



# Young Men as Equal Partners

This book was created within the YMEP-project,  
a collaboration between Kenyan, Tanzanian, Ugandan,  
Zambian and Swedish Member Associations to IPPF,  
the International Planned Parenthood Federation

By Erik Centerwall and Stefan Laack.



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## Contents

Preface	5
Telling Other Men what They Should Do!	9
My Story	14
Anatomy	31
Fertility Awareness	43
Masturbation	48
Homosexuality	52
Self-esteem	61
Relationships and Gender Roles	66
The Sexual Act	75
Pornography	84
Boy to Man	88
Sexually Transmitted Infections (STIs)	102
Safer Sex	108
The Condom	114
Abortion	122
Sexual Abuse	127
Contraceptive Methods	134
Glossary	148





## Preface

THIS IS A GUIDEBOOK with the aim of providing knowledge, values and understanding of issues on sexuality education to boys and young men.

This book is not a checklist of what young people should know or what you should teach. Rather you could see it as a cookbook with a lot of recipes. There are facts, values, and methods to be used as suggestions on how to work. But most important for anyone who wants to use the book is to make up his own mind on how to work.

We who have written the book are convinced that learning on issues around sexuality, relationships, and STI is best done in discussion groups or in lectures that take into account the reflections of young men and boys. Behavioural changes must come from inner convictions rooted in an understanding of who you are and how you react in a relationship.

So rather than being a leader the educator should be a guide to insight into matters that are often sensitive and intimate. Understanding of values, correction of misconceptions, value changes and changes of risk behaviour are the results of group work where the leader or teacher is a resource and a guarantee that no one is ridiculed and that human values are the foundation of the group work.

This is a book for informants, peer educators, teachers and group leaders. It is a book for all involved in sexuality educa-

tion with the focus on adolescent boys and young men. Both men and women can use this book. In the book words such as “boys” and “young men” are used in reference to males aged between 13 to 24 years of age. Sometimes the terms are in reference to the entire age span and other times “boys” are considered younger and “young men” are considered older.

Many evaluations and articles have shown that knowledge and facts regarding sexuality education are an important platform for individual decisions over sexual matters. This book combines the facts of sexuality and relationships with attitudes and norms. Still, this is not enough by itself to change people’s behaviour. Evaluations and articles on educational programs show that attitudes might change while conduct does not. To change behaviour the programs must be more realistic and closer to the realities and feelings of young people.

To change the sexual behaviour of young people is a life saving necessity today. Openness in discussions and the way we talk about sexuality and relationships are a condition for the frankness regarding sexual matters that is needed. How are we to change behaviour if we do not talk about what we really do, how we behave and the secrets and misconceptions that create misunderstandings. In this book we question some of the misconceptions that are detrimental to the sexual behaviour and patterns of young men.

This book is mostly concerned with the information and education of boys and young men. The aim is to give support to the constructive and positive sides of their personalities. In many ways girls and young women will also gain from the changes we consider necessary. It is our conviction that equality between men and women is a condition that improves communication on sexual and reproductive matters.

The writers of this book consider it obvious that both men and women can gain from equality. If men and women cooperate the result is more viable decision-making, which re-



duces conflicts in marriage. Men and women can also enjoy the benefits of mutual sexual enjoyment with their partner. Women can gain respect, reduce their dependency on men, and both men and women will improve their care for the children and family.

Both the men and women that took part in the writers' group are concerned with violence against women and believe that equality will reduce sexual violence. Both men and women also acknowledge that a couple in a relationship will enjoy safer sex if they have a mutual responsibility in reproductive issues.

Each topic in the book contains the following formula:

- introduction
- purpose
- misconceptions
- messages
- facts
- methods.

In each introduction we try to emphasise the basic ideas and the purpose of that particular topic. It is always necessary to deal with the human misconceptions that result in detrimental behaviour. Educators using this guideline are encouraged to add any additional misconceptions they are confronted with to the discussion. Stating the facts is a way to pinpoint what information is essential and to correct misconceptions. We also suggest that educators use messages that should be the basis for lessons learnt. What an educator might want to convey to boys and young men is also a personal matter. It is important for each educator to decide which aspects and messages regarding sexual and reproductive matters are most important.

When teaching sexuality education it is pertinent to remember that education, information, and the creation of discussions on sexual issues is a personal matter. Each individual must make up his/her mind of how to approach the topics and subjects.

The most important purpose of sexuality education for boys is to guide them towards hidden insights. By creating dialogues between all ages and sexes we can also influence behaviour. Together we can create a more open language, leading to behavioural change and a deeper understanding between men and women.



## Telling Other Men what They Should Do!

WHO ARE WE TO TELL other men what to do? Who are we to tell them that the way they live their lives is wrong? Who are we to tell them that they should treat women as equals?

These are the issues men – or women – involved in work with attitude and behavioural changes have to face.

In the man's world there are certain things that men seldom question: the bravado, the lust for experiment and adventure, the way men pursue their sexual longings ... This and other male icons are closely connected to the "the right to be a man".

In the man's world there are also certain things you do not talk about: the mistakes, love, hesitations, social failures, men dominated by women, and weaknesses that are often associated to femininity. If men talk about failures, they usually try to connect them to the right to be a man with phrases like: "serves her right", "you got to take that risk".

Primarily we cannot tell other men or boys what they should do, who they are or what attitudes they should have, because that does not lead to change. Telling people how to act does not protect men, or women, in precarious situations. Also, this does not protect adolescent boys, or girls, who are at risk from the hazards of sexuality. The "shoulds" we demand, distance us from them, and in the worst case, we create silence, distrust and more secrets.

In 1983, The National Board for Health and Welfare in Sweden started the project “Just for boys”. The first undertaking was to identify ways of understanding boys and create methods to educate young men about sexuality. Those involved in the project conducted interviews, carried out discussions, and organized seminars. They soon found they could not treat young men differently from themselves or others. Rather than lecturing they had to identify with the world of young men and create dialogues with their realities in mind. They had to develop a language for male experiences that acknowledged men’s feelings and weaknesses. Weakness is a topic that was not always appreciated in “official” male surroundings. Moreover they had to learn to identify with facts and important, but secret, male experiences. They found many facts and experiences that were more relevant to the boys but not always important to the girls.

Who are we to say what other men should do? The educator is the guide to adult life, to the adventure, which touches the unknown. The educator is the guide to the secrets of strength and weaknesses of the sexual world. Also the educator is the guide who helps young men avoid some of the dangers they may encounter along the way. It has been pointed out that an important part of sexuality for young men is the adventure of exploring reality. The psychologist, C G Jung, has affirmed this yearning for adventure as very significant for teenage boys. He says that the archetype of the hero is the adventure that young men search for. Making adventure is an important part of a young man’s exploration of female sexuality.

We have found during our work as informers and educators of sexuality that as brave as young men are, they are reluctant and sometimes afraid to take the first steps into the adult world. Jung also points out that it takes a much longer time for a young man than for a young woman to mature and to learn to integrate feelings and yearnings and to acquire the ability to stay focused.

Young men are often as bold as they are reluctant to search

for the skills, structures, values and abilities that are regarded as masculine. Sexuality and love have deep roots in the creation of an experience of personal identity. Yet for young men the teenage years are also an age of denial of weaknesses, which is connected to what is considered feminine.

In private interviews young men and boys admit to the worries they have over women and sexuality, which could be considered as the denied side of the bold hero. “Little means a lot”, is an experience summed up from talks with boys. Small and daring victories can mean a lot to the growth experience.

On the secret side of young men’s lives are stories of masturbation, shyness, mistakes, abuse, embarrassing situations, and the taboos around homosexual feelings. All of these issues work against the standard societal stereotypes that young men feel they should conform to.

The omnipotence of young men is often projected into groups and defended by that group.

The omnipotent exaggerations are part of the group dynamic and the internal defence that confirms it is also used against feelings of weakness and lack of self-esteem. You could call it a split of mind, both within the individual as secret sides of personality, and in the group as more or less hidden conflicts. Some group members take the role of omnipotence and others the role of the underdog.

If you deal with issues concerning sexuality, gender, masculinity and relationships, you must address both sides of the split, the omnipotence and the lack of self-esteem. You must address both the boys that are courageous and those who are more timid.

Who are we to say what others should do? Who are we not to say! We know about ourselves, about our secrets, and about our worries. We remember our growth into adulthood. As adults we know ways to get around some of the obstacles and we know which fights are important to confront. Still, our

own experiences do not give us automatic credibility in their eyes.

Therefore it is important to portray yourself as a guide, not a dictator.

Young men believe they are prestigious, a label that comes with being a hero. If you are an explorer you must also have your sword, your training, and your intuition. The confident hero can also make responsible and respectful decisions. Young men want your knowledge, and they want to know what tools others use to get through adolescence.

In Sweden most boys ask questions about the technicalities of sexuality:

*“Are girls as horny as we are?”*

*“How do you satisfy a girl?”*

*“What does she want from me?”*

Why do they ask these very open and often provocative questions? They ask them because they want to be good lovers. Depending on the society you come from the questions and answers will differ. In some countries young men talk about “rounds” which means having intercourse several times in a row. In those countries “rounds” are a technicality of sexuality. They also want to know grown-up men’s experiences. To know about adult male experiences is to know also about mistakes, worries and other realities. That knowledge helps them to see that there is more than boasting about sexual bravado. They also crave advice from mature women on sexuality and love.

We know that “male heroism” can be interpreted the wrong way. For example, we may have prejudices like, “Everybody knows how boys are, they only want one thing, sex is the only thing they think of.” By demonising the boys you also tell something about the girls. A demonised picture of “bad” boys creates the image of the righteous girls, who are not interested in

sex. We all know that this is not true. By demonising young men's sexuality, we risk to demonise sexuality as such.

By demonising young men we make ourselves blind to the other aspects of the young men's psyche. Instead of demonising their actions we should help them find words for their longings, weaknesses, worries, secret joys, and pleasures.

When you relate to someone else, you also relate to your inner personality. What happens when you make mistakes? You lose self-esteem and you try to hide your mistakes. That means that you also defend yourself from the painful insights and are more susceptible to losing your self-esteem.

Maybe our most important purpose with sexuality education for boys is to reveal to them, or rather guide them towards the insights hidden behind these defences. By creating dialogues between all ages and sexes, we can influence behaviour. Working together allows for the creation of an expanded language, which can lead to behavioural change and a deeper understanding between men and women.



## My Story

EVERY ONE OF US has a life story to tell. The relationships and sexual experiences we have encountered have major influences on our future and our way of looking at sexual issues. If you are an educator, informant or a group leader it helps if you understand and analyse your past experiences and how they have influenced you.

Examples of important experiences can be:

- starting school
- sexual experiences during childhood
- sex abuse
- initiation ceremonies
- first love
- first intercourse
- harassment
- sexual longing
- insecurity
- being in love.

Below we have provided examples of love stories and sexual experiences to show how they influence your future and your way of understanding the circumstances of sexuality. They are all genuine and all the stories have the same conclusion: We would have liked to be treated differently! We would have liked



to get support and knowledge! The purpose of the chapter is also to encourage the reader to remember his or her own experiences.

- In what way has your personal history influenced your view on sexuality education?
- What are the most important aspects of sexuality education?

### The Housemaid

*“As I was the youngest son in the family and my parents both worked, I was alone in the house with our housemaid. She was ten years older than I was. My sister and my brothers were at school. House-girls are employed for long hours and do not have time for sexual relationships. Maybe that is why she tried to seduce me. With me it was easy. She knew that I liked meat and bribed me with that. I remember the first time. I was ten years old. She asked me if I wanted to play. If we did that I would get to taste the meat, she was preparing for dinner.*

*Of course I said yes and she started to play with my penis. She asked me if I liked it and we laid down on a bed. She told me to stick my penis between her legs. I did not understand what she meant, but she helped me and we had intercourse. After a while I wanted to stop but she forbade me and clinched her legs around my hips till she was satisfied. I disliked these games more and more but my longing for meat made me go on. In the end I disliked it so much that I ran to hide every time I could smell meat from the kitchen.*

*Our house girl was also my aunt, so today when I visit her I remind her about what happened. Do you remember how you abused me? I use to say. But she denies it and does not want to talk about it. I think she is ashamed of it today.”*

*This story shows that the sexual encounter between the boy and the house-girl is sexual abuse, even if the child seemingly*

*gets something out of it. Adults are always responsible for the abuse. Sexual abuse is a betrayal of trust and innocence.*

*Also, just trying to influence a boy or girl into sexual acts can be seen as abuse.*

*“A lesson I learned from this is that it is important to make young people aware of issues regarding sexual abuse or harassment, so they can identify these situations and protect themselves.”*

### *A Wet Dream*

*“My uncle happened to discover that I had a wet dream. He talked to me for a long time about the importance to get a woman. He thought that I was not serious enough and therefore he got me a woman. I really did not want to, but there was not any possibility to refuse. If not, not only I, but also my family would stand there in shame. That was my first intercourse.*

*My conclusion now is that every child or boy should develop in his or her own speed. None should push us into sexual acts.”*

### *A Sexual Encounter*

*“I was sixteen when I started feeling attraction to the opposite sex. Since I was at a male boarding school girls were openly discussed in dormitories. I learned how some boys proudly discussed their girlfriends. This created more questions than answers. Among the approaches that were discussed was writing a letter to the intended girl, sending someone (either a sister or a friend) to break the news to the girl, or going yourself, maybe under the influence of drugs (after smoking dagga or drinking some alcohol).*

*It was difficult to choose any of the alternatives, as I never had a sister or friend to send. I had never tasted any alcohol at that time or written any words of love, so it was really difficult. It was during the holidays that I decided to make an advance*

*on this lady. I decided to make it a secret as all my friends had girlfriends. So I feared to be laughed at. I decided to write a letter to this girl and send my younger brother to give it to her.*

*She was so surprised, when she received the letter. Instead of reading it alone she called for her two friends. One of them was my former classmate at primary. She in turn revealed everything to the other boys in the village. I was so frustrated and embarrassed that I had to ask my parents to go and spend holidays with my uncle in another village. But in a while my parents heard about the reason why I had requested for a holiday somewhere else, and my father called for me and told me to be a man and to face the situation as it was. He recommended me also to get a girl friend; otherwise he was not going to pay for my school fees. He blamed me for the fact that my peers mocked me.*

*At that age of 16 I didn't use condom to prevent myself from being infected with STIs and HIV/AIDS. Also I didn't take into account the risk of the girl getting pregnant, as the girl was not my choice. And sexual intercourse was for pleasure not for a specific objective.*

*Boys and girls should not hurry into doing sexual intercourse, they should wait until the right time and they should try to keep themselves busy in other ways, playing football/ net-ball and reading books.*

*In case they fail to control themselves they should use safe sex (condoms)."*

### **Walking with My Uncle**

*"I was 15 years old when I used to walk around with my uncle in the evening, e.g. between 8-9 p.m. My daddy was not happy as he thought my uncle was taking me to a girl friend. The uncle was 27 years old.*

*One day we came back home at 9.00 p.m. What my daddy did was to beat me heavily so that the uncle should know that*

*he had caused the punishment on me. I failed to convince my daddy that I wasn't having any sexual relationships. He didn't believe me.*

*After that punishment I hated my daddy and decided to look for a sexual partner. We had sex at daytime and I was home before 6 o'clock. My daddy was very happy that I had stopped my presumed love affairs because he saw me early at home. But I was laughing at him. He made me start having sex.*

*As a teenager I have a right to be listened to and guided to a safe life.*

*Socialisation doesn't necessarily mean sexual relationships or sexual activities."*

### *I Was in Love*

*"First of all, our family is brought up under a religious set up. My father was working as an R.C. church committee member, and a counsellor for young Christians. My mother was, and still is, a member of St. Mary group of prayers. She is a chair-lady for the group at the moment.*

*Because of this my parents were very strict especially when they saw their young son/daughter move around with someone of the opposite sex. They always suspected me to intend a sexual relation, which they completely forbid.*

*I was in Std IV, about 16 years old, and I had fallen in love with my first girlfriend. I really loved her, and she loved me. She used to come to my home. We played and read together, and then I escorted her home in the evening.*

*Her parents were not as strict as mine were. In the process of our friendship, we used to hug each other, kiss and so on, but only when our parents were away. Grace initiated the issue of having sexual intercourse by her way of acting. When we were reading – she pretended to be tired. She wanted us to rest. But I was afraid what would happen if my parents knew – especially my father. She suggested instead to do it in our grass farm where*

*we could not easily be seen, and to do it when my parents were away.*

*It was Saturday, and when my father was not around we decided to go. Unfortunately my mother was in the farm cutting the grass, while my father had gone to church for his counselling work. When we got into the farm area, just preparing to start, my mother came up. She chased us with her sickle in her hand.*

*When my father came home, he was told the story and called me to explain. I was very afraid but finally I told him what happened and said I would not repeat it. The punishment was to cut 3 cargoes of grass for cows.*

*Additionally, my girlfriend was told never to show herself in our home again. But because I still loved her, we continued to meet in some other places.*

*When the parents are not satisfied with young people's relationships, they might have a good purpose, parental care.*

*If we refuse their advise, there may arise some consequences which, due to our age, we cannot deal with, for instance getting infected with STIs/AIDS or getting pregnant.*

*Most of these consequences are irreversible, and have serious negative impact on teenagers future life vision. Parents should provide SRH (Sexual and Reproductive Health) information in terms of consequences of having sex. They should not just demand young boys to stop having sex."*

### **Group Pressure**

*"I remember one day when I was in second class. A girl from the forth class gave me an invitation to a Christmas party. I accepted. The party lasted till late hours at night. The girl wanted me to go for sexual intercourse.*

*Innocently, I turned down her offer and decided to go back home. I did not tell anybody. After Christmas holidays we resumed schoolwork and that girl with her friends came to mock*

*me because of my failure to have sex with her.*

*In order to avoid further embarrassment I decided to report the case to the school discipline master. When my fellows got the story, they laughed at me and began to encourage me to have another girlfriend. The same pressure came from my peers. That led me to approach another girl younger than me for friendship. The girl reported the matter to the school discipline master who responded by a strong punishment for me.*

*I was lucky in both cases my parents did not get information about the whole story. I still imagine that their knowledge on this issue would have probably led into additional punishment especially when I approached that young girl.”*

### Persuasion

*“When I was 16, I had a boyfriend whom I loved very much and promised to marry after finishing school. Therefore we agreed not to have sex until on the wedding day.*

*One Sunday, while in a group (three girls and three boys), one of our friends (a boy), suggested that he should make a very brief visit to one of his relatives. He needed us to escort him.*

*I was uncomfortable as I felt no reason for the said “escort”. But the two girls and the three boys supported the idea strongly. I had no option except to join them, although I noted that my boyfriend was just quiet, but in this situation it was not conducive for me to tell him about my concerns or worries.*

*There was nobody in the house when we came there. I was noting that each pair was pretending that they were discussing something very seriously and at the same time moving slowly away from me. When I asked my boyfriend what they were doing there, he said he would explain later on.*

*My boyfriend proposed that we should have sex. When I refused he started to use force. I had to beg him to stop. I said I was very sorry, and that I was menstruating and having*

*some dysmenorrhoea. Of course he wanted to “check” but when he saw me crying, he decided to stop the activity. The relationship was never more as trustful as in the beginning of the relationship.*

*Therefore I learned that, you have to be very careful/observant of the type of friends/peers you are having as you may be a victim of abuse under certain circumstances.*

*Be firm with your own decision, if you strongly feel that it is the right one, e.g. avoiding going to a place which you don't know.*

*My advice to young people will be:*

- *Trust your peers, but at the same time be very careful.  
Observe the non-verbal communication signals in situations where you feel unsure.*
- *Share your concerns with someone you trust e.g., a relative, parents, teachers, guardian, friends, or religious leaders.*
- *Be firm in decisions.*
- *Share experiences.*
- *Rape is not a solution to sex.”*

## **YOUR PERSONAL STORY**

These are methods used in the training of educators with the aim of using contemplation, discussion concerning personal experience and its importance when it comes to the individual understanding and attitude toward information sharing and sexuality education.

## **SAFARI BACK TO YOUTH**

It is important for the sexuality educator to understand his/her own sexuality as part of identity. The introduction points out the special characteristics of sexuality education as subject. Your own history and background as an educator is important, and the experiences you have gone through and how you yourself interpret the culture where you live are both factors in how you approach the subject of sexuality.

### **Purpose**

The purpose of this exercise is to provide an understanding of the importance of your own experiences as a youth when you are training and educating others. Your own sexual history can influence what you say and how you work. Your understanding of sexuality based on personal experiences can also be used as a tool in your teachings.

Being personal is always a good way of working but if you are too private it can cause an atmosphere of embarrassment that makes it more difficult to inform others.



## Method

This is a guided fantasy-game, which tries to lead the participants with the help of imagination, down to a certain age. For instance, they can be led to a time when they were around fifteen years old, but another age can also be chosen. The exercise can be adjusted to local conditions.

### THIS IS A SUGGESTION:

Ask participants to lay down their pens and paper and to sit comfortably. They should not talk during the exercise. Each person can decide which age to fantasize about.

### GUIDE THEM BY SAYING:

*Take a deep breath and relax.*

*This is a guided fantasy back to your youth, for instance when you were ... 15 years old.*

*Imagine that you wake up in the room where you sleep.*

*What does the room look like? What do you see on the walls? The floor?*

*Who do you see around you?*

*You dress for school and you leave the house.*

*Do you meet someone on the way to school?*

*You stand outside school, and you look around.*

*Do you see any friends?*

*Do you see anyone that you especially like?*

*Think about this: How did you learn about sexuality during these years and from whom?*

*What did you learn?*

The exercise should be done in a slow mood with time for reflection. After the fantasy game each participant can turn to the person next to them and discuss the memories that came up for about five minutes.

After that divide the whole group into smaller groups, and then eventually into a female and male group. Give them the time they need. The final discussion will be with the whole group, so everyone can get information about the different experiences discussed and also so they can analyze the importance of sexuality in a person's life.

## **Facts**

In reality this exercise is about how identity is created by different influences and by a person's individual understanding of his/her sexual identity during the teenage years. Where do you get the information? What kinds of misunderstandings are created?

*This is an example of findings during a workshop:*

In the whole groupsetting women talked about the painful practices of ... (pulling labia) and other customs. Men talked about myths regarding big penises, and the belief that "slapping a certain fruit with the penis" – can make it bigger.

Young girls didn't have much information about menstruation, and it can come as a surprise. And boys might say "you need a man" and put pressure on the young woman to engage in sexual activities.

## **Some Beliefs and Misconceptions:**

*"A way of not getting pregnant it is said is by crossing your fingers during the intercourse."*

*“After menstruation comes it is forbidden for the girl to enter the parents bedroom.”*

The picture is not always negative or ignorant, in certain cultures information is given by an aunt or uncle. Some tribes in Uganda are more open and positive towards sexuality. There are various practices, like “pulling the clitoris”.

These were some of the findings reported in the whole group setting during a workshop. Group discussions can be the foundation for a course, when it comes to identifying themes or problems to be addressed. This exercise can be focused in different ways. One way is to focus on young men’s sexuality during the discussions, for instance by making lists of common male misconceptions.

## **AQUARIUM EXERCISE**

### **Introduction**

Gender stereotypes organize all societies, most often to the advantage of men. Sexuality education must question gender roles and the subjugation of women. Stereotypes can also lead to risk behaviors. Moreover it is obvious that young men suffer from the omnipotent demands of masculinity, and often complain over social pressure.

### **Purpose**

In order to expose the traditional stereotypes in a society and question them in relation to risk behaviors, an aquarium situation can be organized. The purpose of the exercise is to analyze possible societal changes in order to support safe sex behavior. How can we support equality between women and men?

## Method

Create two rings: one ring of women and one ring of men. The women's ring should discuss "What it is to be a woman in my country", the men should stand and listen without commenting. Then they should change places and the men should discuss "How it is to be a man". The women should stand and listen without commenting.

After this exchange of experiences people can comment on how they perceived the other sex and their situation, and how they understood the stereotypes expressed: Is it really a true picture? If for instance the women complained about being powerless, is it possible that they execute power in other situations? If men talk about masculinity in a positive way, is it possible that they are weak in ways that they don't talk about.

We must understand that group processes like this, whether it is young people who do the exercise or adults, create group stereotypes, through consensus. This demands a course leader who also questions the stereotypes. What is not said? Are there risks in this consensus? Risk behaviors? Are there groups of people who are being excluded.

This aquarium exercise almost always becomes very heteronormative. A heterosexual understanding is presented and homosexual ways of thinking are suppressed during the group process. This occurrence mirrors what happens in society all of the time. The exercise can provide the occasion to expose this problem and start a discussion about how to deal with and oppose normative group behavior like this.

Stereotypes can be questioned and used during the session to target the question: What changes are necessary to combat these stereotypes?

## **Facts**

The facts that should be discussed depend on the culture, situation, age and sexual orientation of the group.

*Example from a session with participants from different countries:*

In this session the participants from different countries were quite heteronormative, men talked about their necessity to be in charge, the women discussed how they were treated by men.

After a discussion you can create objectives for how to change young men's behavior and attitudes ... but also discuss power and possible secrets, related to gender and identity. The exercise might be a starting point for discussions about psychosexual development and puberty or the content of sexuality education in a social context.

## **REACHING YOUNG MEN**

### **How to Reach out to Young Men with Sexuality Education**

Scolding or being moralistic does not work. At worst it might create opposing attitudes among young men especially when the moral standards emanate from women. Being bad might confirm male identity as opposite to femininity.

Here is some advice:

Be clear about the purpose of discussions from the start. Explain that you are here for them, and that you are aware of the realities of their lives.

You are there to solve issues and problems concerning sexuality and gender, not just to tell them how to behave. Young men may have questions about women's attitudes and double standards, or questions about identity and sexuality, reasons for

masturbation, or emotions towards someone of the same sex.

Search for support from the young men you believe are in key positions in the group, but also focus on those who appear to be more timid.

Use their language – if it is comfortable for you. If young men use obnoxious sexual language as a weapon, discuss the meaning of the words. Ask them in what way these words are detrimental to others.

Discuss sensitive issues to show that you yourself dare to touch upon aspects of pleasure, masturbation, condom use, common sexual mistakes and misunderstandings, risk behaviors, abortion, homosexuality, sexual harassment and rape.

Mostly young men want to be good lovers, but their world is full of wishful thinking. Therefore they appreciate knowledge about the anatomy of pleasure, especially concerning how to satisfy a woman. But they are also interested in their own anatomy of pleasure.

Prevention of pregnancy and of STIs and HIV/AIDS is part of this understanding of pleasure, the enjoyment is in playing it safe. Self esteem can be supported by the understanding that sexual pleasure is connected to security and mutuality.

## **The Individual**

On the individual level it is quite easy to reach a young man for realistic counseling/information about sexual issues. With a positive attitude towards sexual issues messages about restrictions and dangers can be received positively, as a way of caring for the young man's future.

## **The Group**

On group level you must deal with group pressure, hierarchies within the group, misunderstandings and myths. In a group

setting stereotypes can be more active, as well as bragging and tendencies to put others and women down. You must understand that the members of the group are manifesting a power struggle. It is still possible to reach individuals with messages of care and attitude changes in these situations.

Firstly do not question informal authorities or leaders of the group. They might turn against you. Focus on the facts concerning sexuality, your own understanding of women's sexuality, and the sensitive areas of sexuality – the secrets.

Once you have opened up the group it is much easier to question misunderstandings, and to provide young people with respect.

## **The Society**

The hardest resistance when you want to reach out to young men often comes from society.

A powerful reason for this might be that the social power and prestige that comes from masculinity carries a denial of risks and realities with it. Parents might not understand the risks that young people are exposed to: “Not our son!” And it can also be a taboo to talk about what men and young men really do. Double standards and hypocrisies serve the purpose of hiding secrets and thereby support risk-behaviors. Manhood is idealized in a way that is unreal and creates risks.

This means that we must uncover the double standards of masculinity and say why we are doing it. For this we use facts such as: the HIV pandemic, risk statistics and sexual behavior within the society, testimonies from field work and from women – than we connect these facts to the stereotypes of masculinity.

These issues should be discussed with parents, elders, religious leaders, politicians, clinicians, and school leaders.

For them it can be difficult to understand that the young men, who they often see as the family's and society's future, are

vulnerable, under pressure, afraid and secretive. Yet when they understand this they can also understand what prevention is all about. Masculinity is a risk behavior. Real young men have the ability to protect themselves from the risks of sexuality.

ADVICE:

- Talk as vividly as possible about real situations and risks!
- Discuss stereotypes and misunderstandings connected to masculinity!
- Provide the essence of your intervention and the program!
- Show the possible societal impacts!
- Explain why it is necessary to talk openly about sexuality and prevention!





# Anatomy

TALKING ABOUT THE ANATOMY and physiology of the male body can provide a basic feeling of self-esteem and identity. Knowledge of how the body functions sexually could enhance a young man's pride in his body. It is important, especially for boys and young men, to appreciate and understand the sexual functions of their body. Understanding their body can help them see themselves in a positive light and also to respect themselves as sexual human beings. This respect can become the basis for their sincerity when engaging in a relationship.

## **Purpose**

The purpose of this chapter is to help young men understand how the reproductive parts function and what physiological changes may occur during puberty. The subject will help the educator approach the common misconceptions young men have surrounding both male and female reproductive systems.

## **Common Misconceptions**

Exaggerations, worries, and rumours are often mixed into the misconceptions that surround the functions of both the male and female body. The reason for this can be both individual anxieties, and male group dynamics. Below are examples of

common misconceptions. These are only a small part of the misconceptions that exist.

### **Rumours and Misconceptions among Boys**

*“When a boy experiences wet dreams, it is a bad thing.”*

*“A small penis is a sign of infertility.”*

*“If you do not have intercourse, your penis will shrink and you will no longer be able to get an erection.”*

*“When you undergo a vasectomy, you will be impotent.”*

*“Women prefer men to have a big penis.”*

*“Normal erect penis should point straight.”*

*“Tall men have bigger penis than short men.”*

*“Men with big bellies have a shorter penis.”*

### **Misconceptions about Girls**

*“Girls with bigger breasts are prostitutes.”*

*“Girls want men with big penises.”*

*“A girl with delayed breast development has male genes.”*

*“It is easy to impregnate a woman when she is in her menstruation.”*

*“A woman always bleeds the first time she has intercourse.”*

In a group discussion there will always be several misconceptions and prejudices exposed. It is very important to correct these in a clear and open way. To be judgmental is detrimental to open discussions.

It is easy for a boy to lose self-confidence, because of group-pressure and common misconceptions about anatomy and demands on sexual performance. Messages created, for instance, in group-discussions should be concerned with the facts of the sexual body and the anatomical make up of the male and female reproductive system.

## **Normative Messages to Young Men**

- Penis size has nothing to do with fertility or the capability to satisfy a woman.
- The way you look is a normal physical variation of the human body and everyone looks a little bit different.

It is important to ask a group of boys or the local community about the myths and misconceptions towards male and female sexuality. All of these misconceptions must be corrected. There are many different ways to correct misconceptions, for instance, a dialog can be created in group discussions.

## **Facts about Anatomy**

The male reproductive system is not only made up of the penis and scrotum, but there are also other organs connected to the system. These are not visible from the outside or by the naked eye. The sperm is the male sex cell that is produced in the testes and travels through the vas deferens and urethra. From puberty to old age the sperms are produced everyday in the testes. Sperms develop at a temperature that is cooler than normal body temperature therefore the testicles hang outside the body.

The liquid men ejaculate is called semen. Semen is a vehicle for transporting sperms to the vagina. When a man ejaculates inside a woman the sperm and semen go into the vagina. The semen comes mostly from the seminal vesicle and the prostate gland. Only a small percent of the volume comes from the testicles. What we see with the naked eye is semen and not sperm. Sperms are very small and can only be seen through a microscope.

During a vasectomy the tubes (vas deferens), which transport the sperm from the testes, are blocked so the sperm cannot get into the semen. A man who has undergone a vasectomy

can continue to enjoy sex and ejaculate without any problems, but there will be no sperm in his semen, which protects the woman from getting pregnant.

The shaft of the penis contains spongy tissues. During an erection these tissues are filled up with blood. The penis varies in size, yet size has nothing to do with fertility, or feeling of physical pleasure. Young men need to understand that everyone has different shape and size.

Some boys might ejaculate during sleep at night. This is called a wet dream. Wet dreams are normal and common.

A boy might experience a spontaneous erection at unexpected times, even in public places. This is both common and normal and happens most frequently during puberty.

It is important for young men to understand that nothing harmful will happen to their reproductive system if they don't have sex.

Likewise girls experience biological changes during puberty. Our genes control, for instance, body features such as skin colour, breast size, and height. It is therefore incorrect to associate a girl's breast size with sexual experience.

Each month girls produce eggs (ovum) that are ready to be fertilised, which allows pregnancy to occur. If this ovum does not meet with the sperm it dies and the inner lining of the uterus will shed and come out through vagina as menstrual blood. This blood does not effect the girl's partner or other people in anyway. The period between the onset of menstruation until the next is called the menstrual cycle.

There are many misconceptions regarding female anatomy that must be addressed to ensure that young men do not treat young women destructively because of rumours. It is wrong to look for a certain type of vagina like a wet one, a dry one, or a narrow one etc. Sexual arousal and nothing else can cause a wet vagina! If, for some reason, the vagina is dry during intercourse the penetration is painful for the women and not pleasurable. Most often the experience of pleasure, for women, comes from

the stimulation of the clitoris and not from penetration. To enjoy intercourse the woman must be stimulated by fondling and touch, which is called foreplay. Foreplay causes arousal, not the size of the penis. If the woman refuses intercourse it is because she does not want to have sex. There can be many different reasons why she might refuse, but her refusal must always be respected.

There are also some myths that need correction about the hymen and the first intercourse. One myth is the belief that a woman always bleeds the first time she has intercourse, another is that penetration is difficult. Both things might be true in some cases, but in others there may be no bleeding, or no pain at all. The hymen is often just a skin edge that is hardly recognisable. One reason intercourse can be painful the first time is, because both the woman and man are tense and worried.

## **Methods of Understanding Anatomy**

For most people anatomy is a mixture of value judgements, misconceptions and facts. The purpose is to provide correct knowledge on the subject and enable young men to participate during the session. By creating dialogues it is easier to get to know what misconceptions exist in the group and to provide them with accurate facts once you have uncovered the misconceptions.

### **SPECIFIC OBJECTIVES**

- Identify reproductive organs.
- Explain the functions of the reproductive organs.
- Counteract rumours and misconceptions about reproductive organs.

## Lectures and Small Group Discussions

### OBJECTIVE

*Give the facts!*

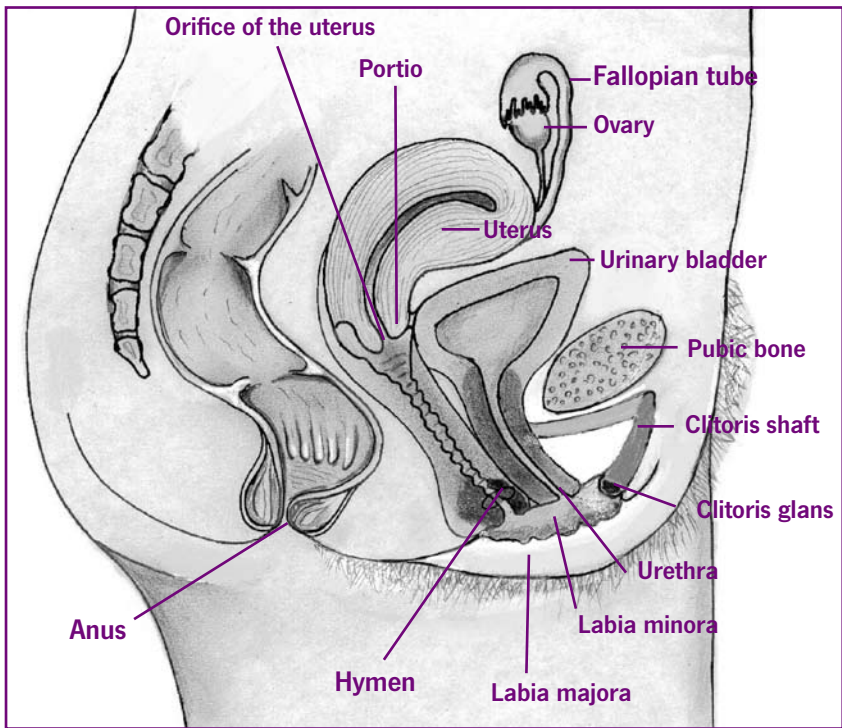
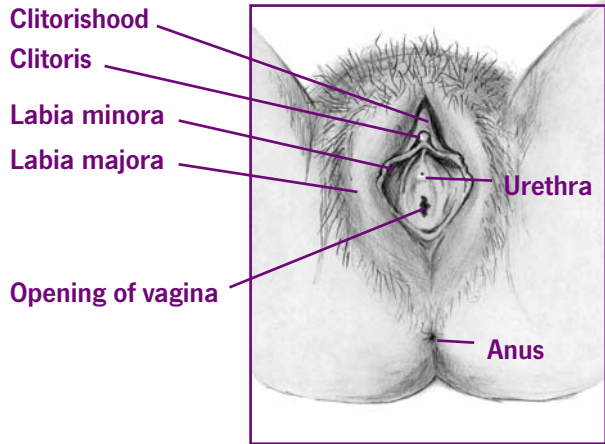
Use an anatomical diagram/drawing of male reproductive organs with testicles, vas deferens, seminal vesicle, prostate gland, urethra, Cowper's gland and spongy tissues.

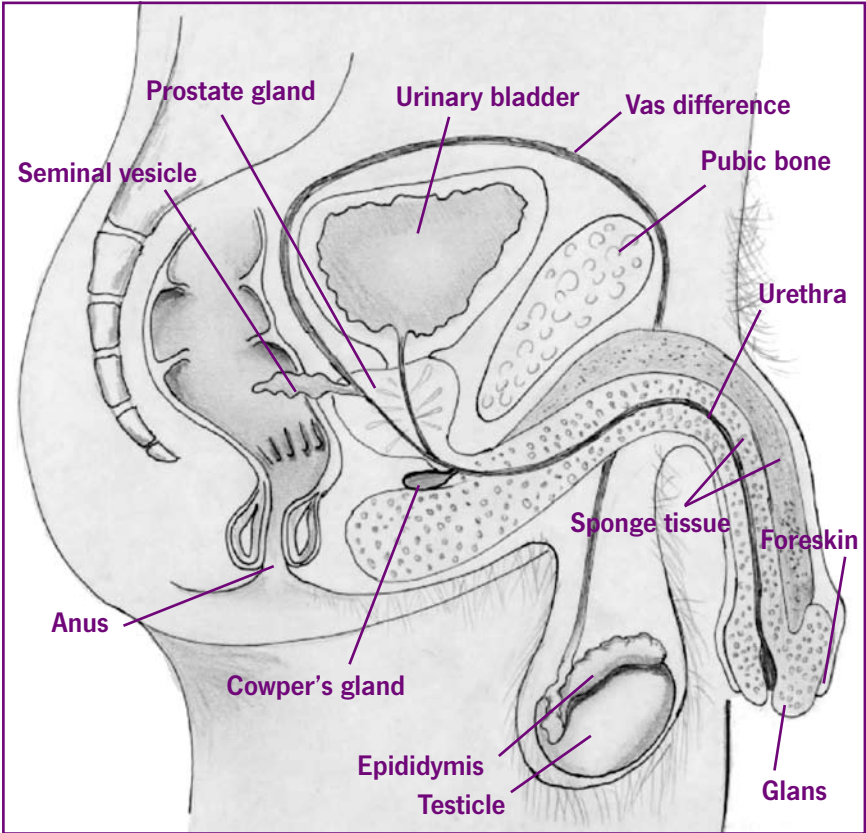
Also, use an anatomic diagram/drawing of female reproductive organs with labia minor and major, clitoris, vagina, hymen, cervix, uterus, fallopian tubes and ovaries.

USE: Flip charts and a pelvis model (if available).

### STAGES:

- Introduce the topic and explain its importance to young men.
- Explain objectives of the session.
- Use the anatomical drawings; conduct a brief presentation of each organ with regard to male and female reproduction.
- Allow questions after each stage of presentation.
- Divide participants into small groups with a maximum of six people.
- Ask them to create a list of rumours and misconceptions that exist and to try and correct misleading information.
- Bring participants back to their seats.
- Discuss rumours and misconceptions.
- Ask the group what they learned most from the session.
- Create a list of the new knowledge.
- Summarise.







## **Anonymous Questions Box**

### **OBJECTIVES**

The purpose of the question box is to give young men the possibility to ask embarrassing questions.

It is difficult to ask personal questions about sexuality and the sexual organs in a group. Therefore, another option is to ask each person to write down his personal questions anonymously on a piece of paper.

At the end of the anatomy session ask the participants to put any unanswered questions they have in a prepared box placed near the door. All of the questions should be answered during the following session. This kind of “Questions box” is a good thing to use in almost all situations regarding sexuality education, because it makes it possible for people to get answers to their most personal questions. Accordingly, it can help the rest of the group understand that other adolescents have the same type of questions. Knowing they are not the only ones asking these questions normalises their experiences. It is very common for young people, both boys and girls to believe they are totally alone in their experiences.

The question box also brings knowledge to the informant about questions common among adolescents and young people, knowledge that is of key importance if you want to improve your teaching.

This method is a bit time consuming, because all questions must be clearly answered otherwise new misunderstandings can be created. By failing to answer every question that is raised it is possible to add to a young person’s anxiety and that in turn can add to their feelings of isolation. Therefore, you must be prepared to do some research to find all the answers to the questions you find in the “Questions box”.

## Draw Your Own Body

The aim of this exercise is to provide young men with knowledge about their anatomy, and to correct misunderstandings they might have regarding sexual organs.

Divide the class into small groups of 4–6 people. Give each group two flip charts and instruct them to draw the naked body of a man on one chart and the naked body of a woman on the other flip chart. Then ask them to draw the internal sexual organs and how they are connected. After the groups are done use the lecture and small group method to go over the drawings. At the end of session give them two new flip charts to re-draw the correct bodies of a man and a woman.

### Example

This is a list of rumors and misunderstandings about male sexual anatomy created during a workshop in Dar es Salaam:

*“Circumcision makes you protected against HIV.”*

Wrong. The risk is high, only condom use protects against infection.

*“Circumcised men are less sensitive on the glans.”*

This might be true for older men, but it is still a misconception because senses and feelings are a personal matter.

### Penis

*“A certain drug can make the man get stuck inside her, used by husband who wants to disclose her lover.”*

Wrong.

*“Tight pants make the penis bend.”*

Wrong.

*“A longer penis is more satisfying because it reaches the cervix.”*  
Wrong. Female satisfaction is most often concentrated at the clitoris.

*“Some herbs make the penis bigger.”*  
No research done. But unlikely.

*“Vasectomy makes a man less excited.”*  
This is wrong in a physical sense.

*“After being horny and excited for a long time without ejaculation, a man can feel pain.”*  
This is true, but it is not harmful in any way.

*“If you shower in hot water the sperms die.”*  
This is wrong, but sperm might have less virility if your scrotum stays in a warm bathtub for a longer time.

*“If a man does many rounds he loves you more.”*  
This is not necessarily so.

*“Several rounds are needed to cause pregnancy.”*  
No, pregnancy can take place with almost no penetration at all.  
*Sperm*

*“Some white secretion on the new born baby’s head, shows that the woman just had intercourse.”*  
Wrong.

*“A female baby is the woman’s fault.”*  
Wrong.

*“The sperms show that it is my babies, she only carries them.”*  
Wrong, there is equal contribution from both the man and woman.

Lists of this kind can be made for different subjects: homosexuality, masturbation, male/female sexuality, STIs or pregnancy, condom, abuse, and other themes. They provide the possibility to work with common misconceptions. It is of course important that the course leader has knowledge about the issues discussed or knows where to search for it.

### *Orgasm*

*“Small penises do not reach orgasm.”*

*“Seminal fluids are the same and the feeling of orgasm too.”*

*“Without an ejaculation it goes to your back.”*

Wrong.

*“The fluid is nutritious so you have to give it to the woman as often as possible.”*

Wrong, women can not absorb sperm that way.

*“Some food is good for potency: like kasawa, goat-meat, and so on.”*

This is not scientifically proven.

*“The more fluid, the more sperm.”*

Wrong, a man with a lot of fluid can still have a low sperm count.

### *Urethra*

*“A man can urinate directly after ejaculation.”*

Some men can, but not all.



## Fertility Awareness

CONDOMS ARE THE ONLY MEANS for a young man to control his fertility and at the same time protect him from STIs. Therefore condoms are always the first choice and should always be recommended. Unfortunately, condoms are not used as much as we would like, due to poor availability, lack of knowledge, or lack of money. Some young men are reluctant to use condoms and often choose to have intercourse without protection. Fertility awareness is one way of understanding about the risk or possibility of pregnancy, though the knowledge is not in any way, a safe contraceptive method.

For the young man in a steady relationship fertility awareness can be an alternative form of contraception. Together with his partner he can decide to enjoy sex with a chance of avoiding unwanted pregnancies if other means are not available. Still, using this method is not 100% safe and can pose many risks.

Supplying a young man with information about male and female fertility can help him make educated decisions regarding parenting. It will also give him means to take mutual responsibility for his and his partner's fertility.

### **Purpose**

This topic is covered to create understanding among young men about the menstrual cycle and awareness of the different pha-

ses the cycle goes through. Fertility awareness will also give young men knowledge about their own fertility.

### **Rumours and Misconceptions**

*“74 % of young men consider ejaculation of semen as very important for girls when enjoying sex (PPAZ Baseline).”*

*“A girl can not get pregnant if she is young.”*

*“A girl can not get pregnant if you have intercourse only once.”*

*“Douching/washing the vagina immediately after intercourse will prevent the girl from getting pregnant.”*

*“The woman can not get pregnant if you use certain sexual positions.”*

*“Fertility is reduced permanently if you use the contraceptive pill.”*

*“If a girl remains a virgin too long it might lead to infertility and dysfunction.”*

*“Some cultures and individuals believe that abstinence causes backache due to accumulation of sexual fluids.”*

*“A woman will not become pregnant if she has sex while standing.”*

*“A woman should not have sex during the last days of their child birth as the baby would be born with sperms on its head.”*

*“If a girl accepts the proposal when approached for the first time the boy concludes she is a prostitute.”*

### **Messages**

- Young men should know about the menstrual cycle.
- Ovulation occurs 14 days before day one of the next menstrual bleeding.
- Menstrual cycle is counted from day one of one menstrual bleeding, to day one of the next bleeding.
- Fertility awareness is not a safe way to prevent pregnancy.

- Fertility awareness is more safe only if the girl has a regular menstrual cycle.
- Fertility awareness will not protect you from STIS/HIV.
- Man's fertility starts with puberty.
- Sperms can survive up to five days in the women's fallopian tube.
- Pregnancy may occur even if it is the first intercourse for the girl.
- Regardless of sexual position pregnancy may occur from unprotected sex.
- Virginity does not lead to infertility and dysfunction.
- Fertility is not reduced permanently by modern contraceptives.

### **Facts about Fertility Awareness**

Men's fertility occurs during puberty when sperm production from the testicles begins. When a young man begins to ejaculate it means he is fertile. Ejaculation can also occur when he masturbates, or at night if he has a "wet dream".

The woman's menstrual cycle is counted from first day of menstrual bleeding to the day before the next menstrual bleeding. The duration of women's menstrual cycles can differ.

Sperms can survive in a woman's fallopian tubes for up to five days, while the ovum remains viable up to 24 hours after ovulation. Ovulation occurs 14 days before day one of menstruation. Therefore women with a short menstrual cycle can be fertilised when having sexual intercourse during menstrual bleeding.

Women are fertile 14 days before their first menstrual bleeding. During adolescence irregular menstrual cycles are very common and therefore the ovulation time might be hard to predict.

It is important to stress that using fertility awareness as a method of contraception does not prevent a person from STIS/HIV.

## Methods for Teaching Fertility Awareness

### OBJECTIVES

- The purpose of fertility awareness is to provide young men with the possibility to identify safe and unsafe days for prevention of pregnancy.
- To give young men means to discuss fertility with female partners.
- To give young men the means to take mutual responsibility for pregnancy and the prevention of pregnancy.

When teaching fertility awareness a diagram of male reproductive organs, the menstrual cycle, and internal female reproductive organs can help. Another technique is to write on a flip chart during a discussion with the group. Try to gather all the knowledge there is in the group. Each person should adapt and use personal methods.

Introduce the topic displaying an unlabeled diagram of male and female reproductive organs and allow a volunteer to label it, then fill in the gaps. Invite the group to draw a diagram elaborating on how they understand the menstrual cycle, including phases, and fertilisation. Another method is to use prepared diagrams to clarify time and the different signs of ovulation e.g. mucus like a raw egg, and body temperature changes. Also, discuss sperm production and how sperm is transported.

Always have a lesson about condoms that is connected to fertility awareness. Stress the fact that condoms are the only way of avoiding STIs. Also talk about condoms as the safest way for a man to avoid unwanted pregnancies.

### Discussion

Allow the group to ask questions in relation to misconceptions regarding fertility awareness. Ask participants what they feel about the session and let them share what they have learned



from the discussion. Ask each participant to describe how, and if, they will apply the acquired knowledge. Finally, discuss how awareness of fertility can assist in strengthening the relationship between man and woman in general.



# Masturbation

MASTURBATION is the attainment of sexual satisfaction, through the manipulation and fondling of the sexual organs. Men and women can perform it individually or as a mutual act. Masturbation has by tradition been regarded as a very private act. In many countries it is considered shameful, or nonexistent, in others it is an act that is not discussed. Though in many cultures masturbation might be a taboo, it is still practised in secret by both men and women.

## **Purpose**

The purpose of talking about masturbation with boys and young men is to lighten some of the feelings of guilt, and acknowledge it as a sexual expression equal to other sexual acts. The aim is also to recognise masturbation as an alternative to intercourse. Masturbation stands as an important aspect of practising safer sex.

## **Rumours and Misconceptions among Boys**

In many societies boys tend to have misconceptions about masturbation. This confusion often confirms unnecessary feelings of shame and guilt.

*“Too much masturbation may lead to dysfunction of sexual organs.”*

*“Boys who masturbate become impotent.”*

*“Too much masturbation might lead to idiocy.”*

*“If masturbation is done without using any lubricant, it may lead to cancer of the sexual organs.”*

*“Too much masturbation may lead to reduced interest in sexual intercourse.”*

### **Boys’ Misconceptions about Girls**

*“Girls do not masturbate.”*

*“Girls who masturbate become infertile.”*

### **Messages**

As important as it is to provide relief from feelings of guilt, it is also necessary to stress that masturbation is something very private. The message should be that masturbation is totally harmless and physiologically healthy. It is common practice among men and women, and it can be used as a way of performing safe sex. Most importantly masturbation is an individual choice, and must be respected.

- Masturbation provides relief of guilt.
- Masturbation is very private.
- Masturbation is totally harmless and physiologically healthy. It is practiced by both men and women and can be used as a way of forming safe sex. Masturbation is an individual choice and must be respected.

## **Facts about Masturbation**

Men most often masturbate by using the hand on the foreskin, and moving it up and down the penis. Circumcised men use the skin below the glans. You can also use some oil. Friction directly towards the glans can be painful. Most often women masturbate by touching the clitoris. Others caress the area around the clitoris. Some women might also use fingers or some item to penetrate the vagina. Though how masturbation is practised depends on the individual.

Through the centuries there have been many misconceptions regarding the dangers of masturbation. No scientific knowledge shows that it is dangerous, or harmful in any way. On the contrary, masturbation is the best way to understand how to enjoy pleasure for both men and women.

Masturbation is one of the important components of safer sex. It is harmless mentally and physically. However, under normal circumstances masturbation can depend a lot on the psychological aspect (fantasy), to reach maximum sexual satisfaction (orgasm).

It is important to understand that masturbation does not influence potency or fertility. Both young and old people can practice masturbation without any problem. Similarly, it is not only for individual pleasure, but also couples can practice it mutually or independently.

## **Methods Used to Discuss Masturbation**

Masturbation is the most private sexual act, which most people avoid talking about. This privacy should be respected, which in turn puts demands on the leader of the group to be more active.

Masturbation, like many other intimate sexual subjects, should be discussed in a more general way in order to protect individual privacy. Working with misconceptions and messages makes it ea-

sier to create discussions that gradually involve the participants. The leader's role is to be non-judgmental and positive towards both male and female masturbation as a way to enjoy pleasure and relieve tension and to understand about personal sexual preferences.

On the other hand, openness and the trust in the group might make it easier to be more personal. In many situations where intimate sexual matters are discussed the openness can be stimulated by the stipulation of group rules. These rules can concern discretion towards people outside the group; what is said in the group must not be mentioned to others. A rule can also be about respect; we should not laugh at or ridicule each other.

One way of starting a discussion on masturbation is to talk about words. Which words are common synonyms for masturbation? Are there slang words? Which words should we use? Are there as many words for female masturbation as for male? If appropriate, along with group discussion, the "questions box" can be used.



## Homosexuality

ONE THEME OF SEXUALITY EDUCATION for young men is homosexuality, which is present as an identity variation in all cultures but is often suppressed and denied. It is necessary to address this issue both because of the need for confirmation among those who identify themselves as homosexual and because this is one of the sexual and reproductive rights issues.

Homosexuality involves the attraction to a person of the same sex. Homosexual feelings are not only concerned with ways of making love, or sexual conduct. Rather homosexuality is a question of identity – a matter of the heart.

All men who have sex with other men are not necessarily homosexuals. A man might have sex with another man for different reasons: because of personal affection, due to cultural customs, or because women are forbidden to have intimate relations with the man for a certain period. Though a man feels attracted to women he can, under certain circumstances, choose to have sex with another man.

Homosexual feelings are not a choice. Homosexuality is an inner conviction that gives a person the ability to love someone of the same gender. No laws or norms can hinder this experience of identity.

In most cultures there is something called a “social mirror”, that gives a person definitions and an understanding of experiences. You know what you feel, because of these reflections

from society onto your own life. In many countries homosexual boys or girls do not have the social mirror that provides words and meaning to what they feel and experience regarding their identity. It can be detrimental for a person to grow up not knowing if their feelings are accepted or not. In this case there is no social setting that supports contact with others who experience the same feelings. If the surrounding community is hostile towards what you see as your way of being, it is difficult to create a positive image of yourself – a platform for an assertive life. When men and women are interviewed about how they found out about their homosexual identity, it is obvious that the development was a long process that was often filled with denial and insecurity. Self-denial can result in self-contempt and an effort to try to live “like the others”.

One of the most important tasks of sexuality education is to give young people – “mirrors” – words and feelings that can allow them to create their own self-image.

It is important for people to not only understand themselves as human beings, but also to understand and accept others. To respect the sexual orientation of others is an important aspect of human rights and human values.

## **Purpose**

The purpose of this exercise is to discuss and understand male homosexuality as a variation of sexual behaviour, which is as normal and as satisfactory as heterosexuality.

The purpose is also to confirm homosexuality as a sexual identity, to create a more tolerant and respectful climate towards homosexual issues, and to help participants understand how to support a young homosexual man.

## **Rumours and Misconceptions of Young Men**

*“Men having sex with men is an indication of being mentally abnormal.”*

*“Sexual satisfaction can only be achieved between a man and a woman.”*

*“There are no homosexual women.”*

*“If a grown up man has sex with a boy, the boy might become homosexual.”*

*“Homosexuality is just decadent behaviour from the rich world.”*

## **Messages**

- Homosexuality must be respected.
- Openness among young people in a counseling situation may facilitate the recognition of the uniqueness of individual preferences regarding sex orientation.
- The developmental stages of adolescents may result in a strong need to be accepted and respected as a unique person.
- Homosexual identity cannot be learnt during upbringing, for instance by abuse.
- Safer sex must be considered whenever one engages in any form of sexual variation to prevent the transmission of STIs/HIV/AIDS.

## **Facts about Sexual Orientation**

### *Heterosexuality*

Heterosexuality is the sexual attraction between two people of opposite sex. This might include love, tenderness or only sexual feelings.



### *Homosexuality*

Homosexuality is an inner conviction that gives a person the ability to be attracted to and love someone of the same gender. This can be expressed through physical sexual activity and may also be expressed through sexual fantasies and feelings of love. Homosexual men are often called gay while homosexual women are called lesbians.

### *Bisexuality*

Bisexuality is the ability to be attracted to and love members of both sexes.

### *Homophobia*

Homophobia is intolerance towards homosexuals and is common in most societies. This is an irrational fear of homosexuals based on prejudice and ignorance. This ignorance has led to violence and harassment towards homosexuals.

## **Methods Used to Understand Sexual Orientation**

Holding a judgmental attitude towards other people's sexual orientation or behaviour narrows the perspective and understanding of your own sexuality and personality. We are all special in some way. If the normative patterns of sexual behaviour and attitudes are too rigid, we create secrets and cause a lack of self-esteem.

The aim of the activities and methods below is to create an understanding of other kinds of behaviour and attitudes, and to enhance the ability to identify with other sexual orientations.

## **Exercise Examples**

1. How would you react? That is the question to ask in confrontational situations concerning other people's behaviour.

How would you react if a girl said she was pregnant with your baby? How would you react if a girl refused to use a condom? These questions provide people with the opportunity to identify with specific situations. *How would you react if your best friend (of the same sex) confessed he was homosexual?* This question can be used to start a group discussion. You can also individualise the issue by making everyone answer a letter from that friend.

*“Hi, it is John, I must tell you something that has bothered me for a long time, I think I am homosexual! We have been friends for such a long time and I want to keep you as a friend. Please answer!” from John*

2. Discussions can also concern definitions of different words like homosexual, heterosexual, gay, and lesbian. Discussions should be limited to these issues of identity, and stay separate from other forms of sexual variations/sexual behaviours.
3. Methods concerning homosexuality can be organised as follows: You can of course use prepared newsprint, film, or video to demonstrate different aspects of sexual orientation.

#### CREATE A STORY:

Climate setting – read the story of Yusufu and Zacharia. Yusufu is fifteen years old. In class he spends a lot of time with his friend Zacharia. For some weeks Yusufu has felt very strongly for Zacharia. He thinks he is in love. But he is not sure that this feeling is mutual. He is afraid that if he says anything he will lose his friendship with Zacharia. What should he do?

#### **Brainstorming**

Brainstorming enables the facilitator to explore the participants understanding of sexual orientation. Ask the participants about the different kinds of sexual orientations they are aware of, and

have them describe the meaning of the sexual orientations they come up with.

**Large Group Discussion:**

- Allow participants to ask questions for clarification.
- Ask them about their reaction/feelings regarding this session.
- Allow them to share their new awareness as result of the session.
- Ask them what they can use/apply after acquiring sexual orientation knowledge.

Homosexuality as a concept should be introduced. “Men who have sex with men” is another concept that recognizes that many young men may have sexual experiences with other men without recognizing this as a part of their identity. When it comes to risk behavior it must also be recognized that this behavior might be more taboo and thereby harder to reach with information. Judgmental attitudes always hinder communication and make “the behavior go underground”.

One method for discussing these issues is to have the participants answer the question:

If a young man came up to you and asked for support because of his homosexual feelings and identity: How would you deal with the situation? How would you support him? What answers would you give him? He is sure that he is homosexual, and that he is only attracted to men. But he is confused and does not know what to do, or who to turn to.

**WORKSHOP EXAMPLE:**

The following is the outcome of this exercise in a workshop with participants from four different countries. Because of the different attitudes towards homosexuality the group work was

done by country. These were some of their responses:

#### *Tanzania*

*“We must first be reassuring and make him feel comfortable. Ask him to come and share his feelings. We must share some facts about help, support, risks, and the social context. What are his options?! Also to talk about prevention is very important.*

*But we would also ask him what has been wrong, what are the circumstances, are the reasons for wanting to have sex with men: economy?”*

#### *Uganda*

The participants from Uganda also thought that it was important to accept him and get a plan of action: to understand the risks and stigmas.

*“But then we are unsure about homosexuality. What is the history? Why do you become homosexual? What are the facts? Who is husband and who becomes the wife?”*

#### *Zambia*

*“You must regard his feelings, get an action plan, maybe start a support group. It is important to be non-judgmental. But what is the history: Is he let down by girls? What has happened.”*

#### *Kenya*

*“One must also understand what happens if people get to know about a person’s homosexuality: he will be condemned as an outcast, there will be rituals and he will be prayed for. The mother will be blamed. And people might also think that there has*

*been witchcraft. And he might be punished.*

*We have to appreciate the person and encourage him to open up in a counseling situation, he must be taken care of and a risk assessment is necessary.”*

COMMENTS:

Sex between young men happens in many cultures, and is also accepted in some cultures and ethnic groups though it might not be connected to identity.

Homosexuality as identity is constructed as a conviction within a person that she or he is attracted to, loves, or wants to have sex with a person of the same sex.

There is no specific cause for why a person is homosexual or heterosexual. Physiological, psychoanalytical, anthropological and social explanations all fail to explain the various identities that exist. Today homosexuality is not considered a dysfunction, but just variation of human identity. It is important to respect and honor the choices and life decisions that homosexual people make.

A common misunderstanding is that a person can be seduced into becoming homosexual. Another misconception is that a person's sexual orientation can be changed through punishment or demands. Often people think that homosexual relationships are similar, in form, to heterosexual relationships. That is not always the case; a homosexual relationship can have many forms, and is not necessarily conventional in the same way as a heterosexual relationship.

As an educator you must understand that among the students in a class there might be people with various identities and preferences. Therefore it is a democratic challenge for the teacher to see to that all young people feel that they are seen, understood and appreciated.

For example it is important to avoid taking heterosexual standards for granted. Instead create a more neutral language, for in-

stance say partner instead of boyfriend or girlfriend. This makes a great difference for those who do not fit into the heterosexual mold.

It is also important to give a positive image of life and a future to every young person, including those that are homosexual.

### **Some Statements concerning Homosexuality**

1. Openness among young people may facilitate a recognition of the uniqueness of individual preferences regarding sex orientation.
2. The developmental stages of adolescents may result in a strong need to be accepted and respected as a unique person concerning issues related to sexual orientation or variation which is to be regarded as an individual right.
3. A young man can experiment with homosexual behavior without being homosexual.
4. Support groups in the community may provide additional support to young people practicing a unique sexual variation.
5. Sharing/disclosing information and asking questions can help young people deal with difficulties and to know that there are other people with similar sexual variations.
6. Safer sex must be considered whenever one engages in any form of sexual variation to prevent transmission of STI/HIV/AIDS.
7. Heterosexuality is the most common sexual orientation in many societies and cultures, although there are other sexual orientations.

*From a workshop in Choma Zambia*



## Self-esteem

SELF-ESTEEM IS A STATE whereby a person builds self-confidence through his or her decision making process. Building self-esteem is a vital condition for a person who wants to make the right decisions concerning sexual matters.

### **Purpose**

The purpose is to build the self-confidence of young people by helping them make educated decisions concerning sexuality and gender issues. Lack of confidence is often a hidden psychic complex resulting in self-destructive behaviour. In order to build young men's decision making capability we have to support self-confidence, as well as their insight into the emotional aspects of sexuality. Often self-esteem of young people is at stake when it comes to obvious questions like,

*Am I loveable?*

*Am I capable?*

*Am I accepted?*

Lack of self-esteem is often present when boys and men indulge in omnipotent behaviour. You could say that the exaggerations show a lack of self-confidence.

Omnipotent behaviour is often played out towards girls and women. By addressing issues around the lack of self-esteem we

also address omnipotent and detrimental behaviour towards women.

## **Misconceptions**

Omnipotent male misconceptions are often around performance: *“A man must...”*

*“be fertile”*

*“perform sexually – many ‘rounds’”*

*“be sexually interested all the time”.*

Male misconceptions rooted in lack of self-esteem often start with, *“I am the only one who...”* or *“All the others have...”*

*“had sex”*

*“performed more rounds”*

*“have bigger penises”.*

Anyone can add more misconceptions to these and create a long list of issues to address.

General worries are: Will I be accepted? All the others are drinking. I do not have a girlfriend. I am not circumcised. The girls that rejected me started to get acquainted to my friend; what is wrong with me? All of these worries can lower self-esteem.

Needless to say, misconceptions like these can often result in self-destructive behaviour. Through guided discussions boys can better understand their feelings and anxieties. Often the dynamics in the young men’s group can give nuances to exaggerations and split behaviour. Messages to young men should be:

- They are normal and okay.
- Others’ sexual experiences are often exaggerated.
- Saying “no” to group pressure also raises self-esteem.
- Women should be treated with respect.



## **Facts about Self-esteem**

Omnipotence and false self-esteem are often connected to a lack of respect for other people. Empty bragging about sexual experiences, lack of respect towards women's desires, and an inner worry not to be man enough, are all products of lack of self-esteem.

During puberty and thereafter the body and psyche develop. Young men start to compare themselves at this stage. Even the boys who seem very confident usually have problems with their self-esteem. Inner worries are often expressed through questions about body functions. Worries about sexual performance can for instance be expressed through questions like whether the penis looks okay or if it is big enough. The myths around sexual performance, often exaggerated, not only enhance risk-performance, but also create insecurities about manhood. Two baseline surveys conducted in Tanzania and Zambia (2000) show that many boys compete in terms of having as many sexual partners as possible. This easily creates majority misunderstandings that make many young men feel inferior, which in turn can result in risk-behaviour.

Women also exploit men's feelings of inferiority. Women might say that a young man is less of a man because he uses a condom, or does not want to have sex. Usually it is the woman's own insecurities that would motivate her to exploit a man's feeling of inferiority. What we should strive for is to connect manliness with responsible behaviour, and provide knowledge about sexual risks as well as sexual pleasure. To be a man is to realise that sexuality is a personal matter and that it is important to stand up to group pressure.

## **Methods for Enhancing Self-esteem**

Self-esteem is manipulated by group pressure, expectations from girls, demands from relatives – and the way a person regards

himself or herself as an individual. The solution is self-respect, which you can gain by standing up for your beliefs.

1. Examine some of the stories in the beginning of the book, read some of them to the group. Discuss different ways in which a young man can say no to sex. Then read some of the rights from the IPPF Charter on sexual and reproductive rights. Discuss how these rights affect young men and their situation.
2. Make an inventory of common secrets in adult men's lives.

EXAMPLES:

*"I have been sexually abused!"*

*"She did not want to have sex with me!"*

*"I have not had intercourse!"*

*"I think I am homosexual!"*

*"I do not know how to satisfy a girl!"*

*"I do not want to have sex yet!"*

Suggest topics that are more common among boys and young men! Discuss how life situations can influence self-esteem! Create a structure to follow the method.

### **Case Study, and Group Discussion**

To enable the educator to know the comprehension of the group and get them to participate fully in the session, the educator must use methods that engage the entire group. Newsprints, pens, notebooks, and a prepared case study can be useful tools. Also, case studies can be presented in free discussions.

### **Case Study**

A 12 years old boy is forced to have sex with a 20-year-old woman who is his aunt.

#### OPTIONS

- Tell his parents
- Keep quiet
- Shout
- Become angry
- Tell the police

Discuss advantages and disadvantages of the options.



## Relationships and Gender Roles

BOYS' AND YOUNG MEN'S STEREOTYPED BEHAVIOUR and omnipotence can be described as a search for approval. Young men are stereotyped and classified by the adults around them, and it is difficult for them to reject the role they are given. In many countries it has been observed that young men's omnipotence can lead to problems for themselves and others. Young men often strive to perform the stereotyped behaviour of adult men. In some cases they believe they are more capable to make decisions than adult women are. The limitations and rules that girls must adhere to often are not the same for boys. Instead the omnipotence of boys is enhanced both within and outside of the family unit. The stereotypes that are so often acted out, especially among boys in a group, is not the true story of being a boy. Instead the omnipotent behaviour shield the lack of self-esteem, performance worries, and tender feelings a boy can have towards the opposite sex.

In the quest to live up to stereotyped behaviour, young men often take great risks. For example a young man might deliberately get a girl pregnant so that he is identified as a "capable man". This means he will have unprotected sex, ignoring the risks of STIs/HIV. A young man can also quest for sexual affairs to get a reputation as an experienced man. The purpose of this demon-

stration of omnipotence is usually to gain credit among other boys rather than girls.

Especially during teenage years young men have a tendency to deny risk and vulnerability. Those adults that question the boys' denial and omnipotence may discover that their worries are counter-productive. Boundaries and well-meant admonitions can easily trigger destructive behaviour.

## **Purpose**

The purpose of this section is to help young men understand that anatomical and physiological development is accompanied by feelings associated with the opposite sex. It is important to appreciate the perceptions and feelings of the opposite sex. For a successful relationship, therefore, the emotional as well as psychological understanding of each other is of paramount importance.

Needless to say the male drive also influences the sexual relationships between boys and girls, which nourishes suspicion and animosity, power-games and insecurity. The lack of openness and the stereotypical games make both boys and girls engage in risk-behaviour. The solution to the problem of tackling boys' sexual behaviour is to question their omnipotent manifestations and their false sense of self-esteem. By identifying issues like men's anxieties towards women, intimacy, romance and gender roles, young men get a deeper understanding of themselves as partners and as sexual beings.

## **Rumours and Misconceptions Among Boys**

UMATI and PPAZ Baseline Studies have, through surveys and interviews, revealed many of the misconceptions boys and young men have regarding relationships. However young men's statements, even though they are shown in statistics, can be untrue on the individual level.

The misconception says, “This is what I should express and believe as a boy among boys”. Yet, on the individual level a boy can demonstrate quite different opinions. One of the purposes of working with misconceptions is to give young men the chance to individualise their views and attitudes in a group setting.

Many young men think that it is impossible to have a relationship with a girl without having sexual intercourse; a girlfriend means a sexual partner. In a study by UMATI (YMEP, 2000), it was observed that 59% (n=609) of the young men interviewed reported not to be aware of any other way of showing love or having a relationship with a girl than by having sexual intercourse. Some young men believe that their peers who have relationships with girls, without sex, must be abnormal. The study by UMATI (YMEP 2000) observed that only 37% of the boys interviewed believed that young men can have relationships with girls without having sexual intercourse.

Many boys believe that girls should not say no, to any sexual proposals or advances. Saying no to sex can break up the relationship; often the male partner ends up to be seen as an enemy by the girl. Young men think it is heroic to have many sexual partners. In the study by UMATI, the boys in a focus group discussion, composed of both boys and girls, believed that having many sexual partners indicated their sexual strength and enhanced their ability for successful sexual advances.

Many young men feel proud to father a baby or make a girl pregnant before marriage, as it proves that “they are OK” as men. However, they often do not want to marry girls who have already mothered a baby. Once pregnancy occurs, the relationship usually dissipates and the girl is left to deal with the pregnancy on her own. Double standards like this should be addressed.

## **General Misconceptions Among Boys**

*“Love without sex is like tea without sugar.”*

*“Girls are very weak in decision making thus the boys must be around to influence the girls decisions.”*

*“When a girl says ‘no’ to sex she means, ‘yes’. Therefore, a young man should not expect girls to say ‘yes’ to sex.”*

*“The IQ of men is higher than the IQ of women. Therefore, boys are always more intelligent than girls.”*

*“Boys should test as many vaginas as possible, in order to find the right one.”*

*“Girls who do not resist having sex are prostitutes. Therefore, girls cannot express their sexual interest or love.”*

*“If a girl strongly resists sexual advances she is not a true lover.”*

*“Girls need as many rounds as possible to become sexually satisfied. Therefore, boys must be able to perform sexually.”*

*“Masturbation practice is not applicable to women.”*

*“Household work is the responsibility of women; young boys should not involve themselves in such duties.”*

## **Messages to Young Men**

Messages to boys and young men must be directed toward both their omnipotence and the growth of self-esteem. The messages put forth could approach the subjects of intimacy, lack of trust in women, and performance anxiety. It is evident that the misconceptions regarding numbers of “rounds” have no ground in the female mind, the quality of the relationship is most important to them. Lack of respect for a girl’s choices, mirrors the young man’s omnipotence and the hidden anxieties of not being “in charge”.

Some of the many messages to be put forth regarding gender roles and sexuality could be that young men and women should share responsibilities, both according to their sexuality and their relationship. Mutual respect between men and women is of paramount importance to create a proper relationship.

## **Facts about Relationships and Gender**

- Relationships between people of the opposite sex start during childhood. The more the boys are guided, the more responsible they will become in adolescence. Therefore, they need correct information concerning relationships and gender.
- Gender roles are culturally and socially constructed. Therefore, men and women must be ready to change, with societal changes.
- Boys and young men should be encouraged to discuss personal problems with people they trust.

## **Relationship and Gender Teaching Methods**

These methods try to clarify the confusion and address the stereotypical behaviour between young men and women. It is also important to enable young men to express weaknesses and tender feelings as well as their views on sexuality. One aim is to help them learn to discriminate between good and bad behaviour.

### **Discussion Groups**

- Rumours and misconceptions can be the target of group discussions. It is very important to be open and inviting in the discussions, but also make sure that “mistakes” are corrected.
- The urge to understand and know the opposite sex gives vitality to discussions. Ask the group to write down questions on a piece of paper. What feelings and opinions do the girls and young women have about a certain issue? Girls’ groups can read and discuss the questions from the boys, and answer them for the boys’ group. Likewise the boys can answer questions that the girls have asked.
- To understand the meaning of sexual words is an important part of the education. By differentiating between intimate sex language and aggressive sex language, boys and young



men can better understand their feelings. For instance, discuss whether or not male insecurity can trigger aggressive language and behaviour.

- By discussing situations where boys and girls interact, the group can understand and identify risky situations. How should I behave? How can I freely discuss sexual risks and safe sex? How can I make her become interested in me? These are all questions that are frequently asked by young men.
- Individual work and large group discussions can be used to encourage boys to understand the emotional side of their personalities.
- Below is an example, of how to structure an activity that deals with relationships and gender issues.

#### OBJECTIVES

To enable young men to learn to express personal feelings for the opposite sex by writing a letter or preparing a speech.

#### INSTRUCTIONS

Ask each individual to prepare a small speech or a short essay that expresses their emotions. Each person should write four or five lines to a girlfriend, or boyfriend that expresses how much he or she cares for that person. Instruct them to leave out the names. If it is hard for members of the group to perform it in writing, they can do it verbally.

Once they have finished the letters collect them. Then ask each person to randomly pick a letter from the pile and read it to the group.

A facilitator can write down the common terms used in the essays and speeches, which express love.

### **Group Discussion**

How did the participants feel about the exercise? Also they should be encouraged to express their feelings and reactions if they themselves have received such a letter. If there is abusive language or slang words used, have a discussion about them.

### **Questions for the Opposite Sex**

We all have questions about the opposite sex, which we have not dared to ask. The aim of this exercise is to enable young people to pose their questions, while at the same time create an understanding between the genders.

First, give each participant a few minutes to ponder over, and write down two questions that they would like to pose to the opposite sex. After handing in their questions, have the young people take a break or do another activity while one of the leaders compiles two lists of questions on paper – those posed by the girls and those by the boys. Remember that many of the questions will be the same. Then separate the class into groups of boys and girls. The boys get the list with the girls' questions and vice-versa. Each group then answers the other group's questions. When the groups are finished the class should reassemble and the questions and answers can be reported. The exercise is time-consuming, but ensures that the right level is obtained; the questions that are immediately relevant to the participants at that time are the ones that will be discussed. Moreover, the persons targeted by the questions answer them. It is best if an adult do the reading when the questions and answers are reported to the full group, helping them to keep matters less personal.

Adult groups can also use the exercise. There are preconceptions and misunderstandings about the opposite sex in all groups, and it is good to have received answers to one's own questions before helping young people obtain answers to theirs.

### **Questions Teenagers Have for Adults**

There are always questions among teenagers about growing up, how it is to be an adult and about adult sexuality. The aim of this exercise is to find the right level for the sexuality education.

First, give each participant a few minutes to ponder over and write down two questions that they would like to pose to adult men and/or women. After handing in their questions, have the young people take a break or do another activity while the leaders read the questions together. The full group should then reassemble and the adults will answer the questions. The exercise is time-consuming, but ensures that the right level is obtained. The questions that are most immediately relevant to the participants at that time are the ones that will be discussed. Depending on the group you will find questions of a wide variety from, how does it feel to grow a beard, to questions about sexual intercourse.

Remember that every question must be answered. Otherwise someone will wonder: Am I abnormal, was my question very odd? But if there are questions you find too personal, it is okay to say so.

### **Love Story**

“Love story” is a kind of role-play in which young people themselves control the development of events, with a grown-up as the “game leader”.

The game starts with summary presentations of some people.

*For example:*

*Eric:* He is a normal guy. He is rather shy, but cheerful most of the time. He is not one to draw much attention to him. He likes to play table tennis in his spare time.

*John:* He is big and strong and a bit noisy. His interests are sports, especially football, and music.

- Jim:* He has no special interests, and he hangs around with John quite a lot.
- Sara:* She is an ordinary girl who likes animals. She loves to visit her grandparents at their farm. She also helps a lot at home.
- Maria:* She has matured early, she is a girl who attracts a lot of attention in the gang. She likes going to parties and dancing.
- Ewe:* She is a hardworking student who wants to go to secondary school.

*Present the following scenario:*

Eric is in love with Sara, and sometimes feels his feelings are reciprocated; Sara feels the same about Eric.

What can they do to find out if their feelings are mutual?

What is the best way for Eric to address Sara?

What is the best way for Sara to address Eric?

Where can they meet?

What about it feels most difficult?

What happens when there is a school dance, a sports party, or a party at somebody's home?

The young people and the adult “game leader” jointly make up a story, where the two young people are put in a series of problematic situations to be solved; throughout the game, the participants have to pursue the story forwards themselves.



## The Sexual Act

MOST OFTEN the term “sexual act” means heterosexual intercourse. The sexual act can also mean, to some people, sexual fondling and the touching of genitals sometimes called “petting” or non-penetrative sex. A sexual act can also be between two people of the same sex.

### **Purpose**

The aim is to inform young people that the sexual act, is an intimate form of contact between two people. The biological function of having sex is to enable a woman to become pregnant. Yet, most couples have sex simply because they enjoy it.

### **Rumours and Misconceptions among Boys**

Some young men believe that sex is more enjoyable for men who are circumcised.

The study by UMATI (YMEP 2000) observed that 46% of young men believe that men have more sexual desire than women do.

Young men believe that engaging in sexual activities is a sign of manhood. This belief causes many of them to begin sexual relationships for the sole purpose of demonstrating their manhood.

Many young men believe that you must have sexual intercourse to demonstrate love.

Many young men worry that they might become unhealthy if they do not have regular sex.

### **Rumours and Misconceptions about Girls**

*“All women enjoy sexual intercourse more when the man has a big penis.”*

*“Seminal fluids make women sexually satisfied; that is why women don’t like condoms.”*

*“Some young men believe that they need to have sex with as many women as possible.”*

*“When girls cry during the sexual act it means they are satisfied.”*

*“Girls should keep their virginity until they get married, but boys should be sexually experienced.”*

*“Women get sexual satisfaction if the man performs many rounds.”*

### **Messages**

- The sexual act is all about giving and receiving pleasure, which means it assumes communication and commitment.
- The sexual act is not only penetration, it also consists of foreplay, such as caressing the sexual organs and kissing.
- The first sexual act might influence future attitudes towards sexuality and love.
- Any form of “dry sex” might inflict pain and wounds. It is a form of abuse and might also cause risk of infection.

## **Facts about the Sexual Act**

The sexual act can be divided into penetrative and non-penetrative sex. Penetrative sex includes vaginal sex, anal sex, and oral sex. Non-penetrative sex includes romance, the touching of genitals, touching other sensitive parts like nipples, ears etc. Non-penetrative sex is safer than penetrative sex. On other hand, non-penetrative sex can end up in penetrative sex. Therefore, it is important to discuss with young men, in a concrete way, about the different stages of sexual activity and how to prepare for safe sex.

Girls or boys might not enjoy the first time they have intercourse. Young people should know that it is not possible to get everything perfect the first time. In order to enjoy the sexual act, you must understand each other's needs and concerns. If you want to experiment with your sex life you must be able to trust each other and you must also be sure that you are both protected. Never try to persuade an unwilling partner into having sex.

The woman is most often more affected sexually by the gentle touching of the clitoris and non-penetration sex. When the man ejaculates into the vagina, women often do not feel it at all. Also, if a woman cries it might be due to pain rather than satisfaction. The woman needs to be aroused sexually for natural lubrication to facilitate the penetration. Often the woman does not get an orgasm through vaginal intercourse, but by the tactical stimulation of the clitoris.

For the man, an erection might be an encouragement to have sex, but he can also enjoy arousal more if foreplay is prolonged and the woman is active as well. If she knows about the sensitive parts of his body and of the penis both will feel more relaxed and will enjoy sex more. A part of arousal is the identification with your partner's feelings.

To achieve a mutual and trusting sex life you must also change your traditional ideas of what is supposed to be regarded as male or female. For a young man it can be very valuable to let

go, and allow the woman to take charge. For a young woman it can be a revolutionary experience to be sexually active without being degraded by herself or her partner.

When a couple explores positive sexuality, gender roles become less important. Man and woman can build a mutual trust and a language about their intimacy. This language also includes issues on safe sex, such as fidelity, contraceptives, and STIs/HIV. A mutual and enjoyable sex life is a safe guard against any form of abuse and promiscuity.

Just thinking of sex or looking at their partner's body can arouse men. At times a man may become so excited that he ejaculates before intercourse. This can also happen when the man is very nervous.

If a couple wants to try anal penetration, they should know that it could be hard to achieve for physiological reasons. Anal sex should be performed with caution, and should never be forced. If the man who penetrates can not identify with his partner's worries or feelings of pain, he can try to do the same kind of penetration on himself with a tool the size of a penis. Doing this can help him understand how careful he must be when performing the act. A silicon based lubricant is needed as well as a condom, because of the risk of infections. The anus is also full of bacteria that can be spread to the vagina or penis during anal sex. The two areas should be kept apart while you fondle or penetrate.

## **Methods for Talking about the Sexual Act**

The core component of sexuality is the sexual act. Most misunderstandings between partners are centered around intercourse and intimate sexual behaviour. The sexual act is one of the main sources of secrets and silence. In other times it might have been better to respect the discretion around the core of sexuality, today this is not possible. The risks of STIs and the



necessity to use condoms, is an urgent cry to discuss sexuality on an intimate level.

Providing words and understanding of both male and female pleasure, the sensitivity of the penis, the pleasure of the vulva, can create an experience of equality between male and female physiology. Identifying which words to use during group discussions makes these intimate issues “talkable”. By revealing ways to enjoy sex we create respect and self-esteem for both sexes. Also, by identifying sexuality as a mutual pleasure we say that neither man nor woman should be used sexually. Sex should be enjoyed in a safe environment; any sort of anxiety can reduce pleasure. Using condoms provides a feeling of security, which can make having sex much more relaxing and enjoyable. Understanding the enjoyment of caresses enables people to see alternatives to penetration, which can be even more enjoyable to both man and woman.

Most often trust and security are the most appreciated conditions of sexual encounters. By pointing out the positive aspects of love and sexuality you can create group pressure in a positive direction. Sexual experiences should never be used to shame another person. Neither should anyone use sexual experiences as a bragging tool.

### **Exercises**

#### *When I did not protect myself!*

- Discuss how it feels the moment after ejaculation, when you did not protect yourself. Also discuss why you did not protect yourself? Was it because of your partner? Was it because of a lack of condoms? Were you afraid of suggesting condoms? Discuss scenarios with the group!

The purpose is to enable boys and young men to share what they know about the sexual act, understand different types of sexual acts, advantages and risks, and identify important aspects to consider.

### **Value Game: 4 Corners**

The aim is to enable participants to identify with the different values attached to sexual acts among young people. You can work without equipment. The value game can address issues like abstinence, homosexuality, condom use, or “sex before marriage”.

#### **INSTRUCTIONS**

Introduce the session and explain its importance for young men. Divide participants into groups, then ask them to discuss the following topics,

- What is a sexual act?
- What different types of sexual acts are there?
- What are the advantages and risks of each type?
- What are the important things to consider before engaging in a sexual act?
- What rumours about sexual acts exist in their communities?

Facilitate a complete discussion and provide facts to cancel out the rumours and misconceptions.

Prepare participants for value game – the Four Corners. Point out the corners in the room and tell the group what each corner stands for.

**CORNER 1:** Sex before marriage is okay for anybody.

**CORNER 2:** Sex before marriage is okay, but not among school youth.

**CORNER 3:** Sex before marriage is wrong.

**CORNER 4:** Open corner.

The participants are then asked to take a stand, literally, in each corner. Every opinion must be respected. Let each corner-group discuss its standpoint. And let them then express what they believe

ve in front of everybody. After a discussion it might be important to point out the importance of human respect and values.

The session might be the starting point of work with the ethics about love and sexuality.

### **Communication**

You could say that the ability to discuss, negotiate, explain, or communicate about issues concerning sexuality and human relationships is the core of teaching sexuality education. To develop a verbal personality builds self esteem and also an emotional understanding of yourself and others. The verbal personality can express feelings, listen to others, and make a point without overpowering others. This in turn creates the ability to understand the importance of mutuality in a relationship.

The methods we have developed aim at building these skills and should not be seen as goals in themselves, rather they are the starting point of discussions and the understanding of sexuality and prevention.

### **Chain of Love**

The purpose of the exercise Chain of Love is to understand the risks and the importance of taking a stand on prevention and the ability to say the “yes” or “no” to sex.

### **Background**

Due to the decorum around sexuality it has been hard describe the steps toward sexual situations and the risks connected to them. Often realism is exchanged for sweeping statements and wishful thinking. Young men do not believe that moral standards relate to them - but are only for girls and young women. In order reach them you must talk in clear and concrete way.

## Exercise

The Chain of Love activity provides the opportunity to have discussions in a very concrete way. The exercise aims to give an understanding about the different stages up to intercourse, how to avoid situations, how to protect yourself, and how to respect yourself and your partner.

Write down the stages up to the intercourse on small sheets of paper. There should be one sheet of paper for each participant. Some of the stages could be: flirting – first glance – how to show interest – words to say – first touch – suggestion of having sex – agree on a place – a kiss – advanced touch – buying a condom – taking off clothes – foreplay/excitation – putting on condom – penetration – orgasm/ejaculation – removing condom – words afterwards – disposal of condom.

These and other stages can be invented depending on the number of participants.

### Stages of the Exercise:

1. Describe a situation: a party, a meeting somewhere...
2. Give each participant one sheet of paper with “the stage written down”.
3. Give sheets to participants without any particular order and let them form a line-up or circle by themselves, discussing the order they believe is the right one.
4. When they have formed a line or circle you start from the beginning. Each participant should give suggestions about the content of the sheet.

*For instance:*

How do you flirt? How do you show interest? How do you avoid a pushy person?

Where do you get a condom? What might be a problem when suggesting condom use?

How and in what stage is it possible to say “no” to a partner? How are you regarded if you say yes?

What do they say in your culture about the male/female orgasm? Create your own questions that are adequate for the situation.

This exercise can be done with young people as well as adults. Obviously it is created from a rather stereotyped view toward how people have sex. These stereotypes can be avoided if you yourself question the path to intercourse:

How can they have sex without penetration? Could it be better to touch and caress to satisfaction?

How do you prevent risks: no penetration, condom, saying no!

Can a young man say “no”? Is this more difficult because of stereotypes: that is the demand that a man should behave in a certain way.

## **Discussions**

As a discussion facilitator it is very easy to create mutuality with the use of male stereotypes about “How we men feel!”, “How horny men are!”, “What women are like!” and so on.

Male stereotypes are quite detrimental to the process which aims to deepen discussions and insight. It is also a way of confirming stereotypes, which in the end can lead to risk behavior.

THE AIM OF THE DISCUSSIONS IS TO:

- individualize and demonstrate different mentalities
- understand how vulnerable young men are, due to a lack of experience, power, facts, and ability to express sensitive emotions.



# Pornography

PORNOGRAPHY CAN REFER TO papers, magazines, videos, and TV programs that are created to facilitate the sexual arousal of the viewer. Pornography is new to many societies and cultures, though for centuries there have been erotic sculptures and stories, dances and rituals, that tell about the feelings and needs of human beings.

At the societal level in Africa those who view pornography are regarded as bad mannered and foreign culture oriented. More recently, interviews with the younger generation indicate that pornography is common when young men search for knowledge and arousal. On the other hand, pornography contains many misunderstandings and misinformation. Often women in pornography are subjugated and treated badly. Without condemning the sexual interest that young men show, these issues of lack of equality must be addressed, so that the young men get the correct facts and a less demeaning view towards women's sexuality.

## **Purpose**

The objective of this section is to correct stereotypical behaviour and misconceptions regarding sexuality in pornography.

## **Rumours and Misconceptions**

There is an abundance of misconceptions concerning pornography.

*“Watching pornography may lead to prostitution.”*

*“Boys who watch pornography lack techniques to approach girls.”*

*“Pornography may cause adultery.”*

*“Girls who watch pornography are considered prostitutes.”*

*“Viewing pornography may cause a person to lose the eyesight.”*

## **Messages**

- What you see in pornography is an exaggerated view of human sexuality with a lot of room for interpretation.
- Do not hunt for partners to practice what you see in pornography.
- Pornography is not usually socially accepted and is illegal in some countries.

## **Facts about Pornography**

The word pornography comes from the Latin language and means, description of prostitutes. Watching pornography is a private act that is often connected to masturbation. Most people know that pornography describes fantasies and should be kept separate from reality. Pornography sometimes depicts acts that seem offensive, degrading or brutal to some people.

In the real world sexuality should be considered an act of mutuality, respect and sympathy, which is not the case in pornography. Pornography should be respected as a private matter. Judging someone’s sexual interest in pornography might be like judging a young man’s arousal.

It is also obvious that some pornography gives a stereotypical and unrealistic view of male/female sexual relationships. This should be underlined in discussions with young men.

A lot of pornography is produced under circumstances that are degrading to the actors, especially the women involved. Pornography is illegal in many countries and is often connected to drugs and other illegalities.

Pornography should be criticized because condoms are seldom used.

### **Methods for Discussing Pornography**

If pornography is going to be part of the discussion it must first be *defined*. In some cultures just showing parts of the human body can be regarded as pornography. In other cultures it can be considered erotic, but not pornographic to look at videos of intercourse.

Associations around the word “*pornography*”

- What do you think when I write the word?
- What is pornographic to you?

In discussions, separate between the watching, the content, and the production of pornography.

The discussion should start with discovering how many of the young men in the group have seen some type of pornography. Then, they should define words like erotic, sexy, pornographic, and vulgar. What is pornographic?

If it is appropriate there could be a discussion in small groups about the *feelings* and individual experiences when exposed to pornography. Are there situations when exposure could be interpreted as a sexual harassment? Where can you get pornography? Should you abstain from it?

Separate the *content* of pornography! What are the people



doing? Do people do this in reality? Is this a realistic picture of men and women? Is it degrading? Analyse from a critical point of view, and talk about risk behaviour in pornography. Watching pornography and getting excited by watching should never be condemned. The content of pornography can be analysed as to whether it is realistic or not. Is this really a true picture of human sexuality?

Also talk about the *production* of pornography. It is a fact that a lot of pornography is connected to drugs, prostitution, the coercion of women, and abuse. Discuss the moral dilemma of being aroused by something that is degrading to women.

When you discuss ethical issues around pornography, separate between opinions: the law, the society at large, the family, the friends – and yourself. How do different agents regard pornography.



## Boy to Man

### **Psychosexual Development**

In order to understand how sexuality education for boys and young men can be adjusted and performed according to a certain age, it is important to discuss psychosexual development and the boy as a sexual being.

The socialization of children concerns the child's sexuality. Different societies have different ways of handling the situation. Most often it is a question of controlling the child, or denying the child's emotional capacity. But also, it is common to connect sexuality to family and reproduction, as if that is the only dimension and reason for sexuality.

The idea that children are in some way sexual beings has been a notion or even a corner stone of psychological theories for over a century. Some psychologists thought that the child develops into a genital sexuality during the first years of life. Others thought that there was a sexual dimension already from birth, which shows itself through a sensual ability, called autoerotic.

This understanding of the child as sexual was confirmed by other kinds of research, sociological studies and interviews with adults about their childhood memories. Such memories can go back to the age of three or four.

In a set of interviews one woman remembered having sex

when she was three with a boy of the same age. They tried to have intercourse as they understood grown-ups had it. Other interviews discussed the discovery of body differences between boys and girls, about masturbation, touch, playing doctor, being infatuated, and fantasizing about sex. All this has a great impact on a child and forms after a time what could be called an identity.

When a child grows up she or he is given names from society for bodily sensations, and an understanding of identity in a social perspective, which can differ from culture to culture, and might also differ between families.

## **The Words**

A worldwide example is how children learn the names for female and male sexual organs. They understand that some names are “dirty” and others are appropriate. Often there are no “nice” words at all for sex organs, sex acts, masturbation, etc. Children often create their own words to use together, away from adults.

A sexuality educator could start a session together with young people with a list of words to understand and interpret. This list can include sexual words that might be “weapons” to be used against someone, or informational words. Often the words for masturbation are very secret, but after a while in a session introducing the topic a list can be made. Also when they discover that there are more words for male masturbation than female that can create a discussion.

Information about sex words in a group setting can be given from around the age of ten. That is the age when the sex words are common and often the words are used in an abusive way. And this is also the reason to talk about it, to get away from abusive language and make it possible to discuss sensitive issues. Methods for focusing on words that relate to sexuality have been present in many projects.

## **Masturbation**

It is common that even small children find out about masturbation: touching yourself, enjoying it, and eventually acquiring an orgasm. From the autoerotic first year of childhood some children learn about the tactile ability to stimulate themselves. Moreover people masturbate in different ways, for instance a girl can enjoy masturbation by rubbing herself against a chair or something else that allows her to apply pressure. A boy might find out by using his hand, alone or in a situation together with friends.

When adults find out about this, the reactions are different and harsher towards girls. She could be punished or forbidden to do so. She then gets the message that this is something not to show, or reveal. A boy may also be punished, but usually less often. Boys are often treated with greater respect concerning their sexuality.

Masturbation as a social taboo is part of society's discrimination between the natural and unnatural. What does not connect sexuality to procreation can be seen as unnatural: masturbation, same-sex sex, children's sexuality, and teenage sex. In this way of thinking sexuality must have the purpose of procreation. This tradition of thought was prevalent in most, but not all countries. Colonial powers and medical doctors all over the world spread campaigns against masturbation considering it a danger to health. Parents, church people, and teachers were agents in good faith. They thought they were protecting young people's health. This is described by Laqueur in a book called *Solitary Sex*.

We now know that masturbation, on the contrary, is good for a person's sexual development: understanding the pleasures of the body, what sex looks like, how you create pleasure and eventually how to reach sexual orgasm. From a certain age young people understand what is private, adults should respect this privacy.

## **“Check-ups”**

Erectile “check-ups” are common in many cultures. This is a secret cultural behavior though it is widespread in some countries. Knowledge about it comes from private interviews. An erectile check-up is when a person, usually a woman in the family, stimulates a boy to an erection in order to ensure that the penis functions according to expectations. This is, in other cultures, considered sexual abuse as it has no clinical value at all. It can also influence the boys’ understanding of sexuality in a negative way. There is a risk that this sort of check-up can blur the line between child and adult, and therefore it should not be done.

It is fundamental to teach about the integrity of the body when teaching sexuality education: no one has the right to touch a child, caress or kiss a child, in a sexualized way.

## **Support Identity Building**

Children learn from the age of four or five about shame and how to avoid the eyes of adults. Sometimes they play sexual games with other children, with mutual interest, or they investigate each other’s bodies. If an adult discovers this, she or he may interpret it with a gender-biased view. In situations like this a girl might be seen as irresponsible for not saying no to the other person. Her lust is then considered wrong and inappropriate. The “no” to sex might be imprinted on her. But the situation also tells her that she should not be sexual, and should not enjoy sexuality.

## **This is detrimental to identity and self esteem.**

Research (done by Clement in Holland and through interviews in Africa) shows that boys consider the moral standards concerning sexuality to pertain only to girls, not themselves. When a girl is scolded in these situations it can make them even more

convinced that male sexuality is above the norms. When they are going through puberty they believe that masculinity and sex go together in a way that is opposite to femininity. This belief breeds misconceptions which are very important to target. It is all about risk-behavior.

A person's sexuality is always something positive and by understanding how it works a young person can understand how to control it and how to relate to it in a responsible way. This is a goal of sexuality education.

## **Homosexuality**

Same-sex situations which are so common among young people can lead to strong condemnation; there are still beliefs that these experiences might lead to a homosexual identity. There are also other theories about seduction, that is, by having sex with a person of the your own gender you create an identity. This is wrong.

No person can be seduced into a homosexual identity. It is also important to note that there are many more men who have sex with other men, than there are men who identify themselves as homosexual.

Homosexual young women and men often understand their identity when they are about 15 or 16 – or even earlier. But in a judgmental society it is common that this insight comes later. When a man or woman finally understands his/her personal identity, their personal history is evaluated differently. They realize that these feelings and interests have been there for a long time, far back into their childhood.

Sexuality educators should see homosexuality as a variation of identity, a way of understanding yourself and as an ability to love someone of your own gender. This outlook is also necessary when reaching out to men who have sex with men with messages about safe sex. Even in societies where they

say there are no homosexuals, you can be sure this is wrong. The responsibility of the educator is to support the individual in personal growth and in the understanding of their identity. This is part of the preventive work against the risks of sexuality.

### **Learning about Sexuality**

There are many reasons for children and young people to stay away from the eyes of grown-ups. Often children say that they get most of their knowledge from their peers, for instance about how to get a partner. One example is a situation where Malawi girls and boys sleep in separate huts from a certain age. In this situation the younger boys learned from the older ones about sex. They saw them sneak out at night to the girls and after some time they did the same.

*(From a seminar in Malawi)*

We must understand that the biggest problem in this example is the lack of confidence and trust between young people and adults. Shame and guilt create double standards and secrets. This makes it hard for parents, teachers and other adults to protect and inform their children.

This is also a situation when a young girl could be the victim of coercion and violence as in the following example told by a young man. The teller in the following example is now a man but he still feels guilt for what the boys did.

*“This girl 14 years old had to get back to the house in time for dinner. Her parents were very strict and she was afraid of disobeying them. Some boys hold her back saying that they wanted to have sex and then they would let her go. She said no and tried to get away but was hindered. After a while she had to agree to it. She was more afraid of her parents and did not know what to do”.*

The man who tells this still has regretst hat he participated in this situation.

*(From a seminar in Malawi)*

## **Self-esteem and Coercion**

This is an example of how group pressure, substance and alcohol abuse, and stereotyped male sexuality, can create risk situations for young women. It is also an example of the importance of addressing concrete situations, and discussing strategies and ways of protecting oneself. The question is how to handle the young men's attitudes and behavior.

*“My name is Valentia and I am 16 years old. My topic is about my first experience with alcohol.”*

*“Well, my friends arranged a sleep over, get together for us girls, seeing her parents were not going to be at home that night. Later on we heard a buzz on the door, a group of boys that we knew had come but I was not aware of their coming there that night. Anyway, I was introduced to some I did not know and a couple of our boyfriends were there. Well, we sat and played games like truth or dare. Well, the boys dared the girls to drink the alcohol, which they bought and the girls dared the boys to drink theirs, which they had bought. It was hot stuff and I never tried it before and did not want to. But seeing everyone was doing it I tried it after one of the boys purposefully poured alcohol into my drink. At first I did not know after I had tasted it, after I knew, I still continued to drink it just to find out how my other friends felt.*

*At first my throat and stomach began to burn. My head became dizzy and I felt quite different. I began to speak my mind and act silly, but still I wanted more and still drank with my friends. It came to a stage where I could not even balance properly anymore. It was like I had no control over myself any-*



*more. The boys that I once trusted took advantage of me and made me feel uneasy and cheap. Luckily for me I had someone there to stop them and stay with me until I was sober again. I was very grateful to have them because if they were not there maybe something terrible was going to happen with me.*

*I promised never to drink again and from that day when I do see alcohol I get reminded about what happened to me and what could have happened. Alcohol is something very dangerous. It may seem cool, but it is not. It takes you over and makes you look cheap and an easy target to the boys. Alcohol doesn't make you it breaks you. Be careful."*

*(Interview with young woman i South Africa done by Sarah Traunweisser)*

The example exemplifies about many issues that should be addressed connected to sexuality: gender, alcohol and drugs abuse, self-esteem, peer pressure, sexual abuse, rape and power relations in certain societies. The important thing is to address the dynamics in the group of young men.

## **Puberty**

At puberty there should be a clear picture of sexual anatomy and physiology, and the psychological development from child to adult including menstruation and ejaculation. These subjects demand an insight into reproduction, starting with the understanding of intercourse.

To understand sexuality as pleasure is just as important for girls as it is for boys. Knowing about the clitoris and how to reach orgasm is important knowledge for young women. Of course this knowledge should be seen as a part of identity. The enjoyment of sexual encounters with a partner must always be discussed connected to prevention and risk behavior. Furthermore if we have the insight that our sexuality is something of value, we also know that we must be careful about sexual situations and partners.

The first ejaculation is seen in some cultures as a signal to start having sex with women. It is considered necessary for the young man to ejaculate regularly – in part to avoid wet dreams or masturbation. Therefore, he is taken to a woman and is also urged to seek partners. This occurrence might be supported by an uncle or by parents. This push towards having sex, by parents and also by friends can be embarrassing, and is also a risk factor.

Sexuality education has an important task here, to question the traditional beliefs in society having to do with fertility, reproduction, and giving birth. Some rites concerning new-born babies are not very healthy either and should be discussed if they are common in the community you are working with.

### **Heteronormativity**

Stereotypes about male and female sexuality have the purpose of connecting sexuality to reproduction, and of confirming male power and control. This creates double standards and myths regarding sexuality, which young men also suffer from. Moreover these stereotypes push them into performing risk taking behaviors. Also, other men, for instance bisexual or homosexual men, suffer from overly narrow norms concerning ways of having sex and understanding identity. These narrow norms regarding sexuality create major misunderstandings and risk behaviors.

For instance heterosexuality: In some cultures there is a norm, almost dogma, that the man must penetrate his partner. And that this should take place without using a condom. This is clearly a risk behavior often supported by silence about other ways to satisfy the partner, for instance through mutual excitement by using the hands.

*(built on seminars and interviews with men and women from different African countries)*

## **Pornography**

Children are influenced by how sexuality and intimacy are described in society. Even if law or cultural norms forbid pornography we can be sure that it is possible to get a hold of it in some way or another. There are many testimonies confirming this from different countries. Contact with pornography might be through videos and DVDs, or the Internet. If there is pornography around, that becomes part of a person's understanding of sexuality. If men are talking about sex and women in a judgmental way this also supports the pornographic ways of understanding sex. If they see situations of seduction or violence in pornographic movies this creates the risk of men seeing those behaviors as normal.

Sexuality education should also deal with these sensitive issues as there is a risk that these misconceptions are not questioned. Showing pornography to children is an abuse.

## **Misunderstandings**

In many cultures men are stuck in the myths of performance, demands of being in charge, and having total knowledge of how to satisfy their partner. All interviews on the subject in our work confirms this. Often men think that they must do "many rounds" (have sex many times during a certain period), in order to satisfy their partner. Even if reality is different and there are many exaggerations the misunderstandings create risks. This is a risk behavior as it makes it more difficult to use a condom. Also lack of communication opens the risk of unwanted pregnancy and STIs. Moreover, it is often contrary to the women's wishes and the need for communication concerning female pleasure.

There are other risks having to do with the male sex drive that must be questioned: the man's right to many partners, women being subjugated, condom use as a way of questioning

manhood, etc. Anyone can make lists of stereotypes, myths and then analyze them in order to understand how they support risk behaviors.

Sexual violence and harassment are overwhelmingly present in many cultures making it impossible to inform or educate about sexual issues without mentioning and working with these topics thoroughly. In some cultures more than half of the children are sexually victimized.

Young women get opposite messages during puberty: to say “no”, to abstain, to be a virgin. But these messages are often blurred by group pressure and also by parents’ double standards.

During puberty most young men have masturbated and do it regularly according to Swedish studies. Fewer girls masturbate but this is most likely because of social stigmatization. Young women are not supposed to be sexual, and the first menstruation conveys messages focused on the ability to have children. African discussions and seminars suggest that the situation in Africa is similar. Stigma and taboos about masturbation have the possibility of supporting sexual risk behaviors.

## **Sexuality Education**

Why do we say that sexuality education should be done in a positive way? Parents and teachers might think that the topic is, in itself, a risky message. They want to protect their children. Yet the confirmation of sexual identity is actually the most important method for protecting young people against unwanted pregnancies and STIs, including HIV/AIDS. Integrating a positive view toward your own sexuality makes you capable of making the right choices, which is the theme of sexuality education.

How can you protect yourself if you don’t regard yourself as sexual, or when your sexuality – your body – is used for something else, for example, as an exchange for gifts?!

Sexuality education always relates to gender and equality because injustice is a risk when it concerns sexuality. To be effective sexuality education must create trust and begin with the realities of children and young people. Causing them to feel ashamed or frightened does not support them or make them listen.

When you as an educator confirm their sexuality as a feeling and a practice, young people are given something to care for and to defend. They understand that when the time comes they can enjoy their sexuality and at the same time protect themselves under the right circumstances.

In order to implement sexuality education we must listen to young people's criticism and their needs. Focus group discussions are an effective way to brainstorm the questions and issues that are necessary for sexuality education. It is also important that you as an educator bring up the issues that they don't mention because they are taboo, or because they never expect anyone to talk about them.

Value clarifications are effective when it comes to making an inventory of words with a certain theme, for instance behavior or attitudes. During value clarifications it is always important not to point out and judge specific people or acts.

Role-plays, interactions, playing, and discussions are ways of making everything more vivid and understandable when discussing sexuality.

The content and motivations for bringing a topic up are still, in the end, up to the teacher to decide upon.

Masturbation is important to talk about because it is probably the most common sexual act and is also one of the most hidden and private. Masturbation is healthy and it supplies knowledge about the body, which is especially important for girls. It is healthy because it is an alternative to risk taking, and also because it provides girls with more self-esteem and identity: I know what I need!

Anatomy and physiology is important and can be understood

in a participatory way through drawing. To understand excitement, pleasure and how men and women are similar when it comes to excitement is also important to understand. Topics such as pregnancy, risks, and prevention are of course, always important to discuss.

HIV/AIDS as well as other STIs must also be related to sexuality and to sexual situations. Too many principles make many pupils frustrated: How to make contact? How to abstain? How to do it other ways than through sexual penetration? and so on. This makes it necessary to be specific, clear and to create moral standards through participatory group work.

Understanding relationships and gender is fundamental to sexuality education. This is best done in participatory ways with a respectful leader, who ensures that no one is hurt or offended by others in the group.

Violence, harassment and sexual abuse must be discussed because they are so common. It is also important to discuss types of harassment, self defense, how to avoid it, how to get support, and so on.

ABC methods (Abstinence, Be faithful, use Condom) have become popular all over the world, which is understandable. They are easy messages to convey and you don't have to go into details about sexuality or the realities of young people. Parents, clinicians and teachers might feel that they have said what is necessary.

There is a risk that ABC might become part of what could be called "defense mechanism", i.e. the adult's reluctance to speak about sexuality, situations, and risks in a clear and open way. This "defense mechanism" is attached to their own feelings of embarrassment and shame. Instead it is easier to talk about moral standards, values, risks, and dangers. In this case the methods become counterproductive.

(Evidence of how ineffective ABC-methods are can be found on WHO and IPPF web-sights.)

It is pertinent to confirm the important links between sexuality and gender. If a person wants to change sexual behavior among youth they must deal with the stereotyped gender patterns that restrict human understanding and behavior.

It is also highly important that we speak frankly and in a clear way about sexuality. Openness and non-judgmental sexuality education is a precondition for change.

An important reason for the success of this project was the massive intervention on several levels in the local community with messages and open discussions regarding gender issues. It is important to gain approval from the local community as well as from the decision makers.

When you today, in project areas, notice how peer educators and teachers deal with information concerning HIV, masturbation, condoms and sexual abuse, you will realize that the taboos regarding sexuality and gender are within ourselves as adults and not among the youth.



## Sexually Transmitted Infections (STIs)

SEXUALLY TRANSMITTED INFECTIONS, INCLUDING HIV, are one of the biggest threats to global society today. The best way to deal with this situation and to decrease the spread of STIs is, according to several studies, through education and open discussions about sexual behaviour together with easy access to, and a positive approach towards condoms.

The PPAZ Baseline Study (YMEP 2000) shows that 23% of the respondents have had more than one partner. As condom use is very low, it is evident that a large group of young men and women are involved in unsafe sex. We cannot prevent young men from taking risks while performing sexual activity, but we have the responsibility to give them information and education enough to enable them to practice safer sex. We also have the responsibility to give them the opportunity to discuss their sexual behaviour in a non-moralistic way, so they can choose a less risky way of having sex.

Non-moralistic discussions about sexual behaviour, knowledge about STIs/HIV, and the means to avoid getting infected, will make young men feel more secure and thereby strengthen their self-esteem. This knowledge will give young men the confidence to be involved in discussions regarding their sexuality. If young men are in control of their sexuality, their sexual and



reproductive well being will also affect young women's health. If both young men and women act in a responsible manner they will benefit both emotionally and physically. Also, it is likely that this kind of knowledge and ability to act in a responsible way will have a positive effect on young men and women's self-esteem.

## **Purpose**

The aim of this section is to help young men focus and understand the problems they face when dealing with STIs. Also, to give them knowledge about STIs and the tools they need to avoid getting infected. It is important for them to understand the nature of the different infections and to provide knowledge about treatment. Another important objective is to give young men knowledge about HIV/AIDS, how the virus is spread and how to avoid getting infected.

What are Sexually Transmitted Infections (STIs)? STIs are a group of transmittable diseases caused by tiny organisms (bacterial, virus, protozoa and fungus) and are primarily contracted through sexual contact with another infected person.

## **Rumours and Misconceptions about STIs**

*“If an infected man sleeps with a virgin the STI will disappear.”*

*“Circumcised men can not be infected with STIs/HIV.”*

*“STIs/HIV are transmitted by witchcraft.”*

*“Children can not be infected with STIs/HIV.”*

*“Boys know which girl is infected by touching her stomach.”*

*“Taking antibiotics before sexual intercourse will protect you from contracting STIs.”*

## Messages

- Most STIs are curable except for HIV/AIDS and some other viral infections.
- STIs are primarily transmitted by sexual contact.
- An infected person should take his/her partner for treatment.
- An infected person should consult a qualified medical practitioner, and never a herbalist.
- HIV is a fatal disease with, as yet, no preventive vaccine and no cure.
- STI control reduces the transmission rate of HIV.
- Women can get STIs more frequently than men and the consequences are often more serious.
- HIV is often sexually transmitted and tends to strike young people in their productive years, with consequences for entire families.

## Facts about STIs

Most STIs are easily cured if detected early, while others cannot be cured at all.

The most common STIs are HIV/AIDS, Gonorrhoea, Syphilis, Trichomoniasis, Candidiasis, Chancroid, Lymphogranuloma Venereum, Herpes Genitalis, Chlamydia, and Genital warts. Some of these STIs have no symptoms at all, but there are some signs to look for.

The signs and symptoms of common STIs are:

- Frequently painful and/or itchy micturation
- Swollen painful glands on the groin
- Blisters and open sores (ulcers)
- Itching in the genital area
- Abnormal genital discharge
- Warts in the genital area
- Lower abdominal pain
- Testicle pain.

The above symptoms are common for both sexes (males and females). However, there are other signs that are common for females only,

- Irregular menstrual bleeding.
- Painful sexual intercourse.
- Increased vaginal discharge which might smell.

## **HIV and AIDS**

HIV is an acronym for Human Immune deficiency Virus.

AIDS is an acronym for Acquired Immune Deficiency Syndrome, and is the consequence of HIV.

HIV-infections often show no symptoms at all, but some people can have symptoms like a bad influenza about two to three weeks after being infected. High fever, rash and swollen painful glands in the armpits, on the groin and neck can occur. HIV/AIDS apart from being sexually transmitted can also be transmitted from mother to child during birth, via instruments e.g., syringes, blades etc. After a few years the HIV-infection will lead to AIDS. The immune system is so damaged by then that common infections that usually do not harm the body become deadly.

Some of the symptoms of AIDS are:

- Weight loss within a short time (at least 10 Kg).
- Persistent fever for more than a month that does not respond to any medication.
- Persistent diarrhoea.
- Persistent cough.
- Oral thrush.

Knowing about signs and symptoms of STIs/HIV is not enough to protect anyone. Understanding the risks will enable young people to adopt preventive behaviour. It is possible to contract more than one STI at the same time. You can acquire both an other STI and a HIV infection at same time as well. HIV has very long incubation period. Therefore it is possible to get infected during adolescence

and become sick when you are an adult. Also it is possible to get STIs/HIV and cause pregnancy at the same time if you practice unsafe sex.

## **Methods for Informing Young People about STIs**

Lectures on STIs, and HIV/AIDS can deal with how the infections are spread, signs of symptoms, how they are cured if possible and how to avoid them. The lecture should maintain a dialogue that allows for the possibility to ask questions. Try to create an atmosphere where there is time for “silly” questions. There are always misconceptions present and the only way to correct them is to make it possible to talk about them.

### **Card Game**

#### **OBJECTIVES**

The aim of this exercise is to provide information about STIs and HIV/AIDS, to correct misconceptions and to fill in the gaps in young men’s knowledge about STIs and HIV/AIDS.

#### **INSTRUCTIONS**

- Write statements on different cards e.g., STIs and HIV/AIDS can be contracted by sexual intercourse, all STIs are curable, etc.
- Make two columns on newsprint (true and false) and ask participants to go and stick the statement card in the column they think is most appropriate.
- Follow up with lecture on STIs and HIV/AIDS.
- Discussion about true and false statements. Do any cards need to be replaced?

### **Film/Videocassette**

If you choose to show a film or videocassette on STIs, and HIV/AIDS e.g., “Silent epidemic”, always leave time for discus-

sion afterwards and give the participants the possibility to ask questions! Films and videos can be very informative, but it is of key importance that young people are given the opportunity to relate the contents in the film or video to their own lives if they are to change their behaviour.



## Safer Sex

SAFER SEX REFERS TO THE SEXUAL ACT and to ways to avoid unwanted pregnancy and STIs including HIV/AIDS. It is called safer sex, because there is no such thing as absolutely safe sex. Safer sex is comprised of different components like masturbation, use of condoms, abstinence, kissing and hugging, and other forms of non-penetrative sex. Several surveys show that knowledge alone is not enough to change traditional behavioural patterns. Facts are the basic prerequisite for change, but they need to be accompanied by dialogue to facilitate mental integration to really affect the personality.

To promote safer sex, you must deal with both the omnipotence and the low self-esteem that accompanies young men's personalities. Changing both men's and women's value systems and attitudes, is an important step towards changing their behaviour.

On the social level in Africa, a person who practices safer sex is considered to be caring for himself/herself and the partner. However, a peer viewpoint can also be that safe sex is abnormal or incomplete. The man who tries to protect himself against infections through abstinence or condom use might be seen as less of a man. This is one of the most important topics to discuss in order to change attitudes.

## **Purpose**

One purpose is to provide knowledge and facts about safe sex to young men. Another purpose strives to provide alternatives to penetrative sex.

## **Rumours and Misconceptions**

It is of utmost importance to understand and debate all kinds of misconceptions surrounding safer sex. The leader can start group discussions by listing different types of misconceptions around risk-behaviour and the possibilities of safer sex.

Below are some common misconceptions.

*“Abstinence from sexual intercourse for too long may lead to impotence.”*

*“Masturbation is harmful.”*

*“Using condoms is like eating candy in its wrapper, hence reduces sexual enjoyment.”*

*“To be a man you must have unprotected sex with at least one girl.”*

## **Misconceptions about Girls:**

*“Abstinence for too long is associated with future infertility.”*

*“Use of condom among girls is related to prostitution.”*

*“Getting used to masturbation reduces sensitivity and feelings, when it comes to actual sexual intercourse.”*

*“Womanhood among girls is proved by ability to conceive.”*

## **Messages**

There are various valid messages that can promote safer sex:

- Safer sex is easy to adopt.
- Safer sex is an individual choice, which must be respected.
- Safer sex is open for anybody to adopt.

- Safer sex is a way to protect your health and life.
- Safer sex gives the opportunity to enjoy sex more wholeheartedly.

### **Facts about Safer Sex**

The following is some of the vital facts for young people to understand about safer sex.

Safer sex prevents both unwanted pregnancy and STIs including HIV/AIDS. It is comprised of various components, like masturbation, condom use, abstinence, kissing, and hugging.

Abstinence from sexual intercourse for too long will not lead to impotency, because the physiological function will continue to take place. This fact is also applicable to girls/women who abstain from sexual intercourse.

It is also important for a boy to understand that he is not more of a man, because he gets a girl pregnant, but rather responsible parenthood would make him more of a man. Even for girls, conceiving when one is not ready to become a responsible mother does not prove womanhood. Young people should practice safer sex for their own safety and for that of their future families.

### **Methods for Practising Safer Sex**

Surveys from several countries show that young men today often know how to protect themselves from STIs/HIV and pregnancy, but they are still taking risks. This shows that a deeper understanding of sexuality and the sexual relationship is needed. To acquire this understanding you must get closer to real life situations: What happens when boys and girls are flirting? Is it possible to say no to sex, if you are a boy? How does it feel to be ridiculed by others? Can you stand up for yourself? When you have sex, how do you introduce the condom? What words can you use? What



reasons? How do you discuss different risk situations? When do you definitely abstain from having sex? In what situation are you uncertain? When is it a reasonable risk?

These questions can be answered in group-discussions, but you can also do case studies with guided situations by creating role-plays. Role-plays can be executed by writing down or describing a scenario, but do not finish the story. Let the group create the progression of the story, and let the audience suggest the outcome. The moral sense of the stories should always make the participants more clear about the “yes” and “no” to sex.

### **Brainstorming**

#### OBJECTIVES

To gather information from young people regarding their knowledge about safe sex.

Do an inventory in the group. Describe different tricky situations and ask what they would do.

Write their suggestions on a flipchart and add, if necessary, missing methods. Describe every method, so participants not aware of it will gain knowledge from the session.

Situation example – She is fifteen years old and he is fourteen. They are in love and she says she wants to have sex. What does he do? He has no condoms. How should they solve the situation?

### **HIV and Sexuality**

It is of great importance to connect STIs and especially HIV to the habits and ways of having sex. Many of the exercises in this book have the purpose of teaching sexual safety and security in order to prevent STIs and unwanted pregnancies. We must be as open and specific as possible when we discuss the risks of sexual behavior. The information on sexual issues must be in detail and also focus on behaviors that are not risky.

Depending on cultural taboos and gender stereotypes this exercise might be best to perform with only boys and young men present. Another option could be doing the activity together with an all-female group in order to create trust and an open climate for the discussions. Depending on the participant's culture and background it could also be beneficial to have young women and men discuss these sensitive issues together.

## **Purpose**

To understand the risks of certain sexual behaviors.

## **Method**

Ask the participants to form small groups. In these groups they should make drawings of all the different sexual acts they know of. Ask the question: How do people have sex?

When you assemble the whole group, the participants can, at the same time, put the drawings upon the walls.

Walk the group through the room. Discuss the content and eventual risks with certain behavior from each drawing.

Observe that this is not an exercise on drawing skills but on sexual risks. Discuss the risks! Discriminate between penetrative and non-penetrative sexual acts.

Maintain focus on the sexual act itself. Add other acts that you think of, for instance masturbation should be considered safe – or when sexual stimulation is performed by person's partner by hand.

Penetrative genital, anal or oral sex is a risk – but not if you use a condom. Ask participants for their opinions. Do not make statements without asking for input from the participants.

Bring up topics the participants may not think of such as, what if the condom breaks!

You don't have to lecture very much during the exercise.

Let the participants discuss freely, and correct them if they say something wrong. Question sexual stereotypes such as the necessity for “many rounds”.

This exercise aims to reach a variety of personal and group misunderstandings, which create risk behavior.

Try together with the participants to create a “safety list”. How do you protect yourself?!



## The Condom

ON A SOCIETAL LEVEL in Africa, a man who practices safe sex and uses a condom is considered to be responsible. Yet the woman who purchase and suggests the use of condom is considered to be a prostitute.

What we are all striving for is to make the condom “talkable”. There are so many aspects to take into account, when you think about condom use. A young man’s self-esteem, his ability to speak openly to a girl, the way he perceives his sexual organ, and his cultural make-up, all influence his readiness to use the condom. Also, the availability of condoms is of great importance: Where can you buy them? Are they expensive? Is there a social stigma attached to them?

Evidently lack of self-esteem can discourage a young man both from buying a condom and from using it. Omnipotence can also create a defensive attitude towards condoms. A young man might say that condoms are bad or that they do not provide adequate protection, because of his fear of using them.

The answer is to support those who are insecure about using condoms and to create a positive masculine ideology around condom use.

The fact that the condom is put on the man’s penis, creates a lot of hush. The condom is intimate and private and at the same time exposed, because they are sold in shops and other

public places. For a young man to be able to suggest the use of the condom to a girl presupposes a certain acceptance from her. He must have the feeling that she not only will appreciate his suggestion, but will also regard him “more of man” because of his actions.

## **Purpose**

The aim of providing information about this topic is to make condom use more acceptable and also to provide knowledge to young men on proper condom use, and its importance in preventing unwanted pregnancy and reducing the spread of STIs including HIV/AIDS.

## **Misconceptions about Condoms**

The misconceptions about condoms are plentiful. Some of them contain half-truths that serve the purpose, for instance, of uniting a group of boys in their opinions and worries. Here most group discussions have the purpose of providing nuances and individualising group opinions.

There are several myths that are common among boys with regard to condom use:

*“Boys put on more than one condom believing that, one may break during sexual intercourse.”*

*“Condoms are injected with HIV virus in the lubricant purposely to reduce the African population.”*

*“Condom use means you are unfaithful.”*

*“Condoms are only for sex workers/casual partners.”*

*“Sex isn’t pleasurable with a condom.”*

*“Condoms cause irritation and pain.”*

*“Condoms have tiny invisible holes through which both sperm and HIV/AIDS virus can pass through.”*

*“Men believe that women are more satisfied when a man ejaculates without condom.”*

*“Condoms can be washed after use and be re-used by any other person.”*

*“If condom slips off during sexual intercourse it might get lost inside the woman’s body (womb).”*

*“Condoms reduce pleasure for women during sexual intercourse.”*

## **Messages**

There are various valid messages that can be put forth in favour of condom use:

- Condoms give a feeling of security that makes the sexual act more pleasurable.
- Condoms are the best mean for a man to have control over his fertility.
- Condom use shows you care for yourself and the partner.
- Condoms prevent both from STIs including HIV/AIDS and unwanted pregnancy.
- Using a condom is easy.
- A condom cannot get lost inside a woman’s body, because it cannot pass the cervix.
- Condoms are made of a thin, but very strong latex rubber. They are not easy to break, provided that storage conditions are properly considered.
- Dispose of used condoms properly.
- Don’t reuse condoms.
- Condoms are effective if properly used.

## **Facts about the Condom**

Due to confusion among young people regarding condom use, misleading information is very common. The following are

some of the key facts to rectify the situation.

- Condoms are made out of a thin sheet of latex, which is scientifically tested, and therefore, condoms are safe and strong.
- Condoms are not injected with virus.
- Rather than considering a condom user to be unfaithful, the truth remains that the person is caring for the relationship and the future. This fact also concerns a girl (woman), found with a condom in her pocket. She should be considered responsible rather than a prostitute.
- It is still emphasised that, HIV/AIDS has no cure, and condom use can prevent its contraction. Young people are future parents. Therefore, use of condoms will lead to re-sponsible future parents and benefit the nation. Consistent use of the condom relieves the misconception that it reduces pleasure. The anxiety and the worries that come with not using the condom, rule out the arguments regarding lack of pleasure.
- Consistent use of condoms increases its effectiveness as a contraceptive and STIs/HIV preventive measures.

## **Condom Failures**

Even if the man or the couple decide to use a condom, to “play safe”, it is still not enough. Many men and couples have the experience of condom failures. The condom can slip off during intercourse or even burst. Of course the man can put on another condom. But even so the slip off, or burst, has put the couple at risk of STIs. If the man doesn’t notice the condom failure the couple is at risk of unwanted pregnancy. This is one of the reasons why knowledge of the emergency contraceptive pill, where available, is of key importance in preventive work.

In some cases the failure is due to lack of knowledge on how to handle and use condoms. In this situation the user can be trained to prevent further failures. But in many cases, especially in developing countries, the failure is due to poor condom quality. The only cure for this is that men demand for condoms of better quality.

## **Methods for Promoting Condom Use**

Brainstorming might help set the climate to facilitate active participation amongst young people in giving their views about the topic. Also, it will help to determine myths about condom use.

Lecturing provides the opportunity to sum up the ideas generated during the brainstorming session. It also allows for clarification on issues that are not well understood, especially misconceptions associated with the condom.

Group discussions (small groups) can be used to approach some of the difficulties surrounding condom use.



Demonstrations enable young people to understand proper use, and disposal of condoms.

To facilitate a flip chart stand, penis model, condoms, prints, and female condoms (called femidom) etc., can be used.

### **Process**

- Set the climate by introducing the topic in a positive manner. Use a personal experience to set the mode. Telling the young people that you have used condoms too will give it more credibility in their eyes.
- In the brainstorming exercise, ask the group if they have ever used a condom, also ask them to mention myths and rumours associated with either the condom itself or use of it.
- Once finished with the collection of information through brainstorming, the next step will be to make a summary to clear misconceptions and impart the appropriate knowledge on the condom and its use.
- In order to enable young people to better understand, a demonstration exercise should be performed to show the proper use and disposal of condoms. At the end, leave plenty of time for young people to ask questions to clear any doubts.

### **Doubts about Condoms**

To be a young man and to use condoms involves crossing a series of barriers of varying difficulty. Many young men can agree that there are some difficulties connected to condom use. Even if you know why it is important to use condoms, those difficulties may be the reason for not using one. Therefore, it is of key importance to stress those dilemmas and make them possible to talk about in order to find ways to avoid the problems and thereby change future behaviour. This can be done in big, or small group discussions, or in counselling.

## **Barriers to Condom Use**

### **Obtaining condoms**

Buying or obtaining a condom involves reporting something about your inner self, your sexuality. There is only one thing a person does with condoms.

- How does it feel to buy or collect condoms?
- What is the best way of obtaining condoms?

### **Carrying Condoms with You**

To carry a condom is often seen as something bad, connected to promiscuity and prostitution.

- Bad storage can be a reason for condoms bursting during intercourse. Talk about how to store condoms in a proper way.
- What will my surrounding, friends, parents and other adults say if they see that I am carrying a condom?
- Is it okay for boys to carry a condom? If not, why?
- Is it okay for girls to carry a condom? If not why?

### **Taking out a Condom**

Today, condoms are so associated with diseases like HIV/AIDS that sometimes it is seen as a vote of no confidence to take out a condom. When you are in love you exaggerate the positive sides of your partner's personality. To believe that this partner, this wonderful creation, might have a venereal disease can be hard to fathom. This is why condoms should also be presented as a contraceptive for men. Condoms give men an opportunity to exercise control over their fertility. Men can choose which women are to be the mothers of their children. The fact that the condom also provides protection against all known STIs makes it even better. Men can enjoy sexual intercourse without fear of becoming the father of an unwanted child or getting ill. Moreover, the man's partner is protected from the very same

things he wishes to avoid; the condom then becomes a token of consideration.

- When is it a good time to bring up the subject of using a condom with your partner?
- Why can it be so hard to suggest use of condoms?
- Suggest a good phrase for talking about condom use.

### **Putting it on**

For a teenage boy to interrupt an act of love by rolling over on his back, or sitting up, and rolling a condom over his erect penis demands a familiarity with his body and an acceptance of sex that young men do not always possess. Young men may be afraid of what will happen during the few seconds needed to put on a condom.

It can ease tension if a young man can practice on his own so he knows how to put the condom on and how it feels. If you feel secure with the technique it is more likely that the condom will be used.

- Who is responsible for using a condom? Is it the man, the woman or both?

A common problem for young men is that the condom might slip off during intercourse. This is easy to avoid by putting the condom over both penis and scrotum. It might be a bit tricky the first time because the testicles have a tendency to slip away. Still, it is easy to learn through practice and it definitely remedies the problem.



## Abortion

GOING THROUGH AN ABORTION may have a major psychological impact on a person especially in a society where abortion may be illegal or frowned upon. Abortion is an individual decision. Miscarriages or spontaneous abortions also have great psychological impacts on individuals in terms of their situation with their partner or in society at large.

The consequences of an abortion mainly affect women's lives, but men are also affected and have questions regarding the subject. Although many young men tend to refuse responsibility for pregnancy, a great number of them are concerned and think it is important to have a dialogue with their partner regarding sexual and reproductive health. We know from our baseline study that the majority of young men believe in this dialogue, but few of them are able to initiate such a conversation. To give young men knowledge about abortion and other sexual health related issues and to give them words for their feelings regarding this subject can enable them to have open discussions with their partners. That type of conversation can provide young men with a better understanding of the women's situation.

Unsafe abortions have a great negative impact on women's health and must be highlighted as a serious and life threatening issue.

## **Purpose**

The aim of this section is to enable young men to understand the types of abortion, the circumstances that lead to abortions and the consequences of an abortion. Furthermore, to provide young men with the courage and the means to initiate discussions on sexual and reproductive health with their partners and peers.

## **Definition**

Abortion is the interruption or termination of pregnancy either before there is a viable foetus or after. There are two types of abortions: spontaneous, and induced. A spontaneous abortion is an abortion that may occur within the first twelve weeks of the gestation period and may be preceded by bleeding and cramping pains. It can be linked to conditions of malnutrition or malaria. An induced abortion is a provoked abortion, which is done by swallowing of drugs, pricking the cervix to puncture the membrane and by vacuum curettage in a health facility.

## **Rumours and Misconceptions Concerning Abortion**

The following myths are common amongst boys when it comes to abortion:

*“Sleeping with a girl who has had an abortion and who has not been cleansed can make a man sick.”*

*“A girl who has had an abortion is a prostitute.”*

*“Boys believe that they can tell when a girl has had an abortion.”*

*“Any health worker in the hospital can perform abortion.”*

## Messages

- Unsafe abortions might have negative consequences like, illness or infertility.
- Unsafe abortions have grave consequences.
- Get to know the options.
- It is easier to prevent pregnancy than procure an abortion.
- Abortions might be expensive.
- Abortion is not a contraceptive.
- Seek post abortion care.
- Abortions could lead to infections.

## Facts about Abortion

An abortion is the expulsion of a foetus from uterus.

Unsafe sex and unwanted pregnancy are the leading causes for abortions amongst young people.

In some countries abortion is illegal.

Boys who have unsafe sex with a partner resulting in an unwanted pregnancy must accept the responsibility and consequences, including decision to abort or not.

Young men must understand that abortion is not a contraceptive.

Emergency contraception prevents pregnancy within 72 hours (three days) after unprotected sexual act.

Young men must know that ovulation might be resumed within two weeks after abortion, especially after an abortion that is performed in the first trimester (the first three months of pregnancy). That is why contraceptives are necessary to use all the time, also after an abortion.

Abortions can be spontaneous or induced. A spontaneous abortion refers to one that occurs naturally without being provoked. It is more commonly called a miscarriage.

Induced abortion is one that is provoked. It may occur by taking an overdose, pricking through the cervix or be medically induced.

Some abortions can be described as complete or incomplete. A complete abortion is one where all material or tissues of conception have come out of the uterus. An incomplete abortion is when some pieces of conception have remained in the uterus. This is very dangerous.

A young person with an unwanted pregnancy should seek medical advice and a counsellor where it is legal.

After an unsafe abortion, according to UN agreement in Cairo 1994, every woman has the right to post abortion care even if abortion is illegal.

About 70,000 women worldwide, mostly adolescent's, die yearly because of illegal and unsafe abortions. Also, many women are severely disabled. Therefore, young men must bear in mind that an abortion is a risky procedure if done by non-professionals.

Consistent use of contraceptives will greatly reduce the incidences of unwanted pregnancies among teenagers.

## **Methods Used to Discuss Abortion**

Issues on abortion might be highly sensitive according to ethical or social circumstances. In some countries law forbids abortions. In others there are regulations, which limit the woman's right to an abortion. In some countries still the woman has the right to abortion by law. But in all countries legal or illegal, there are abortions. It is important for men and boys to understand and respect the social and personal circumstances that can force a woman to a maybe risky and dangerous abortion. And it is as important for men and boys to understand and respect a woman's will to make her own choices, whether or not she wants to give birth.

But an abortion might also mean maybe painful consider-

ations for a man. Discuss a situation when the man wants a child to be borne and the woman not. How can they solve the situation? What should they do?

And the contrary: If the man wants her to get an abortion and she wants to give birth. How can they solve the situation?

Different situations can be created through discussions or role-play.

Discuss also the laws in the country. Are they OK or should they change?





## Sexual Abuse

SEXUAL ABUSE can be either when the act is against a person's will or without adequate consent, because the victim is young and immature. Sexual behaviour towards an under-aged boy or girl is an abuse whether or not they give consent.

Sexual abuse can be intercourse, fondling of sex organs and exposure of the sexual organ to the child in a sexual way. In some cultures parents or a relative might touch the boy's sex organ in order to check his erection. This is considered an offence in other cultures. Sexual abuse lowers the self-esteem of the victim and can cause immense emotional, psychological and physical trauma. Also the victim can feel shame and guilt, though the responsibility in reality belongs 100% to the adult. Unfortunately information on offences like these are most often not revealed. A victim of sex abuse can carry the trauma as a secret and hidden pain for years.

It is also important to address problems with sexual harassment that might occur on a day to day basis. This kind of harassment can be detrimental to a person's self-esteem and might in some cases lead to abuse. Often, disrespect leads to a degradation of love and feelings around sexuality on the whole, which creates a basis for risk-behaviour.

From stories and narration we can conclude that both women and men sexually abuse both boys and girls. The abuse performed by men is more acknowledged in the society, even if it

is still an unclosed issue due to patriarchal values. There is still decorum around women's abuse of young boys. Until recently there have been no words, stories, or witnesses of suffering. In a patriarchal society a man cannot be considered a victim. This makes it even more important to pay attention to the abuse of young boys, committed both by men and women.

## **Purpose**

This topic will help young men to recognise sexual situations and abuse that is harmful or distressing to young people as a result of behaviour from other people towards them.

The aim is also to assist young men in understanding what sexual abuse is, to prevent them from hurting their partners or would be victims. By identifying with others in stressing or degrading sexual situations, young men can understand the importance of respect for others as well as for their own sexual feelings.

## **Boys' Misconceptions**

*"Young men think that sexual abuse is a sign of power."*

*"There is no rape in marriage."*

*"Only women are raped, not young men."*

*"Only female children can be sexually abused, and not by other children."*

*"Having sex with young girls will cure or cleanse your diseases."*

*"If a girl cries in pain while having sexual intercourse it is an expression of enjoyment."*

*"Only a virgin can claim to have been sexually abused."*

*"If a girl cries in pain while having sexual intercourse, it is an expression of enjoyment."*

*"A husband beating his wife is not abuse or domestic violence,*

*but is a sign of love for the spouse.”*

*“Domestic violence is a private affair – its no one else’s business.”*

*“Domestic violence is not a big problem.”*

*“Within our culture, there is nothing wrong with a man beating a woman who does wrong.”*

*“When couples are newly wed the husband needs to give the wife a beating to get her respect for him.”*

## **Messages**

- Young men should be role models by not inflicting any form of sexual abuse or harassment. This will gain them respect in their community and they will be seen as caring people.
- Young men whose self-esteem has been lowered by any form of sexual abuse should be helped to realise that they are not the only ones. They should be encouraged to share confidence about their situations with a trusted friend, adult, or a counsellor.
- The matter should be reported to relevant authorities in order to address the matter.
- If a victim understands that his or her individual rights have been violated it is easier to take measures to reveal the situation.
- Mutual consent and understanding is a better way to have sexual experiences than abuse or force.
- Sexual abuse predisposes both the victim and abuser to high risks of contracting STIs including HIV/AIDS and causing unplanned pregnancy.
- An abuser is considered a social outcast.
- Sexual harassment is not about attraction, but about belittling someone.
- Forcing someone to have sexual intercourse or commit sexual acts against his or her will is illegal.

- Most often the sexual abuser is a close relative or friend.
- If you have been sexually abused, or harassed, it is not your fault; report the incident to the authorities, or tell a close friend or relative.
- Sexual abuse is very traumatic to the victim.
- Respect and appreciate a person who can say “no” to sex.
- Sleeping with a minor cannot cure AIDS.
- Sexual abuse is illegal and such cases should be reported to law enforcement agents such as the Victim Support Unit.
- Sexual abuse victims need emotional and psychological support which is obtained from support groups and homes for abused people such as those managed by the Young Women’s Christian Association.

### **Facts about Sex Abuse**

It is important to stress that it is mostly women and girls who are the victims of sexual abuse by men. In the PPAZ Baseline Study 60,1% of the girls had been sexually abused. Sex abuse takes different forms and may differ considerably between cultures. Sexual intercourse is not the only form of abuse; for instance, abuse can be purely verbal or physical. Sex abuse can have long-term consequences psychologically, mentally and physically.

Some examples of sex abuse include,

- *Paedophilia* – sexual arousal through sexual interaction with children.
- *Incest* – a sexual relationship which occurs between two people within the same family, such as father with daughter, mother with son, or brother with sister. It may also occur between stepfather and daughter, stepmother and son, niece and uncle, nephew and aunt.
- *Rape* – forcing of sexual acts on unwilling male or female. This includes rape at dating. When a young woman refu-

ses sexual intercourse after prior consent, it is considered a rape if the man forces her to have sex by way of threat or by violence. Rape may be particularly traumatic for an adolescent with or without prior experience of sexual intercourse and has long term biological and physical effects on the victim.

- *Prostitution* – the involvement of adolescents having sex in exchange for money or other favours is often seen as sexual abuse since adolescents who are forced into this have no choice.
- Some adults believe that having sexual intercourse with young boys or girls may free them from HIV/AIDS. This can be considered a double abuse.
- Sexual Harassment – this may take many forms including repeated teasing or embarrassment often by boys or men towards girls, and women. It includes touching buttocks, gestures, phone calls, employer seeking sexual “favours” from employee, etc. Forcing somebody to watch pornography can also be a form of harassment.
- To be involved in sexual acts with an under age boy or girl is sexual abuse.
- Teachers who engage in a sexual relationship with their pupils are betraying the trust and are hence abusing the young person.

### **Methods for Discussing Sexual Abuse**

Sexual abuse can take the form of daily harassment, teasing, mocking, use of bad language, and group mobbing. But abuse can also be more violent, like rape or different forms of coercion. Sex abuse can take place within the family or outside of the family.

When do you call it abuse?

Discuss what is appropriate and what is bad behaviour. The

aim is to create awareness among young men about different forms of sexual abuse, which exist and sensitise them to the importance of seeking assistance from the appropriate personnel. For this you can use different case studies/stories about sexual abuse and films if available.

### **Questions and Answers**

- Ask participants what the term *sexual abuse* means to them.
- Ask them to give examples of different forms of sexual abuse.

### **Case Study: Stories**

Distribute (or describe) case studies and allow about 30 minutes for discussion (What could have been done to prevent it, what was the situation that facilitated the sexual abuse?)

#### *Case studies*

*Jahazi* was a young man of 16. He was very active in class. One of his female teachers told him that she would recommend him, if he would be co-operative towards her advances.

*Rewardi*, an 11-year-old boy, was requested by his parents to assist his aunt in farming activities during the holidays. One day she called him to her room around 9.00 a.m. Rewardi wanted to resist, but the aunt insisted and said she would inform his parents about his bad behaviour if he did not do what she wanted.

*Ayubu*, a 19-year-old boy, was employed in a company. His boss was a woman and she told him if he did not have relations with her she would fire him.

*Janice*, a 16-year-old girl, was on her way home when an older man in a car pulled over and said he wanted to give her a lift. He also told her he had something for her. When she jumped into

the car, he started to touch her breasts. She told him to stop, but he gave her some candy to keep her quiet. He threatened her and told her that if she did what he wanted he would not say anything to her parents. She was afraid and dared not say anything. Then he raped her.

### **Discussion**

- What are their feelings or reactions to the exercise?
- What new things did they learn?
- How can they apply what they have learned?



## Contraceptive Methods

TRADITIONALLY THE WOMAN IS SEEN as the one responsible for pregnancies and prevention. She has also been the one forced to take the consequences of preventive failures. At least she's the one forced to take the consequences of the unwanted pregnancy. This is of course unacceptable, if two persons under mutual understanding have intercourse they should be seen as equally responsible. From a male perspective condoms are the best alternative. They are the only alternative that gives the man full control of and at the same time will protect him and his partner from STI's.

People have through the years used many different means to avoid pregnancies. Most of them have had no effect at all and some have even been dangerous for the user. Today, luckily, there are a number of methods with high efficiency available as an alternative to condoms.

### **Purpose**

The aim of information on this topic is to provide knowledge to young men on other contraceptive methods than condoms. How effective are these methods and how do you use them properly? The aim is also to make it possible for young men to discuss responsibilities connected to pregnancies and prevention.



## **Misconceptions**

The misconceptions around contraceptives are many. Women and men have for centuries tried to find measures to avoid pregnancies. More or less imaginative methods have been tested and almost everyone has been totally ineffective. Many of those ineffective methods have survived. People wish to believe in them since they are in a big need of contraceptive methods. Lack of knowledge and the fact that contraceptives often are unavailable see to that there are a lot of beliefs and myths still existing connected to this topic. These inadequate contraceptives only give the user a false feeling of security and put women at risk of unwanted pregnancies, abortion and maternal death.

In this topic we will list other effective contraceptives than the condom.

## **Facts about other Contraceptives**

Three conditions have to be filled to get pregnant: An egg from the female ovum, sperms from the male testicles and a favourable environment for the foetus to grow in, is needed. If you want to prevent pregnancy you have to avoid this combination. If you can take away one of these conditions the pregnancy never will occur and this is how existing contraceptives are working. Those that will see to that the sperms never will reach the egg are called Barrier Methods. Those that will see to that the egg will be missing are called Hormonal Methods and those which make the environment in the womb not suitable for the fertilised egg are called Intra Uterine Devise (IUD).

## Barrier Methods

### Male Condoms

See page 114.

### Female Condoms – femidom

Female Condoms are made of a thin plastic called polyurethane. This is not latex or rubber. The condom is placed in the woman's vagina. It is open at one end and closed at the other. Both ends have a flexible ring used to keep the condom in place.

#### *Advantages*

- Female condoms give women more control and a sense of freedom.
- Women don't need to see a clinician to get it. No prescription or fitting is necessary.
- The female condom is safe and fairly effective at preventing both pregnancy and infection.
- You as a partner can insert it and make it part of lovemaking.
- Any lubricant can be used with the female condom (including oil-based lubricants) since it is made of plastic rather than latex. Lubricant is provided in the package.
- Polyurethane transmits heat well. This may make it easier to feel the heat from the partner.
- The female condom can be used if either partner is allergic to latex.

#### *Disadvantages*

- The female condom is large and some feel it is unattractive or odd-looking. Although it looks different and may appear unusual at first, its size and shape allows it to protect a greater area. Many of the couples who have used it like the way it feels.

- It may make rustling noises prior to or during intercourse. Using a lubricant may decrease noises.
- It takes practice to use it correctly.
- Female condoms are not available in as many stores as male condoms. They may be hard to find.
- Female condoms are about three times more expensive than male condoms.

## **Diaphragm**

The diaphragm is a rubber disk, which the woman places into the vagina to cover cervix, the opening to the uterus. The diaphragm blocks sperms from entering the cervix to fertilise the egg. The diaphragm comes in different sizes and the woman needs counselling to get the right size and instructions on how to use it properly. The local family planning service provider can help her with that.

The diaphragm should be covered with spermicidal foam and be inserted into the vagina before intercourse and remain at least six hours after intercourse. If the diaphragm has been inserted more than one hour before the intercourse it is recommended to add extra spermicidal foam to maintain full preventive effect. The diaphragm should be washed with soap and water after use. The diaphragm is a personally designed contraceptive and should not be shared with friends.

### *Advantages*

- The diaphragm together with spermicidal foam is a method almost as safe as the condom. Disregarded the fact that some women may be allergic to latex there are no side effects connected to this method.
- The male partner can put it in as part of lovemaking.
- The penis can remain inside the vagina after ejaculation.

### *Disadvantages*

- The diaphragm does not protect against Sexual Transmitted Infections.
- The woman must be fitted for a diaphragm by a clinician or a family planning service provider to get the diaphragm.
- There is a need for long-term planning connected to the diaphragm and the women have to be taught how to insert the diaphragm. It is very important that it is correctly inserted and used together with spermicidal foam to obtain full contraceptive effect.
- Some women and men find this method smeary and that the long-term planning is negative to the spontaneous part of sexuality. Some also think that insertion of the diaphragm interrupt the sex act.

### **Spermicidal Foam**

Spermicides are foams that contain a chemical that kills sperm. They are put high up into the vagina with a special applicator or as tablets before the intercourse and will function as a barrier in front of the entrance to the womb, cervix, and kill the sperms that will try to get into the womb to fertilise the egg. If you use spermicidal tablets you have to wait 15 minutes before you have intercourse. This is how long it will take for the tablet to melt and to obtain full contraceptive effect.

### *Advantages*

- The chemical substances that kill sperm will also have some effect on bacteria and virus. This means that the spermicides have some effect on STIs as well. But if you want to protect your self from STIs, use condoms.
- You don't need to contact service providers or doctors to get hold of the method.

### *Disadvantages*

- Even if the spermicides have some effects on STIs there is still a great risk to be infected if your partner has an STI.
- Spermicidal foam or tablets alone are not very reliable. To obtain full contraceptive effect you have to combine the spermicides with the condom or a diaphragm.
- Some find this method smelly and inconvenient.
- You need long-term planning which may have a negative effect on spontaneity.
- Some people may be allergic to spermicides.

## **Hormonal Methods**

### **The Pill**

There are two types of pills. One is a combined pill that consists of two different kinds of female sexual hormones, Oestrogen and Progesterone; the same hormone as a woman's ovaries produces during each monthly cycle.

The other type is the Progestagen-Only Pill, which as the name reveals, only contains one hormone, Progesterone.

### **The Combined Pill**

There are many different kinds of combined pills with different amounts of the two hormones. In principle they all function the same way. They all stop the women from releasing an egg so she can't get pregnant.

When the woman takes this combined pill her ovaries will be resting like they do during pregnancy. The combined pill will also effect the mucus in her cervix. It will make it thicker so sperms cannot reach the egg.

When the woman stops using the pill, the ability to get pregnant will usually return after a few days but in some cases the ovulation can be delayed for some months.

The combined pill is a most reliable contraceptive if used

as prescribed. The pill should be taken on the same time every day, one pill every 24 hours. If more than 36 hours pass between two pills she will need a complementary contraceptive, e.g. condoms or spermicidal foam, the following week.

Vomiting and/or diarrhoea can make the method unsafe and complementary contraceptives would be needed.

### *Advantages*

- The combined pill is a very reliable method and will not have any negative effect on the sexual spontaneity. The women will have total control over her fertility and together with her partner she can decide when to get pregnant. Other advantages are:
- Regular menstruation with the possibility for the woman to choose when to have her menstruation.
- Less menstrual bleedings with less risk for anaemia.
- No ovulation pains and less risk for pre-menstrual symptoms and menstrual pains.

### *Disadvantages*

- The combined pill will not give any protection from STIs. The first months up to 20% of women will experience extra menstrual bleedings.
- Some women may feel a bit depressed and lose some of their sexual drive. A feeling of slight sickness can occur and some may gain weight due to increased appetite.
- The combined pill can not be used during breast-feeding as the oestrogen hormone may have negative effects on the child.

### **The Progestagen-only Pill**

Also called the Mini-pill. This is a contraceptive pill that contains the hormone Progesterone. It works by thickening the cervical mucus so sperm cannot reach the egg, and by making

the lining of the uterus thinner. Sometimes it even stops ovulation, the release of an egg. The Mini-pill should be taken with a 24 hours interval. If more than 30 hours pass between two pills the reliability of the method is significantly decreased and a complementary contraceptive, e.g. condoms or spermicidal foam, is needed the following week.

The Mini-pill has a very high reliability if used as prescribed. Forgetfulness, diarrhoea, vomiting or certain medicines will have a negative effect on the reliability.

Irregular menstrual bleedings, extra bleedings might occur.

### *Advantages*

- The Mini-pill is a good alternative for women who for some reasons have trouble taking the combined pill and it will not have any negative effect on the sexual spontaneity.
- The Mini-pill can be used during breast-feeding, as it doesn't have any effect on the breast-milk.

### *Disadvantages*

- No protection against STIs
- Irregular bleedings may cause problems. If the woman doesn't have any menstrual bleedings for more than two months, a pregnancy test is recommended.

### **Implants**

Implants are tiny silicon matchstick sized rods, prepared with the female hormone, Progesterone. The Implants are inserted under the skin into the women's upper arm through a small cut after she is given a local anaesthetic. Insertion takes about seven to ten minutes and usually does not hurt. The implants will be invisible but possible to feel with your fingers through the skin. The implants are supposed to be inserted during the first five days of the menstrual cycle.

Usually the woman is offered the Mini-pill for some months

to check that she will not have any trouble with the hormone. If not, the implants can be inserted any time and the woman can stop using the Mini-pill the same day. The Implants are effective for five years, but after that they need to be changed for maintained reliability. The implants could be removed any time and the woman will become fertile shortly after.

The implants will affect the woman's fertility in the same way as the Mini-pill, i.e. by thickening the cervical mucus so sperms cannot reach the egg and by making the lining of the uterus thinner so the egg will not be implanted. Sometimes they even have effects directly on the ovaries so ovulation does not occur.

### *Advantages*

- The long term effect, the high reliability and that the woman doesn't have to worry that she will forget to use her contraceptive.
- Women using implants lose less menstrual blood with lesser risk for anaemia.

### *Disadvantages*

- Implants will not give any protection against HIV or other STIs.
- Irregular menstrual bleedings are common especially in the beginning. For some women the menstrual bleedings may disappear totally as long as she uses the Implants.

### **The Hormone Injection**

The hormone injection or birth control shot contain the same hormone, Progesterone, as Implants and the Mini-pill, but in higher dosage. The ovulation will stop so no egg will be present to be fertilised and the pattern of menstrual bleeding will be changed. An injection every other or third month depending on which type of injection you use, is enough to get full protection against pregnancy.



### *Advantages*

- The hormone injection is a very reliable contraceptive method.
- The woman doesn't have to worry for the side effects that are connected to oestrogen and therefore the injection is a possible contraceptive method for those who can't use combined pills.
- Nothing must be taken on daily basis or used at the time of sexual intercourse.
- After some years 50% of the women using the injection as contraceptive method will stop having periods so they don't have to worry about premenstrual symptoms or menstruation pain as long as she uses the injection. If menstruation bleedings are absent for more than two months pregnancy test is recommended.
- Total absence of menstrual bleedings can also be seen as a disadvantage.

### *Disadvantages*

- Hormonal injections will not give any protection against STIs.
- Very irregular periods.
- The injection can postpone the ovulation up to one year after the last injection.
- Depression and pre-menstrual symptoms may become worse.
- Some women gain weight. This makes it advantageous to try out the Mini-pill with the same type of hormone before you start the injections.
- This contraceptive method is not recommended for young women.

### **Intra-Uterine Device (IUD)**

The IUD or Loop is a small plastic device that is fitted into the uterine cavity by a trained service provider. There are different kinds of IUD.

Their main effect on fertility is that they change the environment in the womb and prevent fertilisation of the egg. If the egg should be fertilised the changed environment will make it impossible for the egg to implant in the lining of the uterus.

To be sure that the IUD is still fitted into the uterus after menstrual bleedings two strings are attached to the IUD that will hang out from the cervix so the women can check that the IUD is still there. It occurs very seldom but it might happen during heavily menstrual bleedings that the IUD will fall out. Then the two strings make it possible to be sure its still there.

### **The Copper T IUD**

The Copper T IUD is shaped like the letter “T” and the vertical and horizontal arms of this IUD contain some copper. The IUD slowly releases copper into the uterine cavity that stops sperms from making their way up through the uterus into the tubes and prevent fertilisation. If fertilisation was to occur, the IUD would prevent the fertilised egg from successfully implanting in the lining of the uterus.

### **The Hormone IUD**

The hormone IUD looks exactly like the copper T IUD, but instead of copper the two vertical arms contain hormones that are exactly or very much alike the hormone progesterone that woman’s ovaries produce during each monthly menstrual cycle. The progesterone causes the cervical mucus to become thicker so sperm cannot reach the egg. It also changes the lining of the uterus so implantation of a fertilised egg cannot occur.

### *Advantages*

- IUD is a very effective method of birth control.
- It is effective for at least 5 years.
- It is convenient, safe, and private. All women have to do is check for the strings each month.
- The Copper T may be inserted immediately following the delivery of a baby or immediately after an abortion.
- Women who use the hormone IUD experience decreased menstrual cramping and decreased menstrual blood loss.
- You don't have to worry about contraception at the time of intercourse.

### *Disadvantages*

- There may be cramping, pain, or spotting after insertion.
- The number of bleeding days are slightly higher than normal and menstrual cramping may increase.
- With the hormone IUD some women stop having periods completely. (This can also be seen as an advantage depending on how the women look upon having monthly periods.)
- IUD provides no protection against sexually transmitted infections. And it might make it easier for bacteria to get into the womb by using the two threads hanging out of cervix. Therefore this is a contraceptive recommended for women with a steady relationship and not in danger of STIs.
- A doctor, nurse practitioner, nurse midwife or physician's assistant must insert the IUD.

### **Sterilisation**

Sterilisation is an operation carried out on men or women, which stops them from having any more children. This is done on people who are absolutely sure that they do not want any more children, as it is a final solution. After sterilisation you will be infertile for the rest of your life.

The sex life with erection and ejaculation functions as before

the sterilisation. Some men say that the sex life has improved after sterilisation, as they don't have to worry about unwanted pregnancies.

### **Withdrawal**

This is when the man ejaculates outside the vagina during intercourse. It might be better than using no contraceptive method at all. It is not a very effective method to prevent pregnancy and it disturbs sexual pleasure as both involved are distracted by thinking about the need to withdraw before ejaculation. This is absolutely not a way to prevent STIs or HIV.

### **Emergency Contraceptive Pills, ECP**

Even if we have the best intentions to use a contraceptive method it happens that we fail.

Perhaps we “forgot” to use the condom, our partner forgot to take her pill or the condom burst. Then it's good to know about the emergency contraceptive pill. It is not a regular contraceptive method, as it can't be used more than once every menstrual cycle but for 72 hours after unprotected sex, your partner can take emergency contraceptive pills to avoid becoming pregnant. They contain the same hormone as contraceptive pills but in higher dosage. The quicker your partner will take them after unprotected sex the better effect they will have. The emergency pill will prevent the fertilised egg from implanting in the uterus lining and pregnancies will not occur.

If you will be in need of emergency contraception please contact your family planning provider or your partners gynaecologist as soon as possible.

### *Advantages*

- ECPs prevent unwanted pregnancies after unprotected sex.
- Some women who can't take birth control pills on a regular basis can still use ECPs.

- ECPs prevent abortions and cost less than an abortion.
- They can be obtained and stored in your medicine cabinet in case of an emergency.

### *Disadvantages*

- ECPs may cause nausea or vomiting. They are not as effective as other contraceptives.
- ECPs should not be used as a primary contraceptive. However, even if your partner must use ECPs several times, they are not dangerous.

## **Methods on Contraceptives**

You can use the same methods as with condoms.

Brainstorming, lectures and group discussion will give you knowledge on the young men's beliefs and perceptions regarding contraceptives other than condoms. It will also make it possible for you to correct myths and misunderstandings.

Pictures of all the different kinds of contraceptives could be used but to bring real contraceptives for demonstration is always the best way to enable young men to understand how and where the contraceptive should be used.

## Glossary

<i>AIDS</i>	Acquired Immune Deficiency Syndrome. Diseases one gets when HIV damages the immune defence
<i>Anal sex</i>	caressing the area around rectum or penetration of rectum with fingers or penis (anal intercourse)
<i>Bisexuality</i>	an inner conviction that gives one the ability to love people of both gender
<i>Cervix</i>	part of the female reproductive organ. (See anatomic picture on page 37)
<i>Circumcision</i>	removal of the foreskin on penis by surgery
<i>Cowper's gland</i>	male reproductive glands that produce parts of the semen liquid. (See anatomic picture on page 38)
<i>Clitoris</i>	the most sensitive part of the female sexual organ. (See anatomic picture on page 37)
<i>Diaphragm</i>	female contraceptive, a rubber disk which the woman places into the vagina to cover cervix, the opening to the uterus. The diaphragm blocks sperms from entering the cervix to fertilise the egg
<i>ECP</i>	Emergency Contraceptive Pill
<i>Ejaculation</i>	when seamen spurts out of urethra
<i>Erection</i>	when penis gets stiff
<i>Fallopian tubes</i>	part of the female reproductive organ. (See anatomic picture on page 37)
<i>Fertility</i>	ability to procreate, become a parent
<i>Foreplay</i>	hugging, kissing and fondling before intercourse
<i>Gender</i>	basic gender identity can be described as an unquestioned conviction of self as being a girl or a boy
<i>Gender-role</i>	is usually explained as the public manifestation of gender identity
<i>Genitals</i>	male and female sexual organs
<i>Heterosexuality</i>	an inner conviction that gives one the ability to love someone of the opposite gender
<i>HIV</i>	Human Immune deficiency Virus
<i>Homophobia</i>	the intolerance of people with different sexual orientations

<i>Homosexuality</i>	an inner conviction that gives one the ability to love someone of the same gender
<i>Hymen</i>	a tiny skin edge in the opening of vagina
<i>Impotent</i>	incapable to carry through an intercourse
<i>Incest</i>	sexual relationship which occurs between two people within the same family, such as father with daughter, mother with son, or brother with sister
<i>Infertility</i>	inability to procreate, become a parent
<i>IUD</i>	female contraceptive, a small plastic device that is fitted into the uterine cavity by a trained service provider. It changes the environment in the womb and prevents fertilisation of the egg
<i>Labia minor</i>	part of the female sexual organ. (See anatomic picture on page 37)
<i>Labia major</i>	part of the female sexual organ. (See anatomic picture on page 37)
<i>Masturbation</i>	attainment of sexual satisfaction, through the manipulation and fondling of the sexual organs
<i>Menstrual cycle</i>	the period from day one of menstrual bleeding, to the day before day one of the next menstrual bleeding
<i>Menstruation</i>	monthly bleeding that occurs on fertile women that not are pregnant. If the egg-cell isn't fertilised the inner lining of the uterus will shed and come out through vagina as menstrual blood.
<i>Non-penetrative sex</i>	includes romance, the touching of genitals, and of other sensitive parts like nipples, ears etc.
<i>Omnipotence</i>	a feeling of superiority and grandiosity
<i>Ovulation</i>	when the ovaries release an egg-cell (ovum) into the fallopian tubes where it can be fertilised by a sperm
<i>Ovaries</i>	female reproductive glands where egg-cells and female sexual hormones are produced. (See anatomic picture on page 37)
<i>Ovum</i>	female reproductive cell, egg cell
<i>Paedophilia</i>	sexual arousal through sexual interaction with children
<i>Penetrative sex</i>	includes vaginal sex, anal sex, and oral sex
<i>Petting</i>	sexual fondling and the touching of partners genitals

<i>Pornography</i>	papers, magazines, videos, and TV programs that are created to facilitate the sexual arousal of the viewer
<i>Potent</i>	sexually capable – powerful
<i>Prostate gland</i>	male reproductive glands that produce parts of the semen liquid. (See anatomic picture on page 38)
<i>Pre-ejaculation</i>	when a man unwillingly ejaculates
<i>Puberty</i>	the period in life when children physically and anatomically mature to adulthood
<i>Questions box</i>	method to make it possible to put embarrassing questions
<i>Rape</i>	forcing someone to get involved in sexual intercourse or other sexual acts
<i>Safer sex</i>	ways to avoid unwanted pregnancy and STIs including HIV/AIDS during the sexual act
<i>Scrotum</i>	testicles
<i>Self-esteem</i>	a state whereby a person builds self-confidence through his or her decision making process
<i>Seminal vesicle</i>	male reproductive glands that produce parts of the semen liquid. (See anatomic picture on page 38)
<i>Sperm</i>	male reproductive cell
<i>STI</i>	Sexually Transmitted Infection
<i>Testicles</i>	male reproductive glands where sperms and male sexual hormones are produced. (See anatomic picture on page 38)
<i>Vagina</i>	part of the female sexual and reproductive organ. (See anatomic picture on page 37)
<i>Vas deference</i>	the tubes which transport the sperms from the testes to urethra
<i>Vasectomy</i>	a permanent contraceptive method on men. The tubes, vas deference, which transport the sperms from the testes to urethra, are blocked so the sperms cannot get into the semen
<i>Vulva</i>	female exterior sexual organs
<i>Wet dream</i>	ejaculation during sleep
<i>Withdrawal</i>	the man ejaculates outside the vagina during intercourse in order to avoid pregnancy



“YOUNG MEN AS EQUAL PARTNERS” is a book about young men’s sexuality, relationships and possibilities to change. Men as well as women must understand the importance of equality and human communication. Male involvement here means that young men and boys must learn to take responsibility for their lives, their sexuality and for prevention of unwanted pregnancies and sexually transmitted infections, including HIV.

The book contains facts, values and methods on sexuality education. The book is created for informants, peer educators, teachers and group leaders. It is a book for all involved in sexuality education with the focus on adolescent boys and young men.



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