



Women's Centre for Change, Penang

RESPECT RESPEK

Discussing Relationship Issues
with Young People

A Manual for
Facilitators and Trainers



In collaboration with



Ministry of Women, Family and
Community Development

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WOMEN'S CENTRE FOR CHANGE

Women's Centre for Change (WCC), Penang is a non-profit, tax exempt organisation, dedicated to the elimination of violence against women and children and the promotion of gender equality. Established in 1985 by a group of concerned women and men, WCC provides services in counselling, legal advice, emotional support and temporary shelter to abused women, irrespective of ethnicity, religion or social background. WCC also conducts outreach and advocacy programmes with various communities and campaigns for legal reform affecting women and children. WCC believes that everyone - women, men and children - has a right to live in a society free from violence and discrimination.

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For the past 15 years and more, Women's Centre for Change (WCC), Penang has been working with thousands of young people on the issues of relationships and violence prevention using a variety of materials and methodologies. Without their participation, cooperation and feedback, the production of this manual would not have been possible. WCC is in continual gratitude to them.

For all the programmes to have taken place, WCC has had to work with the Penang State Education Department, local schools and their school counsellors. We are extremely grateful for the cooperation and support we have received and continue to receive from these agencies and individuals.

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Last but not least, we would like to thank the Department of Women's Development, Ministry of Women, Family and Community Development for their generous support of the production of this manual.

Prema E Devaraj

Women's Centre for Change
Penang



INTRODUCTION



Background

Women's Centre for Change (WCC), Penang is firmly committed to the elimination of violence against women and children in society and the promotion of gender equality. As such, WCC works with a range of individuals and various sectors in society to promote a violence-free society.

While a large part of our work involves supporting victims of gender violence, WCC has also found it necessary to carry out gender awareness and sensitisation programmes in the community because of the recognised link between gender inequality and violence against women. As long as women are considered subordinate to men, gender violence will continue. Men will continue to think that it is their right to dominate or abuse women, and women will continue to think that being subservient to or being abused by their partners is part and parcel of being a woman. To eliminate violence against women, we must challenge the thinking or mindset that supports the power imbalance between men and women, and promote a more equal relationship between men and women.

While WCC's services are mainly for adults, our outreach programmes for gender awareness and sensitisation are conducted primarily for young people. We believe that educating the younger generation is an essential part of the process towards eliminating violence against women.

WCC's Youth Work

Much of our work with young people is conducted with secondary school or college students. We realised that these days teenage boys and girls are engaging in intimate relationships at a much earlier age than before. Many of them are not emotionally mature enough for a physical relationship or an emotional break-up. Through our programmes with young people, we have found that many:

- have misconceptions about members of the opposite sex, relationships and sex
- have limited access to accurate information
- lack negotiation skills.

A combination of these factors makes many young people, especially teenagers, vulnerable and places them at risk for exploitation and abuse.

Youth and Gender Violence

Police statistics have shown that most of the victims of sexual violence or assault are young people below the age of 18 years. The majority of perpetrators are known to the victims, i.e., friends, acquaintances or even family members. Equally worrying is the growing number of young people involved as perpetrators in gender-violent crimes such as rape.

Education and Empowerment

In order to counter sexual violence, WCC believes that it is important to work with young people to help build negotiation skills, dispel misconceptions about the opposite sex and raise the levels of gender awareness. Equally important is the empowerment of young people of both sexes (i.e., build their confidence so that they are able to utilise and act on their knowledge) in a manner which leads to mutual respect and understanding between the sexes. With empowerment, young people will become less vulnerable to exploitation and therefore more capable of exercising healthy choices in their relationships.

Why This Manual

In the course of our work, WCC has come across many people, including teachers and parents, who are concerned about the risks and challenges facing young people, especially teenagers, in the area of relationships. They have expressed their concern, frustration and the difficulty of discussing relationships with young people.

Over the years, WCC has identified and conducted various activities that have helped in engaging young people in discussion about relationships. These have been collated into this manual so that it can be used as a guide for those who want to work with young people in this area. We have entitled the manual RESPECT RESPEK as we believe that mutual respect is integral to discussing and building healthy relationships.

This manual is intended for organisations, institutions or individuals working with young people, especially teenagers, on issues relating to relationships. This includes teachers, counsellors, youth leaders, social workers and also parents. In fact, anyone interested in helping young people work towards having healthier relationships in their lives will find the manual useful.

About the Manual

This manual is divided into two main sections. The first section provides guidelines and “do’s” and “don’ts” for the facilitator. It also discusses the different methodologies used to conduct the different activities. The second section covers six topics relating to teenage relationships together with corresponding activities which are used to conduct programmes for young people.

Guidelines for the Facilitator

Each activity in this manual should be conducted by at least one facilitator. The facilitator plays a crucial role in communicating with young people and helping them understand or even in some instances, modify their ideas or attitudes. To ensure that this takes place, the facilitator needs to be equipped with facilitation skills. These include listening skills, an understanding of the issue, the ability to challenge ideas with sensitivity and encourage discussion, being able to empathise with young people and an ability to summarise and conclude the discussion to achieve the end objectives of the activity.

Working with young people is a rewarding experience. Facilitators will be amazed at the insights they will gain when conducting these activities with young people.

“DO’S” AND “DONT’S” FOR FACILITATOR



1. **Be comfortable** with the material and plan the session. Follow the instructions on “How to Conduct the Activity” and “Tips to the Facilitator”.
2. **Be prepared** for a wide range of responses from young people.
3. **Be aware** of time constraints and plan the activity accordingly. It is vital not to rush a discussion or end a session abruptly.
4. **Encourage questions**, answers and comments from participants. The main idea is to give participants a chance to think for themselves. So be constructive and accept answers. Use their ideas and comments to further the discussion.

5. **Do not be judgemental.** The behaviour, practices or ideas of some people may not be in accordance with your own viewpoint or belief system. Assess behaviour in terms of risk to the health, safety and well-being of the people involved in the situation.
6. **Be creative in your approach.** The activities should be conducted in an informal manner. Participants appreciate sessions which allow for interaction and fun, even in serious discussions.
7. If you are not sure of or do not know the answer, please tell the participants you will find out and let them know the answer later. Make sure that you do!
8. If a participant discloses an experience which bothers him or her, **handle it with sensitivity.** It is vital to ensure that the participant is not made fun of in the group. If the experience is particularly upsetting or traumatic, tell the participant that you discuss the matter in private after the session. Then make sure that you do!
9. **Be aware of the group size** you are dealing with. Too many participants may not allow for in-depth discussion of a particular topic or may be inappropriate for some activities. You run the risk of eliciting ‘group think’ responses, i.e., the expression of similar ideas, usually contrary to the participants’ actual beliefs or you may face difficulty in controlling the behaviour of participants in a large group.
10. At the end of each activity, **summarise the issues** raised in the discussion in accordance with the aim(s) of each activity. Brief conclusions or summaries have been provided at the end of the section on “How to Conduct the Activity” to guide you.

Methodology

The way in which an activity is conducted, or how a topic is handled, can determine how a person engages in the discussion: whether he or she opens up, shares a point of view or just clams up! When dealing with young people, some facilitators often fall into the trap of advising young people incessantly, more often than not, along the lines of “do this” or “don’t do this”. The facilitator may mean well, but participants can be put off by this type of approach.

Certain methods may generate a deeper response from the participants and a broader discussion of the topic, thus improving or enhancing the understanding of the intended message. In addition to this, different groups of participants may respond differently to different methods. So it is vital for the facilitator to know the target audience and to choose the most appropriate method to convey the message. In the course of the facilitation of the activities, the facilitator may need to further modify the method or use a combination of methods if it will help increase participants’ understanding. By adopting a flexible approach, a facilitator will have a better chance of reaching out to a wider range of participants and generating more discussion.

The format for discussing different methods prior to their use in activities was adapted from *Taught Not Caught: Strategies for Sex Education* (The Clarity Collective 1983). Eight different methods have been proven effective in carrying out the activities. They are:

- ✓ **Group Discussion**
- ✓ **Brainstorming**
- ✓ **Debate**
- ✓ **Problem-solving**
- ✓ **Structured Group Analysis**
- ✓ **Quiz**
- ✓ **Role-Play**
- ✓ **Using Audio Visual Aids (AVA)**

These methods are briefly discussed as follows.



Group discussion

This is a method commonly used with groups of participants in youth camps and workshops. Group discussion is relatively straightforward as it only requires a facilitator, mahjung paper and marker pens to record points raised in the discussion. The facilitator however, should be able to guide a discussion, clarify a question, explain and summarise the discussion. The facilitator should also be able to clarify the objective of the discussion.

Group size is important as it affects both discussion and participation. A good group size for one facilitator is around 10-12 people. Too large a group will lead to some participants not being able to participate in the discussion or the discussion getting out of hand. There will be better rapport among the group if the members in the group are able to see and hear one another. During the discussion, the group must be led in a logical sequence and where necessary, the facilitator can introduce new points into the discussion. The facilitator needs to be aware of individuals who dominate the discussion and, if necessary, provide opportunities for “quieter” members to participate. The facilitator can ask questions to help move the discussion along, sum up the discussion at regular intervals and conclude the activity for the group.

Alternatively, group discussions can be conducted in small groups without a facilitator. When a group is left on its own to discuss a particular topic, it may be helpful to provide some questions as a guide. The facilitator can move from group to group providing assistance when necessary. At the end of the session, feedback from the smaller group discussions to the larger group can be given by a chosen group leader or any member of the group. The facilitator still needs to summarise the main points of the activity.

When used effectively, group discussion can provide the opportunity for groups and individuals to discuss issues amongst themselves.

Brainstorming

Brainstorming involves participants giving a variety of ideas or responses on a particular topic in a short space of time, e.g., 10 minutes. It is a resourceful way of collecting a wide range of ideas quickly and it also allows for greater group participation.

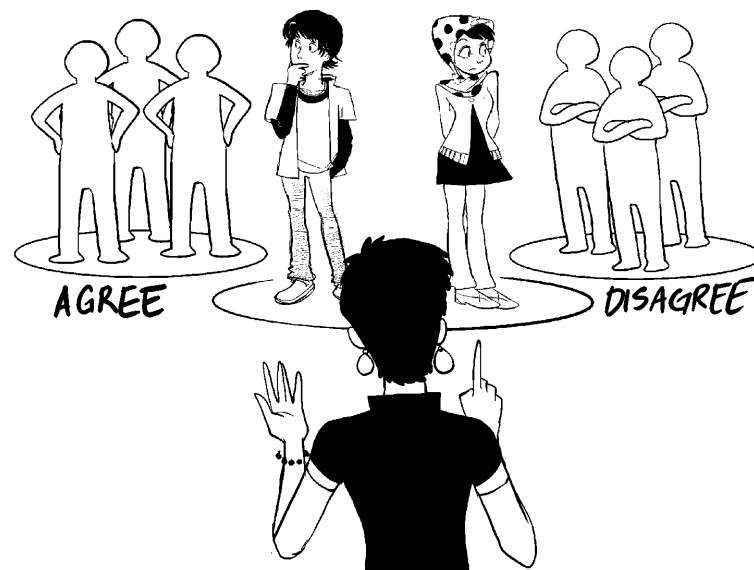
In brainstorming, one needs to:

- state the topic clearly
- set a time limit
- encourage as many ideas as possible
- accept all ideas and write them down without discussion
- group ideas, discarding any irrelevant or irrational responses
- discuss the remaining ideas listed down.

The ideas given by the group can be listed down by either the facilitator or a participant. Inclusion or exclusion of responses should be done with participants' consent and understanding, and should be justified. Time should be allocated for a discussion on the remaining ideas. Incidentally, brainstorming can also be used as an ice-breaker.

Debate

Debate is a process whereby participants put forward their opinions and/or defend their opinions about a statement or a topic. The purpose of a debate is to get participants to articulate their ideas and also be exposed to differing viewpoints.



In this manual, the debate format is also used in a game form.

Participants can choose to:

- agree with the statement
- disagree with the statement, or
- take a neutral or “not sure” stand.

Participants have to move to the place allocated for each different stand. They have to justify whichever stand they take from the place they have moved to. In the course of justifying their positions, participants are exposed to ideas that may be different to theirs.

After hearing the different viewpoints, participants can change their stand if they wish to. Sometimes a group of participants may be so similar in their stand that they fail to consider or recognise other aspects to a discussion. In such a situation the facilitator can provide an alternative view, thus broadening the discussion.

Problem-solving

Solving problems can be done on an individual basis or as part of a group process. To develop problem-solving skills, a situation is first presented. Participants are required to identify the main problem in the situation and who it affects. To do this, all sides of the problem must be examined. The relevant facts must be determined, the range of possible solutions explored, and the consequences of each solution considered. The participants will be asked to make a decision based on the information collected. This simulates a process that is often used to resolve real-life situations or problems.

Structured Group Analysis

This method involves participants first being given some material which is linked to the objective(s) of the activity, e.g., case studies, newspaper clippings on sexual assault. The facilitator gets the participants to briefly explain what they have read to ensure that they understand the content of the material. The facilitator provides a specific set of questions which leads the participants to achieve the objective(s) of the activity.

Crucial to this method are facilitators who:

- are informed about the topic
- clear about the end objectives of the activity
- able to use logical reasoning to help the participants analyse the material
- achieve the objective of the activity.

Quiz

A quiz is a simple and effective way of gauging the level of knowledge a person has on a topic. It can also be used to reinforce knowledge or to correct misinformation. A quiz can be conducted verbally or in a written format as used in this manual.

Role-play

Role-play is a method which requires participants to act out a particular scenario. It enables participants to explore their emotions, reactions, thoughts, behaviours, attitudes and values in order to gain a greater understanding of an issue.

Role-play has a lot of potential as a basis for discussion, as well as, a tool for enhancing communication skills and self-esteem. In role-play, participants are introduced to different situations and they are encouraged to work out ways of dealing with the situation. In doing so, they are made aware of how others might feel in that given situation. However, role-play is limited in that it relies heavily on the participant's ability to be creative and his or her willingness to participate in the role-play.

When using role-play, the facilitator must work with clear and well-defined objectives. It is crucial to involve everyone either as participants with a role or as observers. Time should be allocated for role-play. While it is good to get participants to volunteer, it is vital to ensure that participants are not forced into roles they do not want to play.



A role-play cannot run by itself, so the facilitator will have to help the participants set up the scenario and keep the role-play going by encouraging the participants to remain in their roles and to fully explore the situation. If necessary, the facilitator may suggest ideas for the participants to work on.

At the end of the role-play all the players must be given an opportunity to express their feelings about the character(s) they portrayed. This process is known as debriefing – this is the period when valuable reflection and evaluation occurs. Sufficient time must be set aside for debriefing so that participants can discuss what they had learned from their experience. Observers can also contribute to the analysis of the role-play. At the same time there should be a general discussion about the relevance of the situation to their lives.

Using Audio Visual Aids

A common and effective way of initiating a discussion is to use audio visual aids like video or audio tapes, VCD or DVDs, power point presentations, etc.

When using any AVA, it is always important for facilitators to understand fully the content in the AVA as titles and even synopses can be misleading. The facilitator must be clear about the objective(s) in using the AVA. Sometimes the same AVA can be used to highlight different issues. The facilitator must always be in control during the session, interrupting the viewing or recording, if necessary or appropriate. It is important that the facilitator be together with the participants during the session so as to gauge the reaction of the group to the AVA. It may be advantageous to replay or show the AVA more than once in the session to clarify what the participants may have missed or not fully understood.

In Activity 14 of this Manual, WCC has chosen to use a video compact disc (VCD) entitled “Membina Perhubungan Mesra (MPM) Building Healthy Relationships”. This VCD depicts real-life stories of teenagers, which most participants can identify with. The purpose of using the VCD is to get participants to view the build-up of a situation and then assess where and how they could intervene to effect safer outcome(s) to the scenario.

The VCD scenarios are short, approximately 10 minutes each. Participants first view the VCD and are led into a group discussion in which they share and compare their reactions and ideas. Sufficient time must be set aside for this. The facilitator then asks a specific set of questions to enable a structured group analysis. Role-play is used to complement or to expand on the ideas shown in the VCD. The participants role-play a range of alternative options of behaviours available to the characters in the VCD.

TOPICS AND ACTIVITIES

This section looks at the six different topics dealing with teenage relationships.

Topic 1: Friendships

Topic 2: Ideas

Topic 3: Dating

Topic 4: Managing Conflicts

Topic 5: Relationships and Risky Situations

Topic 6: Understanding Sexual Assault

Each Topic begins with a detailed rationale followed by a brief description of the different activities. Each activity is presented in the following format: aims, materials, time, group size, how to conduct the activity and, where necessary, tip(s) to the facilitator.

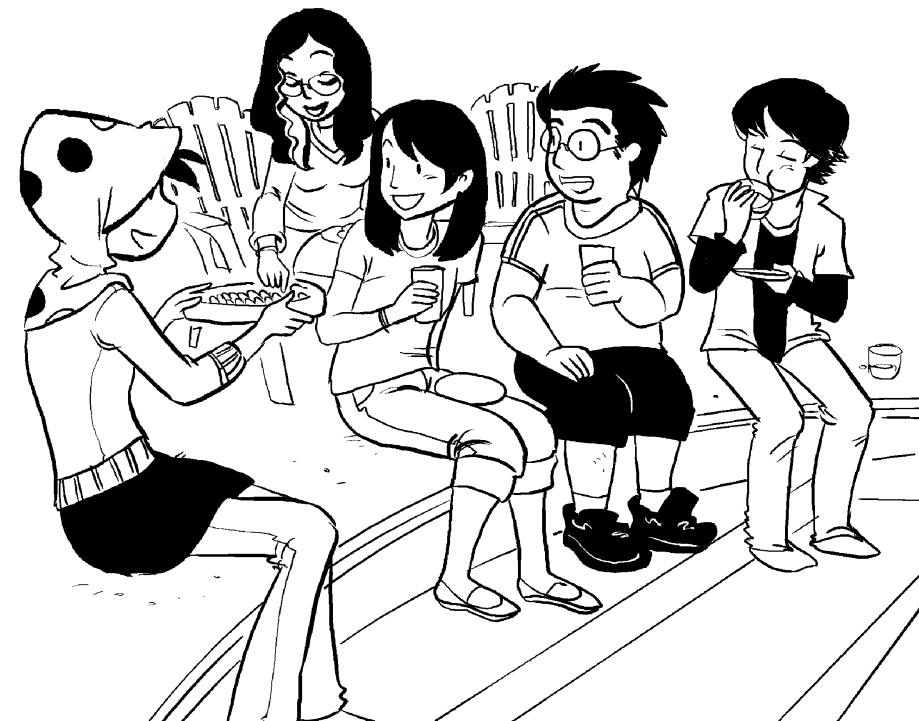
The activities can be used in the order they are presented in the manual. Alternatively, a facilitator can select topics and activities relevant to the participants s/he is working with. It is important that the activities are conducted using an informal approach. It may be necessary to have breaks between activities. Use icebreakers (see Appendix A) and energisers (see Appendix B) to keep the participants alert.

NB: The activities can also be used as part of the school curriculum or during co-curricular activities, in youth camps or even as workshop materials.



Topic 1: FRIENDSHIPS

Having friends is an integral part of young people's lives. Apart from the family, friends can be part of a strong support system for a young person, often influencing and shaping their ideas. In some instances, friends can have far more influence on a young person than his or her immediate family. Some friendships are positive and can result in healthy interactions between young people. Some friendships, on the other hand, have negative effects on the individuals, placing them at risk of exploitation and abuse. It is important therefore, that young people learn to choose their friends wisely so as to build healthy, positive and mutually beneficial relationships.



Sometimes young people place their trust in individuals whom they have recently met and do not really know. This often places them in situations where they are vulnerable to abuse or sexual exploitation. They may also end up doing something they may really not want to do. Of special concern is the rising incidence of rape and unwanted pregnancies among teenage girls as a result of misplaced trust. It is important to alert young people to the importance of choosing friends carefully and creating healthy relationships with the opposite sex.

Under this Topic, there are two activities to get young people to think about and discuss the issues of friends and friendships with the opposite sex.

These are:

Activity 1: What is a Friend?

Activity 2: Friends of the Opposite Sex

Activity 1 gets participants to think about why they have friends and identify the qualities in a friend which contribute to a healthy relationship. The activity also explores the differences between close and casual friends, as well as, acquaintances. This concept of differentiating types of friends has been adapted from *Life Planning Education. A Youth Development Program. Advocates for Youth* (Washington D.C. 1995). Participants are encouraged to discuss the different types of activities they take part in with close friends as opposed to casual acquaintances. This is to enable them to work out for themselves the element of trust in a close friendship and the need to take time to build this. At the same time, they explore safety measures to take when going out in a group or on a date.

Activity 2 gets the participants to discuss friendships with the opposite sex and societal concerns regarding such friendships. The activity helps participants to distinguish different types of friendships with the opposite sex and also different activities they engage in with these friends. Participants will get to analyse these activities in order to learn to differentiate healthy activities from not-so healthy activities.

Methodology: ☒ Brainstorming
☒ Group Discussion



Activity 1: What is a Friend?

AIMS

To get participants:

- To understand why they have friends
- To identify positive characteristics of a friend
- To categorise different types of friends
- To differentiate between close friends and acquaintances
- To think about safety measures to take when going out with friends

Materials : Mahjong Paper, marker pens, blu-tack

Time : 40 - 60 minutes

Group Size : 10 - 40 participants

How to Conduct the Activity

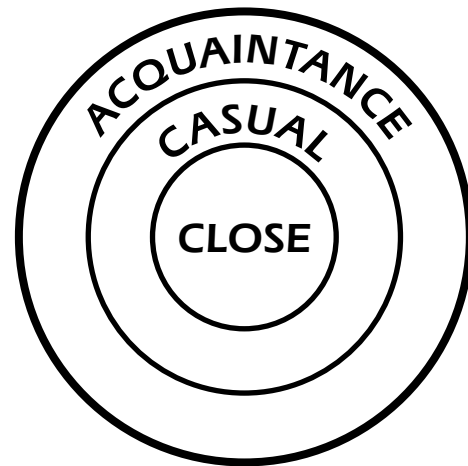
1. Organise participants into groups of 10 to 12. Each group should have a facilitator.
2. Ask participants why they have friends. List their answers on a piece of mahjong paper.
3. Get participants to describe the characteristics of a good friend. Then ask them to select what they feel are the most important characteristics.
4. Brainstorm with participants the different types of friends they have. Introduce the terms: acquaintance, casual, close friend and explain the terms briefly. These definitions should help you:

acquaintance: someone you hardly know or just know their name; someone you would say a polite hello to.

casual friend: someone whom you know a little bit more about than just their name; someone you give a high 5 (palm slap) to.

close friend: someone whom you know very well and who knows you well; someone you would hug (embrace) or consider a special friend.

5. Show participants the “Circle of Friendship” diagram. Point out what each circle represents.



CIRCLE OF FRIENDSHIP

6. Get each participant to draw a “Circle of Friendship” using the diagram as a reference. Make sure he or she labels each circle correctly.
7. Get participants to write their own name in the innermost circle. Ask them to think of friends who are close friends, casual friends and acquaintances. Tell them to write the names of their friends in the appropriate circle. *(NB: no more than 3 names in each circle.)*
8. Get participants to list the different activities they engage in with their acquaintances, casual friends and close friends respectively.
9. Ask participants to explain the differences in the activities they engage in with acquaintances and with close friends.
10. Use participants’ explanations to highlight the fact that the differences in the type of activities they engage in is based on the level of trust between the individuals, e.g., sharing secrets with a close friend but not with a casual friend or an acquaintance.
11. Explain that it takes time to get to know a person and to determine whether or not to trust that person.

12. Brainstorm with participants on safety measures to take when going out with either a friend or a group of friends. Examples of responses would include the following:
- tell someone where they are going.
 - take extra money in case they need to take a taxi home.
13. Conclude by emphasising that while friends are important, it is vital to choose friends with positive characteristics. Point out that the element of trust is crucial in a close relationship and that close friendships takes time to develop. Stress that participants should not rush into new friendships or divulge personal information to people they do not know very well, i.e., acquaintances or casual friends. Remind them that if they choose to go out, they should try to take all the necessary precautions to ensure their safety.

TIPS TO THE FACILITATOR



- Conduct this activity step by step, moving from the reasons for having friends to the issue of personal safety.
- Sometimes participants may not be able to differentiate the activities they engage in with acquaintances, casual or close friends. You can help them by discussing whether or not they share personal information in that activity.



Activity 2: Friends of the Opposite Sex

AIMS

To get participants:

- To discuss friendships between friends of the opposite sex
- To explore societal concerns about such friendships
- To differentiate types of friendships with members of the opposite sex

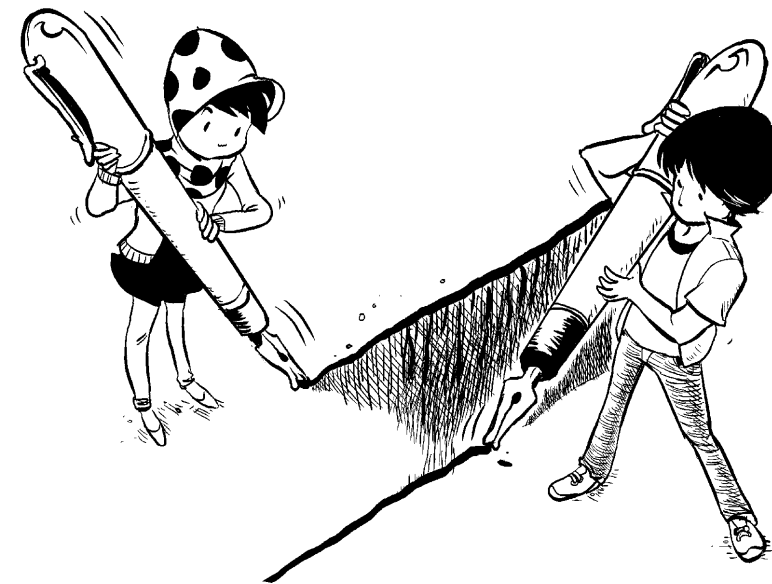
Materials : “Circle of Friendship” diagram, mahjung paper, A4 paper, marker pens, blu-tack

Time : 40 - 60 minutes

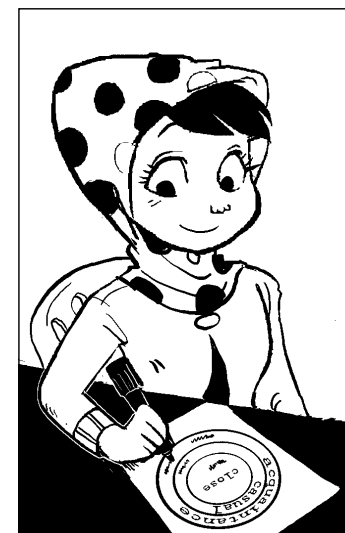
Group Size : 10 - 40 participants

How to Conduct the Activity

1. Organise participants into groups of 10 to 12. Each group should have a facilitator.
2. Start by telling participants that you are going to talk about friendships with members of the opposite sex. Ask participants if they have friends of the opposite sex.
3. Brainstorm with participants what they have been told about friendships with the opposite sex (e.g., by their parents, peer group, community). List down their answers on mahjung paper.
4. Get participants to think about the reasons behind the comments elicited above. If participants use phrases such as, “*ada hadnya*” or “*ada batasan*” (there are limits), then explore with them what the phrases mean to them.
5. Refer participants to the “Circle of Friendship” diagram used in Activity 1 (pg.16). Remind them that the inner circle represents their close friends, while the outer circles represents their casual friends and acquaintances respectively.



6. Get participants to draw their own “Circle of Friendship” diagram on a piece of A4 paper.
7. Ask participants to think of three friends of the opposite sex.
8. Tell them to write these names onto their own “Circle of Friendship” diagram in any of the three positions, i.e., acquaintances, casual and close friends.



9. Get participants to write down next to each of their friends’ names, the different activities they engage in, e.g., internet chatting, going to tuition together, being in the same extracurricular school club, being best friends or in a relationship.
10. Ask participants to share in the large group, the activities they engage in with the different categories of friends.
11. Go through their shared activities briefly so that participants can see the range of “healthy” activities in which boys and girls interact.

12. Elicit from the participants some other activities that young people of the opposite sex engage in. Ask them how they would categorise these activities.
13. Ask participants what sort of limits they set for themselves when mixing with members of the opposite sex (e.g., going out in groups, avoiding or being cautious about physical intimacy, going out during the day only, etc.).
14. Conclude by explaining that friendships with members of the opposite sex need not be confined to only intimate relationships but can extend to relationships of mutual support and respect, which are beneficial to the individuals involved. Point out that it is part and parcel of daily life and should not be discouraged or frowned upon. Emphasise that what is important is that one has to have a healthy, positive interaction and a respectful attitude towards the other person.

TIPS TO THE FACILITATOR



- You need to be aware that ideas about interacting with members of the opposite sex can range from “not interacting at all” to “mixing quite freely”. Given that the upbringing of children varies from family to family, some parents may allow their teenagers to interact with or date members of the opposite sex, while others may not.
- It is important not to impose your own judgement on teenage relationships on the participants. Respect the choices the participants make. Your role is to make them think about what they are doing and to be aware of both healthy and unhealthy interactions between friends.
- In the discussion about the activities young people engage in with members of the opposite sex, terms like, “*pergaulan bebas*”, “*bohsia*”, “*bohjan*” are likely to arise. Make sure that participants do not confuse or associate such terms with everyday activities like group outings, meeting up at cyber cafes or going to clubs.

Topic 2: IDEAS

Ideas play a very important part in the way people behave. Misconceptions, i.e., wrong ideas, about the opposite sex combined with limited access to accurate information can place young people in vulnerable situations. WCC’s gender sensitisation programmes in schools and colleges have shown that young men and women have certain misconceptions relating to male and female roles and behaviours. Such misconceptions increase the risk for exploitation or exploitative behaviour, especially in relationships. It is therefore important to get young people to explore their ideas and attitudes and to challenge the misconceptions towards the opposite sex so that they obtain a more positive and balanced view. Misconceptions about male and female roles and behaviours arise from societal perceptions about sex and gender.

Under this Topic, there are three activities which look at sex and gender, ideas about the opposite sex and the impact of ideas on behaviour respectively. These are:

Activity 3: Sex and Gender Roles

Activity 4: What I Think About You

Activity 5: Ideas and Behaviour



Activity 3 introduces the concept of sex and gender to participants. Participants will first learn to differentiate between sex and gender. Participants then take a short quiz on statements on “sex and gender roles” to ensure that they can distinguish between sex and gender roles. This activity has been adopted from *Gender-Sensitivity Training: A Manual for Co-ops in Malaysia (AWCF and CUPC, 2001)*.

Activity 4 focuses on getting participants to identify stereotypes of the opposite sex and where such ideas come from. Participants are encouraged to discuss gender stereotyping and how it limits or controls what men and women can or cannot do in society. Participants will also learn how social constraints can make young people vulnerable and unable to exercise healthy choices in life.

Activity 5 explores how ideas can influence behaviour. The activity focuses on stereotypes about women and helps participants to learn how stereotyping leads to discrimination against women and even violent behaviour.

Methodology:

- ☒ Brainstorming
- ☒ Group Discussion
- ☒ Quiz



Activity 3: Sex and Gender Roles

AIMS

To get participants:

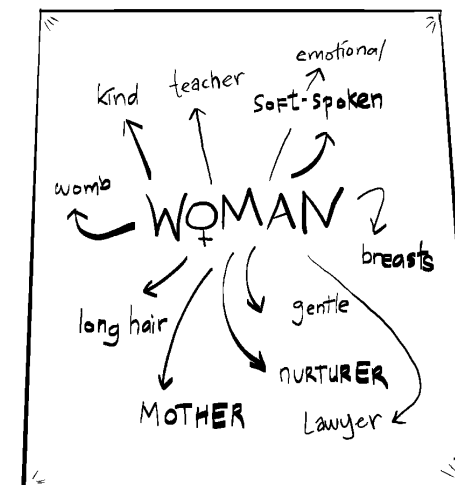
- To understand sex roles
- To recognise gender roles
- To differentiate between sex and gender roles

Materials : Worksheet 1: Sex and Gender Roles, mahjong paper, marker pens, blu-tack

Time : 40 minutes

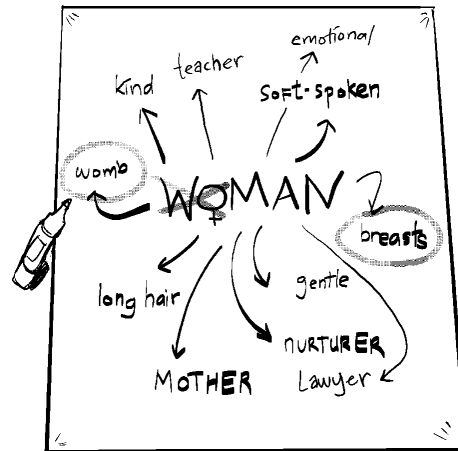
Group Size : 30 - 40 participants

How to Conduct the Activity



1. Organise participants into one group.
2. Explain to participants that they are going to brainstorm the following:
 - What is a man?
 - What is a woman?
3. Write the heading “WOMAN” on a piece of mahjong paper. Get participants to brainstorm the physical characteristics and emotional traits of a woman, as well as, her roles in society.
4. Repeat the exercise on another piece of mahjong paper with the heading “MAN”. Get participants to brainstorm the physical characteristics and emotional traits of a man, as well as, his roles in society.
5. Put up both pieces of mahjong paper side by side up on a board or on the wall.

6. Change the headings on the mahjong paper. Replace “WOMAN” with “MAN” and vice versa. You should now have the mahjong paper entitled “MAN” but with a description of a woman and mahjong paper entitled “WOMAN” but with a description of a man. See diagram below.



7. Focus on the mahjong paper entitled “MAN”. Go through the description of a woman. Identify features that are common to both men and women, e.g., being kind, gentle, compassionate, nurturing, having long hair, wearing earrings, etc. Circle the features that are specific to women only, e.g., vagina, uterus, ability to breastfeed, give birth.
8. Do the same with the other piece of mahjong paper with the heading “WOMAN” but with a description of a man. Identify features that are common to both men and women and circle the features that are specific to men only.
9. Explain that there are features which are different in men and women. These involve the genital organs (penis, testicles, vagina, uterus), predominant hormones (estrogen, testosterone) and roles pertaining to reproduction (father, mother, ability to give birth, breastfeed, ability to impregnate). Tell participants that these determine the SEX of a person.
10. Point out that all the other features not pertaining to the **SEX** of the person relate to society’s ideas about men and women and the roles they are expected to play. Tell them that this is what constitutes **GENDER**. Explain that these expectations, or commonly assumed ideas of a man or a woman need not necessarily be correct or apply to every man or woman.
11. Once participants are clear about sex and gender roles, hand out Worksheet 1 containing the quiz on sex and gender roles.

12. Get participants to do the quiz. Tell them to tick the sex or gender box to determine which category the statements fall under. Then briefly go through the statements with them.
13. Conclude by explaining the difference between sex and gender roles. Point out that gender roles may differ in cultures and situations and can change over time. Use examples of job opportunities, professions, clothing, hairstyles, etc. to illustrate this idea.

TIPS TO THE FACILITATOR



- To liven up this activity, in Step 3, get participants to clap to a simple beat or rhythm (e.g., clap-clap or clap-clap-clap) and then take turns to shout out their ideas in time with the clapping. The facilitator writes down their responses on a piece of mahjong paper.
- Sometimes in the course of the discussion, participants may ask about individuals who are of a different sexual orientation. They may use terms such as gay, lesbian, homosexuals, *pondan*, transvestites or *mak nyah*. Be prepared to answer these questions without imposing your own moral values or judgements. Refer to Table 1.
- In discussions about sex and relationships, the focus is on male/female attraction. However it is important to recognise and acknowledge the existence of people with different sexual orientations in all cultures. You may have to explain that while some societies accept this, others do not and have laws which penalise people who express their sexuality differently.
- It is equally important to point out that it is not right to discriminate against another person just because he or she does not fit into society’s fixed views of sex and gender roles.

Worksheet 1: Sex or Gender Roles

Statement	Sex	Gender
Girls like pink, boys like blue.		
Men are smarter than women.		
Women can give birth, men cannot.		
Men are leaders, women are followers.		
Men are breadwinners, women are homemakers.		
Women can breastfeed, men cannot.		
Only women are capable of looking after babies and children, men are not.		
Women are gentle, men are rough.		
Men like sex, women do not.		
Women like shopping, men like sports.		

WORKSHEET 1

Table 1: DEFINITION OF SEX AND GENDER TERMS

Gender	Refers to widely shared ideas and expectations of society (social constructs) which are used to classify a person as male or female.
Gender identity	Usually conforms to societal norms and fits in with a person’s behaviour and sex.
Sex	The anatomy and biology that determines whether one is female or male.
Sexual identity	How a person sees himself or herself physically, e.g., as male or female.
Sexual orientation	Whom a person is sexually attracted to: opposite (heterosexual), same (homosexual) or both (bi-sexual) sex.
Heterosexual	A person who is emotionally and/or sexually attracted to a person of the opposite sex.
Homosexual	A person who is emotionally and/or sexually attracted to a person of the same sex.
Lesbian	A common term for female homosexuals.
Gay	A common term for male homosexuals.
Bisexual	A person who is emotionally and/or sexually attracted towards persons of both sexes.

Transgender	A broad term used to describe those who have a gender identity and behaviours not traditionally associated with their birth sex. Can include a number of subcategories e.g., transsexual, transvestites, cross dressers. Often referred to as 'pondan' in the local context.
Transsexual	A person within the transgender community who is going to or has undergone sex change surgery to live full-time in the gender that corresponds with his or her identity.
Transvestite	A person who adopts the dressing, mannerisms and/or sex role of the opposite sex.
Intersex	A person born with chromosomal and/or physiological anomalies and/or ambiguous genital organs. Sometimes known as a hermaphrodite.

Source: www.equity.qut.edu.au and The Oxfam Gender Training Manual, 1994



Activity 4: What I Think About You

AIMS

To get participants:

- To brainstorm ideas about the opposite sex
- To discuss where their ideas about the opposite sex come from
- To be aware of stereotyping and recognise its impact on individuals

Materials : Mahjong Paper, marker pens, blu-tack
Time : 40 - 60 minutes
Group Size : 30 - 40 participants

How to Conduct the Activity

1. Organise participants into single-sex groups of 5 to 10 participants per group.
2. Give each group a piece of mahjong paper and some marker pens.
3. Ask participants to list down what they think about the opposite sex.



4. When the groups have finished, get them to paste their mahjong paper on the board or on the wall. Get a group representative to read out what they have listed in their mahjong paper.
5. Identify some of the stereotypes listed by each group, e.g., “Women are talkative” or “Men are aggressive”.
6. Dispel these stereotypes. For example: if a woman has been described as “talkative” or “gossiper”, point out that there are women who are not talkative and women who can keep secrets. Similarly, if men have been described as aggressive or having huge egos, point out to participants that there are men who are not aggressive and who are not egoistic. *(NB: It is important to get the participants to see that gender stereotypes do not hold true for everyone.)*
7. Get participants to discuss where such ideas or stereotypes come from.
8. Explain that stereotypically ideas about men and women are shaped through media, culture, religion, family and the society we live in. Point out that often these ideas are not accurate and reflect the gender stereotyping present in our society.
9. Ask participants what happens when stereotypes are not challenged and are perpetuated, i.e., people continue to believe them and promote them. Help participants by providing examples of unfair treatment based on stereotypes. For example, boys are not being encouraged to do housework because this is seen as a woman’s job, or girls are not encouraged to socialise as it is seen as unbecoming behaviour (*tidak sopan*). See Tips to the Facilitator for further examples.
10. Conclude by pointing out that gender stereotyping exists in our society and is shaped by the media, culture, religion, family and the society. Stress that maintaining gender stereotypes results in unfair treatment or discrimination and limits what a man or a woman can or cannot do in society.

TIPS TO THE FACILITATOR



- To liven up this activity, in Step 3, get participants of the same sex to stand in a circle. Introduce a ball into the circle and encourage participants to throw the ball to different people in the group. Each person who catches the ball has to respond immediately with his or her idea about the opposite sex. List down the answers on mahjong paper. Keep the ball going around the group for at least two or three rounds. Make sure the pace is fast. Ensure that the ball is passed to every participant in the group.
- Sometimes when organising participants into single-sex groups, you may encounter individuals who identify with the opposite sex. For example, an “effeminate” boy may prefer to join a female group. Treat such situations with sensitivity. Let the person join the group he is comfortable with if the group is willing to accept him.
- *Example of gender stereotyping resulting in discrimination:* We may not give a man emotional support when he is going through a difficult situation because we expect a man to be strong and be able to manage his emotions.
- *Example of gender stereotyping resulting in limiting a person’s potential:* A woman may not be promoted to a managerial position because of the belief that women do not have leadership qualities or are too emotional to be good leaders.