role they play in pregnancy

Materials: Relationship Test (для закоханих, плануї своє життя)
Together for Health Materials: Video: Planning a Family Together *Разом плануємо сім'ю*
(Available at: http://tfh.jsi.com/Resources/Videos/plan_our_family_together.htm)
Pre-made scenarios and drawings

| Schedule | Total Time 5 hours |
|--|---------------------------|
| Students arrive and check in | 15mins |
| Camp begins, staff is introduced, camp is introduced | 15mins |
| Ice Breaker: Play a version of the <i>Name Game</i> (instructions found in the Activities section) | 15mins |
| Do a trust activity: <i>Blindfold Circle Walks</i> (instructions found in the Activities section) | 30mins |
| Break | 15mins |
| Lesson one: <i>Are You Ready (for boys/girls)</i> (in Lesson Plan section) | 45mins |
| Break | 10mins |
| Lesson two: <i>Contraception (for boys/girls)</i> (in Lesson Plan section) | 40mins |
| Lunchtime | 40mins |
| Team building activity: <i>Crossing the River</i> (instructions found in the Activities section) | 30mins |
| Lesson three: <i>Abortion in Ukraine (for boys/girls)</i> (in Lesson Plan section) | 45mins |
| Wrap up, conclusion, councilors stay and clean up | 15mins |

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| Day GLOW Camp #1 |
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Objective By the end of the day, students will have an idea about what a GLOW summer camp will be like. They will have spent a day learning about female empowerment.

Materials: Paper, markers, flip chart or chalk board, copies of biographies from “How to GLOW” lesson, large pieces of flipchart paper, strips of cloth to be used as a blindfold

| Schedule | Total Time 5.5 hours |
|---|--------------------------------|
| Students arrive and check in | 15mins |
| Camp begins, staff is introduced, camp is introduced | 15mins |
| Ice Breaker: Play a version of the <i>Name Game</i> (instructions found in Ice Breakers and Filler Activities section) | 15mins |
| Activity: <i>What Makes a Good Leader?</i> (instructions found in Ice Breaker and Filler Activities Section) | 45mins |
| Break | 10mins |
| Lesson two: <i>What is Human Trafficking?</i> (in Lesson Plan section) | 45mins |
| Lunchtime | 40mins |
| Team building activity: <i>Blindfolded Maze Walk</i> (instructions found in Ice Breakers and Filler Activities section) | 30mins |
| Lesson three: <i>Variety Show</i> (in Lesson Plan section) | 45mins |
| Wrap up, conclusion, councilors stay and clean up | 15mins |

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|-------------------------|
| Day GLOW Camp #2 |
|-------------------------|

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|--|---|
| Objective | By the end of the day, students will have an idea about what a GLOW summer camp will be like. They will have spent a day learning about female empowerment. |
| Materials: | Paper, markers, flip chart or chalk board, copies of biographies from “What does it mean to GLOW” lesson, large pieces of flipchart paper, printed out scenarios for ‘Are you Ready?’ |
| Schedule | Total Time 6 hours |
| Students arrive and check in | 15mins |
| Camp begins, staff is introduced, camp is introduced | 15mins |
| Ice Breaker: Play a version of the <i>Name Game</i> (instructions found in Ice Breakers and Filler Activities section) | 15mins |
| Activity: <i>Variety Show Prep</i> (in Lesson Plan section, give student time to prepare presentations for end of day) | 45mins |
| Shorter Activity: <i>Self-Esteem Bubble</i> (in Lesson Plan section) | 20mins |
| Break | 10mins |
| Lesson two: Are You Ready? (in Lesson Plan section) | 45mins |
| Lunchtime | 45mins |
| Team building activity: <i>River Crossing</i> (instructions found in Ice Breakers and Filler Activities section) | 20mins |
| Lesson three: Building a House of Communication (in Lesson Plan section) | 45mins |
| Variety Show presentations, wrap up, conclusion, councilors stay and clean up | 45mins |

TOBE Today

| | | |
|--|--|-----------------------|
| Objective | Boys will have the opportunity to take a look at their own identities, and to break down stereotypes and ideas that they have about themselves and their peers | |
| Materials: | Large flipchart papers, copies of the poem "I am," pens, markers, cards with role play scenarios for the second lesson, flip chart with brain twister from second lesson written out | |
| Schedule | Total Time | short/long day |
| Students arrive and check in | | 15mins |
| Camp begins, staff is introduced, camp is introduced | | 15mins |
| Ice Breaker: Play a version of the <i>Name Game</i> (instructions found in Ice Breakers and Filler Activities section) | | 15mins |
| Team building Activity: <i>Flip the Mat</i> (instructions found in Ice Breaker and Filler Activities section) | | 20mins |
| Lesson one: <i>I am...</i> (in Lesson Plan Section) | | 45mins |
| Break | | 10mins |
| <i>What Makes a Good Leader</i> Activity (instructions found in Ice Breakers and Filler Activities section) | | 40mins |
| Break | | 10mins |
| Team building activity: <i>Crossing the River</i> (instructions found in Ice Breakers and Filler Activities section) | | 30mins |
| Lesson two: <i>Breaking Down Gender Stereotypes</i> (in Lesson Plan section) | | 60mins |
| Wrap up, conclusion, councilors stay and clean up | | 15mins |
| <i>For a longer day that also covers sexual health/family planning/healthy relationships, you may add:</i> | | |
| Lunch | | 60mins |
| Are You Ready? (in Lesson Plan section) | | 45mins |
| Break | | 10mins |
| Contraception (in Lesson Plan section) | | 45mins |
| Wrap up, conclusion, councilors stay and clean up | | 15mins |

Lesson Plans

HOW TO GLOW! Lesson Plans

Lesson A—What does it mean to GLOW?

Materials: flipchart, markers, tape, women biographies, scenarios

Introduction (5 minutes): Introduce the session; discuss why we are all gathered together as women. Show on flipchart paper, “What does it mean to GLOW?” Have group brainstorm ideas.

Setting the Stage (10 minutes): Show on flipchart paper the following questions.

- What issues concern women worldwide today?
- What issues concern women in Ukraine today?
- What events that have an impact on women in other countries have to do with you and your life?

Active Women (20 minutes): When we know the issues facing women we can choose to be active women and take action. Introduce the idea of an active woman. What is an active woman? Have the class brainstorm examples of active women that they know and admire. What makes them active? Why do they admire them?

Divide the class into small groups again. Pass out a mini biography of an active woman. Have the groups read their mini biography and then present to the class. Who was/is the woman? What does she do? How does she inspire us to be active women?

Rachel Carson
Golda Meir
Oprah Winfrey
Mia Hamm

Taking Action (20 minutes): The purpose of this activity is to show how women take initiative in dealing with societal problems that affect humanity. This activity touches on sensitive subjects that may make some uncomfortable. Create a safer environment by creating or revisiting any ground rules you have established with the class.

Divide the class into small groups. Give each group one of the imaginary scenarios below and ask the group to find solutions to it. They should present the scenario and the solutions they come up with in the form of a skit.

- Group One: Your friend tells you that she is being pressured by her boyfriend to have sex.
- Group Two: Your friend tells you that she is pregnant.
- Group Three: A neighborhood child tells you there is no food in her house.
- Group Four: You hear the sounds of a child being abused in the apartment next door to yours.

Have the small groups perform their skits with the larger class. Reinforce the idea that women are strong and can take action in their own lives and in their communities.

Wrap-Up (5 minutes): Wrap up part one. Reiterate that there are issues that face women all over the world, but that we can be strong women who take action. In the next session we will talk about the rights women have and myths that exist that keep women from exercising those rights.

Rachel Carson (1907-1964)

Rachel Carson, writer, scientist, and ecologist, grew up simply in the rural river town of Springdale, Pennsylvania. Her mother bequeathed to her a lifelong love of nature and the living world. Carson graduated from Pennsylvania College for Women in 1929, studied at the Woods Hole Marine Biological Laboratory, and received her MA in zoology from Johns Hopkins University in 1932.

She was hired by the U.S. Bureau of Fisheries to write radio scripts and supplemented her income writing feature articles on natural history for the Baltimore Sun. She began a fifteen-year career in the federal service as a scientist and editor in 1936 and rose to become Editor-in-Chief of all publications for the U.S. Fish and Wildlife Service.

She wrote pamphlets on conservation and natural resources and edited scientific articles, but in her free time turned her government research into books. These made Carson famous as a naturalist and science writer for the public. Carson resigned from government service in 1952 to devote herself to her writing.

She wrote several articles designed to teach people about the wonder and beauty of the living world and planned to write a book on the ecology of life. All of her writing held the view that human beings were but one part of nature distinguished primarily by their power to alter it, in some cases irreversibly.

Disturbed by the use of synthetic chemical pesticides after World War II, Carson changed her focus in order to warn the public about the long-term effects of misusing pesticides. In *Silent Spring* (1962), she challenged the practices of agricultural scientists and the government, and called for a change in the way humankind viewed the natural world.

Carson was attacked by the chemical industry and the government, but spoke out to remind us that we are a vulnerable part of the natural world subject to the same damage as the rest of the ecosystem. Testifying before Congress in 1963, Carson called for new policies to protect human health and the environment. Rachel Carson died in 1964 after a long battle against breast cancer. Her witness for the beauty and integrity of life continues to inspire new generations to protect the living world and all its creatures.

Mia Hamm (1972-)

Largely considered the best female soccer player in history, Mia Hamm played with the United States women's national soccer team for 17 years, building one of the biggest fan bases of any American athlete. She was named FIFA World Player of the Year in both 2001 and 2002.

The daughter of an Air Force pilot, Hamm moved often with her family throughout her childhood and credits her brother Garrett, for encouraging her in sports. At age 15, she was the youngest soccer player ever to play for the national team. Hamm attended the University of North Carolina at Chapel Hill, where she helped take the team to four consecutive NCAA women's championships.

In 1991, at age 19, she was the youngest team member in history to win the World Cup. Five years later, Hamm and her teammates secured the gold medal at the 1996 Summer Olympics. They would return to win gold again in 2004.

In 1999, she founded the Mia Hamm Foundation, which is dedicated to bone marrow research after her brother died shortly after the 1996 Olympics. After helping her team win gold at the 2004 Summer Olympics, Hamm retired to start a family. In 2007, she gave birth to twin girls. Also in 2007, Hamm along with other famous athletes founded the charity, Athletes for Hope, which helps professional athletes get involved in charitable causes and aims to inspire all people to volunteer and support their communities.

Golda Meir (1898-1978)

Golda Meir moved from Kiev to Milwaukee in 1906 with her family. In Milwaukee, she became a teacher and an active Zionist, and from Milwaukee she moved to Palestine with her husband. In Israel they lived on a kibbutz, taking part in the creation of a Jewish homeland. Golda Meir became an officer of the Histadrut Trade Union and was active in politics.

In 1949, Golda Meir was appointed a member of the Provisional Government. After the independence of Israel, she became the Ambassador to the Soviet Union, and in 1949 was elected to the Knesset and served as Minister of Labor 1949-1956 and Foreign Minister 1956-1966.

Golda Meir was the Secretary General of the new Labor Party and on the sudden death of Levi Eshkoi in 1969, she became Premier at age 70.

As Prime Minister, Golda Meir concentrated much of her energies on the diplomatic front - artfully mixing personal diplomacy with skillful use of the mass media. Armed with an iron will, a warm personality and grandmotherly image, simple but highly-effective rhetoric and a "shopping list," Golda Meir successfully solicited financial and military aid in unprecedented measure.

The Yom Kippur War was fought during her term as prime minister, beginning with the Egyptian and Syrian assaults of October 6, 1973. After the end of the war, she resigned.

Oprah Winfrey (1954-)

Coming from life in a home with no electricity or running water and having suffered abuse, Oprah Winfrey became one of the most influential people as host of *The Oprah Winfrey Show*. By age 49 she was a self-made billionaire and ruler of a vast entertainment and communications empire. Indeed, she was a symbol of what an individual person could achieve.

Winfrey was born out of wedlock to a poor young woman, Vernita Lee, in Mississippi at a time when segregation in that state denied basic civil rights to African Americans. Lee left her baby daughter with her own mother, the owner of a remote pig farm. Her grandmother provided Winfrey with a strict environment in which church played a big role. Her grandmother taught her to read, and reading would always be a source of inspiration for Winfrey. In 1960 she was sent to her mother's Milwaukee home. Unable to care for her daughter, Lee soon sent her to Nashville to live with her father.

At first, Winfrey did well in school. But in 1963 Winfrey was raped by a cousin and at least two other relatives sexually abused her. At 14 Winfrey became pregnant. The baby was stillborn. Her father gave Winfrey a disciplined home environment. She was required to read books and, every two weeks, to write a report about what she had read. She had to wear conservative clothing at all times, to do her homework, and to behave respectfully toward grownups. Winfrey would often tell others that her father had saved her life.

Winfrey started out working on local radio and news shows. In 1977 she switched to cohosting a morning talk show in Baltimore. She was soon recruited to Chicago to host a morning talk show called *A.M. Chicago*. Within four weeks, Winfrey's show went from last in the ratings in Chicago to first for its time slot. She had shown that her appeal transcended ethnicity. The show was renamed to *The Oprah Winfrey Show* and went national in 1986.

Ever since coming to Chicago, Winfrey had given 10 percent of her income to charities, mostly having to do with youths, education, and books. She has also started a school for girls in South Africa.

Alternate Lesson – What does it mean to GLOW?

Materials: Flipchart paper, markers, Katy Perry video

Part 1: Defining the Word “Glow” (15 minutes)

Write the word “Glow” on a piece of paper and ask the girls for a definition to check understanding. Ask them what things glow, then if people can glow. If so, *when* do people glow? What are they doing? Write down some good ideas on the paper.

Play Katy Perry’s “Firework” music video and discuss the meaning in the video. Some questions to ask could be:

- Why do some people glow and others don’t?
- When did the people in the video start to glow?

Ask a few girls to name a time when they themselves glowed or they saw someone glow. How does it feel? Write down some adjectives (e.g., powerful, brave, confident, beautiful, etc.).

Part 2: Who Inspires You (10 minutes)

Define “role model” for the girls—a role model is a person who you want to be like or who influences you. Ask the girls to name off some of their role models.

Write down some names. Circle the ones in the girls’ lives. Then point to the others (e.g., Michelle Obama) and ask the girls what specifically has she done for them. Tell the girls to think about their specific lives and how people they see everyday like their mothers, grandmothers, sisters, teachers, etc. influence them.

Part 3: “THAT GIRL ROCKS” Campaign (20 minutes)

Show the girls the “THAT GIRL ROCKS” video. Explain that “to rock” means “to glow” in this situation.

Ask each girl to pick one person who they admire the most—one person who glows. Give each girl a piece of paper and have them write this person’s name or draw her, then explain why she rocks. For example:

“_____ is that girl, and she rocks because she _____.” Tell the girls to think carefully about who they choose, and tell them we’ll be making a video in the evening.

Ask if any girls want to share their people.

Part 4: Camp GLOW Motto and Goals

Show the girls the following camp motto: “Camp GLOW is about finding out what makes *you* glow. It’s about believing in yourself and following your heart.” Hands in! WE ROCK!

Lesson B—Girl's Bill of Rights

Materials: flipchart, markers, tape, Girls' Bill of Rights,

Introduction *5 minutes*

Feminism is the radical notion that women are...

Have campers come up with ideas to finish this quote. Then show the actual ending (...that women are people.) Discuss.

What are Basic Rights? *20 minutes*

A lot of the issues that concern women around the world are similar. Many of them have to do with the idea of rights. What is a right? What is a Bill of Rights? Why is it important?

Divide the class into three groups. Ask one group to create a Female Bill of Rights; ask the second group to create a Human Bill of Rights; and ask the third group to create a Male Bill of Rights. Have each group read their list aloud to the class.

Create a chart that highlights the differences and similarities of the three bills of rights. Discuss the following questions:

- Are women's rights fundamentally different from human rights?
- What is the most important similarity among the three?
- What surprised you the most in this exercise?
- What are the critical differences (if any) among the three?
- What characterizes the issues that pertain to women's rights?

Pass out a copy of the Girls' Bill of Rights. Discuss each right. Does the group agree or disagree with these ideas?

Confronting Myths *15 minutes*

Sometimes it's hard to know our rights and stand up for them when society believes and tells us things that aren't true. Does anyone know the word 'myth'? What is a myth? A myth is a widely held but false belief or idea. Do you know of any myths? What about myths about women? Let's look at four myths about women (on flipchart paper) and discuss them.

- Myth One: Women are biologically inferior to men.
- Myth Two: Women are already being treated equally in this society.
- Myth Three: Children must have full-time mothers and liberated women make bad ones.
- Myth Four: Women are more moral than men are.

Discuss the following questions:

- What is the origin or underlying assumption each myth is based on?
- What purpose does the myth serve?
- Do you agree or disagree with the myth?
- How is the myth relevant to women today?
- How are myths born?
- How do they die?
- What responsibilities does a person have to dispel myths?

- What effect do myths have on children?

Ask campers to get into their small groups and make a poster/skit that illustrates each of the four myths about women and a way to debunk it.

Inequality Spheres 15 minutes

Myths about women help prolong inequality. How are women unequal to men in various areas of life? Divide campers into small groups and assign them each an area. They should discuss how women are unequal and ways to increase equality. Spheres: in the family, at school, at work, in government?

Wrap-up 5 minutes

Reiterate that as women we have rights. Answer any questions campers may have.

Girls' Bill of Rights

1. Girls have the right to be themselves and to resist gender stereotypes.
2. Girls have the right to express themselves with originality and enthusiasm.
3. Girls have the right to take risks, to strive freely, and to take pride in success.
4. Girls have the right to accept and appreciate their bodies.
5. Girls have the right to have confidence in themselves and to be safe in the world.
6. Girls have the right to prepare for interesting work and economic independence.

Lesson C—I am lovable and capable

Objective: campers will learn how to deal with low self-esteem and body image issues

Materials: flip chart; flip chart markers; tape; dove makeover commercial; fashion/gossip magazines; paper; who am I cards

Warm-up: Who am I game. Write 5-10 names of famous women and have one girl stand in the front of the group with the name of the person on their forehead (so they cannot see who it is). The guesser has to ask the group yes/no questions to guess who they are.

Activity:

1. Introduce the term IALAC on a white piece of paper. Explain that everyone carries invisible IALAC sign around with them at all times and wherever they go. IALAC stands for 'I am lovable and capable.' This is our self-concept, or how we feel about ourselves. The size of our sign—or how good we feel about ourselves—is often affected by how others interact with us. If somebody is nasty to us, teases us, or puts us down, rejects us, hits us, etc., then a piece of our IALAC sign is destroyed.
2. Demonstrate how our IALAC can be destroyed by reading the following scenarios:
 - *A ninth-form girl named Jessica is still lying in bed three minutes after her alarm goes off. All of a sudden, her mother calls to her, "Jessica, you lazy girl, get out of bed and get down here before I send your father up there! (rip!)"*

- *Jessica gets out of bed, goes to get dressed, and can't find a clean pair of socks. Her mother tells her she'll have to wear yesterday's pair. **(rip!)***
 - *She goes to brush her teeth and her older sister, who's already locked herself in the bathroom, tells her to go away because she is so irritating! **(rip!)***
 - *As she leaves for school, she forgets her scarf and her mother calls to her, "Jessica! You've forgotten your scarf; you'd forget your head if it weren't attached!" **(rip!)***
 - *As she hurries to school, she sees some girls from her form. She isn't watching where she is walking, and she trips and falls, and the girls laugh at her. **(rip!)***
 - *Plus, she has mud on her pants now. **(rip!)***
 - *She's late to school and has to get a pass from the principal, who gives her a lecture for being late and having mud on her pants. **(rip!)***
 - *The whole day goes badly. She gets a bad mark on one of her exams. **(rip!)***
 - *After the last bell, she tries to find her friends to go for a walk and have fun, but finds that they have left without her. **(rip!)***
 - *That evening, she calls her boyfriend, but he says he is too busy and doesn't have time to talk to her. **(rip!)***
 - *And finally, before she goes to bed, she looks in the mirror and sees a huge pimple on her nose! **(rip!)***
3. Ask the campers: what else could have happened to Jessica that could have torn her IALAC sign? Explain that some things she couldn't control, like getting mud on her pants and getting a pimple. But most of her bad day, and having her IALAC sign torn up, was because of other people.
 4. Give each camper a piece of paper and have him or her write IALAC in the middle of the paper. Ask the campers: How does your IALAC sign get torn up?; what things affect you the most?; what do you do that destroys the IALAC signs of others-in school, family, etc.? As they name things the campers should rip a piece of their paper (the bigger the rip, the larger the issue effects their self-esteem).
 5. Ask the campers: How do you feel when your IALAC sign is ripped? When you rip someone else's?
 6. Next, ask the girls what we can do enlarge their IALAC (and everyone's). As they name things, they tape back together their IALAC sheet.
 7. Split the girls into groups of 4 and give each group a magazine. Have them look through the magazine and find the most beautiful woman in the magazine.
 8. Ask them to tell what makes this woman beautiful to them. Make a list of these things.
 9. Next, show the girls the Dove commercial on how to make beauty. Ask the girls what they think of this commercial.
 10. Inner vs. outer beauty: what are they? Are they both important and why? What makes a person beautiful?
 11. Use this conversation and re-visit the list of features that make their beautiful woman beautiful. Does every beautiful woman need to have these attributes?
 12. Tape a piece of paper on every campers back. Have they campers walk around and each camper will write one thing they like about the other person. It can be physical or a personal characteristic.

Lesson D – Role Models

Materials: flipchart paper ‘What Does it Mean to Glow’, markers, descriptions and pictures of role models

Warm-Up: (15 minutes) What does it mean to GLOW?

What does it mean to GLOW?

Introduce the session: discuss why we are all gathered together as women. Show on flipchart paper, “What does it mean to GLOW?” Have the group brainstorm ideas.

Ask, who are some women you think GLOW? What are their positive qualities?

What is a Role Model?

Have the students divide into groups of 2 or 3 and brainstorm a definition for **“Role Model.”**

When all groups are ready have the girls share their definitions with the class and work together to create one definition to describe what a role model is. (Who can a role model be? How do they act? Is it *someone you know* or it is someone famous?)

Types of Role Models

After you are finished defining what a role model is, ask the students if they think you can have good and bad role models? Make a chart on the board dividing the attributes of a good role model and a bad role model. Discuss how each type of role model affects people. And discuss some examples of good and bad role models.

Activity(ies):

Activity One: Who is your role model? (15 minutes)

Give the students a piece of paper, and ask them to write about their role model. Who is it? What do they do? Why are they your role model? What attributes do they have? Are they famous? Are they a family member, a friend?

Then once the girls are finished have volunteers present their role models to the class.

Activity Two: Positive female role models (15 minutes)

Tell the students that we will be looking at biographies of positive female role models.

Next, divide the class into groups of 2. Hand each group 2 of the “Strong Women” photos and biographies as well as a piece of flipchart paper. Tell the students they will read each of the biographies then present the class with two things:

- 1) Each group will summarize their biographies to the class and list on the flip chart why each of these women is a positive female role model, and
- 2) Ask the team to decide which of these women is their favorite role model and why.

Give students about 10 minutes to look over their biographies, create a poster, and then have them present to the rest of the group.

As the other team presents, ask the viewing group:

What makes these women strong?

Why do you think this team chose this person as a role model?

Do you agree that these women are strong role models?




Who was your favorite role model among these four women?

Conclusion:



- Reiterate that role models and mentors are strong women who take action. Ask girls to hang the posters in the room somewhere visible.

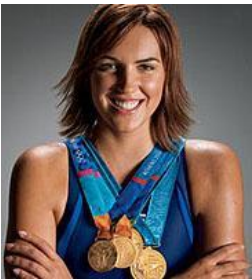


Ask, “Where do you think you can find role models in your community?” Discuss (or have them write) different places where you can find people/inspiration.

| | | |
|------------------------------|---|---|
| <i>Michelle Obama</i> |  | Michelle is of course famous for being First Lady to President Barack Obama, but this lovely lady is not one to stand in someone else's shadow; she is a powerful force on her own. She accumulated extensive experience as a lawyer after attending Princeton University and Harvard Law School. As First Lady, she is even more active, and has led impressive campaigns to raise awareness about poverty and healthy eating. |
| <i>Amelia Earhart</i> |  | Amelia Earhart was both a best-selling author and a pioneer in the field of aviation. She set many records in aviation, the best remembered of which was her solo flight across the Atlantic Ocean. She also formed an organization of women pilots called The Ninety-Nines and was a member of the National Woman's Party. Amelia disappeared in 1937 over the Pacific Ocean in an attempt to travel around the globe. |
| <i>Angela Merkel</i> |  | Angela Merkel is the current Chancellor of Germany and has been called the world's most powerful woman. This is for good reason, too! She is the first female Chancellor of Germany and has played a very important role in managing the financial crisis not only in Europe, but also internationally throughout the world. She has also made many efforts for health care reform and problems concerning future energy development. |
| <i>Indira Gandhi</i> |  | Indira Gandhi was elected as Prime Minister of India in 1966. She was a powerful leader for India in a time of many troubles. For about two decades, she helped her country through a recession, famine, and civil war that led to the creation of the new state, Bangladesh. This was able to happen under her careful guidance. Unfortunately, she was assassinated in 1984. Until this point, she was the world's longest-serving female Prime Minister. |

| | | |
|--|---|---|
| <p><i>Helen Keller</i></p> |  | <p>Helen Keller contracted an illness when she was only 19 months old that made her both deaf and blind. She was the first deaf blind person to receive a Bachelor of Arts degree. Although nobody expected her to amount to much of anything, she became an author, political activist, and lecturer. She supported women's rights, women's suffrage, and workers' rights.</p> |
| <p><i>Coco Chanel</i></p>  |  | <p>Coco Chanel was born in poverty in Saumur, France. For work, she was a Cabaret singer and later opened a hat shop. This led to the creation of a new clothing style that revolutionized Fashion in the early 20th century. Coco Chanel passed away in 1971, but Chanel is now a multi-billion dollar company and is known around the world.</p> |

Ukrainian Role Models

| | | |
|---------------------------------------|---|--|
| <p><i>Lilia Podkopyeva</i></p> |  | <p>Lilia Podkopyeva was a Ukrainian gymnast and was the 1996 all-around champion and is known and one of the best gymnasts in history. She has both the technical skills and artistic expression that drew in worldwide audiences. Currently, she is the Ukrainian United Nations Goodwill Ambassador for HIV/AIDS. Podkopyeva is also a judge for current gymnastics competitions and works in Ukraine and the U.S.</p> |
| <p><i>Ani Lorak</i></p> |  | <p>Ani Lorak is a famous Ukrainian pop singer, songwriter, actress and entrepreneur and has been called one of the most powerful and influential women in Ukraine. She came in second at the Eurovision concert in 2008. Since then, she has opened a successful restaurant in Kiev and started a travel agency called "Holiday Travel." Lorak also promotes Oriflame makeup and has her own fragrance. She is not only a singer, but a business women and one of the wealthiest women in Ukraine!</p> |

| | | |
|---------------------------------------|---|---|
| <p><i>Yana Klochkova</i></p> |  | <p>Yana Klochkova is a Ukrainian swimmer who has won five Olympic medals during her career! She has won over 25 titles between 2000 and 2007. In 2003 she was awarded the 'Hero of Ukraine' medal. Currently, she advertises for different social projects (some with Andriy Shevchenko) and implements her own sporting projects.</p> |
| <p>Kseniya Simonova</p> |  | <p>Kseniya Simonova is a performance artist and currently one of the most well-known Ukrainian artists. After her business collapsed in the financial crisis 2008, she trained herself to draw with sand and won the 2009 Ukraine's Got Talent. Her sand animation was viewed over 25 million times that year! She has now made over 200 sand stories to raise awareness for cancer, Anti Human Trafficking, Chernobyl victims. She is a philanthropist (филантроп) and has a charity called "Живи, Соннышко!" which assists ill children, women, young mothers and orphans. She uses her talents not only as artistic expression, but to help those in need.</p> |
| <p><i>Maria Efrosinina</i></p> |  | <p>Maria Efrosinina is a Ukrainian television show host. She studied English and Spanish before becoming involved in media. She has co-presented for Eurovision Song Contest 2010 and also for the UEFA Euro 2012 draw for Football In 2010. In 2010 she was placed in the top 100 most influential females in Ukraine by Focus magazine.</p> |

Healthy Relationships Lesson Plans

Lesson A—Building a House of Communication

Objective: Students will be able to identify and distinguish between open, healthy relationships and harmful ones

Materials: paper, markers, pens, flip chart or chalkboard

Time: 45 minutes

Activity 1: *15 minutes*

Explain to Students that during this lesson they will be drawing two different houses. For this first activity, each student will draw a house complete with the different rooms (kitchen, entry way, bedroom, living room). In each room, they will draw or write the bad or worst that can fit into each room. In other words, they will be constructing the House of Bad Communication. Example- the living room could represent stony silence and no talking, the kitchen can be stereotypes or with holding of money. After students are finished, discuss what they have drawn/written, and perhaps make one big house on flipchart/chalkboard.

Activity 2: *15 minutes*

During the second activity, the students will again draw houses. However, this time they will be constructing Houses of Perfect Communication. Each room in the house will be filled with good qualities. Example- living room has easy conversation and talking, the kitchen has shared responsibilities and work load. When students have finished their individual houses, come together to discuss.

Wrap-up discussion: *15 minutes*

Discuss that these houses represent all relationships- among family, friends, boyfriends, and girlfriends. Some of the rooms we love, some of them we are comfortable in, and some we do not like, but force ourselves to live in. Some relationships are healthier than others. Some resemble more closely the House of Perfect Communication, and some resemble more closely the House of Bad Communication. Discuss the differences between the two houses with students.

Some questions to prompt discussion:

- What are the differences between the two houses?
- Is the House of Perfect Communication realistic?
- What do you think is the one most important aspect for open communication?
- How can the House of Perfect Communication turn into a House of Bad Communication? Is it easy or hard for one house to become the other house? What are signs that perfect communication is turning bad? How can you make bad communication better?
- How do your own relationships with people resemble one or the other of the houses?
- Can you live in a House of Bad Communication? Can you live happily in a House of Bad Communication?

Some key words and ideas to discuss: cycle of abuse, honeymoon period, respect, and rationalization, anger

Lesson Plan B—Men/Women in a Box

Objective: Students will identify the stereotypes that are associated with the male and female genders and how these are limiting and harmful.

Materials: paper, markers, pens, flip chart or chalkboard

Time: 30-45 minutes

Activity 1: 10-15 minutes

Draw a large box on the board/flip chart. Label the box “women.” As a group, ask the students to come up with words, labels, and stereotypes that are used to describe the perfect women in Ukraine/the world. These may be physical descriptions, jobs they are expected to do, personality traits, etc.

Next think of words (many will be bad/swear words) that are used to keep women in this box. Let the students know that at this point in the lesson it is alright to use bad words. The idea is that these horrible words force women to stay in the box, or scare them back into the box if they stray outside. Some example words might be “bitch,” “fatty,” “butch,” “slut,” or “cunt.” Ask students how they might feel being called these words.

Activity 2: 10-15 minutes

Draw another box on the board without erasing the women’s box. Label this box “men” and repeat the above activity but for the perfect men.

Activity 3: 10-15 minutes

Discussion. Discuss with the group the boxes that you have created, that society creates. Recognize that such stereotyping and labeling are rough and unfair for both men and women. Life is hard for both sexes. Then ask them how many people they personally know that fit into that perfect box- it’s hard to find... Point out that we build up these boxes and we are so mean and rude to people for not fitting, but no one really does, they aren’t realistic, but more than anything they take away our freedom to enjoy and smile and try new things. The rude things also lead to sad days, potential low self-esteem or even self-hatred.

Ask them how they felt about the exercise. What they can do to make it better. Is it okay to be different?

Lesson Plan C—Communication Confusion

Objective- Students will look at the different “lessons” they have been taught their whole lives and how these might affect open communication

Materials- paper, pencils, markers

Time- 45 minutes

Activity 1: 15 minutes

Everyone draw a heart. Fill your heart with lessons or sayings that have been taught to you or told to you while growing up. Examples- “Don’t talk to strangers” “Girls wear dresses” “You are very smart” “Always say thank you” “Never forget your winter hat in winter” “Eat your vegetables” “Live for the little things” “Feel blessed everyday” “Always open a door for a lady” “Don’t talk with your mouth full” “You throw like a girl”

Discuss what different people wrote. People may have very different things, some potentially more personal than others. Label all these lessons as “scars,” not as something painful, but as something that can never be erased.

Create a collective heart on the board with some of the more pertinent “scars:” “You are smart” “You are beautiful” “your father is a drunk” “Girls can’t be doctors” “You are fat.”

Activity 2: 15 minutes

Ask students if they are born with these “scars.” Point out that people start out as open hearts, blank canvasses. However, over time barriers are put up. Encourage students to draw “barriers” (parentheses) on either sides of their hearts. Ask them to draw them as thickly or thinly as they think their own barriers might be. Explain that the “scars” that get etched onto our hearts create barriers to open communication. Encourage individual students to share their own hearts. Have prepared comments ready to give to different “hearts” and allow students to share how these comments might be interpreted depending on the unique scars written on different hearts. Explain that these “scars” might be used to deflect compliments, take compliments in the wrong way, or take a comment seriously that was meant to be a joke.

Activity 3: 15 minutes

Discussion. We are born empty canvasses, but along the way we were filled with ideas, lessons, and from these came barriers thicker or slimmer than others. How do our scars affect communication? How do our barriers affect communication? What happens when we try to communicate through our barriers? What happens when we try to speak to one another? How can we better communicate? How can we try to ensure that our words and comments are not taken the wrong way by people?

It makes talking and relating and understanding what people are saying hard. Everyone is different so respect they might have had different things that led to something else being normal but to you is not. People are different and respect and understanding come with patience and trying.

Lesson Plan D – Gender Violence

Materials Needed: blank paper, pens, printed copies of the different skit scenarios (part 4 of lesson), 6 copies of the skit script computer (part 5 of lesson), copies of advertisement (part 6 of lesson) copies of words and definitions (part 3 of lesson) *everything that needs to be printed can be found at the end of this document*

Part 1—Intro: 5min

Begin by introducing the topic. Tell them that in this lesson we’ll be talking about something called Gender/Domestic Violence. Ask for a definition for the word violence.

Remind students that this may be a difficult lesson for some of them. Violence of any form is a serious topic. Those people who have witnessed or experienced violence may be seriously affected by this lesson. Encourage students to talk, to be comfortable and open. Remind them that this is a safe space. However, also remind them that if they do not feel comfortable, they do not have to share more than they want. Remind students that if they want to talk to someone after the lesson, all of the teachers are available whenever they need.

Show Eminem music video “Love the way you lie”

Part 2—Icebreaker: 10 minutes

Snowball Brainstorm:

1. Have students sit in a circle and distribute a piece of paper and a pen to everyone, asking them NOT to put their name on the paper.
2. Ask students to write down what they think is a good definition for the term Gender/Domestic Violence. Then have them crumple their paper into “snowballs.”
3. Everyone then throws snowballs around the circle for a few seconds, like snow ball fight.
4. Ask everyone to pick a ball that they think is not their own.
5. Go round the circle and ask them to read the definition from the ball they picked up.
6. Discuss the definitions. Do they think these are accurate definitions? Lead the conversation around to the next activity. After hearing everyone’s ideas, create what we think might be the best definition for the terms Domestic or Gender Violence. Write this definition up on the board/flipchart.

Part 3—Defining different type of Gender Violence: 10 min

Explain that there are 4 types of violence; physical (having to do with your physical body), emotional (has to do with feelings), psychological (has to do with fear and threats), and economic (having to do with money or home). Pass out slips of paper that have the names of each type of violence and separate papers that have a definition for each. Read them aloud. Then tell the girls to match the definitions with the correct words:

Physical – This can include hitting, punching, slapping, shoving, grabbing, hair pulling, coerced sex, forcing victim to use drugs or alcohol, and rape.

Emotional- belittling a victim, telling them it is all in their head, undermining their confidence, calling them names, using insults etc...

Psychological – threatening the victim or their loved ones, threatening to hurt themselves if the victim leaves, threatening to tell victims secrets or to spread lies about the victim.

Economic – refusing to give the victim money for necessary things like food or clothing, using money to control a victim’s behavior (so only giving money if the victim does as they are told), taking the victims money or making the victim buy things they don’t want to.

After reading together the definition for each, be sure to make sure the students understand the differences between each one.

Part 4—Scenarios: 20 min

Divide class into pairs of partners. Each pair will be given a scenario that they will act out for the class. Give students 5 min to put together a 1-2 minute long skit. Remind the girls that some of them will be playing boys in these skits. After each scenario, discuss: Is this a healthy relationship? Why/why not? Who is the victim? Who is the bully? What can the victim do in this situation? Which type of abuse is this?

Number 1

Every time you and your father have an argument he gets very angry. Sometimes he even breaks small things like a cup or a small figurine. Last night he got so angry that he kicked your family dog when he left the house.

Number 2

You and your boyfriend have been having some problems recently. You have been arguing a lot. Sometimes you fight about where to eat, what friends to hang out with, what films you want to watch, and how to spend your time. However yesterday he suggested that tonight you sit down to calmly talk about your problems.

Number 3

Whenever you are out with your girlfriend's family, or with other friends, she always puts you down. She will tell stories about times you did something silly or make comments about how dumb you are. When you ask her to stop she says that you are over reacting and that she isn't insulting you and it's all in your mind.

Number 4

Lately you and your boyfriend have been fighting a lot. He finally decides to break up with you but when he told you it was over you say, "I don't know what I would do without you. I would have no reason to live". It made him think that if he left you, you might hurt yourself so he decided not to break up with you.

Number 5

Your husband always has to be in charge. He decides where you go and what you will eat. He has control of your bank account, and he controls all the money you spend. When you make a suggestion he says that he is the man so he should make decisions. If you make decisions, it makes him look "weak," so you always let him decide for the both of you.

Part 5—Another Skit: 10 min

Tell the girls we will be looking over one last skit. Hand out copies of the skit to pairs (two girls can share one copy). We need three volunteers to read this one. Read through the skit. At the end discuss these questions:

- Is this a healthy relationship? Why/ Why not?
- Who is not acting responsibly in this relationship?
- What kind of violence is involved?
- How could the relationship be better? (For this last questions write down suggestions)
- What signs are there that Inna is in an unhealthy relationship? How can her friends help her? Who can she go to for help? (Emphasize the importance of helping friends who are in trouble.)

Skit Script

Vanya and Inna have been dating for five months. They both go to School Number 3. Vanya is in 11th form and just turned 17 this month, and Inna is 15, and in 10th form. Ihor and Vanya are starters on the soccer team and this is their fourth year playing together. Inna and Katya have been friends since they were small and until very recently have shared everything with each other. Inna and Katya have not talked since Vanya and Inna started dating, five months ago

Scene 1: Vanya and Inna are having a discussion after the soccer game:

Vanya: Hey baby, how did you like my game tonight?

Inna: It was all right, you looked good out there.

Vanya: Yeah, I scored 3 goals. They're all for you.

Inna: Thanks, honey. I loved it!

Vanya: Me and the boys were going to go over to Ihor's house to celebrate the win.

Inna: Cool, that's great – 'cause I was thinking that I haven't seen Katya in such a long time that I'd love to hang out with her.

Vanya: I don't really like Katya. She's kind of stuck-up.

Inna: Come on, Vanya, she's my best friend and she's upset we don't hang out anymore.

Vanya: That's 'cause you're hanging out with me now. (Aggressively) What, would you rather hang out with her than me?

Inna: NO, you know I only want to be with you.

Vanya: That's what I thought...

Inna: (quietly) It's just that I feel like I don't have any other friends sometimes, you know?

Vanya: Stop being so sensitive – you don't need anyone else besides me. With all your insecurity and attitude these days, I'm not surprised I'm the only one who will talk to you.

Inna: I'm sorry, Vanya. I guess I just don't realize it when I give you attitude.

Vanya: (snapping) Well maybe you should.

Inna: Is it still okay if I try to see Katya anyway?

Vanya: I told you, you don't need to see her. I'll just be out for a little while and then I'll come see you. Just wait for me at your mom's house and I'll give you a call.

Inna: Okay – love you.

Vanya: Love you too – now go home and make sure you don't eat too much of your mom's cooking, you know how I like you fit and all.

Inna: Call me soon!

Scene 2: Inna is at home watching TV waiting for Vanya to call when her friend Katya calls her on her cell phone.

Inna: Hello?

Katya: Hi, what are you doing?

Inna: I'm just watching TV waiting for Vanya to call me.

Katya: Inna, it's Friday night. You should come out with me and the girls. We're going to see that new movie, "How to lose a guy in ten days."

Inna: Sounds like fun . . . (wistfully) but Vanya would never see that with me.

Katya: That's the point—it's a girlie movie so you've gotta come with us.

Inna: No—it's not like that, I can't just get up and go with you—Vanya doesn't like me going out without him.

Katya: Why not? He knows you love him—it's not like we're going to the disco or anything. We're just gonna see a movie. It's harmless.

Inna: Oh, I know – it's just that he thinks I am insecure and that he can make me feel better. I feel bad too, because I really want to be a good girlfriend but I just miss my friends.

Katya: For once you should just go out and have some fun – why does he always get to decide for you?

Inna: Well, he loves me and he's older and always knows more about life than I do.

CALL WAITING.....Inna gets another call and the cell phone indicates that it is Vanya calling from Ihor's house.

Inna: (Hurriedly) Hold on Katya, I'd better go—it's Vanya calling and you know he'd get mad if I didn't answer quick. (Answers phone) Hello?

Vanya: Hey baby, what's up?

Inna: Hi Vanya.

Vanya: What are you doing?

Inna: (nervously) Well ... uh ... um ... I was just ... uh ... talking to Katya...

Vanya: (Angrily) What! I told you that she's stuck up and you shouldn't be talking with her!

Inna: I'm sorry, Vanya, I didn't mean to upset you.

Vanya: Don't let it happen again. She's no good for you.

Inna: I'm sorry. I miss you—are you having a good time?

Vanya: (calming down) Yeah, I miss you too, just wanted to make sure you were home. I'm just gonna be here with the boys for a little longer.

Inna: Well, can I go to a movie with the girls tonight? ... I know you don't like it much, but they were all going to see a chick flick.

Vanya: (raising his voice again) No. You can't go. It's a bad idea. What if I want to see you later on tonight? You do want to see me tonight, don't you?

Inna: Yeah, I guess you're right.

Vanya: And ... if I don't make it, just make sure you get your beauty sleep – you've been looking so worn out lately.

Inna: Okay—bye Vanya, I love you.

Vanya: Bye.

Part 6—Wrap Up: 5 min

Tell girls we'll finish up by watching a short film. Play. Ask for reactions? Do you agree with what this video is saying?

<http://www.youtube.com/watch?v=AvBKlBhfgPc>

Wrap up the lesson by reviewing the answers to the last question from the “Another Skit” portion of the lesson. Emphasize that being in a violent relationship is not necessary for anyone. There are always options. Also that we don't have to let our friends go through violent relationships either. There are signs to look for, and there are always people to go to for help.

Mention the 386 hotline hosted by La Strada. Tell the girls that we will be calling this number to ask questions. Ask them to think about what questions they might want to ask.

Ex. What are some signs of violence? How do you help a friend? Can you trust the police? Where can I go if I am a victim?

Show 386 Hotline advertisement.



Lesson Plan E – Building Strong Individuals

Ripple Effects of Domestic Violence: (10-15 mins)

Who does domestic abuse hurt, besides the woman/victim? (Ex: parents of victim, children of victim, siblings, friends, neighbors, etc.) Students can make a web with the victim in the center and other people surrounding the victim.

Next, students erase woman/victim in the center and replace it with “you.” Students must then ask the question, if you are now in the center of the web, and you have a parent, child, sibling, friend, etc. who is a victim of domestic violence, how do you talk to that person? Students work well if they can sympathize with that person. (Ex: How would you talk to your sister if she were in an abusive relationship? How would you talk to your friend Anya?)

Opinion Poll: (15 mins)

Place five signs on the walls in different parts of the room: *Strongly Agree – Agree – Disagree – Strongly Disagree – Not Sure/Undecided*. Tell your students you are going to read a series of statements about domestic violence. After reading each sentence, each student should decide whether s/he strongly agrees, agrees, disagrees, or strongly disagrees with it – or whether s/he is not sure. Each participant should stand beside the sign that corresponds to her/his own opinion. Ask your students why they’re standing where they’re standing, and encourage them to be honest and respectful of each other’s opinions. This way, they’ll hear each other’s opinions and realize that there is a wide spectrum of attitudes about gender.

Questions:

- In a marriage, if one partner wants sex, the other partner must consent, even if unwilling.
- Financial abuse is a form of domestic violence.
- Students should be taught about domestic violence in schools.
- Victims of domestic violence should be encouraged to seek assistance outside of their families (through NGOs, government programs, etc.).
- Victims are often to blame for being abused.
- Men can be victims of domestic violence.
- People who commit domestic violence should be arrested.
- Would you feel comfortable interfering in an abusive relationship?
- Could you be provoked into committing domestic violence?

HIV/AIDS

**HIV/AIDS World AIDS Day power point could also be used with any of the following lessons.*

Lesson A—Understanding Stigma and Discrimination

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

- Identify some of the feelings involved in being stigmatized and in stigmatizing others.
- Describe the influence of stigma on communities.
- Describe various strategies for addressing stigma and discrimination.

Materials: Blank flip chart paper, Flipchart: Continuum of Guilt, Post-its, Markers, Tape

- Prepared large labels for wall:
 - Knowledge as a Root Cause of Stigma
 - Role of Values, Norms and Moral Judgment
 - Shame, Blame and the Role of Gender
- Handouts:
 - *Expressions and Forms of Stigma*
 - *Recommendations for Reducing Stigma and Discrimination*
 - *Tip Sheet for PLHA Panels*

Time: 2 hours 25 minutes

Rationale: Stigma about HIV/AIDS and discrimination of people with HIV/AIDS (PLHA) are major issues to be addressed in behavior change projects. These exercises provide a look at the roots of stigma and how it affects PLHA, families, children and communities; a safe space for participants to consider how stigma and discrimination about AIDS can affect them and their performance, and an opportunity to develop strategies and skills to confront stigma and discrimination.

Session Outline

- Simulation Exercise (*10 minutes*)
- Introduction (*5 minutes*)
- Causes, Forms of Stigma and Adequate Responses (*1 hour*)
- Preparation for the Panel of PLHA (*10 minutes*)
- Panel of PLHA (*45 minutes*)

Activities:

I. Simulation 10 minutes

Explain that the participants will participate in a simulation activity which will help them better understand the theme of this lesson. Have all participants stand with their back to you. Put different color post-its on each person's back and a white colored post-it on one person's back. Then explain the rules of the simulation. The participants will have 5 minutes to move around the room and divide themselves up into different groups according to some characteristic. No further questions are to be asked and the activity is to be conducted in silence.

Usually the groups will be divided by the colors of their post-its with the person with the white post it alone. If this is the case, then note that the instructions did not say they should divide themselves by color of the

post-its. Why did they? How did they feel to belong to a group? How did the person with the white post-it feel?

Note: On one occasion, people empathized with the person with the white post-it and welcomed her into their group. Try to use the feelings expressed in the group to make the point that people can be stigmatized because of a characteristic/attribute- in our context HIV- and that this feature can become a defining one and one that leads to their lack of inclusion of PLHA in families, social groups and organizations such as workplaces.

II. Introduction 5 minutes

Definitions and significance

- Define stigma

Stigma means to mark or devalue someone based on specific factors. In HIV/AIDS it is described as a “process of devaluation” of people either living with or associated HIV and AIDS.
- How does stigma lead to discrimination? Solicit responses. Add:

It leads to unfair and unjust treatment of an individual based on his or her **real or perceived** HIV status.
- HIV and AIDS-related stigma and discrimination together have long been recognized as one of the main obstacles to the prevention, care, and treatment of HIV and AIDS.
- In this session we are going to explore stigma and discrimination in detail, and consider its effects on individuals, communities, and you as community prevention workers.

III. Causes and Forms of Stigma 1 hour

Step 1: Root causes of stigma

- Explain that there are 3 root causes of stigma. Review the causes using the paragraphs below:
- *“Knowledge as a Root Cause of Stigma”*

This is related to knowledge or understanding of HIV and fear of HIV transmission through routine, noninvasive daily interactions (casual contact) with those living with HIV and AIDS.
- *“Role of Values, Norms and Moral Judgments”*

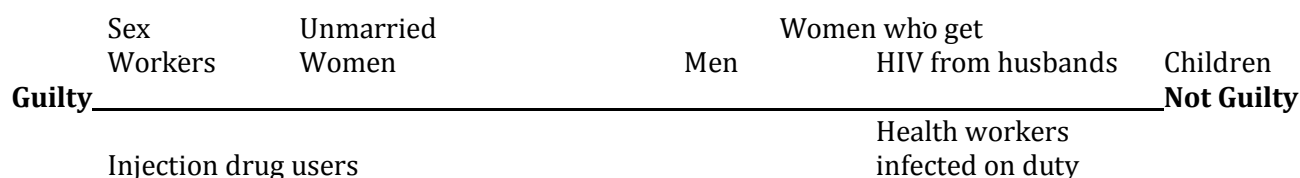
Two common elements: (1) the ways in which HIV and AIDS-related stigma creates a clear division between “us” (the presumably uninfected), and “them” (those known or presumed to be living with HIV and AIDS); (2) the tendency for members of the wider community to assign degrees of “guilt” or “innocence” to HIV-positive people according to assumptions about how that person acquired his or her infection.
- *“Shame, Blame, and the Role of Gender”*

This is the role that gender plays in the nexus between HIV-related stigma, moral judgment, shame, and blame. Although this interface is complex, it is clear that women generally bear the strongest brunt of this type of stigma. The reason underlying this seems to be that women are expected to uphold the moral traditions of their societies. HIV is regarded as evidence that they have failed to fulfill this important social function.

- Distribute the expressions and forms of stigma to participants. Explain that they are a collection of experiences of PLHA in various countries. Note that many of the examples come from Ukraine. Ask that they read them aloud one by one. What root cause of stigma does each one represent?

Step 2: Expressions and Forms of Stigma

- Explain that a “continuum of guilt” exists in each society, which determines the degree of stigma and discrimination that each person will experience.
- Put up the generic “continuum of guilt” poster explaining that this continuum was based on studies in various countries. Are there any modifications they would make to accurately reflect the norms and values of Ukraine? Note that men infected as a result of sex with other men were not included. Where would they be on this continuum?



- Put up flipcharts on the walls with the following headings:
 1. Result of stigma on families
 2. Result of stigma on individuals
 3. Result of stigma on communities
 4. Impact of stigma on HIV/AIDS services/programs

Explain that participants will have 15 minutes to get up and stretch as they circulate around the room and add their comments to each flipchart.

Some points that should be made include:

- Stigma keeps people from learning their HIV status through testing and discourages them from telling their partners and as a result they infect them.
- Stigma keeps people who suspect they are positive from accessing treatment and counseling services. For example, a TB patient hides his diagnosis.
- Stigma discourages people from using other services (pregnant woman from taking anti-retrovirals).
- Stigma prevents people from caring for people living with HIV and AIDS.

Step 3: Recommendations

1. Distribute Handout: “Recommendations for Reducing Stigma and Discrimination” and ask participants to read it, and check a few specific suggestions that look like things they might reasonably be able to do in their communities.
2. Ask their general reactions to the recommendations, and if they seem to be the kinds of educational activities that could build capacity at the community level.

-Break-

IV. Preparation for PLHA panel 10 minutes

- Explain that in the next activity, we will be hearing from several people who are living with HIV/AIDS.
- Ask them to think for a minute about what they expect to see, hear from people living with HIV/AIDS.
- Note that the panelists have agreed to come tell their stories to help you understand people in their situation in this culture, to learn about their experiences with contracting and living with HIV/AIDS, and how people living with HIV/AIDS can be supported. It takes a great deal of courage to tell one's story. This is one way to fight stigma and discrimination.
- We will have time for some questions and answers after their presentations. If you want to ask a question, it needs to be in writing. Give them 5 minutes to think of their questions and write them on pieces of paper. The questions will be reviewed by the PLHA before the start of the panel. The agreed to questions will be read one by one by a facilitator.
- **Panel of PLHA 45 minutes**

Step 1: Using their first names, introduce the panel members and thank them for coming.

Step 2: Facilitated Panel Presentations (45 minutes)

- Ask each panelist to introduce him or herself. (maximum of 5 minutes each)
- When everyone has spoken, thank him or her all.
- Q & A: Read the questions one by one submitted by the participants.
- d. Close the panel.

Handout

Expressions and Forms of Stigma

- My mother marked and separated all of our eating utensils in the house.
- I was no longer allowed to help prepare the food at home.
- My sister asked me to stay away from her children.
- People didn't invite me out anymore.
- People treated me like I have no future and were surprised that I wanted to go back to school.
- It seemed like everyone expected me to start teaching others about HIV. I just wanted to continue in my job.
- My church said they would not marry people who are HIV+.
- As soon as people learn that I am positive, they try to figure out how it happened.
- My family blames me that the neighbors want us to move.
- I lost my job at the city newspaper.
- I can't obtain a visa to the US because of my status.
- HIV+ children are placed in a special group at the orphanage to "protect" other orphans.
- The orphanage staff wear gloves when they play with the HIV+ orphans.
- PLHA must go to the AIDS Centers to receive medical care.
- When I asked what kind of painkiller is provided, the head doctor told me that people with HIV/AIDS don't have pain.

Handout

Recommendations for Reducing Stigma and Discrimination

Knowledge and fear about HIV and AIDS

The persistence across diverse settings of the “*knowing, but not quite believing*” that HIV can only be transmitted through three specific routes indicates that overcoming these doubts and fears is one of the key steps for any program working to reduce HIV-related stigma. Programs need to focus on the substantive content of messages pertaining to HIV as well as the style and method of delivery, paying attention to the following:

Substantive content of messages

Persistent fears about HIV transmission through improbable means, and the “what if” scenarios people create in the face of these fears, indicate that many people dwell on and worry about HIV transmission through casual encounters in daily life. These unfounded fears clearly suggest that partial or ambiguous (and often negative) information contained in HIV and AIDS-related messaging can have unintended, and undesirable, consequences. Thus, programs and policies need to broaden, deepen, and sharpen HIV messages by:

- Providing information not only on how HIV *is* transmitted, but also how it is *not* transmitted. This includes identifying the most commonly feared “casual” contact situations in a community (e.g., contact with blood, sweat, and saliva where no fluids are exchanged, or mosquitoes) and explaining *why* HIV transmission is highly unlikely or impossible through these situations.
- Broadening the content of HIV messages to include information on HIV and AIDS beyond transmission, in particular, what it means to live with HIV; the skills needed to help individuals prevent its transmission; and if infected, how to live healthy and productive lives. For example, messages could inform about the longevity of a person living with HIV or that opportunistic infections are treatable in HIV-positive persons. Messages also could offer practical tips on different strategies for bringing up the issue of HIV and condom use with sexual partners, both in steady partnerships and casual relationships.
- Creating recognition and understanding of HIV stigma, including what it is; how it is harmful to us, our families, and our communities; and the role each individual has to play in reducing it. While not dealt with in depth in this report, the data from all countries shows a gap between people’s stated intentions *not* to stigmatize and their actions, which are stigmatizing. This indicates a lack of recognition of what stigma actually is. Creation of improved awareness of what stigma is and fostering an understanding of how stigma is harmful would help stop this inadvertent stigma from occurring. At the same time, addressing each individual’s role in creating or reducing stigma would generate the necessary will to do something about it.

Values, norms, and moral judgments

To effectively address stigma, programs and policy also must attempt to disassociate HIV from the sensitive and often taboo social issues that are associated with its transmission, in particular sex and injection drug use. This can be done without sacrificing effective communication of information about prevention. For example:

- Explain how HIV is (and is not) transmitted in a fact-based, neutral and non value-laden format.

- Messages, programs and policies need to discuss the behaviors that can lead to HIV transmission without direct reference to particular individuals or groups to ensure that specific groups (e.g., young girls, gay men, sex workers, injection drug users) are not singled out as vectors of transmission. Messages about HIV that include implicit value judgments about a behavior legitimize stigma by implying that HIV is a matter of personal choice.
- Key institutions and opinion leaders shaping and reinforcing societies' values must take the lead in reducing stigma. They can do this by:
 - Promoting non stigmatizing principles like compassion and nondiscriminatory and equal treatment for all;
 - Training leaders to improve their understanding of HIV and overcome fears of casual transmission, recognize stigma, and become motivated to tackle it, and begin the process of self-reflection on values, morals, and judgment.

Involve people with HIV and AIDS as integral members of all programs

People with HIV and AIDS have a central role in stigma reduction at any level of intervention and provide a strong basis on which to build successful programs. Where appropriate, with training (where needed) and support, and as paid staff members or consultants, people with HIV should form the core of stigma-reduction programs. Several of the underlying causes of stigma point to the critical role people living with HIV have in dispelling the myths that allow stigma to persist. In particular, they can help combat the fear of casual transmission of HIV, the belief that HIV means immediate disability and death, and that people living with HIV are somehow different from everyone else. In addition, working to fight HIV and stigma is an empowering activity that gives hope to people with HIV, which also helps people overcome internalized stigma.

TIP SHEET

Preparing for Guest Speakers Who Are People with HIV/AIDS

Why Invite PLHA?

One strategy to encourage behavior change, create awareness, and fight the spread of HIV/AIDS is to invite people living with HIV/AIDS (PLHA) to share their personal experiences.

In order to prepare, it is important for the Volunteer first to clearly identify her/his session objectives. Some possible objectives may include:

- to help participants face their own prejudices about PLHA
- to erase the stigma surrounding PLHA
- to emphasize the fact that a PLHA cannot always be identified on sight
- to personalize HIV/AIDS
- to show support and discuss ways to care for PLHA
- to reinforce lessons of behavior change

PLHA Preparation

Training for the PLHA should include a clear description of the information s/he is expected to present. Some discussion topics may include:

| | |
|----------------------------------|-------------------------------------|
| Birth location | Description of HIV contraction |
| Family history | Current situation |
| Educational background | Strategies for a healthy lifestyle |
| Employment history | Suggestions for how to support PLHA |
| Family life (marriage, children) | |

The topics should be agreed upon, making sure that the PLHA is comfortable with the Volunteer's expectations.

Experience has shown that the best method for a question and answer session is to have the participants write anonymous questions on blank slips of paper, to be collected and given to the guests (or panel moderator). Open question and answer sessions may be difficult, and even painful, as the questions cannot be screened in advance.

Audience Preparation

It is important to prepare the audience for the PLHA session to make the guest speakers as comfortable as possible. In general, it is beneficial to teach the participants the basic facts about HIV/AIDS, especially points concerning transmission.

Lesson B—Life Cards

Objective: This activity is intended to personalize the epidemic of HIV for each of us. We hope that by doing so we will understand HIV at a human level and be able to work more effectively to address its spread and encourage care and compassion with those living with HIV/AIDS.

Materials: 10 life cards for each participant

STEPS:

- Distribute a set of 10 cards to each participant broken into groups of 6. Ask them to put the cards down while listening to the instructions.
- As you know, when someone contracts HIV, it can take many years before serious symptoms show up. Yet during this time, the virus continues to spread and to undermine the immune system. Due to the compromised immune system, one begins to succumb to diseases and opportunistic infections associated with AIDS. Living a normal life becomes more and more difficult, and one has to make certain choices.
- Imagine now that you have AIDS. It has progressed to the level where you no longer can do all the things you used to do, and you now need to give some things up. The 10 cards before you represent 10 aspects of the quality of life. Look them over. You will get to keep 5 of the cards, but you must also give up 5 of them. Silently, so that you don't disturb the reflection of your colleagues, sort the cards into two stacks—the 5 you will keep and the 5 you will give up. You have 5 minutes to do this.
- One-by-one in your group, tell your colleagues about the cards you gave up. What were the one or two that were most difficult for you to get rid of? How did it feel to have to reduce the quality of your life in the face of this disease? *(5 minutes)*.
- Now, one-by-one in your group, tell your colleagues about the cards you kept. What were the one or two that were most important to you to keep? *(5 minutes)*
- Take sharing from the participants about what they observed. Use the conversation to highlight that HIV/AIDS is not a single phenomenon that currently affects 25 million people but, rather, it is 25 million different phenomena, experienced individually and uniquely in each life it affects. Use the conversation also to illuminate the differences in individual priorities.
- Now, take the cards you are getting rid of and place them face-down on the table in front of you. Pick up the 5 cards you are keeping. Fan them out in your hand like a hand of cards or a fan, with the writing facing toward you. Imagine now that AIDS has progressed even further and you must give up even more. In fact, you now even have lost the freedom to choose what to give up. To simulate this, turn toward the person next to you, holding out your 5 cards so that they can't see the writing, and have them take 2 cards at random away from you and put them down on the table. *(3 minutes)*
- In your group share your feelings. What did it feel like to have them take those cards away? How did it fit into your view of your life? What was it like to relinquish control? *(5 minutes)*
- Invite people to share their experience of the simulation with the group. Use the conversation to underscore the nature of loss—that, ultimately, we don't get to control what happens to us, even if it concerns something important.
- Explain that while the first module will bring HIV down to the cellular level, we should remember the human dimension and how the progression of HIV affects people on an individual level.

[This simulation was designed by David Pavlick of the Bailey-Boushay House, a hospice in Seattle, USA. He created it as part of the training for HIV-negative personnel to work with people who are sick with and dying of AIDS.]



| | |
|--|---|
| Loved One: partner, lover, spouse, best friend, family | Residence: house, apartment |
| Bodily Functions: sight, hearing, taste, sex, bowel and bladder control | Physical Appearance: weight loss, skin condition, overall physical condition |
| Mental Reasoning: sanity, memory, coherency, speech | Independence: privacy, ability to make decisions, self-determination |
| Physical Mobility: ability to run/walk, ability to operate a bike, car or other means of transportation | Future Plans: vacations, travel, holidays, career, children |
| Favorite Activity: art, music, dancing, sports, hiking, pets | Finances: money, bank account balance, credit cards, savings, job |



| | |
|--|---|
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Lesson C – Creativity and Hygiene

Goal: Students will be educated about different hygienic items particular to men and women.

Activity: Using personification, students will think of various uses and different ways of thinking about hygienic products.

Vocabulary: personification, hygiene

Materials: tampons, condoms, deodorant, perfume, razor

Warm up/Review: (15 mins)

An important aspect of creativity is looking at items in new ways to think of ways to use them differently. To do this, campers will be shown several different familiar hygienic items and will be asked what these items are used for. These answers will probably be pretty simple, and we will start with the more simple items (perfume, deodorant) to become comfortable with the task. Ex. “We use deodorant to keep us from sweating.”

The Next Step...

To take this to the next step, students will be asked to personify these items. That is, if deodorant became a person, what kind of characteristics would (s)he have? How would (s)he dress, act, etc?

After students become more comfortable with the activity, they can be introduced to a couple more challenging items (condoms, tampons, razors, etc.).

Note: Do students assume that razors are an item used exclusively for men? Razors are also an essential item for women.

Reflection: (10 mins)

After you have personified these items, and thought of them differently, how might they be used in other ways? This is where students must be more creative. Ex. tampons are often thought of as being an item strictly for women, but soldiers often carry them around to plug a gunshot wound.

How might we use these items differently? How can they be used in our everyday life? By thinking of these items differently, students will remove the heavy gender allotment given to each item. They can then think of the items for their practical and beneficial purposes.

Human Trafficking Lesson Plans

Lesson A—What is Human Trafficking?

Materials: three word puzzles, flipchart, copies of reading sheet, hotline cards

Introduction 10 minutes

Divide students into 3 groups and give the students each of the following statements, distributed in a word puzzle so that they have to arrange the words in order to create an accurate statement. As a large group, they then arrange the sentences into a paragraph.

"Human trafficking is a form of slavery. After drug dealing, trafficking of humans is tied with the weapons trade as the second largest criminal industry in the world, and it is the fastest growing. Victims of human trafficking are young children, teenagers, men, and women: anyone can be a victim."

Ask students to identify five different forms of human trafficking:

- in the sex industry;
- as forced labor in factories, restaurants, or agricultural work;
- as a servant, housekeeper, or nanny;
- as a bride;
- of organs

Presentation 10 minutes—Present the following information to the students:

Ukraine is a source country for women and girls trafficked to Europe and the Middle East for the purpose of sexual exploitation and for men trafficked to Europe and North America for forced labor. Ukraine is also a transit country for Asian and Moldovan victims trafficked to Western countries. Ukraine is a major supplier and transit country for children trafficked for sexual exploitation. According to the reports from the International Organization for Migration, 10% of all Ukrainian trafficking victims who manage to return to Ukraine are aged 12-18. During the last year, the US government estimated that approximately 800,000 to 900,000 victims were trafficked across international borders worldwide each year. 80% of the victims trafficked across international borders are female and 70% of those females are trafficked for sexual exploitation. Human trafficking has become a global business that makes huge profits for traffickers and organized criminal groups. Because of its clandestine nature, human trafficking is likely to remain an underreported crime. Therefore, finding accurate statistics on human trafficking is difficult.

Discussion 20 minutes

Have the students read "Facts" on the reading sheet aloud and discuss the reasons why women wish to leave Ukraine. Have the students read "Causes" aloud and brainstorm consequences of human trafficking for the women, their families, society, and the state. Have the students read "Prevention" aloud and discuss.

Wrap-Up 5 minutes

Remind the students that because they have a high level of English, they may have opportunities to work abroad, and it is their responsibility to protect themselves by checking out such opportunities. Handout IOM cards with the hotline number, which will investigate job opportunities abroad.

Facts About the Sex Trade Element of Human Trafficking

Most women who are recruited are under the age of 23. Women and girls are often recruited through newspaper ads promising high paying jobs to pretty young women in Western Europe or America. They advertise jobs for waitresses, hostesses, nannies, maids, or dancers. Other women are recruited through marriage agencies that offer to find them an American or European husband as a way out of Ukraine. The IOM has reported that all marriage agencies in Ukraine are controlled by criminal networks.

Women are first taken by car, bus, boat, and plane from Ukraine to Eastern Europe. Some stay there while others go south to Israel and Turkey, west to the European Union, or elsewhere. The top three countries that Ukrainians are trafficked to are Russia, Turkey, and Poland. When they get to their final destination, the women's passports and identifying papers are taken from them, sometimes burned before their eyes. Women are then sold to brothel owners for a few thousand dollars.

Women are held in apartments, hotels, bars, and brothels, and are forced to be prostitutes. If they refuse to work, they are beaten and raped. Women are killed and mutilated as examples to other women and as punishment for refusal to participate. They never see the money they earn. Often they are told that they must repay the amount that they were bought for. Their clients generally believe that they are prostitutes of their own choice.

In Israel and Turkey, prostitutes are often referred to as "Natashas" because so many are women from Russia and Ukraine.

The Ukrainian element of the sex trade is centered in Kyiv and controlled by Russian gangs based in Moscow.

Causes of Human Trafficking

Poverty and lack of opportunity make people potential victims of trafficking. They want to believe the false promises of job opportunities in other countries. Many people who accept job offers from what appear to be good, legal sources find themselves in situations where their documents are destroyed, their selves or their families threatened, or they are held by debt that they have no chance of repaying.

Women in Ukraine are particularly at risk because they do not have equal opportunities at work or in the family. Women are discriminated against in the job market. They lack access to jobs that are highly paid. Women are often the first to be fired and the last to be hired. The feminization of poverty in Ukraine reinforces women's desire to look for a job abroad without thinking about the possible risks.

Prevention of Human Trafficking

The prevention of human trafficking requires many changes. It is necessary to have strong laws against trafficking, which are enforced. Most people must be informed about the problems of human trafficking. The network of counter-trafficking organizations must be strengthened. Schools, religious organizations, community groups, and local leaders must be involved in the fight against trafficking. Organizations like the International Organization of Migration (which is part of the United Nations) are doing work to make sure such changes in many countries around the world including Ukraine. But the process is slow and there is still much work to be done.

Lesson B—The 5 Ws of Trafficking

Materials: flipchart with questions and stats, *Exit* dvd

Warm-Up 10 minutes

Read the following statements and have the students decide whether they are true or false:

1. Ukraine is a country of origin and transit – not destination – for trafficking in human beings (FALSE, it is a country of origin, transit, and destination).
2. Trafficking in persons is the third most profitable crime worldwide after narcotics and weapons smuggling (TRUE).
3. The U.N. estimates that 1 to 4 million people are trafficked worldwide each year (TRUE)
4. Most traffickers (recruiters) are men. Only 10% are women (FALSE, 57% of traffickers are women).
5. The average age of victims of trafficking is 26.4...the youngest was 3 and the oldest 73 (TRUE).
6. There are no organizations in Ukraine that can help victims of trafficking (FALSE, over 60 NGOs and civil society organizations work within IOM's Partner Network in all oblasts).
7. Ask the students the following questions and write the statistics on a flipchart:
8. Who are the traffickers? 65% strangers, 12% friend, 2% business contact, 2% partner, 1% relative, 20% other; 57% female, 43% male; Ukrainian 60%, Russian 10%, Polish 5%, Turkish 2%, Lithuanian 2%, Other 21%.
9. How are people recruited? Personal contact 85%, newspapers 12%, family 1.5%, Internet .5%, kidnapping .5%, other .5%
10. Where are they recruited? Bars, bazaars, border stations, bus stops, clubs recruitment firms, orphanages, shops, stations, travel agencies.
11. Which jobs are offered? Agriculture, au pair, dancers, domestic workers, manual labor, salesmen, sex work, study abroad, waitress, etc. 70% of those trafficked become sex slaves.

Activity 15 minutes—Watch the MTV film *Exit: Inhuman Lives* (Parts 1, 2, 3, 6), in English, Russian or Ukrainian.

Discussion 15 minutes

Break the students up into three groups. Assign each group one of the stories: Anna, Ludmila, or Tatiana. Ask students to recall their assigned woman's story and think about what the women could have done differently to prevent their outcome. Have each group present to the group at-large.

Wrap-Up 5 minutes

Ask students the following questions and write the statistics on a flipchart:

- *Who are the victims?*—20% have university degrees, 30% have graduated from school, 50% have finished 11th grade.
- *How do victims escape?*—30% run away by themselves, 26% are rescued by police during raids, 20% are allowed to go home (if injured or ill), 8% are rescued by their clients, and 3% by friends or family. That means 14% never come home.

Lesson C—Escape and Reintegration

Materials: flipchart, *Exit* DVD

Warm-Up 5 minutes

Explain that once someone is sold into slavery, it is very hard to escape. Ask why this might be so and write the answers on a flipchart. Possible answers include:

- Isolation;
- Confiscation of passports, visas, and/or identification documents;
- Use of threat of violence toward victims and their families;
- Blackmail using the victims' illegal status;
- Control of the victims' money; and
- Debt bondage;
- Use of alcohol or drugs to control the victims.

Activity 15 minutes

Watch the MTV film *Exit: Parallel Lives* (*The Right Choice*, *Global Village*, *Opportunity Knocks*, and *Judgment Day*). Ask the students to think about the following questions as they watch the movie: Which factors prevented the victims from escaping? If they were able to escape, how did they feel upon their return?

Discussion 20 minutes

Divide the students into four groups and assign one of the stories (Anna/Sonya, Sven/Tatiana, Natasha/Maya, and Susanna/Andrea) to each group. Ask students to recall the stories and compare the two characters, identifying what was good or bad about each person's choices. Discuss stigma, paying particular attention to Andrea's story:

- Victims of trafficking are often victimized for a second time after they escape. Women are sometimes deported as prostitutes, and are returned to their home countries with no money and little prospects.
- Victims of trafficking return home with mental and emotional scars from their ordeal. Many are also affected by substance abuse, STD infections, and post-traumatic stress disorder.
- Victims are sometimes ostracized by their families and communities because of the stigma against prostitution.

Discuss prosecution:

- Prosecuting traffickers can be extremely difficult. Many trafficking victims are afraid to testify for fear of violence against them or their families. Human trafficking is also closely linked with organized crime, and government officials can be influenced by these groups. Because of these facts, many traffickers are set free or given very light sentences. In Ukraine, two thirds of convicted traffickers are given probation.
- Recently the Ukrainian government has made some improvement in the prevention and prosecution of trafficking. As of 2005, there were 500 law enforcement officials assigned to trafficking prevention. The government has supported the training of these officers as well as public defenders on how to prevent and prosecute trafficking cases. However, the government still relies heavily on NGO and international organizations to provide the bulk of the protection and reintegration services for victims.

Wrap-Up 5 minutes—Identify some of the organizations in Ukraine and explain that they:

- Help victims travel home;

- Provide emotional counseling and other medical services;
- Offer vocational training;
- Supply start up business capital for victims; and,
- Aid in the prosecution of trafficked

Alternate Human Trafficking Lesson Plan

Materials: MTV “Exit” video, Radiohead music video and MTV “Exit” commercial, statistics chart, paper, pens

Part 1: Warm-Up Video (10 minutes)

Show the girls one or both of the following short clips, then discuss briefly.

- Radiohead, “All I Need” music video
- “MTV: Exit” commercial with girl on the train

Part 2: Defining HT (20 minutes)

Divide the girls into three groups, then give each girls part of a definition of human trafficking. Make sure that all the words of the definition have been cut up and ask the girls to arrange their sentences. Once they have completed this, ask them to come back together and put all three group’s sentences together. It should read:

Human trafficking is a form of slavery. After drug dealing, trafficking of humans is tied with the weapons trade as the second largest criminal industry in the world, and it is the fastest growing. Victims of human trafficking are young children, teenagers, men, and women: anyone can be a victim.

Ask the girls to then identify or guess the five different forms of human trafficking:

1. In the sex industry;
2. As forced labor in factories, restaurants, or agricultural work;
3. As a servant, housekeeper, or nanny;
4. As a bride;
5. Of organs.

Part 3: MTV “Exit” 20 Minute Video (40 minutes)

Divide girls into three groups: one group will take notes on how people became trafficked in the film (BEFORE); one group will take notes on what their lives are like as victims/slaves (DURING); and the last group will observe how they escape, if at all, and what struggles they face (AFTER). Watch the film, the discuss as a group, and have each group present the three stages.

Part 4: Presentation of Statistics in Stages (15 minutes)

Present statistics to the girls in stages—before, during, and after—and discuss. Use posters to help visualize the information. Statistics can be found on 527 PowerPoint or in CT lesson 2.

Part 5: Ukrainian Scenario Film and Skits (50 minutes)

Watch the Ukrainian film with the 3 different “how people become trafficked” situations. Emphasize the list of “Warning Signs” at the end of the film.

Divide the girls into groups and tell them to prepare a 2-4 minute skit that includes at least 5 of the warning signs from the film. Groups then present.

Part 6: Wrap-Up (10 minutes)

If there's any time leftover, review what has been learned and ask the girls for their thoughts. What was shocking? What did they learn?, etc.

Statistics for Reference:

- Trafficking in persons is the **second most profitable crime** worldwide after narcotics, tied with weapons smuggling
- The U.N. estimates that **1 to 4 million** people are trafficked worldwide each year
- Ukraine is a country of **origin, transit and destination** for trafficking in human beings
- Victims are most often trafficked for purposes of **sexual exploitation, forced labor, forced organ donation, criminal activity, forced participation in armed conflicts** and others
- **Turkey, Russia, and Poland** are the three main countries of destination for Ukrainian victims of trafficking.
- Victims assisted by IOM have returned from over **48 countries** (majority of destination countries are EU countries; but also include far and sometimes poorer countries like Nigeria, Yemen, Moldova, Kazakhstan, Liberia, Libya)
- **Men, women, and children** fall victims of trafficking
- During 2000 – present, IOM has assisted more than **3,300** Ukrainian victims of trafficking (VoTs)
- The number of assisted victims has been **growing** each year: 2000 = 42 VoTs; 2001- 254; 2002 = 332; 2003 = 525; 2004 = 626; 2005 = 828.
- **In 2006** men constitute about **25%** of all the VoTs assisted, compared to **16%** in **2005**
- Approximately **5%** of the IOM caseload are minors
- **Half** of the victims are aged **18-24**
- **57%** of the traffickers (recruiters) are women; in close to **20%** of cases, recruitment is conducted by **friend, partner, relative, or business contact**
- **78%** of Ukrainian population have basic understanding of human trafficking; **66%** of population consider it a problem for Ukraine; **30%** believe it can happen to them
- **Unemployment, low wages, and lack of information** are perceived as main causes of human trafficking in Ukraine
- Over **60 NGOs** and civil society organizations, including **Ukrainian Red Cross Society, trade unions**, work within IOM's Partner Network for countering trafficking in all oblasts. Partners include the **Ukrainian Orthodox Church of Moscow Patriarchy, Ukrainian Greek Catholics Church**, and numerous **Baptist** and **Evangelic** groups
- Counter trafficking activities in Ukraine are largely funded by **international donors** such as the European Commission, Governments of Denmark, Italy, Sweden, Switzerland, and the United States
- Counter trafficking activities focus on three integrated components: **Criminalization and prosecution, prevention and advocacy, and protection and reintegration**:
 - IOM provides law enforcement officials with training, technical support and funds networking visits to countries of destination to improve international cooperation for prosecution of traffickers
 - Reintegration assistance includes for example: safe return home, retrieval of lost documents, medical and psychological counseling, vocational training, reintegration grants, legal assistance
 - Prevention activities include information campaigns, hotlines, lecture groups
- **IOM Medical Rehabilitation Center** has provided comprehensive medical and psychological assistance to over 800 victims during 2001-2005

- **7 shelters** for victims of trafficking are opened in the regions by IOM partner counter trafficking NGOs to assist victims of trafficking in rehabilitation and recover
- **March 24, 1998** the Parliament of Ukraine adopted **Article 124** regarding trafficking in human beings to the Criminal Code of Ukraine (old). **April 5, 2001**, the Parliament of Ukraine adopted **Article 149** "Trafficking in Human Beings" to the new Criminal Code of Ukraine. **January 13, 2006**, the Parliament of Ukraine adopted **changes to Article 149** "Combating Trafficking in Human Beings" bringing the counter-trafficking legislation of Ukraine closer to the norms established by the "UN Protocol to Prevent and Combat Trafficking in Human Beings" ratified by the Parliament on February 4, 2004
- **2000-2005 National Comprehensive Program on Combating Trafficking in Human Beings in Ukraine** adopted and implemented by the Government of Ukraine
- Specialized **Counter-Trafficking Units (CTUs)** created in 2000 under the Ministry of Interior. This unit was expanded to a **Counter Trafficking Department** during the spring of 2005
- The number of opened **criminal cases** under Article 124 and later 149 for: 1998-2005 = **1288 cases** (1998 – 2 cases; 1999 – 11; 2000 – 42; 2001 – 91; 2002 – 169; 2003 – 289; 2004 – 269; 2005 – 415)

Leadership Lesson Plans

Lesson A – Leadership Lesson 1

Materials Needed: Printer paper, tape, scissors, markers/crayons, a rope/string

Part 1: Ice Breaker (10 minutes)

1. Tie a rope into a ring large enough for everyone to hold a section of the rope with both hands.
2. Everyone stands in a circle facing each other.
3. Everyone holds a section of the ring of rope with both hands while standing up.
4. The instructor gives instructions to form the rope into a particular shape, say a circle.
5. The group attempts to coordinate their movements and then lay the rope down on the floor with the shape as instructed.
6. They are asked by the instructor if the shape is to their satisfaction.
7. Repeat steps 1-6 with a more complex shape (a dog or flower, for example) but this time without speaking and only using hand gestures.
8. Repeat steps 1-6, this time without even hand gestures.
9. After the whole game is over, the instructor can ask the participants about their experience with trying to communicate during the game.
10. The instructor then can explain the analogy that he is trying to make during the game: this exercise can be used to illustrate the importance of communication in leadership. Sometimes as leaders we don't know the importance of communicating our goals and objectives to our members. As such, we get people who give vague results. But you can't blame them. Vague instructions beget vague results. Therefore, articulate your goals as clearly as you can.

Part 2: Good/Bad Leadership Traits (15 minutes)

Give the students the words on pieces of paper. Have them separate out the positive and negative adjectives for leaders. Ask students to supply additional positive or negative words. (Have students think of a positive/negative leader and describe them)

Discussion: If not already mentioned by students, point out that leaders are diverse and varied and need to have many skills. Explain to them that good leaders always have their own individual ideas, but they are always ready to look at and consider everyone else's ideas, even if it's not something they like. Good leaders are able to make the right decisions for who they are leading even if they may disagree. They judge the idea according to its merit, and choose the best course of action even if it's not their own.

| | |
|------|--|
| Good | Patience, listens well, understanding, compassionate, intelligent, calm, encouraging, resourceful, energetic, helpful, respectful, optimistic, goal-oriented, determined, diligent, proactive, cooperative, considerate, inspirational |
| Bad | Impatient, pessimistic, lazy, negative, insulting, argumentative, discouraging, nervous, disrespectful, unintelligent, disruptive, short-tempered, gives up easily, mean, tyrannical, reactive, close-minded, self-conscious |

Part 3: Discovering Leaders – In Others and Ourselves (15 minutes)

Have students write down a famous person that everyone in the room would know. Tell them to NOT show anyone else who they are writing down. Take the pieces of paper from them and explain to them that one by one, they will have a leader taped to their back and they need to ask questions about who they are. They

only get 20 questions and explain that they may only ask “yes” or “no” questions. Depending on time and how many students are in your class, you can pick and choose how many students you would like to participate.

Discussion: Next, with the correctly-guessed names, ask students if they think that these people are good examples of leaders and why? (Remembering to use traits listed in the beginning of the lesson)

Then, have students take a few minutes and ask themselves, “What makes me a good leader and why?”

When students are ready, ask them to share their answers and to give examples of when they had a specific leadership position or how they are a leader in their everyday life.

Part 4: Action in Ukraine and in the World (15 minutes)

A. Divide the group into two. Ask one group to list 10 positive things about Ukraine, and ask the other group to list 10 negative things about Ukraine. After three minutes, have each group present their list to the whole group.

Discussion: Ask the students how the comments made them feel. What did they notice about the two lists? Do they feel overwhelmed or discouraged?

Explain that leaders do not only take action: they also have a positive attitude. The two groups were speaking about the same real place and saw it for either its possibilities or its deficiencies. Leaders are visionaries who inspire and change people’s feelings of despair to hope. Tell students that they can be motivated by this discussion to change the things that they dislike about their country. Give them time to think of ways they can make a difference.

B. Pass out paper and instruct students to trace their hands and cut it out. Tell them to write on one side of the hand one thing they would *most* like to change IN UKRAINE specifically. On the other side of the hand, have them write one way to change it IN THEIR COMMUNITY (locally). Select a few individuals to share with the group what they have written. (NOTE: Solutions will be hard to think of.)

Discussion: After each person has finished ask the group: How many people wrote the same thing on the front and the back of their hands? Have them raise their hands-usually very few or no participants have written similar things. Finally, ask: Why do so few people believe it is possible for them to change the one thing they most want to change?

(Explain to students that one of the most important characteristics of leadership is that they believe finding solutions to problems is possible and that they have the power to make these changes. They take action because they really care about them, because they believe them to be possible and because they know that they represent the possibilities themselves!) Add to GOOD LEADER LIST, “believes in possibility and creates it”

Example: Maybe one person cannot solve the global problem of HIV/AIDS, but one person can start a peer education project so that more people become educated and thus curtail the spread of HIV/AIDS. (additional examples)

Wrap up (5 minutes)

Have students read quotes and have them ponder the meaning.

Leadership: “The art of getting someone else to do something you want done because he wants to do it.” – Dwight Eisenhower

“There go the people. I must follow them, for I am their leader” – Alexandre Ledru-Rollin

WE ARE ALL LEADERS!

Lesson B – Leadership Lesson 2

Materials Needed: paper, print out with good and bad leadership traits printed (large), note cards/small pieces of paper

Warm-up: Leaders (15 minutes)

As the group is walking in inform them that they will be doing an activity. Once everyone has put down anything they were carrying, the activity will start. Have the group start as they are, do not ask them to circle up or sit down. Just ask the participants to all get in the exact same position. Every body part of every person in the room has to be placed identically to everyone else's on the team.

Discussion:

- What was hard; what was easy; what did the team do well; what could they have done better; have them pick three skills they (as a group) used the most effectively.
- Who was eventually copied by everyone else and why? What steps can you identify that you went through as you attempted to conform to the same position that everyone was in? How comfortable was it to become exactly like everyone else or to go along with the peer pressure? Who resisted and why?

Activity One: Who is a Leader? (12 minutes)

Have the students break up into groups of 3. Ask each group to write a definition of leadership and what makes a person a leader. Then have the groups present their definitions of a leader and come up with one definition as a whole group.

- What is a leader? What makes a person a leader? What characteristics do they have?

Then, discuss the role of leadership in the first activity. Was there a leader? Who was it? How can you tell that they were a leader? Can you have more than one leader?

Activity Two: Characteristics of a Leader (20 minutes)

Working all together, give the students the words on pieces of paper. Have them separate out the positive and negative adjectives for leaders. Ask students to supply additional positive or negative words.

- Discussion: Talk about why they categorized characteristics as good or bad. (Connect it back to the definition of a leader they just created). Do all leaders have each one of these characteristics? Can leaders work differently? Do different situations demand different leaders or characteristics to be used?

Then, have the students split into groups of 2-3 and pick a person they think is a leader. It can be someone famous or someone they know personally. Have them write down why this person is a leader: what characteristics do they have, how do they lead, etc? Then have each group present their leader to the class.

Activity Three: Leaders - Repeat (8 minutes)

Instruct the students that they will now be doing the initial activity again. After everyone has mimicked one persons form, discuss.

- Was the activity easier the second time after discussing leadership/leaders? Why? Was your leader the same as the first time you did the activity? If not, why? How do you think you can use knowledge about leadership and leaders after camp? What can it help you do?

Conclusion: Exit Cards (5 minutes)

Pass out a card or small piece of paper to each student. On the board write out the following sentence and then instruct everyone to fill in the blanks. If time remains, students can share what they have written on their card.

- I once believed _____ about leadership, but now I know _____.

| | | |
|------|--|---|
| Good | <p> patience listens well understanding compassionate intelligent calm encouraging resourceful cooperative </p> | <p> energetic helpful respectful optimistic goal-oriented determined diligent proactive </p> |
| Bad | <p> Impatient pessimistic lazy negative insulting argumentative discouraging reactive </p> | <p> nervous disrespectful unintelligent disruptive short-tempered gives up easily mean tyrannical </p> |

Lesson C – Project Design and Management

Materials Needed: Flipchart paper, markers, presentation, slips of paper with project ideas

Day 1 – 45 Minutes

Part 1: Introduce Project Competition (5-10 minutes)

Explain to the girls that they will be working in groups based on their sites. If there are large groups of girls from one place, divide them. Tell them they will be learning about PDM and will be planning projects for their hometowns! Tell them briefly that the first lesson will focus on choosing a problem in their community; the second day will focus on the different types of projects one can do; and the last day will focus on money (i.e., fundraising and budgeting).

Tell the girls that at the end of the lessons, each group will present their project plan on a poster to the group. The best project idea can win a maximum of 400 UAH to do the project—therefore, girls should keep project ideas simple. This money will be given to the nearest PCV.

IMPORTANT:

- * Give a time frame for when the project needs to be finished.
- * Second place projects can receive money if the first place project doesn't require the full 400 UAH.

Part 2: Needs and Resources Brainstorm (10 minutes)

Briefly ask girls to define the word “community” so everyone is clear. Then, take a large piece of paper labeled “NEEDS” and ask girls to start brainstorming needs in their communities. This can include their schools, town, or city. Good examples include: HIV/AIDS awareness; lack of traffic safety signs; veteran living conditions; lack of information about local social services; intolerance toward minorities (these issues are tangible and actionable, and transferable across communities without being overwhelming). Write down ideas on the paper.

- * Should not be too broad (e.g., health; education; happiness; awareness) nor too specific (lack of after-school English clubs at Gymnasium #7; park on Shevchenko Avenue has too many beer cans).

Then take another large piece of paper, labeled “RESOURCES.” Now ask the girls to brainstorm resources in their community. Good examples include: Parents, teachers, classmates (people); grant funds, funds from fundraising, organizations, etc. Write down their ideas.

- * Again, not too broad (e.g., people; money; time; information) nor too specific (specific book on Project Planning from school library; my aunt's neighbor's co-worker who is an accountant)

Part 3: Project PowerPoint (20 minutes)

Show the girls the presentation containing different examples of projects done throughout the world. As you go through the PowerPoint, reinforce the concepts of “Needs” and “Resources,” making sure everyone understands the sequence.

Ask them whether such a project would be possible in their community – the main goal is just to get them thinking out-of-the-box.

Part 4: Project Brainstorm (5-10 minutes)

Take your last piece of paper, labeled “PROJECTS,” and now ask for ideas and suggestions of possible projects within their “community.” They can and should use some ideas from the presentation, but encourage unique (yet feasible) ideas.

To wrap up (and if there's time), ask the girls to decide with their project groups which issue they'd like to work on. Tell them their home task will be to choose one, and to begin thinking about potential projects for their communities. They need to have an idea for the next day.

Day 2 – 45 Minutes

Part 1: Warm-Up (5 minutes)

Ask the girls to briefly describe what was covered the previous day. Then go around the room and ask each project group what “need” they’ve chosen in their community. Offer advice if needed. Tell the girls that in this session we’ll cover the types and steps of a project.

Part 2: Types of Projects (15 minutes)

Explain to the girls that many projects, even big problems, can be fixed by small community projects. Tell them that there are four ways in which projects help. Write each one on a flipchart, one way in each corner: Removing, adding, repairing, and helping.

Explain the following concepts:

- By removing something that harms the community (e.g., removing trash from a park)
- By adding something that improves the community (e.g., installing a playground for kids; starting a soccer league for kids after school)
- By repairing something that is broken or renovating something that is in disrepair (e.g., painting over graffiti in the town)
- By helping people who need help (e.g., providing arts and crafts lessons for orphans; tutoring young kids after school)

Hand out a few examples of projects to the girls and ask them to determine which of the four ways the project helps the community—keep in mind that it could be more than one. Some examples include:

- Environmental Club has school go out and clean the town park
- School Presentation to educate students on the dangers of HIV/AIDS
- Peer mentoring program where kids in 10th and 11th form help kids in 5th and 6th with English
- Art School paints mural over graffiti at the town stadium
- Local students go to the orphanage Saturdays to do arts and crafts projects with the kids
- Kids build a playground in the city park

Tell the girls to start thinking about which type of project they want to plan.

Part 3: Birthday Party Planning (15 minutes)

Ask the girls if they’ve ever planned a project. If yes, what kind of project was it, and what did she do? Ask for information about money, where it was, and whether it was difficult or easy. If no one has done a project, ask them if they’ve ever planned a birthday party. Repeat the questions, if necessary.

Tell the girls that we’ll be talking through the planning steps of a birthday party now. Tell them there’s 3 stages to this project: pre-party, during the party, and post-party.

Draw out the steps of planning this party on a large piece of flip-chart paper. Take it slow, making sure to include information about who, what, where, when, and how much.

Show the girls a list of the following information that they should be able to answer for their individual projects:

- Your Team: Who, what roles, and where will responsibility lie?
- Your Resources: Why are you as students able to do this project?
- Your Supporters: Who in your community can help you with the project? What can they give you and help you with?
- Estimated Time Frame: How much time do you have to complete the project?
- Estimated Cost: How much will the project cost?
- Evaluation Method: How will you record and measure your project's success?

Part 4: Group Time (10 minutes)

Let the girls start working on their projects. Give them a chance to ask questions, and walk around and help when you can. Tell them that money will be covered the next day, so they shouldn't worry about it now.

Day 3 – 45 Minutes

Part 1: Warm-Up (5 minutes)

Ask the girls to briefly go over what was covered in the previous lesson, then ask them for updates and how they feel so far about their projects. Address any questions or concerns.

Part 2: Fundraising Activity (20 minutes)

Remind the girls that they have the chance to win 400 UAH for their projects, but tell them that most projects don't get money magically. It needs to be fundraised. Show girls the word "fundraising" and define it for them—counterparts may need to translate.

Next, have all 4 counselors stand in different corners of the room, each representing a different type of fundraising.

- Talent show
- Face paint
- Bake sale
- Candy grams

Have the girls walk to each station. They should be thinking of these ideas with regard to their projects and they should be thinking of a favorite. Counselors should just explain the idea and explain how it's done.

Part 3: Writing a Budget (20 minutes)

Explain to girls that if they'd like to win the 400 UAH, they should write down a list of materials that they'll need and an approximate price for each. Tell them to think about the stages of their project (planning, implementation, and post-project) and make sure everything is included. Tell them to consider fundraising options if they'd like more money.

If there's extra time, girls may begin working with their groups. For their presentation, they'll need a poster and their budget list. The poster should include some basic information about their plan. PCVs should walk around and help where necessary.

Lesson D – Volunteerism and Community Activism

65 minutes

Objective: Students will be able to define civil society and community activism, and will be able to discuss why these are two important facets of a democracy.

Materials: Agree/Disagree signs, definition of civil society, Starfish story, poster of Steps of Advocacy, handout: Questions for Public Advocacy

Warm-Up (5 minutes):

Agree/Disagree Activity: tape “AGREE” and “DISAGREE” signs on opposite sides of the room. Ask students to move to a sign according to whether they agree or disagree with these statements. Encourage discussion as time allows. Read the statements:

- problems in the community should be solved only by the government
- problems are best solved by the government
- 10% of your salary should be used to help the less fortunate
- **volunteering** can solve problems in the community
- volunteers should be young
- everyone has the responsibility to volunteer

New Material (15 minutes):

- 1) Start with and discuss the definition of a civil society. *“Civil society: all organizations or groups that work for or against the government, but are not directly connected with the government; they may be based at school, at work, in church, or other institutions – even families. Some examples are Greenpeace, volleyball clubs, church groups, and student groups.”* These are all volunteer organizations meaning that the people who work for them don’t get paid. These people are leaders and activists who do this work because they want to make a change for the better in their communities.
- 2) Ask students for other examples of volunteering (informing people, leading by example, starting a program, church missions, disaster relief for victims, housing and feeding the homeless, domestic violence shelters, mentoring programs, etc.).
- 3) What are the advantages of having groups like Greenpeace, etc.? (Possible answers: helps others, performs a valuable service, teaches about issues or organizations that interest you, gaining potential job-related experience, having fun, creates bonds between individuals, gives people opportunities to meet and communicate in informal settings, groups often do research and share information with the government.)
- 4) What are some problems facing your community? Could they be solved by volunteering or forming another organization? Expand definition of democracy with this quotation:
“Democracy is not just a way of selecting leaders; it is a mode of life that grows out by a thousand individual initiatives.”

Starfish Story (15 minutes):

One day a man was walking along the seashore. He noticed that during the night many seashells and starfish had washed upon the shore. Thoroughly enjoying the morning sun, the man strolled for miles along the sand. Far off in the distance, he saw a small figure dancing. The man was joyous that someone was celebrating life in such a grand way. As he drew closer, however, it became apparent that perhaps the figure was not dancing but repeatedly performing some action.

Approaching the small figure, the man saw that it was a child. The little girl was methodically picking up starfish from the shore and tossing them back into the surf. The man paused for a moment puzzled and then asked, "Why are you throwing those starfish?" "If I leave these starfish on the beach," she replied, "the sun will dry them out and they will die. So I am throwing them back into the ocean because I want them to live."

The man was thoughtful for a moment, impressed with the child, but then he motioned to the miles and miles of beach and said, "There must be billions of starfish along here! How can you possibly expect to make a difference?"

The young girl pondered the man's words for a moment then she slowly leaned over, reached down and carefully picked up another starfish and threw it back into the water. She turned to the man smiled and said, "You may be right, but I made a difference for that one!"

This story shows us why small differences are important because everyone taking **initiative** and making small differences creates large differences.

Read the following quotes and ask the kids what they think of each quote.

"I am only one person but I am one...getting the rest of it..." –Robert Everett

"Be the change you want to see in the world." –Mahatma Gandhi

"Without a sense of caring, there can be no sense of community." –Anthony J. D'Angelo

"The gift of kindness may start as a small ripple that over time can turn into a tidal wave affecting the lives of many." –Kevin Heath

Civil Society and Advocacy (5 minutes):

All of the groups we've talked about in civil society use a process called *advocacy* to help them achieve the changes they desire to make. The process of advocacy looks like this (show "Steps of Advocacy" flipchart):

- 1) One or more people have a concern or problem.
- 2) They gather facts about that concern (*find facts*).
- 3) They find others who share the concern (*identify allies*).
- 4) Together these people find a solution to their problem, and ways to arrive at that solution (*develop an action plan*).
- 5) The final steps are to take action to arrive at the solution (*take action*), and then to evaluate what worked and what did not along the way (*evaluate*).

Advocacy in Action (10 minutes):

Let's look at a real-life situation. Imagine you do not like the fact that the stream behind your house is filled with trash. You might clean it up yourself but, chances are, someone is going to put trash in it again. But if instead of tackling the problem alone, you used the tools of advocacy, you might:

Find facts: Start gathering information about why there is trash in the brook.

Identify allies: Ask around in your village to see who else is disturbed by the trash in the brook.

Develop an action plan and take action: Maybe you discover that one reason people put trash in the brook is because garbage disposal is expensive. Maybe a recycling program would also reduce the amount of trash the village produces and would help eliminate the problem. And the recycling program might bring in enough revenue to not only support itself, but also provide some revenues.

Or perhaps people put trash in the brook because they don't think they have any responsibility for public space. Your group might want to begin a public educational campaign to teach people to take pride in public space. This campaign might be brought into the village school so that children could learn from an early age

to take pride in their environment and to condemn littering and illegal dumping. Or perhaps the village mayor seems uninterested in the problem. She says she can't do anything about it. Your group might gather signatures on a petition supporting a particular solution. You would then request a meeting with the mayor and village council to present the petition and press for changes. And, in addition to one or more of the actions above, you and your group might decide to hold a clean-up day. You could ask for someone to donate bags to hold the trash, and for people to donate food and drink for a celebration after the stream has been cleaned up.

Evaluate: What did you do? What worked? What didn't? Do more people now think it is important to keep the stream clean? Does the village feel more responsibility for helping the public keep the stream clean? What could you do in the future? By using the tools of advocacy, you were able to spread concern for the status of the brook to a wider group. You were able to determine whose opinion and behavior you wanted to change. Together, you came up with ways to clean up the brook and to keep it clean. Finally, you were able to establish a group of fellow residents who are not only concerned about a common problem, but who are willing to work together to develop and implement solutions to the problem.

Advocacy in Our Community (10 minutes):

Have students work in small groups of five. Ask them to brainstorm at least three problems in their communities and explain that they will use community advocacy to come up with some solutions. Once they have identified the problem they want to tackle, in their groups they should answer the questions on the handout in writing. (They will most likely only answer the first five questions, since the second set is for use once the project has been initiated. However, you should review it with students so they are aware that the evaluation phase is an important part of advocacy.) Groups can present their solutions to the class.

Wrap-up (5 minutes):

Why is working with a group of people who have common concerns more effective than trying to do something all by yourself? Why does a democracy need concerned citizens and volunteers? What is the most important thing you think we need to remember about democracy and our role in it?

Materials for Volunteering and Community Activism Lesson

Questions for Public Advocacy:

- 1) FIRST: Identify the problem. Describe it here in three or four sentences.
- 2) NEXT: Look ahead. What do you want to make happen?
- 3) Whom do you want to affect? Whom do you want to change? Who is your audience?
- 4) What message do you want the audience to hear?
- 5) Who will send the message?
- 6) How do you want to deliver the message?
- 7) THEN: Look back (we will not do this part in class).
- 8) What have you already achieved?
- 9) What resources do you have?
- 10) What do you still need to develop? What are your weak points?
- 11) How will you evaluate your work?
- 12) How will you know if your work was successful?

Operation Respect Lesson Plans

The following lesson plans came from the *Operation Respect Campaign*. The lesson plans included in this *Day GLOW/TOBE Today Manual* are just a small selection from Operation Respect's own comprehensive and useful manual. If these lesson plans are interesting to you, Operation Respect's manual includes many other engaging and educational lesson plans aimed at teaching about diversity and respect with the goal of preventing bullying.

These lesson plans work well for younger learners (4th-7th formers), but can be easily adapted for older students as well.

Lesson A—Emotion Motions

Objective: students will learn to recognize how they feel in different situations, how their actions effect the emotions of others, and how to recognize these different emotions in others

Materials: smaller pieces of paper, markers, computer/projector, Operation Respect Videos

Part 1: 20 minutes

Hand out a dozen index cards and one marker to everyone. For the first half of this activity, children will write down a word on an index card for how they would feel if . . . for each scenario here. Challenge the group to come up with one or two different words for each scenario, if possible. "How would you feel if..." After each scenario, ask for one child to share a feeling word.

Scenarios:

- Someone made fun of you because of the way you looked?
- You won a prize or a competition?
- You were picked last when choosing sides for a soccer game?
- You were told you were good at doing something?
- Someone called you a bad name like "geek?"
- Someone helped you solve a problem?
- No one wanted to play with you?
- Someone invited you to join their game?
- You had no food and had to beg on the street?
- Someone held your hand or gave you a hug when you were scared or lonely?

Collect the feeling word index cards and delete any words that are not feelings. Shuffle the cards and divide into groups of five feeling cards, being sure that one group of five does not repeat the same feeling word. These are now your "Emotion Motions" feeling cards. Divide the large group into small groups of five. Have the groups line up facing you so that the person at the head of the line is five or six feet away from you. Put a stack of the five feeling cards in a line at your feet for each group, being sure to keep the stacks separate.

This will be a relay race of sorts. When you say "Go!" the person at the head of each line will run to the Emotion Motions cards at your feet, pick up one card, run back to their group, then act out the feeling word written on the card. The rules of charades apply—no talking and no spelling out words with your hands. Once the group has guessed the feeling correctly, the next person in the group runs to the Emotion Motions cards, picks one, and returns to the group, then begins to act out the feeling. When a group has guessed all five feeling words they should sit down. Ask if there are any questions.

Give each group a few minutes to decide the order in which they will go. When everyone is ready, say "Go!"

and continue playing until every group is seated. Congratulate everyone for their skill in communicating feelings! Bring the large group back together.

Part 2: Sing “Don’t Laugh at Me” 15 minutes

Sing “Don’t Laugh at Me” together with the group, or play the Peter, Paul & Mary version of the song from the CD.

Ask children to share with a partner: Can you think of a way you could help someone feel better after he or she has been teased or called a name or excluded from a game? Can you think of a time you stood up for someone being teased or excluded? Would you stand up for them now even if you didn’t do it then?

Ask for a few volunteers to share their answers with the large group. After a child shares, ask: “How (would) did that make you feel?” Summarize the discussion.

Part 3: Video Reflection 1: Expressing Feelings 10 minutes

Show the “Don’t Laugh at Me” video (the Peter, Paul & Mary version) and discuss: How did the video make you feel? What did you see? How did the adults or children in the video feel? Why do you think some of the children or adults in this video might feel hurt? Who doesn’t want to be laughed at in this video? What other ways were people hurt in this video? How do you think they feel?

After the discussion show Peter Yarrow’s performance and have the campers sing along with Peter. Then show the campers Peter’s address to them.

Lesson B—Human Bingo

Objectives: to highlight the diversity among children, to show both the differences and similarities between all people

Materials: paper, pens, copies of the “Human Bingo” sheet

Time: 20-30 minutes

Part 1:

Share with the group: the goal of this session is to discover people who are different from you and celebrate those differences. Just by asking questions, campers will find that there are many different experiences, backgrounds, and preferences in the group.

Give each person a pen or pencil and Human Bingo Card. For each question on the Human Bingo Card, campers have to find a person in this group who would answer it differently than they would. That person then signs his or her name in the box next to the category. For example, if you are right-handed, when you find someone who is left-handed, they will sign their name in the corresponding box on your Human Bingo Card. You can use each name only once. Variation: You can shorten this activity to ten minutes by applying the typical rules of bingo. The first person to fill in five in a row (across, down, or diagonally) wins. The first person who fills his card yells, “Human Bingo!” and reads her answers to the group. She must also explain how each person who signed her card is different from her.

Part 2:

End this activity by handing out paper and markers. Choose a category from the Human Bingo Card for which campers are likely to have a wide range of answers (such as “favorite snack food, favorite music group”). Have campers write their answers on paper in large letters, then call out their answers popcorn style (one at a time in random order) while holding up their signs. Or ask campers to organize themselves in groups around the campfire representing their various preferences in that category. Make note of the diversity.

| | | | | |
|---|----------------------------------|--|---|--|
| Favorite TV show | Ethnic background | Favorite holiday | Country you would most like to visit | Right-/left-handed |
| Most typical meal your family eats | Favorite video game | Favorite breakfast | Has ever planted something | Favorite sport |
| Sleeps with a stuffed animal | Favorite activity in camp | Favorite music group | Has been fishing | <i>Insert camper created-category here</i> |
| Has a pet | Sings in the shower | City and state of birth | Has been in a play | <i>Insert camper created-category here</i> |
| Is bilingual or multilingual | Birth order | <i>Insert camper created-category here</i> | Favorite snack food | Has had poison ivy |

Lesson C—The Power Shuffle

Objective: this activity is to help break down the barriers between children that perpetuate acts of unkindness. Children become aware that others face many of the same insecurities, fears, and challenges that they do. They learn that showing your feelings doesn't make you a weak person, rather it takes courage.

Materials: list of “crossing the line” prompts for teacher, speakers, songs *Blowin’ in the Wind* and *If I had a Hammer*

Time: 30 minutes

Part 1: Introduction 5 minutes

Discuss/explain the idea of discrimination: “Sometimes when someone hurts another person he is just being mean or maybe he is being careless—like when the child in the skit called her friend ‘Miss Piggy’ without knowing it bothered her. Or maybe they feel pressure from their friends to join in when other people are teasing someone. Other times, people are mean to someone just because of who they are— just because of the color of their skin, or their ethnicity, or their religious beliefs. These ways of being mean can even be supported and encouraged by our society—where privilege and laws give some groups more power than other groups.” Give a few quick examples of how there is discrimination in society (example, the fact that there are very few women in politics, running the country, even though women make up 50% of the population). “That’s an example of how discrimination—treating some groups of people unfairly, not just individuals—is part of our society. In this activity we’re going to look at ways we hurt each other and how differences can sometimes be used to divide us.”

Part 2: Set up for/explain the activity 5 minutes

Line up all the children along one side of a line you place on the ground, facing the line. Explain how to do the activity: “It’s best to do the activity we’re about to do in complete silence. You might have some strong feelings during this activity—sadness, anger. So we need to be very respectful and caring to one another. No laughing or talking, so we can all feel safe. Raise your hand if you cannot agree to the ‘no-talking, no-whispering, no- laughing rule.’ If someone forgets, please gently remind him. Tears might come up in this activity. Remember, all our feelings are important. It’s OK to feel sad. If someone near you starts to cry, what could you do to comfort her? (Put your arm around her, put a hand on her shoulder for comfort, etc.) We’re going to stay right here together, though, throughout the entire activity.”

Say, “I’m going to call out a group and if you belong to that group, please cross the line and turn around to face the campers on the other side of the line. If you do not feel comfortable crossing the line, even though you are part of that group, that’s okay. You can stay right where you are.” For each group you call out, people will cross the line. They will then turn around to face the campers who have not crossed the line. When you tell the group that crossed the line to return, they will return to their original places on the other side of the tape, so that the entire group is standing together once more.

Important Facilitation Note: After each of the “cross the line” categories, you will 1) pause until the campers who have crossed the line have turned to face the other campers; 2) then you will say: “Now notice how it feels to cross the line and notice how it feels to watch other people cross the line (pause). Look who is with you (pause). Look who is not with you (pause);” 3) Ask everyone to come back together.

Part 3: Crossing the line activity 15 minutes

Read the following text. Read slowly and allow time for people to understand the prompt, think about it, and make a decision about whether to cross

Prompts for crossing the line:

- “Now, cross the line in silence if you’ve ever been teased or called a bad name or made fun of.”
- “Cross the line if you’ve ever been picked last in games or sports or felt left out or excluded from an activity altogether.”
- “Cross the line if you’ve ever been called a mean name or put down just because you’re a girl.”
- “Cross the line if you’ve ever been teased because of your religious background.”
- “Cross the line if you’ve ever been judged or teased because of the color of your skin.”
- “Cross the line if you’ve ever been teased about your accent or your voice, or told that you couldn’t sing.”
- “Cross the line if you or any one of your family members or any friend of yours has a disability that you can or can’t see.”
- “Now cross the line if you’ve ever seen someone else being teased or called a bad name or made fun of.”
- “Cross the line if you’re a boy and you’ve ever been told you shouldn’t cry, show your emotions, or be afraid.”
- “Cross the line if you’ve ever felt alone, unwelcome, or afraid.”
- “Cross the line if you’ve ever been teased or made fun of for wearing glasses, braces, a hearing aid, or for the clothes you wear, your height, your weight, your complexion, or for the size or shape of your body.”
- “Cross the line if you’ve ever been told you’re a bad, ungrateful, no-good, or worthless kid.”
- “Cross the line if you’ve ever been yelled at, slapped, or hit or if you’ve ever seen someone else be yelled at, slapped, or hit.”
- “Cross the line if you’ve ever felt pressure from your friends or an adult to do something you didn’t want to do and felt sorry or ashamed afterwards.”
- “Cross the line if you’ve ever felt ashamed for speaking from your heart or sharing your worries, fears, or secret hopes and dreams with someone.”
- “Cross the line if someone’s ever been mean to you and you’ve been reluctant or too afraid to say anything about it.”
- “Cross the line if you’ve ever stood by and watched while someone was hurt and said or did nothing because you were too afraid.”
- “Cross the line if you’ve ever wanted to speak out because you thought something was wrong but were too uncomfortable, shy, or afraid to say something.”

Part 4: Discuss the activity/summary 15-20 minutes

In groups of four, have campers debrief the activity:

- What are some feelings that came up for you during this activity?
- What was the hardest part for you?
- What did you learn about yourself? About others?
- What do you want to remember about what we’ve just experienced?
- What, if anything, do you want to tell others about this experience?

Come back together as a large group. Ask for volunteers to raise their hands to share with the entire group for each of the questions above.

Sum it up: “When you crossed the line, that didn’t make you any less deserving of respect and caring. In fact, many of those times were probably when you needed respect or caring the most. For many of us, it takes courage to cross the line. If you noticed, lots of us crossed the line many times. Everyone here knows what it feels like to get hurt, or to see someone be hurt and not stand up for them. But maybe we forgot that hurt because we pushed it inside. If we can remember what we’ve shared here today—that we’ve all been hurt—hopefully we can teach others about our Ridicule-Free Zone and try to make sure no one else gets hurt these ways again.” Discuss/tell what it means to have a “Ridicule-Free Zone (RFZ).”

Part 5 (optional): Singing 10-15 minutes

Use the Peter, Paul, and Mary song(s) “If I Had a Hammer” and “Blowin’ in the Wind”. Sing “If I Had a Hammer” and “Blowin’ in the Wind” with campers. Discuss and explain the lyrics and the meanings of the song. Talk about what the lyrics mean to the campers.

Blowin’ in the Wind

*How many roads must a man walk down
Before they call him a man?
How many seas must a white dove sail
Before she sleeps in the sand?
How many times must the cannon balls fly
Before they're forever banned?*

*The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.*

*How many years must a mountain exist
Before it is washed to the sea?
How many years can some people exist
Before they're allowed to be free?
How many times can a man turn his head
And pretend that he just doesn't see?*

*The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.*

*How many times must a man look up
Before he can see the sky?
How many ears must one man have
Before he can hear people cry?
How many deaths will it take 'til he knows
That too many people have died?*

*The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.
The answer is blowin' in the wind.*

If I had a Hammer

*If I had a hammer,
I'd hammer in the morning
I'd hammer in the evening,
All over this land*

*I'd hammer out danger,
I'd hammer out a warning,
I'd hammer out love between my brothers and my sisters,
All over this land.*

*If I had a bell,
I'd ring it in the morning,
I'd ring it in the evening,
All over this land*

*I'd ring out danger,
I'd ring out a warning
I'd ring out love between my brothers and my sisters,
All over this land.*

*If I had a song,
I'd sing it in the morning,
I'd sing it in the evening,
All over this land*

*I'd sing out danger,
I'd sing out a warning
I'd sing out love between my brothers and my sisters,
All over this land.*

*Well I got a hammer,
And I got a bell,
And I got a song to sing, all over this land.*

*It's the hammer of Justice,
It's the bell of Freedom,
It's the song about Love between my brothers and my sisters,
All over this land.*

*It's the hammer of Justice,
It's the bell of Freedom,
It's the song about Love between my brothers and my sisters,
All over this land.*

Lesson D—Human Web of Dreams

Objective: Students realize the interconnectivity of all people; they realize that each person is supported by and connected by others and that together people are strongest.

Materials: a ball of string

Procedure *20-30 minutes*

Begin by standing together in one large circle (if there are more than about 35 students, it will be best to divide into two groups). Then begin with one teacher holding one end of the ball of string. Introduce the activity that will be done. Explain what you will say, and that after you are finished speaking, you will hold onto the end of the string while tossing the remaining ball of string to someone standing across the circle.

As you receive the ball, you will say: “My wish for the world today is _____.” (It doesn’t have to be one word—it can be a statement with as many words as you want.) Then, still holding the end of the string, toss the ball to a child across from you in the circle, who will catch the ball (grabbing onto the string with one hand and the ball with the other). This child then will repeat the previous child’s wish, “(insert name’s) wish for the world is _____.” Then will add their own wish for the world: “My wish for the world is _____.” He then tosses the ball to another child across the circle, and so on, until you have created a spider’s web within the circle. Remind each child to hold onto the string when she throws the ball. (It’s common to be tempted to release the string when you throw the ball, so your reminders are helpful.)

While everyone holds the string, ask for a few volunteers to share why being connected like a spider’s web might help us accomplish all the wishes we just shared. After a few campers have shared with the large group, sum it up. Remind everyone how much more powerful we are when we are together than when we are alone! (To illustrate this you can bounce a stuffed earth ball or a Nerf ball that could represent the earth on the web.)

Ask, “What do you think would happen if one of us drops her string?” (Allow volunteers from the inner circle to answer.) Say, “Let’s try it.” Have one volunteer drop her string, then another and another. “See how quickly the web crumbles when even one of us is left out or doesn’t do our part?” Ask, “Do you think we could support the globe now?” Try to support the globe. Summarize: “Everyone in this circle is important and powerful. We need all of us, working together, to make the world a better place.”

Self-Esteem and Positive Body Image Lesson Plans

Useful Statistics:

Before conducting workshops on positive body image, it is important to know some useful information that will help you to better understand the issue of low self-esteem and poor body image among young girls:

- A. **7 in 10** girls believe they are **not good enough** or do not measure up in some way including their looks, performance in school and relationships.
- B. **75%** of girls with low self-esteem reported engaging in negative and potentially **harmful** activities, such as disordered eating, cutting, bullying, smoking or drinking, when feeling badly about themselves.
- C. Only **67%** of teen girls ages 13 –17 turn to their **mother** as a resource when feeling badly about themselves, compared to 91% of girls ages 8 -12.

Sources: Real Girls, Real Pressure: A National Report on the State of Self-Esteem, 2008.

Ice Breaker

5-10minutes

“Stand Up” Ice Breaker

Volunteer starts by listing off common hobbies, personal traits or activities that are related to self-esteem; ask all girls to stand up when one of the items mentioned is relevant to them, allowing girls in the room to discover what they have in common with each other. For example:

- “Stand up if ...You have ever had a bad hair day.”
- “Stand up if ...You have ever felt bad about your weight.”
- You can start with easy ones first, such as “Stand up if you like sports/dance/etc.”

When the activity finishes, remind girls about the key takeaways from this exercise, including:

- It is unfair to judge another person without getting to know them.
- You may have a lot more in common with someone than you think –even if you seem different on the outside.
- It is important to challenge yourself to look at other girls as allies, not competition.

Warm-Ups

5-10minutes

“Where We Stand Now” Activity

Ask the participants to make a list of things they like about themselves, and a list of things they don’t like about themselves. If possible, make this list as a class on a poster or on the board.

- Are the characteristics listed mostly physical attributes?
- Are there as many positive qualities as negative ones listed?

Conversation Questions Activity

Depending on the language level of the students, you may be able to begin with the following questions about self-esteem:

- “Where do you think self-esteem comes from? Are people born with it or is it learned?”
- “Who influences your self-esteem?”
- “Are you the only person responsible for your self-esteem?”

Activities

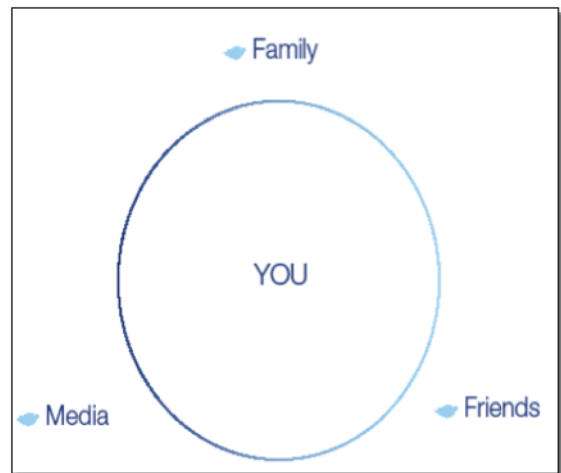
20-60minutes

“Self-Esteem Bubble” Activity:

Purpose: It is important to help girls differentiate between positive and negative self-esteem influences in their lives. The point of these exercises is to demonstrate that a variety of influences can send mixed messages to girls daily and how one influence may have a positive impact one day and a negative impact on another day.

Ask girls to identify their individual self-esteem influences; using existing influences as a guide, i.e. “Media, Family & Friends,” and list them on board. Ask girls to label the positive ones with a +, and the negative ones with a -. Then have the students write the positive ones within the circle (shown below), and the negative ones outside the circle (examples: *television, magazines, school, books, music, relationships, boys, friends, coaches, church, role models, etc.*):

Ask girls to imagine themselves inside their own bubble and talk about how the bubble protects them from negative influences. Inform the girls that they have the power to select the influences they want inside their bubble, i.e., they can choose the messages they hear!



“Strong Women” Activity






Purpose: To offer positive female role models who are not part of the fashion or pop industries—in other words, to provide images of strong women who are noteworthy for their achievements rather than their bodies.

Quote: “It is difficult to imagine or to underestimate the price many of these women paid in the currency of loneliness, self-doubt, ridicule, and insult. They were often considered to be in flagrant violation of the laws, written and unwritten, of God and man. Many were jailed for their beliefs and activities. They were seen to be violating the natural order, the way ‘everyone’ knew things were supposed to be. They persevered against odds that should have been overwhelming--and they triumphed,” Phyllis J. Read and Bernard L. Witlieb in *The Book of Women's Firsts*.

Ask the students to brainstorm famous women that they know and say what they are famous for. They will most likely list several movie stars and/or pop singers. Point out to the students that these women may have gotten famous at least partly for their looks, rather than their talent.

Now ask the girls to brainstorm women who have become famous for their achievements. If they are unable to come up with any, have some examples ready to share. If a computer lab is available, it is a good idea to divide the girls into groups and ask them to find a famous woman on their own.

Examples:

| | | |
|--|---|---|
| <p><i>Michelle Obama</i></p> |  | <p>Michelle is of course famous for being First Lady to President Barack Obama, but this lovely lady is not one to stand in someone else's shadow; she is a powerful force on her own. She accumulated extensive experience as a lawyer after attending Princeton University and Harvard Law School. As First Lady, she has not settled into obscurity, but has led impressive campaigns to raise awareness about poverty and healthy eating.</p> |
| <p><i>Amelia Earhart</i></p> |  | <p>Amelia Earhart was both a best-selling author and a pioneer in the field of aviation. She set many records in aviation, the most well-remembered of which was her solo flight across the Atlantic Ocean. She also formed an organization of women pilots called The Ninety-Nines and was a member of the National Woman's Party. Amelia disappeared in 1937 over the Pacific Ocean in an attempt to circumnavigate the globe.</p> |
| <p><i>Rosie the Riveter</i></p> |  | <p>Rosie the Riveter is not one woman, but a symbol of many women. She represents all the American women who worked in factories to support the war effort during WWII. They replaced men who went to war as soldiers, or they worked in entirely new positions created by the need for new supplies such as guns and helmets. After the war, these women were expected to return to their domestic lives, but some of them chose to continue working in factories.</p> |
| <p><i>Athena</i></p> |  | <p>The Greek goddess, Athena—also known as Minerva to the Romans—is known as the goddess of war. But she did not advocate needless warfare; it is said that she disliked fighting and preferred to solve disputes with diplomacy. She was also the goddess of wisdom, civilization, justice, and crafts such as weaving and metalworking.</p> |
| <p><i>Helen Keller</i></p> |  | <p>Helen Keller contracted an illness when she was only 19 months old that made her both deaf and blind. She was the first deaf blind person to receive a Bachelor of Arts degree. Although nobody expected her to amount to much of anything, she became an author, political activist, and lecturer. She supported women's rights, women's suffrage, and workers' rights.</p> |

Mia Hamm



Mia was the first soccer player (male or female) to win U.S. Soccer Athlete of the Year three times in a row. She was also a member of the gold-medal-winning U.S. Women's National Team at the 1996 Olympics. She also established the Mia Hamm Foundation for researching bone marrow disease and encouraging young female athletes.

If the students have researched their own leading ladies, ask them to make a short presentation to the class.

As a concluding activity, ask the girls to name their favorite role model from the group presented. To connect this activity to their own lives, ask them what strong female role models they have in their own lives. What makes these women strong? Why did they choose a particular person as their role model?

For some practice in critical thinking, you may use the following article on Megan Fox and read as a group. Discuss: Do you think Megan is a good role model? Why or why not? What are the flaws with her arguments?

<http://www.showbizspy.com/article/186813/megan-fox-im-a-role-model-for-strong-women.html>

Megan Fox thinks she's a role model for strong, young women.

Tuesday June 2, 2009



The *Transformers* star — who recently likened herself to a prostitute — wants to help teenage girls “feel strong and intelligent and be outspoken.”

“It depends on what your idea of a role model is,” Fox told the *Times of London* in a new interview. “If your idea of a role model is somebody who’s gonna preach to your kids that sex before marriage is wrong and cursing is wrong and women should be this and be that, then I’m not a role model.

“But if you want your girls to feel strong and intelligent and be outspoken and fight for what they think is right, then I want to be that type of role model, yeah.”

Fox, 23, admits she’s afraid of typecasting. “Getting typecast as what? Attractive? How bad is that?” She explains, “That’s not really a bad thing. If people want to look at me like that I find it flattering. And it gives me an advantage because people don’t expect anything from me.

“If I show up and give any sort of performance at all, even a mediocre one, everyone will walk away going, ‘Holy shit! Megan did a great job in that movie!’ So I’m an overachiever just by default because of the category I’ve been put in.”

“Real vs. Manufactured Beauty” Activity

Show girls the Dove Campaign for Real Beauty video: (<http://www.youtube.com/watch?v=iYhCn0jf46U>)

Purpose: Awareness on how media influences our perception of beauty by showing girls the difference between real beauty and manufactured beauty ideals.

Discussion Questions:

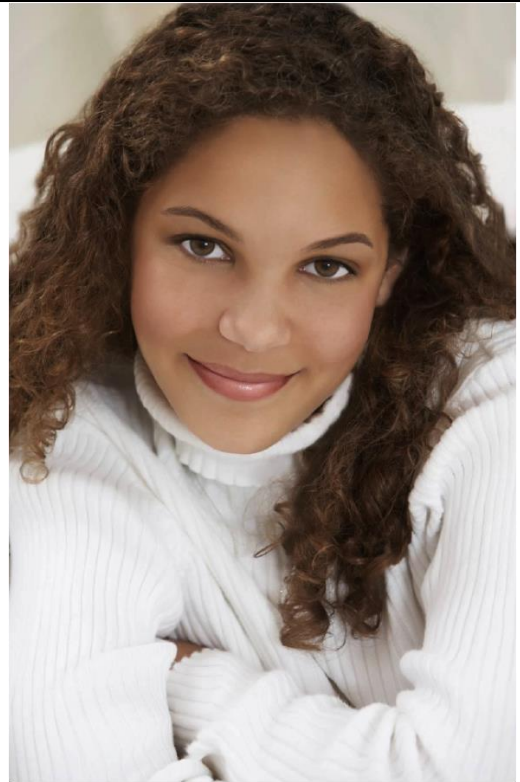
- What did you like about this video?
- What did you learn from this video, what were some of the tricks discussed?
- Did you know that some of the images you see every day are altered or retouched?
- How does it make you feel to know that what you see may not be real?

“Can You Spot the Difference?” Activity

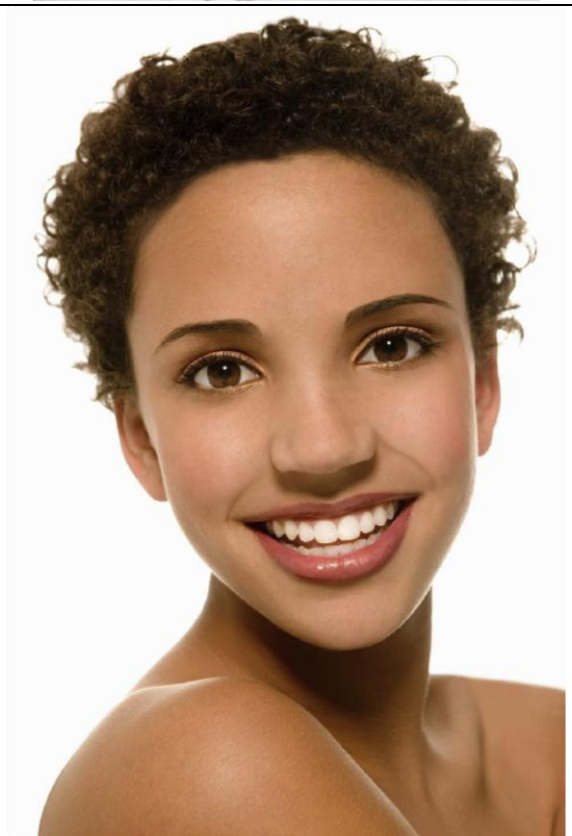
Divide the girls into small groups, giving each group a pair of photos like the ones shown below—one is an original photo, and the other has been photo-shopped. Ask the girls to compare the photos, and make a list of physical differences between the two. Have each group share with the class.



B



C



D



Real Beauty “Reality Check”



Being informed about images helps girls today challenge today’s beauty stereotypes and accept a wider definition of beauty, to realize and appreciate their own unique beauty.

“Critical Consumer” Activity

Purpose: Most young people simply absorb the information in advertising, without asking themselves any questions about the companies' ulterior motives. The purpose of this activity is to teach young consumers how to look at advertising images with a critical eye, and to expose the perfect bodies and images in advertising as false and electronically modified.

You should divide the girls into smaller groups. Handing each group an advertisement (for any product), have the group work to answer the questions:

- What is this advertisement selling?
- Why should I buy the product, according to this ad?
- What kind of language/words are used to convince me?
- Why did the company choose these colors?
- Is there any hidden information at the bottom of the page?
- What actual information did I learn about the product?
- Is the company simply using an attractive picture to sell the product?
- Does the picture have anything to do with the product?

Now the group will be ready to discuss women in advertising. How do companies use images of women to sell ads? Are these images realistic? Do you think they have been changed on a computer?

Divide into small groups again (new groups this time), and give out a new series of advertisements depicting women's bodies. Ask each small group to report to the rest of the participants about how this advertisement makes them feel and how the company uses women to make money.

As a concluding activity, ask the students to journal (in any language) about how this form of advertising makes them feel. Participants may share with the class if they wish.

Advertisements – Series 1



ELI MANNING, professional quarterback

UNSTOPPABLE.

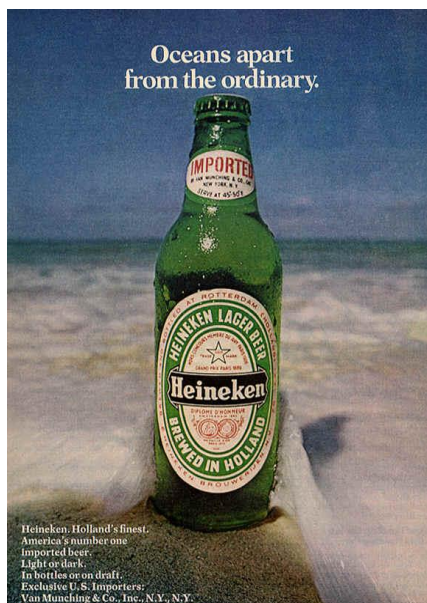
ELI MANNING IS.
So is his Citizen Eco-Drive.

Fueled by light,
it never needs a battery.

IT'S UNSTOPPABLE.
Just like the people who wear it.

CITIZEN
ECO-DRIVE

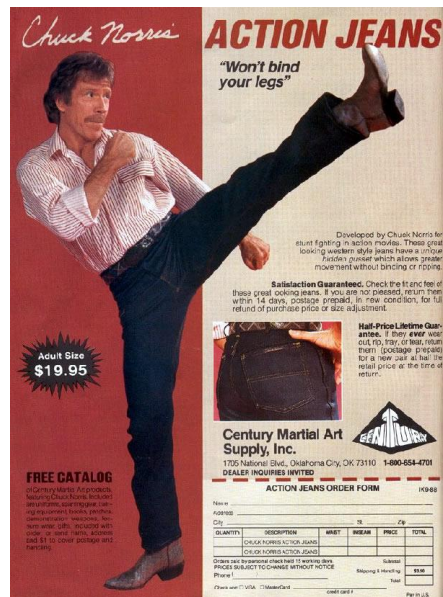
citizenwatch.com



Oceans apart
from the ordinary.

Heineken
LAGER-BEER
IMPORTED
BOTTLED IN HOLLAND

Heineken, Holland's finest.
America's number one
imported beer.
Light or dark.
In bottles or on draft.
Exclusive U.S. Importers:
Van Munching & Co., Inc., N.Y., N.Y.



Chuck Norris **ACTION JEANS**

"Won't bind
your legs"

Developed by Chuck Norris for
stunt fighting in action movies. These great
looking western style jeans have a subtle
hidden pocket which allows greater
movement without binding or ripping.

Satisfaction Guarantee. Check the front feel of
these great looking jeans. If you are not pleased, return them
within 14 days, postage prepaid, in new condition, for full
refund of purchase price or size adjustment.

Half-Price Lifetime Guarantee. If they ever wear
out, try on them again.
them (postage prepaid)
for a new pair at half the
retail price at the time of
return.

**Century Martial Art
Supply, Inc.**
1705 National Blvd., Oklahoma City, OK 73110 1-800-654-4701

QUALITY IMPORTERS LIMITED

ACTION JEANS ORDER FORM

Name _____

Address _____

City _____ State _____ Zip _____

| QUANTITY | DESCRIPTION | WEIGHT | MEASUREMENT | PRICE | TOTAL |
|----------|---------------------------|--------|-------------|-------|-------|
| | CHUCK NORRIS ACTION JEANS | | | | |

Order and the personal check must be returned with
PRICE SUBJECT TO CHANGE WITHOUT NOTICE

Phone () _____ Fax () _____

Shipping & Handling _____

Total _____

Check card ☐ Bill Me ☐ Bill Me ☐ Bill Me ☐

Pay to U.S. Bank



Advertisements – Series 2





(Don't forget men's bodies are used in advertising too!)



Wrapping Up 10minutes

"I Love My Body" Exercise

Label a large poster paper "I Love My Body Because..."

Write your own end to the sentence on the paper. For example:

- Because I couldn't play volleyball without it!
- Because it's beautiful.
- Because it's mine.
- Because it's unique.
- Because I like to skateboard.
- Because I like to give hugs...

Give the students time to think of their own responses and add them to the poster.

“Operation Beautiful” Exercise

This exercise can be a powerful way for girls to share what they have learned in the workshop with their classmates and community members.

For this activity, students need markers and sticky notes. The girls must then think of some positive messages to share (e.g., “Smile! You’re beautiful!” or “You can do ANYTHING! ☺”). Girls may make as many as they want. They will then stick the notes all over—whether it be on the mirror in their school bathroom, on a bus, on a door to their apartment building, etc. The goal is to spread the positivity!

This project is modeled after “Operation Beautiful” in America. For more information, see this link: <http://operationbeautiful.com/>

“I Promise” Exercise

Encourage each girl to think of 1-2 real beauty promises that she can pledge to continue after your workshop ends. For example:

- “I promise to support my friends.”
- “I promise to believe in my unique beauty, rather than try to look like the models I see in magazines.”

Ask each girl to record her promises, there are few ways to make this happen, including:

- Provide each girl with a blank piece of paper and envelope. Ask her to record 1-2 promises on the paper then place the paper in the envelope. Ask girls to store their envelopes in a safe place and look at their promises 1, 2 or 3 months later, to remind them of everything they learned in the workshop and how it made them feel.
- Provide each girl with a postcard and ask her to record her real beauty promise on one side and her address on the other side. Collect the postcards at the end of the exercise. Post and mail the postcards to each of the girls a week after the event.

After a few minutes, ask for a few volunteers to come to the front of the room and share their promises with the group.

Music Video Lesson

Objectives: Campers will identify and analyze different ways women are portrayed in music videos. Campers will make their own empowerment music video about topics covered during camp lessons.

Materials: Music Videos (Britney Spears, “Till the World Ends”, Katy Perry “Firework”, India Arie, “Video”, Lady Gaga “Born this Way”, Dove Real Beauty Video); Surveys video recorder (or camera) to record music video; computer with video application, flipchart, blank paper, markers.

Warm-up (5 Minutes): Discuss what the girls have just learned in their body image/self esteem lessons. Ask for some of the most important themes they think they talked about.

- Write down adjectives- what do you think of girls in music videos? Are these positive or negative images? How do the images affect how we feel about ourselves?
- Stereotype: a generalization or an idea about a group of people that is not always true.

- Gender stereotypes: ideas about the way men and women “should” act. These roles are a set of values or ways of behaving that we learn from our society from the time we are very young. This lesson is about examining some stereotypes of women in the media, specifically through music videos.

Activities (85 minutes):

1. Divide the girls into four groups. Give each group the lyrics to one of the music videos we will be watching (pre lesson, the teacher should highlight the more important parts of the song, and the songs are generally difficult for the girls to understand as a whole). Ask each group to read the song lyrics and be prepared to share with the group what they have interpreted this song to be about.
2. Before watching the videos, give each group the below chart. Go over the questions and tell the girls to be looking for these things as they watch the videos. Begin watching the music videos. Before each one have the group who read the lyrics explain what they understand the song to be about. After each video discuss the questions on the chart.
3. After reviewing all videos, ask: Do these videos reflect or influence teen culture and gender? Which video do you think gives girls the best feelings about who they are? Are any of the videos good for a girl's self esteem? What advice would the girls give to their friends and family when they see these videos on television? What do the girls think they can do to promote a positive image of women in the media?
4. Finally, watch the Dove video. Tell the girls we'll be watching this last video. Then, that we'll get to make such a video starring the girls themselves! After watching the video discuss what they think? What is the message of the video?
 - a. After watching this video, have the girls decide what taglines they'd like to include at the end. Do they want to change or add anything? Then, give them a few minutes to make their own placards. The teachers will have to help assign the words at the end of the video ("I am me...etc.").
5. Have Counselors record music videos. Councilors will edit and put together the video, and we'll watch it as a group at the end of GLOW!!!

| <i>Music Video Survey:</i> | Artist: Song: | Artist: Song: | Artist: Song: |
|---|----------------------|----------------------|----------------------|
| What are women doing in this video? How are they dressed? | | | |
| What are men doing? How are they dressed? | | | |
| What is the message of this video? | | | |
| After this video, do you feel empowered? Yes/No and Why? | | | |

Lesson: Self-esteem

Materials: beans, paper, and strips of paper

Warm-Up: Beans (10 minutes)

- Give each student 5 dried beans. Ask them to examine the beans and choose the “Best” bean. Don’t give them any other information. After 2 minutes, have some or all of the students to explain how they chose their “Best” bean.
- Relate the beans to people by asking the following questions:
 - Are all of your beans the same on the inside?
 - Are all people the same on the inside?
 - When we eat the beans, do all the beans taste the same?
 - Is one bean better than another?
 - Is one person better than another?

Activity One: Personal Attributes and Influences (20 minutes)

- Have students fold a piece of paper in half lengthwise. On one side, ask them to list all the things they don’t like about themselves. On the opposite side, have them list the things they like about themselves. Ask the students to compare the two lists. Ask them which list it was more difficult to create. Why?
- If the girls feel comfortable, ask volunteers to share some of the things they wrote on their lists and explain why.
- Now, in groups of 2-3 have the girls brainstorm what influences their feelings about themselves. (Parents, Family, TV, Magazines, etc.) The influences can be positive or negative. Discuss as a group.

Activity Two: Define Self-esteem (10 minutes)

- Ask each girls to write down a short definition. Then work together to make one cohesive definition.
- What are causes of low self-esteem? How does low self-esteem affect you and others around you?
- What are causes for high-self esteem? How does high self-esteem affect you and others around you?

Activity Three: Quotes (15 minutes)

- Have students write a paragraph explaining this statement. “You can’t love others until you love yourself.” This can be done in groups or individually. Then have the girls discuss what this means as a group.

Conclusion: Compliments (5 minutes)

- What can you do to raise the self-esteem of others?
- Pass out slips of paper and have the girls write anonymous compliments on the paper. Then, throughout the day they should pass them out.

Sexual Health and Family Planning (Boys) Lesson Plans

Lesson A—Are You Ready? (for boys)

Warm-Up 15 minutes

It is very important that the boys are comfortable with both you and each other (e.g. Two Truths and a Lie, Scoot your Butt).

Activity 1 5 minutes—Why teach boys separately from girls?

Draw four different pictures of a Ukrainian first date.

- The boy comes to pick the girl up at her house.
- They are taking a walk together.
- They are drinking tea at a cafe.
- He walks her back to her house and says goodnight.

Split the class into two groups. As you show the pictures, one group will say what the girl would be thinking at that point in the date, and the other group will say what they boy would be thinking. This activity helps explain to the boys why they are being taught separately from the girls, but also gives them a chance to laugh and be more comfortable.

Activity 2 10 minutes—Discuss friendship, attraction, and love.

- What is friendship? Що це “дружба”?
- Can there be friendship between boys and girls? Може бути просто дружба між хлопців і дівчата?
- What is attraction? What is love? Що це “закоханість”? Що це “кохання”?
- What's the difference between attraction and love? Яка різниця між “закоханість” і “кохання”?

Optional Activity: Have boys take the relationship test. (для закоханих, плануй своє життя)

Activity 3 15 minutes—How to deal with pressure.

For this activity, you will need to write or print out scenarios ahead of time. Boys should be split into groups of 3 or 4. They will read the scenarios and decide together how the boy could/should deal with the situation. After they have given their answer, the rest of the group can add in. It is, of course, important to remind the boys that there is no “right” answer.

Examples of scenarios:

- Dima has been raised in a conservative household. He has always assumed that he would wait until to marriage to have sex. His girlfriend, Tanya, however, has different views on sex. She thinks they are ready now. Dima is embarrassed to tell her that he doesn't want to have sex, because he knows it's supposed to be the girl who wants to wait. He is afraid Tanya will leave him for not being “man-enough”.
- Katya and Olexander have been together more than a year. Three months ago, they decided together that they were ready to have sex. Olexander's friends told him how much better sex would be without a condom, and now he no longer wants to use one. Katya was hesitant because she knows that she can get pregnant without a condom. How can they resolve this situation?

- Vlad is in the 11th form. He is at the disco and sees a pretty girl, Anya, he has never seen before. He introduces himself to her and they begin talking. She sits down at the table with Vlad and his friends, and they buy a bottle of vodka. Anya spends most of the night flirting with Vlad, although as the evening progresses, it is easy to tell that Anya is becoming very drunk. At around 2 am, Vlad asks Anya to go home with him. She agrees and they leave the bar.
- Vova and Vika have been together for a year. Vova thinks it is time to begin having sex, but Vika tells him that she wants to wait until she is married. Every time they see each other, they have the same conversation about sex. Five times Vova has said they are ready, and five times Vika has said that they will not be ready until marriage, but each time Vika is weaker in her conviction. On the sixth time they discuss the issue, Vika gives in.

Make sure to wrap up the lesson by reminding the boys that each individual know when they are ready for sex, and that one partner might be ready before the other.

Lesson B—Contraception (for boys)

Activity 1 30-35 minutes

Watch the video “Planning a Family Together/Разом плануємо сім'ю” (http://tfh-test.jsi.com/Uk/Resources/Videos/plan_our_family_together.htm), and then discuss. During the discussion, remind boys that condoms (besides abstinence) are the best way to avoid STIs, HIV, and unwanted pregnancy.

This video will last 25 minutes. It talks about relationships and contraception for teenagers.

Activity 2 10-15 minutes

If you're feeling bold, you can do a condom demonstration. Otherwise, you can cut up the procedures for how to use a condom, and make the boys put them in order.

Condom Use Cards (in order below):

- Decide to have sexual intercourse
- Talk about safer sex
- Check expiration date
- Buy condoms
- Arousal
- Erection
- Open package carefully
- Hold condom leaving space at tip
- Place condom on tip of erect penis
- Roll down to base of penis
- Vaginal, oral or anal intercourse
- Ejaculation
- Withdraw holding base of penis
- Dispose of condom

Wrap up: Remind boys that they are 50% responsible for unwanted pregnancy.

Lesson C—Abortion in Ukraine (for boys)

Activity 1 10 minutes— Abortion Statistics

Before class, write out strips of paper with sentences and leave a blank for numbers. Write numbers on separate strips of paper. Students will do a matching activity together.

- In Ukraine, women can legally have an abortion up until her 12th week of pregnancy without needing to give a reason.
- In Ukraine, 48 % of women have had abortions, which is one of the highest abortion rates in the world. *Why do students think the abortion rate is so high in Ukraine?*
- Of women who use “traditional” contraception, such as following the menstrual cycle, 78 % had an abortion.
- Of women who use “modern” contraception, 24 % had an abortion. *Remind boys that modern contraception includes condoms. What role does contraception play in the need for abortion?*
- 300 women die every year in Ukraine from complications related to abortion.
- +300 women die every year from complications related to pregnancy and child birth.

Activity 2 10 minutes—Discussion of abortion and safety¹

Ask students which factors they think influence the safety of an abortion. Give students some time to discuss what they think about the psychological effects of abortion on both the woman and the man. Possible answers:

1. How long the woman has been pregnant. Як довго жінка була на вагітні.
2. The quality medical care. Якість лікар.
3. Age. вік.

Activity 3 20 minutes—How to help your friends

Scenarios: Ask boys what they think of each situation, as well as how they can help their friends. Most likely they will tell you what they think their friends should do. After all for scenarios, if they have still only listed opinions on what their friends should do, you can suggest ways they can help their friends without sharing their opinions (listening, spending time with her to help cheer her up, etc.).

- A. Your friend's girlfriend is pregnant. She wants to have the baby, but he wants her to have an abortion.
- B. You friend is pregnant. She wants to have the child, but her parents want her to have an abortion.
- C. You friend is pregnant. She wants and abortion but her parents want her to have the child. *We got a split response on this one.*
- D. Classmate is pregnant, and is now in her 6th month. Her stomach is getting quite large and the other kids at school make fun of her. *I was surprised when most of the girls said they would help their friend by telling her to drop out of school.*

Activity 3 5+ minutes—Summing Up

¹ It is a common myth in Ukraine that if you have an abortion on your first pregnancy, there is a 97% chance you'll be infertile. The vast majority of abortions in Ukraine are performed on women who already have at least one child.

Take the last few minutes to check if there are more questions and remind boys that decisions about starting sexual life need to be made equally between partners, and that they are equally responsible for the consequences

Sexual Health and Family Planning (For Girls) Lesson Plans

Lesson A—Are You Ready? (for girls)

Warm-Up 15 minutes

It is very important that the girls are comfortable with both you and each other (e.g. Two Truths and a Lie, Scoot your Butt).

Activity 1 5 minutes—Why teach girls separately from boys?

Draw four different pictures of a Ukrainian first date.

1. The boy comes to pick the girl up at her house.
2. They are taking a walk together.
3. They are drinking tea at a cafe.
4. He walks her back to her house and says goodnight.

Split the class into two groups. As you show the pictures, one group will say what the girl would be thinking at that point in the date, and the other group will say what the boy would be thinking. This activity helps explain to the girls why they are being taught separately from the boys, but also gives them a chance to laugh and be more comfortable.

Activity 2 10 minutes—Discuss friendship, attraction, and love.

- What is friendship? Що це “дружба”?
- Can there be friendship between boys and girls? Може бути просто дружба між хлопців і дівчата?
- What is attraction? What is love? Що це “закоханість”? Що це “кохання”?
- What's the difference between attraction and love? Яка різниця між “закоханість” і “кохання”?

Optional Activity: Have girls take the relationship test. (для закоханих, плануй своє життя)

Activity 3 15 minutes—How to deal with pressure

For this activity, you will need to write or print out scenarios ahead of time. Girls should be split into groups of 3 or 4. They will read the scenarios and decide together how the girl could deal with the situation. After they have given their answer, the rest of the group can add in. It is, of course, important to remind the girls that there is no “right” answer.

Examples of scenarios:

- Oksana has been with her boyfriend for six months. He thinks that they are ready to have sex, but Oksana is not ready. When she tells her boyfriend that she is not ready, he said that all their friends have already done it and if she doesn't want to, he can look for a new girlfriend.
Оксана і її охолопець були разом 6 місяців. Він думає що вони готві до статевого контакту але Оксана не готова. Коли вона казала хлопецеві що вона не готова, то він сказав що всі друзів вже це робили, і якщо вона не хояє, він може шукати нову дівчину. Що вона повинна робити? Як її друзів можуть допомагати?
- Katya and Olexander have been together more than a year. Three months ago, they decided together that they were ready to have sex. Now, Olexander no longer wants to use a condom and he said sex would be better without one. Katya know that without a condom she can get pregnant or an infection, but she wants to please her boyfriend. What should she do? How can her friends help?

Катя і Олександр були разом більше року. З місяць тому, вони разом вирішили що вони готови до статевого контакту. Зараз, Олександр вже не хоче секс з презервативом, і він сказав що буде краще без, Катя знає що без презервативів, вона може бути вагітна але вона хоче що її холпець був щасливий. Що вона повинна робити? Як її друзів можуть допомагати?

- Nastia is already in the 11th form. Today, she is at the bar with her friends. At the bar, she met a very handsome guy, Peter. Usually, she doesn't drink a lot, maybe 1 beer. But today, Peter bought her a lot to drink. After two hours, Nastia is very drunk. Now, Peter says that he wants her to go to his place. How can her friends help?

Настя вже у 11ому класіх. Сьогодні, вона в барі з друзями. В барі, вона зустрлася з дуже гарним хлопцем, Петром. Зазвичай, вона не п'є багато, можливо 1 пиво, але сьогодні, Петро її купив багато. Після 2 години, Настя дуже п'яна. Зараз Петро казав що він хоче щоб Настя пішла до нього. Як її друзі можуть допомогати?

- Vika is on a stroll with her friend Marina. Marina told Vika that she wanted to wait to have sex until marriage but her boyfriend doesn't want to wait. Vika has already said “no” five times, but after that, when he didn't listen, she stopped saying “no”. Marina said that she thinks that girls need to do what guys say. Vika disagrees. What advice can you give them?

Віка гуляла з її подругою, Маріною. Маріна казала Вікі що вона хотіла чекати із статевим контактом до одруження але її хлопець не хотів чекати. Вона казала “ні” 5 разів, але післятого, коли він не слував, вона вже ні казала. Маріна казала що вона думає що дівчатам треба робити як хлопці кажуть. Віка не загодна. Яка порада ви можете їм давати?

Make sure to wrap up the lesson by reminding the girls only they can know when they are ready to have sex.

Lesson B—Contraception (for girls)

Before Class: Take the booklet/poster called “Методи Контрацепції” and cut it up to make cards with all the different kinds of contraception. You may want to make one card labeled “Abstinence” (“Воздержание”)

Activity 1 10-15 minutes—How effective is contraception?

Use the Contraception Cards you made earlier. Hand them out to the students. Ask them to read the cards to themselves and pick out the most important information. Then, either laying on a table or taped to the board, put up the words “Effective” (“Ефективний”) and “Not Very Effective” (“Не Дуже Ефективний”). Then, one by one, they will come to the front of the group, share important information, and then place the card based on where they think it belongs (many of them will be equally effective, such as birth control pills and the birth control patch)². Ask the class if they agree. After all students have finished, make any corrections necessary.

If students have specific questions that you don't feel comfortable answering in Ukrainian, ask them to wait until after the film, where they will speak about contraception. If they still have questions after the film, write them down and give them an answer when you will have some time to research and translate.

You may then ask the students what they think the most effective. After they have come up with some answers, you should then tell them: 1) The only method of contraception that is 100% effective is abstinence, 2) If they choose to have sex, their best option is use two kinds of contraception. A condom for the man, and

² Ukrainians have many misconceptions about contraception. Things you are likely to hear are: 1) That birth control pills are very bad for teenagers' bodies; 2) Condoms are only 30% effective at preventing pregnancy; 3) The most effective form of birth control is for a woman to chart her menstrual cycle.

another kind of contraception for the girl. This would also be a good time to remind students that condoms are the only form of protection which protect against HIV and other STIs.

Activity 2 *30-35 minutes*—Watch the video “Planning a Family Together” (“Разом плануємо сім'ю”), and then discuss. This video will last 25 minutes. It talks about relationships and contraception for teenagers.

Lesson C—Abortion in Ukraine (for girls)

Activity 1 *10 minutes*—Abortion Statistics

Before class, write out strips of paper with sentences and leave a blank for numbers. Write numbers on separate strips of paper. Students will do a matching activity together.

- In Ukraine, a women can legally have an abortion up until her 12th week of pregnancy without needing to give a reason.
- In Ukraine, 48 % of women have had abortions, which is one of the highest abortion rates in the world.

Why do students think the abortion rate is so high in Ukraine?

- Of women who use “traditional” contraception, such as following the menstrual cycle, 78% had an abortion.
- Of women who use “modern” contraception, 24 % had an abortion.

What role does contraception play in the need for abortion?

- 300 women die every year in Ukraine from complications related to abortion.
- +300 women die every year from complications related to pregnancy and childbirth.

Activity 2 *10 minutes*—Discussion of abortion and safety³

Ask students which factors they think influence the safety of an abortion. Possible answers:

- 1.How long you have been pregnant. Як довго ти була на вагітна.
- 2.The quality of your medical care. Якість твій лікар.
- 3.Your age. Твій вік.

Give students some time to discuss what they think about the psychological effects of abortion on both the woman and the man.

Activity 3 *20 minutes*—How to help your friends

Scenarios: Ask girls how they can help their friends in these various situations. Most likely they will tell you what they think their friends should do. After all for scenarios, if they have still only listed opinions on what their friends should do, you can suggest ways they can help their friends without sharing their opinions (listening, spending time with her to help cheer her up, etc.).

1. You friend in pregnant. She wants to have the child, but her boyfriend wants her to have an abortion.
Here, many girls might say she should have the child.
2. You friend is pregnant. She wants to have the child, but her parents want her to have an abortion.
Here, many girls may say she should listen to her parents and have the abortion.

³ It is a common myth in Ukraine that if you have an abortion on your first pregnancy, there is a 97% chance you'll be infertile. The vast majority of abortions in Ukraine are performed on women who already have at least one child.

3. You friend is pregnant. She wants an abortion but her parents want her to have the child. *We got a split response on this one.*
4. You friend is pregnant, and is now in her 6th month. Her stomach is getting quite large and the other kids at school make fun of her. *I was surprised when most of the girls said they would help their friend by telling her to drop out of school.*

Activity 3 5+ minutes—Summing Up

Take the last few minutes to check if there are more questions, and to remind the girls that it is their body that their choice. When they are ready to have sex, what kind of contraception to use, and what to do if they get pregnant, are all their choice

Women In the Workforce

Lesson A – Stereotypes

Materials Needed: Photos & Questions, statistics chart, markers, A4 paper, “Follow Your Heart” cards

Part 1: Gender Stereotype Brainstorm (15 minutes)

Divide the girls into 2 groups and give each group a piece of paper with two columns: “Stereotypes of Women” and “Stereotypes of Men.” Ask the girls to take a few minutes and write down stereotypes of men and women in general, and specifically about men and women’s *role* in society. Come back together as a group and quickly review each group’s ideas. Make sure everyone is more or less on the same page about stereotypes, then set the papers aside.

Tell the girls that in this lesson, we will be discussing working women.

Part 2: Introduce Statistics (15 minutes)

Present the girls with the following chart about women in the workforce. Only show one column at a time. Ask the girls to read the first statistic, then guess the underlined value. When they guess it, write it in onto the table with marker. The following is an idea of how the chart should look:

| | | |
|--|---|--|
| <ul style="list-style-type: none"> - In developed countries, more women than men are now finishing school and university. In the USA, for example, only <u>42%</u> of university students are boys. - On average, girls receive better marks than boys in school; and they finish university faster than boys. | <p style="text-align: center;">Something happens, and then...</p> | <ul style="list-style-type: none"> - Women hold only <u>17%</u> of seats in national governments around the world. - There are 196 countries in the world. Only <u>33</u> have had a woman president, and only <u>20</u> currently have one now. <p style="text-align: center;">And...</p> <ul style="list-style-type: none"> - Men occupy <u>80-95+%</u> of the top decision-making positions in politics, business, religion, culture, media, military, and the entertainment industry. |
| Girls ROCK! | | Where did all the smart girls go? |

- Once the girls have completed the table, ask them for their reactions. How do they feel?
- Tell them that during this lesson, they will be discussing what happens in the middle column... And ask them to think about what happened to all of these smart, talented women as the lesson goes on.

Part 3: Photo Analysis (15 minutes)

Divide the girls into 2 groups and give each group one of the following photos and the subsequent questions. Allow the groups to discuss the photos and questions together for about 10 minutes, then come back together as a group and ask the girls to share their photo and thoughts.



Questions:

1. What do you see in this photo? Do you agree or disagree with the message?
2. Do you think women can be good mothers and good career women at the same time? Or should they choose?
3. Do you feel like you should be married at a specific age? To have kids by a specific age?
4. What do women sacrifice to be mothers?
5. Is being a mother a job?



Questions:

1. What do you see in this photo? Do you agree or disagree with the message? Why?
2. Is work a "man's world"?
3. Do women need to "act like a man" to be successful at work? Is it bad to "act like a woman" at work?

Part 4: Discussion & “Follow Your Heart” Cards (10 minutes)

Ask the girls to relate these photos to the stereotypes that they brainstormed earlier. *Ask them what influence stereotypes should have on people.* (Being diplomatic, make sure all girls feel comfortable—don’t make it seem like being a mom is a bad thing, etc.)

Wrap up conversation by saying that stereotypes aren’t laws, and they can’t physically stop you from doing what you want to do.

In other words, if you’re passionate about being a _____ and a mother, you can do that. If you want to just be a _____ or just a mother, that’s okay too.

Present girls with their own “Follow Your Heart” card. On one side, the card will say, “Follow Your Heart,” and the other side will say: “I, _____, believe in myself, and I know that I can be anything I want to be. I am a smart, talented woman, and I can do it all.” Then have them sign their cards.

Miscellaneous Lesson Plans

Lesson A—Breaking Down Gender Stereotypes

Objective: Students will create their own version of a “stereotypical/typical” Ukrainian male and female, and will have a basic understanding of gender stereotypes and the limitations they put on us. They will also see how limiting oneself according to gender roles/stereotypes in Ukraine can lead to unhealthy living, including violence.

Materials: Brainteaser flipchart (for warm-up), Blank flipchart paper (for activity 3), Role cards (for activity 6)

Procedure:

Warm up: Brainteaser:

Write the following riddle on the chalkboard or on a flipchart, without offering any introduction about the topic of the lesson. Ask students to read it aloud and then write their answers on a piece of paper *without talking to each other*. Collect answers and read them aloud (students don’t have to put their names on their papers).

A man and his son are traveling 150 kilometers an hour in a blue Lada when their car hits an icy patch in the road, spins out of control, and flips over into a ditch. They are both taken by ambulance to the hospital. The boy is rushed into an operating room for emergency surgery. But the surgeon looks at the boy and refuses to operate on him. When the nurse asks why, the surgeon says, “Because he is my son.” HOW IS THIS POSSIBLE?

After reading students’ responses, you can share the correct answer with them:

The surgeon is the boys’ mother! (When I did this with students, I got all kinds of crazy answers—the father wasn’t hurt badly in the accident so he could still operate, the man in the car was the boy’s adopted father and not his blood father, the mother never really knew who the boy’s father was, etc.)

Ask students if the riddle was difficult or if the answer was obvious—are they surprised at the answer? Discuss with students why the answer wasn’t immediately obvious to everyone.

Introduction

Explain that one reason the answer to the brainteaser may not have been obvious is that it defies traditional gender stereotypes. Define the word stereotype for students (a generalization or an idea about a group of people that is not always true) and ask students to come up with some stereotypes for different groups of people (examples: Russians like to drink vodka, Ukrainians like salo, Americans are all fat and like McDonald’s, old people are boring, etc.)

Define gender stereotypes or gender roles: ideas about the way men and women “should” act. These roles are a set of values or ways of behaving that we learn from our society from the time we are very young—we are not born with them. Explain that this lesson is about examining gender stereotypes in Ukraine, and then exploring how they can be limiting and harmful.

Identifying Stereotypes

At the top of one flipchart, write Act like a Man. Ask students to think for a moment about what it means to be a boy or man in Ukraine, and then have them brainstorm what words, expressions, or expectations come

to mind (for example, men don't cry, men like cars, they have to protect their family, they have to smoke and drink, they are mean to women). Begin by asking only the boys and recording their answers on the flipchart, and then let the girls jump in. Draw a box around the entire list.

1. At the top of the second flipchart, write Be Ladylike. Ask students to brainstorm what it means to be ladylike in Ukraine (women are quiet and passive, they are concerned with their clothes and makeup, they are skinny, they're not very smart, etc.). Again, begin with only the girls and then let the boys join in. Draw a box around this list, as well.
2. Explain to students that they have just, in their own words, created a stereotype of what it means to "act like a man" or "be ladylike" in Ukraine. When we refer to gender stereotypes in Ukraine during this lesson, these are the ideas we're talking about. Tell students you drew boxes around the lists to remind them that stereotypes are confining and "hold us in."
3. Ask students where they think we learn these gender roles, for both men and women—they should be specific (i.e., Cosmopolitan or Natali magazines for girls, not just "magazines;" Terminator or Rambo for boys, not just "movies"). If they have trouble, ask them about specific items on the list (Where do boys learn they have to smoke and drink to be "men?" Where do girls learn to be quiet and gentle?). Write student responses on the flipcharts, outside the boxes you drew, and draw arrows from their answers to the box to illustrate how the people and things we are surrounded by reinforce gender stereotypes.
4. Brainstorm with students what happens to people who do not fit into these boxes—what kinds of put-downs or names are used when referring to these people? (Let students be blunt with slang in this part, in Ukrainian, Russian, or English). Write their responses along the bottom of the flipchart.

Evaluating Stereotypes

Ask your students: How many boys in the room have never cried? (or choose another one from the student-generated list). If you have cried, does that make you a ____? (choose an adjective/put-down from the list students came up with). What about the girls—how many of you want to be gentle and passive? If you don't, are you a ____? (again, a word from the student-generated list)

Point out to your students that stereotypes are so limiting, even they don't fit into them! Explain that stereotypes are destructive because they limit our potential, as they can see how confining the boxes you drew on the flipcharts are. This is not to say it's wrong for boys to like cars or for girls to like to cook (you should point this out so students who do enjoy these things don't get defensive), but the problem is that we are told we must perform these gender roles well in order to fit in. In reality, the choice is up to each one of us as far as what we do and enjoy. It is important to remember that defining ourselves only according to what is inside these boxes takes away our personal choice.

Dating Violence:

Tell students this part of the lesson asks them to put into practice what they have discussed so far about gender stereotypes, in order to see how rigid gender roles are not only limiting, but also dangerous. Pose the following situation:

Zhenya and Olya are going on a date. They have been out a few times before, and they really like each other. One night they go to a café with their friends, and then to the park. Zhenya wants to have sex, but Olya doesn't want to.

Ask your students the following questions:

- If these two people really believe in the gender stereotypes we talked about, what will happen? (he will force himself on her, she won't say anything, etc.—point out specific qualities from the list the student created in part I)
- What's the worst thing that could happen between them? (violence or date rape)
- Can you think of other situations where trying to conform to stereotypes would be unhealthy? (boys starting to smoke at a young age; a girl developing an eating disorder to stay thin)
- What conclusions can you draw about gender stereotypes and violence?

Role-plays

Explain to students that they have created a clear picture of the gender roles present in Ukraine, and now they will have the chance to see what happens when we actually try to *live* them.

Split the class into boy-girl pairs, and distribute the following role-cards:

1. *Situation 1: a dating couple in school.* HE: wants them to see a certain film together on Friday night. SHE: has already made plans for Friday night with her friends.
2. *Situation 2: a male boss and a female secretary.* HE: gives her a raise, but then expects her to go on a date with him. SHE: feels she deserves the raise because of her work, and does not want to date the boss.
3. *Situation 3: a crowded bus in Kyiv.* HE: is attracted to her and won't take no for an answer. SHE: is not interested, but she cannot get off the bus.
4. *Situation 4: a stay-at-home mom and a working dad.* HE: is angry because dinner is not ready when he comes home from work. SHE: would like more help around the house, but has always been taught that this is "woman's work."
5. *Situation 5: an 11th former talking to her parents about her future.* SHE: wants to become an engineer. THEY: want her to do something more "ladylike," like teaching.

Give students the following directions: each pair is to create two dialogues. In the first one, they *must only* behave according to the stereotypes we have outlined as a class—they cannot behave the way they really would in this situation. In the second one, they are allowed to say whatever they want, and should work to solve the conflict. Explain that the role-plays will probably be pretty funny (I've found that the funnier they are, the more kids tend to realize that gender stereotypes are pretty ridiculous!)

After giving the groups some time to prepare, have each pair present its two role-plays back-to-back, (stereotypical behavior first). After each presentation, you can facilitate a quick discussion about some of the following questions:

- What is each person experiencing in this situation?
- What stereotypical attitudes are they acting out? (have students point them out from the flipcharts)
- To the actors: how does it feel to be in this situation?
- To the audience: What suggestions can you offer for them to relate better?

Wrap-up

Ask students to summarize what they have learned about gender roles in Ukraine, and answer any questions they might have.

Remind students that each one of them is much bigger and more real than the tiny gender-stereotype boxes on the flipcharts, and that they have the right and the power to choose what they will be.

Lesson B—Variety Show

Each group will prepare a 5-7 minute presentation on the topic they draw. They will be awarded points (1-5) based on the following categories: time, originality, humor, and number of people involved.

| Group | Blue 1 | Blue 2 | Green 1 | Green 2 |
|-------------|--------|--------|---------|---------|
| Time | | | | |
| Originality | | | | |
| Humor | | | | |
| # of People | | | | |
| Total | | | | |

The topics are the following:

- Show what life is like for girls in Ukraine 100 years ago, today, and 100 years in the future.
- Take a fairytale and retell it from a woman's perspective. Or create your own fairytale.
- An alien from outer space has arrived to Ukraine. You need to show them what a girl's life is like in Ukraine, and what challenges they are faced with.
- Commercial break! Create 3-5 advertisements (like television commercials) for products that use and show women in a positive way.

Lesson C—I Am

Objectives: SW (1) create an image of themselves that is not solely focused on gender, (2) discuss similarities and differences between both boys and girls, (3) will examine identity as both 'above' and 'below' the surface using the iceberg model.

Materials: blackboard, chalk, iceberg visual, and "I Am" handout

Vocabulary: iceberg is a cognate, some of the verbs in the poem may have to be explained

Procedure:

Piece of Paper: Show students a piece of paper and ask them what it is. Then, ask students to work in pairs to make a list of what it could be; in other words, all the ways you could use a piece of paper, or all the things you could do with it. Ask students to share their ideas and write them on the board.

Explain the purpose of the activity: to encourage students to see things other than the obvious and to encourage them to see an object in a different way. The piece of paper could be a tool for writing, an airplane, etc.

Iceberg Model: Draw an image of an iceberg on the board with part above and part below the surface. Be sure that the portion below the surface is significantly larger. Ask students to identify the image on the board and see if they can connect the iceberg to the last activity. In what ways does the iceberg model relate to the piece of paper they discussed?

Once students have connected the iceberg to the paper, have them begin to discuss identity starting first with gender. Students should answer the questions: What can you see? What can't you see? If necessary, use an instructor as an example. Have students list the things they can see and can't see about their instructor (i.e. gender, appearance, likes, dislikes, family, character, place of birth, etc.). Ask students to think about what is 'below their iceberg.' What makes up their identity?

Write out the "I Am..." poem on the board and go over any new vocabulary.

Once students understand all of the words in the poem, begin to fill out the lines together as a group. Only fill out two or three lines explaining that certain lines repeat.

After students have an opportunity to view the example hand out the "I Am..." worksheet and have them complete it. Students should work quietly and independently on their sheets and be told in the beginning that they will be asked to share their poems with the group.

Share

Once students are finished with their poems ask for volunteers to share. You can encourage students to provide positive feedback on the poems either through claps, snaps, or verbal response, depending on time. Try to elicit responses from all students, but do not force anyone to share if they do not feel comfortable.

After each student has shared their individual poems, have each student select their favorite line of their poem and go in a circle reading one line at a time. Discuss the way in which this new poem has created a unique group identity. No other group will come up with the same poem.

Questions

Have students think of their identity and that of others:

- Was it easy or difficult to write your poems? Why?
- Was it easy or difficult to share your poems? Why?
- Did you learn anything new about your classmates?
- Did you write anything that surprised you?
- Did you hear anything that surprised you?
- Why do you think it is important to think about the bottom part of the iceberg?
- How can you take what you've learned today and apply it to your role in the classroom? In your school? In your home? In your community?

"I Am..."

Directions: Use the format below to write a poem about yourself. Just start each line with the two words provided and fill in the rest with your own words.

I am

I wonder

I hear

I see

I want

I am (repeat the first line)

I pretend

I feel

I touch

I worry

I cry

I am (repeat the first line)

I understand

I say

I dream

I try

I hope

I am (repeat the first line)

Lesson D – Suicide Awareness and Prevention

(55 minutes)

Materials: Small Signs with *true* written on one side and *false* on the other side, slips of paper with misconceptions and their explanations, slips of paper with topics and info, 3 poster boards, markers, tape, paper to write letters, envelopes

Warm-Up:

Ask: "What is suicide?" [Open ended question to whole class] (2min)

Definition: "The act of taking one's own life voluntarily and intentionally." Explain to students that today's topic may be difficult to talk about, but that this is a safe place to share opinions and ask questions.

Read this story out loud: *My Story* by Mark Haulsey

"My name is Mark, this is my story. One day I came home to my fiancé of 5 years. I opened the door, went in, and I asked her if she was okay. She said, "Yes but don't talk to me or touch me." Then she hit me with the worst lines ever. She said, "Mark, I don't love you anymore, I don't care about you anymore, and for the past 5 years I didn't care about you at all. I hope to read about you in the obituaries and find out how you died." That crushed me. I didn't sleep and became very depressed and stressed. It hit me hard. I blamed myself for it all. I broke every picture of the two of us, and tore up my knuckles with glass. Then I grabbed a whole bottle of 90 proof rum and just drank all of it within minutes. Then I went on my computer and put my Facebook status as "I'm drunk with a knife." Then listened to depressing music. When the rum kicked in, I grabbed a knife and cut my wrists and arms repeatedly."

Tell students the story will continue at the end of the class.

Activity: Suicide Facts *True/False*

Pass out true/false signs; Read each statement out loud; students hold the sign depending on if they think the statement is true or false

1. Suicide is rare in Ukraine. **FALSE. Suicide is Ukraine's most common type of injury death.**
2. In 2009, Ukraine ranked 13th in the world for highest rate of suicide. **TRUE**
3. Many who attempt suicide never seek professional care. **TRUE**
4. The strongest risk factor for suicide is drugs. **FALSE. Strongest risk factor is depression.**
5. Annually almost 12,000 suicides are registered in Ukraine. **TRUE**

Activity: Common Misconceptions Matching Activity (10 min)

Pass out explanations on slips of paper. Read misconception out loud. The person who has the matching explanation yells, "Not true!" That student reads the explanation out loud and tapes it to the board under its corresponding misconception.

1. **"People who talk about suicide won't really do it."**
 - a. Not True. Almost everyone who commits or attempts suicide has given some clue or warning. Do not ignore suicide threats. Statements like "you'll be sorry when I'm dead," "I can't see any way out," -- no matter how casually or jokingly said, may indicate serious suicidal feelings.
2. **"Anyone who tries to kill him/herself must be crazy."**
 - a. Not True. Most suicidal people are not psychotic or insane. They may be upset, grief-stricken, depressed or despairing. Extreme distress and emotional pain are always signs of mental illness but are not signs of psychosis.
3. **"If a person is determined to kill him/herself, nothing is going to stop him/her."**

- a. Not True. Even the most severely depressed person has mixed feelings about death, and most waiver until the very last moment between wanting to live and wanting to end their pain. Most suicidal people do not want to die; they want the pain to stop. The impulse to end it all, however overpowering, does not last forever.
- 4. **"People who commit suicide are people who were unwilling to seek help."**
 - a. Not True. Studies of adult suicide victims have shown that more than half had sought medical help within six month before their deaths and a majority had seen a medical professional within 1 month of their death.
- 5. **"Talking about suicide may give someone the idea."**
 - a. Not True. You don't give a suicidal person ideas by talking about suicide. The opposite is true -- bringing up the subject of suicide and discussing it openly is one of the most helpful things you can do.

Activity: 3 groups. Each group will receive a topic to present in front of the class. Give each group a topic, corresponding info, poster board, and markers. (25min)

1. *Topic 1: Warning signs of suicide*
 - a. Talking about wanting to die or to kill oneself.
 - b. Looking for a way to kill oneself, such as searching online or buying a gun.
 - c. Talking about feeling hopeless or having no reason to live.
 - d. Talking about feeling trapped or in unbearable pain.
 - e. Talking about being a burden to others.
 - f. Increasing the use of alcohol or drugs.
 - g. Acting anxious or agitated; behaving recklessly.
 - h. Sleeping too little or too much.
 - i. Withdrawn or feeling isolated.
 - j. Showing rage or talking about seeking revenge.
 - k. Displaying extreme mood swings.
 - l. Preoccupation with death.
 - m. Suddenly happier, calmer.
 - n. Loss of interest in things one cares about.
 - o. Visiting or calling people to say goodbye.
 - p. Making arrangements; setting one's affairs in order.
 - q. Giving things away, such as prized possessions.
2. *Topic 2: What To Do if it's a friend*
 - a. **Begin a dialogue by asking questions.** Suicidal thoughts are common with some mental illnesses and your willingness to talk about it in a non-judgmental, non-confrontational way can be the help a person needs to seeking professional help. Questions okay to ask:
 1. "Do you ever feel so badly that you think about suicide?"
 2. "Do you have a plan to commit suicide or take your life?"
 3. "Have you thought about when you would do it (today, tomorrow, next week)?"
 4. "Have you thought about what method you would use?"

- b. **Never keep a plan for suicide a secret.** Don't worry about risking a friendship if you truly feel a life is in danger. You have bigger things to worry about-someone's life might be in danger! It is better to lose a relationship from violating a confidence than it is to go to a funeral. And most of the time they will come back and thank you for saving their life.
- c. **Don't try to minimize problems or shame a person into changing their mind.** Your opinion of a person's situation is irrelevant. Trying to convince a person suffering with a mental illness that it's not that bad, or that they have everything to live for may only increase their feelings of guilt and hopelessness. Reassure them that help is available, that what they are experiencing is treatable, and that suicidal feelings are temporary. Life can get better!
- d. **If you feel the person isn't in immediate danger, acknowledge the pain is legitimate and offer to work together to get help.** Make sure you follow through. This is one instance where you must be tenacious in your follow-up. Help find a doctor or a mental health professional, participate in making the first phone call, or go along to the first appointment.

3. *Topic 3: What to do if you have suicidal thoughts*

- a. Dial: 058 Ukrainian Suicide Hotline
- b. Check yourself into the emergency room.
- c. Tell someone who can help you find help immediately.
- d. Stay away from things that might hurt you.
- e. Most people can be treated with a combination of antidepressant medication and psychotherapy.

Closing Activity (10min)

Read the end of Mark's Story:

"About ten minutes into bleeding everywhere my friend, who had read my Facebook status, started pounding on my door to see if I was okay. When I finally answered the door she was standing there in shock of what happened to me. She was afraid of blood so she called another one of our friends and she came to get me and took me to her house where she wrapped my arms up with towels. From there she took me to the emergency room, where they finished bandaging me up. Looking back, 5 years of love would not have been worth my family grieving and upset over my death. I'm now doing better, I'm seeing a mental health doctor and he helps me with a lot. I have learned that death is not the only way out of pain and depression, and having my friends' support through it all has helped me so much. The people who care about you really do help. In a way, I think it was my friend who saved my life, and in a way, I think I decided myself that life will get better and it's not worth dying. That's my story, I hope people will read it and realize they are not the only ones who go through ups and downs and that IT CAN GET BETTER. Thank you for reading my story and I'm happy to say that I did survive suicide."

Instruct students to write a letter to themselves about what they love about themselves and what they want to achieve in life (family, job, etc.) Put each letter in an envelope and seal it. Write on the envelope: For when I need it the most. Students can open their own letters at a time of their choosing when they feel they need the motivation.

You may want to offer students a chance to talk to you one-on-one if they want, or contact info if they have further questions or concerns.

Lesson Plan References: www.save.org, <http://www.ukrinform.ua/>, www.wikipedia.org

Activity Bank

Thumb Wrestling

Ask students to form groups of two (volunteers should participate if there is an odd number of girls present). Tell students that there is a “Huge, Exciting Prize!” being rewarded to the person who wins the most thumb wrestling exercises. Allow the students to thumb wrestle for two minutes, then say, “Stop!” Ask them to raise their hands if they won 100 times? 50 times? 40 times? Everyone will think these numbers are unrealistic and be surprised by your question. Explain to the students that 100 times was a realistic number if they put aside their competitiveness and worked together to take home the prize by taking turns winning a thumb wrestling war vs. struggling to compete with their partners to win. Demonstrate exactly how you can take turns letting each other win. Encourage the students to continue to work together like this throughout the rest of the camp.

Name Games

- The first person thinks of a word that begins with the letter of their name like Activist Anne. The next person then repeats Activist Anne and does the same with their name: example—Feminist Fred. Each person remembers all the names before.
- You can also do it by stating “My name is Anne. I’m going on a picnic and I am bringing Apples” and do it in the same fashion. The next person says “Anne, Apples” and then “My name is Fred and I am bringing Freedom.”
- 3) Ball name game- with a ball ask someone across the circle their name- pass the ball to them, they then ask another person what their name is and pass to them, pass it all around the circle until it is back to the person who started. Continue another round but this time say the person’s name before passing them the ball. Try and go faster, faster. Then add another ball and then another. See how many balls you can have going at once.

How are you feeling?

Have students walk around in a circle. Ask them to show you different emotions as their walking. Tell them all to show you that they’re happy for example, or tired, or bored, sad, scared, anger, excited, sick, then end with happy—can’t stop moving, must continue to walk.

What Makes a Good Leader?

You will need large pieces of paper and markers. First discuss what a leader is and then tell them they will be creating their perfect leader in groups. In small groups ask students to draw the features (eyes/nose/mouth/ears/hair) of a good leader. Have them think about each body part—like big eyes so the leader can see every problem before it happens, a big nose to smell trouble (or would a big nose be like Pinocchio’s who told a bunch of lies?). Have them slowly draw each part of the body down to the feet of a leader. Then have them name their leaders, age their leaders, etc. Have them present and tell a little about why this is small or that is big, etc. Compare the different leaders groups have drawn. What is different? What is the same? Conclusion should be leaders come in all shapes and sized and that anyone can be a leader.

Crossing the River

You will need to make 2 “riverbanks” from chalk/rope/string/etc. Explain that they are trying to cross the “river” but that they must work as a team to do so. They will be given “stones” (made of paper, materiel, etc) and must think about how they can use the “stone” to get everyone across without stepping in the “water.” An added challenge is that at no point must they let go of a “rock”—someone must be touching them at all times. If one person steps in the water the group will be sent back. If they let go of a rock, it will be taken away from them. No taking your feet on top the rocks and sliding them across the river- you must pick up

rocks and place them down. Let them think of a plan or two for around 5-10 minutes. For an added challenge, blind fold a few of the students.

Passing Through the Spider Web

You will need a lot of rope/string and 2 poles/trees to it around. It works best to create 2 main parallel horizontal lines first with the rope and then to add the “web” design. Then take more rope and create numerous triangles or rectangles with the 2 parallel ropes. You want them wide enough so children can fit through them. After creating the web, have a group try to get from one side to the other. The main rule is that they must each fit through a different gap. The second challenge is that they can’t touch the web or they will all need to start again. Allow students to brainstorm on how to proceed first.

Blindfolded Maze Walk

You will need chalk and a blind-fold. You will blindfold someone and have the others in the group try and direct them through a maze which they will draw only after the chosen person has been blindfolded. They can’t step outside the maze or they will have to start over.

Flip the Mat

You will need a mat or piece of cloth. A pretty easy concept but get all your students from standing on one side of the mat to the other- a student can only be on one side at a time and can’t go back once they’ve stepped to the other side. The smaller the mat- the more difficult it is.

Human Knot

Everyone stands in a circle and grabs the hands of two other people standing across from them. You then try to unknot yourselves. This sometimes results in more than one circle of people in the end, if you play with a large group. You can also start the knot by holding hands in a line and having one-person “knot” you up.

Over the Rope

You will need 1 piece of rope to tie between 2 poles or trees. Tie parallel to ground about 5 feet into the air. The goal is that everyone has to get from one side to other- they can’t touch rope but they must go over rope. An added challenge is telling the students that they must always be holding hands or touching another student during the entire activity.

Trust Falls

A few different types. 1: Have simple peer-to-peer trust falls- one person standing behind another and letting the other fall back a few inches to a foot. 2: Have a group ready to catch someone falling back from a slightly raised platform—maybe 4-5 feet up. The group faces each other and holds all their hands together to catch the person. Make sure everyone is ready before letting a student “fall.”

Blindfolded Circle Walks

The group stands in a circle. Pick a person to walk. Have them place each arm on their shoulders to protect themselves- but have them close their eyes and walk. The circle will catch the walking person, turn them around, and send them around the circle. Once they have mastered one person- add a second. The circle will then have to try and keep those walking from walking into one another. Try 3 people walking, then 4...

Talk to them after about how they felt helping direct and how they felt closing their eyes and walking.

Blindfolded Trust Walk

Divide students into pairs. You will need a blindfold for each couple. Have them take turns wearing the blindfold. Have them walk around classrooms, up/down stairs, give high fives with other blindfolded peers,

buy something at the bazaar, sit down, getting up, explore the world with a blindfold for around 10-15 minutes and then switch to the other partner. Once you have them all back discuss what it was like being the leader, being the follower, the trust involved. (Note: I've also had friends do this as a way to talk about disabilities and that uneven pavement becomes hard, stairs are hard, other senses become important- feel, taste, smell, hearing, etc.)

Capture the Flag

There are many different variations of this game. But basically, each team takes one half of a large field. Each team places their "flag" at the back of their half of the field. Teams must grab their opponent's flag without being tagged on their opponent's half of the field.

Steal the Bacon

2 teams trying to grab an item in the middle of the field/room. Both teams will be given numbers 1 thru 10. The leader calls out number. For example, call out 3 and both 3's from both teams will try and grab the item and run it back before the other. The other can tag them before they cross their line to keep them from gaining a point though. You can also yell out doubles or triples of numbers- 7 and 5! 1,2, and 3!

Evolution (modified rock, paper, scissors)

You all start as "eggs" and you try to rock paper scissors with your peers to move up the chain. Each win you move up, but each loss you move back down. The evolution scale goes: egg, chicken, dinosaur, human, nirvana! How you act out each animal/object is the fun part.

Team Rock/paper/scissors

Everyone starts out individually playing rock/paper/scissors. However, when you lose, you start cheering for the person you lost to. Eventually everyone will be left cheering in a final round for two different teams.

Relays

Some ideas: 3 legged races, fill water bucket with sponge, balloon in front or behind backs of 2 people, egg on spoon, eat/drink something as fast as they can, charades, Pictionary, puzzles, Sudoku, etc.

Honey if you love me smile

Everyone stands in a circle facing each other. One person is "it" in the middle. His/her goal is to make one other person in the circle smile. But the only thing he can say is "honey if you love me smile." Once the "it" person makes one person smile, they switch places and that person becomes the new "it" person.

Down by the Banks...

Everyone knows different lyrics to this, but this is what I learned: Down by the banks of the hankey pankey where the bull frogs jumped from bank to bank-y, where the eeps oops, soda pops. Hey Mr. Lilly Pad went ker-plops.

Tag

You can play normal tag, or many different versions—touch-freeze tag, tunnel tag (to unfreeze you crawl under a person's legs), tag where you try to run from one side to another but if tagged you join the tag guy in the middle frozen where you were tagged, partner tag (each person has a partner and you hold hands or link arms the entire game).

Story Telling

Start a story but continually stop and continue on a next person, add to the story each time and if they can't or stall- next person takes can start.

Hokey Pokey

Lyrics: You put your ___(body part) in, You put your ___(same body part) out, You put your ___(same body part) in, and you shake it all about. You do the Hokey Pokey and you Turn yourself around. That's what it's all about!

Resources

Permission Slip

This Day GLOW/TOBE Today Camp will take place _____. It will be facilitated and taught by Peace Corps volunteers and Ukrainian counterparts. Campers will participate in lessons and activities, focusing on skill-based topics such as leadership and project design and management as well as issue-based topics such as counter-trafficking, domestic violence, gender equality and HIV/AIDS. Other activities include a nature excursion, sports and games, and other creative projects.

All participants will be attending camp at their own risk. All participants have agreed not to smoke, drink alcohol, or use illegal drugs during the camp. Any participants who smoke, drink alcohol, or use illegal drugs will have their parents contacted and be sent home at their own expense.

Participant's Name: _____

Parent's/Guardian's Name: _____

Relationship to Camp Participant: _____

Address: _____

Phone Number: _____

Second Contact in case of emergency: _____

Relationship to Camp Participant: _____

Phone Number: _____

I understand the nature of Camp Day GLOW and Camp TOBE Today, and that my daughter/son will be attending. I understand that by signing this permission slip I accept the camp code of conduct and am willing to accept financial responsibility for my daughter's/son's behavior.

Guardian's Signature and Date

Табір ДКНС та НХВ

Заява батьків

Табір ДКНС та НХВ в буде проходити у _____. За організацію табору відповідають Волонтери Корпусу Миру та Українська молодь. Учасникам табору буде запропоновано тренінги та заняття на розвиток навичок лідерства та керування, вправлення у складанні проектів. Також діти навчатися дискутувати на тему торгівлі людьми, насилля вдома, рівність статей та проблеми СНІДу. Більш того, діти будуть ходити на екскурсії, змагатися у спортивних іграх та інших творчих завданнях.

Всім учням забороняється курити, вживати алкоголь, наркотики у таборі. У разі недотримання правил табору, діти будуть відправлені додому за свій кошт.

Прізвище учасника: _____

Прізвище батьків: _____

Відношення до учасників табору: _____

Адреса : _____

Телефон : _____

Додаткові контакти на невідкладні випадки: _____

Відношення до учасників табору: _____

Контактний телефон: _____

Я розумію ідею табору ДКНС та НХВ 2010, тому я дозволяю моєму/їй сину/донці прийняти участь у ньому. Підписуючи цей документ, я приймаю умови табору щодо поведінки сина/доньки та беру запропоновані витрати на себе.

Підпис батьків, дата

Reporting Form

After successfully conducting your very own **Day GLOW** or **TOBE Today** Camps, the Gender and Development Council would appreciate you taking a few quick moments to fill out this Reporting Form. GAD monitors and evaluates how each day camp was received, what worked well, and what can be approved upon. Please answer these few quick questions and return this form to campglowtobeukraine@gmail.com.

Congratulations on successfully running your Day GLOW or TOBE Today camp! And thanks for continually inspiring and empowering your students!

PCV Name:

Group:

Contact Info (email, cell phone, etc.):

Site (Oblast, City, and School):

—Description of Event—

Date of camp:

Number of Participants:

Age of Participants:

Lessons Used (or sample schedule used):

What were the successes of the camp?

What comments do you have regarding individual lessons, activities, or about the manual as a whole?

Do you have recommendations? What can be improved?

What problems did you encounter?

Other comments or feedback:

Camper Evaluation

Thanks for attending the Day GLOW or TOBE Today camp! We hope you enjoyed it, and we'd love to hear your impressions. Please (anonymously) fill out the form below.

What was your favorite part of the camp?

Do you think the schedule was fair? Was the camp too long or too short?

Did you enjoy the lessons? Which was your favorite?

Did you learn anything new?

Was there too much new information or too little?

Did you enjoy the games and activities? Were there too many or too few of them? Which was your favorite?

Other comments: