Gender Equity and HIV Prevention
Why Gender Equity and HIV Prevention?
The purpose of this participatory scenario is to deepen awareness of the gender dimensions of HIV and AIDS issues so that peer educators respond to these issues in a gender sensitive way. Gender inequity is one of the underlying drivers of the spread of HIV. This scenario also reinforces the life skills that were introduced in the Life Skills for New Intake training since gender inequity seriously undermines the development of such life skills as self-esteem, decision making skills and assertiveness in the gender discriminated group.

Possible target group: Peer educators

Objectives:
1. To enhance understanding and awareness of gender related issues.
2. To explore the link between gender and HIV and AIDS.
3. To support participants to adopt gender sensitive health promoting behaviours.
Welcome and introductions

The facilitator welcomes the participants, members of staff present and shares the workshop objectives.

Step 1: Knowing each other
A suggested introduction:
The facilitator asks participants to introduce themselves in groups of three and share the following:
• a name you would like to be called by if you were of the opposite sex.
• one thing you enjoy about being male or female.
• one thing (if given the chance) you would change about the opposite sex and why.
The sharing can be done three times.
* Refer to the Facilitator Guide on page 16 for other optional introductions.

Conclusion
The facilitator may ask participants to share observations from this activity.

Introduction
This session aims to enable participants to discuss and help each other see the difference between sex and gender.

Step 1:
The facilitator divides participants into four groups. Each group is tasked to look at one of the following terms and write down, on a flipchart or piece of paper, their understanding of their chosen term and find a place around the room to exhibit these descriptions:
• Sex roles
• Sex
• Gender
• Gender roles

The facilitator asks groups after every five minutes to move in a clockwise direction reading what others have written down about their topic and update with additional information where necessary.

Creating a warm environment and getting a shared understanding of the aim of the workshop.

To identify the gaps in participants’ understanding of the differences between sex and gender and correct common misconceptions.
Scenario: Gender Equity & HIV Prevention

Handout 1: Sex versus gender

Step 2:
In plenary, the groups should consolidate the four terms and come up with a common understanding for each term.

Step 3: Differences between gender and sex
The facilitator distributes Handout 1: Sex versus gender and then asks participants for any other distinct differences between gender and sex that are not listed on the handout. These may be captured on a flipchart.

Conclusion
The facilitator may conclude by highlighting that society plays a major role in determining the differences between sex and gender.

Human sexuality and the life cycle

Introduction
The facilitator may start by indicating that a significant amount of information is vital for the success of this workshop thus it is important to take time to become familiar with some of this information at the beginning.

Step 1:
The facilitator gives a short presentation of human sexuality and the life cycle highlighting the similarities and differences from birth to adulthood.

Read the handout before the session and become familiar with it. Make a summary of it highlighting the key points. Allow for this session to be as participatory as possible and think of practical examples beforehand.

Step 2:
The facilitator distributes Handout 2: Human sexuality and the life cycle after the presentation. Participants are given time to go through the handout and the facilitator allows for questions and clarifications were necessary.

Conclusion
The facilitator may highlight the need for peer educators to have more information about gender issues.

Handout 2: Human sexuality and the life cycle

To understand human sexuality and how it contributes to the behavioural differences between men and women.
Introduction
The facilitator may indicate that this session is about gender related terms and concepts.

Step 1:
The facilitator asks participants to form a circle, then asks for six volunteers to each pick a paper with a gender related term from the box. The facilitator asks these six volunteers to go and sit in the middle of the larger circle, where they form a smaller circle.

Step 2:
Using the method of Inner – Outer circle in the Facilitator’s Guide on page 24, the facilitator asks the six volunteers who are sitting in the inner circle to face outward whilst the rest of the group in the outer circle face inwards. The volunteers take turns to share their understanding of the term on the card with the rest of the participants in the outer circle, who can fill in any missing gaps.

Step 3:
Participants in plenary discuss perceptions often associated with some of the terms.

* The facilitator may pick any five words from the given list. E.g. If the facilitator picks a word ‘lobola’ they may ask the following questions:
  - Would men and women behave differently if lobola was abolished?
  - How are these perceptions linked to HIV and AIDS?

Conclusion
The facilitator distributes Handout 4: Gender related terms and concepts. The participants are given time to go through the handout. The facilitator allows for questions and clarifications where necessary.
Introduction
The facilitator explains that as individuals we all have our own beliefs and attitudes about certain gender related issues which we should be aware of, to help us understand how deeply rooted gender issues are.

- The facilitator should prepare the faces and statements before the exercise and have the three signs with the different faces stuck on different walls in the room.

Step 1:
The facilitator can lead an activity with the following instructions:
1. Ask all of the participants to stand up. Then the facilitator reads out one of the statements.
2. Ask the participants to decide whether they agree, disagree or are not sure about the statement and to stand beside the appropriate sign.
3. Ask the participants who agree with the statement why they hold that opinion. Do the same with people who disagree and with those who are not sure.
4. Ask everyone to listen carefully to each group’s views and try hard to understand them. Then invite people to comment on others’ views, one group at a time.
5. Repeat the process for the other statements that the facilitator would have prepared.

Step 2:
The facilitator may now ask the participants if they have similar statements of their own. Encourage them to share these statements while the rest of the participants respond to them.

Step 3:
The facilitator assembles the participants and invites them to discuss what they have learned about their own and other people’s attitudes and beliefs towards gender.

Step 4:
The facilitator could read a section from the book “Men are from Mars, Women are from Venus”.

Conclusion
The facilitator may ask participants to share any insights gained from the activity.
Introductions

This session aims to enable the participants to reflect on the need to discuss issues and to realise the need to act.

Step 1:

The facilitator may lead in a brainstorming activity where participants try to answer the following questions:

• Why is it important to talk about gender issues at this particular time?
• Why is it important to be aware of gender issues?
• Is there a link between gender and education and if so how?

The responses need to be captured on a flipchart by the facilitator.

Step 2:

The facilitator in plenary leads the group in discussing the responses given.

Conclusion

The facilitator may conclude this session by asking if there are any responses that need further discussion and note them down.

Introduction

The facilitator may start by highlighting that this session aims to bring out issues around gender imbalances between men and women which can lead to cases of gender inequity in our communities.

Step 1: Sharing of stories & experiences

The facilitator divides the participants into small groups comprising three men and three women. In these groups they share personal experiences about gender inequity that they have seen, heard or lived through, experiences which have been traumatic and difficult.

The facilitator will need to look for relevant articles from newspapers in advance.

Examples of gender imbalance in our society that result in inequity

Newspaper cuttings (to be collected by facilitators before the session)
Scenario: Gender Equity & HIV Prevention

30min

The link between Gender and HIV

Handout 6: Factors determining sexual behaviour and the HIV and AIDS epidemic

Introduction
The facilitators may start by linking this session with the previous sessions. They distribute Handout 6: Factors determining sexual behaviour and the HIV and AIDS epidemic and ask the participants to discuss the handout, in pairs, and give their interpretations.

Step 1:
The facilitator invites feedback from a few of the pairs and then calls for contributions from the floor.

Conclusion
In plenary the facilitator may ask participants to share briefly their observations on gender imbalances that exist in their society.

60min

Gender inequity in our relationships and our risk of contracting the HIV virus

Introduction
The facilitator may link this session with the previous one. The facilitator can request men and women to form two separate groups which may be divided further to encourage participation by everyone.

Step 1:
The facilitator asks the participants to discuss gender inequity in relationships and how this is related to the risk of contracting HIV and AIDS. The facilitator may be guided by the following questions:
- What is important for us in a relationship?

Step 2: Real facts from newspaper cuttings
To look at what is happening with the nation, the groups will be given newspaper cuttings with a “gender related” article. Group members will read through the article and discuss it. They may be guided by the following questions (15 minutes):
- How did the articles make you feel, as a (a) man, (b) woman?
- Why do you think you felt this way?

Conclusion
To encourage participants to realise and discover the impact of HIV and AIDS in their lives as men and women.

To explore how gender and equity influence our relationships and how they can contribute to the risk of contracting HIV.

continued
• How do we ask people out on a date?
• How do we react when asked out?
• How do we spend our time in a relationship?
• Who makes the decisions on how the relationship should go and how time is spent and are we happy with this arrangement?
• In our relationships do we ever talk about issues of HIV and AIDS, STIs and family planning? How are these issues discussed?
• How comfortable are we to negotiate for safer sex in our relationships?
• What factors influence us not to negotiate for safer sex even when we know we could be at risk?

Step 2:
The groups take turns to give ten minute presentations. The facilitator allows participants to respond or ask for clarifications. The facilitator can then lead a plenary discussion focusing on the question, “What are the potential implications of our gender-conditioned actions in relation to HIV and AIDS?”

Conclusion: The facilitator may ask for insights gained by participants.

The reality of Gender in the school and the role of teachers

Handout 7: Questionnaire on gender in schools

Introduction
The facilitator may start with the following introductory statement: “In order for us to have a brighter future we need to look back on our own lives and the things and people who shaped us to be who we are today especially in the way we view gender related issues.” One such place is the school environment. The education system seems to have a strong bearing on shaping us in this regard.

Step 1: Questionnaire
The facilitator gives participants Handout 7: Questionnaire on gender in schools which they will complete individually.

Step 2:
After completing the questionnaire, the participants can share their responses, in groups of six - preferably three men and three women.
Step 3:
The facilitator asks for volunteer groups to briefly give feedback about what they discovered from other people about how the teacher and school shaped their gender views.

Conclusion
The facilitator asks for insights gained by the participants around misconceptions perpetuated in the school environment.

Introduction
The facilitator may start by highlighting the key issues of the activity.

Step 1: (20 minutes)
The facilitator divides the participants into five groups and assigns them the following tasks:
Group 1: To come up with five examples of gender blindness in the college and present them in a poem.
Group 2: To illustrate, through a role play, examples of gender stereotyping in college.
Group 3: To use song and dance to show examples of gender disempowerment in the college.
Group 4: To draw pictures on a flipchart showing how gender issues are affecting college students.
Group 5: To draw an organogram of the peer education club or Student Representative Council (SRC) to show the gender composition.

Step 2:
*The facilitator should emphasise that each presentation should not take longer than five minutes.*
Groups present their tasks and after each presentation the facilitator may elicit comments from the participants using the following questions (about 6 mins for each presentation):
• What does the presentation show about the gender situation in our colleges?
• How have we as students contributed to this state of affairs?

Conclusion
The facilitator may ask participants to brainstorm about ways to redress or avoid this state of affairs (The co-facilitator can capture responses on a flipchart).

To emphasise the need to confront the negative effects of gender inequity in the college.
Introduction
The facilitator may introduce this session using the ‘Gender tree’ methodology and explain to the group that a healthy tree gets sufficient nutrients from its roots, but if the fruits begin to turn bad, it is an indication that something is not right. The same goes for issues to do with gender inequity.

The facilitator invites the participants to take some time to draw gender trees which will help them analyse the causes and effects of gender inequity.

Step 1:
The facilitator divides the participants into six groups.
   Two of the groups will work on:
   - Leaves and branches: showing the reality of daily inequity.
   Two other groups will work on:
   - Trunk: the practices that contribute to inequity.
   The last two groups will work on:
   - Roots: which carry the underlying causes of gender inequity.

Step 2:
The groups come up with two trees; they hang them up and share their findings.

Step 3:
The facilitator may lead the participants in a plenary discussion on what they think society should do to redress the situation. The co-facilitator could capture responses on the flipchart.

Conclusion
The facilitator asks the participants to share lessons learnt.
Gender and sexuality in college

Introduction
The aim of this session is to explore the underlying causes of gender inequity in our society. The facilitator can use this opportunity to explore the situation for students at college.

Step 1:

The facilitator may be guided by the following steps:
1. Ask the group to identify four issues or problems relating to gender and sexuality on campus.
2. Divide the participants into four groups. Ask each group to choose one of the identified issues to work on.
3. Ask each group to draw a “But why?” diagram.
4. Ask the participants to start by drawing or writing their issue in a circle in the middle of a space on the floor, blackboard or sheet of flipchart paper.
5. Ask each group to:
   - Discuss ‘But why does this happen?’ and then write each of the answers in separate circles around the problem.
   - Look at the initial answers and again discuss ‘But why does this happen?’ and then write the answer in a new circle, joining it to the first circle with a line. Repeat this a few times.
6. Ask each group to repeat the activity for each of the other initial answers and to keep asking ‘But why does this happen?’ until they can think of no more answers.

Step 2:
The facilitator brings all of the participants back together and asks each group to share their diagram. The facilitator can ask the participants to develop a list of the most common reasons for problems relating to gender and sexuality and to discuss why they are the most common.

Conclusion
Ask participants to brainstorm what they see as the role of the college staff in redressing the situation.
**Power to reduce gender vulnerability**

**Introduction**
The facilitator may want to start by highlighting that the power to reduce gender vulnerability is within us.

**Step 1:**
The facilitator starts this session by asking the participants to form a circle around two participants (a man and a woman) who represent the boy-and girl-child.
1. The facilitator informs the people forming the circle that they represent the family, the community, the NGOs and the government who will protect the children from gender vulnerability.
2. The “two children” try to break out while those forming the circle join hands and try to keep them in.
3. The facilitator explains the circle of support and asks the participants how the following people /organisations can practically work towards reducing gender vulnerability.
   - Family
   - Community
   - Government
4. Contributions are captured on the flipchart.

**Conclusion**
The facilitator may ask participants for any insights gained during the exercise.

Reducing gender vulnerability requires a collective effort.
Making schools safe through gender sensitivity

Introduction
The facilitator may start by linking this session with the previous session but highlighting the change of focus which is now the school environment.

Step 1:
The participants are divided into groups of ten and are asked to;
• discuss the features of an ideal gender sensitive school,
• draw or list the elements of their ideal school on a flipchart.

Step 2:
• After 15 minutes, selected representatives of the groups give three minute presentations of their ideal school.
• The facilitator gives the participants time to ask questions or seek clarification after each presentation.

Conclusion
The facilitator may ask for any insights gained.

Making plans for gender empowerment in college

Introduction
To start this session the facilitator can make reference to the focus point.

Step 1:
The facilitator divides the participants into two groups, men and women. The facilitator encourages the participants to list activities that can combat gender vulnerability in the college.

Step 2:
After 15 minutes the groups' contributions are stuck on the wall for all participants to see. The facilitator invites the participants to note overlapping areas and to seek clarification where needed. The facilitator asks the participants whether the identified activities are feasible. The facilitator asks the participants to prioritise about four ideas. It could be a good starting point to have the group consider ideas that were brought up in both the groups.

Appreciating the role of the school in reducing gender vulnerability

To come up with meaningful, focused and realistic strategies on how we, as a peer education club, can encourage and enable gender empowerment at college.
**Step 3:**
Participants are divided into four groups (consisting of both men and women). Each group chooses one idea which they will develop into a detailed action plan. The following questions could be used as guiding questions:

a. What do we want to achieve?
b. Why do we need to achieve this?
c. What do we need to do?
d. What steps can we take?
e. Who do we involve and how do we involve them?
f. When do we do it?
g. What do we need to get it done?
h. When do we reflect on the action plan?
i. When and how will we monitor progress?

One member of each group presents their action plan in plenary. Jointly, the peer educators decide which plans they will put into action and how.

**Conclusion**
The facilitator concludes by encouraging the participants to put into practice what they have noted.
**Handout 1: SEX VERSUS GENDER**

**SEX VERSUS GENDER**

SEX ↓ GENDER

BIOLOGICAL ↓ CULTURAL

GIVEN ↓ LEARNED
BY BITRH THROUGH SOCIALISATION

THEREFORE: ↓ THEREFORE:

CANNOT ↓ CAN BE
BE CHANGED

Example

Only women can give birth.
Only men can impregnate.

Example

Women and men can work as teachers, engineers and labourers.
Women and men can take care of children and the elderly.
REPRODUCTIVE HEALTH is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity, in all matters related to the reproductive system and to its functions and processes. It implies that people are able to have a safe satisfying sex life and have the capability to reproduce and freedom to decide if, when and how often to do so.

SEXUALITY is an important part of who a person is and what he or she will become. It includes all the feelings, thoughts and behaviours of being female or male, being attractive, being in love, as well as being in relationships that include sexual intimacy and physical sexual activity. Sexuality begins at birth and ends at death.

SEX refers to physical attributes that identify a person as male or female.

GENDER refers to socially constructed differences between men and women. These are commonly shared expectations about how men and women should behave in various situations.

COMPONENTS OF SEXUALITY:
• Sensuality
• Intimacy
• Sexual identity
• Sexual health and reproduction
• Sexualisation

SENSUALITY is awareness of and feeling about your own body and other people’s bodies, especially the body of a sexual partner. Sensuality enables us to feel good about how our bodies look and feel and what they can do. Sensuality also allows us to enjoy the pleasure our bodies can give others and us. This part of our sexuality affects us in several ways.

• BODY IMAGE is feeling attractive and proud of one's own body and the way it functions. It influences many aspects of life.

• EXPERIENCING PLEASURE AND RELEASE FROM SEXUAL TENSION. Sensuality allows a person to experience pleasure when certain parts of the body are touched and as the culmination of the sexual response cycles with a partner. People also experience sensual pleasure from taste, touch, sight, hearing, and smell as part of being alive.

• SATISFYING SKIN HUNGER is the need to be touched and held by others in loving, caring ways.

• FEELING PHYSICAL ATTRACTION TO ANOTHER PERSON. The centre of sensuality and attraction to others is not in the genitals (despite all the jokes). The centre of sensuality and attraction to others is in the brain, humans’ most important “sex organ.”

• FANTASY. The brain also gives people the capacity to have fantasies about sexual behaviours and experiences.

SEXUAL INTIMACY is the ability to be emotionally close to another human being and to accept closeness in return. Several aspects of intimacy include:

• SHARING – Sharing intimacy is what makes personal relationships rich. While sensuality is about physical closeness, intimacy focuses on emotional closeness.

• CARING – Caring about others means feeling their joy and their pain. It means being open to emotions that may not be comfortable or convenient. Nevertheless, an intimate relationship is possible only when we care.
• LIKING OR LOVING ANOTHER PERSON – Having emotional attachment or connection to others is a manifestation of intimacy.

• EMOTIONAL RISK-TAKING – To have true intimacy with others, a person must open up and share feelings and personal information. Sharing personal thoughts and feelings with someone else is risky, because the other person may not feel the same way. But it is not possible to be really close with another person without being honest and open with him/her.

• VULNERABILITY – To have true intimacy means that we share and care, like or love, and take emotional risks. This makes us vulnerable – the person with whom we share, about whom we care, and whom we like or love, has the power to hurt us emotionally.

SEXUAL IDENTITY: is in a person’s understanding of whom she/he is sexually, including the sense of being male or being female. Sexual identity consists of three “interlocking pieces” that, together, affect how a person sees himself/herself. These are Gender identity, Gender roles and, Sexual orientation. Each “piece” is important.

• GENDER IDENTITY – Knowing whether one is male or female. Most young children determine their own gender identity by the age of two. Sometimes, a person’s biological gender is not the same as his/her gender identity – this is called being transgender.

• GENDER ROLES – Socially constructed duties and behaviours which say what men and women should/can do. There are many rules about what men and women can/should do that have nothing to do with the way their bodies are built or function.

• SEX ROLES – Are determined by the way male and female bodies are built or function. For example, only women menstruate and only men produce sperm.

• SEXUAL ORIENTATION – Whether a person’s primary attraction is to people of the other gender (heterosexuality) or to the same gender (homosexuality) or to both genders (bisexuality) defines his/her sexual orientation. Sexual orientation begins to emerge by adolescence. It is not known how one’s sexual orientation is formed. Some theories claim hormonal and psychological factors.

REPRODUCTION AND SEXUAL HEALTH – These are a person’s capacity to reproduce and the behaviours and attitudes that make sexual relationships healthy and enjoyable. Factual information about reproduction is necessary so youth will understand how male and female reproductive systems function and how conception and/or STI occur.

• SEXUAL INTERCOURSE – Is one of the most common behaviours among humans. Sexual intercourse is a behaviour that may produce sexual pleasure that often culminates in orgasm in females and in males. Unprotected sexual intercourse may result in pregnancy and/or STIs.

• REPRODUCTIVE AND SEXUAL ANATOMY – The male and female body and the ways in which they function are a part of sexual health. You can learn to protect their reproductive and sexual health.

• SEXUAL REPRODUCTION – The actual processes of conception, pregnancy, delivery, and recovery following childbirth are important parts of sexuality. Youth need information about sexual reproduction – the process whereby two different individuals each contribute half of the genetic material to their child.
SEXUALISATION – Is that aspect of sexuality in which people behave sexually to influence, manipulate, or control other people. Often called the “shadowy” side of human sexuality, sexualisation spans behaviours that range from the relatively harmless to the sadistically violent, cruel, and criminal. These sexual behaviours include flirting, seduction, withholding sex from an intimate partner to punish him/her or to get something, sexual harassment, sexual abuse and rape.

• FLIRTING – Is relatively harmless sexualisation behaviour. Nevertheless, it is usually an attempt to manipulate someone else, and it can cause the person manipulated to feel hurt, humiliation and shame.

• SEDUCTION – Is a more harmful behaviour. It always implies manipulating someone else, usually so that the other person will have sexual intercourse with the seducer. The seducer is using the person seduced for his/her own sexual gratification.

• SEXUAL HARASSMENT – Is an illegal behaviour. Sexual harassment means harassing someone else because of his/her gender. It could mean making personal, embarrassing remarks about someone’s appearance, especially characteristics associated with sexual maturity, such as the size of a woman’s breasts or of a man’s testicles or penis. It could mean unwanted touching, such as hugging a subordinate or patting someone’s bottom.

• RAPE – means coercing or forcing someone else to have genital contact with another. Rape can include forced petting as well as forced sexual intercourse. Force, in the case of rape, can include use of overpowering strength, threats, and/or implied threats that arouse fear in the person raped.

• INCEST – Sexual relations between blood-related people or any minor who is related to the perpetrator by birth or marriage. Incest is always illegal and is extremely cruel because it betrays the trust that children and youth give to their families. Moreover, because the older person knows that incest is illegal and tries to hide the crime, he/she often blames the child/youth.

SEXUAL DEVELOPMENT THROUGH THE LIFE CYCLE

Sexuality in infants and toddlers
- Children are sexual even before birth. Male foetuses can have an erection while still in the uterus. Boys are sometimes born with an erection.
- Infants touch and rub their genitals to get pleasure.
- Children know their own gender at the age of two.
- Little boys and girls can experience orgasm from masturbation although boys will not ejaculate until puberty.

Sexuality in children ages three to seven
- They are highly affectionate and enjoy hugging their peers and parents.
- Interested in everything about their world including sexuality.
- Practise urinating in different positions.
- Imitate adult social and sexual behaviours such as kissing and holding hands.
- Play doctor looking at other children’s genital and showing theirs.
- Play house and imitate adult marriages and sexual relations.

Sexuality in preadolescent youth ages eight to twelve years
- Body starts to mature and physical changes of boys and girls begin.
- Children become more self-conscious about their bodies.
- Many questions on sexual intercourse are asked.
- Boys and girls have little sexual experience.
- Masturbation increases during these years.
- They have heard about sexual intercourse, petting, oral sex, anal sex, homosexuality, rape and incest and would want to know more.
- Children tend to play more.
- Children tend to play with friends of the same gender and explore sexuality with them.
- Group dating occurs.
- Boys and girls attend parties that have guests of both genders, dance and play kissing games.
- By age 12 or 13 some young adolescents pair off and begin dating.
- Boys seek to experience vaginal intercourse.
- Sexual behaviours such as petting to orgasm can be experienced.
Sexuality in adolescent youth ages 13 to 19 years
- At puberty and beyond youth experience increased interest in romantic and sexual relationships.
- Youth experience strong emotional attachment.
- Youth find it natural to express their feelings within sexual relationships.
- They fall in and out of love and participate in sexual intercourse before the age of 20.
- Youth have erratic moods.

Adults sexuality
- Adult sexual behaviours are extremely varied and remain part of the adult life until death.
- At around 50, women experience menopause which affects their sexuality in that their ovaries no longer release eggs and their bodies no longer produce oestrogen.
- Vaginal walls become thinner and vaginal intercourse may be painful as there is less lubrication and the entrance to the vagina becomes smaller.
- Use of vaginal lubrication can make vaginal intercourse easier.
- Women are able to have pleasurable sexual intercourse and experience orgasm for their entire life.
- Adult men experience some changes in their sexuality although not as predictable as women.
- Men's testicles slow down testosterone production between the age of 25 and 50.
- Erection may occur slowly once testosterone production slows down.
- Men may take up to 24hrs to achieve another erection after an orgasm.
- Amount of semen released after ejaculation also decreases although men are capable of fathering a baby in their 80s and 90s.
- Some older men develop an enlarged or cancerous prostate gland.
- Sexual changes in adult men and women do not make them lose their desire or ability for sexual expression.

Some other forms of sexual expression are:
- Touching.
- Composing poems.
- Adoring the body.
- Dancing.
- Talking.
- Working hard to win the affection of a loved one.
- Sexual intercourse is but one form of sexual expression.

Sex has been used and misused for:
- The release of tension, a destruction from daily worries.
- A primary source of pleasure.
- A demonstration of one’s masculinity or femininity.
- Procreation.
- The expression of committed love and devotions.
**Handout 3: GENDER RELATED WORDS**

Cut out each word and give one to each of the members of the inner circle.

<table>
<thead>
<tr>
<th>A female</th>
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<tbody>
<tr>
<td>Head of the family</td>
</tr>
<tr>
<td>Parenting</td>
</tr>
<tr>
<td>Lobola</td>
</tr>
<tr>
<td>Patriarchy</td>
</tr>
<tr>
<td>Matrilineal</td>
</tr>
<tr>
<td>Sexuality</td>
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<tr>
<td>Virility</td>
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<tr>
<td>Sexual network</td>
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<tr>
<td>Small house</td>
</tr>
<tr>
<td>Rape</td>
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<tr>
<td>Feminisation</td>
</tr>
<tr>
<td>Masculinity</td>
</tr>
<tr>
<td>Gender inequality</td>
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<tr>
<td>Gender inequity</td>
</tr>
<tr>
<td>Gender</td>
</tr>
</tbody>
</table>
Handout 4: GENDER RELATED TERMS AND CONCEPTS

TRYING TO EXPLAIN WHAT “GENDER” IS ABOUT

1. **A female:** [woman, girl] a human with the sexual organ and a womb to bear children.

2. **Head of the family:** the one in charge (leading / in command) of the family; culturally/traditionally considered to be the man as he used to be the solely money-earner.

3. **Parenting:** mother and father taking up ongoing loving care, support, and education of their children.

4. **Lobola:** a negotiated amount / goods a man has to pay to the parents of his future wife to honour them for the upbringing of the woman he loves.

5. **Patriarchy:** social organisation marked by the supremacy of the father in the clan or family, the legal dependence of wives and children, and the reckoning of descent and inheritance in the male line; broadly: control by men of a disproportionately large share of power.

6. **Matrilineal:** relating to or based on, or tracing descent through the maternal line.

7. **Sexuality:** human sexuality involves more than genitals; it’s the domain of physical, spiritual, and emotional traits that make us male/female.

8. **Virility:** the quality or state of being virile, which is: having traditionally masculine traits especially to a marked degree, having the appetite and the need to have very regular sexual intercourse and to go for it.

9. **Sexual network:** is a complex map or web of sexual relationships or patterns, which bring many sexual partners of a diverse background, status and behaviours into direct sexual contact.

10. **Small house:** the set up of a second home with a wife (and children) besides the official marriage.

11. **Rape:** forced sexual intercourse with someone from the opposite or the same sex without their consent and chiefly by force or deception.

12. **Masculinity:** having qualities appropriated to or usually associated with a man (strong muscles, broad chest, well developed sexual organ, deep voice, tough, strong, no fear).

13. **Gender inequality:** gender is linked to power structures in society and leads to inequality between men and women.

14. **Gender inequity:** gender injustice / unfairness.

15. **Gender:** people are born male or female, but learn to be boys and girls who grow into men and women. They are taught what the appropriate behaviour and attitudes, roles and activities are for them and how they should relate to other people. This learned behaviour is what makes up gender identity and determines gender roles. **Or:** Gender is the social and cultural characteristics associated with men and women. **Or:** the behavioural, cultural, or psychological traits typically associated with one sex.
What do you believe?

- Men are “dogs” and will never change.
- Most, if not all, college female students are promiscuous.
- A real man will beat up his wife to show that he loves her.
- Men have high appetite for sex hence it’s ok if they have many girlfriends.
- Caring for the baby and all household chores are for the woman in the house.

* The facilitators and the participants can add more statements to share with the whole group.
This diagram shows the conceptual linkage between underlying factors determining sexual behaviour and the HIV and AIDS epidemic.
1. Looking back at your days at school, what things did you enjoy doing as a boy or girl?

2. What now, in your view, would be inappropriate in relation to gender:
   - In the type of punishment you were given,
   - Examples used by teachers when teaching,
   - Pictures in textbooks you were using,
   - Comments often used by teachers,
   - Facilities/resources available at the school.

3. Are there any other things which were done at your school which you felt were unfair to you as a girl/boy?
1. **Seeing** structural basis for personal and individual problems, conditions and circumstances.
2. **Feeling** a sense of anger and awakening to power information, issues and knowledge.
3. **Acknowledging and taking responsibility** for our role in the perpetuation of gender and other inequality.
4. **Knowing** others share experiences and feeling a sense of solidarity from and towards others.
5. **Questioning** power.
6. **Confronting** gender based power at a personal and institutional level.
7. **Deciding** to act on gender based power.
8. **Envisioning** and believing that another world based on gender equality and gender equity is possible.
9. **Organising** and planning action to promote gender equity.
10. **Acting** on gender based power personally and collectively.
11. **Sharing** the knowledge created in this process for the good of all.
Nzira Yeupenyu, Indlela Yempilo: A Guide to Participatory Life Skills Development

Gender Equity and HIV Prevention

Illustrator’s note . . .

Personally I think gender equity is an imbalance thing for both men and women. In this scenario my illustrations were mainly inspired by lines, shapes and gestures hence the figurative drawings in the Gender Equity and HIV/ AIDS scenario. The work was challenging and yet so interesting. It was a good experience. ~ Farai Sithole