



# SRHR

**Sexual and Reproductive Health and Rights**



## **Boys-to-Men ACTIVITY MANUAL**

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## **Introduction**

The Jamaica Family Planning Association (JFPA) has been providing sexual and reproductive health services to women and girls as well as boys and men for more than 60 years. JFPA remained the only provider of family planning services in Jamaica until 1966, when the government established its first family planning unit. In the early years, JFPA had an exceptionally robust service for men, offering them **educational and clinical services**.

Moore 2023 reported that “Services for men were discontinued in the 1980s due to budgetary cutbacks and the lack of external organizational support and interest for SRH aimed at men. The focus of JFPA’s service delivery is on women and girls insofar as men represented less than 20 percent of the client base in 2021. Men, however, contribute to several of the SRH issues and outcomes that women deal with such as GBV/ IPV, unplanned pregnancy, and STI/HIV infection.”

The Family Planning Association has once again decided to re-energize the programme for boys and men. This has been done by continuing the “planning, communication, and service components of a programme that reflects the needs identified by the 2003 research, thereby laying the groundwork for achieving the ‘2022 Business Plan’ objective of introducing a programme for boys and men in the parish.” Moore 2023. As part of this initiative, education and outreach should be a major component. An activity manual is deemed necessary to assist the process of educating and socializing boys into manhood. It is being made available to the general public, educators, and facilitators for non-profit and educational purposes.

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## **Definition of Key Concepts and Terms**

**Comprehensive Sexuality Education (CSE)** is an educational policy guideline that plays a central role in the preparation of young people for a safe, productive, fulfilling life in a world where HIV and AIDS, sexually transmitted infections (STIs), unintended pregnancies, gender-based violence (GBV) and gender inequality still pose serious risks to their well-being. – WHO. (2023)

### **Sex**

Sex refers to the biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females. -W.H.O (2024)

### **Gender**

Roles and responsibilities of men and women are created in our families, our societies, and our cultures. Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis; it reveals how women's subordination (or men's domination) is socially constructed. -UNESCO 2003

### **Masculinity**

The term ‘masculinity’ refers to the roles, behaviors and attributes that are considered appropriate for boys and men in a given society. Masculinity is constructed and defined socially, historically and politically, rather than being biologically driven. - The Meaning of Masculinity- National Democratic Institute (NDI) Men Power and Politics [www. www.ndi.org/sites/default](http://www.ndi.org/sites/default)

## **Sexual Health**

Sexual health is fundamental to the overall health and well-being of individuals, couples and families, and to the social and economic development of communities and countries. Sexual health, when viewed affirmatively, requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. The ability of men and women to achieve sexual health and well-being depends on their- WHO (2024)

## **Sexuality**

A central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles, and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors.” (WHO, 2006a)

## **Sexual Rights**

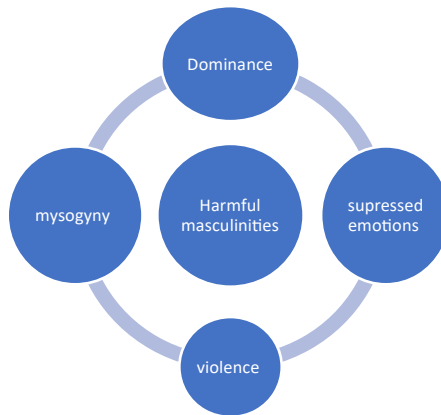
The fulfillment of sexual health depends on the extent to which human rights are respected, protected, and fulfilled. Sexual rights reflect various human rights that are recognized in international and regional human rights documents. sexual rights are human rights. According to the IPPF “Sexual rights are constituted by a set of entitlements related to sexuality that emanate from the rights to freedom, equality, privacy, autonomy, integrity and dignity of all people....Sexual rights are universal human rights based on the inherent freedom, dignity and equality of all human beings.” – IPPF (2008)

## **IPPF Declares the ten sexual rights are:**

- Article 1 Right to equality, equal protection of the law, and freedom from all forms of discrimination based on sex, sexuality or gender.
- Article 2 The right to participation for all persons, regardless of sex, sexuality or gender.
- Article 3 The rights to life, liberty, security of the person, and bodily integrity.
- Article 4 Right to privacy All persons have the right not to be subjected to arbitrary interference with their privacy, family, home, papers or correspondence, and the right to privacy which is essential to the exercise of sexual autonomy.
- Article 5 Right to personal autonomy and recognition before the law.
- Article 6 Right to freedom of thought, opinion and expression; right to association.
- Article 7 Right to health and to the benefits of scientific progress.
- Article 8 Right to education and information, All persons, without discrimination, have the right to education and information generally and to comprehensive sexuality education.
- Article 9 Right to choose whether or not to marry, to form and plan a family, and to decide whether or not, how and when, to have children.
- Article 10 Right to accountability and redress. All persons have the right to effective, adequate, accessible and appropriate educative, legislative, judicial and other measures to ensure and demand that those who are duty-bound to uphold sexual rights are fully accountable to them.

## Activity 1. Harmful Masculinities and Their Consequence

**Instruction:** Use the words listed in the Key below to fill in the blank spaces. Gender norms that uphold men's \_\_\_\_\_ over women, harm women's and children's health and are Harmful Masculinities.



Behaviours that increase the likelihood of men's \_\_\_\_\_ of violence against women and against children.

Men's control over a woman's sexual and reproductive decision-making limits her access to life-saving health services including for \_\_\_\_\_ and reproductive health.

Men's lack of, or limited, \_\_\_\_\_ in child care, unpaid domestic work and caregiving has wider implications for the well-being of the family, placing a \_\_\_\_\_ burden of care work on women and depriving them of opportunities to earn an income and contribute \_\_\_\_\_ to the household.

In turn, men and boys are also affected by harmful masculinities promoting ideas of "manhood" that are \_\_\_\_\_ on taking risks, "hustling", being strong, not seeking help, feeling entitled, and exerting power or \_\_\_\_\_ over women. Such norms contribute to men's higher rates of road traffic injuries and deaths, \_\_\_\_\_, smoking and alcohol abuse, unsafe sexual behaviours as well as men not seeking timely care for HIV, \_\_\_\_\_ diseases and other health issues. - WHO

**KEY: Privilege, homicides, involvement, dominance, economically, Predicated, disproportionate, perpetration cardiovascular sexual**

## Activity 2. Real Men Cry- Board Men Don't

**Instruction:** Write the lyrics of one of your favorite popular/ Dancehall Songs about men.  
Example:

**“Nuh man nuh Baddan dan me....Nuh man nuh badda dan me...Step pon mi corn and see Gun nuffa dan sand pan sea ”** -Konshens

“  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

2. What kind of emotions is expressed in the lyrics \_\_\_\_\_

3. If you are a male, do you agree that the only strong emotion that is socially O.K. for you is anger? \_\_\_\_\_

4. Write **three** sentences to connect the link between **Contraceptive non-compliance** and **Crime & Violence**. In the sentences use the following words: **Children, Pregnancy, Poverty, Anger, frustration, stress, emotional-outburst.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How should boys and men be taught to break free of gender stereotypes about expressing other forms of emotions?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Activity 3. A REAL MAN SHOULD.....



**Instruction:** In the boxes below: Circle the letters; U- for Uncertain A- for Agree and D- for Disagree

A Real Men should .....								
Be the breadwinner			Be tough and strong			Be athletics & love sports		
U	D	A	U	D	A	U	D	A
Be handy/ good at fixing things			Not talk about their feelings			Not cry or show emotions		
U	D	A	U	D	A	U	D	A
Should get lots of children			Not wash or take up panties			Pay for meals on a date		
U	D	A	U	D	A	U	D	A

1. How many statements did you agree with? \_\_\_\_\_

2. How many statements were you uncertain of? \_\_\_\_\_

3. How many statements did you disagree with? \_\_\_\_\_

4. If you agree or disagree with most of the statements Explain your reason \_\_\_\_\_

5. Which Statement puts men most at risk of criminal involvement? Explain why \_\_\_\_\_

6. Which statement puts men most at risk for Paternity Fraud, say why \_\_\_\_\_

### Activity 4. Masculine Gender Stereotypes

There are several types of masculinity or ways to express your manhood. Some ways are healthy and some are unhealthy. Below are some unhealthy masculine gender stereotypes.

**Instruction:** Match the pictures below to reflect the statements in the box above. Discuss why those stereotypes are unhealthy for men

### Unhealthy Masculine Gender Stereotypes

<p><b>Must be Self-reliant: Men should solve their problems on their own and not talk to others about their issues</b></p>	
<p><b>Men should always fight back be defensive and not show weakness</b></p>	<p>nse</p> 
<p><b>Must be tall and handsome but not spend too much time on appearances.</b></p>	
<p><b>Hypersexuality: A real man must have several women and many children.</b></p>	
<p><b>A real man must be in control: Must dominate in his relationship.</b></p>	
<p><b>A real man cannot have Gay friends.</b></p>	
<p><b>A real man should be the breadwinner and not do house chores.</b></p>	



Which of the types of men discussed above reflects the type of man you are? and why?

I am a

.....  
.....  
.....  
.....

Because

.....  
.....  
.....  
.....  
.....

## ACTIVITY 5 - GENDER IDENTITY

Gender Identity: Gender identity is how a person feels and identifies themselves in terms of their gender roles and sexual orientation. It may or may not align with the sex they were assigned at birth.

**Instruction:**

A. Match the terms below with their correct definitions.

B. One word is unmatched, discuss why such a word should be included or excluded.

Cisgender, Gender Expression, Transgender, Gender confused, Androgynous, Masculine


TERMS	DEFINITION
	This is how a person presents themselves to the world in terms of their gender, through their appearance, behaviour, clothing, and more.
	When a person's gender identity matches the sex they were assigned at birth.
	When a person's gender identity does not align with the sex they were assigned at birth.
	When someone's gender expression aligns with traditional expectations of manhood
	When someone's gender expression does not strongly align with either masculinity or femininity. They may present themselves in a way that combines or goes beyond traditional gender expectations.


It's important to remember that everyone's experience of gender is unique, and there are many other gender identities and expressions beyond the examples provided. The understanding and acceptance of different genders, gender identities, and gender expressions contribute to creating a more peaceful, inclusive and diverse society.

## Activity 6. GENDER NORMS

According to Bean, D. 2022 “Gender norms and expectations can have major implications for the life chances of men and women. Below are two lists of typical gender socialization norms in the Caribbean for boys and girls.”

**Instruction:** Using the words listed above the pictures below, explain how these norms can be linked to effects on boys and girls as they become men and women in later life. These may include both positive and harmful effects.

<ul style="list-style-type: none"> <li>*To sexually explore</li> <li>*Not to cry</li> <li>*Allowed outdoors</li> <li>*Early earnings/hustling</li> <li>*Given manly toys like guns</li> </ul>	<p style="text-align: center;"><b>EFFECTS</b></p>
	

<ul style="list-style-type: none"> <li>* To stay indoors,</li> <li>*Given Domestic toys.</li> <li>*To be chased/not to have sex,</li> <li>*To be seen not heard,</li> <li>*focused on school &amp; domestic work,</li> <li>*Allowed to show emotions.</li> </ul>	<p style="text-align: center;"><b>EFFECTS</b></p>
	

## ACTIVITY 7 What is Sexuality:

**Instruction:** Use the words from the Key below to fill in the blank spaces below

“Sexuality” is defined as “a core dimension of being human which includes: the \_\_\_\_\_ of, and relationship to, the human body; \_\_\_\_\_ attachment and love; sex; gender; \_\_\_\_\_ identity; sexual \_\_\_\_\_; sexual intimacy; pleasure and reproduction. Sexuality is \_\_\_\_\_ and includes \_\_\_\_\_, social, psychological, spiritual, religious, political, legal, historic, ethical and \_\_\_\_\_ dimensions that evolve over a lifespan.” (ITGSE, p. 17)-UNESCO

**Key:** Cultural, understanding, emotional, gender, biological orientation complex

The word 'sexuality' has different meanings in different languages and in different cultural contexts. Taking into account a number of variables and the diversity of meanings in different languages, the following aspects of sexuality need to be considered in the context of CSE:

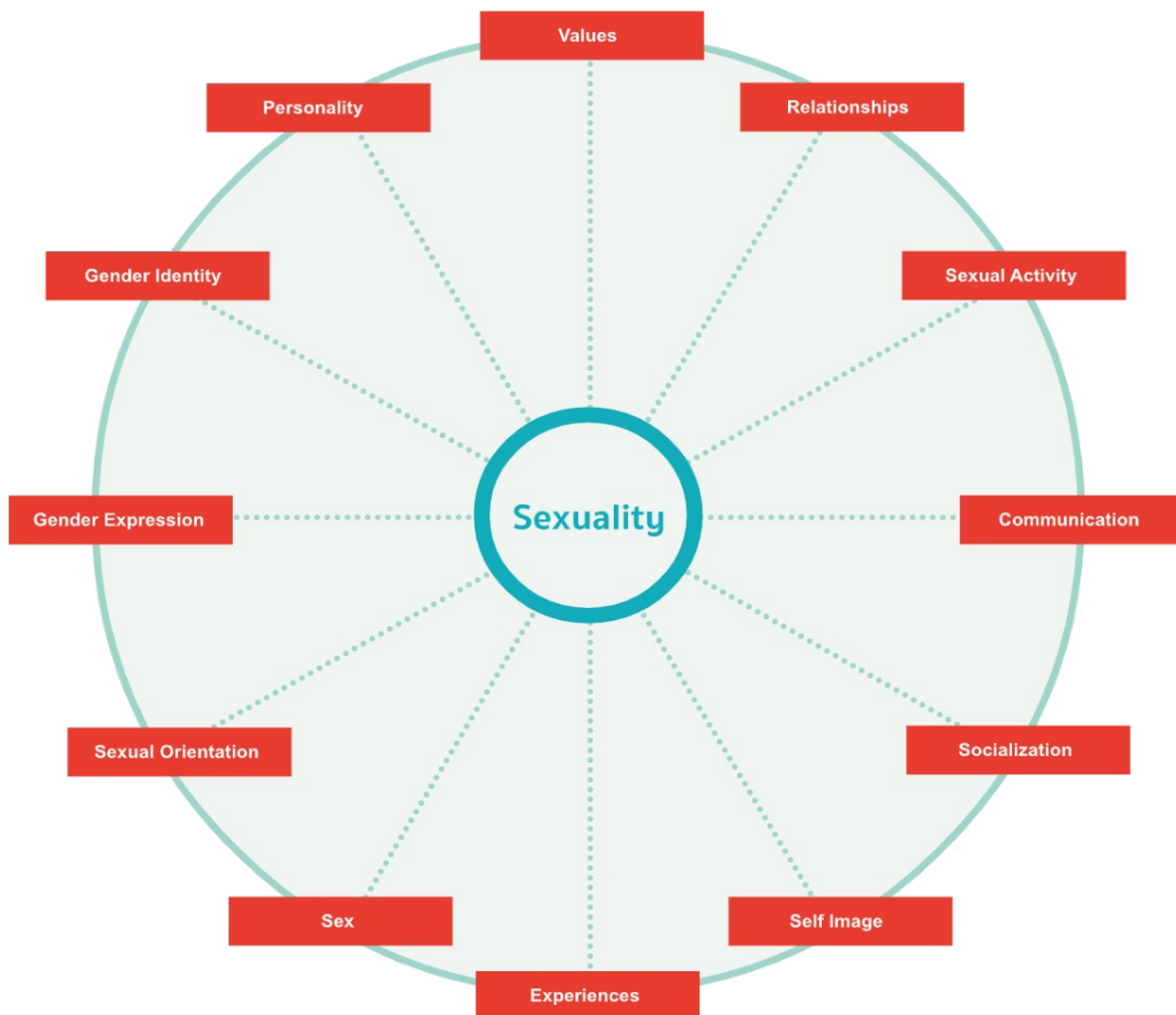
- Sexuality refers to the individual and social meanings of sex and interpersonal relationships, in addition to the biological aspects of sex. It is a subjective experience and a part of the human need for both intimacy and privacy.
- Simultaneously, sexuality is a social construct, most easily understood within the variability of beliefs, practices, behaviours and identities. 'Sexuality is shaped at the level of individual practices and cultural values and norms' (Weeks 2011).
- Sexuality evolves, is fluid and therefore subject to transformation through educational and experiential processes.
- Sexuality is linked to power. The ultimate boundary of power is the possibility of controlling one's own body. CSE can address the relationship between sexuality, gender and power, and its political and social dimensions. This is particularly appropriate for older learners.
- The expectations that govern sexual behaviour differ widely across and within cultures. Certain behaviours are seen as acceptable and desirable, while others are considered unacceptable. This does not mean that these behaviours do not occur, or that they should be excluded from discussion within the context of sexuality education.
- Sexuality is present throughout life, manifesting in different ways and interacting with physical, emotional and cognitive maturation. Education is a major tool for promoting sexual well-being and preparing children and young people for healthy lives and responsible relationships at the different stages of their lives.

-UNEASCO 2021. Comprehensive Sexuality Education (CSE) Toolkit.

## Activity 8. The Sexuality Wheel

The Sexuality Wheel shows how broad the idea of sexuality is. Each part of the wheel represents 1 part of who we are, and how these parts are all connected and influenced by each other. The boxes on the left side of the wheel show who we are by nature, while the ones on the right show who we are taught or who we learn to be. When all parts of the wheel are healthy, our sexuality is healthy.

**Instruction:** Match each word to its complement and use both words to form a sentence about your sexuality. You should have six (6) sentences with two words from the sexuality wheel. You can choose whether or not to share your sentences.



Myhealth.Alberta.ca.network [www.teachingsexualhealth.ca.com](http://www.teachingsexualhealth.ca.com)

## SEXUAL HEALTH AND REPRODUCTIVE RIGHTS

**Instruction:** Circle the correct answer to the questions below



## **Activity 9. CONSENT OR SEXUAL ASSAULT**

**1.** The **age of consent** is the legal age by which you should know enough to consent or not to consent to sex, in Jamaica that age is 16 years.

- A. True**
- B. False**

**2. Ask participants to define consent.**

- A. Consent is permission for something to happen or an agreement to do something.
- B. Sexual consent is a **voluntary** agreement for both people to agree to take part in sexual activities.**
- C. Sexual activities including: kissing, sexual touching, and oral, anal, or vaginal intercourse.
- D. None of the above

**3. Which statement best defines sexual assault?**

- A. Sexual assault is any unwanted sexual act done by one person to another or sexual activity without one person's consent or voluntary agreement.
- B. Sexual activity without consent is sexual assault.**
- C. There does not have to be force for it to be a sexual assault.
- D. Sexual assault isn't about sex, it is an assault that uses sex as a weapon to gain power and control over another person.

**4. Which statement best explains the importance of consent?**



- A. Asking for, negotiating, and giving consent are important parts of a healthy relationship. Healthy relationships include good communication between partners, as part of building trust.
- B. Taking responsibility for clearly communicating your values, needs and wants, and making choices that are congruent with your values, are integral parts of being sexually healthy.
- C. Some other words that can be used to describe consent include: positive, affirmative, clear and enthusiastic.
- D. The person initiating sexual activity is responsible for getting consent. Not getting consent may lead to negative outcomes for both the survivor (the person who has been sexually assaulted) and the perpetrator (the person who commits the assault), and even the friends and family of the survivor and perpetrator.



**5. Which of the following best describes the meaning of the word CONSENT?**

- A • Consent is voluntary, affirmative, and freely given.
- B • Consent is clearly communicated and part of an ongoing conversation
- C • Consent is about mutual agreement to do something
- D • Consent can't be assumed or implied by silence, previous sexual history, or clothing.
- E • Permission for any type of sexual contact needs to be asked for and clearly given before proceeding with any type of sexual contact.

**Notation: Sexual activity without consent is sexual assault**

**6. Which of the following sets of words must exist for one to consent?**

- A. Coercion, confusion, assume
- B. Manipulation: fear, threats
- C. Mutual feeling, voluntary, clear
- C. All of the above

**7. Which statement is an example of coercion:**

A. Consent is voluntary and part of an ongoing conversation about a mutual agreement to do something.

B. If there is any type of bribe or there is something to lose by saying “no” (e.g., safety, or a relationship), it is not consent.

C. Permission to do any type of sexual contact needs to be asked for and clearly given before continuing with any type of sexual contact.

D. If communication is confusing or unclear, it is not consent. If there is any uncertainty that someone is agreeing to do something, the person initiating the activity must ask permission and wait until permission is clearly given before continuing. Consent cannot be assumed or implied.

### **8. Which statement is NOT an example of coercion?**

A • “If you loved me, you’d have sex with me.”

B • “If you don’t have sex with me, I’m breaking up with you.”

C • “I want to have sex with you. How do you feel about that?”

D • All of the above

Coercion is making someone do something through force or threats. If there is coercion, consent cannot happen. For consent to occur, a person needs to be given the space to say “no.”

### **9. Which statement best describes COERCION:**

A • pressuring someone (e.g., asking someone repeatedly until they finally give in)

B • threatening someone (e.g., “I’ll break up with you if you don’t....”)

C • intimidating someone (e.g., making someone afraid through the use of looks, or actions)

D • blackmailing someone (e.g., “I’ll tell everyone you’re cold/easy if you don’t”)

E • guilt-tripping someone (e.g., “If you cared for me you would...”)

F. All of the above

### **10. Sexual assault is defined only as unwanted sexual intercourse.**

• True • False

Sexual assault is any unwanted sexual act done by one person to another or sexual activity without one person’s consent or voluntary agreement. Sexual activity may include kissing, touching someone's breasts, butt, or genitals, one person making another touch their genitals, and oral, anal, or vaginal intercourse. Sexual activity without consent is sexual assault.

## **Activity 10. SEXUAL EXPLOITATION & The Age of Consent**



No always means no whether it's communicated verbally or not. The absence of a **NO** or silence does not mean yes. For it to be yes, it needs to be clearly and enthusiastically communicated. According to Section 3 (1) & (2) of the Sex Offences Act:

**A man commits the offense of rape if he has sexual intercourse with a woman-- (a) without the woman's consent; and (b) knowing that the woman does not consent to sexual intercourse or recklessly not caring whether the woman consents or not. (2) For the purposes of subsection (1), consent shall not be treated as existing where the apparent agreement to sexual intercourse is- • (a) extorted by physical assault or threats or fear of physical assault to the complainant or to a third person or (b) obtained by false and fraudulent representation as to the nature of the act or the identity of the offender. Therefore, is it:.....**

**1. legal for a person over 18 to have sex in exchange for a place to stay?**

- True / YES
- False/NO

Exchanging sex for a place to stay is sexual exploitation. Nobody under 18 can consent to sexual exploitation. This includes any involvement in or exposure to pornography, trading sex for money, safety, necessities of life, substances, or sexual contact with a person in authority or on whom they are dependent.

**2. If both people are drunk or high, they can NOT consent to sexual activity.**

- True
- False

People who are drunk, high, sleeping or unconscious are unable to give consent, either legally or practically. To have clear communication about consent, both people need to be sober and alert.

### **3. Most of the time sexual assault happens between strangers.**

- True
- False

In most cases of sexual assault, the survivor knows the offender. Most often the offender is a friend, spouse, relative, neighbor, partner/boyfriend/girlfriend, boss or employee. Less than a fifth of sexual assaults involve strangers.

### **4. Giving your consent in the past means you still give consent to sexual activity now and in the future.**

- True
- False

Consent is ongoing and can be withdrawn at any time. Therefore, prior consent does not apply to any activities that happen later. The consent conversation is continuous and happens during each instance of sexual contact.

### **5. Once you've started sexual intercourse, it's too late to change your mind and take away your consent.**

- True
- False

Consent is an ongoing conversation. One person asks permission for an activity and another gives it. This conversation continues as the activity continues or changes. At any point, people can change their minds and withdraw consent.

### **6. A 15-year-old can NOT legally consent to sex with a 14-year-old.**

- True
- False

According to Jamaican law, the age of consent is 16. This is the age when a person can legally consent to sexual activity. This is because under the law both individuals are not expected to have enough information to make an informed consent to sex at age 16. Additionally, It is a defense for a person of twenty-three years of age or under who is charged for the first time with the offense of Sex with a Person Under 16 to show that he or she had reasonable cause to believe that the other person was of or over the age of sixteen years. However, Where the person charged with an offense under sub-section (1) is an adult in authority, then, he or she is liable upon conviction in a Circuit Court to imprisonment for life.

**7. Which of the following means that someone is consenting to sexual activity:**

- A• They are sexting.
- B• They are wearing revealing clothes.
- C• They say, “Do you want to spend time in my room alone?”
- D• None of the above

Consent cannot be assumed or implied. Flirting, how a person dresses, sexual texts or social media communication cannot be confused with consent. A person wanting to spend time with another in a bedroom may just mean they want to talk in privacy. Permission must be requested and granted for an activity to proceed.

**8. When there is consent, both people feel**

- A• Safe
- B• Comfortable
- C• Confident
- D• All of the above

Feelings of confidence, safety, and comfort (with themselves, their body, the other person, and the situation), create an environment where people can participate in the ongoing consent conversation of asking and giving permission.

**9. If a 15-year-old and a 14-year-old have sex what legal sanction will they undergo?**

- a. They will be sentenced to 3 years imprisonment in the High Court
- b. They will be referred to Child Diversion for counselling.
- c. They will be placed on a 3-year Probation Order
- d. They will be placed on the Sex Offender Registry and supervised for 3 years.

**10. If a 15-year-old boy and a 16-year-old girl have sex the boy will be charged with an offence and sentenced in the High Court.**

- True
- False

## ACTIVITY 11. TO CONSENT OR NOT TO CONSENT

**Instruction:** Use the phrases highlighted in red to fill in the blank spaces below. Discuss the statement formed in the lower box.

The **Age of Consent** does NOT mean it is the age when a child should automatically begin having sex “The age of consent is the minimum age at which an individual is old enough to legally consent to participation in sexual activities. Therefore, individuals under the age of 16 cannot legally consent to sexual activity. Any person who participates in sexual activities with someone under **age 16** may be prosecuted for statutory rape.”- Jamaica Family Planning Board(2020). Therefore 16 is the minimum age when a child may consent to sex without **legal prosecution** in a court of law. It is the minimum age by which an individual should be able to make an informed decision about whether **to Consent** to sex or **Not to Consent** to have sex.

**If a child is \_\_\_\_\_but lacks sufficient knowledge about Contraceptive Methods and lacks emotional and mental maturity, he may not face \_\_\_\_\_however, he or she is not sexually ready and therefore should choose \_\_\_\_\_ to sex. Knowing when \_\_\_\_\_ to sex is personal and comes with prudence.**

## ACTIVITY 12. Reproductive Rights = Human Rights



**Instruction:** Use the words from the key below to fill in the black spaces.

Good \_\_\_\_\_ and reproductive health is a state of complete physical, mental and social well-being in all matters relating to the \_\_\_\_\_ system. It implies that people are able to have a satisfying and safe sex life, the capability to \_\_\_\_\_ and the freedom to \_\_\_\_\_ if, when, and how often to do so. To maintain one's sexual and reproductive health, people need access to accurate \_\_\_\_\_ and the safe, effective, \_\_\_\_\_ and acceptable \_\_\_\_\_ method of their choice. They must be informed and \_\_\_\_\_ to protect themselves from sexually transmitted infections. And when they decide to have children, \_\_\_\_\_ and women must have access to skilled healthcare \_\_\_\_\_ and services that can help them have a fit \_\_\_\_\_, safe birth and healthy baby. Every individual has the right to make their own choices about their sexual and reproductive health. -UNFPA

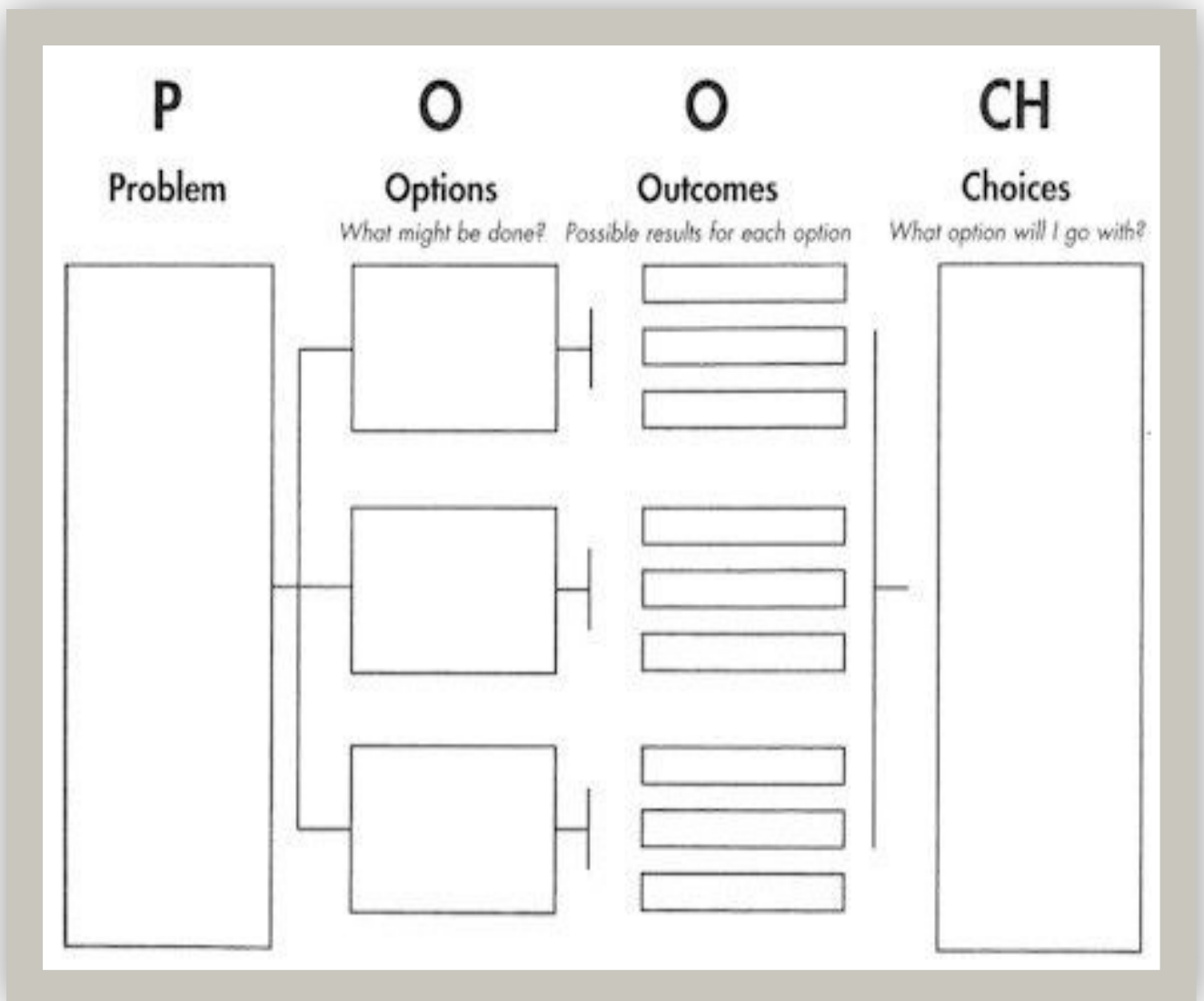
### KEY:

Sexual  
Contraception  
Reproduce  
Information  
Pregnancy

Affordable  
Reproductive  
Providers  
Decide  
Men

## ACTIVITY 13. DECISION MAKING

This activity can be used to solve decision dilemmas such as choosing an appropriate contraceptive method or choosing a suitable life partner for a monogamous (one intimate partner) relationship.



**INSTRUCTION:**

- A. Write in the problem box the decision to have one Sexual partner/choose a suitable contraceptive method.
- B. In the Option box below Write the name of three sexual partners/contraceptive methods that you have or are pursuing
- C. In the Outcome Box below write the possible consequences or attributes of each sexual partner or girlfriend/contraceptive method
- D. In the choice box choose the partner/method who/that has the most attributes/ benefits and the least consequences for dating. That person/method will be the person/option you choose to have as your sole sexual partner/choice of conception.

**ACTIVITY 14. CYCLE OF CHANGE**

**Instruction:** On the lines below write what you would do at each stage when making a lifestyle change.





**Stages of Change Theory - or Transtheoretical Model (TTM), by James Prochaska**

Having unprotected sex contributes to unplanned pregnancies, and having too many children, also makes one susceptible to paternity fraud. Having too many children than you can maintain up to the college or skills training level perpetuates a cycle of poverty. Poverty breeds crime, boys and young men are more vulnerable to criminal involvement and are more likely to die prematurely from violent crimes than girls.

**1. Contemplation:** Identify your problem. Acknowledge one thing about your sex life or lifestyle that puts you at risk of poverty, which you have been ignoring

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**2. Preparation:** Consider then write the costs and benefits, of continuing or modifying your current lifestyle.

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**3. Action:** State the steps you will take to resolve problematic behaviour, & make a lifestyle change, or acquire new, healthy behaviours.

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**4. Maintenance:** Explain how you will sustain action for at least six months and work to prevent relapse; this is the stage of successful, sustained lifestyle modification.

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**5. Relapse:** State what consequences may happen if you fail to maintain the lifestyle modification you have made.

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**6. Pre-Contemplation:** Here you would have to acknowledge that you have failed to maintain the lifestyle change and are experiencing some of the consequences you listed in no.5 above. You may also be experiencing other consequences as a result of your lifestyle. At this stage, you begin to revisit the contemplation stage and the cycle continues. Asses what factors contributed to your relapses and how you will avoid or change such factors.

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## **KEYS TO MULTIPLE CHOICE QUESTIONS**

### **ACTIVITY 9**

- 1. True**
- 2. A**
- 3. A**
- 4. B**
- 5. D**
- 6. C**
- 7. D**
- 8. C**
- 9. E**
- 10. False**

### **ACTIVITY 10**

- 1. False**
- 2. True**
- 3. False**
- 4. False**
- 5. False**
- 6. True**
- 7. B**
- 8. C**
- 9. B**
- 10. False**

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