

FN's verdensmål for bæredygtig udvikling



Inden 2030 skal der sikres universel adgang til seksuelle og reproduktive sundhedsydelser, herunder familieplanlægning, oplysning og uddannelse, og integration af reproduktiv sundhed i nationale strategier og programmer.

Teaching sequence

Subject, grade, & year of English	7 th , 8 th or 9 th grade	
Duration	2x45 (two lessons) and 1x90 (one module)	
Theme/topic	SHRH in Uganda and Denmark	
National curriculum	English after 7 th grade	
Competence area	Oral communication	
Skill & knowledge area	Listening, Phase 2 Culture and Society, Phase 2	
Skill goal	The student can comprehend the main content in authentic texts about societal topics.	
Knowledge goal	The student has knowledge about combinations of listening strategies	
Description of skill-focused core activity	The focus of this teaching plan is the skill listening. The students are to advance their listening skills both through one-way listening when listening to various videos and two-way listening through class discussions and participation in the Twogere game. The student's listening skills are scaffolded through various listening strategies as predicting before, working with chunks, and listening for specific information. The teaching plan also focuses on gaining cultural knowledge about SRHR approaches and issues in English speaking countries as Uganda and Denmark.	
Concretization of curricular goals	Skill goal	Knowledge goal
Learner assumptions	Students can understand a variety of English when scaffolded with chunks	The students have beforehand knowledge and Danish vocabulary about SHRH issues from sexual education in school
Concrete learning goal	Advancing the student's listening skills where they can understand a variety of English.	Advancing the student's knowledge about access and approaches to SRHR in Uganda and Denmark

	Students can reflect and express their opinion about SHRH issues and approaches to sexual education	Acquiring new vocabulary within SRHR
Signs of learning	The students can express their opinion about approaches to SHRH and issues within SHRH	The students apply new vocabulary and information from the videos in the different worksheets and class discussions
Method of assessment	Dialogical approach through class discussions The students own “twogere” game that shows their acquirement of new vocabulary and reflections upon SHRH information	Dialogical approach through class discussions The students own “twogere” game that shows their acquirement of new vocabulary and reflections upon SHRH information
Material	<ul style="list-style-type: none"> - Chunks, worksheets, and questions (included in the end of pdf) - Chunks for expressing opinion (as picture in the teaching plan) - Access to the Sauti Media hub and Senga 	
Teacher preparation	Research and explore the Sauti Media Hub and Senga app Print out the different worksheets, chunks and templates	
Structure, procedure, and timing of lesson	<i>The following procedures describe both what the teacher and pupils do and how the pupils are organized.</i>	
1. Activity – Encounter with Senga App, one way listening		
Preparation	Print and cut out chunks from the video with Maki Print brainstorm template	
Phase of the cycle model of intercultural learning		Noticing
<p>Before-skill stage (20 min)</p> <p>1. <u>Welcoming</u></p> <p>Have the Sauti Media site on the board in the beginning of class. Hand out a paper to each student with a brainstorm template where it says, “Sexual and reproductive health and rights”.</p> <p>2. <u>Introduction</u></p> <p>Today we are starting a new topic about SRHR which is short for sexual and reproductive health and rights. We are going to focus on the reason why education about SRHR is important and how we access it.</p>		

Today is not going to be about ourselves, people in the room or outside the room. We will be watching videos about SHRH and answering cases where you talk about other people and not yourselves.

3. Brainstorm about SHRH

What do you think of when I say SRHR – sexual and reproductive health and rights? Write it individually on your brainstorm.

4. Discussion with seatmate

If someone needed information about SRHR issues, where would you tell them to search for it?

Write your answers on your brainstorm.

5. Cut outs of chunks

The students receive 13 cut outs of chunks from the video in groups of four. First, they each take a chunk from the pile. Then they should write their initials on it if they understand the chunk. If they don't understand they pass it on to the next teammate. They do this till they are finished with the pile. When they are done, they should divide the chunks into one pile with chunks that all the teammates understand, another with the chunks some understand and a third with chunks no one understands. They should now help each other and talk about what the chunks mean so the chunks include all initials.

6. Class discussion

- Which ones did you all understand?
- Why and how did you understand? Any specific words that were transparent or easier than others?
- Which ones did none of you understand?
- Which words made it difficult?

7. Predictions about video

The groups should now look at the chunks and try and predict what the video will be about.

Core activity

targeting the skill of listening

During-skill stage (15 min)

8. Watch the video for the first time with Maki and the Senga app (3 min)

9. Read aloud questions to the Senga in Sauti Media Hub (4 min)

The students receive a handout with questions to the video. The students read them aloud for each other.

10. Watch the video a second time about the Senga app (3 min)

11. Answer questions to the Senga in Sauti Media Hub (5 minutes)

Follow-up

After-skill stage (10 min)	
<u>Explore the Sauti Senga in pairs</u>	
<ul style="list-style-type: none"> - Are some questions similar? - Which questions stand out? - Are there some questions you don't understand? - Do you think it would be the same questions in Denmark? Why/Why not? 	
<u>Class discussion</u>	
<ul style="list-style-type: none"> - The class discusses advantages and disadvantages of the Senga app. - The class then discusses why and how you should inform about SRHR to young people? - The students' inputs are written down on the board. 	
Activity – Comparison with Danish questions	
Preparation	Print out or show the chunks for expressing opinions on the board (in pdf) Print out explore questions to the IPPF (in pdf) Print and cut out the questions from the Senga app and Sex og Samfund's (IPPF's) sexline (in pdf)
Before-skill stage (5 min)	
<u>Explore the sexline on International Planned Parenthood Federation's website.</u>	
(sex og samfund på dansk)	
<ul style="list-style-type: none"> - Are some questions similar? - Which questions stand out? - Are there some questions you don't understand? - How are they different from the questions in the Senga app? 	
Core activity	
During-skill stage (25 min)	
<u>Teacher introduction of chunks for expressing opinions (10 min)</u>	
<ul style="list-style-type: none"> - The teacher shows the picture below on the white board as a scaffold for the student's conversation. The students can use these phrases and chunks to convey information to each other. 	
<u>Categorize the questions (5 min)</u>	
<ul style="list-style-type: none"> - In groups you receive different cut outs of questions from both IPPF's sexline and Sauti Media Hub's Senga app. You are to discuss and divide the questions in pairs after categories. Categories could for example be boundaries, sex, hygiene, STD, mental health (sexually transmitted diseases). 	
<u>What would you reply? (10 min)</u>	
<ul style="list-style-type: none"> - Discuss in groups what you would advise the anonymous person to do. - Check the answers afterwards – Was your answer similar or different? 	
Follow-up	
After-skill stage (15 min)	
<u>Class discussion (15 min)</u>	

- Through the class discussion the teacher writes the student's inputs up on the board
- What categories have you chosen?
- How are the Danish and the Ugandan questions similar? Why?
- How are the Danish and Ugandan questions different? Why?
- How are the answers similar?
- How are the answers different?
- What do you think about the answer? Is it helpful?
- What could happen if the questions weren't answered?

Activity – Encounter with Twogere, two-way listening

Preparation

Read up on the rules for Twogere
 Print out the Twogere board and pieces.
 Bring colored paper for the students own Twogere
 Print out cases for Twogere in PDF

Before-skill stage (30 min)

1. Welcoming

Have a picture of the Twogere game on the board in class and a print of the game on each groups table.

2. Introduction and class discussion (20 minutes)

Yesterday we worked with the Senga app. The Senga app is a part of Sauti Media Hub which is developed by Reach a Hand Uganda. RAHU is a nonprofit organisation who advocates for SRHR and targets young people. Reach a Hand Uganda wants to engage young people as there is a gap between the young people who need knowledge about SRHR but few who visit clinics and therefore receive information about it.

- Why does RAHU want to spread knowledge about SRHR?
- Why is it a problem when young people don't know about SHRH? Think about the questions from the Senga app, what would happen if they weren't informed.
- Why do you think that young people are their main target group?

Today we will work with another media developed by RAHU called Twogere. Twogere means "Let's talk" in Uganda and it is a game where you discuss cases that revolve around SRHR issues.

3. Explanation of the game (10 min)

- Watch the video in class.
- Afterwards elaborate the rules in class

Core activity

During-skill stage (35 min)

The picture with chunks of expressing opinions should be on the board.

1. Go through the board in class (10 min).

Are there any solutions to the case that surprise you? Why?

Go through every square for example "punishment" and talk about what this could imply as a solution to the case.

2. What would you do? (20 minutes)

The students play a round with each case where they choose what they find is the most fit solution to the case. They should afterwards discuss and debate their answers. Why did they choose their specific solution?

3. Group discussion (5 min)

- How are the different cases similar?
- How are the cases different?

Follow-up

After-skill stage (25)

1. Make your own board with your table (20 min)

What squares would you keep, which would you remove, and which would you invent yourselves.

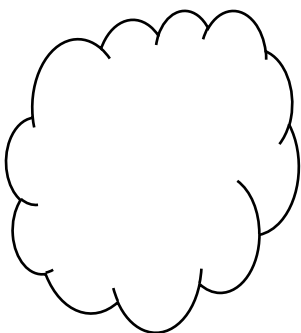
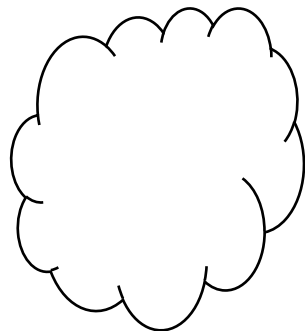
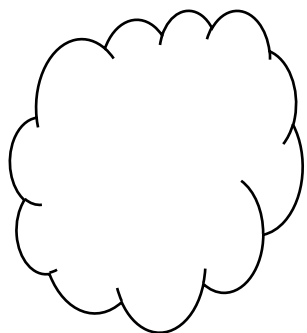
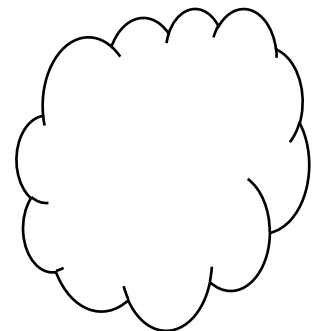
2. Reflections – quick writing (5 min)

How would you like to receive SHRH information?

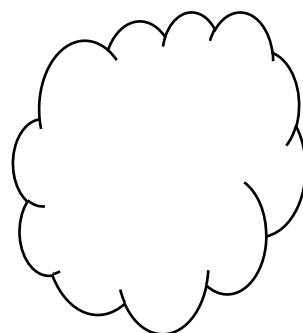
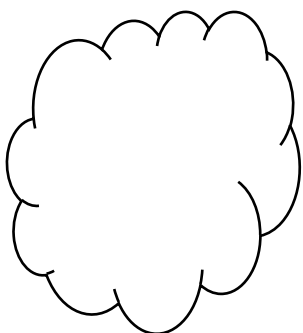
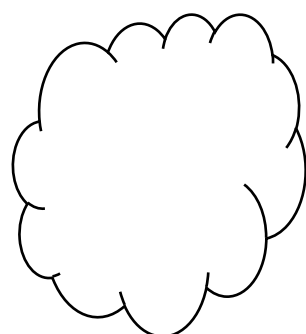
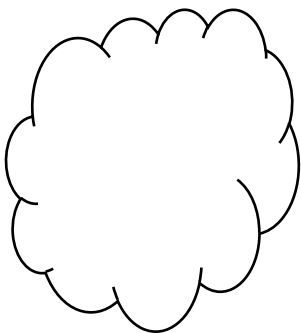
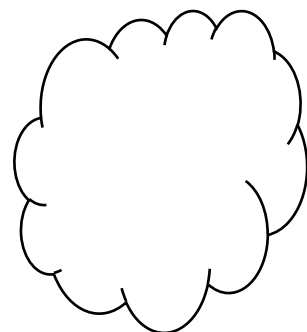
Would you use the Ugandan Senga or Danish sexline? Why?

How can games be helpful to educate SRHR?

Use the chunks for expressing opinions.



Sexual and
reproductive health
and rights
(SRHR)



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Chunks for video about Senga

In Uganda
Aunties mentor children
Has got you covered
Evolved from extended families
Evolved to nuclear families
The person you can ask
My menses
My period
Questions you can't ask
A lot of misconceptions
Misinformation leads to
Sorts of advocacy

Chunks for short pitch about Sauti Media Hub

One stop center for advocacy
Youth advocacy
Know more about yourself
People around you

Questions to video about the Senga app

What can you do in the Senga app by Sauti Media Hub?

Which role does aunts play in Uganda?

Why is the Sauti Senga app named after “Aunt”

Who would you go to if you needed information about Sexual and Reproductive Health and Rights?

Maki says that Sauti Senga is for people where google is far away. How can google be far away?

Why is there a need for an app like Sauti Senga?

Questions to explore Sauti Media Hub's Senga

Are some questions similar?

Which questions stand out?

Are there some questions you don't understand?

Do you think it would be the same questions in Denmark?
Why/Why not?

Questions to explore IPPF's (Sex og Samfund's) sexline

Are some questions similar?

Which questions stand out?

Are there some questions you don't understand?

How are they different from the questions in the Senga app?

Posts in Sauti Media Hub's Senga app and IPPF's sexline

Senga app

How do I know I am ready?

Is HIV curable?

Can I stay with a very jealous boyfriend?

I am thinking of trying the Pill, but my mother says it's dangerous for younger women.

What are the signs of the first period?

Can condoms prevent all STDs?

Can I find love as I keep my vow of virginity till Marriage?

Sexline

Hvornår får man menstruation?

Hvad er mest sikkert af beskyttelse?

Hvordan får man en kæreste?

Jeg er på P-piller, og min menstruation er ikke kommet, er jeg gravid?

Hvad er HIV?

Jeg vil have sex men jeg er kun 13?

Jeg bliver ikke seksuelt opstemt.

Hvordan taler jeg om sex?

Han har sendt mit billede til sine venner.

Expressing Opinions

Personal Point of View

- In my experience...
- As far as I'm concerned...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd like to point out that...
- I believe that...

Agreeing with an opinion

- Of course.
- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.
- That's true.
- Neither do I.
- I couldn't agree more.

General Point of View

- It is thought that...
- Some people say that...
- It is considered...
- It is generally accepted that...

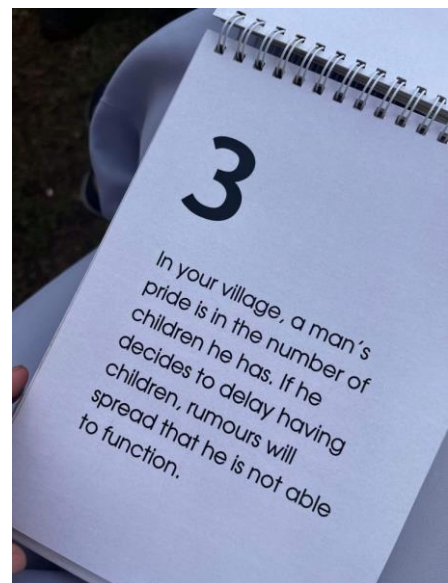
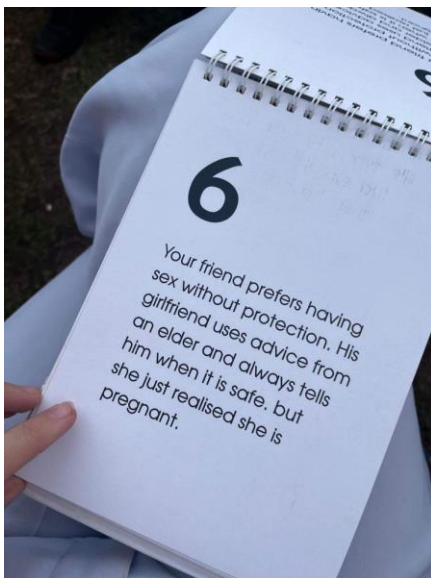
Disagreeing with an opinion

- Yes, but...
- I'm afraid I have to disagree.
- I'm sorry to disagree with you, but...
- That's not entirely true.
- On the contrary...
- I'm not so sure about that.

Cases for Ugandan Twogere game

Two original cases from Twogere:

1. *Your friend prefers having sex without protection. His girlfriend uses advice from an elder and always tells him when it is safe but she just realised she is pregnant.*
2. *In your village, a man's pride is in the number of children he has. If he decides to delay having children, rumours will spread that he is not able to function.*



Two translated cases from IPPF

1. *Two boys in class try and grab Mathildes breasts, every time they walk past her. She has mentioned several times that she doesn't want them to do but the boys just laugh and say that it's just for fun. There are other classmates that have seen it and laugh at it. Mathilde doesn't like it, but she also doesn't want to be seen as boring.*
2. *Abir har lige fået besked fra sin læge om, at hun er smittet med klamydia. Hun har haft sex med en del, og nu er hun i tvivl, om hun skal fortælle dem, at de kan være blevet smittet.*

Scenarios	Ideals
1	A, E, M, P
2	A, H, I, J
3	B, F, J, M
4	A, G, J
5	G, N, Q
6	A, D, G, P
7	B, I, J, Q
8	E, M, P, T
9	E, J, Q
10	B, H, P
11	A, B, G, J
12	A, G, J, P





Facilitators Notes:

- The facilitator should encourage the players to put themselves in the shoes of the subject of the scenarios at the time of choosing a card.
- After the scenario is picked and read by everyone, make sure it is also translated by someone in the local language
- As players fill in the player sheet, they are not allowed to use the title of the card in their sentence description, and the facilitator ensures that players are filling in their sheets correctly.
- Facilitators are allowed to counter question a player's view to further enhance the discussion. It helps to ask whether these situations are similar to what happens in their 'real' life or even to people they know.
- As a facilitator, do not interrupt the flow of discussions (e.g. by correcting people) but rather allow people to openly share and sometimes disagree with one another. The 'juicy truth' is in those conversations, but at the same time always ensure the arguments don't become heated. When reading out the ideal choices, the facilitator should correct the wrong options and point people to the right ones.
- Every time someone selects the contraceptive option (J, L or P), the facilitator should ask the player to specify which contraceptive they are referring to.
- Sometimes the players may feel the answers in the Player Board in hand are not representative of what they would actually do, allow them to share what answer they would have put instead if applicable.

Facilitator Board

twogere

Player 2

<p>A Medical Advice</p> 	<p>B Support</p> 	<p>C Punishment</p> 	<p>D Marriage</p> 	<p>E Legal Action</p> 
<p>F Family Planning</p> 	<p>G Seek Education</p> 	<p>H Conversation</p> 	<p>I Financial Stability</p> 	<p>J Condoms</p> 
<p>K Media</p> 	<p>L Tradition and Culture</p> 	<p>M Community Group</p> 	<p>N Abstinence</p> 	<p>O Abortion</p> 
<p>P Pregnancy Prevention</p> 	<p>Q Parenting</p> 	<p>R Religion</p> 	<p>S Role Models</p> 	<p>T Break Up</p> 

Player Board