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## **Chapter Four**

### **Summary, Conclusion and Recommendations**

This last chapter presents the summary of the study, the conclusion derived from the findings, and the recommendations related to the study.

#### **Summary**

This study employed an exploratory method using drama, creative arts, group and individual based discussions as well as individual counselling sessions. The aim of the study was to determine the gender beliefs among boys who have been sexually abused and/or exploited. By allowing the boys to experiment around different themes and issues regarding gender and gender beliefs the hope was to find answers that would inevitably help the success of aftercare and the aftercare needs of sexually abused/ exploited boys. The study hoped to answer currently unanswered questions that would help boys (in particular) express themselves in an area which has been (for the majority) untouched.

In order to determine the gender beliefs of the selected group of boys specific areas and themes of gender were explored. This included gender roles in society, gender awareness, stereotypes, gender characteristics, personality traits, gender expectations, sexuality, relationships, and inequality. The main objectives that the researcher set out to answer were as follows:

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- 1) To determine the overall gender beliefs of boys who have been sexually abused and/or exploited, including:
    - a) Roles/ Positions
    - b) Personality Traits/ Characteristics
    - c) Expectations
  - 2) To examine the influences that have formed the boys' beliefs of gender, such as family, peer group, community, society, sexual abuse/ exploitation etc.
  - 3) The effects sexual abuse and/or exploitation have had on the boys' gender beliefs.
  - 4) The effectiveness of using drama based workshops in order to draw out the opinions and beliefs of gender.

The study was conducted through the use of an exploratory research design using drama, creative arts and group and individual based discussions. The researcher explored the gender beliefs of boys living at the Stairway Foundation who had been sexually abused. The results were determined from the five drama based workshops and individual counselling sessions, exploring themes and issues of gender and gender beliefs.

Data was collected through the group's role plays, improvisations, dramatized sketches, art, group discussion, presentations, personal and group feed back and individual/personal opinions.

The study was conducted at The Stairway Foundation located in Puerto Galera, Oriental Mindoro, Philippines. The Stairway foundation is a safe home for boys offering service oriented programs through recovery and rehabilitation which include therapy and

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education for street children, victims of sexual abuse/exploitation and children with serious health problems, such as tuberculosis.

The subjects included seven boys all of who are residing at The Stairway Foundation on a full time, short term basis. The boys are all of Filipino nationality and are between the ages of 14 -19 years old. All seven boys have a history of sexual abuse/exploitation; have spent a long period of time of the streets, come from broken homes and extreme poverty. All the boys were referred to the Stairway Foundation by either institution or prison settings and all of the boys were previously addicted to Rugby and other solvents.

The instrument used to enable the exploration of gender beliefs of boys who have been sexually abused/ exploited was through drama based workshops and individual counselling. The study consisted of five workshops and counselling sessions all relating to themes based on gender beliefs and issues. Many tools were used, including, role play, improvisation, dramatized script work, art work, presentation, discussion. As the study used an exploratory research each workshop was designed specifically for this research.

The tools and instruments were used in order to collect the correct and relevant data. The main aims through using the instruments were to explore the gender beliefs of boys who have been sexually abused/ exploited. Through the drama based workshops data was gathered by listening and evaluating their responses, feedback, opinions through discussion, movement, expression, art work, self and group perceptions and beliefs. The hope was that through the use of drama other relevant gender based issues would immerse that would further reflect their in-depths views and responses regarding their

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gender beliefs and how sexual abuse/ exploitation may or may not have affected their perceptions. Due to the language barrier there was a translator in all the sessions.

The data was analyzed during and after the workshops. The data was categorised accordingly in order to analyse the data gathered. The researcher set out to answer four main objectives; The overall gender beliefs of boys who have been sexually abused which was split up into sub categories; men, women, boys, boys and men, men and women, relationships – heterosexual, homosexual gay, homosexual lesbian, bi-sexual and gender hierarchy; Influences which have formed the boys gender beliefs; The effects sexual abuse/exploitation has had on the boys gender beliefs; and the effectiveness of using drama based workshops in order to draw out the opinions and beliefs of gender.

The findings gathered from the research study showed that;

- 1) The boys' overall gender beliefs were centred around negative beliefs of men, women and homosexual gays.
- 2) The boys' gender beliefs had been greatly influenced by their up bringing, family, peers, sexual abuse/exploitation, drugs, time spent on the streets, and time spent in and out of institutions.
- 3) The boys' history of sexual abuse and/or exploitation had hugely effected their beliefs of gender and gender based issues.
- 4) The use of drama based workshops proved effective in its approach and outcomes, allowing the group of boys to express past and present feelings and emotions, develop self belief, self expression and self confidence.

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## **Conclusion**

Based on the findings the following conclusions were drawn:

- 1) The group's overall gender beliefs reflected high negative emotions and feelings towards male, female and homosexual gay gender roles. They compared the male gender to that of being an abuser, paedophile, perpetrator and gay; however the results showed positive male roles included God, Jesus and men working at The Stairway Foundation. They said that women were mainly sexual objects that took on the role of seducer, purely for a mans pleasure and gratification. The group also believed women could take on positive roles such as mother and teacher. They expressed high emotion against homosexual gays, describing them as abusers, dirty, bad and negative. The results of other genders and gender related themes showed positive and negative beliefs.
- 2) It was extremely evident that all seven boys had been greatly influenced by their backgrounds which in turn formed negative and positive gender beliefs. Many of the boys had bad and traumatic experiences with men in their family, on the street and within institutions therefore it influenced the way they perceived men and male gender roles. Many of the boys also had bad experiences with their mothers and women on the streets, thus forming negative beliefs of the female gender role and expectations of females. The results showed many connections between the boys' past experiences and their current gender beliefs.
- 3) It was extremely apparent that the boys' past history of sexual abuse and/or exploitation had formed some of their gender beliefs especially their negative

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beliefs of men and homosexual men. It was apparent that most of their abuse (sexual, physical or mental) had come from the male gender.

- 4) It was clear that the use of drama based workshops was effective in drawing out the boys' gender beliefs. They showed confidence in acting out drama sketches of their past experiences and it would seem that this confidence came from the fact that they could tell their stories indirectly (behind a character). Through using drama the group felt at ease in a non threatening, non judgemental environment. All the boys grew in self confidence, self belief, and self expression.

### **Recommendations**

Based on the findings of the study the researcher has made the following recommendations:

- 1) Children who have been sexually abused and/or exploited MUST receive individual counselling in order to process trauma and to begin self healing to enable recovery.
- 2) Due to the effectiveness of using drama to draw out group beliefs it is recommended that there would be further research done on using drama therapy as an effective approach to child therapy and counselling.
- 3) There is a need to undergo further research in the area of sexuality and gender confusion. This kind of research is important for the long term aftercare of sexually abused boys because (for the majority) they have been abused by

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- someone of the same sex (man) therefore posing confusion on their own sexuality and gender.
- 4) There is a need to investigate further into boys' (of whom have been sexually abused and/or exploited) beliefs of in particular; men, women and homosexuals.
  - 5) There is a need for further research to be done on a larger amount of subjects, in order to determine a wider set of beliefs.
  - 6) Further research should be done on girls' (of whom have been sexually abused/exploited) gender beliefs so that comparisons and contrasts can be made between male and female genders and the effects of sexual abuse on gender beliefs.
  - 7) It is recommended that if further research is done using a similar research study involving group based workshops then individual counselling should be in place in order to allow the subjects to process the outcome of the workshops in private.
  - 8) It is recommended that staff within aftercare facilities become aware of boys' gender based beliefs, experiences, influences and effects of sexual abuse in order to understand that the effects of sexual abuse/exploitation is different to that of a girl therefore needing different aftercare interventions and approaches.
  - 9) There is a need to investigate and research the correlation between men who were sexually abused as children becoming abusers as adults in order to begin to understand what and when intervention should take place and how.

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## Appendix

### Appendix A

#### Ethical Approaches to Gathering Information from Children and Adolescents in International Settings

Upon arriving at The Stairway Foundation the researcher discussed with the social worker (who would be the translator within the workshops) the best way of explaining the research study to the boys. It was of extreme importance that the selected group of boys did not feel that the study was in any way just a tool to gather data and that they would be used only for that purpose. The social worker knew the boys case histories well and had a strong and trusting relationship with them therefore she decided which six boys would best respond to the research.

Once the six boys were selected the researcher (with the help of the translator) explained the outline of the workshops and the themes and topics which would be explored. It was made clear that the study was being conducted in order to help other children like themselves and that the researcher also wanted to do this study to help them personally and wanted to understand and hear their stories. The boys were individually asked if they would like to take part in the study. All the boys said 'yes'.

The researcher explained that all the workshops and counselling sessions would be confidential and at no time would their names be used. The researcher also asked the boys if it was ok for her to video record the sessions (not the counselling sessions) and explained that it would only be used for the researcher's personal write up of the sessions.

The researcher considered a possible problem within the study being that she was a young foreign female and the subjects were young teenage boys working together on possible uncomfortable material regarding sex, sexuality, sexual abuse etc. However the researcher was aware of this from the beginning and because she was working with the boys for a total of three months outside of the research, she was able to establish relationships with them where she made it clear that she was their 'Ate' (like an older sister or aunt) and was not on the same level as them, meaning she was not available in any romantic or sexual way.

Within the very first workshop the researcher told the boys that if within the course of workshops they ever felt uncomfortable and wanted to step out of an exercise then they could. They were also told that if they wanted to talk to the researcher in private that she would always be available to listen.

Within workshop One the researcher sat down with the boys and asked them to write down a set of rules that would be posted on the wall and used throughout all the workshops. The reason for the rule making was to work collaboratively as a group to think of rules that would enable each child to give and receive respect, listen and respect each others opinions and situations as well as listening and respecting the researcher and the translator.

The researcher was aware of one boys concerns with the subject of gender and his obvious doubts in being apart of the group. He was asked if he wanted to leave the group

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and be replaced by another child; he declined. In a later workshop he refused to join the group and made many attempts to disrupt other group members. The child was asked for the second time if he wanted to carry on, he said 'no, I want to leave'. Therefore the child was replaced by another boy. The researcher also had to take into consideration the disruptive effect that the first child had within the group and it was clear that when he left the group dynamics changed for the better. If this research was conducted for a longer period of time or was part of the boys residential activities it would be advised that this child would have been talked to individually and encouraged to stay within the group for his own therapeutic benefit. However the researcher's aim was never to force any child to take part in the research if they did not want to and she had to consider the welfare of the other group members.

Within the counseling sessions the children were individually told by the researcher that the reason for the sessions were (first and foremost) to enable them to process the outcomes of the workshops and talk privately about their feelings. Each child was told that the sessions were confidential. However when one child disclosed information of an attempted sexual abuse that had taken place within that month and within the local community the researcher asked for his permission to inform the staff in order to protect him and the other boys. The child agreed.

Due to the subject matter of the research study and the powerful outcomes of the workshops and counseling sessions it was important that the researcher never showed personal emotions such as shock or embarrassment. This was important for the boys because if they had seen emotion from the researcher then they may have felt embarrassed, shamed, or had trouble trusting and expressing within the group. There was a situation within one of the counseling sessions when a child was talking about homosexual sex based activities and sexual abuse, the child repeatedly asked the researcher if she felt embarrassed, the researcher always said no and he then began to open up further and trust the researcher.

## Appendix B

### Results on Men

<u>Group</u>	<u>Drama – Improvise a scene of men in your community</u>
<u>Workshop One</u>	<ul style="list-style-type: none"> <li>• Drug users (specifically sniffing Rugby (glue) on the streets)</li> <li>• Abusers (sexual)</li> <li>• Perpetrators</li> <li>• Force children to go to the streets in order to bring back food and money</li> <li>• Pedophiles</li> <li>• Gay/Homosexual</li> <li>• Rape</li> <li>• Should be punished for what they do (even killed)</li> <li>• Weak (to women, cannot help their sexual urges)</li> <li>• Easily seduced</li> <li>• Low control or power with regard to sex</li> </ul>

<u>Child A</u>	<u>Painting</u>			<u>Drama</u>	<u>Counseling</u>
	<u>Image of a Man</u>	<u>Image of a Negative Male Influence</u>	<u>Image of a Positive Male Influence</u>	<u>What will you be doing at 30 yrs old?</u>	<u>Individual</u>
<u>Workshop One</u>					
<u>Workshop Two</u>	Moon and Stars			A business man	
<u>Workshop Three</u>		Yin and Yang Symbol	Get Mad Symbol		
<u>Counseling</u>					- Men are abusers. - Male perpetrators are; ‘Happy because they get what they want’ - ‘Male abusers are all gay and this is why they abuse’ - ‘It only happens in the Philippines, all men are like that here.....but men in Stairway are different, they do not abuse’ - ‘I will not become an abuse when I am a man.....men abusers never get shamed or embarrassed because when they get

					found out they just move on, abuse again and move on, abuse again and move on.'
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<u>Child B</u>	<u>Painting</u>			<u>Drama</u>	<u>Statement/Answer</u>	<u>Counseling</u>
	<b>Image of a Man</b>	<b>Image of a Negative Male Influence</b>	<b>Image of a Positive Male Influence</b>	<b>What will you be doing at 30 yrs old?</b>	<b>True or False?</b>	<b>Individual</b>
<b>Workshop One</b>						
<b>Workshop Two</b>	Airplane			Traveling Dancer		
<b>Workshop Three</b>		Tree	Stairway symbol		<b>Men need more sex then women.</b> -True  <b>Men are more aggressive then women.</b> -True	
<b>Counseling</b>						- 'Men can be good.... Men are not all abusers....Stairway has shown me good male role models like our house father.'

<u>Child C</u>	<u>Painting</u>			<u>Drama</u>
	<b>Image of a Man</b>	<b>Image of a Negative Male Influence</b>	<b>Image of a Positive Male Influence</b>	<b>What will you be doing at 30 yrs old?</b>
<b>Workshop One</b>				
<b>Workshop Two</b>	A large Eye			Computer Technician
<b>Workshop Three</b>		Bad Man	Cross	

<u>Child D</u>	<u>Painting</u>			<u>Drama</u>	<u>Statement/Answer</u>
	<b>Image of a Man</b>	<b>Image of a Negative Male Influence</b>	<b>Image of a Positive Male Influence</b>	<b>What will you be doing at 30 yrs old?</b>	<b>True or False?</b>
<b>Workshop One</b>					
<b>Workshop</b>	Videoke			Janitor	

<b>Two</b>	Machine				
<b>Workshop Three</b>		Poisonous Apple	Boat		<p><b>Men like women who take the initiative in having sex</b> - True</p> <p><b>It is natural for men to be attracted to younger women</b> - True</p>

<b>Child E</b>	<b>Painting</b>			<b>Drama</b>	<b>Counseling</b>
	<b>Image of a Man</b>	<b>Image of a Negative Male Influence</b>	<b>Image of a Positive Male Influence</b>	<b>What will you be doing at 30 yrs old?</b>	<b>Individual</b>
<b>Workshop One</b>					
<b>Workshop Two</b>	SPU NIK Symbol			In Prison or a Janitor	
<b>Workshop Three</b>		Satan, Skull, Lucifer	Cartoon Character - Goku		
<b>Counseling</b>					<p>- 'The SPU NIK symbol is a space ship because this prison gang believes it is from another planet....'</p> <p>- 'Tattoo's and prison gangs remind me of men..... I do not want a tattoo because they are ugly.....'</p> <p>- I have witnessed a riot caused by a gang in prison.'</p> <p>- 'I will end up in prison because I have no one who cares about me. My mother is dead and my father is addicted to rugby.....'</p> <p>- 'I would like to carry on with my education but I am so far behind'</p> <p>- 'I would love to stay at Stairway. If I could I would like to work as a janitor in Manila.'</p>

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<b>Child F</b>	<b>Painting</b>	<b>Drama</b>
	<b>Image of a Man</b>	<b>What will you be doing at 30 yrs old?</b>
<b>Workshop Two</b>	Tree	In the SWAT Team

**NOTE:** Child F was replaced by child G in workshop 3 and the following workshops

<b>Child G</b>	<b>Painting</b>		
	<b>Image of a Man</b>	<b>Image of a Negative Male Influence</b>	<b>Image of a Positive Male Influence</b>
<b>Workshop Two</b>	Grandfather Dying flowers Skinny dying dog Mosquito Centipede Cockroach Shoes		
<b>Workshop Three</b>		Heart	Cat

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Appendix C

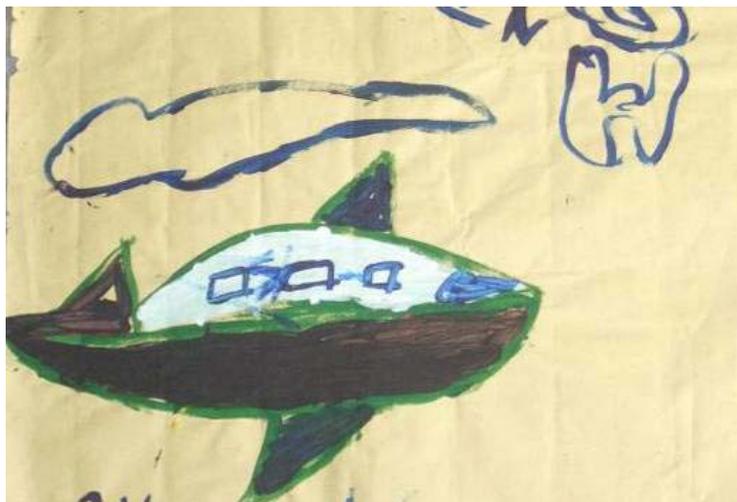
Image of a Man, Positive Image of a Man and Negative Image of Man

Image of a Man

Child A



Child B



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Child C



Child D

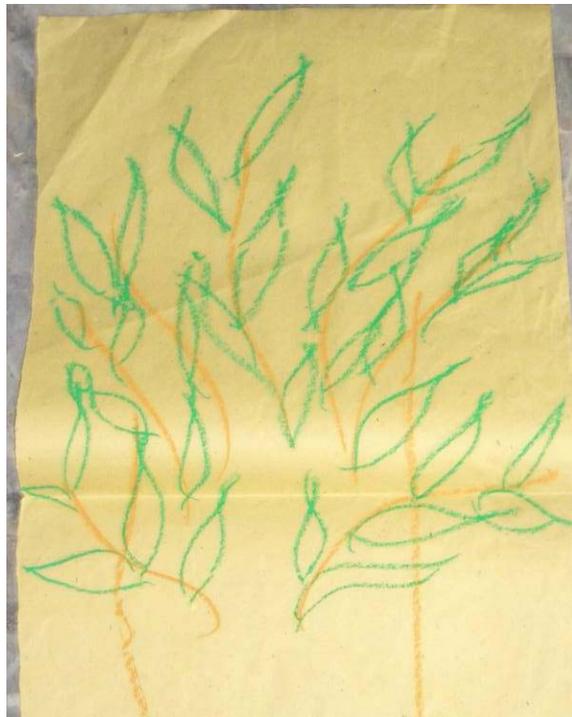


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**Child E**



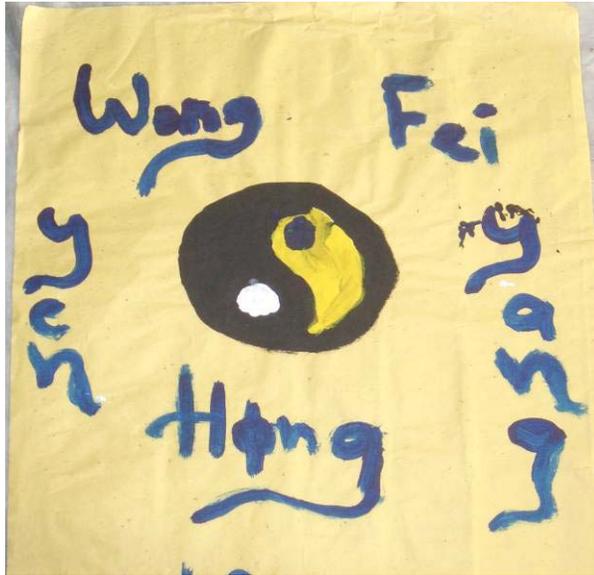
**Child F**



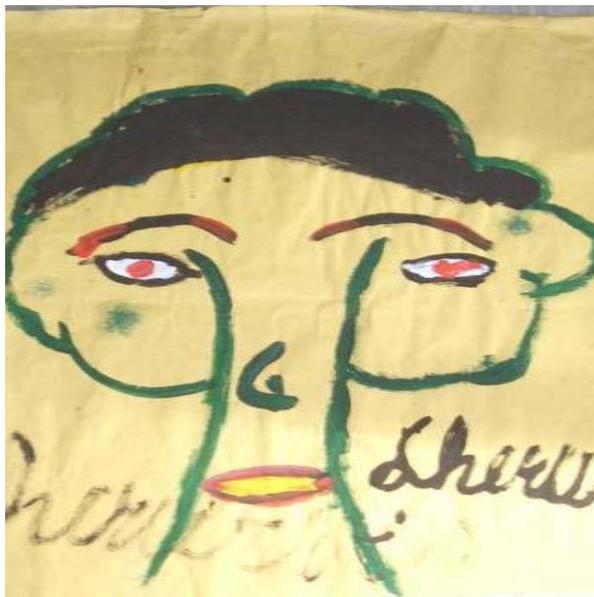
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Negative Image of a Man

Child A



Child B



Child C



Child D



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**Child E**



**Child G**



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Positive Image of a Man

Child A



Child B



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Child C



Child D



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Child E



Child G



**Appendix D**

**Results on Women**

<b><u>Group</u></b>	<b><u>Drama – Improvise a scene of women in your community</u></b>
<b><u>Workshop One</u></b>	<ul style="list-style-type: none"> <li>• Sexy</li> <li>• Flirtatious</li> <li>• Wear sexy skimpy clothing</li> <li>• Wear make-up</li> <li>• Are raped by men</li> <li>• Women/girls deserve to be raped if they do not fight or speak out against a man.</li> <li>• Women seduce men</li> <li>• Women make men weak</li> <li>• Women seduce men in order to take away a man power and control.</li> </ul>

<b><u>Child A</u></b>	<b><u>Statement/Answer</u></b>
	<b>True or False?</b>
<b>Workshop Three</b>	<b>Women are more emotional then men</b>  – True

<b><u>Child B</u></b>	<b><u>Counseling</u></b>	
	<b>Positive image of a women</b>	<b>Negative Image of a women</b>
<b>Counseling - Individual</b>	-Ate Amy from Stairway -Women are like butterflies -Women (and Ate Amy) teach him right from wrong -Ate Amy taught him about child rights -Women are good teachers	-Women who live on the streets and have lots of children -Women who do rugby -Women on the streets that cannot feed all their children

<b><u>Child D</u></b>	<b><u>Statement/Answer</u></b>
	<b>True or False?</b>
<b>Workshop Three</b>	<b>For women marriage is more important then it is for men</b>  - True

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<b>Child E</b>	<b>Statement/Answer</b>
	<b>True or False?</b>
<b>Workshop Three</b>	<b>Women are better at taking care of children</b> – True

## Appendix E

### Results on Boys

<b>Child A</b>	<b><u>Painting</u></b>
	<b>Image of a Boy</b>
<b>Workshop Two</b>	Penguin

<b>Child B</b>	<b><u>Painting</u></b>
	<b>Image of a Boy</b>
<b>Workshop Two</b>	Kite

<b>Child C</b>	<b><u>Painting</u></b>
	<b>Image of a Boy</b>
<b>Workshop Two</b>	Flower

<b>Child D</b>	<b><u>Painting</u></b>
	<b>Image of a Boy</b>
<b>Workshop Two</b>	Carnival Ride

<b>Child E</b>	<b><u>Painting</u></b>	<b><u>Counseling</u></b>
	<b>Image of a Boy</b>	<b>Individual</b>
<b>Workshop Two</b>	Sea, mountain, sun	
<b>Counseling</b>		<b>Image of a boy (sea, mountain, sun);</b> <ul style="list-style-type: none"> <li>- My little brother used to draw this image</li> <li>- I drew it because it is beautiful</li> <li>- The birds are flying towards the ocean</li> <li>- The painting makes me happy</li> <li>- There is no fighting in the picture just happiness</li> <li>- I feel happy now at Stairway</li> </ul>

<b>Child F</b>	<b><u>Painting</u></b>
	<b>Image of a Boy</b>
<b>Workshop Two</b>	Flower

<b>Child G</b>	<b><u>Painting</u></b>
	<b>Image of a Boy</b>
<b>Workshop Two</b>	Tree Flip Flop Pencil Basketball Marbles Frisbee Baby Shaker Toy Car Machine Gun

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**Appendix F**

**An Image of a Boy**

**Child A**



**Child B**



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Child C



Child D



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**Child E**



**Child F**



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## Appendix G

### Results on Boys and Men

<u>Child A</u>	<u>Drama</u>
	<b>Street Seller (Child) and Man Improvisation</b>
Workshop Three	<ul style="list-style-type: none"><li>- Child A played the character of the man (perpetrator)</li><li>- Sexual exploitation</li><li>- Prostitution</li><li>- Homosexuality</li><li>- Pedophilia</li><li>- Child street sellers</li><li>- Child drug addiction</li><li>- Child exploitation from male foreigners</li></ul>

<u>Child B</u>	<u>Statement/Answer</u>
	<b>True or False?</b>
Workshop Three	<b>A boy who has been sexually abused will turn into an abuse himself.</b>  - False

<u>Child C</u>	<u>Drama</u>
	<b>Street Seller (Child) and Man Improvisation</b>
Workshop Three	<ul style="list-style-type: none"><li>- Child A played the character of the boy (victim)</li><li>- Sexual exploitation</li><li>- Prostitution</li><li>- Homosexuality</li><li>- Pedophilia</li><li>- Child street sellers</li><li>- Child drug addiction</li><li>- Child exploitation from male foreigners</li></ul>

<u>Child E</u>	<u>Drama</u>
	<b>Street Child and Policeman Improvisation</b>
Workshop Three	<ul style="list-style-type: none"><li>- Child E played the character of the policeman</li><li>- Boys playing illegal games on the streets (gambling)</li><li>- Children have to work on the street to make money to feed their family</li><li>- Street children get arrested and go to prison</li><li>- Realistic scene</li><li>- Police sometimes hit street children</li></ul>

<b>Child G</b>	<b>Drama</b>		<b>Statement/Answer</b>
	<b>Street Seller (Child) and Man Improvisation</b>	<b>Street Child and Policeman Improvisation</b>	<b>True or False?</b>
<b>Workshop Three</b>	<ul style="list-style-type: none"> <li>-Child A played the character of the girl (transvestite)</li> <li>-Sexual exploitation</li> <li>-Prostitution</li> <li>-Homosexuality</li> <li>-Pedophilia</li> <li>-Child street sellers</li> <li>-Child drug addiction</li> <li>-Child exploitation from male foreigners</li> </ul>	<ul style="list-style-type: none"> <li>-Boys playing illegal games on the streets (gambling)</li> <li>-Children have to work on the street to make money to feed their family</li> <li>-Street children get arrested and go to prison</li> <li>-Realistic scene</li> <li>Police sometimes hit street children</li> </ul>	<p><b>A boy who has been sexually abused will turn into an abuser himself</b></p> <p>- True, it happens!</p>

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## Appendix H

### Results on Men and Women

<u>Child B</u>	<u>Drama</u>
	<b>Man and Women in a Karaoke Bar, Improvisation</b>
Workshop Three	<ul style="list-style-type: none"><li>- Child B played the character of the women</li><li>- Men pick out a girl and court her</li><li>- Men court girls in bars by buying them drinks</li><li>- There is a magic between a man and a women</li><li>- Sometimes women are forced to talk to men</li></ul>

<u>Child C</u>	<u>Statement/Answer</u>
	<b>True or False?</b>
Workshop Three	<b>There is a reason why more men than women have high positions; women do not want to compete to get to the top.</b>  – True, men can do more than women

<u>Child D</u>	<u>Drama</u>
	<b>Man and Women in a Karaoke Bar, Improvisation</b>
Workshop Three	<ul style="list-style-type: none"><li>- Child D played the character of the man</li><li>- Men pick out a girl and court her</li><li>- Men court girls in bars by buying them drinks</li><li>- There is a magic between a man and a women</li><li>- Sometimes women are forced to talk to men</li></ul>

<u>Child E</u>	<u>Statement/Answer</u>
	<b>True or False?</b>
Workshop Three	<b>In physical fights men win but in verbal fights women win.</b>  – True

## Appendix I

### Results of Heterosexuals

<u>Group</u>	<u>Drama</u>		<u>Discussion</u>
	<b>Doctor and Mr. Mayo, Script</b>	<b>The stages of a heterosexual relationship</b>	<b>Heterosexual relationships (why men are attracted to women)</b>
<b>Workshop Four</b>	-‘The man is in the wrong, it is not right how he treats his wife’ -‘They should be equal in their relationship’ -‘How can a women have so many babies?’ -‘The man is treating the women badly’	1. Boy and girl meet. 2. Boy Courts girl 3. Boy asks the girls mother for her daughters hand in marriage 4. Mother of the bride meets father of the groom 5. Wedding Day 6. Honeymoon 7. Have a baby 8. Grow old 9. Dye together	
<b>Workshop Five</b>			<ul style="list-style-type: none"> <li>- They are a couple in a relationship</li> <li>- Men are attracted to women</li> <li>- They are Happy</li> <li>- Men look at a women’s body</li> <li>- Kembot – women wiggling their bums</li> <li>- Women have shinny hair</li> <li>- Women have red cheeks</li> <li>- Men like white legs</li> <li>- Men like women n skimpy clothes</li> <li>- Women wear make-up</li> <li>- Women blink and twinkle their eyes</li> <li>- Men like women with big earrings</li> <li>- Men like kissable lips</li> <li>- Gils seduce men</li> <li>- Men like beautiful women</li> <li>- Women play hard to get</li> <li>- Men like a coke cola figure</li> <li>- Men like dancing girls</li> <li>- Men like big breasts</li> </ul>

<u>Child A</u>	<u>Drama</u>	
	<b>The stages of a heterosexual relationship</b>	<b>Heterosexual Relationship, Improvisation</b>
<b>Workshop Four</b>	Child A played the character of the man courting the women	
<b>Workshop Five</b>		Child A played the character of the man courting the women

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<b>Child B</b>	<b>Drama</b>
	<b>Doctor and Mr. Mayo, Script</b>
<b>Workshop Four</b>	Child B played the character of M Mayo going to the doctors.

<b>Child C</b>	<b>Counseling</b>
	<b>Is a heterosexual relationship positive or negative?</b>
<b>Counseling</b>	Positive, They are good, happy relationships

<b>Child D</b>	<b>Counseling</b>
	<b>Is a heterosexual relationship positive or negative?</b>
<b>Counseling</b>	Positive

<b>Child E</b>	<b>Drama</b>
	<b>Doctor and Mr. Mayo, Script</b>
<b>Workshop Four</b>	Child E played the character of the doctor listening to his patient

<b>Child G</b>	<b>Drama</b>
	<b>Heterosexual Relationship, Improvisation</b>
<b>Workshop Five</b>	Child G played the character of the girl being courted by the boy

**Appendix J**

**Results on Homosexual Gays**

<b><u>Group</u></b>	<b><u>Discussion</u></b>
	<b>Homosexual – Gay Relationships/Orientation</b>
<b>Workshop Five</b>	<ul style="list-style-type: none"> <li>- They have good faces</li> <li>- Masculine</li> <li>- Gay</li> <li>- Blow jobs</li> <li>- Give money for sex</li> <li>- Sexual abuse</li> <li>- Getting energy (referring to blow jobs)</li> <li>- Handsome</li> <li>- Built Bodies</li> <li>- Big Head</li> <li>- Like other men’s bodies</li> <li>- Macho</li> <li>- Lollipop/ Big head – blow job</li> <li>- Pay 500 peso for sex</li> <li>- Snatching energy (blow jobs)</li> <li>- Give blow jobs before they get paid</li> </ul>

<b><u>Child B</u></b>	<b><u>Drama</u></b>
	<b>Homosexual – Gay, Improvisation</b>
<b>Workshop Five</b>	Child B played the character of Man A, a homosexual courting another man.

<b><u>Child C</u></b>	<b><u>Statement/Answer</u></b>	<b><u>Counseling</u></b>
	<b>True or False?</b>	<b>Is a homosexual relationship positive or negative?</b>
<b>Workshop Three</b>	<p><b>Gay men show more feminine behavior than straight men</b></p> <p>True</p>	
<b>Counseling</b>		Negative but people in gay relationships are both happy and sad

<b>Child D</b>	<b>Drama</b>	<b>Counseling</b>	
	<b>Homosexual – Gay, Improvisation</b>	<b>Is a homosexual relationship positive or negative?</b>	<b>What does homosexual mean to you?</b>
<b>Workshop Five</b>	Child D played the character of Man B being courted by Man A		
<b>Counseling</b>		Negative	<ul style="list-style-type: none"> <li>- They have hotdogs (referring to a penis)</li> <li>- Sword fights (referring to both men's penis's)</li> <li>- Blow jobs</li> <li>- Like dogs having sex</li> <li>- Gay men are bad men</li> <li>- They pay for sex</li> <li>- They trick you out of money</li> <li>- They take you to the river for sex</li> <li>- They are dirty</li> </ul>

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## Appendix K

### Results of Homosexual Lesbians

<u>Group</u>	<u>Discussion</u>
	<b>Homosexual – Lesbian Relationships/Orientation</b>
<b>Workshop Five</b>	<ul style="list-style-type: none"><li>- Tomboys</li><li>- Fingering (sexual act)</li><li>- Massaging each others breast</li><li>- Monay (meaning bread) sexual term used for female sexual organ</li><li>- Acting out</li><li>- A girl feels like she's a man</li><li>- Licking the puday (vagina)</li><li>- Licking each others mani (clitoris)</li><li>- They wait to see who will orgasm first</li></ul>

<u>Child B</u>	<u>Statement/Answer</u>
	<b>True or False?</b>
<b>Workshop Three</b>	<b>Lesbian women show more masculine behavior then straight women</b>  - True

<u>Child C</u>	<u>Counseling</u>
	<b>Is a homosexual Lesbian relationship positive or negative?</b>
<b>Counseling</b>	'Lesbian relationships are positive. I know lots of lesbians even my aunty is one. They are tom boys but they are happy.'

<u>Child D</u>	<u>Counseling</u>
	<b>Is a homosexual Lesbian relationship positive or negative?</b>
<b>Counseling</b>	'Lesbian relationships are negative. They are tomboys and are bad people. Many lesbian sexual abuse and women pay other women for sex.'

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## **Appendix L**

### **Results on Bi-sexual's**

<b><u>Group</u></b>	<b><u>Discussion</u></b>
	<b><u>Bi-Sexual Relationships/Orientation</u></b>
<b>Workshop Five</b>	<ul style="list-style-type: none"><li>- Bi-sexual (Silahis)</li><li>- Not contented with one partner</li><li>- They like to alternate</li><li>- The man s gay</li><li>- A man s not contented by a girl</li><li>- Every morning he has tinutusok (sex)</li><li>- Good in sucking</li><li>- It's a good feeling</li><li>- The mans thought are for girls and boys</li></ul>

<b><u>Child C</u></b>	<b><u>Counseling</u></b>
	<b>Is a bi-sexual relationship positive or negative?</b>
<b>Counseling</b>	'Negative, because they are confused and it is a bad relationship'

<b><u>Child D</u></b>	<b><u>Counseling</u></b>
	<b>Is a bi-sexual relationship positive or negative?</b>
<b>Counseling</b>	'Negative'

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## **Appendix M**

### **Workshop One - Results**

**Date:** Sunday 12<sup>th</sup> November 2006

**Time:** 1.30pm – 3.30pm

**Participants:**

Workshop Leader - Researcher

Social Worker/ Translator for the session

Child A

Child B

Child C

Child D

Child E

Child F

### **Objectives**

- To introduce the group to the program, make them feel safe and comfortable.
- Find out what their definition of gender is.
- Find out what they like about both genders and what makes them proud of being a boy.
- Explore gender roles in their communities.
- Find out their opinion of gender roles within their communities with regard to hierarchy.

### **Introduction to the five week program – Outcome**

As a group we sat in a circle on the floor. As the workshop leader I explained to the six boys what the five week drama workshop program will be about. Child F expresses a concern that they had done work on the topic of gender already and shows a lack of interest in being apart of the group. The translator explains that the workshops will be a more in depth exploration of the subject. Child F continues to show disinterest therefore the translator instructs him that if he is not going to take part 100% then she will replace him with another child. Child F reluctantly agrees to stay and when given the opportunity of leaving he declines. All the boys voice concerns that the subject is a repetition of what they have learnt before. Later in the workshop it becomes apparent that their definition of gender is unclear and interpretations are geared around the subject of sex (sex meaning physical contact/relationships).

### **Ground Rules**

I explain to the boys that each workshop must have rules so that everybody is given respect and the opportunity to voice their own opinions. I ask the group to come up with the rules themselves, which will be written up on paper and posted on the wall. Child C expresses a concern that he cannot spell very well therefore does not want to write the rules. I explain that I only want them to tell me the rules and the translator will write them in Tagalog. The boys concentration is instantly gone and they begin to wonder off around the room, I spend time encouraging them to take part in the rule making. They each say at least one rule. Child A is more verbal with his input than the others.

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The rules included:

Focus

Enjoy the activity

Listen to each other

Do not speak when others are talking

Respect each other

Respect the teacher

### **Exercise One**

I ask the boys to say one thing they are proud of about their gender and one thing you like about the opposite sex.

Child A – ‘I like being a boy because I like to look after girls. I like girls because they have nice bodies and shiny hair’.

Child B – ‘I like being a boy because I can play and have fun. I like girls because they look good’.

Child C – ‘I like being a boy because I am stronger than girls. I like girls because I can look after them’.

Child D – ‘I like being a boy because I get to have fun. I like girls because they laugh at my jokes’.

Child E – ‘I don’t know why I like being a boy. I like girls because they are beautiful and wear make up’.

Child F – ‘I like being a boy because I am strong and can defend girls. I like girls because they have good bodies’.

### **Exercise Two**

I ask the group to go round the circle and explain what they think gender means.

Child B says it means if you are a girl or boy, Child E does not know and asks if we can go back to him later, Child C says the same, Child A thinks it is sexual relationships between men and women, Child D says it means if you are a girl or boy, Child F thinks it is about sex and expresses that he doesn’t want to talk about the subject of sex, that they have done it before. We then go back to Child E he says it’s about sex. Child C also says it is about sexually relationships, Child C appears shy about the topic and seems to look for answers from Child E.

I explain to them the definition of gender, meaning purely if you are a girl or boy, man or women. However I explain that when we put gender into gender beliefs as a subject it can be made in many different categories e.g., sexuality, gender stereotypes etc. I also explain that gender does mean sex but sex has different meanings. One of the boys asks what about gays, I explain that being gay comes under sexuality and we will explore this subject in a later. The group show confusion with the word sex, it appears that they believe it only has one meaning,

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sexual physical contact/relationships. The translator explains that they had shown this confusion previously when asked to fill out forms about their sex, meaning if they are male or female. I clarify that there are two main meanings of sex.

### **Warm Up**

I ask the boys to stand for the warm up, instructing them to walk around the room slowly, and then pick up the pace, getting faster. Initially the boys are reluctant and seem embarrassed; Child F's mind appears to be else where and does not join in. I instruct the boys to walk like a rapper, walk like a little old lady, walk like an Egyptian etc. They begin to enjoy the warm up and their energy picks up. Child D shows a lot of enthusiasm to the task. Nearing the end of the warm up Child F comes to me and asks me to move onto the next exercise, I tell him that we will be shortly.

### **Exercise Three**

I ask the group to think of stereotypical male roles in society, from their own experiences and as a group devise a short scene. They spend time devising their scenes; they are showing interest and dedication.

They act out a street scene. A boy is at home with the father, the father is kicking him and says go onto the street and bring me food, the boy meets a man who says come to my house and I will give you food, the boy goes (they walk behind the screen), they start screaming and make sexual noises, they take their tops off and throw them into the stage. The boy walks home and the father asks where he got all the love bites ( Child D put red marks over his body with pen) on his neck and body, the boy says I was raped, the father takes the boy to the street to find the man, the father punches the man then the boy and father kill him.

As a group we discuss what happened I ask group one if they would like to say anything about what they saw but none of them answer. When I ask the whole group if they felt that the scene ended in a good or bad way they say no it was bad because it was a sad ending. They do not say anymore.

We are now running short of time and the bell for snack has gone I explain that we cannot do the next improvisation on male and female stereotypes this week because we still need to do the gender tree. The group immediately says they want to do the other scene now, I agree and they bring their snacks to the stage. I ask the group to think of stereotypical scenes with men and women in it, from their own experiences.

The beginning of the improvisation begins with an argument about who will play the girl, so they spin a bottle to decide, Child D and Child E are the girls (they twist their tops up to look like belly tops, Child D puts red marker on his cheeks). Both girls have boyfriends and there is a father and another man. The men ask the father if they can go out with the girls, he says yes, they go dancing. Another man arrives and the girls are flirting with him, the boyfriends get angry, they take them behind the screen and rape them (they are screaming and making violent sexual sounds). When the scene is finished all the boys are all smiling and laughing.

We sit in a circle to discuss the outcome of the scene. I ask them if they thought what happened in the scene was good or bad. Child A says 'if girls don't speak out to men then they will of course be raped, men are weak and if a girl seduce them then they have no

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control or power on what they do, if a girl doesn't want to be raped then she has to say something'. None of the other boys comment and we are now running very low on time.

#### **Exercise Four**

I have posted up a large tree on the wall and give the boys leaves with gender roles and occupations on them, I ask them to place the leaves from highest to lowest in society, the top of the tree being the highest, the bottom the lowest. The leaves included:

- Policeman
- Policewoman
- Doctor (male)
- Teacher (female)
- Boxer (male)
- Engineer (male)
- Basketball Player (male)
- Father
- Mother
- Girl
- Boy
- Rapper (male)
- Woman Cook
- Waiter (male)
- Woman dancer
- Jeepney driver (male)
- Woman dancer
- Vendor (male)
- Solider (male)
- Woman president

We are now running out of time and their attention is now greatly lacking they all grab the leaves and start to place them, Child E places the girl at the very bottom of the tree trunk, I bring the positioning of the girl to the groups attention to double check if this is where they want to place it, Child A immediately grabs the leaf and places the girl at the very top of the tree (above the boy) I clarify the position and ask if this is right that the girl is higher then the boy, Child A says yes she is higher. Child B then moves the mother and father closer to the boy and girl and says 'look they are family a family now'. All the boys take part in the activity. I ask them if they are all satisfied and happy with all the positioning and they agree. I decide to go back to this at the beginning of the next session when they have more concentration.

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## **Appendix N**

### **Workshop Two – Results**

**Date:** Sunday 26<sup>th</sup> November 2006

**Time:** 1.30pm – 3.30pm

**Participants:**

Workshop leader - Researcher

Social Worker/ Translator for the session

Child A

Child B

Child C

Child D

Child E

Child F

### **Objectives**

- For me as the workshop leader (researcher) to become aware of the children's gender beliefs and stereotypes.
- For and me the children to be aware of what they believe a boy is and what they believe a man is (in abstract) and the differences between them.
- For the boys to be aware of their own gender beliefs.

### **Replacing of the Tree**

The tree from the previous workshop had been thrown away by mistake. Therefore I needed to re do the tree with the boys. However this time the group worked much better, they sat down and shared out the leaves discussing logically and as a team where all the members of society should go. Once decided they placed the leaves on the tree.

-Child B believed that the teacher is of high position.

-Child A thought that the entertainer was of low position.

-They all agreed that the family must be at the top because without family there can be no professions.

-They believe that everybody dreams of being the president.

-They say that the rapper last on the level next to the women entertainer because women should always go first.

-Child B says that there should be a leaf with beggar child on it but he says that it would be the lowest. He also says that there should be leaves for social workers and care givers which would be placed next to the teacher.

-When asked what other professions are missing Child C keeps saying worker in a hospital.

-Child D says that the social worker is missing.

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## **Exercise One - Paint an Image (abstract) of a Boy and then a Man**

### **BOY**

Child A – Penguin

- It moves fast
- Can swim 15 meters in 5 minutes

Child B – Kite

- Flies low because he is still young
- Has many different colours
- Ties to fly high
- Has many dreams

Child C – Flower

- Weak unlike a man who is strong
- Has many colours

Child D – Carnival Ride

- Play

Child E – Sea, Mountains, Sun

- A child's painting (like his little brother used to draw)

Child F – Flower

- Small
- Life is colourful
- Blooming

### **MAN**

Child A - Moon and Stars

- The moon is a father.
- People love men like the stars love the moon
- Men don't know how to love back, like the moon does not know how to love the stars

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Child B – Airplane

- Strong like a man
- Powerful like a man

Child C – A large Eye

- This man had bad eyes
- He has red eyes
- Men are Strong
- Men have two hearts, one good and one bad

Child D – Videoke Machine

- Men are Singing
- Men are Shouting
- Men Get mad
- Men get Angry

Child E – SPU NIK Symbol

- Male prison gangs
- It is a symbol of a male prison gang called SPU NIK

Child F – Tree

- It is old like a man

**Exercise Two – Act out a scene (through mime) of yourself at 30 years old**

Child A – Business Man

- He plays soccer, reads the newspaper, and sweeps the stage. He does not want to waste his time; he is looking for any job. He wants to work hard so that he can move his body. He would love to be a business man.

Child B – Travelling Dancer

- At the beginning he is a beggar. An old man comes to help him. He asked the child ‘what are your dreams?’ He says ‘I want to become a rapper or a travelling dancer’. Child B explains that really he just wants a simple life, to have a business (eatery) because being a rapper or a dancer is too hard for him.

Child C – Computer Technician

- 
- He is visiting lots of different companies in Manila. He has a shop where he can fix computers. He says this is just a dream and may not be possible.

Child D – Janitor

- He is a Janitor for a building in Manila.

Child E – In Prison/ Janitor

- He starts off in Jail then breaks out and finds a job in Manila as a janitor.

Child F – SWAT Team

- He is working for the police in the SWAT team. He chases a snatcher, bank robber. He uses a gun and catches a rapist.

The tables presented show an outline of the group's responses along side each child's individual response to their beliefs of 'men'.

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## **Appendix O**

### **Workshop Three – Results**

**Date:** Sunday 3<sup>rd</sup> December 2006

**Time:** 1.00pm – 4.00pm

**Participants:**

Workshop Leader - Researcher

Social Worker/ Translator for the session

Child A

Child B

Child C

Child D

Child E

Child G (Child F is replaced by Child G)

### **Objectives**

- To look specifically at male/masculine gender roles and gather the boys perceptions of power relations between the same gender.
- To look at the boys personal positive and negative relationships with men.

### **Warm up**

The group forms two lines of three. Line one looks carefully at the person standing in front of them (noticing what their wearing, their hair, posture etc.) Then line one turns away and each person in line two changes one thing about themselves (just a slight change). Line one turns around and has to guess what the person opposite has changed, line two must say if they are right or wrong. Once each person has guest the change places and do the same.

### **Exercise One – Boy/man scenarios**

The boys are given different scenarios which they had to act out (in pairs). Then discuss the scenes with the audiences.

#### **Group One – Child C, A and G**

- A young boy is selling flower necklaces on the street; he approaches a foreign man who is waiting for a bus the man buys a necklace from the boy. They continue to talk.....

**Boy:** Sampaguita! Sampaguita! Hey, Sampaguita? 10 pesos only

**Man:** Where?

**Boy:** Here

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**Man:** Hey is this yours? Come with me, you are such a good boy, come! You want to eat paint? Come here, you can drink whatever you want, you want fish?

**Boy:** No

**Man:** You want drugs?

**Boy:** Yes

**Man:** What kind of drugs?

**Boy:** Rugby

**Man:** You sniff drugs? I saw a girl.

**Boy:** Yah girls

**Man:** Hey girl that sells Sampaguita

The man takes the girl behind a door. They start shouting, moaning, making sexual noises

**Man:** Did you see that? She is pregnant already!

The girl is giving birth. Laying down and screaming.

**Man:** I don't want to have a child

**Boy:** Sampaguita,

**Man:** You know you are sexy right? You are so beautiful, what is that? Eat my eggplant, are you hungry? Eat some, eat some drugs... heavy

**Girl:** Heavy, heavy

**Boy:** Heavy, heavy

They are laughing while sniffing rugby

**Man:** Oh my girl, come here baby you look so pretty....you look a mermaid. You have muscles!

**Boy:** *Shouting and laughing at the girl* Gay (bakla), gay, gay.....

**Man:** Are you finished? Come here baby

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The three of them go behind the door. There are shouting, moaning, making sexual noises

**Man:** You are a gay! (*To the girl* I used you all night and you knew that? You are not a girl?)

**Boy:** My Sampaguita

**Man:** What!

**Girl:** I will be reprimanded

**Man:** Why? You sell it to me and I buy it from you. You know there are a lot of problems, a lot of confusions

**Boy:** Sampaguita

**Man:** *Talking in Arabic*

**From the audience:**

**Child E:** shouting girl/boy maniac

**Man:** This boy will die!

The three of them go behind the door and kill the girl. The girl is screaming.

**Man:** He is dead already..... What have I done? A lot of confusion you made him suffer, no compassion, love and respect.

**Girl:** *Gets up and kills the man and boy* That is where it ends...FINISH!

**Group Discussion:**

**Child G (girl):** The girl was beaten, gave birth and beaten up/assaulted again.

**Child A (man):** She gave birth but it was found out that he was gay

**Child G (girl):** The girl had a gun so he killed the two men

**Child A (man):** We killed him but when he was about to die he killed us both

**Child C (boy):** There was still part 2!

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**Child A (man):** He is a gay, salot (plague/Curse)

**Child C (boy):** Fool, gay

**Child C (boy):** He cut off his penis; he was operated on that's how he gave birth.

**Child A (man):** It is a miracle!

**Child B:** Ate, the call boy is really an addict, because he was taught how to use drugs (grasshopper addict)

**Child E:** He pimped the girl to the American / foreigner. Then found out that he is gay

**Child B:** The gay is having a baby

**Child C (boy):** I am using drugs and then I found out that the American knows also how to use drugs

### **Group Two – Child E and G**

- A policeman sees a group of children hanging out on the cone of the street. He approaches and they all start to run but one boy trips over and the policeman grabs his arm. The policeman asks him what he and his friends were up to.....

*The policeman comes running and catches a boy on the street.*

**Policeman:** What are you doing?

**Boy:** Playing Kara krus...

**Policeman:** Did you not know that that is illegal? Why you still do it?

**Boy:** So that my parents and siblings have something to eat!

**Policeman:** Come with me, you are under arrest; I will bring you to the police station.

### **Group Discussion**

**Child C :** This is likely to happen, he is playing Kara krus so that his siblings can have food, but it is illegal so the police caught him and he was sent to jail, because of that he was not able to take care of his siblings anymore.

**Child E (Policeman):** It is realistic. Sometimes they would even hit the children, the boy should be grateful because he did not hit him.

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It was his fault that he was they only one who got caught because he is stupid and too slow.

**Child B:** He is slow because he won in the game and he has a lot of coins in his pocket.

**Group Three Child B and D**

- A man is drinking in a karaoke bar watching a girl on stage singing. She finishes her song and walks to the bar to get a drink. The man offers to buy her a drink and she says 'no thank you'. He continues to talk to her.....

*The girl is on stage singing.*

*The man is sitting at the bar looking at the girl. They make magic in their minds. Both man and women begin to laugh.*

**Man:** Would you like a dink? What's your name?

**Girl:** My name is Sherilyn. I don't want alcohol, I only like water.

**Group Discussion**

**Child B (girl):** This kind of situation sometimes happens.

**Child C:** The man is drinking. He is an American. The girl went to the man and they talked. She introduced herself. Then the drama finished and they get married.

**Child C:** But the girl was forced to talk to the man.

**Child B (girl):** The man wanted to talk to the girl.

**Exercise Two - Draw an image of a man (one of a man who has taught you something positive and one of a man who has taught you something negative)**

**Negative Male Figure**

Child A – Yin Yang Symbol

- Represents a bad friend
- He taught me how to get gay customers
- He taught me how to do hold ups and robberies.
- He is good and bad

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Child B – Tree

- Represents bad elements in society
- The tree is good and bad
- The tree tempts us
- Men are angry

Child C – Bad Man

- This man is angry because someone stole his Rugby
- He is a smoker
- He teaches us to do Shabu
- He has red eyes because he is bad

Child D – Poisonous Apple

- He is a man from the streets
- He gave me a poison apple

Child E – Satan, Skull, Lucifer

- They are all friends
- They steal
- They compete with each other to persuade people to join their gangs
- My friends on the street taught me how to do Rugby, solvents, marijuana, Shabu and drink alcohol, but I do not like it!
- When I was placed in an institution I avoided my friends.

Child G – Heart

- A man from the streets
- He taught me how to smoke and sniff rugby
- He sniffs rugby everyday
- He is bad

**Positive Male Figure**

Child A – Get Mad Symbol

- Get Mad is a local government agency which helps street kids
- Stairway is also a good influence and helps street children

Child B – Stairway Symbol

- Stairway gives us a good life
- It rescued me from rehab

- 
- All the Kuya's and Ate's are good

Child C – Cross

- It represents God – he helps me especially when I am lonely
- It represents my Grandfather – ‘He taught me good things. When he died I went to Manila, which is why my life turned out like this. He is looking down from heaven and protecting me.’
- Rays of Light – ‘Me and my brother’

Child D – Boat

- I am in the boat travelling to see Jesus
- ‘I went to buy bread but had no money, then Jesus healed a sick man and a lady gave us money so we could buy bread. On the way home a typhoon damaged our boat and we saw someone drowning.’

Child E – Cartoon Character

- This is an image Gout who is a cartoon character
- He gives me happiness
- He is powerful
- He has weapons to fight off enemies

Child G – Cat

- Edwin, he is a friend from Manila
- He looks scary like a street cat but is very kind
- He makes me happy

**Exercise Three – Becoming aware of personal beliefs (True or False)**

The group divided into two lines. They were given pieces of paper with statements written on and in turns asked their partner (in front) to answer the question true or false and so on.

**- Men like women who take the initiative in having sex**

Child D – True

**- It is natural for men to be attracted to younger women**

Child D – True

**- Men need more sex than women**

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Child G – False

Child B – ‘You just need sex when you have a wife’

**- Men are more aggressive than women**

Child B – True

**- Women are more emotional than men**

Child A – True

**- Women are better at taking care of children**

Child E – True

**- Lesbian women show more masculine behaviour than straight women**

Child B – True

**- For women marriage is more important than it is for men**

Child D - True

**- A boy who has been sexually abused will turn into an abuser himself**

Child B – False

Child G – True, it happens!

**- There is a reason why more men than women have high positions; women do not want to compete to get to the top.**

Child C – True, men can do more than women

**- In physical fights men win but in verbal fights women win.**

Child E – True

**- Gay men show more feminine behaviour than straight men**

Child C – True

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## **Appendix P**

### **Workshop Four – Results**

**Date:** Sunday 10<sup>th</sup> December 2006

**Time:** 1.30pm – 3.30pm

**Participants:**

Workshop leader - Researcher

Social Worker/ Translator for the session

Child A

Child B

Child C

Child D

Child E

Child G

### **Objectives**

- To warm up the group so they have energy and enthusiasm to start the session.
- To gain insight into the groups beliefs on relationships and gender equality.
- To understand the group and individual opinion on the stages of a long term relationship.

### **Warm up - Shazam**

The group divides into two groups. Each group secretly decides if they will either be Knights, Giants or Wizards.

Knights beat Wizards

Giants beat Knights

Wizards beat Giants

Once the groups have decided they then turn to face each other. You count one, two three and the group simultaneously make the appropriate noise and action,

The wizards show an imaginary wand and shout Shazam.

The giants stamp their feet and say, fee, fi, foe, fum.

The knights draw their swords and shout, en garde

These actions can be changed and decided upon by the group.

If it is a draw then you can do best of three.

### **Exercise One – Gender in relationships, drama sketch**

The group were asked to volunteer to actors to play within the script of ‘Doctor and Mr Moyo’. Child B played Mr Moyo and Child E played the doctor.

See Appendix R

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### **Group Discussion**

- 'The man is in the wrong, it is not right how he treats his wife'
- 'They should be equal in their relationship'
- 'How can a woman have so many babies?'
- 'The man is treating the women badly'

### **Exercise Two, The relationship (Stages of a long term heterosexual relationship, improvisation)**

Child A plays the man courting the girl.

Child B plays the mother of the girl and the waiter.

Child C does not participate.

Child D plays the girl

Child E plays the priest. Boy meets girl. Courts her by taking her to dinner.

Child G plays the father of the man.

#### **Stages Acted:**

- 1) Boy meets the mother of the girl and she asks him what his intentions are.
- 2) The boy asks the mother for the daughters hand in marriage.
- 3) The mother of the girl talks to the boy's father to discuss the marriage between their children.
- 4) Wedding Day (at the same time the mother of the girl and the father of the boy get married)
- 5) Honeymoon (they have sexual intercourse)
- 6) They have a baby
- 7) They are now old but still say that they love each other
- 8) They both dye together

### **Group Discussion**

- Group -** 'These are the normal stages of a relationship'  
'We want to have a happy relationship like this'  
'The man and women are happy'  
'This is a good relationship'

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## **Appendix Q**

### **Workshop Five – Results**

**Date:** Tuesday 9<sup>th</sup> January 2007

**Time:** 1.30pm – 3.30pm

**Participants:**

Workshop leader - Researcher

Social Worker/ Translator for the session

Child A

Child B

Child C

Child D

Child E

Child G

### **Objectives**

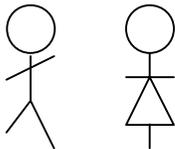
- To gather the groups beliefs on sexuality
- To educate them on the correct definitions of sexual orientations
- To understand individual definitions and beliefs on sexuality and what they believe to be right and wrong
- To allow them to change or make editions to the gender tree (made in workshop one)

### **Warm up**

This game is like Chinese whispers but using mime. The group stand in a circle with their eyes closed. The first person mimes out an action, for example; making a cup of tea. Then they close their eyes and the next person shows the same mime to the person next to them and so on till it gets back to the original person and we see if it is the same or different. Repeat a few times to let others have a chance to make the mime up.

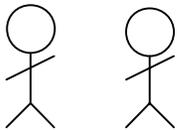
### **Exercise One – Presentation/Discussion on sexuality**

The group are shown four pictures of men and women, heterosexual, homosexual gay, homosexual lesbian and bi-sexual. They are asked to identify each picture and what it means to them. The translator writes their thoughts up on the white board.

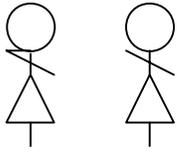


- They are a couple in a relationship

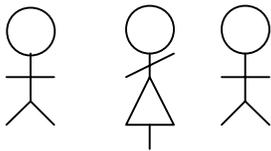
- 
- Men are attracted to women
  - They are Happy
  - Men look at a women's body
  - Kembot – women wiggling their bums
  - Women have shinny hair
  - Women have red cheeks
  - Men like white legs
  - Men like women n skimpy clothes
  - Women wear make-up
  - Women blink and twinkle their eyes
  - Men like women with big earrings
  - Men like kissable lips
  - Gils seduce men
  - Men like beautiful women
  - Women play hard to get
  - Men like a coke cola figure
  - Men like dancing girls
  - Men like big breasts



- They have good faces
- Masculine
- Gay
- Blow jobs
- Give money for sex
- Sexual abuse
- Getting energy (referring to blow jobs)
- Handsome
- Built Bodies
- Big Head
- Like other men's bodies
- Macho
- Lollipop/ Big head – blow job
- Pay 500 peso for sex
- Snatching energy (blow jobs)
- Give blow jobs before they get paid



- Tomboys
- Fingering (sexual act)
- Massaging each others breast
- Monay (meaning bread) sexual term used for female sexual organ
- Acting out
- A girl feels like she's a man
- Licking the puday (vagina)
- Licking each others mani (clitoris)
- They wait to see who will orgasm first



- Bi-sexual (Silahis)
- Not contented with one partner
- They like to alternate
- The man s gay
- A man s not contented by a girl
- Every morning he has tinutusok (sex)
- Good in sucking
- It's a good feeling
- The mans thought are for girls and boys

### **Exercise Two – Sexuality Improvisation**

Using the words and themes from the previous exercise the group was divided into smaller groups and asked to improvise a short scene to show the rest of the group.

Child A, C and G choose to act out a heterosexual scene.

- A boy bumps into a girl on the street. The boy apologizes and asks the girl what he name is. They talk and he invites her to a studio where he can teach her to play instruments.

The girl goes home and her father asks her where she is going. She tells her father that she is meeting a boy.

When the girl meets the boy he says to her ‘you look so beautiful, you have beautiful eyes and butt. You are the women I never had.....I will show you how to play an electric guitar.....Oh you are so good. Is this you first time?!’

The boy embraces the girl and they dance. The boy kneels down and says ‘Anna will you marry me?’ The girl says ‘yes’. They kiss and he put a ring on he finger.

Child B and D choose to act out a homosexual scene.

*Man A bumps into Man B*

**Man A:** You again  
**Man B:** You also again  
**Man A:** My English is not so good. Are you a man?  
**Man B:** Yes

*They walk together holding hands*

**Man B:** Can we go on a date?  
**Man A:** you are a boy and you are dating me. Treat me to some food!

**Exercise Three – Gender Hierarchy Tree**

<b><u>Child A</u></b>	<b><u>Hierarchy Tree</u></b>	
	<b>Changes</b>	<b>Additions</b>
<b>Workshop Five</b>	NONE	NONE

<b><u>Child B</u></b>	<b><u>Hierarchy Tree</u></b>	
	<b>Changes</b>	<b>Additions</b>
<b>Workshop Five</b>	NOTHING	-Beggar -Social Worker -Caregiver -Pilot

<b><u>Child C</u></b>	<b><u>Hierarchy Tree</u></b>	
	<b>Changes</b>	<b>Additions</b>
<b>Workshop Five</b>	-Waiter, vendor, women cook change places with boxer, basketball player (now lowest on the tree)	NONE

	-Policeman and policewomen move to the third lowest.	
	-Boxer, basketball player move to second highest.	

<b><u>Child D</u></b>	<b><u>Hierarchy Tree</u></b>	
	<b>Changes</b>	<b>Additions</b>
<b>Workshop Five</b>	NONE	NONE

<b><u>Child E</u></b>	<b><u>Hierarchy Tree</u></b>	
	<b>Changes</b>	<b>Additions</b>
<b>Workshop Five</b>	NONE	NONE

<b><u>Child G</u></b>	<b><u>Hierarchy Tree</u></b>	
	<b>Changes</b>	<b>Additions</b>
<b>Workshop Five</b>	-Vendor moves higher then women cook.  -Woman president moves higher then soldier.  -Policeman moves higher then policewomen. Boxer moves higher then basketball player.	-Shoe Repairer -Carpenter -Smith -Computer technician

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## **Appendix R**

### **Script – Workshop Four**

#### **Mr Moyo goes to the Doctor**

Doctor: What is your job?

Mr Moyo: I am a farmer.

Doctor: Have you any children?

Mr Moyo: God has been good to me. Of 15 born, only 9 are alive.

Doctor: Does your wife work?

Mr Moyo: No, she stays at home.

Doctor: I see. How does she spend her day?

Mr Moyo: Well, she gets up in the morning, fetches the water and wood, makes the fire, cooks breakfast and cleans the homestead. Then she goes to the river and washes the clothes. Once a week she walks to the grinding mill. After that she goes to the township with the two smallest children where she sells tomatoes by the road side while she knits. She buys what she wants from the shops. Then she cooks the midday meal.

Doctor: You come home ay midday?

Mr Moyo: No, no she brings the meal to me about three kilometers away.

Doctor: And after that?

Mr Moyo: She stays in the field to do the weeding, and then goes to the vegetable garden to water.

Doctor: What do you do?

Mr Moyo: I must go and discuss business and drink with the men in the village.

Doctor: And after that?

Mr Moyo: I go home for supper which my wife has prepared.

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Doctor: Does she go to bed after supper?

Mr Moyo: No, I do. She has things to do around the house until 9 or 10

Doctor: But I thought you said your wife does not work?

Mr Moyo: Of course she does not work. I told you she stays at home!

(Ecpat, Trainer Guide, 1999)

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**Appendix S**

**Counselling Session Form – Child A**

**COUNSELING SESSION FORM**

Name of Child A Age 15 Gender Male

Date Friday 24<sup>th</sup> November 2006

Worker/Student Taina Inkeri Gallagher

Session Time: From 1.00 pm To 2.15 pm

Purpose of session	Approaches used	Highlights of session (child's responses to your approaches)	Outcome (child's verbalization of feelings about the session)	Recommendations
To discuss the outcomes, feelings and emotions of participating in the Gender Beliefs workshop.	<ul style="list-style-type: none"><li>-One on one verbal discussion/counselling with close reference to the group drama based workshop.</li><li>-Illustrated drawing of experiences and feelings (Declined by the child)</li><li>-Written expression of experiences and feelings (Declined by the child)</li></ul>	<ul style="list-style-type: none"><li>-The child's preference was to discuss verbally throughout the session.</li><li>-The child expressed his experiences and feelings about taking rugby (sniffing glue)</li><li>-The child expresses his feelings towards male abusers</li><li>-The child expresses his feelings</li></ul>	<ul style="list-style-type: none"><li>-The child was asked to illustrate or write down his feelings and experiences to particular subjects but declined because he said he was a bad drawer and showed more confidence in speaking.</li><li>-He says that when he was doing rugby all his problems disappeared, it made him feel good; he could</li></ul>	-Further counselling is of the up most importance for this child. He shows good healthy development but also shows a reliance on rugby to remove problems is still a strong force in his mind and once leaving Stairway he could again rely on rugby to cope with stress and

		<p>towards the victims of male abusers (victims being boys and girls)</p>	<p>even touch the moon. Whenever he was down or had a problem all he had to do was go to the streets and it was gone. When asked where it goes he does not know. When asked what happens to his problem when he is not doing rugby he says 'you solve it, I have solved my problems'. When asked if he thinks rugby is a good idea he says 'yes because it takes all your problems away'. The child is asked to draw his problem and what happens to it when he takes rugby, he says 'he's gone, he's just gone'. -The child explains how male abusers are always happy because they get what they want but they are bad</p>	<p>trauma. -The child shows clear signs of suppressed trauma; including feelings of shame, guilt and embarrassment and the belief that now he is at Stairway he is suddenly cured of his past. His trauma <b>MUST</b> be dealt with in order for him to sustain healthy growth and accept the realities of what has been done to him. - I strongly recommend individual counselling and group or individual therapy along side realistic goals and approaches for his future.</p>
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			<p>men. He says that all male abusers are gay and that's why they abuse and that it only happens in the Philippines. When asked if he thinks all men are like that he says 'yes'. When asked if the men at Stairway are like that he says 'yes, no, it's different here'. He says that when he becomes a man he will not be an abuser. When asked if he thinks the male abusers never get shamed or embarrassed about what they have done he says 'no, because they abuse and then if they get found out they just move on and abuse again and then move on and abuse again.'</p> <p>- When we discuss the two</p>	
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			<p>scenes from the workshop where a boy and girl are raped the child explains that if you are the victim you should always be embarrassed and shamed. When asked why, he says 'because the abuser did not respect him'. When asked who does the victim feel embarrassed and shamed in front of he says 'all people'. He goes on to say that girls that get raped are victims but if they didn't shout or fight against the abuser then it is the girls fault for being raped. When asked why he believes this he says he does not know.</p> <p>I remind the child that when they acted out these scene I</p>	
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			asked them to work from their own experiences, I ask if he has experienced or scene rape and abuse he says 'yes'.	
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**NOTE:**

On the night of November 20th another boy at Stairway attempted to rape Child A my recommendations of individual counselling should be in place with immediate attention. Child A's outlook that he is now suddenly cured from his past trauma may have been broken and he is in an extremely vulnerable emotional and physical situation.

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**Appendix T**

**Counselling Session Form – Child B**

**COUNSELING SESSION FORM**

Name of Child B Age 15 Gender Male

Date Thursday 7<sup>th</sup> December 2006

Worker/Student Taina Inkeri Gallagher/ Translator - Grace Punit

Session Time: From 4.00 pm To 5.00 pm

Purpose of session	Approaches used	Highlights of session (child's responses to your approaches)	Outcome (child's verbalization of feelings about the session)	Recommendations
To discuss the outcomes, feelings and emotions of participating in the Gender Beliefs workshop.	-One on one verbal discussion/counselling with close reference to the group drama based workshop.  -Illustrated drawing  -Drawing of a positive image of a women (a positive image of a man was done in the workshop)  -Drawing of a	-The child talks about the positive and negative images he did of men in the workshop. -He expresses all that he has learnt from the staff at Stairway and how grateful he is. -He expresses the difficulty in drawing a negative image of a woman. -The child about Ate Amy	- The child explains that he has experienced many negative male role models but at Stairway he has learnt so much from Abet (the house father). He says that men can be good and not abusers. In the workshop he drew an image of Stairway as his positive male role model. He says that all the men at Stairway are positive and	-I recommend that the child is encouraged in his intelligent and positive outlook for the future. - I recommend he that carries on within education. -I recommend that he is allowed to express his concerns about the other boys and action would be done to stop the bullying.

	<p>negative image of a women (a negative image of a man was done in the workshop)</p>	<p>being a positive female influence in his life.          -The child expresses his anger towards the other boys at Stairway and how they bully his best friend John Michael.          -The child explains his concerns about the previous workshops.</p>	<p>he respects them.          -When ask to draw a negative image of a women he says he can't he doesn't know what to draw but then he a bottle with rugby in it. He explains that he doesn't understand why women on the street have so many children when they can't feed them. He expresses anger to women that have children and then just do rugby and don't care about the children they have.          -For his positive image of a woman he draws a butterfly he says this is Ate Amy because when they arrived at Stairway she taught them right from wrong</p>	
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			<p>and told them that they have rights as children not to be abused. The child goes on to say that she also taught them that they are not dolls and no one has the right to treat them like dolls so he can't understand why the older boys treat the younger so badly when they have been told not to. He says that they always bully his best friend John Michael and it makes him so angry. He goes on to say that he has not learnt anything good from the other boys.</p> <p>-The child expresses concerns about the previous workshop when there was a fight between two of the boys and also</p>	
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			<p>one of the boys in the group was replaced by another. Sherwin walked out of this session and refused to come back unless they stopped fighting. I ask him how he felt about what happened and he said that if it happens again then he will not carry on coming to the workshops. He explains that he hates people fighting and doesn't want to be a part of it.</p>	
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Appendix U

Counselling Session Form – Child C

**COUNSELING SESSION FORM**

Name of Child \_C Age 14 Gender Male

Date Thursday 25<sup>th</sup> January 2007

Worker/Student Taina Inkeri Gallagher/ Translator - Grace Punit

Session Time: From 11.00am To 12.00pm

Purpose of session	Approaches used	Highlights of session (child's responses to your approaches)	Outcome (child's verbalization of feelings about the session)	Recommendations
To discuss the outcomes, feelings and emotions of participating in the Gender Beliefs workshop five.	<ul style="list-style-type: none"> <li>-One on one verbal discussion/counselling with close reference to the group drama workshop based on sexuality.</li> <li>-Definition and discussion of sexuality diagrams.</li> <li>-Rate terms of sexual preference from 1-4 (1 highest, 4 lowest)</li> <li>-Rate terms of sexual</li> </ul>	<ul style="list-style-type: none"> <li>-The child expresses his feelings about the subject of sexuality.</li> <li>-The child defines the four different categories of sexual preference and expresses his personal feelings towards each one.</li> <li>-The child cannot rate the sexual categories in order, he is</li> </ul>	<ul style="list-style-type: none"> <li>-When asked how the child feels about discussing sexuality he immediately says 'I don't mind, its fine'. However he will rarely give eye contact and picks the edge of the table for distraction. He says that he remembers what was discussed in the workshop and is happy to talk about it.</li> <li>-I draw the same sexual categories than were shown in the workshop and</li> </ul>	<ul style="list-style-type: none"> <li>-I feel that our session was a good initial session on the subject of sexuality but I recommend that the child would have individual counselling on a much more regular basis. The child has a history of sexual abuse and he needs time to explore his feelings and past trauma in a safe environment</li> </ul>

	<p>preference as positive or negative</p>	<p>adamant that there is only one and that is heterosexual, he begins to discuss his own personal preference.</p> <p>-The child rates each term as positive or negative, he is confident in his answers and does not want to discuss it further.</p>	<p>I ask him to define and discuss each one.</p> <p>Heterosexual - 'This is good, they are in a happy relationship'</p> <p>Homosexual (gay) - 'It's ok, I know people in this kind of relationship, some are happy, some are sad'</p> <p>Homosexual (lesbian) - 'They are tom boys, I don't mind lesbians, my aunty is a lesbian and they are happy'</p> <p>Bisexual - 'They don't know what they want, they are confused and it is bad to be this way'</p> <p>The child is straight with his answers and does not expand on what he has said.</p> <p>-When asked to rate the categories from one to four the child only writes one on</p>	<p>where he is listened to individually. He feels less comfortable and open when he is taking part in a one on one session therefore this is more reason why he needs individual counselling where he is encouraged to express himself and feel comfortable in doing so.</p>
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			<p>heterosexual he says he does not want to include the others and when asked he will not explain his reasons why.</p> <p>When asked if heterosexual is his personal preference he says 'yes, I would like to meet a girl one day but I am not courting anyone.' When asked if he has ever courted a girl he says 'no, but I would like to in the future, there is a girl who is courting me now.'</p> <p>-When asked if he could rate each category as either positive or negative he says:</p> <p>Heterosexual - Positive</p> <p>Homosexual (gay) - Negative,</p> <p>definitely negative</p> <p>Homosexual (lesbian) - Positive</p> <p>Bisexual - Negative</p>	
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			- The child is eager to finish the session and does not want to expand on this subject anymore.	
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Appendix V

Counselling Session Form – Child D

**COUNSELING SESSION FORM**

Name of Child \_D Age 14 Gender Male

Date Friday 26<sup>th</sup> January 2007

Worker/Student Taina Inkeri Gallagher/ Translator - Grace Punit

Session Time: From 10.30am To 11.45am

Purpose of session	Approaches used	Highlights of session (child's responses to your approaches)	Outcome (child's verbalization of feelings about the session)	Recommendations
To discuss the outcomes, feelings and emotions of participating in the Gender Beliefs workshop five.	<ul style="list-style-type: none"> <li>-One on one verbal discussion/counselling with close reference to the group drama workshop based on sexuality.</li> <li>-Definition and discussion of sexuality diagrams.</li> <li>-Rate terms of sexual preference as positive or negative</li> <li>-Drawing of</li> </ul>	<ul style="list-style-type: none"> <li>-The child expresses that he does not mind talking about this subject, but shows some discomfort.</li> <li>-The child wishes to draw his one sexuality diagrams from memory of the workshop. When asked for his opinion on each category the child</li> </ul>	<ul style="list-style-type: none"> <li>-The child is hyper and comedically explains that he doesn't mind talking about sex or sexuality.</li> <li>-As I begin to draw the diagrams the child says 'no I'll do it.' Once he has finished he starts to name each category. When he describes the two men as gays he impersonates them saying 'oh papa, oh papa, Mateo man', physically acting it out. When he talks about lesbians he</li> </ul>	<ul style="list-style-type: none"> <li>-My main concern at this point is of the child's safety. Now I have his permission I will immediately tell the social worker of his disclosure and make sure that he will not be at risk in the future.</li> <li>- I highly recommend that the child gets individual counselling on past sexual</li> </ul>

	<p>homosexual image</p> <p>-Discussion of personal experiences</p>	<p>dramatizes his answers and nervously laughs frequently.</p> <p>-The child has definite and clear answers for the positive and negative rating of the categories.</p> <p>-The child begins to draw images of negative sexuality (homosexual and bisexual) then he stops and laughs, he expresses embarrassment and he does not want to offend me. We continue to discuss his reasons to be embarrassed. He then picks up the paper and secretly draws a very small picture of two men taking</p>	<p>calls them tom boys and says 'there are lots of tom boys but they are bad they abuse people', when asked how they abuse he begins to act out a scene of a women offering sex to another women for money then they go behind a door to have sex. When asked if he had seen women doing this he says no but he's heard of them on the street. He explains that if a woman is in the bisexual category then men will abuse her.</p> <p>-The child rates Homosexual (gay men) - negative Heterosexual - positive Homosexual (lesbians) - negative Bisexual - negative</p> <p>-When asked to draw an image of homosexuals the child starts to</p>	<p>abuse. The child is highly sexualized and appears to detach reality by acting out and dramatizing his experiences and feelings. If the child is unable to get further counselling I fear that his past and present trauma will destroy his psychological state of mind and self healing will be extremely difficult.</p> <p>-I also recommend further drama therapy as this seems to be his preferred choice of expressing his feelings.</p>
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		<p>part in sexual acts; he shows me and nervously laughs. He waits for my response then privately draws a larger image again of gay men.</p> <p>-The child then dramatizes impersonations of gay men; he explains what he's seen on the street and what's happened to his friends. He then draws an image of a boy excepting money for sex.</p> <p>-The child discloses important information of attempted abuse while he has been at Stairway.</p>	<p>laugh hiding his face with the paper, he goes to draw on the paper then says 'I can't I'm too embarrassed, what should I draw? You might get embarrassed and swim to Batangas', I tell him that I will not be embarrassed and I want to hear his opinion. He then starts to name terms for the sexual parts of the body 'hotdog, hair, circle, circle, diamond, sword, understand?' I tell him I understand and he carries on repeating the terms while laughing. He then says 'are you sure your not swimming to Batangas now?' I say no I don't feel embarrassed and I will not be swimming to Batangas. He says 'ok maybe you will get the boat now'.</p>	
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			<p>The child then picks up the paper and draws a very small image of men doing sexual acts, he shows it and then laughs. He takes the paper back and draws a larger image of two men with penises in their mouths. I ask him where he learnt about sex and he says from dogs. The child then impersonates dogs having sex; he uses his body and makes sounds. He stops and then re-enacts dogs having sex. I ask how he feels about gay men and he says that they are bad men and they trick you out of money. He says that they pay for sex 'usually they take you to the river to have sex, they tell you to go faster, faster, then give you money'. He acts it out</p>	
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			<p>screaming 'faster, faster' he then says 'you turn into a ghost, the man gives you money, money, money, then you sleep (snores), you wake up and have money, money, money, then you go and buy rugby'. I ask how do you feel about money. 'It's bad because it's used to take advantage of people'. The child then draws a picture of a person saying 'yes money' and 1,000 peso. I ask if he has seen or experienced these men, he says 'no their dirty' and starts to pull his body away. He says 'my friends have and then they tried to kill themselves'. I ask if he has seen these bad men while he has been in Mindoro, he says 'yes in Aninuan there is a</p>	
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			<p>gay man who works on the gambling table, he asked me to go to the river with him to have sex and offered me money, he just kept asking. I was scared so I went to find the other boys, I told Rudy and Marvin. Marvin came with me to pick mangoes by the river. Johnny was there but I didn't tell him'. I ask if he would tell Johnny now, he says 'it's to late now'. I ask if he would let me tell Donna and Johnny he says 'yes it's ok'. I ask if he has seen this man again he says 'no I have looked out for him but he has gone'. I ask do you feel scared in Mindoro of these bad men. He says 'yes but not in Stairway'.</p>	
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Appendix W

Counselling Session Form – Child E

**COUNSELING SESSION FORM**

Name of Child E Age 17 Gender Male Date Thursday 30<sup>th</sup> November 2006

Worker/Student Taina Inkeri Gallagher/ Translator - Grace Punit

Session Time: From 2.00 pm To 3.30 pm

Purpose of session	Approaches used	Highlights of session (child's responses to your approaches)	Outcome (child's verbalization of feelings about the session)	Recommendations
To discuss the outcomes, feelings and emotions of participating in the Gender Beliefs workshop.	<ul style="list-style-type: none"><li>-One on one verbal discussion/counselling with close reference to the group drama based workshop.</li><li>-Illustrated drawing</li><li>-Drawing of an image of what it means to be a man (also done in workshop)</li><li>-Drawing of what it means to be a boy (also done in workshop)</li></ul>	<ul style="list-style-type: none"><li>-The child expresses his wants and needs for the future in his drawing of both boy and man.</li><li>-The child discloses his personal experience with gangs in prison.</li><li>-The child tells the story of his family and why he is at Stairway.</li><li>-The child expresses his</li></ul>	<ul style="list-style-type: none"><li>-The child draws an ocean view as his image of a boy, he says he saw a boy on TV draw the same picture, he thinks it's beautiful; the birds in the picture are flying to the ocean. The picture makes him feel happy because there are no fights. He explains that in the picture there are no fights just happiness like he feels at Stairway.</li><li>-His image of a</li></ul>	<ul style="list-style-type: none"><li>-I recommend that the child carries on with individual counselling. He needs and wants to talk about his feelings, worries and concerns for his future and past. He needs a lot of support and attention</li></ul>

		<p>worries for his future and why he thinks he has no future.</p> <p>-The child expresses his dream of staying at Stairway.</p> <p>-The child expresses the dream of being adopted.</p>	<p>man is of a space ship, he explains that this space ship is a tattoo that a gang has in prison (the gang are called SPU NIK). He says that his uncle has the same tattoo on his bum. He says that he never wants to have a tattoo or be in a gang because they are ugly. He says that when he went to visit someone at Manila prison he saw a riot break out with this gang. The child explains that there are other gangs like the Tigers, horns but the space ship represents the gang being from another planet.</p> <p>-In the workshop the child acted out a scene about his future, he showed himself in prison. I ask why he believes he will end up in prison. He says because</p>	<p>for building strength when leaving Stairway and this should to be started as soon as possible.</p> <p>-I recommend that when the child leaves Stairway that he is placed in an institution where he can carry on with his education.</p> <p>-I recommend that if possible the where a bout's of his sister and other siblings needs to be explored.</p> <p>-As the child is already 17 years old adoption</p>
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		<p>he has no one to care for him, his mother is dead, his father is addicted to rugby and used to beat him and his brothers and sisters are missing.</p> <p>He says that he would like to get an education because he is so far behind for his age. He explains that he doesn't want to leave Stairway and if he is put in another institution and any boys beat him he will immediately run away. I ask him where he would run to, he says his aunt's house, he would just eat and sleep there and be happy enough but he is scared that she would send him back to his father and he does not want to see him.</p> <p>The child then talks about his</p>	<p>would be very hard therefore if he is able to gain an education I would also recommend working with him on career development and how he can achieve his goals of employment once he is ready.</p>
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			<p>concerns for his little sister he says that when he was in prison his sister was only two or three years old, she was brought to his aunts house to live but the aunt stabbed cigarettes out on her so the Barangay captain put her into an institution, while she was there a rich couple wanted to adopt her but when the permission was asked by the father he refused. The child says he is very upset and angry about what his father did. The father then took his sister back home, but when he went home after he was released from prison he was expecting to see her but she was gone from the family home and now he doesn't know where she is.</p>	
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			<p>He says that his biggest wish is to find his sister and that he thinks about her everyday. The child starts to get teary eyed while talking about his sister.</p> <p>He says that if he could have a future he would like to be a janitor in Manila. But he repeats that after he leaves Stairway there is no hope, no future and no one who will care for him. He says he would like to be adopted (The child has asked me outside of our sessions on various occasions if I can be his mother and he can move to England with me)</p>	
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NOTE: Child E later found out that his true age was actually 19 years old.

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## Appendix X

### Counselling Session Form – Child G

# COUNSELING SESSION FORM

Name of Child \_G Age 15 Gender Male

Date Thursday 7<sup>th</sup> December 2006

Worker/Student Taina Inkeri Gallagher/ Translator - Grace Punit

Session Time: From 2.00 pm To 3.30 pm

Purpose of session	Approaches used	Highlights of session (child's responses to your approaches)	Outcome (child's verbalization of feelings about the session)	Recommendations
To discuss the outcomes, feelings and emotions of participating in the Gender Beliefs workshop and because he has joined the group in the third workshop as a replacement for another boy this session is also an introduction.	<ul style="list-style-type: none"><li>-One on one verbal discussion/counseling with close reference to the group drama based workshop.</li><li>-Illustrated drawing</li><li>-Drawing of an image of what it means to be a man</li><li>-Drawing of what it means to be a boy</li></ul>	<ul style="list-style-type: none"><li>-The child expresses what he likes about being a boy and what he likes about girls.</li><li>-The child expresses the innocence and happiness of childhood.</li><li>-The child expresses the ugliness of man.</li><li>-The child becomes silent and teary eyed when he talks about his mother.</li><li>-The child</li></ul>	<ul style="list-style-type: none"><li>-He says he likes being a boy because he can look after girls and he can flirt with them. He likes girls because they smile at him.</li><li>-The child draws many images of a boy and explains the following: Tree - because it is like a family with large open branches to protect you. Flip Flops- because it protects his feet. Pencil- Because it reminds him of</li></ul>	<ul style="list-style-type: none"><li>-I recommend that Marvin gets regular individual counselling.</li><li>-I recommend that the dying negative images he drew of men be further explored.</li><li>-I recommend that Marvin needs a lot more time to be allowed to be a child again in a safe and protective environment.</li><li>-I recommend that within</li></ul>

		<p>cries when he expresses his pain of missing his mother and what he would say to her if he saw her.</p>	<p>being at school  Basketball- Because he loves to play basketball  Marbles- Because it reminds him of happy memories playing with his friends  Frisbee- Because his mother bought him a Frisbee then when he was 7 years old she bought him a bike and taught him how to ride it.  Shaker (baby) - Because it reminds him of when he was a baby and he had one.  Toy Car- Because his mother and father bought him one.  Machine Gun- Because his mother bought him one.  -When asked to draw an image of a man again his draws many pictures, they are as follows:  Grandfather- Because he looked</p>	<p>counselling sessions Marvin tries to talk to his mother as if she were sitting with him and gradually would be able to vocalize a conversation of what is on his mind.</p>
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			<p>after him when he was very young and he is old and has lots of wrinkles on his face.</p> <p>Flowers- Because they are dying and wrinkled.</p> <p>Dog- Because it is old and skinny and dying.</p> <p>Mosquito, centipede, cockroach- Because they hunt for food like men.</p> <p>Shoes- Because men must wear them when they go out.</p> <p>-The child becomes silent and won't speak anymore, I ask if he would like to leave the session and he says no but will not answer anymore questions.</p> <p>-The child starts to cry, I ask him would he like to tell me why he is crying and he says because he misses his mother and he wants to see her again but she is to</p>	
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			<p>far away. I ask him what he would say to his mother if he saw her and he says he would just cry.</p> <p>-I allow the child to sit and cry, he does not want to talk anymore. I say it is ok to cry and we will finish whenever he is ready.</p>	
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**Translation Declaration**

The Results presented within this study were taken from drama workshops and counselling sessions conducted by the researcher. The workshops were video recorded for further translation and analysis.

The subjects of this study spoke in Tagalog therefore the translation was transferred into English. The Translator was appointed for the purpose of the thesis write up. The translator was Mary Grace Punit, fellow student, native Filipino and Tagalog speaker, Graduate of Social Work, Psychology and DTPA graduate of Aftercare.

Signed (translator).....

Signed (Researcher).....

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