

# It's My Puberty

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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# 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 first package of the “Know Yourself” series, “It’s My Puberty.” The group discussion or workshop will address the physical and emotional changes that young people undergo in adolescence as they grow from being children into being young adults. Other materials to use in a workshop are the “Know Yourself” booklets and cassettes from the radio magazine series “Jante Chai, Janate Chai,” as well as any other appropriate learning materials you have produced or procured. Other materials in the “Know Yourself” series cover conception, HIV/AIDS and STIs, and marriage and family planning. These packages may also be useful for the adolescents with whom you work.

Puberty is a sensitive topic, 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 59). 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. “Young person” means someone between the ages of 10 and 25. These ages are meant only as general guidelines – you may work with a 13-year-old who is as physically and emotionally mature as an older adolescent; or with a 16-year-old who is still immature and more like a young adolescent.

## Workshops

A longer workshop, of one or two full days will allow the group to do one or 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 one-day workshop schedule (page ix) includes discussion of each topic in the video and several activities from this facilitator's guide. 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 facilitator's guide.

## Using Other “Know Yourself” Materials

The other videos in the “Know Yourself” series can be used in a workshop with adolescents, along with the video and facilitator's guide for “It's My Puberty.” Many adolescents do not fully understand attraction, infatuation, falling in love, or physical relationships and pregnancy, and would benefit from seeing “New Feelings, New Passions.” Older adolescents in particular will benefit from seeing “Preventing Risks to our Future,” and “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 “It's My Puberty” together with the 4-hour schedule for the other video you would like to show. Similarly, if you are planning a two-day workshop and want to use two videos, use the one-day schedule for “It's My Puberty” and the one-day schedule for the other



video. Review the schedules and make adjustments as necessary before the workshop begins. For example, you may only want to do one set of name games and icebreakers at the beginning of the workshop.

**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 (TOF) on the use of this manual, especially if they are not experienced life skills facilitators.

# Icons

The following icons are used in this facilitator's guide:



## **Video** (VCR timecode 00:00-02:38 or VCD Tracks 1 and 2)

The TV icon indicates a video or VCD segment. The timecode 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

If you are using a 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. If you are using a VCD player, select a track to get to a particular section of the VCD. (Note: Timecodes are not necessary when using a VCD player.)



Video Timecodes	VCD Track	Description
00:00		Beginning of video
00:00-01:37	1	1st verse of theme song
01:37-02:38	2	Introduction to adolescent workshop
02:38-05:20	3	Overview of "Physical Changes"
05:20-07:34	4	Menstruation
07:34-09:53	5	Wet Dreams
09:53-10:14	6	Conclusion of "Physical Changes"
10:14-11:35	7	Second verse of theme song
11:35-14:13	8	Emotional Changes
14:13-19:11	9	Family Relationships
19:11-21:19	10	Testimonials about menstruation, wet dreams
21:19-22:40	11	"Know Yourself: Puberty" Q & A booklet
22:40-23:05	12	Conclusion of adolescent workshop
23:05-25:20	13	Third verse of theme song
25:20	14	End of video

# Suggested Schedules

## Workshop (2 days)

The two-day workshop is the preferred schedule to get the most out of the video and activities.

Time (min.)	Activity
<b>DAY 1</b>	
20	Introduction and pretest
20	* Double Letter OR Name Tags
40	* Walking Billboard
10	Hopes and Fears
60	* Childhood, Adolescence, Adulthood
<b>10</b>	<b>Morning break</b>
25	Watch "It's My Puberty" video
10	Review "Physical Changes" video segment
10	Practice first verse of song (optional)
15	Discussion: physical changes, menstruation, wet dreams
45	* His and Hers OR *He Changes, She Changes
<b>30</b>	<b>Lunch break</b>
60	* Growing Up Means...
10	Review "Emotional Changes" video segment
10	Practice second verse of song (optional)
15	Discussion: emotional changes
<b>10</b>	<b>Afternoon break</b>
60	* I've Changed
60	* Sources of Influence
<b>DAY 2</b>	
30	* Basket Game
60	* My Strengths
10	Review final video segment
10	Practice third verse of song (optional)
10	Discussion: family relationships
<b>10</b>	<b>Morning break</b>
90	* Adolescent/Parent Role Plays
40	* People I Admire
60	* What My Family Expects
<b>30</b>	<b>Lunch break</b>
10	Discussion: friends
45	* Good Friends
10	Discussion: peer pressure
30	* Responsibility
5	Discussion: "Puberty" Q & A booklet
<b>10</b>	<b>Afternoon break</b>
15	Discussion: reinforce key messages
10	Practice complete song (optional)
10	Discussion: Hopes & Fears review
20	Conclusion and posttest
20	* Joint Painting

\* denotes an activity

# Workshop (1 day)

Time (min.)	Activity
20	Introduction and pretest
25	* Double Letter OR Name Tags
40	* Basket Game OR Walking Billboard
10	Hopes and Fears
60	* Childhood, Adolescence, Adulthood
<b>10</b>	<b>Morning break</b>
25	Watch "It's My Puberty" video
15	Discussions: physical changes, menstruation, wet dreams
10	Review "Physical Changes" video segment
60	* His and Hers OR He Changes, She Changes OR Growing Up Means...
<b>30</b>	<b>Lunch break</b>
10	Review "Emotional Changes" video segment
15	Discussion: emotional changes
60	* I've Changed OR Sources of Influence OR My Strengths
20	Discussion: family relationships
90	* Adolescent/Parent Role Plays
<b>10</b>	<b>Afternoon break</b>
20	Discussions: friends, peer pressure, "Puberty" Q & A booklet
60	* People I Admire OR What My Family Expects of Me
20	Conclusion and posttest
20	* Joint Painting

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
40	* Double Letter OR Name Tags OR Basket Game OR Walking Billboard
60	* Childhood, Adolescence, Adulthood
<b>10</b>	<b>Break</b>
25	Watch "It's My Puberty" video
15	Discussion: physical changes, menstruation, wet dreams
45	* His and Hers
<b>10</b>	<b>Break</b>
30	Discussions: emotional changes, family relationships, friends, peer pressure, "Puberty" Q & A booklet
10	Conclusion

In a four-hour (half-day) group discussion, facilitators will have time to watch the video and do several 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. If you have more time available, spend more time on the discussions. You probably won't have time for a pretest and posttest evaluation.

## Group discussion (2 hours)

Time (min.)	Activity
10	Introduction
40	* Double Letter OR Name Tag OR Basket Game OR Walking Billboard
25	Watch "It's My Puberty" video
<b>10</b>	<b>Break</b>
40	Discussions: physical changes, menstruation, wet dreams, emotional changes, family relationships, friends, peer pressure, "Puberty" Q & A booklet
10	Conclusion

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. If you have more time available, spend more time on the discussions. You probably won't have time for a pretest and posttest evaluation.

\* 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 can help you plan a dynamic, educational workshop for the time you have and the participants you expect.

Remember that a facilitator helps a group explore ideas and come to conclusions, but does not tell the group what these conclusions are. 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 the “Know Yourself” videos encourage you to use participatory activities to help participants learn about puberty and cope with the issues of growing up. 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 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 menstruation?*

Participant dutifully answers “yes” or “no,” but we still don't have much information.

Better question: *What has your mother told you about menstruation?*

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

## Visuals

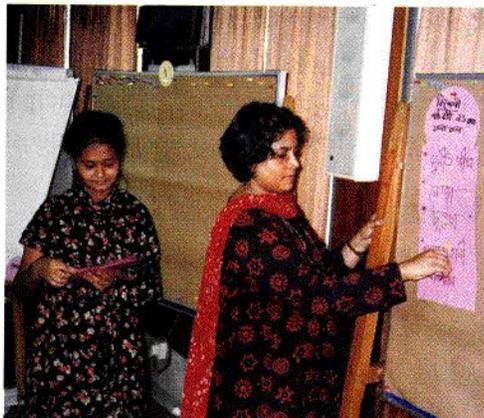
Using a flipchart or blackboard to write ideas the group comes up with helps the group process. By putting these items in writing, they become the “property” of the group – not just “Sanjeeda’s idea” – and group members can refer back to them after the conversation has passed on to another topic. Facilitators 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 cluster 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.

## **Group Work**

Groups can work in pairs, same-sex groups, small groups, buzz 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.
- Buzz groups of two or three gather impressions quickly without leaving the plenary.
- 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. Several activities in this facilitator's guide have suggested adaptations for non-literate groups. These adaptations are described in the "Notes and Variations" sections of the activities. 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 “It's My Puberty” video, booklet, and several of the discussions and exercises in this facilitator's guide use words that may embarrass participants or make them feel awkward at first – words like “menstruation” and “wet dream.” 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! They may feel more comfortable at first using euphemistic or indirect terms, which is fine. Because of the environment in which they live or work, some participants may prefer alternative terms (slang or indirect terms) for the sensitive words that are used in the “It's My Puberty” package. In fact, these slang or indirect terms may be the only terms 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 the slang or indirect terms that the participants use, especially at the beginning of a workshop, to establish rapport. However, 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. Slang terms are often derogatory and may stigmatize. Euphemistic also connote stigma and shame, are often imprecise, and can easily lead to miscommunication.

## **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 audio/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 (see page 15).

## **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. 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 62 and posttest on page 64.)

You can also ask participants to evaluate each activity after it's completed simply 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's very important that you spend some time familiarizing yourself with the materials, discussions, and activities, well before the workshop begins. Be sure you watch the video a few times, 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, your family, or with 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 facilitator's 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.

## **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 a personal 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 participants disagree with each other, facilitators should try to help them work through the disagreement using conflict resolution techniques. Allow both participants to give their points of view and to speak for themselves, and encourage them to find their own solution, which is fair to both points of view.

Participants may be upset by some of the topics in the workshop. They may have doubts about themselves or may feel uncomfortable talking about puberty 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.

A fun activity like "Joint Painting" in this manual can be conducted after the workshop is over, and can help to salve any hurt feelings so that the workshop ends on a positive note.

## Part 2:

# Introduction



## Welcome the Participants

When participants have arrived and are settled, the facilitators should introduce themselves. Tell the participants the purpose of the workshop, how long it will last, and when they can expect breaks to be. Let them know the locations of restrooms and drinking water.

## Pretest (1- and 2-day workshops only)

Make sure each participant has a pen or pencil. Distribute the pretest (page 62) 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 right away.



## Activity: Name Games

It is very important that the participants know each other's names, and that the facilitators know the participants' names. Start with a name game of your choice to learn everyone's name.

- Double Letter
- Name Tags

## DOUBLE LETTER

**Objective:** To learn each others' names

**Time:** 25 minutes

**Materials:** None

### Steps

1. Ask the participants to sit in a circle. Ask each person to think of an adjective that begins with the same sound as the first sound in his or her name. For example: "Magnificent Mohammad," "Caring Kabir," or "Nice Nazra."
2. One facilitator should introduce him- or herself with a "Double Letter" name, then ask the next person in the circle (the second person) to introduce him- or herself.
3. The second person should say the facilitator's "Double Letter," name, then introduce him- or herself with a "Double Letter" name, then ask the next person in the circle (the third person) to introduce him- or herself. For example, "She is Renowned Runa and I am Fantastic Farhad. What is your name?"
4. Keep going around the circle until everyone has introduced themselves with their "Double Letter" name.

## NAME TAGS

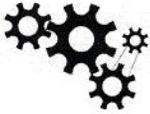
**Objective:** To learn each others' names

**Time:** 15 minutes

**Materials:** Cards, tape or pins, markers

### Steps

1. Ask each participant to write his or her name in large letters on a card, and pin or tape the card to his or her clothing in a visible place. Ask the group to sit in a circle.
2. Give the group five minutes to look around the circle at the other participants and their nametags to learn the names of the other participants.
3. When the five minutes are up, ask everyone to take off his or her nametag and to pass it clockwise around the circle until the facilitator asks the group to stop.
4. Participants are left with nametags that belong to someone else. Give the group ten seconds to stand up, find the correct owner of the nametag, and give the nametag back to its owner.
5. After the time is up, those left with someone else's nametag are chased and caught or put into the center of the group. They are asked to look around and find the person whose nametag they have. (At this point the group may help.)
6. Repeat the activity three or four times until participants have gotten to know a few people they did not know before.



## Activity: Icebreakers

The topic of this workshop, puberty, is very personal. Doing physical activities that require participants to move around and interact with each other will help them feel closer to each other and more willing to talk. Facilitators may choose to do one or both activities.

- Basket Game
- Walking Billboard



# BASKET GAME

**Objective:** To get to know one another

**Time:** 30 minutes

**Materials:** Slip of paper and pen for each participant, one basket

## Steps

1. Give each participant a slip of paper and a pen. Tell the participants to write a fact about themselves on the paper. Be sure to tell the participants that the fact will be made public and that they should feel comfortable making this information public. The facilitators should also participate.
2. Each participant folds his slip of paper and puts it into the basket.
3. Each participant takes one piece of paper and goes around the room to find out who wrote the paper.
4. Once everyone has been matched with the fact they wrote about themselves, they stand in a circle. Each person, in turn, reads out the slip of paper that he or she has and introduces to the group the person who wrote the slip of paper. This way everyone is introduced with a particular quality which can be remembered. When the person is identified, make sure he or she gives his or her name.

## Notes and Variations

If it happens that a person picks his or her own slip of paper, the facilitator should negotiate with another participant to change slips with that person.

# WALKING BILLBOARD

**Objective:** To mingle and share personal information

**Time:** 40 minutes

**Materials:** Flipchart paper, markers, masking tape

## Steps

1. Explain to the group that they have the opportunity to design their own get-acquainted session. Write the following characteristics on flipchart paper:
  - Favorite foods
  - What you can do best
  - Favorite song
  - What makes you happy
  - What makes you sad
  - What you like to do on school holidays
  - Things you don't like
  - Best books recently read
  - Favorite singers/entertainers
  - Favorite films

Ask the group to propose any other questions that they would like to ask other participants (this step should take about 10 minutes).

2. Ask each participant to choose the five items they think are the most useful to learn about each other. Then, the facilitator should call out each of the proposed questions in turn. Participants should hold up their hands to vote for the five they think are the most useful. (about 5 minutes).
3. Facilitator should mark on the flipchart paper the five items receiving the most votes.
4. Provide participants with a sheet of flipchart paper and a marker. Ask each to write his or her name at the top and to list the items down the left side and the answers on the right. They may also choose to draw a picture of themselves (10 minutes).
5. Attach the sheet to each participant's shoulders. Ask them to walk around the room and discuss the items on their paper "billboards." (10 minutes)

## Discussion (5 minutes)

1. What did you find out that you didn't know before?
2. What else would you like to ask your fellow participants?

## 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. If participants use cards for “Hopes and Fears,” you will need to allow more time than if they give their answers aloud. Be sure to introduce the Rules of Card Writing before beginning the activity (page 3).

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 (see page 56).

## 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.

- Childhood, Adolescence, Adulthood

# CHILDHOOD • ADOLESCENCE • ADULTHOOD

**Objective:** To remember the past, think about the present, and envision the future

**Time:** 60 minutes

**Materials:** Paper, pen for each participant

## Steps

1. Give each participant a sheet of paper, divided into three sections (an easy way to divide a page into three is to fold it twice, as for a letter going into an envelope).
2. Ask the participants first to think about what happened to them in the past – things that happened to them or things that they did as young children that have affected their personal development. Next, think about what is happening to them right now, this month or this year that relates to their personal development. Finally think about what might happen to them in the future, within three or four years, that will influence their lives as adults. Tell participants not to share their thoughts out loud (spend about 15 minutes on this step).
3. Ask each participant to draw him- or herself in the past in one area of the paper, him- or herself in the present in another area, and him- or herself in the future in the third area of the page. Facilitators should allow about 10 minutes for the participants to think and to draw themselves.
4. Have the participants return to the plenary, and ask the participants to briefly present their drawings to the group. Each presentation should take no more than one minute (allow 25 minutes for 20 participants).

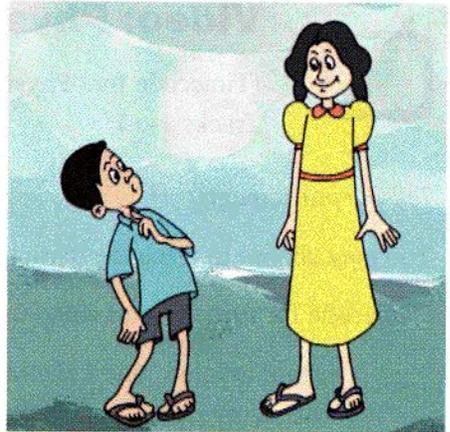
## Discussion (15 minutes)

1. What has changed from your past to your present (what has changed from your childhood to your adolescence)?
2. What will change between now and your future? How will you be different in the future and become the person you want to be?

*Part 3:*

## **Video: It's My Puberty**

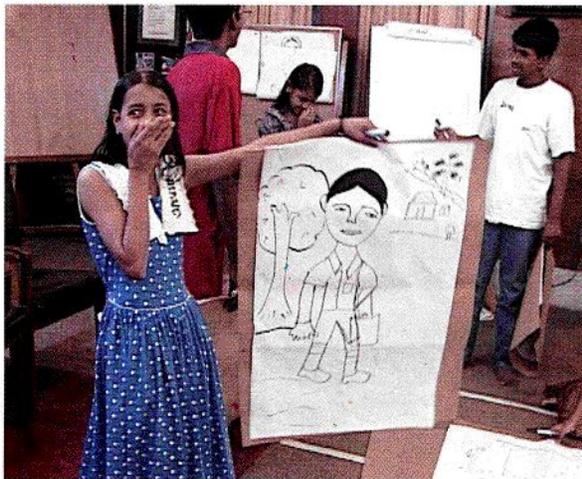
(Time needed to view complete video is 26 minutes.)



*Tell the participants:*

Now we're going to watch a video. The adolescents in this video, like you, came to a workshop to talk about what it's like to be an adolescent.

"Adolescence" is a time of change, from being a child to being a young adult. The adolescents in the video talked about their feelings and experiences, and made up skits about their lives, which we'll watch and discuss.





## Video: Physical Changes

(Timecode for “Physical Changes” video segment, 00:00-10:14 or VCD Tracks 1-6.)

*Tell the participants:*

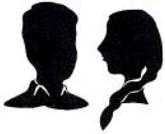
You may choose to teach the participants the first verse of the theme song:

(Timecode for first verse of song, 0:00-01:37 or VCD Track 1.)

I want to know, and I shall know.  
This is my right.  
Why should my body, and my mind,  
Remain unknown to me?  
Time passes. I’m growing up.  
My thoughts spread like a web.  
I seem to be a stranger to myself.  
This is my adolescence.  
I want to know, and I shall know.  
I’ll not shy away in silence.  
I want to know, and I shall know.  
I’ll not shy away in silence.



[English translation: *Physical Changes*]



## Discussion: Physical Changes

*Tell the participants:*

Let's start with the physical changes that were discussed in the video.

If necessary, replay the "Physical Changes" segment of the video before beginning the discussion (timecode 02:38-10:14 or VCD Tracks 3-6). 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 are some of the changes that Imran, Ejaj, and Yasmin talk about?**

Changes for both boys and girls: growth in height, hair development. Girls: breast development, menstruation, modesty scarf. Boys: voice changes, moustache/beard grows, wet dreams.

**2. What is puberty? What is adolescence?**

**Puberty** is the period of first becoming 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 production of semen and sperm 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.





**3. *Are there some other changes that both boys and girls experience during adolescence?***

Participants may mention growing taller, having emotional changes, paying more attention to boys/girls, wanting to spend more time with friends, etc. (see “Puberty” Q & A booklet). Stress that these changes are natural and that they should not feel ashamed about them.

**4. *How are girls and boys different? How are they similar?***

Girls and boys develop differently in puberty. Girls begin to menstruate and their breasts develop. Boys’ voices change and they may begin to have wet dreams. Both boys and girls grow taller during adolescence, and have hair growth.

**5. *Does everyone go through these changes at the same time?***

These changes happen at different times for different people. Whether these changes happen early or late is determined largely by the traits we inherit from our parents (our genes), and nourishment of the body. The range considered “normal” is very broad. For example, some boys may grow more facial hair than others of the same age. Some girls may develop smaller breasts than their friends. These differences are nothing to worry about.

**6. *What is important for adolescents to remember to do during puberty?***

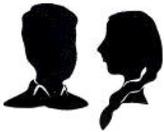
Eat a balanced diet, get enough sleep, bathe regularly, exercise.



## Video: Menstruation

(Timecode for “Menstruation” video segment, 05:20-07:34 or VCD Track 4)

If necessary, replay the “Menstruation” segment of the video before beginning the discussion.



## Discussion: Menstruation

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 menstruation?***

Menstruation is a normal process that happens to girls every month after puberty. The uterus sheds a membrane of blood. See “Puberty” Q & A booklet, page 11.

**2. *How often does menstruation occur? How long does it last?***

Menstruation occurs every 28 days, and lasts four to six days.

**3. *Should girls stay in the house when they are menstruating?***

No. A menstruating female does not need to stay inside all day just because she is menstruating. She can carry on with her everyday activities.

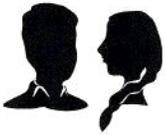
**4. *What is important to do during this time?***

It is important to maintain good hygiene. Use a clean cloth, cotton, or pad to absorb the blood. Change it often.

**5. *Should a menstruating female stay away from male family members?***

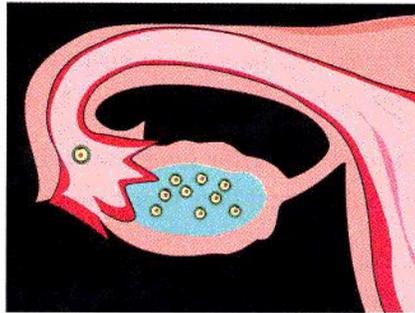
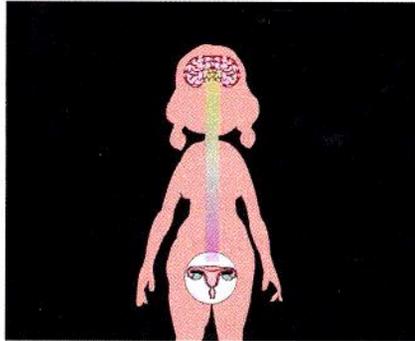
No, she does not need to avoid male family members or anyone else.



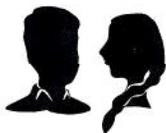


## Discussion: Menstruation (continued)

### Stages of Menstruation



*Hormones in the brain send messages to the genitals, which induce menstruation (top). An ovum (egg) leaves the ovary and enters the fallopian tube (middle). The uterine wall thickens and sheds the egg and the lining (bottom).*



## **Discussion: Menstruation** (continued)

**6. *Should we avoid girls when they have their periods, and stay away from them?***

No! There is no need to shun a girl when she has her period.

**7. *How did the girls in the testimonials feel the first time they had their periods?***

They felt frightened.

**8. *To whom can a girl go for advice when she gets her first period?***

Mother, aunts, older sisters, sisters-in-law, grandmother, health workers, etc.

Present the "Puberty" Q & A booklet, page 11.

**9. *What does it mean if a girl misses her period?***

Many factors may cause missed or irregular periods, such as stress (caused by something like a death in the family), weight loss, or sickness. When a girl first starts menstruating, her menstrual cycle may be irregular. If she has been sexually active, she could be pregnant.

**10. *Why is it important for boys to know about menstruation?***

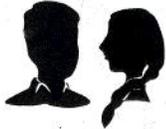
To understand that in adolescence, girls are also going through some physical changes. The changes are a natural process of growing up, but they can make adolescents feel afraid or ashamed. Some boys are frightened of a girl who is menstruating, but there is no reason to be afraid.



## Video: Wet Dreams

(Timecode for “Wet Dreams” video segment, 07:34-09:53 or VCD Track 5.)

If necessary, replay the “Wet Dreams” segment of the video before beginning the following discussion.



## Discussion: Wet Dreams

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 are wet dreams?*

A wet dream occurs when a boy is sleeping and his body releases semen. A wet dream is a normal phenomenon that begins in puberty (see “Puberty” Q & A booklet, page 16).

### 2. *Let’s talk about the scene with Sohel and his brother. What had happened?*

Sohel had found a sticky substance in his trousers.

### 3. *How did Sohel feel?*

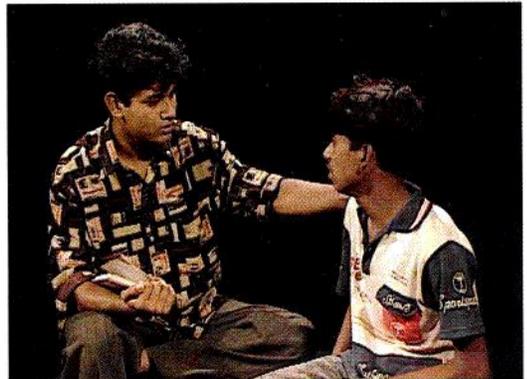
Concerned, afraid.

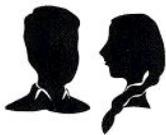
### 4. *How did his brother react?*

His brother was helpful and told him that it was a natural phenomenon.

### 5. *What was Sohel afraid of?*

Sohel was afraid that he would be weakened.





## **Discussion: Wet Dreams** (continued)

**6. *Did his brother tease or rebuke him?***

The brother did not tease Sohel. The brother told him that Sohel had had a wet dream. He told Sohel not to be worried or ashamed.

**7. *What did you think about this communication?***

This was good communication. Sohel's brother told him the truth, and he did not tease Sohel or make him feel embarrassed or ashamed.

**8. *How would you feel about talking with your older brother about wet dreams?***

Participants offer their opinions, there is no correct answer.

**9. *Whom can you ask to talk to about these issues frankly? Where can you get accurate information?***

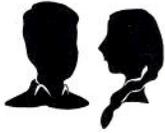
Health professionals and trusted adults. Present the "Puberty" Q & A booklet and have participants look through it. Point out page 16, "Wet Dreams."

**10. *Do all young adolescent boys have wet dreams?***

No, some do not.

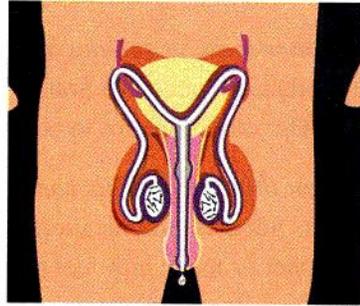
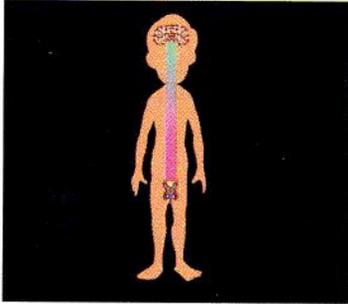
**11. *Why is it important for girls to know about wet dreams?***

So that they will know that boys, like girls, are going through physical changes that can make them afraid or ashamed.



## Discussion: Wet Dreams (continued)

### Stages of Sperm Production



*Hormones in the brain send messages to the genitals (top left), which produce sperm (top right). Sperm are like tiny tadpoles (bottom). Sperm come out of the penis during a wet dream.*



### Activities: Physical Changes

- His and Hers
- Growing Up Means...
- He Changes, She Changes

# HIS AND HERS

**Objective:** To review changes of adolescence

**Time:** 45 minutes

**Materials:** Flipchart paper, pens

## Steps

1. Divide the participants into same-sex groups of approximately 5 people each. Tell the girls' groups to write down all the physical changes they think happen to boys and tell the boys' groups to write down all the physical changes they think happen to girls (spend about 10 minutes on this step).
2. Next, tell the girls' groups to write down all the emotional changes they think happen to boys and tell the boys' groups to write down all the emotional changes they think happen to girls (spend about 5 minutes on this step).
3. Have each group present their papers to the plenary for finalization. Add any that may have been omitted (see suggested responses, below). Allow 15 minutes for this step.

## Discussion (15 minutes)

1. Did the boys know what changes take place in girls during adolescence? Did the girls know what changes take place in boys during adolescence? How did they learn about these differences?
2. Which changes are the most difficult to cope with for boys? For girls?

## Notes and Variations

See "Puberty" Q & A booklet for physical and emotional changes. It may be difficult for the participants to articulate the emotional changes that are happening. These changes include:

*Boys:* sense of "machismo" (trying to prove he is a man), anger and frustration, demand for greater independence, frequent rule breaking, fear of entering adult world, attraction/shyness towards opposite sex.

*Girls:* consciousness of appearance, consciousness of opposite sex, shyness/fear, anger/rebellion, rule breaking, sense of shame due to body development.

If you have time, after Step 2 you may ask the groups to exchange lists (e.g. a boys' group gives their lists to a girls' group and vice versa) and look over the lists in same-sex groups before presenting to the plenary.

Facilitators should capture the group's responses to the Discussion questions on paper, and summarize back to the group.

## GROWING UP MEANS

**Objective:** To examine the changes that growing up involves

**Time:** 60 minutes

**Materials:** 3-5 blank cards for each participant, pens, board, wall, or flipchart

### Steps

1. Give each participant 2 cards and a pen, and ask him or her to write down what growing up means to him or her. If the group is small and there is sufficient time, give each participant 3 or 4 cards each (you should end up with a total of no more than 30 cards to cluster in the next step). Allow 10 minutes for writing cards.
2. Gather the cards and mix them up, then read a few aloud to get a sense of the variety of responses. Some of the cards will be similar, for example, many participants may say that growing up means growing taller. Other cards will be unique, for example, a participant may say that growing up means she has to do more work in her parents' shop.
3. One by one, read each card aloud and with the group's input, attach it to the wall or the board. If two cards are the same or similar, cluster them close together on the wall or board. If a card is unique, put it by itself.
4. Ask the group to determine headings or categories for the groups of cards. Label these categories. Example topics might be: relationships with peers, relationships with parents, body changes, crushes, attraction, etc. Allow 30 minutes for clustering the cards and deciding on headings.
5. The outcome will be that some characteristics will have been mentioned by many participants. Others will be unique. Point out that growing up can mean very different things to different people, and that there are some common experiences – but that all these observations are equally valid.

### Discussion (15 minutes)

1. Do you feel or think differently now that you're an adolescent? How do you feel different? Why?
2. How has your growing up and your new feelings affected your friends, siblings, and parents, if at all? Why?

# HE CHANGES, SHE CHANGES

**Objective:** To describe adolescent growth and development

**Time:** 30 minutes *Preparation Time: 10 minutes*

**Materials:** Copies of Change Chart, flipchart, pens

**Preparation** Write the Change Chart (below) on flipchart paper so that it can be seen by all the participants.

## Steps

1. With the participants in plenary, read the first item on the Change Chart. After you read the item, ask participants to vote on whether that change happens to girls only, happens to boys only, or happens to both boys and girls. Write the number of votes for each in the appropriate column.
2. Read each item aloud and ask participants to vote on each. Spend one to two minutes on each item, as needed.
3. Review the correct answers and discuss any misconceptions participants might have had in filling out the worksheet (5-10 minutes).

## Change Chart

Changes	Girls only	Boys only	Both
Voice gets a lot deeper			
Start menstruation			
Sweat more			
Get acne			
Have wet dreams			
Get more hair on face			
Get pubic hair			
Grow very fast			
Testes start making sperm			
Ovaries start releasing eggs			
Breasts grow larger			



[English translation: *Emotional Changes*]



## **Video: Emotional Changes**

(Timecode for “Emotional Changes” video segment, 10:14-14:13 or VCD Tracks 7 and 8.)

*Tell the participants:*

The emotional changes of puberty can be confusing, frustrating, and thrilling. If necessary, replay the “Emotional Changes” video segment before this discussion.

You may choose to teach the participants the second verse of the theme song:

(Timecode for second verse of song, 10:14-11:35 or VCD Track 7.)

Some new feelings, new passions.  
A strange curiosity and unknown fear.  
Inside me, ups and downs.  
The body I know changes.  
Why can't I concentrate?  
Why this feeling of restlessness?  
With whom can I talk?  
To whom can I listen?  
I want to know, and I shall know  
I'll not shy away in silence. feelings affected your friends, siblings, and



## Discussion: Emotional Changes

(Timecode for *Emotional Changes* video segment, 11:35-14:13 or VCD Track 8.)

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 are some of the changes mentioned in the video?***

Talking to boys/girls, mood swings, activity changes – more emphasis on grooming, time with friends.

**2. *When you were a young child, what did you do with your friends?***

Play with dolls, toys.

**3. *What kinds of activities do you do now with your friends?***

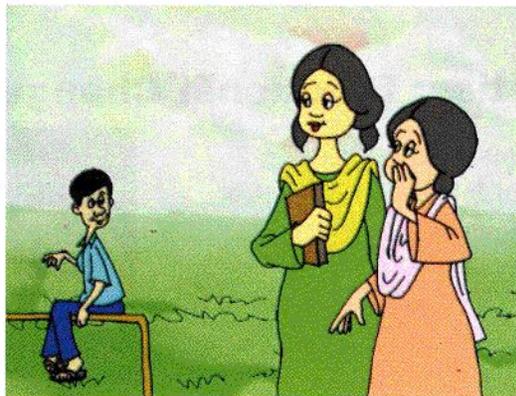
Talk, watch TV and videos, sports, talk on the telephone, etc.

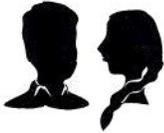
**4. *Why did your activities change?***

Toys/dolls became boring. The adolescent feels restless and can't understand his or her emotions.

**5. *What do your older brothers/sisters/cousins do with their friends?***

Answers will vary depending on the age of the older family members. Answers may be: talk with their friends, talk about boys/girls, watch TV and videos; for older family members who are married: spend time with spouse, tend to children, etc.





## Discussion: Emotional Changes (continued)

6. *Do you think you might like doing those things? Why?*

Answers will vary. Some participants may feel that their older brothers and sisters have more choice and independence than they do. Participants may indicate that they wish to have more independence.

7. *What are some other changes that happen as we get older?*

Participants may give many answers. One example is that grooming is more important – adolescents begin to dress differently, spend more time on their appearance, wear makeup, style their hair, etc.

8. *In the drama, why didn't Fuli want to go to the playground?*

Fuli preferred to stay inside. Her interests are changing as she grows up.

*Tell the participants:*

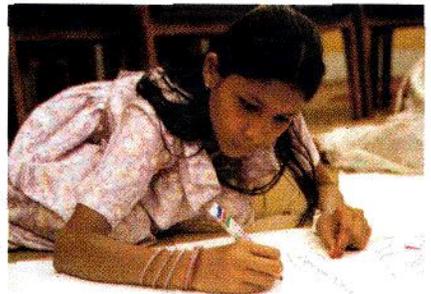
Adolescents experience many psychological and emotional changes. The hormones that cause our bodies to develop physically also affect our emotions and moods. It is normal for an adolescent to feel bursts of energy, laughter, intense friendships, irritability, moodiness, anxiety, and sadness.

In adolescence, boys begin developing into young men and girls begin developing into young women. Their roles within their families and within their communities change. The following activities help the participants learn about how they see themselves and about how they are seen by other people.



## Activities: Emotional Changes

- I've Changed
- Sources of Influence
- My Strengths



# I'VE CHANGED

**Objective:** To see that one's approach to problems has changed

**Time:** 60 minutes      *Preparation Time: 20 minutes*

**Materials:** 20x10cm cards

## Preparation

Write the following situations on oval-shaped cards of different colors. These describe emotional situations for a young child. Feel free to add more situations as appropriate:

1. Getting separated from your parents at the shops
2. Visiting your cousins
3. Stealing fruit from your neighbor's mango tree
4. Disobeying your parents
5. Getting into a fight with your brother/sister
6. Watching a movie late at night without your parents' permission

Now, use rectangle-shaped cards of the same colors to write some "roles" for a few people in each of the above situations. Write each role on a separate card:

1. Shops: child, parents, shopkeeper
2. Visiting cousins: child, parents, cousins, aunt
3. Mango tree: child, neighbor, mother or father
4. Disobeying parents: child, mother, father
5. Fight with brother/sister: child, sister or brother, mother or father
6. Late movie: child, parents

## Steps

1. Have three participants go to the center of the group. Give the group a situation card and give each of the three people one of the role cards for that situation.
2. Tell the group to act out the situation in two ways: first with the "child" acting as a 6-year-old, and second with the person in the "child" role acting as he or she would behave now, as an adolescent. For example, in the first situation of getting separated from your parents at the shops: at the age of 6, the child may begin to cry as soon as he realizes he's away from his parents. The child's parents may become very worried about the child and may cry out to try to find the child. In the second scene, the "child" is now an adolescent. Perhaps now he *wants* to get separated from his parents at the shops! His parents will not worry so much about him, they know he will find them again and they trust him not to get into trouble or break something. Each role play scene (first with the

## I'VE CHANGED (continued)

6-year-old and then with the adolescent) should last no more than 2 minutes, so that each group of three people takes about 4 minutes to perform the two role plays.

3. Ask the participants the discussion questions below after the first role play.
4. Get three different participants to come to the center of the group, and give them a new situation card and the corresponding role cards.
5. Continue until everyone had a chance to play a role.

### **Discussion** *(5 minutes after each role play)*

1. (To the actors) How does your reaction to the situation change, when the child is six and when he or she is an adolescent?
2. What's different now? Why?

### **Notes and Variations**

Think carefully about the assignment of roles. The small groups may want to decide among themselves who will play each role, or the facilitator may assign roles within each situation. It may be interesting and entertaining to have a boy play a mother or a girl play an older brother. Facilitators may add to the list of situations.

## SOURCES OF INFLUENCE

**Objective:** To examine the sources of influence on adolescents

**Time:** 60 minutes

**Materials:** Large paper, markers

*(Large paper may be made by taping together 2 sheets of flipchart paper.)*

### Steps

1. Divide into small groups of 5-7 people and give each group a large piece of paper.
2. Have a volunteer from each group lie on the piece of paper. Have the other group members do a body mapping by tracing the outline of the volunteer's body on the piece of paper.
3. Each group should give its drawing a name and an age. The name on the paper should be a different name from that of the volunteer whose body was outlined. Outlining the volunteer and giving the drawing a name should take about 10 minutes.
4. Ask the participants, "What kinds of clothes do adolescents like to wear?" Tell them to talk about their answers in the small groups, then add clothing to their drawing (T-shirts, baggy pants, sleeveless shirts, shalwar kameez, kurta, scarf or no scarf, etc.). Allow 10 minutes for the groups to "dress" their drawings.
5. Ask the participants, "What kinds of moods do adolescents have? How do they feel about growing up? What do they like to do?" Tell them to talk about their answers in the small groups, then add these things to the drawing. They may choose to add facial expressions, thought or speech bubbles, etc. (10 minutes)
6. Ask the participants, "Who influences behavior most? Where is behavior learned?" Tell the participants to talk about their answers in the small groups, then add these things to the drawing (10 minutes).
7. Return to plenary and have each group present its "adolescent" to the entire group. Each presentation should take no more than 3 minutes. As the small groups present their drawings, the facilitator can highlight the different things that the drawings bring up. Presentation and discussion of the drawings should take about 15 minutes.

### Notes and Variations

This exercise can be done with non-literate groups.

# MY STRENGTHS

**Objective:** To build self-esteem

**Time:** 60 minutes      *Preparation Time: 40 minutes*

**Materials:** Prepared slips of paper, flipchart, basket

## Preparation

The facilitator should prepare slips of paper with four distinct symbols. Make 10 slips of each symbol. Fold the slips in half, and place them in a basket (total of 40 slips). Write the following questions on a flipchart, and write one of the four symbols next to each question:

- What is one thing you do well?
- What is one thing you would like to improve or do better?
- What is one important thing you have done in your life?
- What do your friends really like about you?

## Steps

1. With participants seated in a circle, place the basket of folded slips of paper in the middle of the circle. Put the flipchart with the questions where participants can see it.
2. Ask each individual participant to draw two pieces of paper from the basket. If anyone draws the same symbol twice, let him or her draw a new slip of paper from the basket so that each person has two different symbols. The symbols represent the questions on the flipchart that each person will be asked to answer. Explaining the directions and passing out the slips of paper should take about 15 minutes.
3. Go around the circle and ask each person to read one of the two questions they drew, and answer it aloud. Each person should take no longer than 30 seconds to answer, so the first round of questions and answers should take about 10 minutes. After everyone has gone once, let everyone read and answer his or her second question aloud (10 minutes). If there is time, have all participants answer all four questions.

## Discussion (20 minutes)

1. Was it easy or difficult for you to think of one of your strengths?
2. Was it easier to identify something you would like to improve?
3. How did this make you feel about yourself? Did this make you feel more confident?

## Notes and Variations

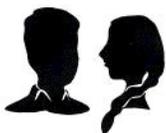
For non-literate groups, the facilitator can ask each participant to hold up the symbol that he or she drew, then the facilitator can read the corresponding question aloud.



## Video: Family Relationships

(Timecode for “Family Relationships” video segment, 14:13-19:11 or VCD Track 9.)

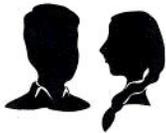
This section looks at family relationships and peer pressure. If necessary, replay the “Family Relationships” video segment before beginning this discussion.



## Discussion: Family Relationships

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. In whom did you confide when you were younger? (To whom were you close when you were younger?)***  
Parents, aunt/uncle, grandparents, siblings.
- 2. In whom do you confide now? (To whom are you close now?)***  
More and more rely on their friends and peers.
- 3. What are some of the conflicts between parents and children that we saw in the video?***
  - Sharmin wanted to wear makeup on special occasions.
  - Kabita talked about her mother and her brother nagging her to study, and said sometimes she feels uncomfortable but her mother doesn't want to listen.
  - One mother talked about her daughter who wants to spend time with friends, but the mother is afraid she won't study.
  - Jaglu and Moti talked about how Jaglu's mother interferes in his activities.



## Discussion: Family Relationships (continued)

**4. How was the conflict between Sharmin and her mother resolved?**

Sharmin's mother told her she could wear makeup when she got older, and she kept her promise; now that Sharmin is older she's permitted to wear makeup at ceremonies.

**5. How might the other conflicts be resolved?**

Let participants offer their solutions. Encourage them to be fair to both the young people and their parents. The facilitators should encourage the idea that communication with parents is very important.

**6. What did you think about the parents in the video? What did the parents say was wrong with adolescents?**

The parents said that boys and girls don't obey, they should confide in their parents like they confide in their friends.

**7. How do you feel about the parents' attitudes towards their children?**

Answers will vary, there is no correct answer.

**8. How do you feel about talking with your parents?**

There is no correct answer. See how participants feel.

**9. Do you feel you can talk to them about personal things?**

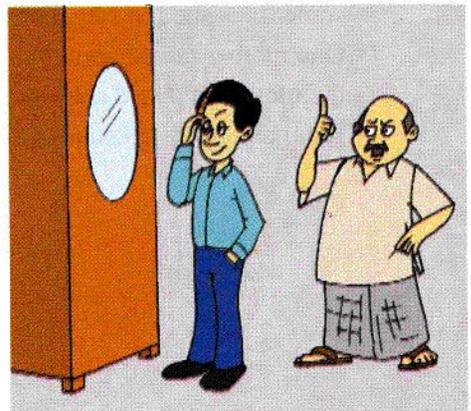
There is no correct answer. See how participants feel.

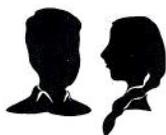
**10. Do you have more independence now from your parents than you did when you were younger?**

Most participants will answer yes.

**11. Do your older siblings have more independence from your parents?**

Most participants will answer yes.





## **Discussion: Family Relationships** (continued)

**12. *What kinds of things do you and your parents agree about?***

Participants tell some anecdotes. Keep these on a list for the upcoming role play activity (page 41).

**13. *What kinds of things do you and your parents disagree about?***

Participants tell some anecdotes about disagreements with parents. Develop a list of disagreements – for example, coming home later than your parents expect you, forgetting to do your chores, spending time with someone your parents told you not to see, wearing make-up or clothing your parents don't want you to wear, listening to music your parents don't like, etc. See that there are common topics that families disagree about. Keep this list for the role play activity.

**14. *Why do you think your parents sometimes disagree with you?***

Try to elicit parents' perspective and adolescents' perspective for each issue. Look for similarities between the perspectives.

**15. *How have you worked through these disagreements?***

Facilitator should highlight techniques that worked for each issue. Emphasize good communication skills for dealing with parents, accepting responsibility, and gaining more independence.

**16. *Let's talk about the scenes with Bappi and Kabita and their mothers. What had happened to Bappi and to Kabita?***

They had found blood in their trousers. They had begun menstruation.

**17. *How did Bappi's mother react when Bappi asked her about the blood in her trousers?***

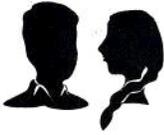
Bappi's mother was uncomfortable and was impatient with Bappi when she tried to talk with her.

**18. *What did you think about that interaction?***

This was poor communication – her mother didn't give her useful information, was a poor listener, and was impatient. Maybe the mother felt uncomfortable.

**19. *How did Kabita's mother react when Kabita asked her?***

Kabita's mother reassured her and gave her correct information about menstruation.



## Discussion: Family Relationships (continued)

### 20. What was different in the second scene?

This was good communication – the mother gave Kabita useful information and emotional support.

*Tell the participants:*

Sometimes parents are easier to talk to than other times, especially when it's something sensitive – like adolescent issues. Some parents feel that they lack the knowledge and skills they need to discuss these issues, especially if their own parents never talked about such things with them.

Facilitators may distribute copies of the “Tips to Adolescents for Talking with Parents,” page 73.



## Activities: Family Relationships

- Adolescent/Parent Role Plays
- People I Admire
- What My Family Expects of Me



## ADOLESCENT/PARENT ROLE PLAYS

**Objective:** To examine parent/child relationships

**Time:** 90 minutes (*Groups of less than 20 participants will need less time*)

**Materials:** List of teen/parent disagreements generated during discussion

### Steps

1. Divide the plenary into pairs. Assign each pair of participants an adolescent/parent disagreement from the following list (or assign each a situation from the list of disagreements that were developed in the discussion on page 39). Some groups may get the same situation (this step should take about 10 minutes):
  - Your parents told you to come home by 7pm from your friend's house, but you came home at 10pm.
  - Your mother told you to feed your baby sister while she was out visiting the neighbor, but you forgot to do so and the baby fell asleep.
  - Your parents told you not to play with one of the boys in your class but you did. Your older sister saw you and reported it to your parents.
  - Your mother told you not to wear make-up when you visit your friends but you disobeyed and she won't let you go out unless you wipe it off.
  - Your mother doesn't like the music you listen to and wants you to turn it off.
  - Your mother wants you to wake up early in the morning on school holidays but you don't want to.
  - Your father saw you smoking.
  - You skipped class and went to see a film. A neighbor saw you and told your father.
2. One person in each pair should take the role of the adolescent, and one should take the role of a parent. Each person should think about his or her motivation for the situation. Each should make up whatever details are necessary to back up their point of view, but not tell the other person what they are thinking. Each participant should talk with a facilitator before performing the role play to clarify the situation and get the facilitator's suggestions. Give the pairs 5 minutes to think about their roles.
3. Make a role play about the conflict and present it to the group. Each role play should be no more than two minutes long. After each role play, spend about five minutes to go through the discussion questions.

## ADOLESCENT/PARENT ROLE PLAYS (continued)

**Discussion** *(after each role play, spend 5 minutes on the de-roling discussion)*

1. *(For the participants in the role play)* How did you feel during the role play?
2. What helped the adolescent be understood?
3. How could this situation be improved? What could the adolescent and the parent do to understand each other better?

### **Notes and Variations**

It is very important to de-role after each role play! The participants need to be able to explain why their “character” said and did the things that he or she did.

# PEOPLE I ADMIRE

**Objective:** To recognize and think about positive role models

**Time:** 40 minutes

**Materials:** Large sheets of paper, drawing materials

## Steps

1. Ask participants to brainstorm on whom they admire (family, local personalities, media personalities, politicians, etc.). Ask the plenary why these people are admirable. Facilitators should encourage participants to focus on the characteristics of the person that make him or her admirable. For example, one participant may admire a successful businesswoman because she is clever and hardworking, another may admire a star athlete because he is humble and does not give up (allow 5 minutes for this step).
2. Ask each participant to draw a picture of a person they admire and write underneath the picture those values and behaviors that make the person admirable. Non-literate participants could show these values and behaviors in their drawings, rather than writing the words for them (10 minutes).
3. Ask for a few volunteers to share their drawings with the whole group. Ask the plenary what are the most liked qualities. The facilitator should capture these on paper and summarize them for the group at the end of the exercise (10 minutes).
4. Ask the participants to put their drawings on the wall and give participants a chance to look at them (5 minutes).

## Discussion (10 minutes)

1. How did you choose your role models?
2. Are there people you do not want to be like? (negative role models)

## Notes and Variations

Participants may choose role models who do not seem appropriate to adult facilitators (such as young musicians or actors/actresses). Facilitators should not try to make the participants change their role models, but should encourage the participants to think about what characteristics of these people are admirable, and what characteristics the adolescents can try to emulate. The characteristics are more important in this activity than the actual role models! For example, a participant may say she admires a well-known actress. Focus on the characteristics that make this person admirable – she is intelligent, friendly, successful, helpful, healthy, etc.

## WHAT MY FAMILY EXPECTS OF ME

**Objective:** To think about family expectations and how they affect the lives of people, and to think about the best ways of coping with family expectations

**Time:** 60 minutes

**Materials:** None

### Steps

1. Tell the participants that people can send messages many different ways, including with their voice, or by their example. Discuss the difference. For example, maybe there is something that your grandmother has never told you explicitly about how you should behave, but she has sent you an indirect “message.” You feel that you must not question her about her superstitions, and you must comply, even if you do not hold similar beliefs (5 minutes).
2. Choose five of the following characteristics (the facilitators may choose before the exercise starts, or facilitators may present the list to the participants and ask them to vote for five to discuss in the group). (*add others as appropriate*):
  - Education
  - Your friends
  - Your future life
  - Going to work elsewhere
  - Religion
  - Helping with family chores
  - Using alcohol and drugs
  - Making money
  - Respect for elders
  - Getting married
  - You being male or female
  - Physical attraction and love
  - Sibling relationships
  - Physical relationships
3. For each of these five characteristics, ask participants to think about the “messages” that their family (parents, grandparents, older brothers and sisters, etc.) have given them about this characteristic. Literate participants may choose to write some notes about the messages their families have given them on the five characteristics. Allow 10 minutes for participants to think about their families’ messages and, if appropriate, write down notes. Facilitators may choose to break participants into pairs or small groups for this step, but this will take more time.
4. Return to the plenary. Ask two or three volunteers to share their thoughts on their families “messages” on the first characteristic (spend about 5 minutes presenting and discussing the first characteristic). Then ask two or three other volunteers to share their views on the second characteristic (5 minutes), etc. until you have talked about all five characteristics (spend 25-30 minutes total discussing the characteristics).

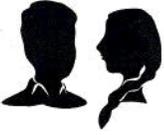
## WHAT MY FAMILY EXPECTS OF ME (continued)

### **Discussion** *(15 minutes)*

1. What does your family think about these issues? How do they communicate their views to you?
2. Do the men in your family give you different messages from the women in your family? On what topics?
3. Do the older relatives give different messages from the younger ones? On what topics? How do you decide what advice to follow?
4. What do you do if you disagree with some of your family's values?

### **Notes and Variations**

The facilitators should add topics as appropriate, to help the participants realize what messages and values they are learning from their family. During the discussion, facilitators should write notes on flipchart paper to summarize the group's discussion at the end.



## Discussion: Friends

Ask participants to think about their closest friends.

**1. How did you meet your friends?**

Answers will vary.

**2. What do you and your friends like to do together?**

Answers will vary.

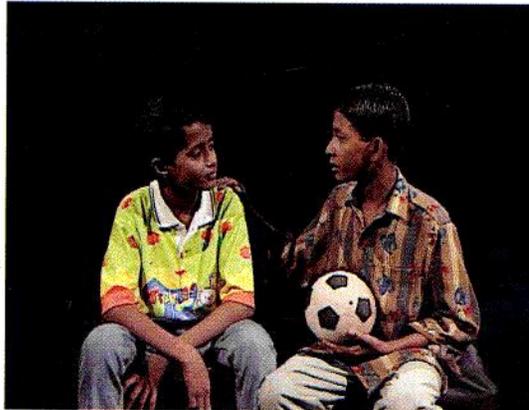
**3. Are you closer to some of your friends than to others? Why?**

Participants' answers will vary, they may say that they are more similar to their closest friends, or see them more often.



## Activity: Friends

- Good Friends



# GOOD FRIENDS

**Objective:** To talk about the characteristics of friendship

**Time:** 45 minutes (Preparation Time: 10 minutes to make signs)

**Materials:** “Agree,” “Disagree,” and “Not Sure” signs

## Preparation

Make three large signs that read or symbolize “Agree,” “Disagree,” and “Not Sure.” Place “Agree” and “Disagree” on opposite sides of the room and place “Not Sure” in the middle.

## Steps

1. Tell the participants that you’re going to read some statements about friendship, and that they will be asked their opinion of each statement. Ask participants to go to the “Agree” symbol if they agree, and to the “Disagree” symbol if they disagree, and to the “Not Sure” symbol if they are not sure. In this exercise, there are no right or wrong answers – only opinions.
2. After everyone has moved to one of the signs, the facilitator should ask the discussion questions, and have three people at each sign respond – with no debates or arguments allowed. Then ask if anyone would like to move to a different sign, based on the reasons that have been given for choosing a particular position. Spend about 3-4 minutes on each statement and discussion questions for it.

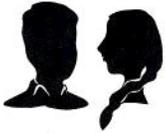
## Discussion

1. (To three participants at the “Agree” sign:) Why do you agree?
2. (To three participants at the “Disagree” sign:) Why do you disagree?
3. (To three participants at the “Not Sure” sign): Why are you not sure?

## GOOD FRIENDS (continued)

### Statements

1. A friend is someone who helps you hide from your parents when you are in trouble.
2. A friend is someone who helps you hide from the police when you are in trouble.
3. A friend is someone who advises you to take other people's property.
4. A friend is someone who will not scold you for smoking.
5. Bullies can be friends
6. Boys and girls can be just good friends.
7. Your friends care more about you than your family.
8. Your friend is ready to die for you.
9. Your parents dislike your friends because they think the friends lead you into mischief.
10. Friends are better than siblings.
11. A friend is someone who helps you cheat in school.
12. A friend is someone who ... *(add other items as appropriate)*



## Discussion: Peer Pressure

*Tell the participants:*

As you enter adolescence you want to spend more time with your friends – your peers. This is normal. Sometimes however, your friends may try to influence you to do things that you don't want to do, or that you think are not right. This is called "peer pressure." It's important for you to think for yourself, and not to do something that you will regret because your friend tells you to do it.

Everyone wants to be accepted in a group, and one way to be accepted is to do what others in the group do. However, if you care too much about being accepted, you may do something that you don't agree with, just because others are doing it. For example, your friends might say that stealing or taking drugs or alcohol makes you more mature or more popular. If you give in to negative peer pressure like this, you may get into trouble or get hurt.

Giving in to negative peer pressure will not earn you respect. If you stand up for yourself and what you believe in, people often respect you more and like you better.

When someone tries to force you to do something you do not think is right, try to refuse. Say "No" clearly, and if necessary leave.

**1. *Has anyone had an experience like this, when you didn't want to do what your friend wanted you to do?***

Participants may feel more comfortable answering this question first in pairs or small groups, then reporting back to the plenary. Facilitators should be ready to give their own examples.

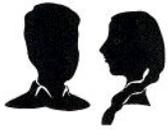
**2. *How can you say no clearly? In your own examples, how could you say no?***

Participants volunteer answers, like: "No thank you," and "No, and I am leaving."

You can also leave, until you've had more time to think about what the other person wants you to do.

**3. *What can you say to leave a situation?***

Participants volunteer answers like, "I am not ready yet," "Maybe we can talk later," "I would like to talk to a friend first," "I have something else to do now."



## Discussion: Peer Pressure (continued)

If you don't want to leave, you can try to put off the other person, or find something else to do on which you both agree. For example, you can say "I don't want to do that now, let's go play ball," or "I'd rather play a game."

### 4. *Has anyone ever done that?*

Participants volunteer anecdotes.

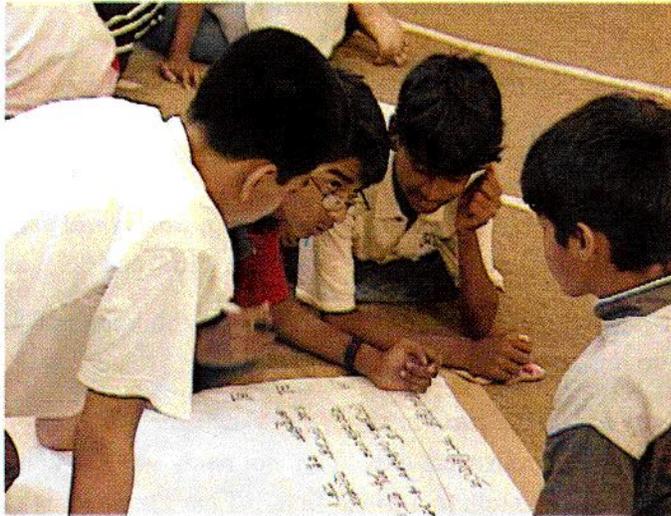
### 5. *Has anyone had an experience where they gave in to peer pressure? What would you do differently if you could do that over again?*

Participants volunteer anecdotes. This may lead to sensitive emotions (like regret or guilt) that the facilitator should be ready to deal with if necessary. Focus on what the participant learned and what he or she would do if the same situation happened again. The facilitator may want to tell an anecdote from his or her own life.



## Activity: Peer Pressure

- Responsibility



# RESPONSIBILITY

**Objective:** To recognize personal control

**Time:** 30 minutes (Preparation Time: 10 minutes to make signs)

**Materials:** “Agree,” “Disagree,” and “Not Sure” signs  
(see page 47, *Good Friends*)

## Steps

1. Place the “Agree” sign at one end of the room, and the “Disagree” sign on the opposite end of the room. Place the “Not Sure” sign somewhere in between.
2. Tell the participants that you’re going to read some statements about responsibility, and that they should determine how they feel about each statement. Ask participants to go to the “Agree” symbol if they agree, to the “Disagree” symbol if they disagree, and to the “Not Sure” symbol if they are not sure. In this exercise, there are no right or wrong answers – only opinions. Read the first statement.
3. Read the first statement. After everyone has moved to one of the signs, go through the discussion questions, and have three people at each sign respond – with no debates or arguments allowed. At any time, a participant is allowed to change his or her mind and move to a different sign. Spend about four minutes on each statement and the discussion questions for it, then go on to the next statement..
4. The facilitator should ask question 4, then summarize the exercise at the end (5 minutes).

## Discussion

1. (To three participants at the “Agree” sign:) Why do you agree?
2. (To three participants at the “Disagree” sign:) Why do you disagree?
3. (To three participants at the “Not Sure” sign): Why are you not sure?
4. (After participants have reacted to all the statements) Do you think you can be responsible for yourself? In what ways?

## RESPONSIBILITY (continued)

### Statements

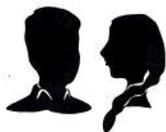
1. I will decide who my friends should be.
2. I will study when I want to for exams, my parents should not nag me to study.
3. I am in charge of my life. Why do my parents worry so much?
4. If all my friends are smoking and offer me a cigarette, I should try it.
5. I can get angry with my parents if I think they demand too much from me (high marks at school, helping with chores at home, helping with little brothers and sisters, etc.).
6. It's my life and I will decide what I want to be when I grow up.



## Video: “Puberty” Q & A Booklet

(Timecode for “Puberty” Q & A booklet video segment, 21:19-22:40 or VCD Track 11.)

This section introduces the “Puberty” Question and Answer booklet. Give each participant a copy of the booklet to take home.



## Discussion: “Puberty” Q & A Booklet

1. *Who has seen the Puberty Question & Answer booklet?*

Answers will vary.

2. *What did you think about it? Which section did you like best? Why?*

Answers will vary.

3. *Have you shared it with anyone?*

Answers will vary.

4. *Do you intend to share it with anyone? Friends? Parents?*

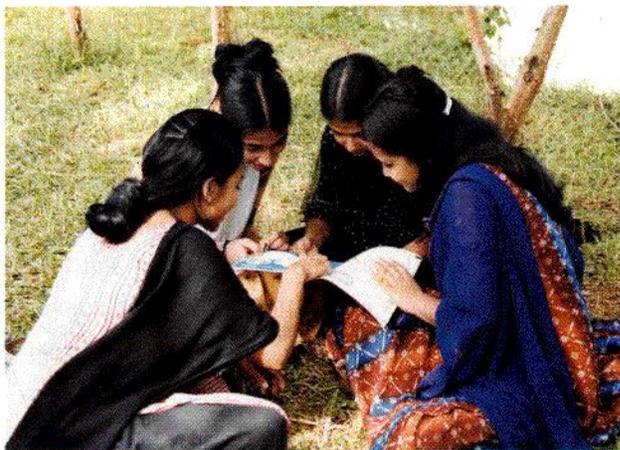
Answers will vary.

5. *What are some of the topics you can find in the booklets?*

Topics include male/female relationships, nutrition, cleanliness, physical and mental growth, teasing, sexual abuse, harassment, menstruation, wet dreams. Facilitators should point out some of the sections in the booklet to the participants.

6. *Has this book helped you in any way? How?*

Answers will vary. Participants may say the book helped ease their concerns about puberty, menstruation, wet dreams, etc.



## Conclusion

In this workshop, we have talked about some of the physical and emotional changes that happen during puberty. 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, 23:05-25:20, VCD Track 13.).

If you choose to, the group may practice all three verses of the video theme song together. The last verse is:

There is no doubt, no confusion.

This is all nature's way, all happens naturally.

What I need is courage and some knowledge.

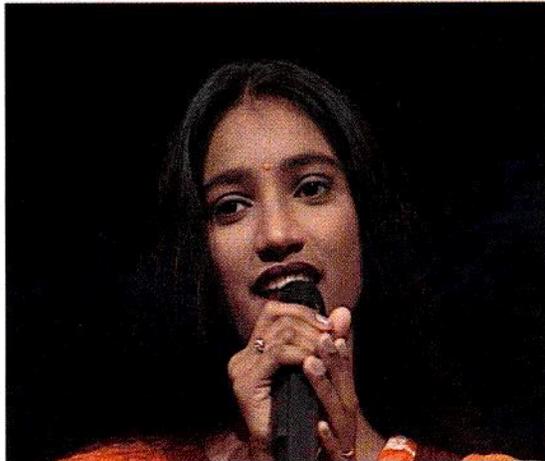
This is a journey of self-discovery.

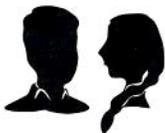
I shall spend my adolescence with determination and discipline.

I want to know, and have known, and I have discovered myself (*repeat once*).

Without anxiety, without worry I'll spend my adolescence.

I want to know, and have known, and I have discovered myself (*repeat twice*).





## Discussion: Key Messages

### 1. *What have you learned during this workshop?*

Participants should talk about the main themes of the workshop: the physical and emotional changes of puberty, menstruation, wet dreams, changing relationships with parents and family members, peer pressure.

### 2. *What is puberty?*

A time of life that begins at around 8 and ends around 15 years of age, depending on a person's body. During puberty a person goes through important physical and emotional changes.

### 3. *What happens during this time?*

Participants should talk about both physical and emotional changes. Stress that these changes are a natural part of growing up, and should not be anything to be ashamed or fearful about.

### 4. *What is menstruation?*

A normal process that happens to girls every month after puberty. The uterus sheds a membrane of blood, this lasts 4-6 days.

### 5. *What is a wet dream?*

A wet dream occurs while a boy is sleeping and his body releases sperm. A wet dream is a normal phenomenon that begins in puberty.

### 6. *What should you do if you have a question about something that's happening to you?*

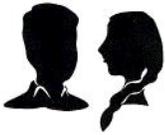
Participants should identify a reliable adult (parent, aunt, uncle, health worker, teacher) or source of reliable information they can consult with any questions; point out that they can also consult the "Puberty" Q & A booklet.

### 7. *How does the video we watched relate to your own experience?*

Answers will vary, participants may say that they feel the same as people in the video, they liked people in the video, they disagreed with people in the video, etc.

### 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 session. 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 15).

### 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 (1- and 2-day workshops only)

Make sure each participant has a pen or pencil. Distribute the posttest (page 64) 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

- Joint Painting



# JOINT PAINTING

**Objective:** To conclude a workshop

**Time:** 20 minutes

**Materials:** Large paper, markers or crayons, music

## Steps

1. Cover a table with the paper, and give each participant a marker or crayon of a different color. Have the participants stand around the table.
2. A facilitator should start and stop the music (either by playing music or by starting and stopping a tape or CD player). Tell the participants that when the music starts, they should begin to draw on the paper. They may draw or write anything they like on the paper, but when the music stops they should stop drawing. It's fine for participants to add on to other participants' drawings.
3. The facilitator should let the music play for 10-30 seconds. As soon as the facilitator stops the music, the participants should immediately stop drawing and move to a new position around the table. When the music begins again, the participants start drawing in their new space.
4. The facilitator stops playing music when the group feels their collective drawing is finished.

## Notes and Variations

For large groups, use several tables covered with paper. Divide the participants into smaller groups and have them stand around the tables during the exercise.



*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.

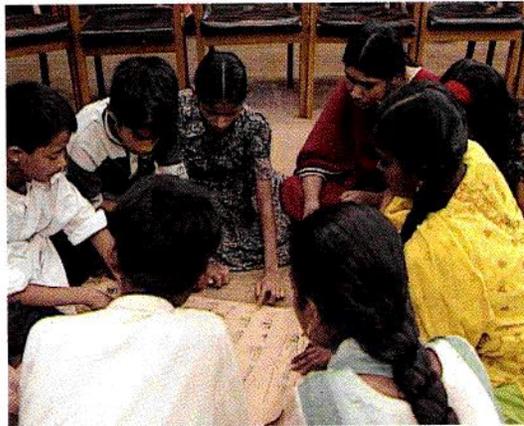
The **Letter to Parents** (page 66) should be modified, photocopied, and distributed to parents of young people before holding a group discussion or workshop. The letter tells parents about the purpose of the workshop and encourages them to allow their child to attend. Similarly, the **Letter to Influential Adults** (page 67) 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 68) 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 puberty and to demonstrate the materials that will be used in the workshop with young people. In the **Facilitated Session with Adults** (page 69), 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 71) gives parents some suggestions for talking with their children about puberty and sex. 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 sex. Parents can discuss their own experiences in talking with their children, and will learn from each other's experiences.

**Tips to Adolescents** (page 73) gives young people some suggestions for talking with their parents. Facilitators might want to introduce the tips during the workshop session on family relationships.



The **Evaluation** pages (pretest, page 62 and posttest, page 64) can be photocopied and distributed to young people in a one- or two-day 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 of a two-day workshop can use the pretests to adjust the workshops to the participants' needs. Questions 2-9 of the pretest help the facilitators get a sense of what the adolescent participants know and don't know. If everyone already knows about one topic, for example, the workshop can spend more time on other topics with which participants are not as familiar. Questions 10-14 help the facilitators know what sources of information the participants have, and Question 15 helps the facilitators know what areas the workshop should 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 2-9 on the pre-test with their answers on the posttest to see what they have learned. Question 12 will help you design the next workshop.

## Pretest for “It’s My Puberty”

*Facilitators should photocopy this page and give it to the participants at the start of a one- or two-day workshop, before watching the video.*

Name: \_\_\_\_\_(optional)

1. Are you:   \_\_\_ Male           \_\_\_ Female
2. Have you had any physical or emotional changes in the last couple of years? What are some of these changes?
  - 1.
  - 2.
  - 3.
  - 4.
3. What do you think menstruation is?
  - 1.
  - 2.
  - 3.
  - 4.
4. What do you think wet dreams are?
  - 1.
  - 2.
  - 3.
  - 4.
5. Have you ever felt that your friends or classmates put pressure on you to do something that you didn’t want to do? What did you do in that situation?

## Pretest (continued)

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

- |  |   |   |
|--|---|---|
| 6. Females who are menstruating should not leave the house.                                  | T | F |
| 7. If a boy has a wet dream he will be weakened.   | T | F |
| 8. A wet dream is a natural phenomenon.  | T | F |
| 9. Females who are menstruating may eat any type of food, there are no dietary restrictions. | T | F |

10. Has your mother or father talked with you about puberty?
11. (*For girls*) Has your mother or father talked with you about menstruation?
12. (*For girls*) Have you talked with anyone else about menstruation? If so, whom?
13. (*For boys*) Has your mother or father talked with you about wet dreams?
14. (*For boys*) Have you talked with anyone else about wet dreams? If so, whom?
15. What questions do you have about puberty?

## Posttest for “It’s My Puberty”

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

Name: \_\_\_\_\_(optional)

1. Are you:   \_\_\_ Male           \_\_\_ Female
2. What are some of the physical and emotional changes that can happen to you during puberty?
  - 1.
  - 2.
  - 3.
  - 4.
3. What do you think menstruation is?
  - 1.
  - 2.
  - 3.
  - 4.
4. What do you think wet dreams are?
  - 1.
  - 2.
  - 3.
  - 4.
5. What can you do if your friends or classmates put pressure on you to do something that you don’t want to do? What are some ways to cope with peer pressure?

## Posttest (continued)

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

- |  |   |   |
|--|---|---|
| 6. Females who are menstruating should not leave the house.                                  | T | F |
| 7. If a boy has a wet dream he will be weakened.   | T | F |
| 8. A wet dream is a natural phenomenon.  | T | F |
| 9. Females who are menstruating may eat any type of food, there are no dietary restrictions. | T | F |
10. (*For girls*) Is there someone you can talk to about menstruation and the changes of puberty? Who?
11. (*For boys*) Is there someone you can talk to about wet dreams and the changes of puberty? Who?
12. There may be another workshop like this in the future. What topics would you like to learn about in a future workshop like this?

## Letter to Parents

*(This page may be photocopied and distributed to parents.)*

Dear Parents,

[Insert name of school or group that is organizing workshop] will be holding a workshop on [date] at [time] at [place] with children. We sincerely hope that your child will be able to attend.

This workshop will address the topic of puberty. The purpose is to help children 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 the body changes during puberty. It also portrays what young people are thinking and some of the problems and situations they are currently experiencing.

Experiences of people and experts working with adolescents have found that it is good for children to learn correct information about puberty, and to talk about puberty with adults. Helping children understand the changes that they are going through and their new responsibilities helps them to keep healthy and to make good decisions. Children 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]. We look forward to seeing your child at the workshop.

Sincerely,

[Administrator]

## Letter to Influential Adults

*(This page may be photocopied and distributed to community leaders.)*

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 children. We sincerely hope that you will be in support of the activity.

This workshop will address the topic of puberty. 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 (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 the body changes during puberty. It also portrays what young people are thinking and some of the problems and situations they are currently experiencing.

Experiences of people and experts working with adolescents have found that it is good for children to learn correct information about puberty, and to talk about puberty with adults. Helping children understand the changes that they are going through and their new responsibilities helps them to keep healthy and to make good decisions. Children 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

*(This page may be photocopied 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 puberty and adolescence with young people. At the workshop the “It’s My Puberty” video will be shown, and participants will have discussions and do activities to learn about puberty and adolescence. The video and facilitator’s 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. Build trust with them.
- 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, etc.). 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 facilitator’s 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 counseling. 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 discussion and activities is to help adults understand the need for talking with adolescents about puberty. 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 a name game and an icebreaker to put the adults at ease and help them get to know each other. Before presenting the “It’s My Puberty” video and “Puberty” Q & A booklets, facilitators may engage adults in a group discussion to help them think about the following issues:

- 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?
- 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?
- Could you talk with your parents about sensitive issues? If not, why not?

Reassure the parents that talking with kids about puberty 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.

Show the adults the “It’s My Puberty” video, and lead the adults in some of the discussions and activities for the video.

## **Facilitated Session with Adults** (continued)

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 and reproductive health 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 (page 70).

Facilitators may wish to lead the adults in a role play activity similar to the Role Play on page 41, to help them practice methods for talking with adolescents about puberty and reproductive health.



## **Tips to Parents for Talking with Adolescents**

Start early to talk with your children about puberty and sex – don't wait for them to reach adolescence or to bring their questions to you. Experts suggest that by beginning these conversations early, children do not think the topics are awkward, shameful, or embarrassing. Your children will become used to talking with you and seeking your advice.

Be an askable parent. If your child 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 children's questions. Help your child to find out the information from a health worker or other reliable resource.

Be aware of the question behind the question and reassure your child. 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 child. Your children 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 children's basic needs. If you do not provide for your children, who will provide for them? Do not let your child get tempted by gifts from strangers.

Don't continually compare your child to other children. It is very discouraging for an adolescent to hear parents saying: 'Why can't you be like Sharif? He's so clever!' Treat each child as an individual and let each child 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 child will not want to come to you again with questions.*

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

Tell your child 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 child, but if you are unnecessarily harsh your child will not want to talk with you. Talk with your children so that they understand why you restrict them from doing certain things.

Find positive aspects of sexuality to talk about with your children. 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 child'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 children's friends and their parents.

Allow your teenage child 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 child. They do not choose your friends. Let your child 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.

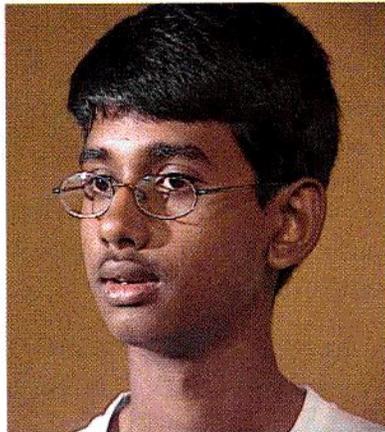
Introduce your friends to your parents, so that your parents will know who your friends are and will trust your judgment.

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

*Many of the activities and some of the discussions in this facilitator's guide were adapted from the following sources:*

- UNICEF-ESARO. Games & exercises: A manual for facilitators and trainers involved in participatory group events. Nairobi, Communication Section UNICEF-ESARO, 1998 (p. 17, "Double letter;" p. 18, "Written names" [Name tags]; p. 19, "The walking billboard"; p. 177, "Joint painting").
- UNICEF Bangladesh. VIPP: Visualization in participatory programmes. Dhaka, UNICEF Bangladesh, 1993 (p. 109, "Past, present & future" [Childhood, adolescence, adulthood]).
- UNICEF Uganda. The teenager's toolkit. Kampala, UNICEF Uganda, 2001, (p. 97, "Tips on talking to parents").
- UNICEF ESARO. Sara regional life skills manual. Nairobi, UNICEF ESARO (in press) (p. 13, "His and hers" [He changes, she changes]; p. 40, "People I admire;" p. 36, "What my family expects of me").
- UNICEF Uganda. Our life, our health, our choice: Life skills in primary school education (Book #5). Kampala, UNICEF Uganda, 1999 (p. 5, "What makes a good friend?" [Good friends]).
- Family Care International. Stepping out. Nairobi, Family Care International/Kenya, 1999 (p. 25, "What are your strengths?" [My strengths]; p. 87, "Talking with adolescents").
- Carl, Greg and Chaiphech, Nonthathorn. Friends tell friends on the street. Bangkok, Red Cross AIDS Research Centre, 2000 (p. A-56, "Teenagers" [Sources of influence]; p. M-22, "Who's in charge?" [Responsibility]).
- Ideosync Media Combine. Growing up. New Delhi (no date) (p. 1-11, "What does growing up mean?" [Growing up means...]; p. 2-23, "I've changed").
- Planned Parenthood Association of Ghana (PPAG), Johns Hopkins University Population Communication Services (JHU/PCS), Academy for Educational Development (AED). Reach out! Accra, PPAG, 1999 (Module 1, Session 1, "He changes, she changes").

