



## Activity 5: Ideas and Behaviour

### AIMS

#### To get participants:

- To recognise the link between ideas and behaviour
- To understand how ideas about the opposite sex can affect behaviour towards the opposite sex

**Materials** : Worksheet 2: Idea vs Behaviour,  
mahjong paper, marker pens, blu-tack

**Time** : 40 - 60 minutes

**Group Size** : 30 - 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 if they had ever thought about how their ideas might affect their behaviour. Use the following examples to illustrate this:
 

**Example 1.** If you think that the coffee you are about to drink is very hot, would you sip it cautiously or would you gulp it down?

**Example 2.** If you think there is a snake in the toilet, would you use the toilet or look for another one?

**Example 3.** If you have been told that Person A cannot be trusted to keep a secret, would you confide in him or her or not?
3. Ask participants to give some examples of stereotypical ideas about women and possible behaviour towards these stereotypes. List these down on mahjong paper. For example, if participants think that “women are gossipers”, then their responses might be “not telling women anything” or “not trusting women”.

4. Discuss the link between stereotypical ideas and behaviour.
5. To further explore the link between ideas and behaviour, get participants to brainstorm possible responses or behaviours towards ideas about women given in Worksheet 2.
6. Discuss participants’ responses.
7. Using participants’ responses, discuss how negative ideas about a person can lead to negative behaviour towards that person.
8. Conclude by explaining that it is important to be aware of the fact that our ideas affect our decisions and behaviour. Point out that negative ideas about a person can lead to negative behaviour, including disrespect, towards that person. In a worst case scenario, it can even lead to violence.

### TIPS TO THE FACILITATOR



- This activity is especially useful in getting male participants to understand the link between their attitudes and ideas about women to their behaviour towards women.
- The activity can also be carried out in either single-sex groups or mixed groups because it is equally important for female participants to understand the link between ideas and behaviour.

Worksheet 2: Ideas vs. Behaviour

Ideas about women	Possible responses or behaviour towards the person based on the idea
Women cannot keep secrets.	
Women are emotional.	
Women are flirtatious.	
There is no need to respect women.	
Women are not equal to men.	
Women are sex objects.	

WORKSHEET 2

Topic 3: DATING

Dating is generally understood to be a process in which two people go out socially, while determining if they have a romantic interest in each other. People often begin dating in mixed-sex group outings, later progressing to dating in pairs.

There are many reasons why people date. These include having fun and enjoying themselves, learning to socialise with the opposite sex, seeking a close emotional relationship or friendship with another person. On the other hand, some may date due to peer pressure, the desire to emulate behaviours of their idols or to impress their friends.

While dating may be seen as part of growing up, some families are reluctant to allow their teenaged children to date, especially in pairs. This may be due to a variety of reasons, such as personal safety issues, distraction from their studies, cultural and/or religious beliefs. Many teenagers, knowing how their parents feel about dating, may date on the quiet, i.e., without their parents’ knowledge.

A 2004 national survey on Malaysia youths (New Straits Times, 2008) showed that two out of five had their first date between the ages of 13 and 15. While physically mature, teenagers may lack the emotional maturity needed to make healthy decisions about their personal safety and well-being. The rising incidence of unwanted pregnancies, the incidence of sexually-transmitted diseases and rape among those below 18 years of age is of major concern to society.

WCC’s programmes with teenagers in schools have shown that many teenagers have misconceptions about sex, members of the opposite sex and relationships. Furthermore, they tend to exhibit poor negotiating skills when dealing with relationship issues with their partner. WCC feels that it is important for young people to learn how to make informed decisions regarding relationships.



This topic focuses on activities which enable participants to explore and share ideas about dating, choice of partners and behaviours towards the opposite sex when out on a date. The four activities are:

**Activity 6: What's the Fuss about Dating?**

**Activity 7: But I Thought...!**

**Activity 8: Gender in Relationships**

**Activity 9: My Ideal Partner**

**Activity 6** requires participants to debate the pros and cons of dating. This activity has been adapted from *Reproductive Health of Adolescents Module (RHAM) (2000)*. Participants to hear from their peers, differing views about dating, the right time to start dating and some possible fears parents have. Participants are encouraged to address personal safety issues while dating.

**Activity 7** gets participants to look at common ideas, situations or behaviours which may occur on a date. The aim of the activity is to show that many of these ideas or behaviours may be inappropriate and that these, when combined with inexperience, a lack of confidence, fear of losing a partner or mere naiveté, can place a vulnerable person at risk of being exploited by his or her partner. The activity also aims to get participants to articulate their ideas and challenge existing norms such as, "the boy must always pay for the date" or "the girl must always wait to be asked out."

**Activity 8** explores the influence of gender expectations on the way people think and feel about relationships. The idea for this activity has been adopted from *Exploring Healthy Sexuality. A Guide to Sex Education in a Youth Setting*. (C. Jewitt, 1994). Participants have to form their own opinions on expected behaviours between men and women in relationships and have to discuss the link between their opinions and gender expectations in relationships.

**Activity 9** gets participants to identify the most important characteristics to look for in a partner. This activity requires participants to focus on gender stereotypes in their expectations of their ideal partner and to examine the impact of this on their choice of partner.

For the participants to benefit from Activity 8 and Activity 9, it is necessary for them to have understood the concept of gender and gender stereotypes (see Activity 3, pg.23) before carrying out the activities.

- Methodology:**
- ☒ Brain Storming
  - ☒ Debate
  - ☒ Group Discussion



## Activity 6: What's the Fuss about Dating?

### AIMS

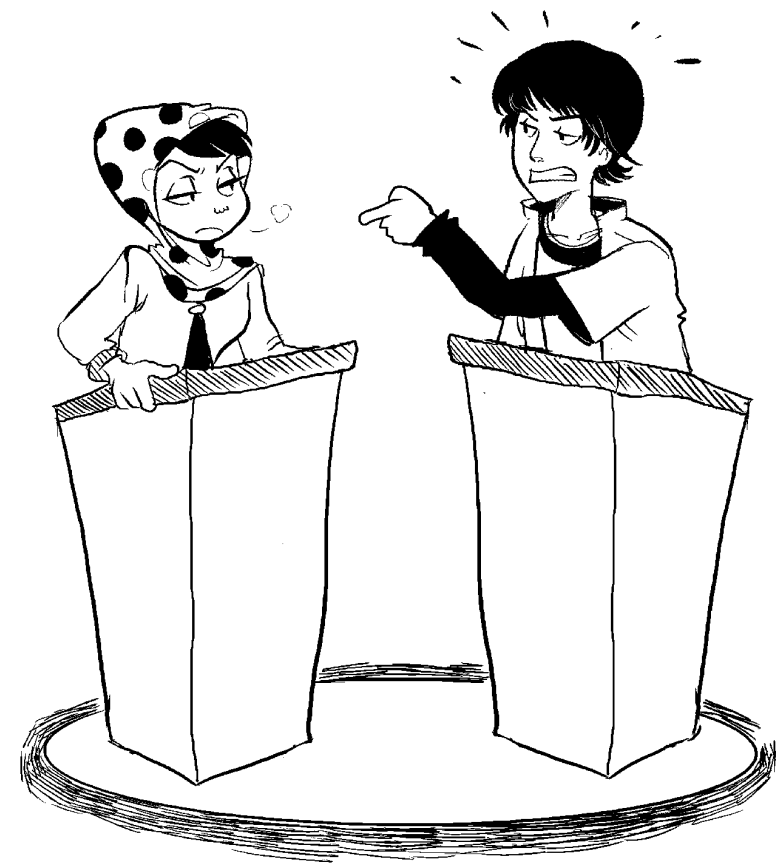
**To get participants:**

- To understand the pros and cons of dating
- To recognise personal safety issues while dating

**Materials** : Worksheet 3: Topics for Debate, mahjong paper, marker pens, blu- tack, heart-shaped pieces of coloured paper, white board

**Time** : 60 mins

**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. Refer participants to Activity 1 (pg.15) on the different types of friends, close, casual, acquaintance. Ask participants whether they know of classmates or friends who have a special friend, i.e., boyfriend or girlfriend.
3. Ask participants what the terms “dating” and “teenager” mean to them.
4. Get the participants to tell you why they think teenagers date.
5. Divide participants into four small groups. Using Worksheet 3 allocate one topic to each group.
6. Ask each group to write down on mahjong paper, the pros and cons of their particular topic. Allow 15 minutes for the discussion.
7. Bring the four groups together. Inform them that you are going to discuss the topics in order.
8. Ask a representative from the group discussing Topic 1 to present the group’s ideas. Give 5 minutes for the presentation. After the presentation, get participants to discuss the ideas presented. Allow 5-10 minutes for the discussion.
9. Do the same for the remaining topics.
10. After all the topics have been discussed, give each participant a heart-shaped piece of coloured paper.
11. Ask each participants to write down one safety tip or piece of advice they would give to their friend who is currently dating or who is about to start dating.
12. Get participants to stick these onto a white board. Group similar safety tips together.

13. Get participants to discuss the rationale behind the advice given.

14. Conclude by explaining that while dating can be part of the growing up experience, participants should not rush into or be pressured into dating. Emphasise that when participants start dating they should be aware of their personal safety and take the necessary precautions.

### TIP TO THE FACILITATOR



During the debate, watch out for gender stereotyping in what is acceptable and what is not. For example, in a family it may be all right for the teenage son to date, but not the teenage daughter.

## Worksheet 3: Topics for Debate

**Topic 1:** Should teenagers be allowed to date?

*Discuss.*

**Topic 2:** Should teenagers start dating before or after 16 years?

*Discuss.*

**Topic 3:** Should teenagers date people who are younger than, the same age as or older than themselves?

*Discuss.*

**Topic 4:** Should parents worry about their teenager dating?

*Discuss.*



## Activity 7: But I Thought...!

### AIMS

#### To get participants:

- To articulate their views about dating behaviours
- To evaluate ideas about dating behaviours
- To recognise the rights of a partner when dating

**Materials** : Worksheet 4: Attitudes and Behaviours of Dating Teens

**Time** : 45 minutes

**Group Size** : 30 - 40 participants



## How to Conduct the Activity

1. Organise participants into a groups of 10 to 12. Each group should have a facilitator.
2. Explain to participants that you will read out statements, one at a time, regarding attitudes, ideas or behaviours of teenagers who date. Explain that these ideas or attitudes need not be true.
3. Ask participants to come to the centre of the room and form a vertical line facing you.
4. Tell them they have to make a decision regarding each statement.
  - If they agree with the statement, they should move/run to the right hand side of the room.
  - If they disagree with the statement, they should move/run to the left hand side of the room.
  - If they are not sure, they should remain standing in the middle of the room.
5. Read one statement at a time. You may choose any statement in Worksheet 4. You should work on at least 4 statements.
6. Ensure that participants make a decision as quickly as possible and move to the appropriate position in the room. Ask them to justify their stand.
7. Highlight the different opinions presented. Get participants to discuss them. (NB: *In the event that all the participants have the same opinion about a statement, you have to present alternative viewpoints and encourage discussion.*)
8. Conclude by pointing out that many teenagers have ideas about dating behaviours which may be inaccurate and impact negatively on their rights and also the rights of their partner. Such ideas may place them at risk of being exploited and, in some cases, perpetuating abuse.

### TIPS TO THE FACILITATOR



- If participants do not understand the statement read on Worksheet 4, it may be necessary for you to explain the statement by giving examples.
- It is important to get participants to understand that partners in a relationship should respect each other at all times and not take advantage of each other. A person should not force his or her partner to do anything he or she is uncomfortable with.
- If participants date, they should be aware of their rights and be prepared to assert those rights. If they find themselves in an uncomfortable or risky situation, they should reassess their relationship with the person(s) concerned and take the necessary steps to ensure their safety. In some cases this would involve ending the relationship.

## Worksheet 4: Attitudes and Behaviours of Dating Teens

1. When a girl on a date says, “Do not touch me”, she actually doesn’t mean it.
2. When a girl follows her boyfriend to a quiet place, it means that she wants to be physically intimate with him.
3. If a girl wants to keep her boyfriend, she should allow him to touch her (get physically intimate with her).
4. If a boy does not initiate (start) physical contact with his girlfriend, something is wrong with him.
5. While dating, a girl should listen to her boyfriend’s advice about dressing and choice of friends.
6. If a boy is sexually aroused by his girlfriend, he has a right to have sex with her.
7. When a boy has a steady girlfriend, he should not go out with other friends.



## Activity 8: Gender in Relationships

### AIMS

#### To get participants:

- To recognise gender stereotyping in relationships
- To articulate their views on how the opposite sex behaves in a relationship
- To discuss these views and how they impact on behaviours in a relationship

**Materials** : Worksheet 5: Common Views on Men and Women in Relationships

**Time** : 60 - 75 minutes

**Group Size** : 30 - 40 participants

### How to Conduct the Activity

1. Organise participants into groups of 10 to 15. Each group should have a facilitator.
2. Explain to participants that you will read statements, one at a time, regarding common views about men and women in relationships. Explain that these views need not be true.
3. Ask participants to come to the centre of the room and form a vertical line facing you.
4. Tell them they have to make a decision regarding each statement.
  - If they agree with the statement, they should move/run to the right hand side of the room.
  - If they disagree with the statement, they should move/run to the left hand side of the room.
  - If they are not sure, they should remain standing in the middle of the room.
5. Read one statement at a time. You may choose any statement in Worksheet 5. You should work on at least 4 statements.

6. Ensure that participants make a decision as quickly as possible and move to the appropriate position in the room. Ask them to justify their stand.
7. Highlight the different opinions presented. Get participants to discuss these. (NB: *In the event that all the participants have the same opinion about a statement, you have to present alternative viewpoints and encourage discussion.*)
8. At the end of the discussion of each statement, get participants to identify the gender stereotype in each statement. Ask participants what the impact of the gender stereotype would be on a relationship.
9. At the end of the session ask participants if they think there are differences in the way men and women are expected to behave in a relationship. Ask them to explain what these differences are.
10. Get the participants to tell you what they learnt from this activity.
11. Conclude by explaining that gender stereotyping in relationships exist and can impact negatively and unfairly on expectations of and behaviours towards on partners in a relationship.



### TIPS TO THE FACILITATOR



- Conduct this activity step by step. You do not have to use all the statements. Choose three or four for a full discussion.
- It is important to allow participants to voice a different point of view without being judgemental, i.e., telling the person he or she is wrong to hold such a view. Encourage participants to look at the impact of their own ideas on their behaviour or their relationship.
- You should be aware that some participants may be able to identify the gender bias in the statement, for example, men should know more about sex than women, but still strongly agree with the statement, due to their upbringing, cultural and/or religious beliefs.
- Do not expect participants to change their views within a session. The fact that the participant is willing to discuss his/her ideas, to listen to differing points of view and to understand or see the impact of this type of thinking on behaviours should be viewed as part of the process of change.



# Worksheet 5: Common Views about Men and Women in Relationships

1. To set up a date, it is up to the man to ask the woman out.
2. On a date, a man should pay for his girlfriend.
3. Men should know more about sex than women.
4. It is up to the man to initiate the physical contact with his partner in a relationship (i.e., make the first move).
5. Preventing a pregnancy is the woman's responsibility.
6. It is up to the woman to maintain harmony in a relationship.
7. In a relationship, the man should be in charge of the finances and pay the bills.
8. In a relationship, the woman must always agree with what the man says.
9. In a marriage it is acceptable for the woman to be a housewife, but not acceptable for a man to be a househusband.



## Activity 9: My Ideal Partner

### AIMS

#### To get participants:

- To identify the qualities of an ideal partner
- To identify gender stereotyping in expectations of an ideal partner
- To recognise the effects of gender stereotyping on a partner
- To focus on essential qualities in a partner

**Materials** : Mahjong paper, marker pens (at least 3 different colours), blu-tack

**Time** : 60 - 75 minutes

**Group Size** : 30 - 40 participants

### How to Conduct the Activity

1. Organise participants into single-sex groups. Each single-sex group should have 5 to 10 participants (see Tips to the Facilitator).
2. Give each single-sex group their respective question.



#### For girls:

Describe your ideal husband, i.e., what are the qualities you expect him to have and the roles you expect him to play in the relationship or family?

#### For boys:

Describe your ideal wife, i.e., what are the qualities you expect her to have and the roles you expect her to play in the relationship or family?

3. Get each group to list down their answers on their mahjung paper. Allow them 15 minutes to do this. Put the mahjung papers up on the board or the wall.
4. Ask participants to read the various group descriptions of ideal partners. Give them 5 minutes to do this before getting back into their own single-sex group.
5. Get each group to select a representative to read out the descriptions they have listed for their ideal partner. There should be no discussion at this point.
6. Once all the groups have read out their descriptions, ask the following questions:
  - a) What did you feel when you read and heard the descriptions of an ideal partner, i.e., husband or wife?
  - b) Why did you feel that way?
  - c) How do you think participants of the opposite sex viewed their ideal partner, i.e., husband or wife?

You may begin with either the female group(s) or the male group(s). As participants respond, write down their comments on mahjung paper.



7. Ask participants what they notice about the responses given by both the male and female groups (see Tips to the Facilitator).
8. Ask participants to look at their original description of their ideal partner (see Step 3). Tell them to analyse their description using what they had learnt about sex and gender roles (see Activity 3, pg.23).
9. Get participants to identify the gender stereotyping in their description of their partner on their mahjung paper. Tell them to circle the gender stereotypes, using a marker pen of a different colour. (NB: Ensure that what they have circled are actually gender stereotypes.)
10. Ask participants how the gender stereotyping they have identified impacts on what they expect in an ideal partner.
11. Get participants to focus on the remaining descriptions on their own mahjung paper. Tell them to identify three important characteristics and circle them, using a different coloured marker pen.
12. Ask each group representative to read out their choices. As they read, write down their choices on mahjung paper.
13. Point out the similarities in their choices. (NB: These are likely to be basic human values, such as, being honest, kind, trustworthy, truthful, responsible, etc. Remind them these are also the qualities one looks for in a friend. See Activity 1, pg.15).
14. Conclude by emphasising the need to focus on basic human values in choosing a partner. Remind participants to be aware of gender stereotyping their partner and the impact of doing so on the partner and the relationship. Point out that gender roles can change over time and that roles and responsibilities in a relationship can be shared.

**TIPS TO THE FACILITATOR**

- Even if you have only a single sex group to work with (i.e., only girls or only boys), you can still conduct this activity. Just remember to organise the participants into smaller groups and conduct the activity step by step.
- Sometimes when organising participants into single-sex groups, you may encounter individuals who identify with the opposite sex. For example, an “effeminate” male 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.
- Participants may express unhappiness over the expectations of the opposite sex, which usually takes the form of existing gender stereotypes. Point out that both sexes may feel the same way given that stereotypes are based on unrealistic expectations of a person.
- Point out that gender stereotypes, e.g., “the wife must look after the children” or “the husband must head the household” should be challenged. Participants should be encouraged to look at the sharing of roles and responsibilities to promote a more balanced relationship.

**Topic 4: MANAGING CONFLICT**

Conflict is generally defined as disagreements or differences in opinions or disputes between people or groups of people. A conflict can arise in any relationship. Many people try to avoid any form of conflict as they find it unpleasant and difficult to handle. However, avoiding conflict may not be the best approach to a problem. Hence conflict should be managed or resolved by finding a solution that is acceptable to all the parties concerned. Having good listening and negotiation skills are crucial tools to conflict management.



While working with young people on relationships issues, WCC found that many of them, especially teenagers, are unable to handle themselves in conflict situations or lack negotiation skills when a problem arises. This often results in issues being unresolved, or a premature termination of a relationship, or worse, violence being used to resolve the conflict.

The four activities under this topic are sequenced to enable participants to understand conflict, to be aware of different approaches to conflict resolution and how to work out solutions to a conflict. These are:

**Activity 10: The Shoes**

**Activity 11: The Molo Drink**

**Activity 12: The Window Seat**

**Activity 13: Now How-lah?**

**Activity 10** introduces the concept of conflict and explores the emotions a person experiences in a conflict and the actions he or she takes to manage the conflict. This activity has been adapted from *Games and Exercises: A Manual For Facilitators and Trainers Involved in Participatory Group Events* (UNICEF, 1998) and takes the form of a game involving shoes. This game is designed to evoke powerful responses from the participants which then enables a discussion on behaviour in conflict situations.

**Activity 11** gets participants to address the issue of managing conflict using a situation involving two thirsty people and a free packet of drink. They learn about different approaches to conflict management. Terms such as “avoidance”, “win-lose”, “compromise” and “win-win” are introduced in discussing the different approaches. The impact on the emotions of the parties involved when the different approaches are used, are also highlighted.

**Activity 12** requires participants to apply the different ways of managing conflict. They are asked to resolve a problem involving seating arrangements in a bus, using the different approaches they had learnt in Activity 11.

**Activity 13** requires participants to analyse conflict in 3 short stories so as to understand the role of emotions in conflict and the consequences of not resolving a conflict. Structured questions and role-play are used to enable participants to get a better understanding of conflict and conflict management.

- Methodology:**
- ☒ Group Discussion
  - ☒ Role Play
  - ☒ Problem solving
  - ☒ Use of audio visual aids(AVA)



## Activity 10: The Shoes

### AIMS

**To get participants:**

- To experience and understand conflict
- To recognise the role of emotions in a conflict
- To think of ways of handling a conflict

- Materials** : Shoes (belonging to participants), written instructions for groups, chair, mahjung paper
- Time** : 60 minutes
- Group Size** : 10 - 40 participants, depending on size of room

### How to Conduct the Activity

1. Ask participants to remove their shoes and place them outside the room, and then gather in the centre of the room.
2. Organise participants into 3 groups: Group A, Group B and Group C.
3. Separate each group so that they are not within hearing distance of the other groups and get them to appoint a group leader.
4. Give each group leader the relevant slip of paper containing an instruction:  
**Group A:** Place all the shoes in a circle at the centre of the room.  
**Group B:** Place all the shoes near the door.  
**Group C:** Place all the shoes around the chair.
5. Ask the group leader to instruct his or her team members on what they have to do.
6. When groups have understood their task, ask them to follow the instruction they have been given. Tell them they have to start at the same time and complete their task within 3 - 5 minutes.



7. Tell participants to start the activity. After 3-5 minutes, stop the activity. (NB: If participants get into a fight, stop the activity immediately.)
8. Bring the groups together and give them a few minutes to settle down.
9. Ask the following questions and note participants' responses on mahjung paper :
  - a) Did you follow your instruction?
  - b) How did you feel?
  - c) How did you behave towards participants who wanted to do something different from you?
  - d) What else could you have done?
  - e) Did you think about the objective of the instructions?
10. Conclude by stating that conflicts can arise at any time and over any issue in one's life. Explain that people tend to react in different ways because of their emotions or personality. Emphasise that when people focus solely on accomplishing the task at hand, they may fail to consider or understand that conflict may arise with other parties involved in the task.

#### TIP TO THE FACILITATOR



Variations of this activity could involve using different objects and different locations, e.g., books on a shelf, on the floor or on the table.



## Activity 11: The Molo Drink

### AIMS

#### To get participants:

- To learn four different approaches to handling conflict
- To understand the impact of the four approaches on emotions of the parties involved in the conflict

**Materials** : Worksheet 6: Different Approaches to Handling Conflicts

**Time** : 30 minutes

**Group Size** : 10 - 40 participants

### How to Conduct the Activity

1. Organise participants into a group.
2. Explain the four different approaches to handling conflict used in this activity. Use the notes below.

**Avoidance:** This means pretending that the conflict does not exist or ignoring the problem. Both parties in the conflict may be resentful, but the problem remains unresolved as neither party wants to approach the problem. Sometimes a conflict could be one-sided with one party unaware of a problem and the other party unwilling to confront the problem.

**Win-Lose:** This is when a conflict turns into a competition, i.e., one party pursues what he or she wants, irrespective of the other party's needs or feelings. This ends up with one party happy with the outcome and the other party unhappy and resentful.

**Compromise:** This is when both parties in a conflict discuss and negotiate a solution which is acceptable to both parties. They may not get all that they want, but both parties get what is important to them.

**Win-Win:** This is where both parties negotiate an outcome that satisfies both parties. This results from thinking outside the box, i.e., looking at different ways of arriving at a solution. Both parties get what they want from this solution.

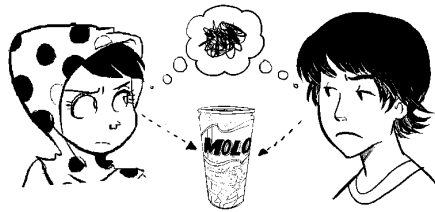


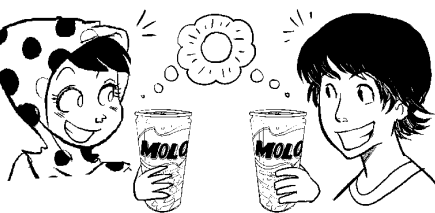
3. Tell participants that you will show them some cartoons to illustrate the different approaches to conflict management. The conflict involves two thirsty people with only one free packet of drink between themselves.
4. Show the cartoons. Explain to participants the four different ways in which the situation is handled: avoidance, win-lose, compromise, win-win. (see Tips to the Facilitator.)
5. Get the participants to identify and discuss the emotions of the two characters in the cartoon as each approach is used to handle the conflict.
6. Conclude by informing participants about the different approaches to handling conflict. Point out how emotions affect the way in which people handle conflict and vice versa. Explain that the way a conflict is handled can have further impact on the relationship of those involved.

#### TIPS TO THE FACILITATOR



- You may use transparencies, posters, a powerpoint presentation to present your cartoons.
- You may vary step 4 by presenting the cartoons and getting the participants to explain what they see and work out the approaches used handling the conflict.

## Worksheet 6: Different Approaches to Conflict

<p><b>AVOIDANCE</b></p>  <p>Neither person makes a move for the packet of drink although both are thirsty. Both come away dissatisfied and thirsty.</p>	<p><b>WIN-LOSE</b></p>  <p>One person drinks the whole packet, leaving the other person with nothing. One person has got what he or she wanted and is satisfied. The other person having got nothing is dissatisfied.</p>
<p><b>COMPROMISE</b></p>  <p>Both people share the packet of drink and both have something to drink. Both are satisfied.</p>	<p><b>WIN-WIN</b></p>  <p>Both people decide to share their money and buy another packet of drink. Each one then has a whole packet to himself or herself. Neither one is left thirsty and both are very satisfied.</p>



## Activity 12: The Window Seat

### AIMS

#### To get participants:

- To apply different approaches to handling conflict
- To recognise the need for flexibility when managing conflict

**Materials** : Worksheet 7: The Window Seat Scenarios  
**Time** : 30 minutes  
**Group Size** : 10 - 40 participants

### How to Conduct the Activity

1. Organise participants into a group.
2. Explain to participants 3 different approaches “win-lose”, “compromise” and “win-win” to handling conflict which they will apply in this activity (see Tips to the Facilitator).



3. Using Worksheet 7, explain the Window Seat Situation.
4. Choose **ONE** of the following options to get participants involved:
  - a) Role-play the three Window Seat Scenarios. Ask participants to guess the approaches used (see Tips to the Facilitator).
  - b) Describe the three Window Seat Scenarios in random order. Ask participants to identify the approach used in each scenario.
  - c) Present the Window Seat Situation to participants. Ask participants to resolve the conflict situation using the three different approaches that they had learnt.
5. Conclude by explaining that resolving a real-life conflict may not be as simple as in the given situation. Remind participants that emotions impact on how people react to conflict and how they resolve it. In addition to this, point out that choosing an appropriate time to try and resolve a conflict is also important. Given this, emphasise that parties involved may need to be more flexible in their approach to managing a conflict.

### TIPS TO THE FACILITATOR



- In this activity, “avoidance” as an approach to conflict is not used in the Window Seat scenarios.
- You may role-play the scenarios with a co-facilitator. Alternatively, you may get participants to role play the different scenarios.
- The option you choose for Step 4 depends on the participants’ ability to understand the situation and work out the different approaches to the conflict.

## Worksheet 7: The Window Seat Scenarios

### The Window Seat Situation

Two friends, J and AK, have bought bus tickets for a Penang-to-Kuala Lumpur trip. They board the bus to take their seats. They have two seats next to each other. However, both want the window seat.

### The Three Scenarios

#### Scenario 1: Win-Lose Solution

J and AK board the bus. They scramble for the seats. AK pushes in front of J and gets the window seat. AK is not bothered about J's feelings or needs. There is no discussion about the issue. It is a highly competitive situation which leaves no room for negotiation. J is irritated and upset throughout the journey.

#### Scenario 2: Compromise

J and AK board the bus. They locate their seats and then communicate with each other. They find that both would like to have the window seat. They talk, listen and discuss with each other how best to deal with the situation. They decide to take turns sitting by the window during the journey. They are happy with the compromise.

#### Scenario 3: Win-Win solution

J and AK board the bus. They locate their seats and then communicate with each other. They learn that they both really need the window seat because they get nauseous during the journey. They discuss how best to deal with the situation.

They come up with a new idea. They decide not to sit together during the journey, but get seats which allow both of them to have a window seat each.



## Activity 13: Now How-lah?

### AIMS

#### To get participants:

- To analyse conflict in relationships
- To explore and understand the emotions of the parties involved in a conflict
- To discuss the possible consequences of not resolving a conflict in a relationship
- To learn how to resolve conflict in a given situation

**Materials** : Worksheet 8: Now How-lah?

**Time** : 60 minutes

**Group Size** : 10 - 30 participants

### How to Conduct the Activity

1. Organise participants into 3 groups.
2. Tell the groups that they will be given a different story to work with. Hand out the different stories to each group and ask them to read and understand the story.





3. After participants have read and understood the stories, give each group the worksheet containing the questions and get them to list down their answers on mahjung paper.
4. Get a representative from each group to briefly relate their story and present their answers to the questions to the larger group.
5. Discuss each group's answers in a large group. Ensure that participants are able to identify the conflict, the emotions of each person involved and the consequences of not resolving the conflict.
6. Tell the groups to work out the best solution to the problem in their story and prepare a role-play of their solution. Allow 10 minutes for this.
7. Get each group to role-play their solution. Ask the other participants to comment on the solution presented. Discuss the possible consequences of the approach chosen.
8. Conclude by explaining that to arrive at the best possible solution when dealing with a conflict, participants should:
  - first analyse the situation
  - then identify the conflict, and
  - decide on the best approach to resolving the conflict.

Emphasise that the way in which a conflict is handled depends on the situation itself, the personalities and the emotions of the people involved. There is a need for flexibility in one's approach. Stress that unresolved conflict will have negative implications on the relationship in the future. Remind participants that violence should not be used to resolve a conflict.

#### TIP TO THE FACILITATOR

In role-play, participants may give names to their characters instead of using A, B or C.



## Worksheet 8: Now How-lah?

### Story 1

A and B are a couple in school. B has a tendency to get jealous when A talks to other male friends in her class. Lately, A has been spending a lot of time with C, a fellow classmate. A and C are busy preparing a class project. B is worried that C will win A's affections. B insists that A stops working with C and tells A that all their friends are talking about A and C. In addition, B tells A that he wants to spend more time with her. A says she likes C as a friend. She hopes that B will be more trusting and stop his jealous behaviour. She tells B that she will continue to work with C because C is good at his work and she feels that she will learn a lot by working with him.

### Story 2

A and B have been going steady for three months now. A is a very attractive girl and she loves the latest fashions. Recently B has noticed that some of A's outfits are a bit too extreme for his liking. He mentions it to A but she laughs it off, saying that it is the latest fashion and that he shouldn't be so old-fashioned, and besides, it is her right to wear what she wants. B gets increasingly uncomfortable as he notices the stares they get when they are out on a date. The next time they set up a date, B asks her what she is going to wear. A slams the phone down.

### Story 3

A and B are great friends. They go out almost every weekend. They love to watch movies and so they save their pocket money to watch their favourite movie. One Saturday, A and B decide to watch *Sepet*\* but when they get to the cinema they find that the tickets have sold out. A wants to watch *Gubra*\* but B prefers to watch the latest movie, *Water*\*. They do not have enough money to watch both movies and Saturday is the last day for *Gubra*. A and B start to argue at the counter.

*\*Please use current movie titles when using this story.*

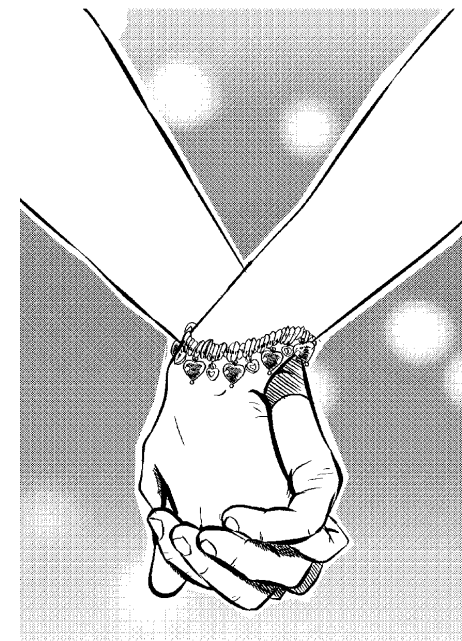
### Questions for participants

1. Identify the conflict in the story.
2. How do you think B feels?
3. Why does he feel that way?
4. How do you think A feels?
5. Why does she feel that way?
6. Can their emotions affect their discussion? How?
7. What are some factors that can help to make their discussion easier?
8. What do you think would happen if the situation is not resolved?



## Topic 5: RELATIONSHIPS & RISKY SITUATIONS

Young people, especially teenagers, may find themselves in relationships which place them at risk of being exploited, sexually harassed or assaulted or even raped. Several factors including naiveté, immaturity, ignorance, poor negotiation skills and an inability to assess risks, make them particularly vulnerable to exploitation. This is compounded by the fact that many do not know where to seek help or are reluctant to do so possibly because of shame or self-blame or societal disapproval and condemnation.



Through WCC's programmes in schools and colleges, we have gained insights into the types of relationships young people have and the problems they encounter. By collating their experiences, WCC produced a VCD on teenage relationships entitled *Membina Perhubungan Mesra (MPM)* or Building Healthy Relationships.

MPM consists of three scenarios about young people in relationships:

- *Abang Angkat*
- *Mabuk Cinta*
- *Lelaki Matang Trang Trang Trang.*

The scenarios begin with a casual friendship between two young people and end with the female character finding herself in a potentially risky situation. WCC finds this VCD useful in generating discussion on personal safety issues in relationships. Girls can learn to recognise potentially risky situations and take the necessary precautions to protect themselves. The same VCD can also be used to raise the awareness on the issue of respect for women among boys.

This section has two activities which help teenagers discuss relationships and potentially exploitative situations. These are:

**Activity 14: Personal Safety and Respect in Relationships**

**Activity 15: What Should I Do?**

**Activity 14** relies on the MPM VCD to get female participants to discuss the safety aspect in relationships and male participants to discuss the issue of respect for women, using different sets of questions for male and female participants. Facilitators may choose to work with either group or both in which case more than one facilitator is required. Participants, both male and female, watch the same VCD scenario together. However, the participants have to be organised into single-sex groups to continue with the activity. The female participants are encouraged to identify risky situations and also role-play options of behaviour available to them. The male participants analyse the different types of male behaviour depicted in the scenarios and the impact such behaviour has on the female character in the scenario.

**Activity 15** further explores the issue of personal safety. Case studies of different exploitative or risky situations involving young people are presented. Participants are required to analyse the situations and to understand the emotions and expectations of the people involved. They also have to recognise the possible consequences of the different options of behaviour available to them.

- Methodology:**
- ☒ Use of Audio Visual Aids (AVA)
  - ☒ Structure Group Analysis
  - ☒ Group Discussion
  - ☒ Problem Solving
  - ☒ Role Play



## Activity 14: Personal Safety and Respect

### AIMS

**To get FEMALE participants:**

- To recognise the issue of personal safety in relationships
- To identify indicators of a potentially risky situation
- To work out options of behaviour in a risky situation

**To get MALE participants:**

- To identify male behaviour and attitudes towards women
- To realise the impact of such behaviour and attitudes on women

**Materials** : VCD *Membina Perhubungan Mesra* (MPM), LCD, laptop, PA system, Worksheet 9, 10 and 11 VCD scenarios

**Time** : 40 - 60 minutes

**Group Size** : 10 - 40 participants

### How to Conduct the Activity

1. Organise participants into one large group.
2. Explain to participants that they are going to watch a VCD about a girl and her involvement with a boy.
3. Tell participants that as they watch the VCD, they have to focus on the behavior of the main characters in the story.
4. Choose and play one of the three scenarios in the VCD:
  - *Abang Angkat*
  - *Mabuk Cinta*
  - *Lelaki Matang Trang Trang Trang*Select the scenario which is most relevant to the participants.
5. Stop the VCD at the end of the scenario.

6. Organise participants into single-sex groups of about 6-10 participants per group with one facilitator per group.
7. Separate the groups so that they are not within hearing distance of the other groups.
8. Select the appropriate set of questions for the group you are working with according to the scenario the participants had just seen.
  - *Abang Angkat* (My foster brother) Worksheet 9
  - *Mabuk Cinta* (Love struck) Worksheet 10
  - *Lelaki Matang Trang Trang Trang* (The older man) Worksheet 11
9. Get participants to briefly recall the scenario. Ask participants the questions accompanying each scenario and discuss their answers. (NB: *The activity for male participants ends with the above discussion. See Tips to the Facilitator. The female participants continue the activity with role-play.*)

### Role-play for Female Participants

10. Tell female participants that they are required to role-play options of behaviour for the female character in the scenario they have just seen. This part of the activity should take about 15-20 minutes.
11. Get participants to focus on the last scene in the scenario. Ask them:
  - Is the female character upset?
  - Why is she upset?
  - What can she do at this point?
12. Ask the question: "If you were in Azlina/Siti/Ayu's position, what would you do?" Get participants to brainstorm various options available to the female character to ensure a safer outcome to the scenario.
13. Encourage two volunteers to role-play the last scene using the options discussed above. This should only take 2 to 3 minutes. See Tips to the Facilitator on how to conduct the role-play.
14. Tell participants to identify at least 2 - 3 earlier scenes where there were signals that the female character was at risk. Brainstorm options of behaviour for the female character at those points in time.

15. Encourage two participants to come forward to role-play the options they have identified for the 2-3 scenes chosen.
16. Debrief the participants, i.e., give them a few minutes to express their feelings about their roles and then get them out of their roles.
17. Conclude by explaining that participants need to be aware of personal safety in relationships. Tell them that they have to look out for signals that indicate that they might be at risk. Emphasise that the way they react to such signals will impact on their personal safety.

### TIPS TO THE FACILITATOR



- The MPM VCD consists of 3 scenarios. Each scenario has different sets of questions for male and female participants. Select only one scenario for viewing. Take approximately 40-50 minutes to go through the viewing and the ensuing discussion using the questions in the relevant worksheet.
- *How to handle the questions:* Do not rush through the questions. Always engage the participants in an open discussion. Do not provide the answers. When working with male participants, be aware that many of them do not view sexist jokes, lewd comments or coercive behaviour towards women as disrespectful. They tend to regard such male behaviour as "normal" or dismiss it as "just joking-lah". Therefore, focus on the impact of such behaviour on the female character in the scenario.
- *How to handle role-play:* Ensure that there is ample time and opportunity (at least 20 minutes) for role-playing and discussion of safer options of behaviour. Work on the role-play until the solution is acceptable. Remember that it is not always easy to get participants to role-play.

#### *When participants are willing to role-play:*

- i. Discuss briefly with each actor what they are going to do in the last scene. Have them role-play the last scene and then freeze (stop and hold their positions). Then tap each actor on the shoulder and ask them why they did what they did and what their feelings were.