

# BODY

# POLITICS

The criminalization  
of sexuality  
and reproduction

**TRAINING MANUAL**

**AMNESTY  
INTERNATIONAL**



Amnesty International is a global movement of more than 7 million people who campaign for a world where human rights are enjoyed by all. Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards. We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.

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*Cover image:*

Women gather to talk about their sexual and reproductive rights in the village of Kokoualé. Burkina Faso, July 2014. © Amnesty International



# TABLE OF CONTENTS

<b>INTRODUCTION TO THE BODY POLITICS SERIES</b>	<b>4</b>
Training on the Body Politics Series	4
Training Objectives	4
Using this Training Manual	5
Before you Train	6
The Training Components	12
<b>THE BODY POLITICS TRAINING SESSIONS</b>	<b>15</b>
SESSION 0: PARTICIPANT INTRODUCTIONS/AGREEMENTS	16
SESSION 1: WHAT'S IN THIS SERIES?	18
SESSION 1A: EXPLORING THE TOOLKIT	22
SESSION 2: CRIMINALIZATION – THE BASICS	23
SESSION 2A: MAKING THE CONNECTIONS	31
SESSION 3: DISCRIMINATION AND INTERSECTIONALITY	33
SESSION 3A: STIGMA AND STEREOTYPING ASSESSMENT	38
SESSION 4: PRACTICUM: CAMPAIGNING ON CRIMINALIZATION	39
Teach-Back Lesson Plan 1: Same-Sex Sexual Activity	41
Teach-Back Lesson Plan 2: Sex Outside Marriage	43
Teach-Back Lesson Plan 3: HIV Non-Disclosure, Exposure and Transmission	45
Teach-Back Lesson Plan 4: Adolescent Sexual Activity	47
Teach-Back Lesson Plan 5: Sex Work	49
Teach-Back Lesson Plan 6: Abortion	51
Teach-Back Lesson Plan 7: Pregnancy	54
SESSION 5: REVIEW AND CONCLUSION	56
<b>TRAINING MATERIALS</b>	<b>58</b>
Participant Handout 1A: The Body Politics Scavenger Hunt	59
Participant Handout 1A: Answer Key	60
Trainer Tool 2A: Trivia Board and Question Guide	61
Participant Handout 3A: Stigma and Stereotyping Assessment	98
Trainer Tool 5A: Four Corners Signs	99

## **INTRODUCTION TO THE BODY POLITICS SERIES**

Sexuality is an intrinsic part of being human and we should all be able to decide how we express our sexuality, sexual orientation and gender identity. We should be free to decide whether and when we become pregnant and if, when or who we marry. The ability to make decisions about our bodies, our sexuality and reproduction is essential to human dignity, to the enjoyment of physical, emotional, mental and social wellbeing; and to the realization of the full range of human rights.

The criminalization of sexuality and reproduction around the world is a major barrier to the realization of our rights and denies millions of us our human dignity. Sometimes direct regulation through laws and policies is used to target our sexual and reproductive actions and decisions, such as criminal bans on abortion, sex outside marriage, or same-sex sexual conduct. At other times, indirect regulations use a range of criminal, civil and religious laws and policies related to public order or “morality” in order to police and punish particular sexual and reproductive choices or gender expression. Amnesty International’s Body Politics: Criminalization of Sexuality and Reproduction series, comprised of a Primer (Index: POL 40/7763/2018), a Toolkit (Index: POL 40/7764/2018) and a Training Manual (Index: POL 40/7771/2018), aims to equip the organization’s global movement, as well as its partners and activists worldwide, to challenge unjust criminalization of sexual and reproductive actions and decisions and gender expression. The series primarily focuses on application of criminal law to sexuality and reproduction since it is the ultimate punitive and policing power of states. Nevertheless, the series also addresses broader punitive regulation and presumptions of criminality that further lead to stigmatization, punishment and a range of human rights violations.

## **TRAINING ON THE BODY POLITICS SERIES**

### **TRAINING OBJECTIVES**

This training manual is designed with the following objectives in mind:

- To provide an introduction to the Body Politics series, its components and their respective uses.
- To familiarize Amnesty International staff and colleagues with issues related to sexual and reproductive rights, the criminalization of sexuality and reproduction and intersectional discrimination.
- To practise using Amnesty International campaigning techniques to unpack and build campaigns on the criminalization of sexuality and reproduction.

## USING THIS TRAINING MANUAL

This training manual is designed to accompany the Body Politics: Criminalization of Sexuality and Reproduction Primer and Toolkit. The three components collectively make up the Body Politics series. This training manual provides detailed lesson plans and instructions for Amnesty International staff and partners that cover the content and structure of the series and how to use it to develop advocacy and campaign strategies on key sexual and reproductive rights issues. This manual comprises the pieces you need to put together three different versions of the Body Politics training, adaptable based on mechanism of delivery (online or in-person) and time available. In addition, the manual provides tools and tips for trainers who may or may not be familiar with the training content or style, guidance on work to be done in advance of the training, and signposts to additional Amnesty International resources that may be relevant and useful.

Many campaigners have deeply personal journeys and stories to share: in particular, many of the issues and topics included in this training on sexuality and reproduction touch on gender identity and expression, bodily integrity and autonomy, sexuality and, all too frequently, stigma, discrimination and violence. Facilitators are encouraged to devote time to thinking about how they can create a “safe space” for these conversations through setting participant agreements, use of neutral and non-judgmental language, and mindfulness of the participants’ experience and mood throughout the training.

For additional tools on facilitating trainings and creating a safe space, as well as a basic introduction to sexual and reproductive rights, see: Amnesty International, Respect My Rights, Respect My Dignity: Module Three - Sexual and Reproductive Rights are Human Rights (Index: ACT 35/001/2015) For Amnesty International staff, a detailed guide to campaigning strategy is available at: Amnesty International, Campaign Strategy Development Guide (ACT 10/6668/2017), Internal document available at <https://docs.amnesty.org/Documents/ACT1066682017ENGLISH.DOCX>

## ONLINE VS. IN-PERSON TRAININGS

When and wherever possible, we recommend delivering trainings in-person to allow for more responsive discussion and feedback from participants. This manual equips facilitators with tools for in-person training, which can be adapted as needed to an online format. For example, where instructed to discuss or brainstorm with a group, facilitators using a webinar or other online system may choose to use a chat box or online whiteboard programme to allow for rapid response from multiple participants. We recommend for both in-person and online trainings that facilitators work in pairs to ensure their ability to productively monitor discussion without losing focus on the training session.

## WHAT’S IN EACH SESSION

- At the start of each session, the manual provides guidance on:
- the time required;
- the recommended format/methodology;
- participant learning objectives; and
- materials needed.

Each session then breaks down the step-by-step learning process for facilitators to walk through the recommended format. Scripts for facilitators are provided with the direction “Say,” while notes and advice to facilitators are included in italics.

**A NOTE ON VOICE:** This manual provides detailed facilitation scripts, both for conducting activities and for presenting material using slide decks. These scripts provide detail and guidance for facilitators less familiar with the source material or less comfortable conducting trainings, but are meant to be signposts rather than requirements. Facilitators of all levels should plan to spend time reviewing the scripts and familiarizing themselves with the content, but should feel free to adapt the language to be more reflective of their own training “voice” and style.

**The accompanying PowerPoint slides (AI Index Number: POL 40/9301/2018) are available on Amnesty’s website.**

## BEFORE YOU TRAIN

To determine which type of training is best for your group, you'll need to consider:

- How much time you have available: this training manual contains plans for conducting a short training of an hour and a half, a more interactive training lasting three and half hours, and a full-day training of trainers.
- The location of your training participants: the short training is optimized for online delivery, while the longer interactive training and training of trainers are better delivered in-person.
- Your participants' experience and comfort with the topics to be covered in the training: you can use the following Needs Assessment form to gauge your participants' comfort and experience regarding sexual and reproductive rights, and criminalization of sexuality and reproduction.
- A regional or topical focus: this training is designed to cover a full range of topics and uses examples from all over the world. However, you may wish to update the examples and case studies to make it more applicable to your specific region, or otherwise tailor to your audience.

## Conducting a Needs Assessment

One way to ensure that the training is tailored to the needs and existing competencies of your participants is to send out a basic needs assessment along with the invitation. You can use the following email template or modify it for your purposes.

*Image below:*

Demonstration in support of the legal abortion, Mexico City.

© Itzel Plascencia / Amnesty International Mexico



## **DEAR COLLEAGUE:**

Thank you for your interest in exploring Amnesty International's Body Politics: Criminalization of Sexuality and Reproduction series. In order to tailor the training to best suit you, please answer the following short questions and return this survey along with your availability for the training.

**1. Briefly describe your previous experience with Amnesty International's advocacy and campaigns.**

**2. Please rate your responses to the following statements according to a scale from 1 (strongly disagree) to 5 (strongly agree).**

- I have a basic understanding of reproductive rights.
- I have a basic understanding of sexual rights.
- I have worked extensively on sexual and reproductive rights issues.
- I am comfortable with legal and policy language relating to sexuality and reproduction.
- I have been involved in previous campaigns on issues related to the criminalization of sexuality and reproduction (please describe):

**3. Which of the following criminalization of sexuality and reproduction issues come up most frequently in your work or community? Check all that apply.**

- Same-sex sexual activity
- Sex outside marriage
- HIV non-disclosure, exposure and transmission
- Adolescent sexual activity
- Sex work
- Abortion
- Pregnancy

**4. What are the issues/areas that you hope the Body Politics training will cover in order to be most helpful for your work (e.g., international human rights standards and how they apply to sexuality and reproduction, legal or policy arguments, campaign-building techniques, or particular issue areas)?**

**5. Is there any additional information you want the trainers to have when planning the training? Please include requests for reasonable accommodation, dietary restrictions, etc.**

Thank you.

Based on the results of your needs assessment, determine what focus and resources you need to ensure are highlighted during your training. Use this information, combined with the time and space available, to build your training plan.

This manual presents three pre-designed training models, outlined below. New facilitators, or trainers who are new to the materials, are encouraged to select one of the training models and use it as instructed. Facilitators who are comfortable with workshop facilitation and the content of the training are encouraged to continue to modify and adapt the training as needed.

## **Adapting the Sessions**

This training uses case studies of criminalization issues throughout slide presentations, activities and handouts. You can modify or update these case studies to fit the particular needs and interests of your training participants: to focus more on an issue that participants are interested in, and to focus less on issues that participants are already familiar with, or update to include examples from your region. Some of the areas where we recommend updating or modifying case studies include:

- Session 2: Case studies on criminalization issues included in the slide deck may be deleted, replaced or updated.
- Session 3A: Case studies for campaigns used in the activity may be replaced with current campaigns on your issue or in your region.
- Session 4: Each lesson plan included in the practicum session can be modified to reflect participants' current campaign priorities. You may want to reach out to participants who indicate in their needs assessment that they are currently working on campaigns on criminalization issues in order to collect these case studies ahead of time.

## **Work to be Done in Advance of Training**

In addition to session adaptations, you will want to set aside time to work with your co-facilitators or training team to ensure a clear sense of roles, responsibilities and collaboration. As best practice, we recommend meeting initially a few weeks before the training to review the manual and decide on the training plan you will use. You will also want to assign tasks for conducting the needs assessment, adapting the sessions as needed, and gathering materials. We also recommend meeting the day before the training to set up the training space, check the audio-visual setup, and finalize the facilitation team. You may also wish to write out the schedule for the day on a large piece of paper or flipchart and/or send it to participants in advance.

## PREP WORK CHECKLIST

- Review manual and assign lead facilitators and team members to tasks/roles
- Create participant list and distribute needs assessment
- Select training agenda based on participants' needs and availability
- Send electronic copies of Body Politics Primer and Toolkit to participants in advance; include basic information on the training location and agenda
- Adapt/update sessions as needed based on priorities in your region
- Review slide decks and participant handouts (email lawpoladvice@amnesty.org to get the accompanying PowerPoint slides) (AI Index Number: POL 40/9301/2018)
- Review training scripts and adapt to your training style and voice
- For in-person trainings: gather external materials (see checklist below)
- For in-person trainings: print materials as needed (see checklist below)
- For in-person trainings: prepare room (test audiovisual set-up, assemble trivia game)
- For online trainings: select and test webinar or online platform for training
- For full-day training: review teach-back lesson plans (Session 4) in detail and update as needed

## MASTER PRINTING CHECKLIST (for in-person trainings)

- Handout 1A – 1 per participant
- Training Tool 2A – 1 set
- Handout 3A – enough for small groups
- Campaign Case Studies for Session 3A– enough for small groups
- Teach-back Lesson Plans (Session 4) if using
- Trainer Tool 5A – 1 set

## MASTER EXTERNAL MATERIALS CHECKLIST (for in-person trainings)

- Blank sheets of paper
- Candy/small prizes for participants
- Copies of the Body Politics Primer (POL 40/7763/2018) and Body Politics Toolkit (POL 40/7764/2018) if available
- Flipcharts
- Index cards
- Laptop
- Markers
- Masking tape
- Nametags
- Pens
- Sticky notes, also known as Post-its (minimum of 2 different colours)
- Projector and screen

## Finding a Space

Your space requirements are determined by both the number of participants and the activities included in this manual. In order to best deliver these activities as delivered, you will need a room with space for your participants to sit around a single table, which is equipped for audio-visual presentations and which offers a considerable amount of blank wall space to which you can attach flipcharts and posters. You will also need enough empty space for participants to gather in a circle, spread out into small groups, or compete in movement activities in teams. If you are limited in the space available to you, you will need to consider adapting some of the activities included in this manual to fit the space you have.

You will also need to liaise with the coordinator of the space to confirm directions for getting into the building, accessibility and security. If your space and budget allow for food or drinks during breaks or lunchtime, remember to take into account dietary restrictions, allergies and plan for the additional preparation and clean-up required.

## Accessibility

The accessibility of an event should consider the physical environment, transportation, information, communications, and other facilities and services. Send a request for participants to let you know about their needs in advance, and make provisions for translation, including sign language translations. Ensure that printed materials and visual aids are in large print and clear for those with vision impairments, and make sure there is space in the room and an accessible access route to the training room, facilities and break areas for those with crutches, wheelchairs, or other assistive devices. For guidance on making the training accessible for persons with disabilities, see: Disability Inclusive Meetings: An Operational Guide available at: <http://www.unescap.org/resources/disability-inclusive-meetings-operational-guide>

### *Image right:*

Mural painted by Ricky Lee Gordon in collaboration with Amnesty International, depicting transgender activist Sakris Kupila at the 17th annual Nuart festival in Stavanger, Norway, 2 September, 2017. The piece titled “A truth that is beauty. A beauty that is truth.” was painted as a part of Amnesty International’s Brave campaign.

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## THE TRAINING COMPONENTS

### The Basics:

At the core of this training package is a 90 minutes' long training module, designed to be delivered in-person or via webinar. The basic training package includes:

- a 20-minute presentation describing the purpose of and how to use the Body Politics series and its component parts;
- a 40-minute presentation and interactive activity introducing some common criminalization issues and their connection to core Amnesty human rights concepts; and
- a 30-minute introduction to marginalization and intersectionality.

### SAMPLE AGENDA: BASIC TRAINING WEBINAR

Session Title	Time Needed	Session Format
1: What's in this Series?	20 minutes	Trainer Presentation
2: Criminalization - The Basics	40 minutes	Trainer Presentation
3: Discrimination and Intersectionality	30 minutes	Trainer Presentation

### The Basics: Expanded

For in-person trainings of 3-4 hours, the basic training can be expanded and supplemented with participatory activities. These activities are included in this manual as sessions 0, 1A, 2A, 3A, and 5 respectively.

### SAMPLE AGENDA: BASIC TRAINING, IN-PERSON

Session Title	Time Needed	Session Format
0: Participant Introduction/Agreements	30 minutes	Group Discussion
1: What's in this Series?	20 minutes	Trainer Presentation
1A: Exploring the Series	20 minutes	Small Group Work
2: Criminalization - The Basics	40 minutes	Trainer Presentation
2A: Making the Connections	20 minutes	Game
3: Discrimination and Intersectionality	30 minutes	Trainer Presentation
3A: Stigma and Stereotyping Assessment	30 minutes	Group Activity
5: Review and Conclusion	30 minutes	Group Activity

## Full Training of Trainers:

For those with a full day to train staff and partners to use the Body Politics series in local campaigns and advocacy, this manual includes an additional half-day practicum-based session. The Teach-Back methodology allows for trainers to go deeper into a criminalization area of focus while they practise using the materials in a safe and supportive environment. Combining the expanded basic training with the teach-back sessions into a full day training of trainers allows more time for participatory learning, building comfort with the subject matter, and more detailed discussions on the intersections of human rights, criminalization of sexuality and reproduction, and campaign strategies.

## SAMPLE AGENDA: FULL TRAINING OF TRAINERS

Session Title	Time Needed	Session Format
0: Participant Introduction/Agreements	30 minutes	Group Discussion
1: What's in this Series?	20 minutes	Trainer Presentation
1A: Exploring the Series	20 minutes	Small Group Work
2: Criminalization - The Basics	40 minutes	Trainer Presentation
2A: Making the Connections	20 minutes	Game
3: Discrimination and Intersectionality	30 minutes	Trainer Presentation
3A: Stigma and Stereotyping Assessment	30 minutes	Group Activity
4: Practicum: Campaigning on Criminalization	3.5 hours	Teach-Backs: Small Groups
5: Review and Conclusion	30 minutes	Group Activity



EuroPride took place in Riga, Latvia on 20th June 2015. Over 5,000 people from across the world attended. Latvia is the first former Soviet country to host the event. © Amnesty International

# **THE BODY POLITICS**

# **TRAINING SESSIONS**

# SESSION 0

## PARTICIPANT INTRODUCTIONS/ AGREEMENTS

### TIME:

30 minutes

### FORMAT:

Group Discussion

### OBJECTIVES:

By the end of this session, participants will be able to: Identify each other by name; and Agree to a set of ground rules for how to treat each other within the training environment.

### MATERIALS NEEDED:

Flipcharts and markers,  
open space to gather participants

**Note to Trainers:** This session offers two suggestions of introductory games, or “ice-breakers”, for you to use to get to know participants, one longer version for smaller groups and one shorter version for larger groups. Feel free to replace the game with your own preferred ice-breaker or introductory exercise, or one that you think will work better in your context.

## SESSION 0: STEP BY STEP

1. Ask participants to gather in a large circle facing each other in an open space. Place yourself and any other facilitators spread out among the participants.

2. Explain to participants that the plan is to start the day with a quick game to learn each other’s names.

**SAY:** We’re going to go around the circle and introduce ourselves with our name and an adjective that describes ourselves and starts with the same letter as our name. For example, if my name was John, I might be Jolly John or Jumpy John. Or, if my name was Maria, I might be Marvellous Maria or Meticulous Maria. Does that make sense to everyone?

**Note to Trainers:** There are many modifications available to this game, if adjectives don’t seem right for your group. You can also ask participants to choose an animal that begins with the same letter as their name (Jackrabbit John, or Monkey Maria, for example). For a shorter version, or for groups coming from different language or cultural backgrounds, you can also ask participants to simply say their name but to “dance it” by doing a short dance move, that the group will then have to immediately copy and repeat. In this version, you can have the group mimic the dance as the participant is introducing themselves, rather than having each participant go back and repeat the names of those who have come before them.

3. Give participants a few moments to think of an adjective to go with their name. Now explain how turns will go. Turn to the person to your left in the circle and ask them to go first. Explain that the first person will say their adjective and name. Then, the next person to their left will say the first person’s adjective and name, then their own. The next person will say both the first two names and then their own, and so on around the circle until the last person (you, the facilitator), will

have to repeat every person's name before introducing yourself. Ask if there are any questions, and clarify any confusion about how the game will go.

4. Ask the participant to your left to start the game.

**Note to Trainers:** *For the first few turns, you may need to be more directive in making sure that participants begin by listing the names that came before them, but they should get the hang of it within a few turns.*

5. Once participants have made it all the way around the circle to you, take your turn (listing the name of every participant before introducing yourself). Once finished, have participants give each other a round of applause.

6. Keeping participants in the same circle, bring in your flipchart stand. Write "Agreements" at the top of a blank sheet of flipchart paper.

**SAY:** While we spend this time together, it's important to have a set of shared expectations and agreements for how we treat each other and this training space. We're going to be talking about some difficult and occasionally controversial topics, so I'd like to start with a basic one: Respect. I would like us to agree to treat each other with respect, which means that we share our opinions and even our disagreements with each other without dismissing each other, attacking anyone, or interrupting or talking down to each other. Can we agree to that? Does anyone else have another definition for what "Respect" could mean in this space?

7. If participants agree to the first ground rule, write "**Respect**" on the flipchart. Ask if anyone else has other ground rules they would like to suggest. Ask them to define the rule as they give it, then ask if there are other definitions and if the group can agree before adding it to the chart. Some ground rules to consider include:

**Confidentiality:** What is shared within this group remains within this group. This may extend to social media posts and pictures: ask permission before taking or sharing anyone's picture.

**Openness:** We will try to be open to other experiences and opinions, and be open and honest in sharing our own opinions, uncertainties and discomfort.

**Voluntarism:** No one is forced to participate or share if they are not comfortable doing so. It's ok to step out of the room when you need to, whether that's to take a bathroom break or just to get a breath of fresh air.

**Room to Speak:** It's ok to sit with silence for a moment, to make sure that everyone feels comfortable speaking up when they are ready to.

**Support and Sensitivity:** We can try to be aware of the effect our conversations are having on each other, and to check in with each other if someone looks uncomfortable or upset.

8. Continue with group agreements until you feel like the group has reached a point where they're repeating the same concepts. You may also want to add some more practical agreements, like turning off phones while in the training space, or stepping outside if you need to take a call or check an email. Now is also a good time to make sure participants know where the bathroom and nearest exit are. You may also want to briefly summarize the schedule for the day or point out where they can find it so participants know when to expect breaks.

9. Post the agreements chart somewhere in the room where it will be visible throughout the day.

# SESSION 1

## WHAT'S IN THIS SERIES?

### TIME:

20 minutes

### FORMAT:

PPT Presentation/Trainer Lecture

### OBJECTIVES:

By the end of this session, participants will be able to: Describe the pieces of the Body Politics series and their use and purposes.

### MATERIALS NEEDED:

Slide Deck 1

## SESSION 1: STEP-BY-STEP

1. Introduce yourself and the purpose of the training. Review briefly with participants the agenda for the training.
2. Using **Slide Deck 1**, present the components of the Body Politics series to participants.

## SLIDE DECK 1

### SLIDE 1:

## BODY POLITICS. THE CRIMINALIZATION OF SEXUALITY AND REPRODUCTION

### Slide 1: Talking Points

**SAY:** Around the world, governments are using criminal and other punitive laws and policies to limit and control sexuality, reproductive actions and decisions, and gender expression. State control over sexuality and reproduction impacts and can violate a whole range of rights – from sexual and reproductive rights to the rights to health, to bodily integrity, autonomy, privacy, and freedom of thought, conscience and religion.

States worldwide adopt laws and policies, at times, to police and control “morality” and to achieve other aims. Sometimes the legal aim is explicit, for example in laws that control women’s bodies and actions like sex outside marriage, or laws that punish same-sex sexual conduct. At other times, laws are masked by more benign justifications, like public health and safety, as we see in laws regulating adolescent sexual activity, conduct during pregnancy, sex work, and HIV non-disclosure, exposure and transmission. These justifications are too often used to conceal prejudice and discrimination.

While states may justify their policies through the lens of protection, public health or morality, Amnesty International’s research has consistently found that laws criminalizing sexuality and reproduction are not just ineffective, but also violate human rights, endanger public health, and pursue unjust punitive agendas against the most marginalized.

**3.** Pause and ask participants to spend 2 minutes discussing with their neighbour examples of where they have seen issues of state criminalization or penalization of consensual sexual and reproductive actions, decisions or gender expression in their work. What was the justification used by the state in their example?

**4.** Ask for a volunteer to share an example with the group. Discuss the following points with the group:

- We are talking about consensual activities, where criminalization impacts bodily autonomy. There is a different set of considerations when we are talking about criminalization of abuse or violence.
- We are taking an expansive view of criminalization, which includes discriminatory use of general laws to target certain populations, and also fines, surveillance and other means that states use to punish and control people.

**5.** Resume the slide presentation with Slide 2.

## SLIDE 2:

### WHAT’S INCLUDED

#### Slide 2: Talking Points

**SAY:** In order to address the ongoing criminalization of sexuality and reproduction, we’ve developed a set of tools. The Body Politics series includes a Primer, which contains seven issue-specific annexes, a toolkit for building campaigns, and the manual for this training.

## SLIDE 3:

### BODY POLITICS: THE PRIMER

#### Slide 3: Talking Points

**SAY:** The Body Politics Primer contextualizes states’ use of criminalization to control and punish people’s bodies, lives and exercise of autonomy. It covers the limitations on and legitimate use of criminal law, the common understanding of what we mean by sexual and reproductive rights, and states’ obligations to respect, protect and fulfil these rights. It also provides an overview of the human rights implications when states resort to punishment in the realms of sexuality and reproduction and details key legal and human rights arguments that can be used to challenge states on these issues.

The Primer also details key issues such as consent, harm and violence—each of which is a core component to the legal and policy arguments both for and against criminalization, as well as the broader human rights principles of bodily autonomy, equality and non-discrimination, legality, necessity and proportionality.

The Primer also reviews common arguments about protection, morality, tradition and public health used to justify criminalization and discusses their legal and political limits, while presenting counter-arguments campaigners can use.

**6.** Pause and allow time for discussion or clarification questions about the content of the Primer. Resume presentation with Slide 4.

## SLIDE 4:

### THE PRIMER ANNEXES

#### Slide 4: Talking Points

**SAY:** A key component of the Primer are issue-specific annexes that go into depth on aspects of sexuality and reproduction that states often criminalize, including abortion, same-sex sexuality, sex outside marriage, sex work, actions during pregnancy, adolescent sexuality and HIV exposure, non-disclosure and transmission. Each annex explains how that particular issue is criminalized or otherwise penalized and provides resources and case studies, alongside an overview of the international legal human rights standards and protections that apply. These can be useful for framing advocacy and campaigning further down the line.

The annexes also provide additional resources for those looking to go in-depth on any particular issue. As a whole, the annexes are a resource for when you're considering building out a longer-term or more detailed campaign, when you're new to a particular issue and need more information, and particularly when you're looking for the answers to tricky legal and policy questions.

**7.** Pause and allow time for discussion or clarification questions about the annexes. Resume presentation with Slide 5.

## SLIDE 5:

### BODY POLITICS: CAMPAIGNING TOOLKIT

#### Slide 5: Talking Points

**SAY:** The Toolkit is the second part of the Body Politics series: it sets out the steps for building a campaign on a range of criminalization issues. It includes some basic human rights principles and arguments, and goes through the building blocks of engaging coalitions, conducting power analysis, identifying problems and solutions, and setting campaign objectives.

For those with a basic level of comfort with sexual and reproductive rights and the political environment in which they sit, the Toolkit provides a clear and direct process to quickly strategize around emerging criminalization issues.

**8.** Pause and allow time for discussion or clarification questions about the Toolkit. Resume presentation with Slide 6.

## SLIDE 6:

### THE TRAINING

#### Slide 6: Talking Points

Say: To complete the series, Amnesty International has provided a training manual - (which is what we are using today). The core training, which can be delivered in-person or during a short webinar, or in a combination of in-person and online, covers the basic structure and content of the Primer and Toolkit, and introduces a framework for campaigners to use to analyze potential risks and unintended consequences of developing messaging on these issues.

For those who can take the time for a more in-depth review of issues, the training manual also includes a longer, full-day version of the training which includes the information from the basics course alongside expanded participatory activities and a teach-back practicum session designed to allow colleagues and partners a chance to familiarize themselves with the issues included in the series in a safe and supportive environment.

## SLIDE 7:

### USING THE SERIES

#### Slide 7: Talking Points

Say: Half of the benefit of using the series is being able to quickly identify which piece is most relevant to the problem you're trying to solve. For example, which component do I need if:

**Q1: I know the issues, but need some help building a campaign?**

A1: Toolkit

**Q2: I am an experienced campaigner working with a group of colleagues unfamiliar with these issues?**

A2: Extended Training

**Q3: I am comfortable with my issue but have some questions about a related campaign?**

A3: Annexes (in the Primer)

**Q4: I've been getting a lot of pushback about the need for this policy to protect women and children in my community and need some help countering?**

A4: Primer

9. Close the session by leaving time for further questions or clarifications.

# SESSION 1A

## EXPLORING THE TOOLKIT

### TIME:

20 minutes

### FORMAT:

Small Group Work

### OBJECTIVES:

By the end of this session, participants will:  
Be familiar with the components of the Body Politics series.  
Be able to navigate the Body Politics series to find specific information.

### MATERIALS NEEDED:

Copies of the Body Politics Primer and Toolkit for participants, or enough copies for participants to share in small groups  
Participant Handout 1A and Handout 1A Answer Key

**Note to Trainers:** *If you find yourself short on time in the training day when planning out your agenda, you can consider sending this handout to participants as “homework” ahead of the training and along with electronic copies of the Primer and Toolkit. If you have done this, you can shorten this session to just the review of participants’ answers.*

## SESSION 1A: STEP BY STEP

1. Explain that participants will now have a chance to further explore the Body Politics Primer and Toolkit in small groups.
2. Divide participants into pairs or small groups of 3-4, depending on the size of your group. Distribute copies of Participant Handout 1A and copies of the Primer and Toolkit.
3. Give participants 10-15 minutes to complete their scavenger hunt in their small groups.
4. Review the answer key with participants. Allow time to discuss any discrepancies in answers.
5. Review the parts of the Body Politics series and their purposes:  
**Primer:** Overview of Rights, Legal and Policy Frameworks and Concepts  
**Annexes:** Part of the Primer, more in-depth information on commonly criminalized areas  
**Toolkit:** Reviews the Basics of Building a Campaign, including working with stakeholders, setting objectives, and common human rights arguments
6. Thank participants for their time and effort. Recommend that they take some time after the training to read more and further familiarize themselves with the Body Politics series, and remind them of Amnesty International resources on criminalization.

# SESSION 2

## CRIMINALIZATION — THE BASICS

### TIME:

40 minutes

### FORMAT:

PPT Presentation/Trainer Lecture

### OBJECTIVES:

By the end of this session, participants will be able to: Comfortably review basic facts and case studies about common criminalization issues. Draw connections between criminalization of sexuality and reproduction and broader human rights violations.

### MATERIALS NEEDED:

Slide Deck 2

***Note to Trainers:** The slides and talking points for this session provide a level of detail that allows you to modify or shorten depending on which examples you would like to focus on, and the needs of your audience.*

## SESSION 2: STEP BY STEP

**1.** Introduce the session by asking participants to quickly brainstorm using the following prompts:

- What comes to mind when you hear “criminalization of sexuality and reproduction?”
- What does “criminalization” mean to you?
- Are there particular forms of sexual or reproductive actions, decisions or expressions that you think are more likely to be criminalized?
- What groups of people are most likely to be impacted by the criminalization of sexuality and reproduction? Why?

**2.** Using Slide Deck 2, discuss the key concepts contained in the Body Politics series with participants.

## SLIDE DECK 2

### SLIDE 1

## BODY POLITICS

### Slide 1: Talking Points

**SAY:** In order to successfully build a campaign around criminalization of sexuality and reproduction, the Body Politics series includes extensive background information, not only on the legal and policy implications of criminalization, but on the circumstances surrounding those who are criminalized, stigmatized and penalized across states and regions.

## SLIDE 2

### DEFINING CRIMINALIZATION

#### Slide 2: Talking Points

**SAY:** Let's start from the beginning – what do we mean by “criminalization”?

## SLIDE 3:

### DIRECT CRIMINALIZATION

#### Slide 3: Talking Points

**SAY:** When we refer to direct criminalization, we are talking about the passing or implementation of laws or policies that render specific sexual and reproductive actions, decisions or gender expressions criminal in an explicit way: for example, a law that makes it a crime to engage in consensual sexual activity with a partner of the same sex. We should note for this discussion the importance of the concepts of consent and autonomy.

3. Ask participants if they are clear on the concept of direct criminalization. Ask participants if they can think of some examples of direct criminalization. Resume presentation with Slide 4.

## SLIDE 4

### INDIRECT CRIMINALIZATION

#### Slide 4: Talking Points

**SAY:** Sometimes we are confronted with indirect criminalization, or the discriminatory application of general criminal laws and policies to sexual and reproductive actions, decisions, or gender expression.

For example, when police officers use vagrancy or loitering regulations to deny sex workers or LGBTI people their right to be in public spaces, they are indirectly criminalizing same-sex sexual activity, gender expression and/or sex work.

Pregnant women have been indirectly criminalized for the perceived risk of their actions to their fetuses, and women have been prosecuted for assault or homicide after seeking treatment for miscarriages.

People living with HIV have similarly been prosecuted for transmitting or exposing others to HIV, or even for simply not disclosing their HIV status, using assault or reckless endangerment statutes. In some cases they have even charged with bio-terrorism.

Indirect criminalization, like all forms of criminalization, contributes to a culture of stigma, discrimination and oppression of certain groups: marginalized groups and those who do not conform to dominant social norms are the most likely targets for indirect criminalization.

## SLIDE 5

### PENALIZATION AND PRESUMED CRIMINALITY

#### Slide 5: Talking Points

**SAY:** Criminalization of sexuality and reproduction does not simply result in punishment through criminal law. Penalization or punishment results also from the application of other laws, policies or regulations which have the same intention or impact in punishing, controlling and undermining people's autonomy in response to their sexual and reproductive actions and decisions and gender expression.

For example, civil laws can be used to punish people by other means such as: fines, detention, deportation, loss of child custody and social benefits and services, among others.

Criminalization (in its broadest definition) also enables presumptions of criminality to be imposed on people who challenge social norms, or otherwise fail to follow “community morals or standards.”

For example, transgender people are often presumed to be sex workers and sex workers are generally criminalized regardless of whether they are doing anything illegal. In addition to being discriminatory on its face, presumed criminality has the effect of stigmatizing people, leading to unjust policing and punishment, and discouraging marginalized people from seeking justice, legal redress, or claiming their legal rights for fear of violence, reprisal, or unwarranted punishment.

**5.** Pause for questions on the definitions of direct and indirect criminalization, penalization and presumed criminality. Inform participants that definitions and more information on these concepts can be found in the Primer. Resume presentation with Slide 6.

## **SLIDE 6:**

### **DISCUSS**

#### **Slide 6: Instructions**

Use the discussion prompts on Slide 6 to discuss the concepts of sexual autonomy, reproductive autonomy, sexual consent and sexual violence. Use the talking points and definitions included on the slide and below to guide discussion.

#### **Slide 6: Talking Points**

To reiterate, we are not talking about non-consensual sex or forced or coerced sexual and reproductive decision-making. Rather we are talking about things that involve sexual and reproductive autonomy. Concepts of consent and autonomy are essential to our analysis and discussion here.

For us, sexual autonomy is the ability of individuals to make their own decisions on if, when, how and with whom they engage in sexual activity.

When we talk about reproductive autonomy, we are talking about the right to determine if, whether, when and how to bear children and other decisions related to one’s sexual and reproductive health.

While there is no single definition of consent in international law, in general we use consent to distinguish between voluntary and ongoing agreement to engage in sexual activity, and sexual activity performed under duress, or as a result of violence, abuse or exploitation. For sexual and reproductive health decision-making, we are referring to informed consent – so that individuals are given sufficient information to make an informed decision in a manner in which they can understand and they are not forced or coerced to make a particular decision.

In terms of consent and decision-making, individuals’ decisions about their bodies and their reproduction are based on countless influences, both internal and external, within their particular life circumstances. Efforts to determine sexual consent are often complicated by systemic factors and personal circumstances: those such as poverty, discrimination, drug dependence, homelessness, mental health conditions and gender inequality can to varying degrees limit or influence individuals’ decision-making. However, constrained circumstances do not eliminate individuals’ ability to make decisions about their own lives or ability to consent to sexual

and reproductive activity, except under circumstances that rise to the level of coercion: where someone faces threats, violence or abuse by authority.

## SLIDE 7

### USING HUMAN RIGHTS PRINCIPLES TO CHALLENGE CRIMINAL LAW

#### Slide 7: Talking Points

**SAY:** There are some ways to assess whether a state has legitimately or illegitimately applied criminal law to sexual or reproductive actions or gender expression.

While states have the power to infringe on rights to some extent, including through the enforcement of laws and policies, they must meet certain criteria in doing so. Longstanding human rights principles help us determine whether states have met these requirements. The first overarching foundational human rights principle is that of “criminal law as a last resort”. This means that states are obligated to attempt to address issues using less punitive and invasive measures. If that standard is met, then other human rights principles come into play.

**Legality:** Crimes and punishments must be defined by law in a manner that is accessible to the population, meaning that people must be able to understand what conduct is criminalized and the scope of possible penalties. For example, laws that are vague, overbroad or obscure violate the principle of legality.

**Legitimate aim or purpose:** Restrictions on human rights must be for a legitimate purpose or aim. What may constitute a legitimate aim is not open-ended; it is restricted to specific grounds such as protection of national security, public order, public health or morals, or the rights and freedoms of others. Human rights bodies such as the UN Human Rights Committee, however, have confirmed that

morality alone is insufficient to criminalize one’s sexual and reproductive actions, decisions and gender expression (for example, same-sex sexual conduct).

**Necessity:** Restriction of an individual’s human rights can only be justified when other, less restrictive, responses would be inadequate and are unable to achieve the legitimate aim or purpose. For example, when considering a law allowing states to involuntarily detain pregnant women in jails or drug treatment facilities, we might ask if there is another more effective, less intrusive, way to achieve the law’s aim of restricting pregnant women’s access to drugs.

**Proportionality:** State policies must be proportionate and suitable to pursue the legitimate aim. For example, a law aiming to reduce or eliminate premarital sex or adolescent sexuality which punishes consensual touching between adolescents in public is arguably a disproportionate response to the law’s aim.

**Non-discrimination:** Criminal laws and policies must be applied equally to everyone and must not be discriminatory in impact on particular groups of people. Laws and policies that have an unequal impact on particular individuals or groups should be viewed as suspect, requiring specific human rights scrutiny.

Almost all laws and policies that criminalize consensual sexuality and reproduction contravene one or more of these foundational human rights principles. This is the overarching frame from which we start our critique of criminal or otherwise punitive laws and policies – before we move on to our specific human rights analysis and rely on the interpretations, guidance and jurisprudence from human rights experts and bodies.

6. Ask participants if anyone has seen examples of laws that do not adhere to these principles in their work, whether related to sexuality and reproduction or not. Discuss if and how they worked to address those laws. Resume presentation with **Slide 8**.

## SLIDE 8

### THE ANNEXES

#### Slide 8: Talking Points

**SAY:** The second part of the Primer contains issue-specific annexes that go into detail on individual topics.

## SLIDE 9

### CRIMINALIZATION – SCOPE AND SPREAD

#### Slide 9: Talking Points

**SAY:** While we are talking about a range of sexual and reproductive rights issues that are often criminalized, the overarching aim is to focus on the linkages between the various issues – to promote more in-depth, intersectional analysis.

We have intentionally used this “criminalization” frame to show how a range of people and groups are similarly targeted through criminal and other punitive laws and policies because they transgress social, sexual and gender norms. While the laws and policies may not be identical, the reasons behind them and the punishments and rights violations are often the same.

So with this in mind, as we talk about the issues covered in the annexes, it is important to remember that these are not isolated issues – they are widespread human rights violations affecting large numbers of people in all regions of the world. Some of the areas, such as criminalization of adolescent sexuality or abortion, are so common and widespread that

we find laws and policies restricting, criminalizing or otherwise penalizing them in nearly every country in every region of the world.

What you will find in each annex is how criminalization manifests (directly, indirectly and through penalization and presumed criminality) with regard to the particular issues, as well as case studies, an overview of the relevant human rights framework around these issues, and key resources to seek out to learn more.

## SLIDE 10

### CASE STUDY – CONDUCT WHILE PREGNANT

#### Slide 10: Talking Points

**SAY:** For example, let’s look a little more deeply at the criminalization of pregnancy, which tends to happen when a real or perceived risk to a foetus is prioritized over the health and autonomy of the pregnant person.

For example, throughout the USA, women who become pregnant are then subject to unique forms of regulation. Some laws are used to target pregnant women, particularly those who use or have used drugs, based on a belief that they have caused or risked harm to their foetus. Often known as “foetal assault”, “chemical endangerment” or “unborn child abuse” laws, these measures have been used to arrest and prosecute women for seeking medical assistance. Women are often tested for drugs in health care settings without their knowledge or consent.

Criminalization often comes in indirect forms. For example, most “foetal homicide” laws were passed with the intention of protecting pregnant women from violence, but the laws are actually used to punish pregnant women themselves for actions in relation to their own pregnancies.

Even when such laws or their enforcement are proposed with the aim of protecting women and promoting foetal health, we often see the opposite. They have a “chilling effect” which discourages women from seeking prenatal care or drug treatment due to fear of punishment. Additionally, they can compromise patient trust and confidentiality in health care settings when medical providers are compelled to report women who test positive for drugs.

7. Pause for questions. Resume presentation with **Slide 11**.

## SLIDE 11

### CASE STUDY – SEX OUTSIDE MARRIAGE

#### Slide 11: Talking Points

**SAY:** Or we can also take the example of sex outside marriage. While laws that criminalize sex outside marriage may be gender neutral, in reality women are disproportionately policed and punished in violation of their human rights. These laws are frequently applied to exercise control over sexual expression, reinforce patriarchal norms or to punish women for transgressing social expectations.

Accusations of extramarital sex can be levied as a means to punish young women who refuse to marry in accordance with their parents' wishes, women who leave their husbands or who present an obstacle to their husband's wish to leave them, women who are victims of sexual violence, and women and girls who flee forced marriages or abusive partners.

The threat of criminal prosecution is used to justify police harassment and keeps women, especially those on low income, from accessing services and legal redress for abuse, rape, harassment, and early and forced marriage. Women are also subject to both judicial and extrajudicial punishments, including whipping, lashing, flogging, public humiliation and even stoning to death.

Flogging and other forms of corporal punishment violate the prohibition on torture and other ill-treatment.

8. Pause for questions about penalties generally or criminalization of sex outside marriage specifically. Clarify how criminalization of sex outside marriage intersects with criminalization of same-sex sexual activity for individuals engaging in same-sex sexual conduct outside marriage.

9. Resume presentation with **Slide 12**.

## SLIDE 12

### WHO'S AFFECTED

#### Slide 12: Talking Points

**SAY:** While some criminal laws, policies and practices target specific groups, they almost always have broader discriminatory effects on marginalized communities. Criminalization of sexuality and reproduction intersects with structural inequalities such as unequal access to resources, gender discrimination and institutional racism.

We also see poverty, homelessness, migrant or refugee populations, and other socially excluded groups being targeted for additional enforcement of these laws.

10. Pause and ask participants to brainstorm other types of marginalized identities that could intersect with criminalization of sexuality and reproduction, and how. Explain that the next session will go much more deeply into intersectionality.

11. Resume presentation with **Slide 13**.

## SLIDE 13

### CASE STUDY – SEX WORK

#### Slide 13: Talking Points

**SAY:** Criminalization of sex work between adults particularly showcases the intersections of discrimination based on poverty, gender identity and expression, and health or other status.

People may choose to undertake sex work for various reasons: as a preferred means to earn a living, or because they have limited options due to poverty, social ostracization due to drug use, gender identity, poverty or other marginalized status.

People who sell sex are criminalized directly and indirectly. There are laws that expressly criminalize the sale of sex, laws that do not specifically reference sex work but that are applied against sex workers, such as loitering laws and anti-trafficking laws. There are other provisions which have a punitive impact on sex workers, such as laws that require landlords to evict them.

Sex workers also deal with presumptions of criminality in that they are presumed to be selling sex at all times. Also, transgender people are often presumed to be sex workers and therefore breaking the law. Criminalizing sex work further limits sex workers' options and makes them targets for abusive criminal justice response, which exacerbates their marginalization.

**12.** Pause for questions about sex work. Be prepared with resources about Amnesty International's Sex Work Policy (<https://www.amnesty.org/en/qa-policy-to-protect-the-human-rights-of-sex-workers/>). Resume presentation with **Slide 14**.

## SLIDE 14

### HUMAN RIGHTS VIOLATIONS

#### Slide 14 Talking Points

**SAY:** Laws criminalizing sexuality and reproduction violate a wide range of human rights. When states ratify human rights treaties, they take on the obligation to respect, protect and fulfil the human rights contained in those treaties for everyone in their territory, without discrimination. This list is not a comprehensive accounting, but presents some of the most common violations that we see – those that contravene the Universal Declaration of Human Rights and other human rights instruments and treaties.

Pause before each of the following explanations and ask participants if they are familiar with the right being discussed. Ask for a volunteer to define the right.

**Privacy:** If people are engaging in conduct consensually and not coercing or forcing others to do something they do not want to do, they have the right to realize their sexual and reproductive potential as a private matter, without state scrutiny or control. The UN Human Rights Committee has found that criminal sodomy laws violate the right to privacy. Violations of the right to privacy additionally affect other human rights, including the rights to life, equality before the law, and non-discrimination.

**Non-discrimination:** The principle of non-discrimination is fundamental to all human rights protections. International law requires states to refrain from passing laws that are discriminatory and whose impact could be discriminatory against certain groups or individuals, even where discrimination is not the intent. Human rights bodies and experts have confirmed that criminalizing health services that only women need, such as abortion, is discriminatory.

**Health:** The criminalization of sexual and reproductive actions and decisions acts as a barrier to the right to health: it can compromise individuals' access to care by allowing or even encouraging the denial of care, discrimination within health systems, and by discouraging members of vulnerable and at-risk groups from seeking treatment, such as pregnant women who use drugs.

Rights to life and to freedom from torture and other ill-treatment: At their core, many of the laws criminalizing sexuality and reproduction come down to bodily autonomy: the idea that individuals exercise control over who or what uses their body, for what, and for how long. Use of the death penalty, denial of medical care, forced examinations, flogging, and forced pregnancy or abortion all violate these rights. Human rights bodies have found that compelling women to continue pregnancies to term when they have received diagnoses of fatal foetal impairment amounts to ill-treatment.

Rights to freedom of expression, to assembly and association, and to thought, conscience and religion: The rights to freedom of expression, to assembly and association, and to thought, conscience and religion are compromised when individuals are forced to hide their sexual orientation or gender identity, to dress or express themselves in ways that do not reflect who they are, or to subject their sexual actions and reproductive decisions to laws that are based on beliefs they do not share.

**Note to Trainers:** *The details on the articles and conventions referenced in this slide and how they apply to criminalization of sexuality and reproduction can be found in the Body Politics Primer.*

## SLIDE 15

### CASE STUDY: ADOLESCENTS

#### Slide 15: Talking Points

**SAY:** Let's look a bit more deeply at how laws criminalizing adolescent sexual activity violate their right to health. International law has recognized that children and adolescents are rights-holders. In the case of adolescents in particular, human rights agreements present the concept of evolving capacity, or the idea that the need to protect adolescents from harm must be balanced with the recognition that they are rights holders whose autonomy increases as they grow older.

When it comes to sexuality and reproduction, states' obligations are to respect, protect and fulfil adolescents' rights to realize their sexual development without unjust interference and punishment, and to ensure that they have access to the information, education and services needed to do so.

The most common criminalization of adolescent sexuality comes in the form of restrictive age of consent laws, which are applied to adolescent sexual activity, access to medical and health services and commodities, and even to information. Human rights bodies have called on states to eliminate strict age of consent policies, which are used to justify the denial of young people's rights to sexual and reproductive health information and services, limit health care providers in their support of adolescent health, and limit adolescents' ability to make decisions about their lives and health.

**13.** Close the discussion with time for general questions. If there is time, ask participants to share any examples or case studies they've seen or experiences they have had or are having with any of these issues.

# SESSION 2A

## MAKING THE CONNECTIONS

**TIME:**  
20 minutes

**FORMAT:**  
Trivia Competition

**OBJECTIVES:**  
By the end of this session, participants will be able to: Draw connections between human rights standards and sexual and reproductive rights; Further explain common areas of criminalization of sexuality and reproduction.

**MATERIALS NEEDED**  
Training Tool 2A: Trivia Board and Question Guide and Question Cards, written or printed on full sheets of paper.  
Blank wall space  
Masking tape  
Timer or watch with second hand  
Candy or small prizes for winning team

## SESSION 2A: STEP-BY-STEP

1. Set up the board on the wall (see table below) using masking tape and point cards while you're explaining the steps to participants.

### TABLE/BOARD SET-UP:

Same-Sex Sexual Activity	100	200	300	400
Sex Outside Marriage	100	200	300	400
HIV Non-Disclosure, Exposure and Transmission	100	200	300	400
Adolescent Sexual Activity	100	200	300	400
Sex Work	100	200	300	400
Abortion	100	200	300	400
Pregnancy	100	200	300	400

**2.** Divide participants into two teams. Explain that this is a trivia competition game for points. Teams will take turns choosing a question from the board. Each team will then have 1 minute to discuss and answer their question to gain the points; if the team cannot come up with the correct answer in that amount of time, the other team will have a chance to “steal” the points by answering the question correctly.

**3.** Ask if participants are clear on the rules for the game, and clarify any confusion or questions.

**4.** Begin the game. Continue game play for 15 minutes – it is not required to finish all of the questions. Tally up scores and distribute prizes to winning team.

**5.** Debrief the game with participants, using the following discussion prompts.

- How did people feel about playing the game?
- How did you choose which questions to answer?
- What questions were hardest? Were there categories that were easier or harder?
- Are there issues we need to learn more about? Where can we find more information?

**6.** Close by thanking participants for their time.

*Image below:*

International Women’s Day in Mexico City. 2017



# SESSION 3

## DISCRIMINATION AND INTERSECTIONALITY

### TIME:

30 minutes

### FORMAT:

Trainer Presentation

### OBJECTIVES:

By the end of this session, participants will be able to: Define and explain marginalization, discrimination and intersectionality. Define the key areas of concern for a risk assessment. Analyze potential intersectional effects of a campaign message.

### MATERIALS NEEDED:

Slide Deck 3  
Pens and Paper

## SESSION 3: STEP-BY-STEP

**1.** Introduce the session by informing participants that now that they've gone through some more detail about the Primer, we will now go back to the Toolkit. Specifically, this session will look at some of the more nuanced considerations that campaigners need to consider.

**2.** Using **Slide Deck 3**, review intersections of identity and risk analysis.

### SLIDE 1

## BODY POLITICS

### Slide 1: Talking Points

**SAY:** This session is intended to highlight how criminalization of sexuality and reproduction is related to marginalization and power inequalities. The objective is to put these concepts up front and centre, and then think about what this means for our campaigning. Criminalization of sexuality and reproduction and marginalization and discrimination are closely intertwined. Laws criminalizing particular sexual or reproductive actions, decisions or gender identities are disproportionately applied to those who are already marginalized or who already face discrimination. That criminalization then causes further marginalization and discrimination, including social or economic disempowerment or loss of status.

**3.** Ask participants for examples of where they've worked with marginalized groups before, or addressed issues of discrimination. Resume presentation with Slide 2.

## SLIDE 2

### MARGINALIZATION AND DISCRIMINATION

#### Slide 2: Instructions:

Ask participants for definitions of the terms “marginalization” and “discrimination” and discuss their responses.

Use the following **talking points** to guide discussion:

Marginalization happens when a person, group or concept is treated as insignificant or accorded lesser importance.

Marginalization is a process related to power imbalance, where a powerful group or individual uses their power to reduce, exclude or stigmatize a less powerful group or individual.

UN human rights mechanisms have recognized many types of marginalization and many categories of commonly marginalized people, including persons with disabilities, youth, women, LGBTI people, members of minority groups, Indigenous people, internally displaced persons, refugees, asylum-seekers, migrant workers, people living with HIV, sex workers and many more.

Discrimination occurs when a person is unable to enjoy their human rights or other legal rights on an equal basis with others because of an unjustified distinction made in policy, law or treatment.

Discrimination on the grounds of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status is prohibited by the International Covenant on Civil and Political Rights.

Under international law, states have an obligation to refrain from passing laws that are discriminatory or whose impact could be discriminatory regardless of intention.

Discrimination, like criminalization, can be direct or indirect.

## SLIDE 3

### CASE STUDY: LGBTI YOUTH

***Note to Trainers:** You are welcome to substitute this case study with another example*

#### Slide 3: Talking Points

**SAY:** Let’s take the example of young people who identify as or are perceived to be LGBTI to show how laws applied to marginalized groups are then used to increase the discrimination and marginalization that they face.

Young people who identify or are perceived to be LGBTI are more at risk of family rejection or bullying at school. This leads to higher rates of school dropouts, alcohol and drug dependence, and homelessness. Campaigns to criminalize same-sex sexual conduct and LGBTI identity then frequently point to these statistics as “proof” of the inherent harm in LGBTI lifestyles for adolescents. At the same time, the very existence of laws and statutes criminalizing same-sex conduct increases and legitimizes the social and family discrimination that young people face.

**4.** Pause for discussion of the LGBTI youth case study. Review how this case study actually deals with two different identities that face discrimination: young people, and people who identify as or are perceived to be LGBTI. Discuss with participants how these effects can be magnified as more identities or types of marginalization are added, using the following examples:

How does potential discrimination increase if:

The young LGBTI person comes from an ethnic or religious minority group.

The young LGBTI person is also a migrant or refugee.

The young LGBTI person is seeking sexual or reproductive health services or HIV testing or treatment.

The young LGBTI person is supporting themselves through sex work.

5. Resume presentation with **Slide 4**.

## SLIDE 4

### MARGINALIZATION CYCLE

#### Slide 4: Talking Points

**SAY:** One key aspect connecting criminalization laws and marginalization in this vicious cycle are concepts of stigma, stereotyping and shame. If a person's identity or behaviour does not conform to society's dominant social norms, they can be labelled as abnormal, immoral, a disgrace, inferior, dangerous or even criminal. Often based heavily on power relations within society, these stereotypes and processes of stigmatization can drive criminalization and marginalization processes, and be exacerbated by them.

A stereotype is a generalized view or preconception about attributes or characteristics that are or ought to be possessed by, or the roles that are or should be performed by people in a certain group. Stigma can broadly be understood as a process of dehumanizing, discrediting and devaluing people in certain groups. We could also take the example of laws criminalizing HIV transmission: how these laws are applied, and how people are investigated, prosecuted and convicted, may in a given context be massively driven by

stigma and stereotypes about people living with HIV, hysteria and misinformation or outdated information about the threat posed by HIV, and by homophobia. Criminalization laws then feed back into these very same stereotypes and perpetuate them, categorizing a whole group of people as criminals.

6. Pause for discussion of the criminalization case study. Ask participants if they can think of other, similar examples. Resume presentation with **Slide 5**.

## SLIDE 5

### INTERSECTIONALITY

#### Slide 5: Talking Points

**SAY:** To further unpack the concepts of marginalization and discrimination, let's think back to our LGBTI youth and how the type or depth of discrimination they faced might change based on other identities they could claim. Within a group of people that share one identity, such as LGBTI youth, there are many other elements of what make up an individual that could mean they are treated differently. We call this concept intersectionality, or sometimes "intersecting identities".

## SLIDE 6

### WHAT IS INTERSECTIONALITY?

#### Slide 6: Instructions:

Review the question on the slide with participants using the following examples:  
Socio-economic status or neighbourhood  
Migrant status or risk of deportation  
Sex worker  
Ethnic or religious minority group  
LGBTI  
Disability

## Slide 6: Talking Points

**SAY:** Women face violence in their homes and failures in police protection, both of which are clear forms of discrimination. Within this, different women experience the discrimination differently and have different priorities in how it is addressed.

The concept of intersectionality comes out of black feminist legal scholarship in the USA that was concerned that anti-racism approaches and anti-sexism approaches were at cross purposes and failing to recognize the full lived experiences of black women. Using an approach that analyzes the intersectionality of your campaign means that you take into consideration how these different elements of identity interact and affect how people are treated.

Intersectional approaches recognize that while groups may share some characteristics, their experiences of the world can be different, and may result in them having different priorities.

**7.** Pause to clarify the definition of intersectionality and what an intersectional approach means. Ask the group to share some examples from their work showing how criminalization of sexuality and reproduction might affect people differently depending on different aspects of their identities.

**8.** Resume presentation with **Slide 7**.

## SLIDE 7

### FIRST: DO NO HARM

#### Slide 7: Talking Points

**SAY:** Obviously, considering marginalization and discrimination and intersectional discrimination are crucial for campaigns. We've seen that criminalization of a single sexuality or reproduction issue frequently means increased stigma and discrimination across different vectors of identity and marginalization. So the first and most important way we need to build these factors into our campaign is through an analysis to ensure we do no harm.

## SLIDE 8

### STIGMA AND STEREOTYPING ASSESSMENTS

#### Slide 8: Talking Points

**SAY:** In our campaigning, we are familiar with the concept of doing a risk assessment to protect the people we work with, but in addition to this we also need to consider how our chosen issue of focus relates to other sexual and reproductive rights issues. An analysis should consider the linkages between issues and the sensitivities of parallel movements. This means assessing stigma and stereotyping from an intersectional perspective.

For example, framing campaigns for the legalization of same-sex sexual activity in terms of "love" and "marriage" can unintentionally harm the efforts of other rights advocates, including sex workers' rights activists and adolescent sexual rights activists to advocate for sexual autonomy and individuals' ability to engage in and enjoy their sexuality outside the bounds of "love" and "marriage".

## SLIDE 9

### ANALYZING CAMPAIGNS

#### Slide 9: Talking Points

**SAY:** While you may not be able to always predict every potential effect or backlash from a campaign message, there are some due diligence questions you can ask yourself in order to make sure that you aren't playing directly into negative identity politics.

Some red flags to look for include: messages that create unintentional hierarchies between groups, decisions or actions; messages that lean on value or judgment language like “right v. wrong” or “healthy v. unhealthy” rather than making clear human rights arguments; or messages that generalize or make assumptions about what individuals want or should want; messages that draw comparisons between identities or actions rather than making arguments about choice and consent.

## SLIDE 10

### EXERCISE

#### Slide 10: Instructions

**Put up slide 10. Tell participants:**

For some practice, we'll look at a series of advertisements from the health department in New York City. These ads were meant to discourage early pregnancy among adolescents, but they are rife with negative language and accidental stigmatization.

## SLIDE 11

### INSTRUCTIONS

Ask participants to find examples where these ads contribute to stigmatizing a group, action, identity or decision.

#### Answers:

Gender stereotypes about adolescent fathers  
Connecting early pregnancy with lack of educational achievement  
Connecting early parenting with poverty  
Connecting single parenting with poverty  
Implying learning disabilities are related to early pregnancy  
And more! What else can you find?

#### Slide 11: Talking Points

**SAY:** In this case, the campaign is contributing to stigma against adolescent parents in order to “scare” adolescents into protecting themselves against pregnancy. Can anyone think of a campaign they've seen that similarly used stigma, shame or fear in order to promote its own agenda?

**9.** Conclude by leaving time for questions and discussion.

# SESSION 3A

## STIGMA AND STEREOTYPING ASSESSMENT

### TIME:

30 minutes

### FORMAT:

Group Activity

### OBJECTIVES:

By the end of this session, participants will be able to: Define stigma, marginalization and intersectionality. Analyze campaign messages for stigma and stereotyping.

### MATERIALS NEEDED:

Participant Handout 3A:

Stigma and Stereotyping Assessment  
Copies of Campaign Case Studies  
for participants.

Examples are provided in the  
Body Politics Slide Deck.

(AI Index Number: POL 40/9301/2018)  
available on Amnesty's website.

## SESSION 3A: STEP-BY-STEP

1. Distribute copies of Participant Handout **3A: Stigma and Stereotyping Assessment and case studies** to participants.
2. Ask participants to split into small groups of 2-3 and allow 10-15 minutes for participants to complete the worksheet.
3. Go back to the slide deck and show the case studies one at a time.
4. For each case study, ask groups to report back on the findings of their assessment.
5. Debrief with the whole group using the following discussion prompts:
  - How did it feel to analyze a campaign in this way?
  - Did comparing with a partner bring any new information to light?
  - What is the value of doing this sort of analysis before launching a campaign?
6. Close by thanking participants for their time.

# SESSION 4

## PRACTICUM: CAMPAIGNING ON CRIMINALIZATION

### TIME:

3 hours 30 minutes

### FORMAT:

Small Group Teach-backs

### OBJECTIVES:

By the end of this session, participants will:

- Be comfortable discussing and building campaigns on at least one primary criminalization issue;
- Demonstrate basic campaigning skills; and
- Show understanding of the pieces of the Body Politics series and how to use them.

### MATERIALS NEEDED:

- Printed copies of Teach-back lesson plans for each group
- Copies of the Body Politics Primer and Toolkit
- Timer or stopwatch
- Flipcharts (as many as you have groups) and markers
- Access to computers, tablets or smartphones with internet access for conducting research

**Note to Trainers:** For more detail on the risk assessment and outcome mapping activities, Amnesty International staff may want to reference the Campaign Strategy Development Guide (ACT 10/6668/2017), an internal Amnesty International document available at: <https://docs.amnesty.org/Documents/ACT1066682017ENGLISH.DOCX>

## SESSION 4: STEP BY STEP

1. Explain to participants that the rest of the afternoon will be spent familiarizing themselves with the nuances of criminalization based on sexuality and reproduction and using them to practise campaign-building skills.

2. Leave time for participants to ask any questions about the information they've covered so far in the training.

3. Explain that each participant will take one issue from the issues annex and use it to practise a campaigning skill, according to the lesson plans you are about to distribute. List the issues from the annex as follows:

- Same-Sex Sexual Activity
- Sex Outside Marriage
- HIV Non-Disclosure, Exposure and Transmission
- Adolescent Sexual Activity
- Sex Work
- Abortion
- Pregnancy

4. Divide participants into groups of 4 and distribute lesson plans. Depending on the number of participants, the same lessons might be taught in multiple groups.

Tip: Try to distribute lesson plans so that each group of 4 has 4 different lessons or issues to cover. If participants are currently working on a campaign on a particular issue, they should be encouraged to use their own campaign as a case study in their lesson. You can customize the case studies and choose activities based on your audience.

5. Explain the teach-back structure. Tell participants that they will initially have time to review and prepare, then they will take turns delivering their lessons within their group of 4. Each participant will have 30 minutes to conduct their "lesson" or activity, and then there will be 5 minutes to get constructive feedback from the other participants in their group.

6. Ask for a volunteer to define “constructive feedback.” Discuss with the group some techniques for providing positive, or constructive, criticism. Review some of the participant agreements from the beginning of the day, in particular those relating to respectful dialogue and valuing other participants’ experiences and opinions.
7. Give participants 30 minutes to individually review and prepare their “lesson” or activity before starting the teach-back rotation.
8. Begin the teach-back rotation. Use a timer or stopwatch to alert participants when it is time to stop a lesson and begin feedback, and when it is time to start the next activity with the next group member.

*Image below:*

Amnesty International in a march for legal abortion in Argentina, 8 August 2018.

© Amnistia Internacional Argentina - Demian Marchi



# TEACH-BACK LESSON

## PLAN 1

### SAME-SEX SEXUAL ACTIVITY

#### ACTIVITY FORMAT: RISK ASSESSMENT

#### PREPARATION NEEDED:

- Review the Same-Sex Sexual Conduct Annex in the Body Politics Primer.
- Review the included case study below.
- Review “Do No Harm” on p. 11 of the Toolkit.

#### MATERIALS NEEDED:

Flipchart and markers

## PROCEDURE

1. Read the following case study aloud to participants.

### CASE STUDY: DEBAUCHERY CHARGES – EGYPT

Arrests and prosecutions for “habitual debauchery” have increased in Egypt since 2013 and have been used routinely to police and harass gay and bisexual men and transgender persons, among others, on the basis of discriminatory stereotypes about sexual orientation or gender identity and expression. Arrests for “debauchery” are frequently coupled with forced anal examinations designed to determine if the detainee has been the receptive partner in anal sex: these exams amount to torture.

Law enforcement and judicial authorities use provisions on “debauchery” under Law 10 of 1961 On the Combat of Prostitution to criminalize consensual sexual relations between men in private, as well as male prostitution. High-level politicians have made public statements in recent months about the need to crack down on “debauchery,” return to traditional Egyptian morality, and deal harshly with “sexual deviants.” The Egypt representative to the UN has been quoted as saying that “sexual orientation is highly controversial and not part of universally recognized human rights” and that the UN should be more focused on the human rights of ‘real people’.”

Your organization has traditionally focused on campaigns against arbitrary detention, cruel and unusual punishment, and torture.

A month ago, 24 young men were arrested in Cairo in a raid on a nightclub: none of the arrested men have yet been given access to legal representation or formally charged, but are being held in police custody. Your organization has been asked by the family of one of the detainees to get involved in the case, and is determining the risks of doing so.

2. Explain to the group that you'll be doing a risk assessment for a campaign to release the men in Egypt based on the information in the case study.

3. On a flipchart, brainstorm all the possible risks that the campaign might face. Encourage participants to think broadly about potential risks, considering the following factors:

- Threats from project failures
- Legal liability
- Accidents
- Natural causes and disasters
- Deliberate attack from adversaries
- Uncertainty in funding
- Unpredictable events

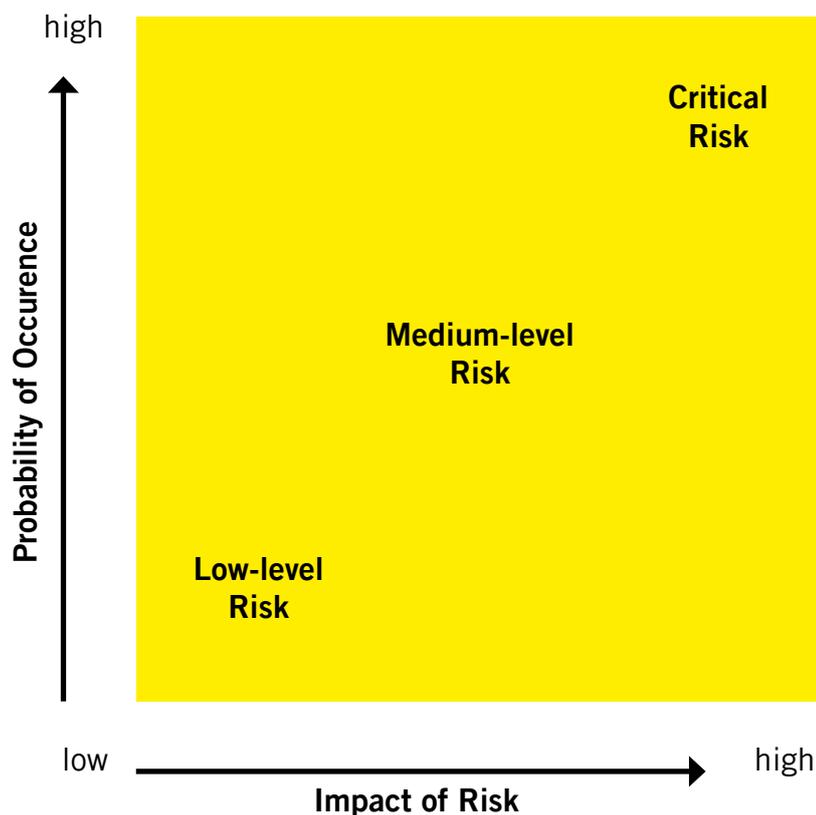
4. Assess the potential risks by ranking according to two factors: 1) the likelihood of the risk happening; and 2) the impact it would have.

5. On a new piece of flipchart paper, draw the Risk Probability and Impact Matrix shown below. Plot your potential risks on the matrix.

6. Prioritize the risks according to low-level, medium-level and critical assessments. Discuss potential responses to each level of risk.

- Low impact/low probability: you can often ignore.
- Low impact/high probability: try to reduce the likelihood that they will occur. However, if these risks do occur, you can cope with them and move on.
- High impact/low probability: make contingency plans in case they occur.
- High impact/high probability: Critical. Take necessary measures to prevent and respond to them.

7. For risks labelled critical, ensure you discuss both how to reduce the likelihood that they will occur and how to plan a response. Talk about the effect these risks could have on your decisions about how to craft a campaign or what kind of campaign you could do.



# TEACH-BACK LESSON

## PLAN 2

### SEX OUTSIDE MARRIAGE

#### ACTIVITY FORMAT: PROBLEM TREE

##### PREPARATION NEEDED:

- Review the Sex Outside Marriage Annex in the Body Politics Primer.
- Familiarize yourself with the case study below.
- Research women’s rights in Iran: Review Amnesty International Statement on the Status of Violence Against Women in the Islamic Republic of Iran included below or online at <https://www.amnesty.org/en/documents/mde13/074/2012/en/>
- Review the “Problem Tree” technique in the Body Politics Toolkit (pp. 14-15).

##### MATERIALS NEEDED:

- Flipchart and markers
- Sticky notes in two colours

#### PROCEDURE

1. Explain to participants that today you’ll be practising building a problem tree using a case study from the Body Politics Primer.
2. On a flipchart page, draw the outline of a tree. Label the roots of the tree with the word “Causes” and the leaves with the word “Effects,” as shown in figure x below. On the trunk of the tree, write: “Core Problem: Death by Stoning for ‘Adultery’.”
3. Distribute sticky notes of one colour to your group. Ask them to listen carefully as you read the case study, and to jot down root causes for the use of the death penalty in cases of adultery, one per sticky note.
4. Read the following case study aloud to your group.

#### CASE STUDY: “ADULTERY”, GENDER DISCRIMINATION, AND DEATH BY STONING – IRAN

Iran is one of the few countries to sentence people to death by stoning for “adultery” under certain conditions, or corporal punishment (100 lashes) for “fornication” that does not meet the conditions. Amnesty International and other human rights bodies have documented at least one case of a woman sentenced to stoning in 2016, and scores of individuals facing lashes for intimate relationships outside marriage which did not meet the definition of adultery. Iranian authorities have said that “the criminalization of adultery is consistent with an interpretation of Islamic law, and that the punishments outlined in shari’a law [including stoning] are effective in deterring crimes and protecting morality.” Human rights defenders have been smeared as “un-Islamic,” and been harassed and arrested for “insulting Islamic sanctities.”

Although both men and women have faced stoning and have legally similar liability for adultery, women are particularly at risk

because of the entrenched discrimination they encounter in law and practice including in the area of family and criminal law. The criminal code considers as an exception to the adultery statute such times as “travelling, imprisonment, menstruation, bleeding/ discharge after birth, diseases preventing intercourse or illnesses that would endanger the other party such as AIDS or syphilis.” Under Iran’s Civil Code, men are entitled to have at least two permanent wives in polygamous marriages, and as many wives as they wish in “temporary” marriages. Men can also divorce their wives without declaring a reason. This legal arrangement enables men accused of adultery to claim that they engaged in adultery within the bounds of a temporary marriage, a defence which is not available to women accused of adultery. Women may only have one spouse under Iranian law and in order to obtain a divorce, they must prove that they are living in conditions of severe hardship that make the continuation of marital life intolerable. Discrimination and bias against women within the legal system, including a ban on women judges, have often prevented women from obtaining divorce, even if they are subjected to domestic violence. Iranian authorities have failed to adopt laws criminalizing domestic violence and have allowed for it to be committed with impunity.

The legal age for marriage for girls in Iran is 13, and fathers are allowed to obtain permission from courts to arrange that their daughters are married at an even younger age. Many women sentenced to death by stoning in Iran are victims of early and forced marriage, and/or report that they resorted to adultery after experiencing sustained domestic violence and denial of access to divorce. Women from disadvantaged socio-economic backgrounds are often disproportionately affected by the punishment as they are more likely to have lower levels of literacy and may struggle to afford effective legal counsel. Women from ethnic minorities may be more vulnerable as they are less likely to be fluent in Persian, the official language of the courts, and may be coerced into signing “confessions” without full understanding of the consequence.

5. Brainstorm the causes of the ongoing criminalization of “adultery” and stoning of women. Add the causes to the flipchart on sticky notes, encouraging participants to think broadly through political, cultural, socio-economic and procedural root causes for the practice.

6. Distribute sticky notes of the second colour to the group. Explain that the group should use this colour to brainstorm effects of the practice. Add these to the flipchart as the “leaves” on the tree while participants brainstorm. Encourage participants to think broadly about the effects across different realms of human experience, including legal effects, physical and mental health effects, stigma, access to education, and effects on the family and community.

7. Review the problem tree with participants. Discuss why it’s important to go deeper into the root causes of a problem, and to more broadly consider the effects, in order to understand how best to influence change.

# TEACH-BACK LESSON

## PLAN 3

### HIV NON-DISCLOSURE, EXPOSURE AND TRANSMISSION

#### ACTIVITY FORMAT: BUILDING AN ADVOCACY ASK

#### PREPARATION NEEDED:

- Review the case study below.
- Write out three components of an advocacy ask on a flipchart:
  - What is the issue?
  - Why do you (the listener) care?
  - What can you (the listener) do?
- Review the HIV Non-Disclosure, Exposure and Transmission Annex in the Body Politics Primer.

#### MATERIALS NEEDED:

- Flipcharts and markers
- Index cards or blank pages
- Stopwatch or timer

## PROCEDURE

1. Explain to participants that this session will focus on taking an issue, in this case HIV criminalization, and developing informed and effective campaign messages.
2. Using the flipchart with the key components of an advocacy ask, brainstorm what makes an ask, or a key message, successful. Discuss with the group:
  - What kinds of audiences you might encounter in a campaign.
  - How you would modify or tailor your advocacy ask depending on who your listener is.
  - What kinds of evidence help build a key ask and make it stronger.
  - What types of actions you might want a listener to take, and why it is important to have an action included in your advocacy ask.
  - Why it is important to be concise and clear in your messages.

3. Review the following case study with participants:

### **CASE STUDY: HIV CRIMINALIZATION – USA**

**You work at a health non-profit in a small town in rural Missouri, USA. You are building a campaign in response to a ballot initiative in the upcoming election which would increase the penalties under law for “persons determined to have negligently or maliciously exposed another person to HIV.” The ballot initiative has polarized the community, but is supported by a local conservative group with funding from national conservative allies. The pro-criminalization campaign has been running near-constant radio and television ads which have stoked community fear of contagion by relying on negative stereotypes, referring to HIV as a “death-sentence,” and promoting demonizing and false narratives about people living with HIV seeking to “punish” others by spreading the disease. You are hoping to pair op-eds and media outreach with a direct to voters outreach effort, which will go door to door and campaign in public spaces in the weeks leading to the election.**

4. Ask participants to brainstorm what kinds of audiences they might be encountering in this outreach campaign (e.g. parents, local government, faith leaders, teachers, young people, etc).

5. Give participants 5 minutes to use the Body Politics Primer and the case study to draft a short script of their advocacy ask or key message for themselves. Ask them to think about how they might modify the script depending on who they are talking to.

6. While participants are working on their scripts, write out 4-5 of the audiences they brainstormed onto individual index cards or sheets of paper. Try for a balance of allies and opposition (e.g, pro-criminalization teacher, anti-criminalization parent, person living with HIV, undecided young person, neutral local government official).

7. Explain how the game will be played to participants:

- You will hold up an index card with a character on it – the group will then have 2 minutes to either take turns or as a group pitch their script to you as that character.
- After the 2 minutes are up, you will change your character. The group will then have another 2 minutes to change their pitch for the new character.
- This continues through 4 or 5 characters, or for 10 minutes.

8. Begin the game – cycle through each character once, allowing 10 minutes for play.

9. Review the experience with participants. Provide feedback on pitches that you thought were particularly effective, or ineffective, and why.

10. Discuss:

- Was it hard to fit your pitch into the short amount of time?
- What arguments were particularly easy or effective?
- How did you modify your ask when the audience changed?
- Why is it important to be prepared with evidence and a script?

# TEACH-BACK LESSON

## PLAN 4

### ADOLESCENT SEXUAL ACTIVITY

#### ACTIVITY FORMAT: MAPPING POWER

##### PREPARATION NEEDED:

- Review the Adolescent Sexual Activity Annex in the Body Politics Primer.
- Review the case study below.
- Review “Mapping Power” in the Body Politics Toolkit (pp. 16-17).

##### MATERIALS NEEDED:

- Flipcharts and markers

#### PROCEDURE

1. Start by explaining to participants that the lesson will focus on using a power mapping technique to explore some of the dynamics involved in building a campaign on an issue related to adolescent sexual activity.
2. Read the following case study aloud to the group:

#### CASE STUDY: ARRESTS AND EXPULSION OF PREGNANT ADOLESCENTS – TANZANIA

In January 2018, police in the Tandahimba District of south-eastern Tanzania arrested 5 girls and young women aged between 16 and 19 for the “crime” of being pregnant, despite the absence of any official laws forbidding adolescent pregnancy. The girls and young women and their parents, who were also arrested, were held in custody for a few days before being released on bail. Following the arrests, the district administrator released an additional directive to arrest the men responsible for the pregnancies. In Tanzania, adult men found guilty of impregnating adolescent girls, and therefore presumed to have committed statutory rape, can face up to 30 years in prison. While there is no clear data available on the average age of the men assumed to be the fathers, statistics seem to show that adolescent girls and boys begin parenthood around the same time: average age 17.3 for girls and 17.5 for boys. The recent arrests have alternately been reported to be part of a campaign to arrest girls in order to “force” them to testify against the men who impregnated them, or as part of a campaign to “clear” the schools of expecting and adolescent mothers.

Tanzania experiences one of the highest rates of adolescent pregnancy in Africa, with more than 50% of women experiencing their first pregnancy before the age of 19. A combination of factors, including lack of access to sexuality education, lack of contraceptive access for adolescents, and a

**legal age of marriage of 15 for girls (18 for boys) all contribute to the increasing adolescent birth rate in Tanzania, which has caused the country some embarrassment in the international arena.**

**While there is no law criminalizing adolescent pregnancy, Tanzania has since 1961 banned pregnant girls and adolescent mothers from accessing public schools. In 2013, the Center for Reproductive Rights estimated that 8,000 female students dropped out of school in Tanzania annually due to pregnancy. Tanzanian President John Magufuli has in the past year made multiple public statements supporting the ban, insisting that their behaviour is “immoral” and accusing girls who become pregnant of not taking their education seriously. The President is quoted as stating that “As long as I am president... no pregnant student will be allowed to return to school.”**

**You work with a local girls’ empowerment organization in Tanzania and have been looking for an opening to shift public opinion on the ban. The political environment in Tanzania is unstable for human rights groups, so you want to move carefully. The additional attention from the President and the international media seems to have opened a window and you want to begin to have some conversations with colleagues and stakeholders about building a potential campaign, but first you need to identify who to engage.**

**3.** On a blank flipchart page, draw horizontal and vertical axes. Label the top of the vertical axis “most influential/powerful” and the bottom of the vertical axis “least influential/most disempowered”; then label the far-left side of the horizontal axis “strongly opposed” and the far-right side “strongly support,” as shown in figure x below.

**4.** Using the power map you’ve just drawn, have participants brainstorm key actors in the Tanzanian context. Use the following prompts to broaden the map:

- Who holds power to change the ban?
- Which groups are most affected by the ban? Most disadvantaged by the ban? Who gains from the ban?
- Which groups are most interested in the ban?
- Who is our likely opposition?
- What other groups are interested in issues related to the ban, such as girls’ education, girls’ rights, adolescent sexual health, workforce development, etc?

As participants call out groups in response to the prompts, discuss where they should be plotted onto the graph.

**5.** Review the power map.

Discuss with participants:

- The top of the graph represents the groups of individuals who hold the most power in relation to the problem. They are most likely to be able to make a change, and so are more likely to be our direct targets for a campaign.
- At the bottom of the map, we have the groups who are most affected and disadvantaged by the problem. This might be where we find ourselves, and our co-campaigners, and this is where we should prioritize ensuring meaningful and active participation in our campaign.
- On the far left are people and groups who may be a barrier to change. In particular, those who are to the far left but near the top are key opposition that we need to be aware of, and begin to plan for how to engage them if possible, or how to be prepared to counter them.
- On the far right are our allies, supporters, co-campaigners, and campaign targets.

**6.** Discuss the value of using a power mapping technique to get a clear picture of key stakeholders, allies, opposition and champions.

# TEACH-BACK LESSON

## PLAN 5

### SEX WORK

#### ACTIVITY FORMAT: SOLUTION TREE

##### PREPARATION NEEDED:

- Review the Sex Work Annex in the Body Politics Primer.
- Familiarize yourself with the case study below.
- Review Amnesty International's Q&A page on their Sex Work Policy: <https://www.amnesty.org/en/qa-policy-to-protect-the-human-rights-of-sex-workers/>
- Review "Solution Tree" in the Body Politics Toolkit (pp. 20-21).

##### MATERIALS NEEDED:

- Flipchart and markers
- Sticky notes in two colours

#### PROCEDURE

1. Explain to participants that today you'll be practising building a solution tree to identify campaign objectives by using a case study from the Body Politics Primer.
2. On a flipchart page, draw the outline of a tree. Label the roots of the tree with the word "Changes" and the leaves with the word "Effects," as shown in figure x below. On the trunk of the tree, write: "Core Solution: Decriminalization of Sex Work in Hong Kong."
3. Distribute sticky notes of one colour to your group. Ask them to listen carefully as you read the case study, and to jot down the necessary changes that come to mind in order to decriminalize and ensure human rights protections for sex workers in Hong Kong – one per sticky note.
4. Read the following case study aloud to your group.

## **CASE STUDY: CRIMINALIZATION OF SEX WORK – HONG KONG**

In Hong Kong, the act of selling sex is not itself illegal but many of the activities associated with sex work are illegal. Sex workers can be prosecuted for soliciting customers, for sharing premises with other sex workers, and for “living off the proceeds of prostitution.”

Those who work on the street are at particular risk of arrest because they are easily identified and have difficulty operating without violating the prohibition on solicitation. Many sex workers are migrants or are from mainland China and must obtain permits to work in Hong Kong. However, migrants and people from mainland China cannot lawfully engage in sex work in Hong Kong; all migrant sex workers are therefore “in breach of condition to stay,” a criminal offence under the immigration ordinance. Charges for break of conditions to stay may in fact be the primary means by which sex workers are criminalized in Hong Kong.

Because of the de facto prohibition on sex work, sex workers – and in particular migrant sex workers – reported feeling powerless and unwilling to seek legal protection from violence and abuse by clients and others, such as the police. Sex workers’ organizations report that police rarely follow up on complaints from sex workers, and instead typically blame, insult and abuse them. Sex workers also face entrapment, extortion and other coercive police measures. For example, police have threatened to report them to their spouses, parents or children if they did not confess, and have misled sex workers about the consequences of their confessions. Some sex workers complained that police, or individuals claiming to be police, demand money or free sexual services, while the police confirmed that by policy undercover officers are allowed to receive certain sexual services in order to secure evidence. Several sex workers reported that police charged them

with solicitation even though the officer initiated the exchange, and that police frequently engage in entrapment by convincing two sex workers to visit the same apartment, obtain confessions through coercion or deception, or threaten indefinite detention. Police also file false statements, routinely fail to inform sex workers of their rights, subject sex workers to lengthy interrogations, and threaten them with exposure.

5. With the group, brainstorm the changes needed to improve human rights protections for sex workers in Hong Kong. Add the changes to the flipchart on sticky notes, encouraging participants to think broadly through political, cultural, socio-economic and procedural changes that could shift the situation. Encourage participants to go deeper by pushing for the roots of the tree: the necessary changes that would make the initial changes possible.

6. Distribute sticky notes in the other colour to the group. Explain that the group should use this colour to brainstorm potential effects if changes are made. Add these to the flipchart as the “leaves” on the tree while participants brainstorm. Encourage participants to think broadly about the effects across different realms of human experience, including legal effects, physical and mental health effects, stigma, access to education, effects on the family and on the community.

7. Review the solution tree with participants. Discuss which changes in the roots are likely to have the most or most needed effects in the leaves, and select 3-5 changes to prioritize. Discuss why it’s important to go deeper in the root changes that are needed to create a lasting solution, and to more broadly consider the effects, in order to understand how best to influence change.

# TEACH-BACK LESSON

## PLAN 6

### ABORTION

#### ACTIVITY FORMAT: OUTCOME MAPPING

#### PREPARATION NEEDED:

- Review the Abortion Annex from the Body Politics Primer.
- Review “Identifying Where Change is Possible” in the Toolkit (pp. 22-23)
- Print copies of Participant Handout 4: Outcome Mapping (below).

#### MATERIALS NEEDED:

- Participant Handout: Outcome Mapping
- Flipchart and markers

## PROCEDURE

1. Read the following case study aloud to participants:

#### CASE STUDY:

#### MARÍA TERESA RIVERA – EL SALVADOR

María Teresa Rivera was a 28-year-old single parent working in a garment factory when she experienced the wide impact of El Salvador’s abortion ban. Unaware that she was pregnant, in the early morning one day in November 2011 she felt the urgent need to use the toilet. She was found by her mother-in-law, bleeding on the bathroom floor. She was rushed to hospital where a member of staff reported her to the police. Police officers arrived and began questioning María Teresa without a lawyer present. María Teresa was charged and tried. Inconclusive scientific evidence was presented by the prosecution, yet it was accepted by the presiding judge as being strong enough to convict her. In the ruling, the judge declared that María Teresa’s assertion that she had not known she was pregnant – a key point in the case – was not credible because the court had evidence that in January 2011 she told her employer that she thought she might be pregnant. A pregnancy which began in January 2011 and ended in November 2011 would mean María Teresa had been pregnant for 11 months. In the face of this erroneous evidence, the court apparently saw in María Teresa a woman who had transgressed the expected role of maternal protector and had in some way deliberately ended her pregnancy. María Teresa was sentenced to 40 years’ imprisonment for aggravated homicide in July 2012.

María Teresa was released in 2016 after a judge ruled there was not enough evidence to prove charges against her, but the abortion ban remains in place. Abortion has been criminalized in all circumstances in El Salvador since 1998, even when the pregnancy is the result of rape, incest, or

**when the life or health of the pregnant woman or girl is at risk. Many women and girls have lost their lives or been imprisoned due to the total abortion ban.**

**The current legal framework forces women and girls to resort to unsafe abortions to save their lives, and creates an atmosphere of suspicion around women who miscarry or experience other obstetric emergencies. As a result, women who experience complications during pregnancy have been prosecuted and convicted on charges of “aggravated murder” with sentences of up to 40 years’ imprisonment.**

**Your organization is campaigning for law reform.**

**2.** Discuss the case study with participants. Brainstorm some ideas for how they would build a campaign on this issue in El Salvador. Using a flipchart, brainstorm 2-3 possible campaign objectives.

**3.** Explain to participants that, based on the case study, they will spend some time practising outcome mapping using an “Expect-Like-Love” progression. Review the following points:

- Outcomes you expect to see should be broadly within the control of the project. They should be realistic, plausible, probable, and represent the minimum results for the project to have been a success in this area.
- Outcomes you would like to see will reflect results that are slightly more difficult to guarantee. What you would like to see are outcomes that you anticipate are possible, but in addition to your own efforts there are external variables in play that you don’t control and that stand between your project and success on these outcomes.
- Outcomes you would love to see represent the ideal end of your campaign. The outcomes you would love to see are the “best-case” scenario – they represent your ambition for the campaign but would need the alignment of significant external variables to reach their tipping point.

**4.** Distribute Participant Handout: Outcome Mapping to the group. Give participants 10 minutes individually to brainstorm and complete the handout.

**5.** In groups, using a flipchart and markers as needed, review participants’ handouts. Discuss:

- Were the outcomes we each mapped similar? Where were there differences and why?
- In comparing handouts, did anyone want to make changes to their own? Perhaps move an outcome from one column to a different column? Why?
- Why are external factors so important to consider when setting our outcome frameworks?
- How do we set limits on our ambitions? What is the value of thinking through the best-case scenario from the outset of the campaign?

## PARTICIPANT HANDOUT 4: OUTCOME MAPPING

**Instructions:** Complete the following tables with outcomes you expect, outcomes you'd like, and outcomes you'd love.

### OBJECTIVE 1:

Expect to See	Like to See	Love to See

### OBJECTIVE 2:

Expect to See	Like to See	Love to See

### OBJECTIVE 3:

Expect to See	Like to See	Love to See

# TEACH-BACK LESSON

## PLAN 7

### PREGNANCY

#### ACTIVITY FORMAT: PROBLEM TREE

##### PREPARATION NEEDED:

- Review the Pregnancy Annex in the Body Politics Primer.
- Familiarize yourself with the case study below.
- Review the “Problem Tree” technique in the Body Politics Toolkit (pp. 14-15).

##### MATERIALS NEEDED:

- Flipchart and markers
- Sticky notes in two colours

#### PROCEDURE

1. Explain to participants that today you'll be practising building a problem tree using a case study from the Body Politics Primer.
2. On a flipchart page, draw the outline of a tree. Label the roots of the tree with the word “Causes” and the leaves with the word “Effects,” as shown in figure x below. On the trunk of the tree, write: “Core Problem: Criminalization of ‘Unborn Child Abuse’.”
3. Distribute sticky notes in one colour to your group. Ask them to listen carefully as you read the case study, and to jot down root causes for the use of the penalties faced by women in cases of “unborn child abuse” – one per sticky note.
4. Read the following case study aloud to your group.

## **CASE STUDY: “UNBORN CHILD ABUSE” LAW – USA**

**In Wisconsin, the law allows the state to detain pregnant women through a court claim to “jurisdiction over an unborn child” if the pregnant woman “lacks self-control in the use of alcoholic beverages” or controlled substances.**

**In July 2013, Alicia Beltran, a 28-year-old woman from Wisconsin, confided to her doctor that she had struggled with an addiction to prescription painkillers the previous year but had weaned herself from their use with the help of Suboxone, a prescription drug therapy designed for this purpose. Despite the fact that Alicia Beltran was not using drugs, which was confirmed by a drug test, health care providers reported her to the Department of Human Services. As a result, she was taken from her home and presented in shackles before a court. While Alicia Beltran was denied a lawyer, a legal guardian was appointed to represent her foetus. Alicia Beltran was forced into an inpatient drug treatment programme for 90 days against her will and lost her job as a result.**

**5. With the group, brainstorm the causes of “foetal assault,” “chemical endangerment,” “unborn child abuse” laws. Add the causes to the flipchart on sticky notes, encouraging participants to think broadly through political, cultural, socio-economic and procedural root causes.**

**6. Distribute sticky notes in the other colour to the group. Explain that the group should use this colour to brainstorm the effects of these laws on women, their families and their communities. Add these to the flipchart as the “leaves” on the tree while participants brainstorm. Encourage participants to think broadly about the effects across different realms of human experience, including legal effects, physical and mental health effects, stigma, access to education, and effects on the family and community.**

**7. Review the problem tree with participants. Discuss why it’s important to go deeper in the root causes of a problem, and to more broadly consider the effects, in order to understand how best to influence change.**

# SESSION 5

## REVIEW AND CONCLUSION

### TIME

30 minutes

### FORMAT

Group Activity: Four Corners

### OBJECTIVES:

By the end of this session, participants will:

- Share their ongoing concerns or areas for further research with each other.
- Provide guidance for trainers on areas to improve.
- Reflect on their personal journey through the training and learning experience.

### MATERIALS NEEDED

- Trainer Tool 5A: 4 Corners Signs
- Room for participants to move

## SESSION 5: STEP-BY-STEP

**1.** Move to a space where the participants can move around, with room between each corner. Introduce the activity to participants. As you are explaining the activity, show each sign and place it visibly in a corner of the space.

**SAY:** For this final activity, I'm going to read you a series of statements. If you agree with the statement, you should move to the corner where I am placing this sign that reads "Yes." If you disagree, move to this corner, where I'm placing a sign that says "No." If you're not sure, in this corner you can stand by a sign that says "I don't know." And, finally, in this last corner, I'm putting a sign that says "I want to say something." If you want to respond to the statement, come stand in this corner.

**2.** Once all 4 signs are placed and participants are clear, read the first statement below. Allow time for participants to move, then give time to each participant standing by "I want to say something" to respond to the statement. Once participants have responded, move to the next statement on the list below. Continue until you have discussed all statements.

**Tips for Trainers:** Participants may shift to the “I want to say something” corner during discussion if they want to respond to something their colleagues have said. This is fine: let discussions range as they need to, but try not to respond too much as the trainer. Your role is to take in the feedback and leave space for participants to speak, not to guide their responses. You are encouraged to modify or add to the statement list depending on your experience throughout the training.

- I learned something new!
- I feel confident that I could take on a criminalization issue if needed.
- I find this subject intimidating
- I know where to find additional resources if I need them.
- I’d use some of the techniques we used in this training in my own work.
- There are other resources or reports or information I want to share
- There wasn’t anything else I wanted to learn.

**3.** Close the training by thanking participants profusely for their time and energy, and reminding them that the team is here to support them.

# **TRAINING**

# **MATERIALS**

## **PARTICIPANT HANDOUT 1A: THE BODY POLITICS SCAVENGER HUNT**

All of the answers are easily located in the Body Politics Primer or in the Toolkit.

Happy hunting!

---

**Q: Give an example of a criterion for the legitimate use of criminal law when it comes to sexuality and reproduction.**

**A:**

Where can you find this information?  
Primer pg. #: \_\_\_\_\_

---

**Q: Is bodily autonomy a free-standing human right?**

**A:**

Where can you find this information?  
Primer pg. #: \_\_\_\_\_

---

**Q: What human rights protections may apply to same-sex sexual conduct (Check all that apply)?**

- Privacy
- Non-Discrimination
- Health
- Freedom of expression
- Freedom from torture and other ill-treatment
- Freedom of thought, conscience and religion
- Life

Where can you find this information?  
Primer pg. #: \_\_\_\_\_

**Q: Name an additional resource Amnesty International recommends for learning more about the criminalization of adolescent sexual activity.**

**A:**

Where can you find this information?  
Primer pg. #: \_\_\_\_\_

---

**Q: Describe a potential consequence of the presumption of criminality when it comes to sex work.**

**A:**

Where can you find this information?  
Primer pg. #: \_\_\_\_\_

---

**Q: What is the minimum standard Amnesty International considers to be active participation?**

**A:**

Where can you find this information?  
Primer pg. #: \_\_\_\_\_

---

**Q: Name a tool that can help identify campaign objectives.**

- A:**     \_\_\_\_\_ a) A Power Map  
          \_\_\_\_\_ b) A Problem Tree  
          \_\_\_\_\_ c) A Solution Tree  
          \_\_\_\_\_ d) A Risk Assessment

Where can you find this information?  
Primer pg. #: \_\_\_\_\_

## **PARTICIPANT HANDOUT 1A: ANSWER KEY**

**Q: Give an example of a criterion for the legitimate use of criminal law when it comes to sexuality and reproduction.**

A: has a legitimate aim or purpose; clearly outlines in writing what behaviour is criminalized; no other less restrictive response would be sufficient; is proportionate; applies equally to all people without discrimination; is not applied retroactively; ensures access to full range of fair trial guarantees; is not arbitrary or applied in an arbitrary manner

Where can you find this information?  
Primer pg. #: 33

---

**Q: Is Bodily Autonomy a free-standing human right?**

**A: no.**

Where can you find this information?  
Primer pg. #: 62

---

**Q: What human rights protections may apply to same-sex sexual conduct (check all that apply)?**

- Privacy
- Non-Discrimination
- Health
- Freedom of expression
- Freedom from torture and other ill-treatment
- Life
- Freedom of thought, conscience and religion

Where can you find this information?  
Primer pg. #: 64 and 82-84

**Q: Name an additional resource Amnesty International recommends for learning more about the criminalization of adolescent sexual activity.**

A: The Reproductive Rights of Adolescents: A Tool for Health and Empowerment; It's All One Curriculum; www.promsex.org; The Youth Coalition, Exclaim! Young people's guide to sexual rights; www.youngwomenunited.org; Capacity and Consent: Empowering Adolescents to Exercise their Sexual and Reproductive Rights; Harmonizing the Legal Environment for Adolescent Sexual and Reproductive Health and Rights.

Where can you find this information?  
Primer pg. #: 143

---

**Q: Describe a potential consequence of the presumption of criminality when it comes to sex work.**

A: Police Harassment, Abuse from Community Members, Unfair Housing Costs, Lack of Access to Justice or Redress, Increased Risk of Violence

Where can you find this information?  
Primer pg. #: 156-157

---

**Q: What is the minimum standard Amnesty International considers to be active participation?**

A: Legitimate Consultation

Where can you find this information?  
Toolkit pg. #: 9

---

**Q: Name a tool that can help identify campaign objectives.**

- A Power Map
- A Problem Tree
- A Solution Tree
- A Risk Assessment

Where can you find this information?  
Toolkit pg. #: 20

## TRAINER TOOL 2A: TRIVIA BOARD AND QUESTION GUIDE

### TRIVIA BOARD

Same-Sex Sexual Activity	Sex Outside Marriage	HIV Non-Disclosure, Exposure and Transmission	Adolescent Sexual Activity	Sex Work	Abortion	Pregnancy
100	100	100	100	100	100	100
200	200	200	200	200	200	200
300	300	300	300	300	300	300
400	400	400	400	400	400	400

#### Instructions for Constructing the Trivia Board

1. Print (or copy) the following pages. There are 7 Category Heading signs, and 4 question cards under each Category Heading. Print and fold the question cards so that the numbers are on one side of the page and the corresponding questions on the opposite side.
2. Using masking tape and blank wall space, construct the trivia board by taping the question cards in ascending point order under the Category Heading signs (see map above).
3. When the game begins, only the side of the question card with the point value should be visible to participants. As participants choose which question they wish to answer, remove the question card from the board and turn it to read the question.

# **SAME-SEX SEXUAL ACTIVITY**

# **SEX OUTSIDE MARRIAGE**

**HIV  
NON-  
DISCLOSURE,  
EXPOSURE  
AND  
TRANSMISSION**

# **ADOLESCENT SEXUAL ACTIVITY**

# **SEX WORK**

# ABORTION

# **PREGNANCY**

SAME- SEX SEXUAL ACTIVITY

**100**

**Laws criminalizing same-sex sexual conduct have been found to violate this human right.**

SAME- SEX SEXUAL ACTIVITY

**200**

**Laws criminalizing same-sex sexual conduct have been found to violate this human right.**

SAME- SEX SEXUAL ACTIVITY

**300**

**Laws and policies penalizing  
“cross-dressing,” “public indecency,”  
“vagrancy,” or sex work,  
disproportionately applied to LGBTI  
persons, are all examples of what?**

SAME- SEX SEXUAL ACTIVITY

**400**

**Recent laws in some states which penalize the promotion of homosexuality (propaganda laws) violate what human rights standard?**

SEX OUTSIDE MARRIAGE

**100**

**Laws criminalizing  
sex outside marriage  
are disproportionately  
applied to...**

SEX OUTSIDE MARRIAGE

**200**

**Name a degrading punishment  
used in cases of criminalization  
of sex outside marriage.**

SEX OUTSIDE MARRIAGE

**300**

**Name a human right  
violated by the  
criminalization of sex  
outside marriage.**

SEX OUTSIDE MARRIAGE

**400**

**Accusations of “adultery”  
and “fornication”  
are frequently used as a  
supposed defence for what?**

**100**

**How many countries  
have adopted punitive laws  
that allow for the criminalization  
of HIV non-disclosure,  
exposure and transmission?**

**200**

**Name a type of criminal statute used to indirectly criminalize HIV non-disclosure, exposure or transmission.**

**300**

**Beyond the direct  
human rights violations,  
what is the potential health  
impact of criminalization of  
HIV non-disclosure, exposure  
or transmission?**

**400**

**Name another marginalized or criminalized sexual action or expression likely to be affected by criminalization of HIV.**

**100**

**What concept balances  
the recognition of adolescents  
as rights-holders with the need  
to protect them from harm?**

**200**

**What do adolescents need  
access to in order to fulfil  
their right to healthy  
sexual development?**

**300**

**What “protective” laws are used to justify the denial of young people’s rights to sexual and reproductive health information and services and limit their sexual autonomy?**

ADOLESCENT SEXUAL ACTIVITY

**400**

**At what age do adolescents  
around the world  
begin having sex, on average?**

SEX WORK

**100**

**Does Amnesty International  
advocate for the  
decriminalization  
of sex work?**

SEX WORK

**200**

**Name two human rights  
protections that apply  
to sex work.**

SEX WORK

**300**

**Name one of the  
indirect ways  
that states regulate  
and criminalize sex work.**

SEX WORK

**400**

**Amnesty International defines consent as “voluntary and ongoing agreement to engage in a particular sexual activity.” Does the decision to sell sex necessarily undermine or negate a person’s consent?**

ABORTION

**100**

**Name a human rights protection that applies to abortion.**

ABORTION

**200**

**What percentage of countries allows abortions under limited circumstances?**

ABORTION

**300**

**What percentage  
of unsafe abortions occurs  
in developing countries?**

ABORTION

400

**Name a common restriction  
or procedural barrier states use  
to impede access to abortion.**

PREGNANCY

**100**

**In criminalization of pregnancy,  
what is prioritized over the  
health and autonomy  
of the pregnant individual?**

PREGNANCY

200

**Criminalization of pregnancy  
is a fundamental violation of the  
rights to \_\_\_\_\_ and \_\_\_\_\_?**

PREGNANCY

**300**

**Laws which define a foetus  
as a person for the sake of  
including it within the legal  
definition of the victim of a crime  
are called...**

PREGNANCY

**400**

**Women have been prosecuted  
for assault or homicide  
because they sought  
treatment for what?**

## TRIVIA ANSWER KEY:

<b>Same-Sex Sexual Activity</b>	<b>100:</b> 45	<b>200:</b> Privacy (or non-discrimination)	<b>300:</b> Indirect Criminalization	<b>400:</b> Freedom of Expression, Thought and Assembly
<b>Sex Outside Marriage</b>	<b>100:</b> women (and/or LGBTI people)	<b>200:</b> whipping, lashing, flogging, public humiliation, stoning	<b>300:</b> privacy, non-discrimination, health, life, freedom from torture and other ill-treatment	<b>400:</b> violent acts that are commonly (but not exclusively) committed against girls and women because their suspected, perceived or actual behaviour will bring “dishonour” to the family or the community.
<b>HIV Non-Disclosure, Exposure and Transmission</b>	<b>100:</b> 72	<b>200:</b> assault, reckless endangerment attempted murder, quarantine/public health laws, bio-terrorism.	<b>300:</b> Negative public health impact including through discouraging HIV testing and treatment and contributing to stigma against people living with HIV	<b>400:</b> adolescent sexuality, same-sex sexual conduct, sex work
<b>Adolescent Sexual Activity</b>	<b>100:</b> evolving capacity	<b>200:</b> information, education and services	<b>300:</b> age of consent laws (and/or parental consent and notification laws and policies)	<b>400:</b> between the ages of 15 and 19
<b>Sex Work</b>	<b>100:</b> yes	<b>200:</b> Life, liberty and autonomy; non-discrimination; freedom from torture and other ill-treatment; privacy; health; freedom of opinion and expression; freedom to work; right to remedy from human rights abuses.	<b>300:</b> “brothel-keeping,” recruiting for or arranging sex work, living off the proceeds of sex work	<b>400:</b> no.
<b>Abortion</b>	<b>100:</b> women’s right to life, health, privacy, non-discrimination, freedom from torture and other ill-treatment	<b>200:</b> 99%	<b>300:</b> 98%	<b>400:</b> mandatory counselling, waiting periods, prohibitions on public funding, third-party consent or notifications, limitations on particular forms of abortion, conscientious objections, advertising restrictions
<b>Pregnancy</b>	<b>100:</b> real or perceived risk to a foetus.	<b>200:</b> privacy and health.	<b>300:</b> “foetal assault” laws	<b>400:</b> miscarriages.

## **PARTICIPANT HANDOUT 3A: STIGMA AND STEREOTYPING ASSESSMENT**

**Complete this form using the case study provided.**

**Q1: Which marginalized identities or categories do you think could be affected by this campaign in your community? Check all that apply.**

- |   |  |
|---|--|
| <input type="checkbox"/> race/ethnicity         | <input type="checkbox"/> poverty/economic status |
| <input type="checkbox"/> gender/gender identity | <input type="checkbox"/> marital status          |
| <input type="checkbox"/> religion/faith         | <input type="checkbox"/> disability              |
| <input type="checkbox"/> age                    | <input type="checkbox"/> criminal record         |
| <input type="checkbox"/> sexual orientation     | <input type="checkbox"/> employment              |
| <input type="checkbox"/> health/HIV status      | <input type="checkbox"/> (other)                 |
| <input type="checkbox"/> migration status       |  |

**Q2: For this campaign, what results are desired? Does the campaign clearly communicate its desired results? What are the primary and secondary messages in this campaign?**

**Q3: How will each of the identified marginalized groups be affected? Are certain groups affected differently to others? How?**

**Q4: Does the campaign worsen or ignore existing disparities? Does this campaign rely on common stereotypes about sexuality or reproduction? What effect do these stereotypes have on existing disparities?**

**Q5: Is the campaign rooted in human rights arguments and values? How could the campaign address or lessen existing disparities?**

**TRAINER TOOL 5A:  
FOUR CORNERS SIGNS**

**YES**

**NO**

**I  
DON'T  
KNOW**

**I WANT  
TO SAY  
SOMETHING**



# BODY POLITICS

## TRAINING MANUAL

**Amnesty International is a global movement of more than 7 million people who campaign for a world where human rights are enjoyed by all.**

**Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.**

**We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.**



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