Activity ideas:
- Masculinity: from the Yo Tambien Merezco, Masculinity unidad pg. 150
- Role models:
  - Cat calling: having the boys walk down a line in between the boys while they cat call at them. How does it feel, bitch?
  - Sport: soccer. Theme: respect for women as for members of your team.
  - Sport: break-dance. Theme: adopting flexible gender identities instead of machismo as break dancers use improvisation.
    a. Having them pick which picture is represents masculinity (Lindsey’s activity).
- Sport: basketball. Theme: sexuality and respecting the opinions of women.
  b. Exploring lesson from violence chapter of HPLV. Talk about the sexual and reproductive rights women have.
  c. Communication: having them look into the communication chapter of HPLV and learning exploring how not to “bully” females and what constitutes that.

Day 1 Gender: Masculinity and Femininity

Materials:
- Name tags, including ours already made to show for name tag matchmaker game.
- Cartel for introduction to camp
- 2 Cartels for introduction/objectives to Day 1
- 4 Blank Cartels - 2 with the title “males” and 2 with the title “females” for characteristic list activity
- Markers and pens/pencils for writing
- Paper with already made chart to make their list of House Chores
- Soccer balls (or ask them to bring their own?)
- 2 copies of the photos for manly man activity

1. Introduction to the camp (mins):
   a. Read cartel that explains the objective of the camp, the general agenda for each day, and the format of camp (split up into groups that we will have throughout the camp, but will reunite as a whole group at the beginning and end).
   b. Dinamica to introduce everyone before splitting up into the two groups: name tag match maker.
   c. Split up (count off numbers): create a group name that will be used to refer to them throughout the camp.

2. Introduction to the day’s activities (mins):
   a. Read cartel that states the objective of the day and provides a detailed agenda.
b. Our objective: To identify the influences that affect our beliefs of what a man should be and what a woman should be and to adjust and expand these narrow classifications.

c. Why this activity is important: The participants will consider their own attitudes and behavior and identify the things that have influenced them to be the way they are.

d. Dinamica to get them moving and thinking about gender definitions.
   i. In small groups, participants will create a list of characteristics of males and characteristics of females.
   ii. Participation will be determined by passing a soccer ball around in a circle and each time somebody receives the ball, they will need to name another characteristic that hasn’t previously been said.
   iii. Within small groups have a small discussion about where these ideas of gender definitions come from (i.e., media, parents, brothers, sisters, older family members, friends, teachers, etc.)

3. Activity (Mins): Digame Lo Que es Machismo! (Yo tambien Merezco p.151)
   a. Using the earlier created definitions of masculinity and femininity, each participant will create a list of house chores and mark who in their house is responsible for that chore.
   b. Indicate the equal importance of both the male and female in these responsibilities and in our personal interactions, the importance of having positive male and positive female role models.

4. Activity (Mins): Strong Man vs. Real Man
   a. In small groups, show pairs of pictures and have the participants articulate what types of personality traits these people have based on their appearance and what they know about their public persona.
   b. Then the participants will choose which of the pairs is the “manlier man”.
   c. Talk about why we have these beliefs and why we view these people as more manly.
   d. What does society think a man should be? How does that affect our interactions, beliefs, ideas, opinions, behavior, etc.?
   e. Important point to make: we judge people according to their appearance, and thus this affects the relationships we have with people and how we choose to socialize with some and exclude others.

5. Free Play (Mins)
   a. Form small teams and have time to play soccer.
   b. Before students start playing, explain that we will do an experiment. One group will be considered the more masculine group, and the other the more masculine. Have the spectators cheer for the more masculine group.
   c. After different groups play, have the groups report how they felt. If boys don’t feel that this affected them, explain how people internalize the feelings people have about them and this sometimes affects their own feelings about themselves.
6. Conclusion (Mins):
   e. Meet as an entire group for penalty kicks. Those who make the goal, must report an activity that they liked. Those who don’t, have to talk about an activity they didn’t like.
   f. Review the most important lessons of the day.

Day 2: Creating a positive network: Communication, Team work, Building Positive Male Network

Materials:
✓ Package of balloons (at least 30-40 to be blown up at site by boys)
✓ 1x cartel to explain the day
✓ 2x cartel about the different types of communication (from Asertividad lesson in HPLV)
✓ 2x role plays

1. Introduction to the day (mins):
   a. Entire group meets before splitting up: review previous day.
   b. Read cartel that states the objective of the day and provides a detailed agenda.
   c. Objective: The participants will learn the components of a positive network and begin to think about how they can create their own.
   d. Dinamica: Boys will begin to throw balloons into their air with the goals of not letting any touch the ground. The two facilitators will go around and touch the shoulders of participants. Those who are tapped, will have to leave the circle.
      i. Lesson: When working together, we can accomplish anything. Helping each other create a goal.
   e. Split up after dinamica

2. Activity Ideas (Mins):
   a. Role models activity: from the previous days’ activity, will use the males who were considered most manly and had the most positive personality traits. We will ask them what makes them role models/popular. What other qualities could a positive role model have?
      i. Important point: What type of person do you want to be and what type of positive influences do you want in your life.
   b. Communication within relationships (friendly or sexual/personal):
      i. Fredy’s game: acting out feelings
         1. Explain that it’s equally what you say as the way you say it to affect meaning in your words. This is very important in a relationship because someone could be saying one thing, but their body language is saying another and it can cause miscommunication. Give examples: saying “I don’t care,” but in an angry way.
ii. Differences between aggressive and passive communication
   1. Make the connection between aggressive communication and masculinity and passive communication and femininity.
   2. Important point: how to use communication in various relationships in order to be the type of man you want to be/positive male identity you want to have.

3. Conclusion (Mins):
   a. Meet as an entire group: each person will present a like and a dislike in the form of a lime vs. orange.
   b. Review the most important lessons of the day and prep for day 3.

Idea: have breaking dancing this day. Have facilitators explain communication from their perspective. Then explain that while working in a breakdance team, have to improve from the other person, working as a team, like in a relationship.

Day 3: Sexuality

Materials:
   1x cartel to explain the day
   2x cartel definition of sexuality
   2x cartel sexual and reproductive rights
   4x cartel internal and external anatomy of males and females
   2x cartel different contraceptive methods available at the Puesto de Salud
   50 copies prueba de tener o no tener relaciones sexuales.
   2x cartel positive communication from HPLV

1. Introduction to the day (mins):
   a. Entire group meets before splitting up: review previous day.
   b. Read cartel that states the objective of the day and provides a detailed agenda.
   c. Dinamica: Ask boys in a circle what anatomy parts they know and the boys must shout out the part all together. The boy who isn’t participating will shout the part out loud himself.

2. Introduction to the essence of and function of sexuality (mins):
   Cartel: Definition of sexuality
   Cartel: Sexual and reproductive rights (pg. 202 HPLV)
   Talk about what type of a man you want to be and how that fits into your sexual wants and needs.

   c. Anatomy lesson (mins):
i. Using diagrams, explain internal and external anatomy of males and females.

d. Contraception and STI protection options (mins):
   i. Cartel of different contraception/STI protection methods
   ii. Health Center volunteer:
      1. Discuss contraception/STI protection methods available at the Puesto de Salud (cartel on comparison of method).
      2. Handing out of condoms
   iii. “Paso a Paso” condom demonstration

e. Deciding to have sexual relations. How do you know when you’re ready?
   i. Prueba: decisión de tener o no tener relaciones sexuales.
   ii. Men’s hormones make them just want to have sex, but need to think about the effects of having sex, not only for themselves, but for their partner as well.
   iii. Sexuality: learning to control your own impulses while respecting that of others. Tie in previous days’ activities about communication and how could aggressive types of communication be used to convince girls to do sexual things we want them to do.
   iv. Show the cartel about “Positive communication” and how they can assert their sexual needs without being aggressive and making girls want to do something they don’t want to.

2. Activity (Mins): addresses violence against women. There are various forms of violence against women, from verbal sexual assault, such as cat calling, to physical sexual assault. All can lower girls self esteem, making them feel violated and like objects instead of people of value.
   a. Do the activity about cat calling. Having the boys walk down a line in between the boys while they cat call at them. Discussing how they feel, imagining what it’s like to deal with that every time you leave the house.

3. Conclusion to camp (Mins):