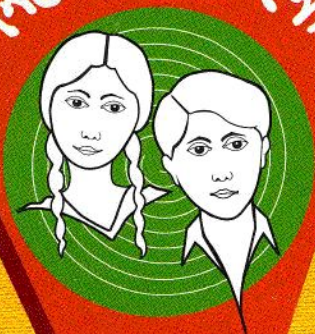


Preparing for Marriage

Facilitator's Guide for Video

নিজেকে জানো



KNOW
YOURSELF

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* denotes an activity

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* denotes an activity

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We are grateful to all who have contributed to the production of these materials.

Adolescent Reproductive Health Working Group

Dhaka, Bangladesh

2003

Note to Facilitators

This guide will help you facilitate a two- to four-hour group discussion, or a one- to two-day workshop using the fourth package of the "Know Yourself" series, "Preparing for Marriage." The group discussion or workshop will address family planning and contraception as well as preparation for marriage. There is a specially written Question & Answer booklet entitled "Marriage and Family Health for Adolescents" for this workshop. Other materials in the "Know Yourself" series cover puberty, conception, and sexually transmitted infections (STIs) including HIV/AIDS and can be used with this manual.

Preparation for marriage, family planning and conception are sensitive topics and it will be helpful to have the support of parents, community leaders, and service providers before the workshop begins (see Materials for the Facilitator, page 58). You may want to meet with these people before the group discussion or workshop to talk about the workshop content and structure.

The ideal group for a discussion or workshop has:

- Both boys and girls.
- Minimum of 15 participants and maximum of 20.
- At least two facilitators, one male and one female.

Puberty is the period of becoming first capable of reproducing sexually, usually between 8 and 15 years of age, marked by maturation of genital organs, including onset of menstruation in females and sperm production in males, as well as the development of secondary sex characteristics.

Adolescence is the stage of life from onset of puberty to the beginning of adulthood, from approximately 10 to 19 years of age. It is the process of growing up, both physically and emotionally. This transition time between childhood and adulthood can be a challenging time for a young person and for his or her family.

In these materials, "young adolescent" means a person between the ages of 10 and 14. "Older adolescent" means a person between 15 and 19. These ages are meant only as general guidelines – a 13-year-old may be as physically and emotionally mature as an older adolescent; or a 16-year-old may still be immature and more like a young adolescent.

Workshops

A longer workshop of one or two full days will allow the group to do more name games and icebreakers, watch the video, and replay some of the segments as needed for discussions. The group will also have time to do some of the activities during the session, as well as a concluding activity. These activities help participants learn and process the material presented in the videos. The two-day workshop schedule (page viii) includes in-depth discussion of each topic in the video and includes time for most of the activities in this facilitators' guide. The one-day workshop schedule (page ix) includes discussion of each topic in the video and several activities from this facilitators' guide.

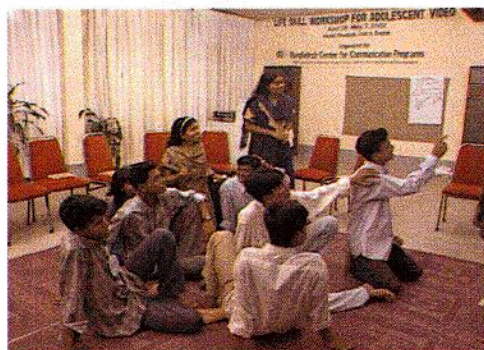
Using other "Know Yourself" material

There are four videos with facilitators' guides in the "Know Yourself" series. The other materials in the series can be used in a workshop with adolescents, along with "Preparing for Marriage." Many adolescents do not fully understand puberty, attraction, sexually transmitted infections (STIs) including HIV/AIDS, and will benefit from seeing and discussing the other adolescent reproductive health (ARH) videos and booklets entitled: "It's My Puberty," "New Feelings, New Passions," and "Preventing Risks to Our Future."

If you are planning a two-day workshop and want to use two videos, use the one-day schedule for "Preparing for Marriage". If you are planning a one-day workshop and would like to show two of the videos, use the 4-hour schedule for "Preparing for Marriage" together with the 4-hour schedule for the other video you would like to show. Review the schedules and make adjustments as necessary before the workshop begins.

Note: In the question/answer sessions, some sample answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with responses themselves.

All facilitators should go through a training of facilitators on the use of this manual, especially if they are not experienced life skills facilitators.



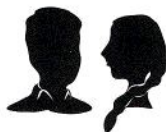
Icons

The following icons are used in this facilitators' guide:



Video (VCR timecode 00:00-02:50 or VCD Tracks 1 and 2)

The TV icon indicates a video or VCD segment. The timecode or track number for the video segment is given. Be sure that the timer on your video player is set to 00:00 at the beginning of the video, so that you can find video segments easily using the timecodes. If you are using a VCD player, select a track number to get to a particular section of the VCD.



Discussion

The icon of two people talking indicates a discussion guide. The discussion guide gives questions to discuss with the group. Facilitators may choose to add their own questions depending on the needs of the group.



Activity

The icon of gears working indicates an activity. Facilitators may choose from the activities in this guide, and may add other activities for the group.

Video Timecodes or VCD Tracks



Before you start the videotape, be sure that the timer on your video player is set to 00:00 when the videotape is rewound to the beginning. This will make it easier to find particular segments of the video that you want to replay before a discussion.

Video Timecodes	VCD Track	Description
00:00		Beginning of video
00:00-01:36	1	First verse of theme song
01:36-02:50	2	Introduction to adolescent workshop
02:50-07:41	3	Delaying early marriage
07:41-10:54	4	Talking to parents about delaying marriage
10:54-12:12	5	Second verse of theme song
12:12-13:45	6	Safe parenthood
13:45-16:12	7	Conception
16:12-18:47	8	Spousal communication & family planning
18:47-19:13	9	Q & A booklet "Marriage and Family Health"
19:13-20:00	10	Health care services
20:00-20:59	11	Youth-friendly services
20:59-21:55	12	Conclusion of adolescent workshop
21:55-24:15	13	Third verse of theme song
24:15		End of video

Suggested schedules

Workshop (2 days)

Time (min.)	Activity
DAY 1	
10	Introduction and pretest
30	* Match the Cards
20	* Hobbies OR True and False Statements
10	Hopes and Fears
45	* Are You Listening?
10	Morning break
25	Watch "Preparing for Marriage" video
8	Replay first part of video (2:50-10:54) or VCD Tracks 3 and 4
30	Discussions: delaying early marriage, arranged marriages and talking to your parents about your future
35-60	* Age Mates or Talking with Parents Role Play
30	Lunch break
30	* Values Voting
30	Discussions: setting goals and priority actions
60	* My Goals
10	Afternoon break
8	Replay second part of video (10:54-16:12) or VCD Tracks 5-7
10	Discussion: safe parenthood and conception
30	* Adolescent Pregnancy
45-60	* What Would I Do If ? OR My Child, My Responsibilities
DAY 2	
20	* Hobbies
45	* Application for the Post of Parent OR Choosing a Good Father
8	Replay third part of video (16:12-20:59) or VCD Tracks 8-11
20	Discussion: spousal communication and family planning, conflict resolution
10	Morning break
30	* Oh, Nurul!
45-60	* Barriers and Bridges OR Fair Fighting Topsy Turvey
30	Lunch break
20	Discussion: family planning
35	* Family Planning Match OR Contraceptive Choice
10	Afternoon break
20	Discussion: family planning services
15	Discussions: key messages, hopes and fears
10	Conclusion and posttest
20	* Wishing Good Luck OR You're Okay

* denotes an activity

Workshop (1 day)

Time (min.)	Activity
10	Introduction and pretest
30	* Match the Cards
20	* Hobbies OR True and False Statements
10	Hopes and Fears
45	* Are You Listening?
<hr/>	
10	Morning break
<hr/>	
25	Watch "Preparing for Marriage" video
20	Discussions: delaying early marriage, talking with your parents about your future, setting goals and priority actions
60	* Talking With Parents Role Play OR My Goals
<hr/>	
30	Lunch break
<hr/>	
20	Replay of second part of video (12:12 - 20:59) or VCD Tracks 6-11
20	Discussion: safe parenthood and conception
45-60	* Application for the Post of Parent OR What Would I Do If ? OR My Child, My Responsibilities
<hr/>	
10	Afternoon break
<hr/>	
20	Discussion: family planning
35	* Contraceptive Choice OR Family Planning Match
15	Discussions: family planning services key messages, hopes and fears
10	Conclusion and posttest
20	* Wishing Good Luck OR You're Okay

A full day workshop will allow the group to watch the video and to replay some of the segments as needed for discussions. The group will have time to do many of the activities during the session, as well as a concluding activity.

* denotes an activity

Group discussion (4 hours)

Time (min.)	Activity
10	Introduction
30	* Match the Cards
25	Watch "Preparing for Marriage" video
20	Discussions: delaying early marriage, talking with your parents about your future
10	Break
60	* Talking with Parents Role Play OR My Goals
30	Discussions: safe parenthood and conception, spousal communication and family planning
10	Break
35	* Contraceptive Choice OR Family Planning Match
20	Discussion: family planning services

In a four-hour (half-day) group discussion, facilitators will have time to watch the video and do several activities.

Group discussion (2 hours)

Time (min.)	Activity
10	Introduction
30	* Match the Cards
25	Watch "Preparing for Marriage" video
10	Break
45	Discussions: talking with your parents about your future, safe parenthood and conception, family planning, family planning services

In a two-hour group discussion, the group can watch the video and discuss it in detail. There won't be time to do extra activities. It's important to start with a name game or icebreaker so that participants get to know each other and become comfortable talking with each other.

* denotes an activity

Part 1:

Brief Guide to Facilitating

Different groups of adolescents will have different needs, skills, and challenges. You've been chosen and trained to be a group discussion leader or facilitator because you know how to work with young people. This guide is based on participatory methods that involve individuals in a process from beginning to end. The process of coming to a conclusion – of examining a question, presenting arguments, listening to different opinions, and considering alternatives – is just as important as the conclusion itself.

Traditional teaching is different from facilitation. A teacher has knowledge to impart to students. A facilitator helps a group of participants – each of whom has a unique perspective and experiences to offer – to gain knowledge and skills through an active learning process. This guide and video encourage you to use participatory activities to help participants learn about preparing for marriage, family planning and contraception. However, a lot depends on you! You will set the tone of the event, and participants will look to you to guide them through the discussions and activities. You can correct misconceptions and bring accurate content into the process at the right time. A good facilitator:

- Trusts participants and their abilities.
- Is patient and is a good listener.
- Is confident but not arrogant or dominating.
- Encourages discussion.
- Respects others' opinions and does not impose ideas.
- Is organized, but flexible in changing methods and sequences.
- Is enthusiastic about the topic and the participants.
- Keeps promises to the group – to let a participant speak, to take a break, to finish on time.
- Can deal with emotions when necessary.

Body Language

Your body language will help you effectively facilitate the group. For example, looking attentively at someone while they're talking and nodding makes them feel their contribution is important, and encourages them to participate. Looking away from someone or turning away from him or her effectively tells the person not to talk or not to participate. People often feel more comfortable speaking if they're close to the facilitator. During the workshop, try to sit or stand in different areas of the room so that you're close to different participants and encourage them to talk – but always face the person to whom you're speaking.

Group Dynamics

People behave differently in groups than they do in pairs or alone. Some people like to dominate groups and talk a lot; others prefer to say nothing. In this regard, adolescents are the same as adults. As a facilitator, you need to be careful to monitor the group dynamics, and to step in (subtly or more overtly) when necessary, without being intimidating. For example, if someone is monopolizing a discussion, you can smile at the monopolizer and say, "we have listened to you so far, shall we listen to others as well? If we hear some other opinions from the group, you'll get some more ideas to think about." Always remember that adolescents can be very sensitive and emotional. Facilitators should be careful not to hurt participants' feelings.



Avoiding Yes/No Questions

Yes/No questions don't give us much information and don't encourage discussion. Try to rephrase questions to be open-ended to encourage participants to talk and discuss an issue. Open-ended questions often begin with words like "How," "What," "Why," or "Tell me." For example:

Yes/No question: *Has your mother talked with you about contraception?*

Participant dutifully answers "yes" or "no", but we still don't have much information. Better question: *What has your mother told you about contraception?*

Participant: "She told me that... but my friend told me that..." (more information).

Visuals

Using a flipchart or blackboard to write ideas the group comes up with helps the group process. By putting these items in writing, they become the "property" of the group – not just "Sanjeeda's idea" – and group members can refer back to them after the conversation has passed on to another topic. Facilitators can keep written materials posted on the wall throughout the workshop, so that participants can see what they've learned and make the workshop space their own by "decorating" it with the results of their activities.

Writing Cards

Many of the activities in this guide ask the facilitators or participants to write on cards, which are then put up on a board or flipchart. Get some cards on light colored paper to use during the workshop (approximately 20cm x 10cm). Cards of these specifications are available and inexpensive.

The **Rules of Card Writing** are:

- **Write only one idea per card** so that it's possible to group similar ideas together.
- **Write only three lines per card.**
- **Use key words** instead of full sentences.
- If English is used, **use both upper and lower cases.**
- **Write legibly with large, thick letters** so that words can be read from 8m.
- **Follow color and shape codes.** Use different sizes, shapes, and colors of cards to creatively structure the results of discussions.

Make some cards with a brief form of the Rules of Card Writing (just the bold words, above). Explain the rules of card writing to the participants as you pin the cards in a location that will be visible throughout the workshop.

Mini-Dramas

Many of the activities in this guide ask the participants to act out mini-dramas.

The **Rules of Mini-Drama** are:

- **Discuss the situation** in a group.
- **Agree on a story line.**
- **Agree on who does what.**
- **Involve everyone.**
- **Rehearse.**
- **Act out in plenary.**

Make some cards with a brief form of the Rules of Drama (just the bold words above). Explain the rules of drama to the participants as you pin the cards in a location that will be visible throughout the workshop.

Group Work

Groups can work in pairs, same-sex groups, small groups, individually, or in the plenary (whole group).

- Working in pairs is a good way to make ALL participants talk and get to know each other.
- Same-sex groups allow participants to talk with their peers about sensitive topics that they might be unwilling to discuss in mixed groups.
- Small group work is helpful when a workshop has many participants, so that everyone has a chance to talk in a group.
- The plenary is a good place to introduce a topic and to summarize discussions.

Summarizing Discussions

After each discussion of the video or discussion of an activity, facilitators should summarize aloud the main points of the discussion for the participants. During the discussion, facilitators can jot notes on flipchart paper within view of the participants, and use these notes to give the summary. If a participant feels that an issue is missing from the summary, he or she can make the point and request that it be added to the summary.

Variety

Plan ahead and decide which activities you want to do during a workshop. Plan a variety of activities to keep participants energetic, but don't wear them out. Be sure to schedule a break every so often to give participants a chance to use the restroom, drink water, have a snack, walk around, etc.

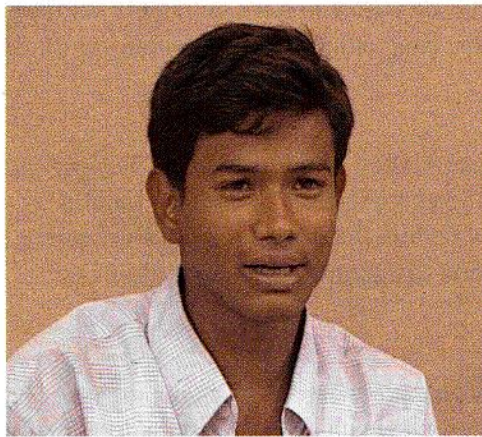
Non-Literate Groups

Some or all of the participants you work with may be non-literate, in which case you'll need to adapt a few of the activities that require participants to write. When working with non-literate groups, be sure that the instructions are clear before starting. Do not ask more than two or three questions at the end of each activity. Do be sure to capture the group's responses on flipchart paper to help you summarize their discussion aloud at the end of the activity.

Designing a Workshop

A one- or two-day workshop will be much more helpful for participants than a shorter group discussion. The participants will get more out of the experience if they have plenty of time to discuss the issues presented in the videos and to speak freely. Facilitators should do the shorter sessions only if no other option is available.

Facilitators should think carefully about the participants, and design the workshop to best suit the participants' needs. This guide includes a variety of activities, some of which may not be appropriate for the group of participants with which you're working. Be flexible in your approach, and if you find that things are not going well – for example, participants aren't comfortable talking, the activities are too low energy, there's too much small group work, etc. – adjust the schedule or format of activities, and see if participants' responses improve. If participants are very uncomfortable talking in mixed groups of boys and girls, facilitators may decide to work in same-sex groups to put the participants more at ease.



Sensitive Language

The "Preparing for Marriage" video, booklet, and several of the discussions and exercises in this facilitators' guide use words that may embarrass participants or make them feel awkward at first. It's important for participants to talk about these issues and discuss them, but they may feel uncomfortable using these words. Facilitators should not immediately force the participants to use these terms, but rather let the participants get used to using these words and talking about these subjects as the workshop progresses. This may be the first time the participants have ever used these words in a conversation with an adult or in a group! Some participants may prefer alternative terms (slang, euphemistic or indirect terms) for the sensitive words that are used in the "Preparing for Marriage" package, which is fine. In fact, these terms may be the only ones they know – they may have never heard the "scientific" words used in this package and may not know their meanings. It is much more important for the facilitators to establish a trusting environment with the participants than to force them to use "correct" terminology. Facilitators themselves may choose to use some slang or indirect terms that the participants use, especially at the beginning of a workshop, to establish rapport. Facilitators should keep in mind that slang terms can lead to miscommunication. As the workshop progresses and participants feel more at ease and open to new ideas, facilitators can gently encourage the group to learn and use the more precise "scientific" terms used in this package.

Arranging the Workshop Space

Arrange the room for the workshop so that everyone can see and hear each other. Each participant should feel that he or she is an equal part of the group. Sitting in a circle or semi-circle during full-group activities is a good way for participants to feel included and important. Before the workshop, check all the video equipment that you plan to use and make sure it works properly. Be sure you have enough of all the materials you want to give the participants. Place a box, pen, and paper in the room for the anonymous question box.

Teamwork

When there are two facilitators, they should take turns leading activities. Facilitating can be exhausting and it's helpful to share the load. Also, it's helpful for one facilitator to step back and watch the group interact while the other facilitator is leading an activity, to become aware of group dynamics and to capture points for follow-up.

Evaluation

Evaluation will help you determine what the participants have learned – both knowledge and skills – and how their attitudes have changed. A brief survey before the workshop starts will also help you know ahead of time what the participants know and feel before they begin the

workshop, so that the activities can be best suited to their needs and interests. If you are doing a one- or two-day workshop you can ask participants to complete a brief survey before the workshop begins (pretest), and then respond to another after the workshop ends (posttest). (See pretest on page 60 and posttest on page 61.)

You can also ask participants to evaluate each activity after it's completed by asking them to hold up their hands if they liked the activity. This quick evaluation of an activity lets you know immediately how well the activity worked, and tells the participants that their feedback is important to you.

Be Prepared

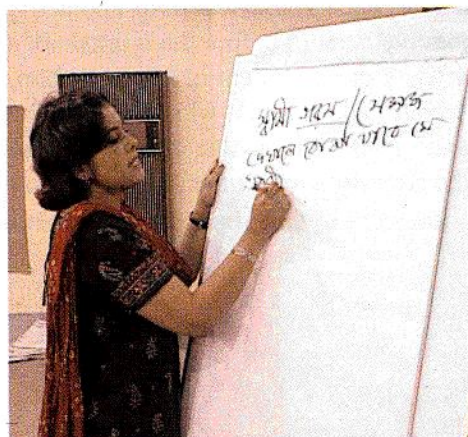
It is essential that you spend some time familiarizing yourself with the materials, discussions, and activities, well before the workshop begins. Be sure you watch the video at least once, and that you understand everything that's mentioned in the materials. If you haven't facilitated an activity before, try it out first with co-workers, family, or friends, so that you know how to facilitate the activity.

Try to find out as much as you can about the participants you'll be working with. This will help you design the most appropriate workshop, and choose the best style of language to use with the group.

In this facilitators' guide, there are suggestions for how much time to spend on the individual steps in the activities. These suggested times can help you keep an activity on schedule. Be sure you don't allow one part of an activity, like a small group discussion or rehearsal of a drama, to take so much time that you're not able to finish the rest of the activity, or you have to rush through the discussion questions.

Talking about Preparing for Marriage

Preparation for marriage is a very sensitive topic, and requires the facilitator and participants to talk about conception, family planning and contraception. Some facilitators may feel that by talking about sex and contraception with young people, they are encouraging young people to have sex. Research shows that, on the contrary, talking with adolescents about these topics and giving them the facts and consequences encourages them to delay sex and to consider abstinence. Facilitators should not assume that participants are or are not having sex. You can tell the participants that most



people eventually have sexual intercourse after they are married, so it's important to know about these issues.

Avoid talking about your personal values and your personal experience. Let participants decide for themselves. Say things like, "If a couple goes to a family planning clinic..." or "When two people decide to have sex..." or "One of the problems I've heard about this is..." Try to avoid saying things like, "When you go to the family planning clinic..." or "I don't think you should..." Sharing your personal sexual experience with the group is inappropriate. Help the participants reach their own conclusions by giving them facts about conception, family planning and contraception and reinforce the concept that people who choose to have sexual intercourse should act responsibly.

Dealing with Emotions

Participants may get emotional during the workshop. Facilitators need to be able to deal with emotions if they get out of hand, so that the emotions do not escalate and destroy the group process or cause undue stress for a participant. Some ways for a facilitator to deal with emotions are: moving the discussion away from an upsetting topic, relating an anecdote, moving on to a new activity, or taking a break.

Emotions may surface because two (or more) participants disagree with each other or with a facilitator, or because a participant feels uncomfortable with a topic or activity. If two participants disagree with each other, facilitators should try to help them work through the disagreement by allowing both participants to give their points of view and encouraging participants to find their own solution.

Participants may be upset by some of the topics in the workshop. They may have doubts about themselves or may feel uncomfortable talking about issues related to sex with other adolescents. The discussions and activities may remind them of uncomfortable situations they've been in before the workshop, at home or at school. If a participant is upset by an activity or by content in the workshop, a facilitator should try to talk with the participant (in private) and find out what is uncomfortable and why. The facilitator may suggest that the participant step outside of the workshop space. This allows the participant to separate from the stressful environment and get composed. The facilitator should not force the upset adolescent to talk about what's upsetting him or her in front of peers.

Part 2:

Introduction

Welcome the Participants

Introduce yourself briefly. Share some details about the workshop with participants such as the purpose of the workshop, schedule information, location of the restrooms, eating times, etc.

Pretest (for one- or two-day workshops)

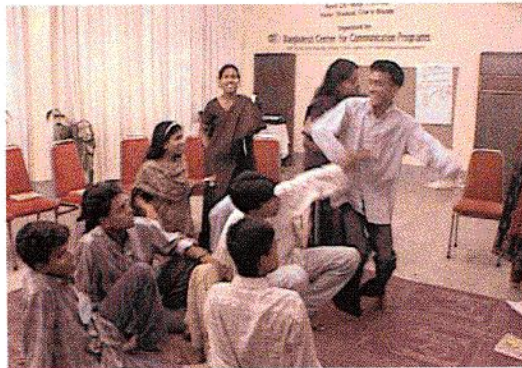
Make sure each participant has a pen or pencil. Distribute the pretest (page 60) to participants and ask them to fill it out by themselves – they should not help each other fill out the pretest. Facilitators should collect the pretest before starting the workshop, but should not go over the answers with the participants. The questions will be answered in the course of the workshop.



Activity: Name Games

It is very important that the participants know each other's names and that the facilitators know the participants' names.

- Match the Cards
- Hobbies



MATCH THE CARDS

Objective: To get to know one other

Time: 30 minutes

Materials: One card for each participant, marker or pen, hat or basket

Preparation

Before the workshop, the facilitator should draw pictures (fruit, houses, flowers, etc.) on separate cards. Cut the cards in half. (In workshops where there are an uneven number of participants one of the cards should be cut into 3 pieces.) The total number of card pieces should equal the number of participants. Fold the pieces and mix them up in a hat or basket.

Steps

1. Ask each participant to select one piece of paper from the hat or basket. Participants should then walk around the room and find the participant who has the other part of their picture. Once partners find each other they should introduce themselves to one another and find out about each other (Name? What organization are they from? Where do they go to school?, etc.). (10 minutes)
2. Each participant should introduce the partner to the plenary. Each participant has no more than 40 seconds to make the introduction. (20 minutes)

HOBBIES

Objective: To learn each other's names and something about each other

Time: 20 minutes

Materials: None

Steps

1. Ask participants to sit in a circle. Each person should choose a hobby they enjoy that they will mime for the group. The facilitator should go first and introduce him- or herself and mime a hobby which the group has to guess.
2. The next participant in the circle should introduce the facilitator and then introduce him or herself and then do a mime of a favorite hobby.
3. Go around the circle. Each participant should begin with the facilitator's name and continue around the circle repeating everyone's name and sharing their own mime of a favorite hobby until everyone has had a turn.



Activity: Icebreaker

The topic of this workshop, marriage and family planning, is very personal. The following requires participants to share some personal information, and will help participants feel closer to one another and more willing to talk and share their experiences.

- True and False Statements



TRUE AND FALSE STATEMENTS

Objective: To get to know each other

Time: 20 minutes

Materials: Flipchart paper and pen or marker for each participant, tape or pins (optional)

Steps

1. Give each person a piece of flipchart paper and a marker. Tell each person to write his or her name at the top of the paper, and then write three statements about him- or herself on the paper. Two of the statements should be true, and one should be false. The facilitators should also participate.
2. Tell the participants to tape the flipchart paper on themselves, or hold up the paper so that it can be read.
3. Tell the participants to walk around the room and look at each other's papers. When they meet someone, they should try to guess which of the statements is false. If a participant guesses the false statement correctly, he or she can put a line through it and hang the paper up around the room for everyone to see.
4. Continue until all the false statements have been guessed, marked out and the hung up around the room.

Discussion

1. Which participants "fooled" the most people about which statements were true and which were false? Why were the false statements convincing? Why were the "truths" hard to believe?

Hopes and Fears

After the name games and icebreakers, ask participants what their hopes are for the workshop. Write these on a piece of flipchart paper.

Ask participants what their fears are about the workshop, and write these on the flipchart paper. This can also be done anonymously, by having participants write their hopes and fears on cards and passing them to the facilitator.

Tell participants that we will come back to their hopes and fears at the end of the workshop. Put the flipchart papers on a wall and leave them up during the workshop.

Anonymous Questions

Tell the participants that if anyone has a question that they want to ask anonymously, they can write it on a slip of paper and put it in the Anonymous Questions box. The facilitators should answer the questions out loud during the workshop, but not let anyone know who asked the question, unless that person wishes to identify him- or herself.



Activity: Topical Icebreaker

End the introduction period with a more topical icebreaker, to help participants think about the changes they are going through and will go through as they become adults.

- Are You Listening?

ARE YOU LISTENING?

Objective: To demonstrate the role of listening in communication

Time: 45 minutes

Materials: Flipchart paper, cards or pieces of paper, marker or pen, hat or basket

Preparation

Write the following statements on cards or pieces of paper (only one statement per card). Fold the cards and put them in a basket or hat. Mark the card with the first statement so it is easily recognizable to the facilitator.

- Listen carefully and ask relevant questions at an appropriate time.
- Interrupt and prevent the speaker from finishing his/her sentence.
- Change the subject frequently.
- Compliment the speaker frequently.
- Put the speaker down.
- Laugh when the speaker is serious.
- Talk to someone else while the speaker is talking.
- Give advice you weren't asked for.
- Be shocked or offended by what the speaker says.
- Don't make eye contact with the speaker.

Steps

1. Ask the participants to form groups of three. Ask each group to decide who will be the speaker, the listener, and the observer.
2. Ask the participants in each category to form separate groups, far from one another, for a briefing on their roles.
3. Ask each listener in a group to select one slip of paper from the basket. The instructions should not be shared with other group members. (Note: The facilitator should make sure at least one participant gets the first instruction "Listen carefully and ask relevant questions.....")
4. Instruct the speakers to think of something they feel strongly about and to be prepared to speak on this topic for five minutes when they return to their groups.
5. Ask the observers to silently note all interactions between the listener and the speaker. Remind them that they should remain silent. (Steps 1-5 should take 5 minutes.)

ARE YOU LISTENING? (continued)

6. Groups should reassemble and follow their instructions. At the end of five minutes, ask the participants to reconvene in plenary. (5 minutes)
7. Ask participants to discuss their reactions to the exercise. What happened in each group and how did they feel? First ask the observer to explain, then the speaker, and finally the listener may reveal the instructions. Each group will be given 3 minutes to make a presentation. (30 minutes)

Discussion (5 minutes)

1. Did you feel the listeners were listening?
2. How does it make you feel when someone doesn't listen to what you are saying?

Facilitator should capture responses on flipchart paper for everyone to see. Ask all participants in each group to shake hands to end the game on a positive note.

Part 3:

Video: Preparing for Marriage

(Time needed to view complete video is 25 minutes.)



Tell the participants:

Now we're going to watch a video. The adolescents in this video, like you, came to a workshop to discuss issues related to sex, family planning, and contraception. These are serious topics that people your age have to deal with. The adolescents in the video talked about their feelings and experiences, and made up skits about their lives, which we'll watch and discuss.

Tell the participants:

Let's learn the first verse of the theme song:

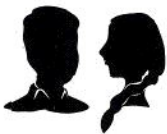
(Timecode for first verse of song, 0:00-01:36 or VCD Track 1)

Marriage is a bond of unbreakable love.
On the path of life, we promise to walk together.
Marriage is no game, it's a pledge
So, the right age is required and experience too.
If both the girl and boy are of legal age of marriage,
Only then should they be married.



Video: Delaying Early Marriage and Talking to Parents

(Timecode for "Delaying Early Marriage" and "Talking to Parents about Delaying Marriage" video segment, 2:50-10:54 or VCD Tracks 3-4)



Discussion: Delaying Early Marriage

Tell the participants:

Let's start with the first part of the video, about delaying early marriage. If necessary, replay the "Delaying Early Marriage" segment of the video

before beginning the discussion (timecode 02:50-10:54 or VCD Tracks 3 and 4.) In the discussion guide following, example answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with these responses themselves. If participants' answers are not at all correct, facilitators may probe further to draw out more correct answers.

1. What do you think is an appropriate age for a boy to be married? Why?

Answers will vary. Be sure participants give reasons for their statements. They may say that a boy is ready to marry when he is able to support his family or when he is physically or emotionally ready.

2. What do you think is an appropriate age for a girl to be married? Why?

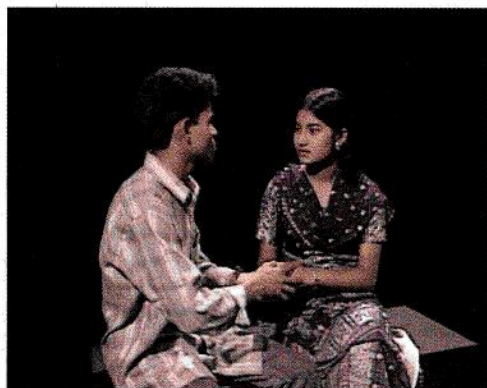
Answers will vary, be sure participants give reasons for their statements.

3. What is the legal minimum age for a boy to be married?

The youngest that a boy can be legally married is 21 years of age.

4. What is the legal minimum age for a girl to be married?

The youngest that a girl can be legally married is 18 years of age.



5. Can a boy continue to study after he is married? Why or why not?

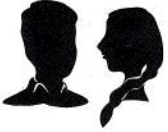
Answers will vary. The boy may need to work to support his wife and family. If he is married but does not yet have children, it may be easier for him to continue studying.

6. Can a girl continue to study after she is married? Why or why not?

Answers will vary. The girl may need to work to support her family or her in-laws. Her husband may want her to stay at home. If she is married but does not yet have children, it may be easier for her to continue studying.

7. Do any of you know girls who got married early?

Encourage participants to tell the group about young couples they know. Ask whether the husband and wife were able to continue their studies, if they had a child right away, if they are financially and emotionally secure, if they seem happy.



Discussion: Arranged Marriages

In the discussion guide following, example answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with these responses themselves.

1. What do you think about the drama of Shurma, who comes home to find that her father has arranged her marriage?

Participants give their opinions, there is no correct answer.

2. What did the girl want to do with her immediate future?

She wanted to continue with school.

3. Did her father think she should continue with school?

No, he thought she had gone to enough school.

4. How did Shurma tell her father that she didn't want to be married?

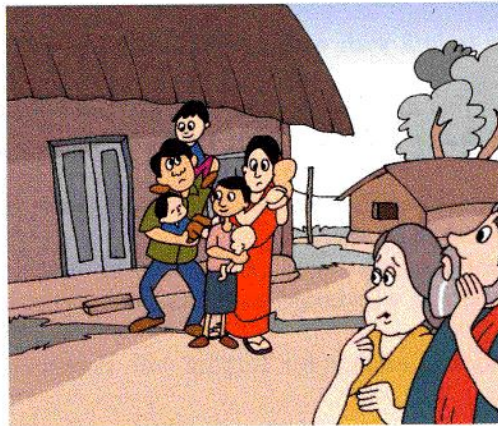
She reminded him of Sakhina, who was married early and died in childbirth.

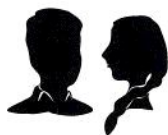
5. Have your parents talked with you about your getting married?

Answers will vary, encourage participants to share their own experiences.

6. What would you do if you went home today and found out that your parents had arranged for your marriage?

Answers will vary. Encourage participants to think about how they would in this situation.





Discussion: Talking with Your Parents about Your Future

In the discussion guide following, example answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with these responses themselves.

Have you talked with your parents about what you want for your future?

Ask participants who have talked with their parents about their future:

- 1. Who brought up the subject? Did you ask them or did your parents ask you?*
- 2. What did you say you wanted for your future?*
- 3. What did your parents want for your future?*
- 4. Did you and your parents have similar goals for your future? Do they want something different? How did you work this out?*
- 5. What was it like to talk with your parents about your desires?*
- 6. Have you talked to your parents about when you might get married?*
- 7. Have you talked to your parents about what characteristics you would like in a potential husband or wife?*

Ask participants who have not talked with their parents:

- 1. How would it be for you to talk with your parents about what you want for your future?*
- 2. How would your parents feel about what you want for your future? Would they want the same things? Would they want something different?*
- 3. Is there someone else you could also talk to about your goals for the future, like an aunt or uncle or older brother or sister?*

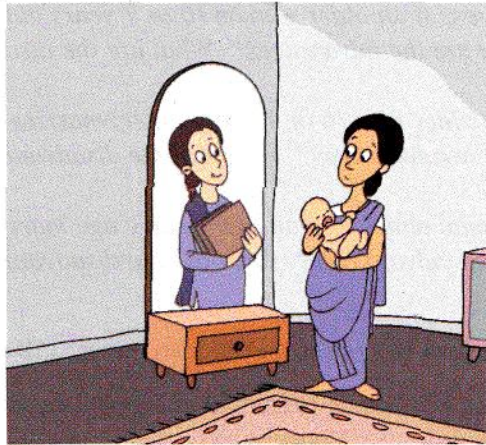
If participants do not feel they could talk directly to their parents, perhaps there is another influential person who could help them talk to their parents.

Give participants the Tips to Adolescents for Talking with Parents on page 69 and discuss it with them.



Activities: Delaying Early Marriage

- Age Mates
- Values Voting
- Talking with Parents Role Play



AGE MATES

Objective: To learn about the advantages and disadvantages of marrying people who are older, younger and the same age

Materials: Flipchart paper and pens or markers

Time: 35 minutes

Steps:

1. Divide the plenary into two single sex groups. Ask both groups to respond to the following 3 sets of questions.

Question Set 1. What happens if an older woman (6 or 7 years older) marries a younger man? What are the advantages? What are the disadvantages?

Question Set 2. What if an older man (6 or 7 years older) marries a younger woman? What are the advantages? What are the disadvantages?

Question Set 3. What if a man and a woman of the same age marry? What are the advantages? What are the disadvantages?

2. Groups should capture their responses on flipchart paper. (10 minutes)
3. Ask each group to make a 2-minute presentation on each set of questions. Groups 1 and 2 make presentations and discuss Question Set 1 before moving on to Question Set 2. Participants may comment on responses to each set of questions but only after both groups have presented.
4. The facilitator should summarize the responses on flipchart paper after each presentation. (Steps 3 and 4 should take 25 minutes.)

VALUES VOTING

Objective: To understand and respect each others' values

Time: 30 minutes

Materials: Cards and pens or markers

Preparation

Make two cards that say:

- 1) You may not agree with others but you cannot judge them.
- 2) There is no correct answer.

Also write up a list of value statements up to a total of 5 statements, for example:

- It's better to have a marriage arranged by your family.
- Family planning is really a woman's responsibility.
- Only men should be employed outside the home.
- The man should cook three times a week if he and his wife both work outside of the house.
- A couple should do everything according to the parents' and in-laws' desires.
- It is all right for a man to cry.
- Men who father children should share equally in the responsibility of caring for their children.
- There cannot be rape in a marriage.
- If a husband wants his wife to become pregnant soon and his wife does not want to become pregnant soon, the couple should do what the man wishes and try to become pregnant.

Prepare three cards that read "Agree" "Disagree" and "Unsure." Place the cards high up on boards or walls in three areas of the room.

Steps

1. Read a list of value statements to the participants. As the statements are read, participants are to stand near the card that indicates their reaction to the statement: "Agree" "Disagree" or "Unsure."

VALUES VOTING (continued)

2. After each statement, ask two or three volunteers from each group to explain why they agree, disagree, or are unsure. Remind participants that they have to explain their position briefly in 2 or 3 sentences (Do not single anyone out, but wait for volunteers.)

Make sure everyone gets a chance to talk.

3. Participants can change positions anytime after an opinion has been given. While participants are talking no debate or argument is allowed.
4. Facilitator should capture responses to answers on flipchart paper and summarize responses.
5. Continue voting on statements as long as appropriate. Encourage participants to take turns explaining their positions. Summarize responses after all statements have been discussed (20 minutes for steps 1-6)
6. Tell participants that the purpose of this exercise is to understand and respect each others' values. Turn over cards one at a time that say
 - a. You may not agree with others but you cannot judge them.
 - b. There is no correct answer.

Discussion (10 minutes)

1. How did you feel about the diversity of values and opinions in your group?
2. Did anyone else in the group influence your vote or make you change your position?
3. Why did you change positions?



TALKING WITH PARENTS ROLE PLAY

Objective: To have participants practice talking with their parents about marriage and goals for the future.

Time: 60 minutes

Materials: Marker or pen, flipchart paper, cards

Preparation

Prepare 10-15 card with the statement "It's hard to talk to my parent(s) when..."

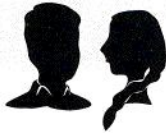
Steps

1. Ask participants to finish this sentence "It's hard to talk to my parent(s) when...." As the participants finish the sentence, the facilitator should capture the responses on cards (see Preparation). See if the participants can come up with at least 10 "barrier" statements. (5 minutes)
2. Divide the plenary into 2 groups. Tell one group that they are the parents. Tell the other group that they are the adolescents.
3. Give each "parent" a barrier card.
4. Each "parent" is then paired with an adolescent. One at a time each pair go up in front of the plenary. Each adolescent is then asked to talk to the "parent" about what the adolescent wants for his or her future. The adolescent should try ways to overcome the communication barrier that the parent puts up. The scene should last no more than one or two minutes.
5. After each role play ask the plenary to guess what barrier the "parent" was using. Have the "parent" reveal the barrier. Ask the plenary what techniques the adolescent used to overcome the barriers. The adolescent should clarify or add to remarks by other participants. The facilitator should summarize and capture results on flipchart paper (Steps 4 and 5 should take 30 minutes.)

Discussion (25 minutes)

1. What else could the adolescent have done to get around the parent's communication barriers? (If participants want reinforcement on how to overcome a particular barrier have them do their role play again allowing the adolescent and "parent" to switch roles if they want.)
2. What techniques have you learned from this role play?

Facilitator should capture responses on flipchart paper.



Discussion: Setting Goals and Priority Actions



1. What is a goal?

A goal is something you wish to achieve. Goals can be set for the short-term (something you hope to achieve soon, maybe in the next week or month) or set for the long-term (something you hope to achieve in the future, maybe in several years).

2. What are priority actions?

Priority actions are things you need to do to reach your goal. Actions that are your "priority actions" are more important to do than other actions.

3. What did you think about the scene with Mintu and Bonni – where Mintu wants to get married, but Bonni wants to finish her studies first?

Answers will vary.

4. What was Bonni's first priority?

Her first priority was to study to reach her goal of finishing her education. Marriage was not as important to her right now.

5. Do you remember some of the other goals and priorities that people in the video talked about?

Md. Romjan said that he wanted to be economically independent. Shabita, the photographer, said she earns money to spend on her education and to send to her parents.

6. What are some of your goals?

Participants state some of their goals, both long-term and short-term.

7. How do your goals help you set priorities?

If you keep your goals in mind, you can establish priorities among the choices of activities or directions you have and make decisions to help you reach your goal.



Activity: Setting Goals and Priority Actions

These activities ask the participants to think about what's important to them.

- My Goals

MY GOALS

Time: 60 minutes

Materials: Flipchart paper, paper and marker, pen or pencil for each participant

Steps

1. Tell each participant to draw a picture of a short term goal he or she wants to accomplish on the top half of a piece of paper. (5 minutes)
2. Ask participants to answer each of the following questions underneath the drawing. (Facilitators may write these questions on the board or on flipchart paper.) (10 minutes)
 - What will be good about reaching your goal? (benefits)
 - What might keep you from reaching your goal? (barriers)
 - What do you need to learn or to do to reach your goal?
 - Who can help you and encourage you to reach your goal?
 - Who do you know who's reached this goal, and can that person give you advice? (role model)
 - What steps will you take to reach the goal?
 - When do you expect to take each of these steps?
3. Now, on the other side of the page, draw a long term goal (something to accomplish in a year or in many years). Answer the same questions for the long term goal. (15 minutes)
4. Ask participants to share their goals and analysis with the group. Presentations should take no more than 1 minute each. (25 minutes)

Discussion (5 minutes)

1. What life events could help or hinder you from reaching your goals?



Video: Safe Parenthood and Conception

(Timecode for “Safe Parenthood and Conception” video segment, 10:54-16:12 or VCD Track 5-7)

Tell the participants:

Let's learn the second verse of the song from the video:

From marriage always remember a family starts.
From the beginning you need correct planning.
Unplanned marriage is full of suffering.
Early marriage my friend, can break your body and mind.
So, at the right time, you need proper planning.
Marriage is a bond of unbreakable love,
On the path of life we promise to walk together.



Discussion: Safe parenthood and Conception

In the discussion guide following, example answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with these responses themselves.

1. What did you think about the drama, where the husband defends his wife from his mother who wants them to have children?

Answers will vary, encourage participants to express their opinions.

2. What do you think about the statement from the video: "Husbands believe that it is good to have children sooner. The wife also believes that if she had children the husband will love her more. Her in-laws will love her more."?

Answers will vary, encourage participants to express their opinions.

3. How is a baby conceived?

Be sure every participant understands conception. Participants may need to review the animation of conception, timecode 13:15-16:12 or VCD Track 7. After a girl has begun to menstruate, every month one ovum matures. These very tiny ova come from the ovaries to the fallopian tubes midway between two menstrual cycles. During this phase, if a man and woman have sexual intercourse and sperm from the male reach an ovum through the vagina, fertilization may take place and a fetus will be formed. After a few days this fetus reaches the uterus and gets embedded in its internal, blood-rich wall, and gradually grows into a baby.

4. What are some of the physical dangers if the mother is very young?

The baby may not grow properly in the womb, there may be excessive bleeding during childbirth, delayed delivery, the baby may be underweight.

5. What are some of the emotional dangers of having a child if the mother is very young?

The woman is a child herself, she is not mature enough to properly take care of herself and take care of her child.

6. What are some of the advantages of delaying conception and childbirth until after the mother is twenty?

The mother is physically able to give birth and take care of the child. She is more emotionally mature. She can manage a household and will know better how to raise a child.

7. What does Najma say about adolescent girls having babies?

She says that an adolescent girl who gives birth to a baby is a child herself. The exact quote is not important. The point is that adolescent mothers are children themselves and are not able to care for a child as well as a more mature mother.



Activities: Safe Parenthood and Conception

The first of these activities (Adolescent Pregnancy) examines physical "readiness" for pregnancy and birth. The later ones (Application for the Post of Parent, Choosing a Good Father, etc.) look at other aspects of "readiness" for parenting – for example, emotional and financial maturity.

- Adolescent Pregnancy
- Application for the Post of Parent
- Choosing a Good Father
- My Child, My Responsibilities
- What Would I Do If...?



ADOLESCENT PREGNANCY

Objective: To learn about family planning

Time: 30 minutes

Materials: Flipchart paper and markers or pens

Steps

1. Divide the participants into small groups of five people and have them brainstorm on the following questions. Make sure participants record their responses on flipchart paper.
 - Do you think that having a child at your present age is a good idea?
 - Do you think that most young people intend to become pregnant or become pregnant by accident? Why? (5 minutes)
2. Have each small group present its findings. (10 minutes)
3. If young people do not want to have children at this stage of life, how can they prevent pregnancy? In plenary, ask participants to list methods of contraception they currently know about. The facilitator should capture responses on flipchart paper. Facilitator should show participants pages of the "Marriage and Family Health" Question and Answer booklet (pages 14-17) that list the contraceptive methods currently available. (15 minutes)

APPLICATION FOR THE POST OF PARENT

Objective: To identify the qualities and resources needed for parenthood

Time: 45 minutes

Materials: Sample employment advertisements from newspapers, flipchart paper, markers or pens, pins or tape

Steps

1. Distribute employment advertisements and ask participants what are the qualities required in most of the advertisements.
They may answer: Education, skills, qualifications, experience, familiar with operating equipment, other resources (e.g. a driving license). Ask what other information is given (work hours, salary benefits, etc.) Facilitator captures all responses on flipchart paper and hangs them on the wall for all participants to see. (10 minutes)
2. Divide participants into 4 groups (mixed) and ask them to prepare an employment advertisement for the post of parent for a 6-month-old infant. The ads should include all the qualities and characteristics the applicant should have. Also include the benefits of the job.
3. Groups should write their ads on paper and post them around the room, then go look at other groups' ads. (Steps 2 and 3 should take 15 minutes)
4. In plenary, discuss with the group what essential qualities a parent should have. List them on flipchart paper and post them in the room. (5 minutes)

Discussion (15 minutes)

1. According to your ads what essential qualities does a parent need?
2. Do you know anyone who qualifies for the job of parent, as you've advertised it? What are the minimum qualifications?
3. Is there anything in the ads that you disagree with?
4. Can a person be fired as a parent? How? (for example, children may be removed from neglectful or abusive parents, a parent may lose contact with children after a divorce).
5. What equipment does a parent need to know how to use?
6. Does work experience as a parent help you get other jobs? Which ones?

Secretary Wanted

Beverage Company seeks an efficient Secretary for the Managing Director.

Prospective candidate should be able to manage an Office independently, including appointments and correspondence.

The ability to type and write letters in Bangla is a must. Knowledge of Computers will be considered an added qualification. B.A. preferred.

Interested candidates are invited to apply with resume, photos, reference and expected salary to: Beverage Company.

CHOOSING A GOOD FATHER

Objective: To analyze characteristics needed to be a good father

Time: 45 minutes

Materials: Flipchart paper and markers or pens

Steps

1. Tell the participants that when we talk about conception and pregnancy we tend to emphasize the role of the mother even though the father has an important role to play. Have the participants brainstorm the characteristics of a good father and write the characteristics on flipchart paper.

Some characteristics the participants may mention are: father is ready to learn to take responsibilities of a parent; father has goals for the future; or father will not disappoint the child or the mother of the child. (10 minutes)

2. Divide the plenary into buzz groups of 2 or 3 people and ask participants to list their top 3 characteristics of a good father. Ask them to be prepared to defend their choices. (10 minutes)
3. Groups should make 1 minute presentations on the characteristics of a good father and why these are good characteristics providing examples if necessary. Facilitator should record all the characteristics on flipchart paper. (25 minutes)

MY CHILD, MY RESPONSIBILITIES

Objective: To determine goals and expectations in having a child and analyze problems that may keep them from reaching their goals

Time: 60 minutes

Materials: Flipchart paper, markers or pens, 5 or 6 picture outlines of a child

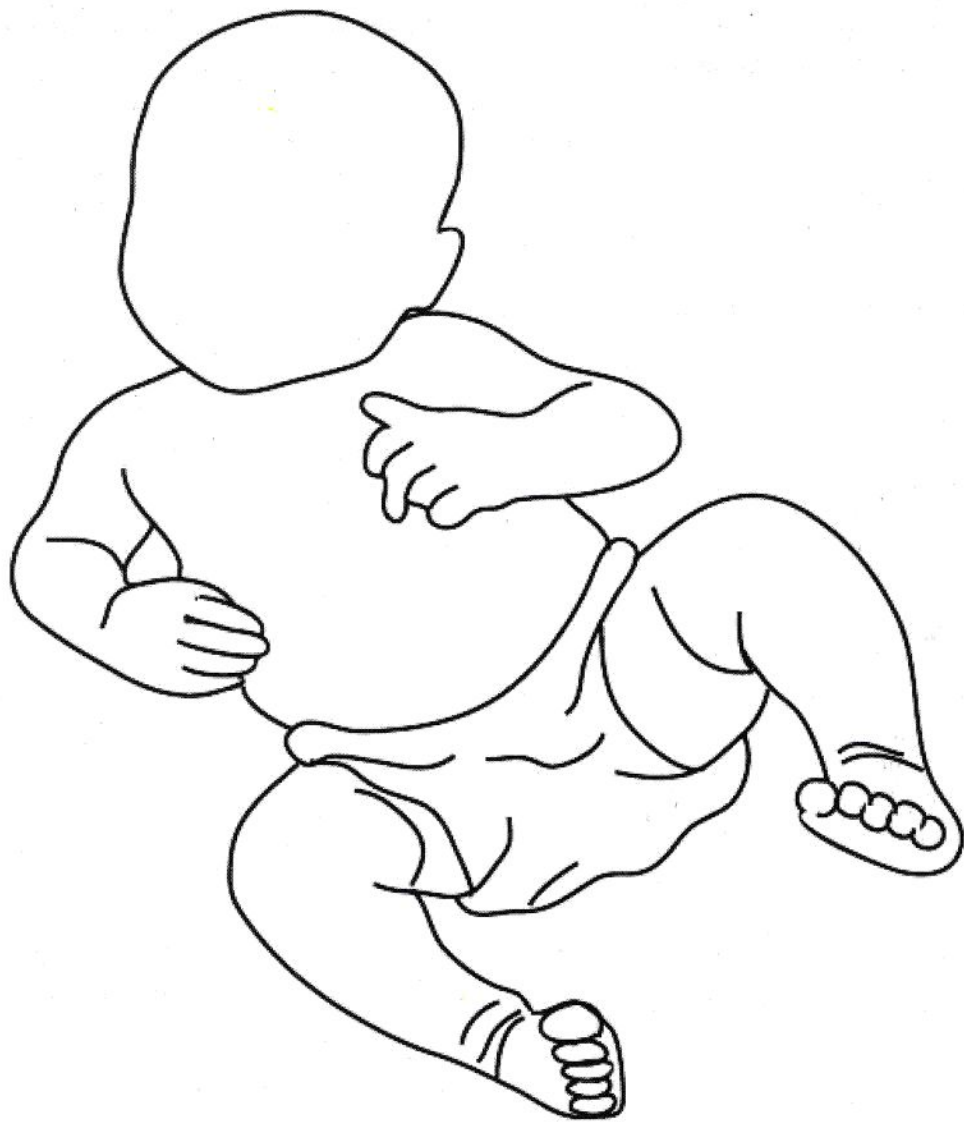
Steps

1. Divide participants into small groups and give each group a picture outline of a child. Each group should decorate the picture and give the child a name and age. (Or, give participants a photograph of a baby, or have them draw the baby on their paper.) (5 minutes)
2. Ask the participants to decide what goals and expectations they have for their child and write these at the top of their drawing. (5 minutes)
3. Now ask groups to exchange drawings (for example, have each group give their drawing to the group on the right). Each group should determine how they will fulfill the expectations and goals for "their" child if they had the child right now. Ask each group to make a list of the responsibilities and expenses involved with raising the child to meet all their expectations and goals. Are group members able to handle these responsibilities and expenses? What are the problems and obstacles that might occur? Each group should capture their responses on flipchart paper to present to the group. (15 minutes)
4. Ask a volunteer from each group to present the group's findings. They should hang up the picture of "their" child as well as the responses to their questions for all to see during the presentation. Each presentation should last no more than 4 minutes. (25 minutes)

Discussion (10 minutes)

1. Are the goals and expectations for the children realistic?
2. How can a parent prepare for the responsibility of raising of a child?
3. If you had a child right now, how much responsibility do you think you could take for the child?
4. What age do you think it is appropriate to have children? Why?

MY CHILD, MY RESPONSIBILITIES (continued).



WHAT WOULD I DO IF...?

Objective: To consider consequences of pregnancy

Time: 45 minutes

Materials: Several copies of each questionnaire, flipchart paper, markers or pens

Steps

1. Divide participants into 2 same sex groups and distribute the first questionnaire. Tell the 2 groups to read the questions and discuss their answers within the group. Girls should imagine they are boys and boys should imagine they are girls. (15 minutes)

Questionnaire for boys (pretending to be girls)

- What would I do if I were pregnant and not married?
- Would I tell the baby's father?
- How would having a child affect me?
- How would I feel about giving birth and raising the baby?
- How would my parents react if they discover I'm pregnant?
- How would my friends react?
- How would I feel about my parents raising the baby? Why?

Questionnaire for girls (pretending to be boys)

- How would I feel if my girlfriend told me she was pregnant?
- What would I do?
- Would I refuse responsibility?
- How would having a child affect my life?
- How would my parents react if they knew?
- How would my friends react?
- How would I feel about my parents raising the baby? Why?
- Would I marry my girlfriend? Why/why not?

2. Each group writes their response on a large sheet of paper. Ask the boys to put their responses on the wall and allow the girls to question and comment on the answers. Then ask the girls to do the same thing. (20 minutes)

WHAT WOULD I DO IF...? (continued)

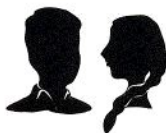
Discussion (10 minutes)

1. What have you learned from this activity?
2. Were there any significant differences between the boys' and girls' answers? Why?
3. In this situation, who is most likely to get serious problems? Why?



Video: Spousal Communication and Family Planning

Timecode for video segment: 16:12-20:59 or VCD Tracks 8-11.



Discussion: Spousal Communication and Family Planning

In the discussion guide following, example answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with these responses themselves.

1. What is "family planning"?

When a couple talks and decides ahead of time when they might want to conceive a child, and when they do not want to conceive a child, they are planning their family.

2. What did you think about the drama with Selina and Shajib, when Selina talks about the problems she's having with taking the pill?

Participants offer their opinions.

3. What did Selina want to do?

She wanted to try using the Copper-T method instead of the pill.

4. What did her husband Shajib want?

He said he didn't like the Copper-T. He thought that everyone has trouble with the pill and that Selina should just put up with the side effects.



5. What did you think about the communication in this scene?

Shajib is being difficult. He is not willing to listen to or accept Selina's problems.

6. How could they have communicated more effectively?

Selina could have talked about what problems she is having with the pill, and Shajib could talk about why he does not like the Copper T. They could have tried to find another solution to the problem – maybe they could try another method, like injectables.

7. What did you think about the second drama, with Najma and Daulat?

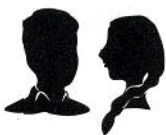
Participants offer their opinions.

8. What happened in this drama?

Najma and Daulat discussed the Copper-T and agreed to go together to the health clinic.

9. What did you think about the communication in this scene?

There was good communication between the husband and wife. Both were involved in making decisions about family planning.



Discussion: Conflict Resolution

In the discussion guide following, example answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with these responses themselves.

1. Have you ever had a disagreement or argument with someone you love?

Participants volunteer anecdotes.

2. What are some of the things you argued about?

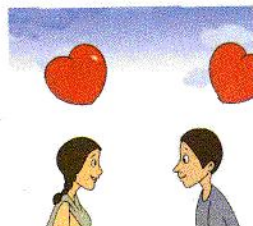
Some possibilities are disagreements with parents or siblings about doing chores, spending money, going places, etc. Disagreements with friends might concern deciding on activities to do together, gossip, etc.

3. Did the conflict make you angry?

Participants volunteer anecdotes.

Tell the participants:

There are many reasons we may get angry. These reasons may include: when our needs are not met; when we feel we can't reach our goals; when we feel our values are being compromised; or when someone we love hurts our feelings.



4. Are arguments always loud?

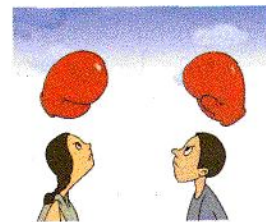
No, sometimes arguments are silent.

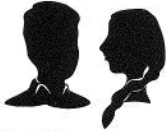
5. Have your parents ever gotten into a disagreement?

Probably they have.

6. Do you think that if you get married, you might have conflicts with your husband or wife?

Yes!

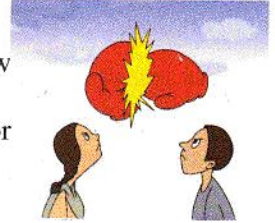




Discussion: Conflict Resolution (continued)

7. What are some of the things about which you think you might disagree with your spouse?

Participants volunteer ideas such as how to spend money, how to spend time, etc. Emphasize that all couples have disagreements. Arguments can be destructive to a marriage or they can be constructive by helping to get issues out in the open and resolved.



8. When a couple has disagreements, how do you think they should solve the disagreements?

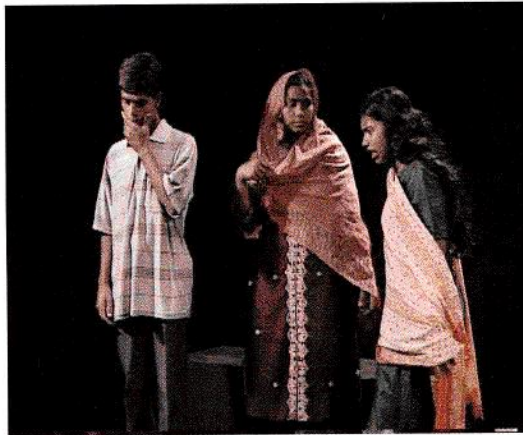
Participants volunteer ideas. Emphasize that usually no one is completely "wrong" or "right," there are always two sides to a story and at least two sides to a situation.

9. Have you ever heard the phrase, "The problem is not really the problem; how you handle it is."? What do you think it means?

We should focus on how we solve problems, not on the problems themselves.

Tell the participants:

Conflict is a part of every close relationship. The closer two people are, the more vulnerable they are to hurting one another. However, working through a conflict can be healthy for a relationship because it brings issues to the surface and clears the air between the husband and wife. Ideally conflicts can be opportunities for learning about each other's needs by problem solving together to come to a solution that is agreeable to everyone involved.





Activities: Spousal Communication and Family Planning

The following activities ask participants to practice communicating and overcoming barriers to communication.

- Oh, Nurul!
- Barriers and Bridges
- Fair Fighting Topsy Turvey



OH, NURUL!

Objective: To see how emotions can be communicated in different ways and how to deal with negative emotions.

Time: 30 minutes

Materials: Pen or marker and flipchart paper

Steps

1. Participants stand in a circle. Remind them that there are many ways we can communicate, even with just our bodies and tone of voice. Ask participants to go around the circle saying, "Oh, Nurul!", each with a different emotion, body language, tone of voice, or facial expression. After each participant says "Oh Nurul!" the facilitator should ask participants to make comments and guess what emotion was being conveyed and capture the results on flipchart paper. Each participant should have a chance to say "Oh, Nurul!" three times. (10 minutes)

Some emotions that may be mentioned are:

- Sadness
- Anxiety
- Pain
- Jealousy
- Guilt
- Anger
- Joy
- Confusion
- Annoyance
- Disappointment
- Fear
- Love
- Depression
- Misery
- Happiness
- Grief
- Passion
- Rage
- Regret

2. In plenary ask participants to pick out 5 negative emotions that were communicated and determine how one can deal with such emotions. Facilitator should capture responses on flipchart paper and summarize. (20 minutes)

BARRIERS AND BRIDGES

Objectives: To identify positive and negative ways of communicating

Time: 60 minutes

Materials: Marker or pen, flipchart paper, "Preparing for Marriage" video, paper and pen for each participant

Preparation

Facilitators should prepare the segments from the "Preparing for Marriage" video that show both good and bad communication. (Timecode 19:13-20:59 or VCD Tracks 10 and 11.)

Steps

Tell the participants:

There are positive and negative ways of communicating. One way of learning about communication is to observe others' communication. There are communication barriers (things that people do or say that prevent understanding or agreement) and there are communication bridges (things that people do or say that assist understanding or agreement).

1. Show the video segments and ask participants to look for barriers and bridges to communication. (10 minutes)
2. Ask participants to give examples of communication barriers and bridges they saw in the video. Facilitator should capture all responses on flipchart paper. (5 minutes)
3. Divide the plenary into groups of 3 or 4. Tell each group to develop a 3-4 minute mini-drama about family planning (an example could be husband and wife talking to mother-in-law about waiting to have a child). Each mini-drama should contain at least one communication barrier and bridge. (10 minutes)
4. Each group presents their mini-drama. Participants should then guess what the barriers were and make comments on how the barriers were handled. (30 minutes)

Discussion (5 minutes)

1. What are some qualities of good communication?
2. What are barriers to communication?

FAIR FIGHTING TOPSY TURVEY

Objective: To generate rules of fair resolution of conflict

Time: 45 minutes

Materials: Cards of two different colors, marker for facilitator

Steps

1. Ask the plenary to think about conflicts or disagreements they have had with family or friends. What are some things that you or the other person did that made the discussion go poorly? (5 minutes)
2. Ask participants to volunteer some things that one should not do in an argument. Write each of these separate ideas on a card, and pin each card on a board in a vertical line. For example, one "don't" might be "Don't call the other person mean names" or "One person shouldn't dominate the argument and do all the talking." (15 minutes)
3. Once the plenary feels that the list of "don'ts" is complete, tell them to look at each one and think of the positive "do" behavior. Ask the group to volunteer the "do" that corresponds to each "don't." For the above examples, the "do" behavior might be, "be respectful of the other person, even though you are angry," and "both people should get to talk." (10 minutes)
4. Once the plenary has made a list of "do's" for each "don't," ask them what other "do's" or "don'ts" they would like to add. Refer to the list on page 45. (5 minutes)

Discussion (10 minutes)

1. How can these "rules of fair conflict resolution" be useful to you?
2. How could you use these rules in a disagreement with someone who doesn't know these rules? Could you still follow the rules?

FAIR FIGHTING TOPSY TURVEY (continued)

Rules for Fair Conflict Resolution

Don't ignore a problem. A disagreement will not go away with silence, but silence may let the conflict grow and become worse.

Each person should have an equal opportunity to speak, neither should dominate over the other.

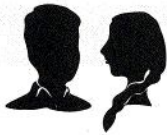
Listen carefully and try to understand the other person, then try to make yourself be understood.

Attack the issue, not the person. Try to speak to your partner in an honest and caring way, even though you may be angry. Find something good to say about him or her and let him or her know that you admire him or her. Don't call the other person names. Use the word "I" to begin your sentences rather than "You".

Admit when you are wrong and accept your partner's apology or statement that he or she was wrong.

Look for win/win solutions. Most conflicts can be resolved by looking for alternative ways to meet both partner's needs, and finding creative compromises. The goal is to have mutual satisfaction, not a winner and a loser.

Start making your solution happen. Immediately after talking through a problem, take some step – no matter how small – to implement the solution and "make-up."



Discussion: Family Planning

In the discussion guide following, example answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with these responses themselves.

1. What methods of family planning do you know?

Participants volunteer responses, they may include condom, pills, injectables, Copper T, Norplant, voluntary surgical contraception (vasectomy, tubal ligation).

2. What do you know about the condom? When and for whom is this a good method?

A male condom is a sheath that is made to fit over the entire length of a man's erect penis just before a sexual encounter or sexual intercourse. The condom should be taken out carefully from the packet so it does not tear. Condoms help prevent pregnancy and sexually transmitted infections (STIs) including HIV/AIDS when used properly. They can be used along with other family planning methods. Any male can use a condom. It is particularly good for those people who are newly married, whose wives have recently given birth, who live apart from their spouses and meet them only periodically or those who suspect they may have an STI or are under treatment for an STI.



3. What do you know about pills? When and for whom is this a good method?

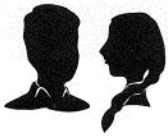
Pills are oral contraceptives that a woman takes every day to stop ovulation. Oral contraceptives prevent pregnancy but do not prevent HIV/AIDS or other STIs. Pills are recommended for those who are newly married and those who want to have children later. They are not recommended for women who are breastfeeding.

4. What do you know about injectables? When and for whom is this a good method?

Injectables are contraceptives that are administered to a woman via injection every three months by a health care worker. Injectables stop ovulation and are recommended for those women who are newly married and want to have children later.

5. What do you know about the Copper T? When and for whom is this a good method?

A medical procedure, including pelvic exam, is required to insert and remove the Copper T. A Copper T is inserted into the woman's uterus through her vagina. It is a long lasting reversible method. The Copper T prevents pregnancy but does not prevent STIs, including HIV/AIDS.



Discussion: Family Planning (continued)

6. *What do you know about Norplant? When and for whom is this a good method?*

The Norplant implant system is a set of 6 small, plastic capsules, which are inserted under the skin of a woman's upper arm. Norplant prevents pregnancy but does not prevent HIV/AIDS or other STIs. A medical procedure is required to insert and to remove Norplant.

7. *What do you know about VSC? When and for whom is this a good method?*

Voluntary surgical contraception (VSC) is a permanent method of contraception. It is a good method for couples who have completed their childbearing — who do not want to have any more children. VSC prevents pregnancy, but does not prevent STIs including HIV/AIDS.

8. *Where can adolescents get more information about family planning methods?*

Participants give names of sources -- health centers, also trusted adults. Participants may also want to refer to the "Marriage and Family Health" Q & A booklet.

9. *Where can adolescents buy contraceptives or get family planning services?*

Participants name sources.

10. *What should you expect at the health care facility?*

Facilitators should try to arrange to have someone from a health care center speak to the adolescents about what the center offers, hours of operation, special provisions for young people, family planning methods that are available, etc.



Activities: Family Planning

- Contraceptive Choice
- Family Planning Match



CONTRACEPTIVE CHOICE

Objective: To correct misperceptions about contraceptive methods

Time: 35 minutes

Materials: Questionnaire

Steps

1. Give each participant a copy of the questionnaire and ask them to fill it in with T (true), F (false) or ? (don't know).
2. When several participants have completed the questionnaire, read out each statement and the correct answer. If there is disagreement, talk with the participants about the correct answer.
 1. Pills can protect you from contracting an STI during intimate sexual contact.
 2. Condoms can cause infections or sickness.
 3. A woman can conceive again after discontinuing pills.
 4. A girl can become pregnant anytime after she begins to menstruate, even if she is only 12.
 5. Oral contraceptive pills cause cancer.
 6. If a woman is using the injectable method she must go to a health worker each week to get an injection.
 7. A Copper T can be left in place for at least 10 years.
 8. It is not harmful to adopt a family planning method right after marriage.
 9. A new condom has to be used during each sexual encounter.
 10. To make sure a new condom has no hole in it, it is best to unroll it before use and blow air into it.
 11. If a woman stops menstruating when she is using the injectable method, she is pregnant.
 12. If a woman is using pills, she does not need to take a pill each day.

Correct Answers

1. **False.** Pills do not protect from STIs.
2. **False.** Condoms do not have any side effects.
3. **True.** After a woman discontinues the pill, her fertility will return and she will be able to conceive a child.
4. **True.** Although girl can get pregnant anytime after she begins to menstruate, she is not emotionally or physically ready to have a child until she is at least 20 years of age.
5. **False.** There is no evidence that oral contraceptive users get cancer more frequently than non-users. In fact, oral contraceptive pills offer protection against some types of female cancers, such as cancer of the ovaries or of the lining of the womb.
6. **False.** Injections only need to be administered once every three months.

CONTRACEPTIVE CHOICE (continued)

7. **True.** The Copper T can be left in place for at least 10 years, but it can also easily be removed by a health professional if the woman/couple wants to have a child.
8. **True.** Family planning methods like pills, condoms or injectables can be used right after marriage. A family planning method should also be used on the wedding night if you do not want to have children too soon after marriage.
9. **True.** Use a condom for each sexual encounter
10. **False.** If a condom is unrolled before use it might tear. The condom needs to be placed on the tip of the erect penis and then carefully unrolled, all the way down the shaft.
11. **False.** A common side effect of injectables is that a woman may have no menstruation for some months or even a year.
12. **False.** Pills are not highly effective unless they are taken every day.

FAMILY PLANNING MATCH

Objectives: Review common family planning methods and the advantages and disadvantages of each.

Time: 35 minutes

Materials: Paper, markers or pens, scissors, and tape, hat or basket

Preparation

Prepare strips of paper with the names of the various modern family planning methods listed below. Make other strips for descriptions with one description on each strip (some methods have more than one description and these should each have separate strips. You may also photocopy the text below and cut the photocopy into "Method" strips and "Description" strips). Fold all of the strips in half and put them into a hat or basket. Be sure to include each of the methods and one or more descriptions, depending on the number of participants in the workshop.

Method: Injectable

Description: Administered to a woman via injection every three months by a health care worker. Stops ovulation and is recommended for those women who are newly married and want to have children later.

Description: Has to be administered by health professional only once every three months. Slight prick in arm upon administration.

Method: Condom

Description: A sheath that is made to fit over the entire length of a man's erect penis just before a sexual encounter or sexual intercourse.

Description: Should be taken out carefully from the packet so it does not tear.

Description: Can be used along with other family planning methods. Helps prevent pregnancy and sexually transmitted infections (STIs) including HIV/AIDS when used properly.

Description: Particularly good for those people who are newly married, whose wives have recently given birth, who live apart from their spouses and meet them only periodically or those who suspect they may have a sexually transmitted infection (STI).

Method: Pills

Description: An oral contraceptive.

Description: Must take one every day to be effective. Prevents pregnancy but does not

FAMILY PLANNING MATCH (continued)

prevent HIV/AIDS or other sexually transmitted infections. Not recommended for women who are breastfeeding.

Description: A woman can conceive and become pregnant after she stops taking this, but in order for it to be highly effective she needs to take one every day.

Method: Voluntary surgical contraception (VSC)

Description: Permanent method of contraception.

Description: Good method for couples who do not want to have any more children. Prevents pregnancy, but does not prevent STIs including HIV/AIDS.

Method: Copper T

Description: A medical procedure, including pelvic exam, is required to insert and remove this. Prevents pregnancy but does not prevent STIs, including HIV/AIDS.

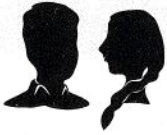
Description: Inserted into the woman's uterus through her vagina. It is a long lasting reversible method

Method: Norplant

Description: Set of 6 small capsules which are inserted under the skin of a woman's upper arm. Prevents pregnancy but does not prevent HIV/AIDS or other STIs.

Steps

1. Distribute the strips of paper to the participants, one per person. Explain that they will have either the name of the family planning method or they will have a description of a family planning method. The participants with the family planning method and the participants with the descriptions of the methods are to find their match and stand next to each other. There may be more than one description for a family planning method. (10 minutes)
2. After all of the matches have been found each group must present the name of the family planning method and description(s). All of the participants must then decide whether the match is correct. The facilitator may ask if participants have additional information about the method, including advantages and disadvantages of the method as well as who may benefit from using the method. The facilitator may provide additional information on each method if necessary. (20 minutes)
3. The facilitator will summarize the discussion. (5 minutes)



Discussion: Family Planning Services

In the discussion guide following, example answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with these responses themselves.

1. Where can you go to find out about family planning services?

Participants should volunteer resources – health centers, etc. Be sure that everyone knows where family planning services are available.

2. What did you think about the two scenes with the service providers?

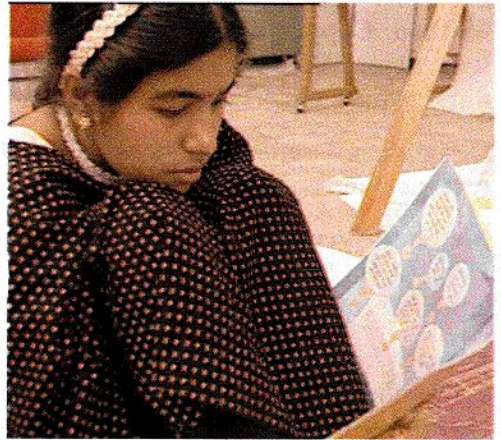
In the first scene, the provider was not interested in helping his clients. In the second scene, the provider was much more interested in the client and helpful. The provider offered good advice and was friendly.

3. Who has seen the Q & A booklet, "Marriage and Family Health?"

Answers will vary. Give each participant a copy of the booklet.

4. What information can you find in this booklet?

Topics covered in this booklet include: marriage, family planning, pregnancy, postnatal care of mother and child, TT vaccine, miscarriage, infertility, and sexual impotency.



5. For participants who have seen the booklet before, did you share it with anyone?

If appropriate, encourage participants to discuss the booklets with parents, spouses, etc.

6. What do you think about the questions in this book? Are these topics that you have wondered about?

Encourage participants to look through the booklets and talk about specific questions.

7. What do you think about the answers in the book?

Encourage participants to read some of the answers aloud and discuss reactions.

Conclusion

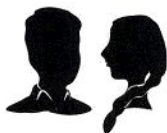
In this workshop, we have talked about marriage and family planning. The facilitator may choose to reinforce the key messages of the workshop by teaching the group the theme song from the video and singing the song together, or by doing other activities to reinforce what's been learned.

Tell the participants:

The theme song of the video contains many important messages for the participants to remember. (Timecode for last verse of song, 21:55-24:15 or VCD Track 13.)

If there is time practice all three verses of the video theme song together. The last verse is:

To make life beautiful and a healthy family,
You need knowledge and planning.
If you marry at the right age life will be beautiful,
Then love and happiness will reign in your household.
So marry at the right age- and have a happy family.
Marriage is a bond of unbreakable love.
On the path of life we promise to walk together.
So we need to know all methods of family planning.
Marriage is a bond of unbreakable love.



Discussion: Key Messages

1. What have you learned during this workshop?

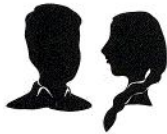
Participants should talk about the main topics of the workshop: delaying early marriage, talking with parents about the future, goals, conception, family planning, effective communication, family planning methods, conflict resolution, etc.

2. What are some of your long-term goals?

Participants should have some goals they can share with the group and work towards. Each participant should share one or two of his/her long-term goals with the groups and say what they're doing to work towards these goals.

3. How do you feel about talking with your parents about your future?

Participants should feel like they can talk with their parents about the future and their goals.



Discussion: Key Messages (continued)

4. *When do you think it is appropriate for a couple to have a child?*

Participants offer their opinions. Stress that it is unhealthy for a girl to have a baby before she is physically and emotionally mature. It is recommended that she wait until she is 20 to have a child. Fathers should also be mature and prepared to support their families. Remind participants that the minimum age for marriage in Bangladesh is 20 for boys and 18 for girls.

5. *What are some techniques for resolving conflict?*

Participants may mention any of the following: Don't ignore a problem. Each person should have an equal opportunity to speak. Attack the issue, not the person. Admit when you are wrong. Look for win/win solutions. Start making your solution happen. (For more information look at page 45 of this manual.)

6. *What are some methods of family planning? Which prevent pregnancy? Which prevent HIV/AIDS and other STIs?*

Participants should volunteer methods they know -- Copper T, condoms, injectables, etc. Be sure they have correct information about which prevent HIV/AIDS and STIs and which do not.

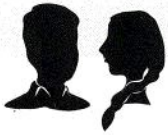
7. *Where do we go for more information about family planning?*

Participants can go to health centers or trusted adults. They may also want to refer to the "Marriage and Family Health" Q & A booklet.

8. *Does anyone have anything else they'd like to add?*

Let participants give their own comments about the things they've learned or what they think about the workshop. The participants should know that their feedback and opinions are important and valued by the facilitators.





Discussion: Hopes and Fears

Remind the participants of the hopes and fears that they expressed in the beginning of the workshop (page 14).

1. *Were the hopes realized?*

Participants' answers will vary. If participants had hopes that were not addressed in this workshop, help them find out how they can get the information they want – perhaps the topic will be addressed in future workshops.

2. *Were the fears addressed?*

Participants' answers will vary. Try to address any remaining fears.

Posttest

Make sure each participant has a pen or pencil. Distribute the posttest (page 61) to participants and ask them to answer it by themselves -- they should not help each other fill out the posttest. Facilitators should collect the posttest and go over the correct answers out loud before the participants leave.



Activity

The following fun activities let participants close the workshop and say goodbye to each other.

- Wishing Good Luck
- You're Okay



WISHING GOOD LUCK

Objectives: To reflect on the main ideas in the workshop

Time: 20 minutes

Materials: Cards, tape, markers or pens

Steps

1. Ask each participant to think about what they have learned at the group discussion or workshop.
2. Distribute cards and ask each participant (the facilitators as well) to write down a wish that they have developed as a result of the workshop.
3. Ask participants to pin their wishes on a board so that they can all read each others' wishes.
4. Return to plenary and ask participants what wishes were most appealing to them.

YOU'RE OKAY

Objective: To end the workshop on a positive note

Time: 20 minutes

Materials: Paper and marker or pen for each participant

Steps

1. Ask participants to sit in a circle and give each a piece of paper and pen or marker. Each person should write his or her name at the top of the piece of paper.
2. Pass the papers around the circle. Each person should write a positive word or comment about the person whose name is at the top of the paper. Circulate the papers until everyone has had a chance to write.
3. Return the completed paper to each person.

Part 4:

Materials for the Facilitator



The following pages contain materials to help facilitators organize and conduct a group discussion or workshop with young people.

The **Letter to Parents** (page 62) should be modified, photocopied, and distributed to parents of young people before holding a group discussion or workshop. The letter tells parents about the purpose of the workshop and encourages them to allow their child to attend. Similarly, the **Letter to Influential Adults** (page 63) should be modified and sent to community leaders, religious leaders, government officials, etc. to gain their support for the group discussion or workshop. Young people will get more from these materials if their parents and other influential adults support their participation in the group discussion or workshop. The **Letter to Service Providers** (page 64) encourages service providers to create a welcoming environment for young people and to meet the special needs of this population.

Facilitators may consider holding a session with parents and influential adults, to talk about the need for educating adolescents about family planning and reproductive health and to demonstrate the materials that will be used in the workshop with young people. In the **Facilitated Session with Adults** (page 65), facilitators ask adults to recall how they learned about puberty and reproductive health, and encourage them to talk with children about these topics.

Materials for the Facilitator (continued)

Tips to Parents (page 67) gives parents some suggestions for talking with their children about family planning and reproductive health. Facilitators might want to introduce these tips in a facilitated session with adults, and lead a discussion with the adults about talking with adolescents about puberty and reproductive health. Parents can discuss their own experiences in talking with their children, and will learn from each other's experiences.

Tips to Adolescents (page 69) gives young people some suggestions for talking with their parents. Facilitators might want to introduce the tips during the workshop session on talking with parents.

The **Evaluation** (pretest, page 60 and posttest, page 61) can be photocopied and distributed to young people in a workshop, to evaluate what they learn over the course of the workshop. Distribute the pretest sometime before the participants watch the video. Be sure to tell the participants that this is not a test, and that they should answer honestly. Collect the pretests and read them to yourself (do not read them aloud or single out any of the participants). Facilitators can use the pretests to tailor the workshop to the participants' needs. Questions 2-10 of the pretest help the facilitators get a sense of what the adolescent participants know and don't know. If everyone knows about one topic, for example, the workshop can spend more time on other topics with which participants are not as familiar. Questions 11 and 12 can help the facilitators know what sources of information the participants have, and Question 13 helps the facilitators know what areas the workshop should be sure to cover. Do not go over the answers immediately, but use the pretest to help tailor the workshop to the participants' needs.

At the end of the workshop, distribute the posttest and have participants answer the questions individually. Collect the posttests and compare participants' answers to Questions 2-10 on the pretest with their answers on the posttest to see what they have learned. Question 13 will help you design the next workshop.

Pretest for "Preparing for Marriage"

Facilitators should photocopy this page and give it to participants at the start of the workshop, before watching the video.

Name: _____ (optional)

1. Are you: ____ Male ____ Female
2. What is family planning?
3. Name two methods of family planning (contraception):

4. Name a method of family planning that prevents transmission of HIV/AIDS (this may be the same as one of the methods you mentioned in #4).
5. What is the youngest age at which it is legal for a girl to marry in Bangladesh?
6. What is the youngest age at which it is legal for a boy to marry in Bangladesh?

Are the following statements true (T) or false (F)?

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 7. A couple should try to become pregnant as soon as they are married. | T | F |
| 8. If a girl becomes pregnant before she is 20 years old, both she and her baby may face problems and even die during the pregnancy or birth. | T | F |
| 9. A couple cannot get pregnant on their wedding night, they do not need to use contraception. | T | F |
| 10. The husband alone should decide what contraceptive method works best for him and for his wife. | T | F |
| 11. Has your mother or father talked with you about marriage and contraception? | | |
| 12. Have you talked with anyone else about marriage and contraception? If so, whom? | | |
| 13. What questions do you have about marriage and family planning? | | |

Posttest for "Preparing for Marriage"

Facilitators should photocopy this page and give it to participants at the end of the workshop.

Name: _____ (optional)

1. Are you: ___ Male ___ Female
2. What is family planning?
3. Name two methods of family planning (contraception):

4. Name a method of family planning that prevents transmission of HIV/AIDS (this may be the same as one of the methods you mentioned in #4).
5. What is the youngest age at which it is legal for a girl to marry in Bangladesh?
6. What is the youngest age at which it is legal for a boy to marry in Bangladesh?

Are the following statements true (T) or false (F)?

7. A couple should try to become pregnant as soon as they are married. T F
8. If a girl becomes pregnant before she is 20 years old, both she and her baby may face problems and even die during the pregnancy or birth. T F
9. A couple cannot get pregnant on their wedding night, they do not need to use contraception. T F
10. The husband alone should decide what contraceptive method works best for him and for his wife. T F
11. Has your mother or father talked with you about marriage and contraception?
12. Have you talked with anyone else about marriage and contraception? If so, whom?
13. There may be another workshop like this in the future. What topics would you like to learn about in a future workshop?

Letter to Parents

(This page may be modified and distributed to parents.)

This workshop will address the topics of marriage, conception and contraception. The purpose is to help adolescents learn how to be healthy, both physically and emotionally, as they grow up and become adults. Participants at the workshop will watch a video and look at informational materials (a video and booklets) that were produced by the Adolescent Reproductive Health Working Group. The participants will do some activities to help them learn about and discuss these important topics. The video has scientific information about how babies are conceived and contraception. It also portrays what young people are thinking and some of the problems and situations they are currently experiencing and offers solutions.

Research has found that it is good for young people to learn correct information about marriage, conception and contraception and to talk about these topics with adults. Helping adolescents understand the changes that they are going through and their new responsibilities helps them to keep healthy and to make good decisions. Adolescents are naturally curious, and it is better for them to learn correct information about their bodies than to rely on myths or falsehoods that can hurt them.

If you have any questions about the workshop or the materials that will be used (video, booklets, etc.), please contact [name] at [telephone or address]. We look forward to seeing your adolescent at the workshop.

Sincerely,

[Administrator]

Letter to Influential Adults

(This page may be modified and distributed to influential adults.)

Dear Sir or Madam,

[Insert name of school or group that is organizing workshop] will be holding a workshop on [date] at [time] at [place] with adolescents. We sincerely hope that you will be in support of the activity.

This workshop will address the topics of marriage, conception and contraception. The purpose is to help young people learn how to be healthy, both physically and emotionally, as they grow up and become adults. Participants at the workshop will watch a video and look at informational materials that were produced by the Adolescent Reproductive Health Working Group. The participants will do some activities to help them learn about and discuss these important topics. The video has scientific information about marriage, conception and contraception. It also portrays what young people are thinking and some of the problems and situations they are currently experiencing and offers solutions.

Experiences of people and experts working with adolescents have found that it is good for adolescents to learn correct information about marriage, conception and contraception and to talk about these topics with adults. Helping adolescents understand the changes that they are going through and their new responsibilities helps them to keep healthy and to make good decisions. Adolescents want to know, and it is better for them to learn correct information about their bodies than to rely on myths or falsehoods that can harm them.

If you have any questions about the workshop or the materials that will be used (video, booklets, etc.), please contact [name] at [telephone or address]. Thank you for your interest and support.

Sincerely,
[Administrator]

Letter to Service Providers

(These pages may be modified and distributed to service providers.)

Dear Service Provider,

[Name of school or group] is holding a workshop with young people on [date] at [time] at [place]. The purpose of the workshop is to discuss marriage, conception and contraception with adolescents. At the workshop the "Preparing for Marriage" video will be shown, and participants will have discussions and do activities to learn about marriage, conception and contraception. The video and facilitators' guide were developed by people who have expertise working with young people.

As a respected member of this community, we ask that you lend your support to the workshop, and promote reproductive health services for adolescents. Also, we hope that you will be available after the workshop if any of the adolescents or their parents have questions.

As you know, we want our adolescents to be able to make informed decisions about their reproductive health, but they often feel unable to ask sensitive questions of their families and friends. We ask that you make your clinic a place where adolescents can go to ask any questions or get advice on health. We suggest the following actions to attract adolescents to your clinic:

- Find out about adolescents in your community by talking to them about their health needs.
- Discuss adolescent issues with community members, religious leaders, community leaders, and politicians to help them understand the need for teaching young people about reproductive health (puberty, conception, sexually transmitted infections, including HIV). Their support is essential for promoting adolescent reproductive health services at health centers, in schools, and in homes.
- Provide information in your clinic. Have available the "Know Yourself" Question & Answer booklets. Use the "Know Yourself" videos and facilitators' guides to hold a workshop.
- Ensure that all staff in your clinic are trained in counseling skills and are sensitive to adolescent issues.
- Keep adolescent counseling sessions confidential to encourage them to trust service providers and to return for follow-up visits. Keep adolescents' records separate and confidential.
- Offer adolescent services at the adolescents' preferred times – afternoon, after school, or in the evening, when few adults are present.
- Develop a workable space, and if possible offer a separate space at the clinic for adolescents.
- Provide recreation/entertainment at the health center. This will attract adolescents to the health center and help get them into services.

If you have any questions about the upcoming workshop or the materials that will be used (video, booklets, etc.), please contact [name] at [telephone/address]. Thank you for your interest and support.

Sincerely,
[Administrator]

Facilitated Session with Adults

The purpose of the following activities is to help adults understand the need for talking with adolescents about reproductive health, marriage, conception, and family planning. The discussions may be conducted with adults in single-sex small groups, in single-sex pairs, in couples, or in mixed-sex groups. Facilitators should decide how to coordinate the activity so that the adults feel most comfortable participating. At first, adults may be resistant to the discussion or shy to talk about these personal topics. As much as possible, facilitators should encourage the adults to be honest about their own experiences and ideas, and not to feel that they must defend themselves.

Start the session with an icebreaker to put the adults at ease and help them get to know each other. Before presenting the video and booklets, facilitators may wish to ask the adults to think about their answers to the following questions:

- Where/how did you first learn about issues of personal hygiene?
- When you were an adolescent, what did you know about the opposite sex?
- Where/how did you first learn what menstruation was?
- Where/how did you first learn what a wet dream was?
- How did you feel when you yourself went through puberty?
- What did you need to know about the opposite sex?
- Where/how did you first learn about sexual intercourse?
- Where/how did you first learn how babies are conceived?
- How did you feel when your marriage was arranged or not arranged?
- How did you feel on your wedding night?
- What and where did you first learn about family planning?
- What and where did you first learn about HIV/AIDS?
- What and where did you first learn about sexually transmitted infections (STIs)?

Now, in groups or in pairs, ask adults to compare their answers with their partner's and those of other group members.

- Were your information sources similar or different from those of others in your group or your partner's?
- Did you have all the information you needed during adolescence?
- What did your peers tell you? Was it true?
- What topics were your own parents willing to talk about with you? Were there topics that your own parents were unwilling to discuss with you?
- Do you remember having any questions that went unanswered?
- Why is it so difficult for people to talk about some of these topics?
- If you learned myths or things that you found out later weren't true, how did that make you feel?

Facilitated Session with Adults (continued)

Reassure the parents that talking with kids about sex can be difficult, but it's a necessary part of being a parent. Parents want their children to have the best, to be prepared for their future, and to succeed.

Facilitators may wish to show the adults the video(s) that will be shown to young people, and lead the adults in some of the discussions and activities for the video(s).

Present the Question & Answer booklets to parents and encourage them to look through them and to talk with their children about them. They may find it easier to talk with their children about puberty, conception, family planning, HIV/AIDS, and STIs if they have something to read together.

Let the adults know where they can get more information about these topics and about talking with their children (health centers, etc.).

Share the "Tips to Parents for Talking with Adolescents" with the adults. Facilitators may wish to lead the adults in a role play activity similar to the Mini-Drama on page 25 to help them practice methods for talking with adolescents about puberty and sex.

Tips to Parents for Talking with Adolescents

Start early to talk with your adolescents about issues of growing up and becoming an adult such as what happens when they get married and start having children. Tell them the facts about marriage, conception and contraception or share an informational booklet. Experts suggest that by beginning these conversations early, adolescents do not think the topics are awkward, shameful, or embarrassing. Your adolescents will become used to talking with you and seeking your advice.

Be an askable parent. If your adolescent asks a question, she or he is ready to hear the answer – don't put them off and tell them to wait until they are older for an answer. Reward them by telling them that you are glad they asked their questions.

It is okay for parents not to have all the answers. Most parents have not had sexuality training and may not know the correct answers for some of their adolescent's questions. Help your adolescent to find out the information from a health worker or other reliable resource.

Be aware of the question behind the question and reassure your adolescent. The question he asks may be "What's the oldest that a boy ever had his voice break?" but what he really wants to know is, "Am I normal?"

Trust your adolescent. Your adolescents are a resource to your family, and you need to encourage their potential. Trust them, respect them, and treat them like unique, intelligent human beings.

Meet your adolescent's basic needs. If you do not provide for your adolescents, who will provide for them? Do not let your adolescent get tempted by gifts from strangers. Don't continually compare your adolescent to other adolescents. It is very discouraging for an adolescent to hear parents saying: 'Why can't you be like Sharif? He's so clever!' Treat each adolescent as an individual and let each adolescent realize his or her own potential.

Tips to Parents for Talking with Adolescents (continued)

It is okay to be uncomfortable. Many people feel uncomfortable talking about sexual matters. Be careful not to express your discomfort as anger. Your adolescent will not want to come to you again with questions.

Choose some quiet time when you can be alone with your adolescent to talk with him or her. If there are other people listening, your adolescent may not feel comfortable enough to talk honestly with you.

Tell your adolescent about values when you tell them about the facts. Think about your own values and explain your reasons. Telling them "why" you have these values teaches them to think, and helps them learn that although it is normal to have sexual thoughts and feelings, they do not have to act on every impulse.

Don't be excessively strict. You want to protect your adolescent, but if you are unnecessarily harsh your adolescent will not want to talk with you. Talk with your adolescents so that they understand why you restrict them from doing certain things.

Find positive aspects about relationships to talk about with your adolescents. Talking with them about building a loving and trusting relationship can help them decide what kind of relationship they themselves want.

Have concern for your adolescent's interests and emotions, and encourage them to talk with you about what they are doing. Respect their privacy and their judgment, however, and do not force them to tell you everything.

Get to know your adolescent's friends and their parents.

Allow your adolescent to make choices and accept responsibility. Everyone has likes and dislikes. Young people can learn to be responsible and choose what is best for them. Guide their decisions but do not impose. It is hard to choose friends for your adolescent. They do not choose your friends. Let your adolescent be her- or himself.

Tips to Adolescents for Talking with Parents

Observe your parents' moods, and choose a quiet time when they are in a good mood to talk with them.

Show that you are willing to listen and try to understand your parents' point of view.

Introduce your friends to your parents, so that your parents will know who your friends are and will trust your judgment.

Begin a discussion about sexual matters by talking about some adolescent you've heard about, and try to get the parent discussing.

Ask a relative you trust to talk with you and answer your questions.

Talk to your brothers or sisters about how you can support each other in talking with parents.

Appreciate your parents. It is true that they have to provide the basics but do not take them for granted! They also need love and care from you. Give them a "thank you," "sorry," or "please" whenever necessary.

Sources of Activities

- Barca, Michele and Cobb, Kate. Beginning and Endings: Creative Warmups and Closure Activities. HRD Press. Amherst, Massachusetts, 1993. (p. 35, "Hobbies").
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- Hardin, Jerry and Sloan, Dianne. Getting Ready for Marriage Workbook. Nashville, Tennessee, Thomas Nelson Publishers, 1992. (p. 9-10, "Fair Fighting" [Fair Fighting Topsy Turvy]).
- International HIV/AIDS Alliance. 100 ways to energise groups: Games to use in workshops, meetings and the community. International HIV/AIDS Alliance, 2002 (p. 180, "You're ok").
- Peace Corps Life Skills Manual (p VIII-4, "Oh Henry" [Oh, Nurul]; p. VII-3.
- Perspectives on Marriage. Acta Publications, Chicago, Illinois, 1998. [Fair Fighting Topsy-Turvy].
- Facilitated Session with Adults - includes a discussion from Stepping Out, pg. 81
- UNICEF-ESARO. Games & exercises: A manual for facilitators and trainers involved in participatory group events. Nairobi, Communication Section UNICEF-ESARO, 1998 (p. 61, "Values Voting" p. 27, "Celebrities;" p. 179, "Goodbye circle;" p. 180, "Positive strokes".)
- UNICEF Uganda. The teenager's toolkit. Kampala, UNICEF Uganda, 2001, (p. 97, "Tips on talking to parents").
- UNICEF Uganda. Sara regional lifeskills manual. Kampala, UNICEF Uganda (in press) (p. 118, "Barriers & bridges" "What would I do if..?" (p. 61, "Values Voting") (p. 154, "Application for the Post of Parent").

