

# New Feelings New Passions

Facilitator's Guide for Video



KNOW  
YOURSELF



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\* denotes an activity

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\* denotes an activity

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Adolescent Reproductive Health Working Group

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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 second package of the "Know Yourself" series, "New Feelings, New Passions." 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 as well as any other appropriate learning materials you have produced or procured. Other materials in the "Know Yourself" series cover puberty, sexually transmitted infections including HIV/AIDS, and marriage and family planning. These packages may also be useful for the adolescents with whom you work.

Conception 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 58). You may want to meet with these people before the group discussion or workshop to talk about the workshop content and structure.

The ideal group for a meeting or workshop has:

- Both boys and girls.
- Minimum of 20 participants and maximum of 25.
- 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

There are four videos with facilitator guides in the "Know Yourself" series. The other videos in the series can be used in a workshop with adolescents, along with the video and facilitator's guide for "New Feelings New Passions." Many adolescents do not fully understand the physical and emotional changes that occur during adolescence and would benefit from seeing "It's My Puberty." Older adolescents in particular will benefit from seeing "Preventing Risks to our Future: HIV/AIDS and other Sexually Transmitted Infections," 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 "New Feelings, New Passions" 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 "New Feelings, New Passions" 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.



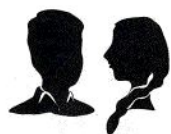
# Icons

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.

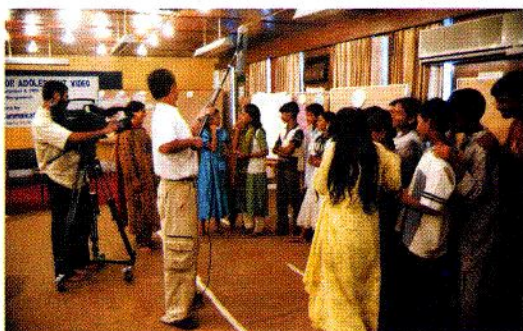


## **Activity**

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

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



Video Timecodes	VCD Track	Description
00:00		Beginning of video
00:00-01:36	1	First verse of theme song
01:36-02:30	2	Introduction to adolescent workshop
02:30-08:50	3	Attraction & Rejection
08:50-10:07	4	Second verse of theme song
10:07-13:23	5	Conception
13:23-17:35	6	Assertiveness & Refusal Adolescent Pregnancy
17:35-20:21	7	Goal Setting
20:21-20:53	8	Conclusion
20:53-23:12	9	Third verse of theme song
23:12		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
DAY 1	10	Introduction and pretest
	30	* Quick Interview OR Mistaken Identities
	30	* Celebrities OR The Mail
	10	Hopes and Fear
	45	* Time Line
	10	<b>Morning break</b>
	25	Watch entire "New Feelings, New Passions" video
	9	Review first segment of video
	10	Practice first verse of song
	15	Discussion: attraction & rejection
	30	<b>Lunch break</b>
	20	Discussions: love, sexuality
	60	* Likes and Dislikes OR What I Want in a Relationship
	10	<b>Afternoon break</b>
	10	Discussion: expressing sexuality
	60	* Attraction/Rejection Mini-dramas
	6	Review middle segment of video
	10	Practice second verse of song
	10	Discussion: conception
DAY 2	15	* The Mail
	30	* Steps in Conception
	12	Review last segment of video
	10	Practice third verse of song
	20	Discussions: why talk about sex?, assertiveness and refusal
	10	<b>Morning break</b>
	60	* Help OR Okay to Say No
	15	Discussion: adolescent pregnancy
	60	* What Would I do If...?
	30	<b>Lunch break</b>
	15	Discussion: goal setting
	15	Discussion: values and roles
	60	* Male and Female, What's the Difference?
	10	<b>Afternoon break</b>
	10	Reinforce key messages
	10	Hopes & Fears
	20	Conclusion and posttest
	30	* Goodbye Circle OR Positive Strokes

\* denotes an activity

## Workshop (1 day)

Time (min.)	Activity
10	Introduction and pretest
30 (max.)	* Quick Interview OR Mistaken Identities OR Celebrities OR The Mail
10	Hopes and Fears
45	* Time Line
<b>10</b>	<b>Morning break</b>
25	Watch entire "New Feelings, New Passions" video
10	Discussion: attraction & rejection
60	* Attraction/Rejection Mini-Drama
25 total	Replay of video segments (as needed)
20	Discussions: love, sexual desire, expressing sexuality
10	Discussion: conception
<b>30</b>	<b>Lunch break</b>
30	* Steps in Conception
15	Discussions: why talk about sex? assertiveness & refusal, adolescent pregnancy
60	* Help OR Okay to Say No OR What Would I Do If...?
<b>10</b>	<b>Afternoon break</b>
10	Discussions: goal setting, values and roles
60	* Male or Female, What's the Difference?
10	Conclusion and posttest
30	* Goodbye Circle OR Positive strokes

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
<b>10</b>	<b>Introduction</b>
30	* Quick Interview OR Mistaken Identities OR The Mail
45	* Time Line
<b>10</b>	<b>Break</b>
25	Watch entire "New Feelings, New Passions" video
45	Discussions: attraction & rejection, love, sexual desire, expressing sexuality, conception
<b>10</b>	<b>Break</b>
30	* Steps in Conception
35	Discussions: why talk about sex?, adolescent pregnancy, assertiveness and refusal, goal setting, values

In a four hour (half-day) group discussion, facilitators will have time to do icebreakers, watch the video, discuss it, and do several activities. If facilitators and participants already know each other well, you could skip the name game and spend more time on the discussions.

## Group discussion (2 hours)

Time (min.)	Activity
<b>10</b>	<b>Introduction</b>
30	* Quick Interview OR Mistaken Identities OR The Mail
25	Watch entire "New Feelings, New Passions" video
<b>10</b>	<b>Break</b>
45	Discussions: attraction & rejection, love, sexual desire, expressing sexuality, conception, why talk about sex? assertiveness and refusal, adolescent pregnancy, goal setting, values

In a two-hour group discussion, the group can do a name game or icebreaker, 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.

\* denotes an activity

# 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 conception 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 a workshop, so that participants can see what they’ve learned and make the workshop space their own by “decorating” it with the results of their activities.

## Writing Cards

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

The **Rules of Card Writing** are:

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



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

## Mini-Dramas

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

The **Rules of Drama** are:

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

Make some cards with a brief form of the Rules of Drama (just the bold words above).

Explain the rules of drama to the participants as you pin the cards in a location that will be visible throughout the workshop.

## Group Work

Groups can work in pairs, same-sex groups, small groups, 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 "New Feelings, New Passions" 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 "conception". It's important for participants to talk about these issues and discuss them, but they may feel uncomfortable using these words.

Facilitators should not immediately force the participants to use these terms, but rather let

the participants get used to using these words and talking about these subjects as the workshop progresses. This may be the first time the participants have ever used these words in a conversation with an adult or in a group! Some participants may prefer alternative terms (slang, euphemistic or indirect terms) for the sensitive words that are used in the "New Feelings, New Passions" package, which is fine. In fact, these terms may be the only ones they know – they may have never heard the "scientific" words used in this package and may not know their meanings. It is much more important for the facilitators to establish a trusting environment with the participants than to force them to use "correct" terminology. Facilitators themselves may choose to use 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. Euphemisms 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 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 Questions 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 61 and posttest on page 63.)

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

## **Be Prepared**

It'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 at least once, and that you understand everything that's mentioned in the materials. If you haven't facilitated an activity before, try it out first with co-workers, 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.

## **Talking about Conception**

Attraction and conception are very sensitive topics, and require the facilitator and participants to talk about sex. Some facilitators may feel that by talking about sex with young people, they are encouraging young people to have sex. Research shows that, on the contrary, talking with adolescents about these topics encourages them to delay sex and to consider abstinence. Facilitators should not assume that participants are or are not having sex. You can tell the participants that since most people eventually have sexual intercourse, it's important to know about these issues.



## 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 by allowing both participants to give their points of view and encouraging participants to find their own solution.

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



# Introduction

## Welcome the Participants

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

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

*Make sure each participant has a pen or pencil to complete the pretest. Distribute the pretest (page 61) to participants. Each participant should complete the pretest by him/herself, without consulting others. Collect the pretest before starting the workshop.*



## Activity: Name Games

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

- Quick Interview
- Mistaken Identities

## QUICK INTERVIEW

**Objective:** To welcome the participants and establish an atmosphere of sharing information

**Time:** 30 minutes

**Materials:** Paper for each participant, a marker for each pair

### Steps

1. Ask the participants to form pairs - regardless of whether their partner is someone they know well or not. If the group is an odd number, join in the exercise yourself.
2. Tell the group that the task is for each member to find out as much as possible about his or her partner - not just their school experience but also their interests, hobbies, likes, and dislikes. Tell them that they have 10 minutes altogether, or 5 minutes each, for their interviews. If participants already know each other well, tell them to find out certain things that they might not already know about their partner.
3. During the interview, each partner should draw something to signify his or her partner and their interests, hobbies, etc.
4. After 5 minutes, ask the participants to switch roles. The one who was interviewed first should now interview his or her partner.
5. Reconvene the group and invite each member to introduce his or her partner, using the drawing that was made. (Set a 30-second deadline per person or restrict the presentations to the three most significant things learnt in the interview. This should take about 15 minutes.)

### Discussion (5 minutes)

1. What new things did you learn about each other?
2. What did you think about the way you were introduced?



## **MISTAKEN IDENTITIES**

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

**Time:** 30 minutes

**Materials:** Cards, markers, and masking tape

### **Preparation:**

Make name tags with large letters for all participants. Use first or familiar names only.

### **Steps**

1. Hand out a nametag to each person. Ask participants to circulate around the room and find the person who matches the nametag they have. (Be sure that participants do not get their own nametags.)
2. Continue until all group members have the correct nametag.

### **Note**

You can prepare formal printed name tags or handwritten name tags which are fastened with masking tape. Whatever you do, make the name of the person large and easy to read from 8 meters.



## **Activity: Icebreakers**

The topic of this workshop is very personal. Doing the following 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.

- Celebrities
- The Mail



## CELEBRITIES

**Objective:** To encourage participation in the group. To meet people and have fun.

**Time:** 30 minutes

**Materials:** Cards, markers and masking tape

### Preparation

Make a list of famous people, one person for each participant. Celebrities might include famous singers, poets, actors/actresses, NGO leaders, politicians, business people, writers, musicians, etc. Write the names on stick-on or pin-on name tags or cards. Keep the celebrities' names hidden from the participants. Names may have a common thread connecting them (e.g. celebrities related to the nature of the group, names starting with the same letter). If you know the participants well, you may decide to match the assignment of celebrity names to individuals who have similar characteristics.

### Steps

1. Fasten a name to each participant's back and encourage them to walk around, asking other people questions about the person whose name is on their back. They can only ask questions which can be answered with "Yes" or "No". No other hints may be given. (This should take no more than 25 minutes.)
2. The exercise continues until all or almost all participants have discovered the identity of their celebrity.

### Discussion (5 minutes)

After most celebrities have been identified, ask the group to discuss the following questions:

1. What questions were most useful?
2. Were non-verbal clues useful?



## THE MAIL

**Objective:** To warm up the group and increase interaction

**Time:** 30 minutes

**Materials:** 1 chair per participant minus one chair

### Steps

1. Ask one participant to start. This person goes to the middle of the room and announces:  
"I have a letter for those who (for example)...are wearing black shoes,...have a moustache,...had a shower today,... live in the countryside,...don't like garlic, etc."
2. The participants who are wearing black shoes, for example, then have get up and change chairs with one another.
3. The person in the middle uses the movement of people to sit on one of the empty chairs.
4. The one who is left without a chair now stands in the middle of the room and delivers another letter.

### Note

This is a good activity to use at any time during the workshop, so that participants get up and stretch between discussions or seated activities. This is also a good activity to use if participants need to be broken up from small groups or energized.

## Hopes and Fears

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

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

Tell participants that we will come back to their hopes and fears at the end of the workshop. Put the flipchart papers on a wall and leave them up during the workshop (see page 55).

## 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.

- Time Line

## TIME LINE

**Objective:** To think about changes in their lifetime

**Time:** 45 minutes (15 minutes to think and draw, 30 minutes for plenary discussion)

**Materials:** Paper, pencils or pens

### Steps

1. Ask the participants to think of all the important events they have experienced in their lives so far. These events may be skills or abilities they have learnt, events that happened to their families or to their towns, etc. For example: being born, learning to walk, learning to talk, starting school, learning to read, birth of siblings, death of family members, moving to different living quarters, etc.
2. Next ask for all the milestones they expect to experience in the future: finish school, become Prime Minister, become a businesswoman, become a train driver, become a pilot, own and run a restaurant, get married, become a parent, etc. The facilitator may want to prepare some significant events that he or she has experienced as examples.
3. Give each participant a sheet of paper and a marker or a pen. Ask them to divide the paper into three parts by folding it as though it is going into an envelope. Ask them to draw a time line showing what they have done in the past on one third of the page, where they are now doing in the middle third, and what they expect to experience on the final third of the page. See the example on page 17.

### Discussion (30 minutes)

1. When do the greatest number of changes occur in a person's life? Why?
2. What have been the three most significant changes for you?
3. How can you prepare effectively for change?



## My Time line

I was born	Learned to talk
Learned to walk	My sister was born
Started school	Learned to read
Learned to ride bicycle	Finished primary school
My family moved	Attend secondary school
Join football team	Win art prize
Graduate from secondary school	I begin university
Start working	Marry
Have children	
I win the Nobel Prize	Retire from work
My 99th birthday!	

*Part 3:*

## **Video: New Feelings, New Passions**

(Time needed to view complete video is 24 minutes.)



*"Attraction"*



*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 growing up and changing 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 will watch and discuss.



### **Video: Attraction & Rejection**

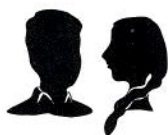
(Timecode for "Attraction & Rejection" video segment, 2:30-8:50 or VCD Track 3)

*Tell the participants:*

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

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

I'm an adolescent boy, I'm an adolescent girl  
In my young mind, I feel a new thrill.  
In my young mind, in my young body – what trembling I feel.  
I'm floating, I'm drowning in deep thoughts.  
I don't know. I don't understand. Is it my desire?  
In your touch, what magic! Why is the heart restless?  
Why do two souls attract, and a body desires a body?

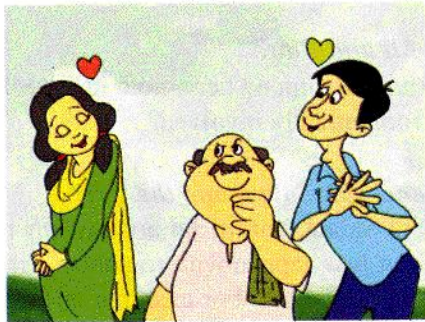


## Discussion: Attraction & Rejection

If necessary, replay the Attraction and Rejection segment of the video before beginning the discussion (timecode 02:30-08:50 or VCD Track 3). 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 the facilitator plans to do the mini-drama activity on page 29, paper and pen will be needed during this discussion. Ask the participants the following questions:

- 1. What is your reaction to the segment of the video on attraction? How did it compare with your own experience?*

Get different points of view, both similar and different experiences.





**2. *What makes a person attractive?***

Participants may first offer physical characteristics – the person is good-looking, has a nice smile, etc. Probe for qualities of personality (not just physical characteristics).

**3. *How does personality affect how attractive someone is?***

Encourage participants to realize that personality is a very important part of what makes someone attractive. Some examples include how one talks, listens, smiles, engages in discussions, is friendly, pleasant, etc.

**4. *What did you think about the mini-drama “Thinking of Rubel”?***

Encourage participants to answer and give their thoughts.

**5. *What is the difference between friendship and romance?***

Participants’ answers will vary, encourage them to discuss their views. People who are friends enjoy being together and respect each other. People who are romantically involved also enjoy being together and respect each other, but they may experience a more intense emotional and physical attraction than people who are friends.

**6. *Can adolescent boys and girls be friends?***

Participants’ answers will vary, encourage them to discuss their views.

**7. *What was happening with Ali and Rita?***

Ali was attracted to Rita and slipped her a note in a book. Rita wanted to continue to be friends, but not romantically involved.

**8. *What happened in the scene with Salam and the girl?***

The girl was attracted to Salam, but he did not pay any attention to her. He rejected her. “Rejection” does not just happen with romance! Probably everyone has experienced some kind of rejection. For example, maybe a friend lets you down, or you don’t receive something that you think you deserve.

**9. *Have you ever been rejected? Have you ever wanted to be close friends with someone who didn’t want a special relationship with you? How did you feel?***

Encourage participants to share their feelings. Recognize this may be difficult for some and you might want to provide some examples. Examples include: Perhaps you wanted to invite a close friend to visit you but they chose instead to go to someone else’s house. You found out you were not invited to a friend’s party.

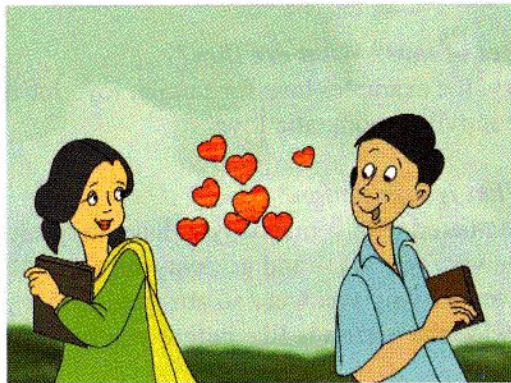
**10. How does rejection make you feel?**

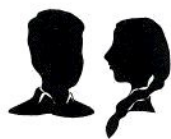
Heartbroken, disappointed, unsure of yourself.

**11. How did you get over it?**

If participants are struggling to come up with ideas of how they coped with the rejection, some prompting might be needed. Examples include: How did you feel a month later? How did you feel a year later? - "Time heals all wounds." What happened after that? Perhaps a better opportunity arose, etc.

*Facilitators may need to diffuse emotions after this discussion. Some participants may need to be counseled individually. Consider playing a game such as Positive Strokes (page 57). Focus on making this activity fun and upbeat and use only positive comments.*





## Discussion: Love

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 does “love” mean to you?**

Participants answers will vary. There is no right or wrong answer here, the goal is to get participants thinking about what “love” means. The facilitator may choose to list on a flipchart the characteristics that participants suggest.

**2. In the video, what does Bilkis say about what love means to her?**

Bilkis says love means she’s attracted to a boy, and is fond of everything about him.

**3. Do you agree with Bilkis?**

Answers will vary.

**4. Do you know people who are in love?**

Answers will vary, participants may mention celebrities, friends, relatives, etc.

**5. Are there different types of love? What are they?**

Answers will vary, for example: love for family, love for friends, religion, love (enthusiasm) for activities, romantic love.

**6. What is attraction? What is infatuation?**

When you are infatuated with someone, you have very strong feelings for someone that may come on very quickly – and go away very quickly! After a few days or a week, you may wonder why you were so attracted to that person. You have fallen for your idea of what the person is like before you know the person.

**7. Can a person be in love with someone they don’t know?**

A person may have a crush on someone they don’t know, but it probably isn’t mature love.

**8. Can a person be in love with a celebrity whom they don’t know personally?**

You may think you “know” and love a celebrity, because you hear so much about the person. But is it really love?



**9. *When people in movies fall in love, what do they do? Is this realistic?***

Participants will talk about popular movies or TV shows. Help them to analyze critically what they have seen. Are the characters' families involved?

Here is another set of questions which have no definite answers, but which may help the facilitator generate discussion.

**1. *Do you believe in love at first sight? Why?***

**2. *Can a person be in love with more than one person?***

**3. *Can a person be in love with someone who is not also in love with them? Can love be "one-way"?***

**4. *How do you know when you love someone?***

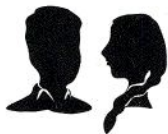
**5. *How do you know when someone loves you?***

**6. *What characteristics do movie characters like about each other?***

**7. *When you love someone, do you also have sexual desire for the person?***

***Tell the participants:***

One can be in love – it's natural. Love also means responsibilities towards the loved one and towards oneself – for example, no sex before marriage, avoiding putting the loved one in difficult positions, continuing with studies, learning to control emotions, etc.



## Discussion: Sexuality

*Tell the participants:*

As a person reaches adolescence, it is normal to develop a desire for sexual contact. Although the body may feel like having sex, a young person is not mature enough to have sex and to deal with the possible consequences, like pregnancy and sexually transmitted infections [STIs]. Having sex as a young person may also cause emotional stress – because, for example, one fears being found out, neglects studies, worries about being a good lover, etc.

Sexual desire is like energy. If you do other physical activities – like sports or dancing – your mind and body will be tired and the desire for sex may decrease.



## Activities: Love and Sexuality

- Likes and Dislikes
- What I Want in a Relationship

## LIKES AND DISLIKES

**Objective:** To identify and set priorities about likes and dislikes in the opposite sex

**Time:** 60 minutes

**Materials:** Large sheets of paper, markers

### Steps

1. Divide participants into same sex groups and ask them to do the following:

- Brainstorm 2 lists: a) things you really like in a person of the opposite sex and b) things you really dislike
- Focus on behaviors or physical characteristics that can be changed rather than traits that people are born with such as the shape of the nose.
- For dislikes, think about what discourages you from meeting or spending time with a person of the opposite sex.
- For likes, think about what makes you enjoy talking or being with people of the opposite sex.
- What do your parents and society say are important characteristics?

(This step will probably take about 20 minutes)

2. Bring the groups back together to share results. Go over the rules for reporting:

- When the girls report, the boys are not allowed to argue or make comments. They can, however, ask questions if they do not know what something means.
- When the girls finish, the boys must restate the major points the girls made about likes and dislikes.
- After restating, the boys can comment on what the girls have said, using "I statements."
- The boys then report with the same rules applying.

(Each group will have 10 minutes to make their presentation and listen to remarks. This step will take a total of 20 minutes.)

3. Encourage participants to listen to one another rather than argue. Point out that people rarely have the opportunity to hear from the other sex about things they like or dislike.



## LIKES AND DISLIKES (Continued)

### **Discussion** *(20 minutes)*

1. What did each group learn that surprised them about what the other group said they like and dislike? What did each group learn that made them feel especially good?
2. What different things do you think you would put on your list if you were 10 years older and working with colleagues of the other sex?
3. Could you talk about your preferences with your family?

### **Notes and Variations**

This activity helps participants examine what they think is important in a person of the opposite sex – not necessarily a romantic relationship, but just a friendship. It also helps participants see what is really important to the opposite sex. The facilitator should try to elicit comments from the participants and stress during the discussion that physical characteristics that can't be changed are less important to the opposite sex than characteristics of personality and outlook.

## WHAT I WANT IN A RELATIONSHIP

**Objective:** To examine what qualities are important in a relationship

**Time:** 60 minutes

**Materials:** Paper, pens

### Steps

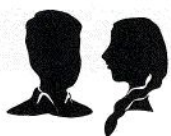
1. Break up into same sex pairs.
2. Each pair should list five qualities that they would like to have in a relationship. What would their ideal relationship be like? Encourage them to list exactly what they most want in a relationship with a husband or wife, girlfriend or boyfriend, friend who is a girl, friend who is a boy. Examples include respect, honesty, trust, etc. (15 minutes)
3. In the large group, ask participants to share their ideas about the qualities of an ideal relationship. (15 minutes)

### Discussion (30 minutes)

1. Are any of the members of the group currently in a relationship? Does this relationship fulfill the requirements of their ideal relationship? (It is not necessary for the group to actually answer these questions. This is just "food for thought.")
2. What are the most important qualities you mentioned? Which are less important?

### Notes and Variations

Encourage the participants to think about relationships objectively. It is easy for a young person to get "starry-eyed" and think about the qualities of an ideal partner (handsome, funny, smart, etc.), rather than the quality of the relationship (one of honesty, trust, etc.). Often, especially for girls, the very idea of having personal needs, and certainly, of having these needs met within a personal relationship, is a new concept. Encourage participants to think about what's important to them and to discuss these desires with their family members.



## Discussion: Expressing Sexuality

In the following discussion guide, 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 ways that we express our sexuality – our maleness/masculinity or our femaleness/femininity?***

Participants generate a list of ways, record these on a board or flipchart. Examples are: the way we dress, the language we use, physical features, etc.

**2. *What are some ways that we express our feelings for someone we like – not necessarily someone we're attracted to, but someone (male or female) that we like?***

Participants generate ways of expressing their feelings, these may then be recorded on paper. Examples are: spending time with the person, learning about the person, complimenting the person, being very respectful of the person, trying to understand the person, etc.

**3. *When you are attracted to someone, or two people are attracted to each other, what happens?***

Participants give examples or scenarios from their own experience or what they've observed.

**4. *What are appropriate ways of showing affection?***

Answers will vary.

**5. *Is sexual intercourse necessary?***

Sexual intercourse is not the only way of expressing our sexuality. Having sex does not “make” you a man or a woman. Instead, a variety of physical and emotional components express your sexuality – for example, the way you dress, walk, talk, etc.



## Activity: Expressing Sexuality

- Attraction & Rejection Mini-Drama



## ATTRACTION AND REJECTION MINI-DRAMA

**Objective:** To learn about reacting to attraction and rejection

**Time:** 60 minutes

**Materials:** Flipchart paper and marker

### Steps

1. Ask the plenary to brainstorm on what we do when we are near people to whom we are attracted, and write these down on flipchart paper.
2. Refer back to the discussion of rejection. Ask the plenary to brainstorm on situations when one is rejected. Record these on flipchart paper.
3. Divide the group into pairs, preferably male/female pairs.
4. Have each pair practice a situation where one is attracted to another person, rejected by another person, or first attracted and then rejected by another person using some of the examples they came up with in plenary. If necessary, assign to the participants who is attracted to whom, so that the participants will not feel embarrassed. Tell them that mini-dramas should not exceed a minute in length.
5. After 15 minutes, bring the participants back and have them act out their mini-dramas for the group.

### Discussion

1. How did the people who were attracted feel? How did the people who were the objects of attraction feel?
2. How did the "rejecters" feel? How did the "rejected" feel?
3. What are some good ways to deal with rejection?
4. How is rejection different from disappointment?

### Situations

Be sure that there are several scenes of attraction and several of rejection. Example situations:

- Sundeepa is attracted to Mostafa, who works at his parent's vegetable stand. Mostafa has never noticed Sundeepa.
- Shahidul is attracted to his friend Hasan's younger sister so he brings her novels to read and sweets from the sweet shop.
- Yasmin is attracted to a boy who lives next door to her family's house.

## **ATTRACTION AND REJECTION MINI-DRAMA (continued)**

- Saleha is attracted to her sister's classmate Anil. He treats her like a child.
- You discover that your brother works with a classmate to whom you are attracted.
- A new boy/girl has come to your school. The teacher has asked you to get him/her oriented. You feel very attracted to him/her.
- You pass a note to someone and don't get an answer back.
- You ask a girl/boy you like to an outing with friends but you are snubbed.
- Alif is attracted to his distant cousin Moyna, but is only able to see her a few times a year at family occasions.



[Conception]



## Video: Conception

(Timecode for “Conception” video segment, 08:50-13:23, VCD Tracks 4 & 5)

*Tell the participants:*

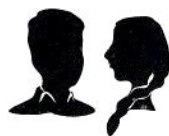
Let's learn the second verse of the theme song:

(Timecode for second verse of song, 08:50-10:07, VCD Track 4)

In an unknown attraction, two bodies come closer.  
Ignorance, carelessness and impatience.  
The girl suddenly awakes from her infatuation.  
And a new life stirs within her body.  
She feels ashamed, frightened and doesn't know what to do.  
I'm a boy. I'm a girl. In my young mind.  
In my young mind, in my young body – what trembling I feel.

*In the following discussion guide, 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.*





## Discussion: Conception

### 1. How is a child conceived?

Be sure every participant understands conception. After a girl has begun to menstruate, every month one ovum matures. These very tiny ova come from the ovaries to the fallopian tubes midway between two menstrual cycles. During this phase, if sperm from the male reach an ovum through the vagina, fertilization may take place and a fetus will be formed. After a few days this fetus reaches the uterus and gets embedded in its internal, blood-rich wall, and gradually grows into a baby.

### 2. What did you think about the two girls who talked with their mothers about conception?

The first mother said she would not be angry, but then brushed her daughter aside and didn't answer her question. The second mother answered her daughter's question thoroughly and encouraged the girl to ask her any other questions. See "Tips to Adolescents," page 72.

### 3. At what age is it safe for men and women to conceive children?

Let participants respond, and encourage them to think about both parents' physical and emotional maturity. A woman's body is not mature enough for pregnancy and childbirth until the age of 20, and she may not be emotionally and psychologically mature to support and care for the child until even later. The legal age for a woman to marry is 18. The legal age for men to marry is 21.

Although a young adolescent boy may be physically capable of getting a woman pregnant, he isn't ready to become a father until he is emotionally and psychologically mature, and is able to support and care for the child and the mother.

### 4. What are some ways to talk with parents or relatives about conception?

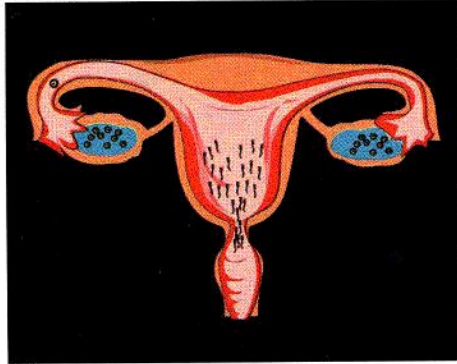
Participants should suggest ways to bring up the topic with family members, health workers, or teachers, so that they can get questions answered by a credible source.



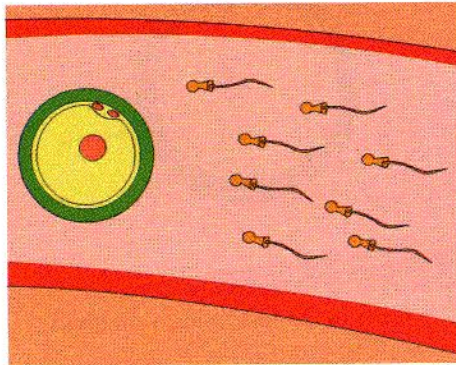
## Activity: Conception

- Steps in Conception

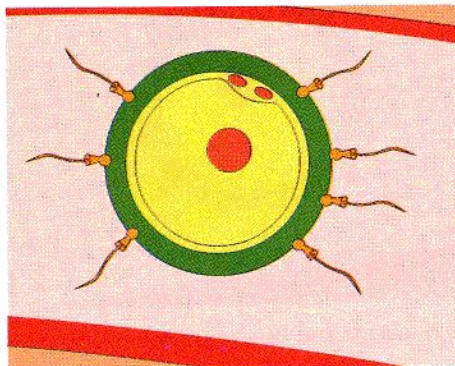
## Stages of Conception



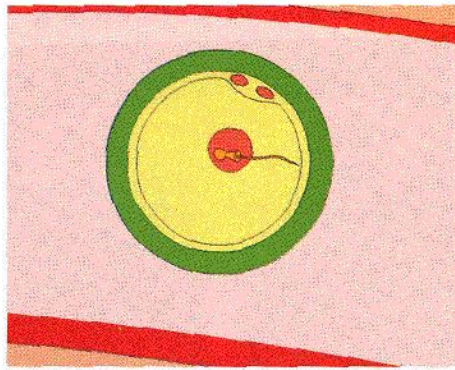
Millions of sperm from the male enter the female's vagina while an ovum is in the fallopian tube.



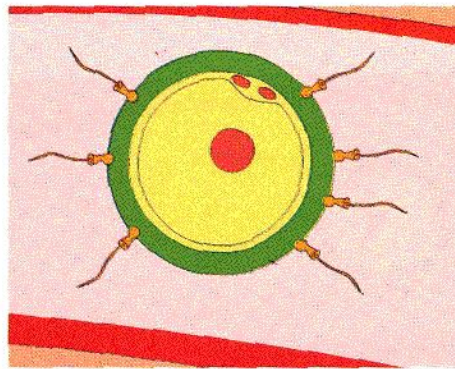
Sperm travel in the fallopian tube towards the ovum.



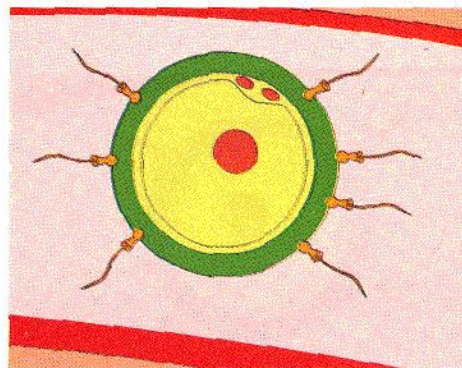
Sperm approach the ovum.



One sperm fertilizes the ovum.

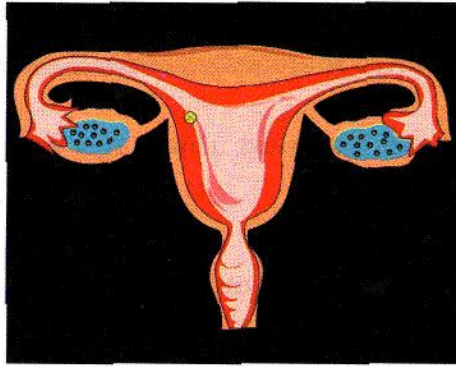


Cells in the fertilized ovum divide.

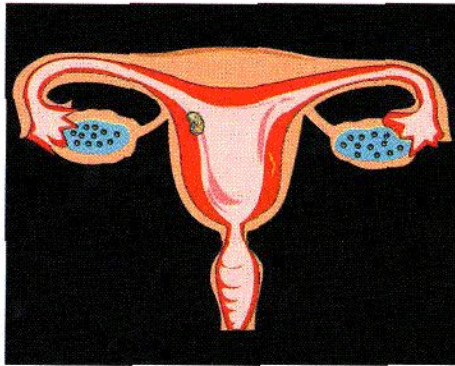


Cells re-divide and the ovum becomes an embryo.





The embryo travels to the uterus  
and embeds itself in the wall to become a fetus.



The fetus grows inside the uterus to become a baby.

## STEPS IN CONCEPTION

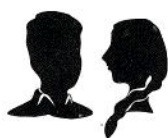
**Objective:** To reinforce learning about the steps of conception and pregnancy

**Time:** 30 minutes

**Materials:** Pictures from video animation (see page 33)

### Steps

1. Divide the plenary into two groups.
2. Give a signal to start, then each group should discuss the steps of conception together. This step should take about 10 minutes.
3. The groups then face each other and take turns telling the other group about the steps in conception. Group 1 talks about step one, group 2 talks about step 2, group 1 talks about step 3, etc.
4. For each correct description of a step (answer), the group gets 5 points, for each incorrect answer, 5 points are deducted from the group. If a group makes a mistake, the other group gets a chance to give the correct answer. If no one knows the correct answer, the facilitator mentions the correct answer and no team scores points. The group to score the most points wins the game. This part of the exercise should take no more than 15 minutes.
5. Go over the correct order in plenary so that all participants learn the steps of conception. (5 minutes)



## Discussion: Why Talk about Sex?

This discussion helps the participants understand why it's important to talk about sex and sexuality. 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. Why do people have sex?***

Let participants respond, some possible answers are to express love for the partner, physical pleasure, being close to husband/wife, to conceive a child.

### ***2. What are some of the possible outcomes of sex? (What are some risks?)***

Try to elicit both positive and negative responses: pregnancy (wanted or unwanted), STIs, including HIV/AIDS, pleasure.

### ***3. Why should we talk about sex here?***

Participants will come to several conclusions, some possible ones are: to make informed decisions about sex; to be able to enjoy our sexuality at the right time; to know how to avoid risky sexual behavior; and to learn to adopt responsible behavior.

### ***4. What might happen if we don't talk about sex?***

Participants will have several ideas. Be sure they include:

1. If young people are ignorant about sex, they are vulnerable to being exploited sexually by others, including being pressured by someone into having unwanted sex or tolerating undesired advances and touching by adults.
2. If young people are ignorant about sex, they may make ill-informed decisions about having sex, exposing them to the risk of unintended pregnancy, STIs, including HIV/AIDS or emotional stress.

### ***Tell participants:***

Our sexuality can be expressed in various ways, including sexual intercourse. In addition to learning to use correct terms for sex-related topics, young people need opportunities to discuss sexuality and its meaning. Learning to discuss sexuality openly and honestly helps us know how to act and how to deal with our feelings and desires, so that we can act responsibly.

**5. What did Bilkis have to say about adolescents having sex outside of marriage?**

Bilkis said that sex happens outside of marriage, but that it not legal nor is it accepted by society.

**6. Do you think this is true?**

Participants give their opinions.

**7. What do you think about people having sex while they are adolescents? Is there a need for adolescents to delay having sex?**

Participants should give their opinions and defend their answers.

If adolescents have sex it may lead to unwanted pregnancy and/or sexually transmitted infections including HIV/AIDS. Other factors to consider are: emotional, physical, social and financial aspects of the young man and young woman, risk of health problems to mother and child during pregnancy and birth, parents' inexperience with child care, shame if parents are not married. Young parents may have to give up their own aspirations to care for the child.

**8. We have talked about physical maturity. What other kinds of maturity are there?**

Emotional maturity, psychological maturity, etc.



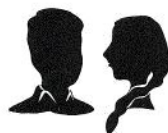




## Video: Assertiveness & Refusal

(Timecode for “Assertiveness & Refusal” and “Adolescent Pregnancy” video segment, 13:23-17:35, VCD Track 6)

In the following discussion guide, 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.



## Discussion: Assertiveness & Refusal

**1. What did you think about the first scene, of the boy and girl sitting eating nuts?**

Participants share their responses, there is no correct answer. Replay the scene if necessary.

**2. What did the boy want?**

He wanted the girl to go to his house with him.

**3. Why today?**

There was no one else at the house, perhaps he wanted to have sex with the girl.

**4. What did she say to him?**

She told him no, and that she had thought he was different from other boys, she'd thought he didn't think about having sex with her.



**5. Who did you like in the scene? Whom did you agree with?**

Participants should offer reasons why both characters were likeable – there is no correct answer.

**6. Did the boy and girl know each other before this scene?**

Yes, she says that she has been to his house before.

**7. What do you think happens next? What does she do? What does he do?**

Let participants give their opinions, and see what they think the next logical scene is. There is no correct answer. Does the boy leave the girl alone? Does he apologize? Does he get angry? Does she get angry? Does she go to his house with him? Does she tell her parents (or his parents)? Do they continue being friends?

**8. What would you do if you were in the girl's position in the video? What do you think she should do in the future?**

Participants' answers will vary.

**9. What would you do if you were in the boy's position? What do you think he should do in the future?**

Participants' answers will vary.

**10. Have you ever been in a situation similar to this, when someone you cared about tried to get you to do something?**

Facilitator may link this to peer pressure. Participants should discuss any situation in which a friend tried to persuade them to do something they didn't want to do, not just a sex-related situation.

**11. What did you do? How did you feel about what you did? How would you have responded differently?**

Participants' answers will vary.



### ***Tell the participants:***

Sometimes choices are very important, but are hard to make – maybe because what you want to do is different from what someone you care about wants you to do, yet you want to please that person. Making choices requires you to know what you want, decide what you want to do, and communicate what you want to other people. Also, you should think about how your choice could affect your future, and whether or not your choice will be acceptable to adults whom you know and respect. To be assertive:

- Know what you want.
- Know your right to request something, or to refuse another's request.
- Act accordingly.
- State what you want, honestly and directly.
- State reasons for your position.
- Maintain your stand despite opposition. Stay calm and confident, even when provoked.
- Leave the scene if necessary, if you feel over-provoked, overwhelmed, or threatened.

You have to understand and accept that you can be refused. It does happen and it is a natural part of growing up. You should not get angry when you are rejected or refused something, but it might be useful to think about why this happened. Rejection does not make you any less important. Some reasons for rejections might include: What you were asking was not something that was considered equally important by the other party. You might have stronger feelings for someone than they have for you. Next time, when you ask someone something, think about whether your request is logical or reasonable before you ask. Another person has a right to feelings, opinions and ideas that might be very different from your own.



### **Activities: Assertiveness & Refusal**

- Help
- Okay to Say “No”



## HELP

**Objective:** To practice dealing with risk

**Time:** 60 minutes

**Materials:** None

### Steps

1. Divide the participants into groups of 4-6 people and assign one scenario to each group (see below for example scenarios). (5 minutes)
2. Ask each group to list different strategies for dealing with their scenario and then come up with a 2-3 minute scene to demonstrate different ways of resolving each scenario.
3. After about 10 minutes, ask each group to present their scene to the entire group. After each scene, make a list of the strategies with the whole group and ask all of the participants whether they can think of additional strategies from the ones presented. This step should take no more than 25 minutes. Then go through the discussion questions.

### Discussion (20 minutes)

1. What kinds of strategies were used in the different situations?
2. Which situation was the most realistic?
3. Which strategy is the most useful?
4. Which strategies would work for you? Can you think of any others?

### Scenarios

1. Your mother sends you on an errand and you're walking home with a heavy load. A stranger on a rickshaw offers you a ride, saying he knows your father. What do you do?
2. A good friend of yours has started getting involved with older boys and girls who have left school, and whom you don't trust. Your friend asks you to come with them. What do you do?
3. You meet some friends after school. One of them offers you a cigarette. What do you do?
4. You are attracted to someone in your class, and that person is attracted to you. No one will be at your house one afternoon next week, and you could ask the person to come over. What do you do?



## OKAY TO SAY NO

**Objective:** To practice and evaluate ways to say "no" to a sexual relationship

**Time:** 60 minutes

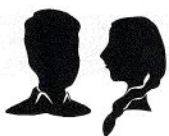
**Materials:** Board or flipchart, chalk or markers

### Steps

1. Ask participants to suggest situations in which they might want to say "no" to their friends or other people close to them. Write the list on flipchart paper. Suggestions could include: a) Your boyfriend always tries to kiss you whenever you're alone with him. You love him but you don't want a physical relationship at this point. b) While coaching, your private tutor touches your hand and pretends it was unintentional. You don't like it. c) When visiting, your uncle's friend puts his arm around you in a suggestive manner. d) A father wants his 8th grade daughter to be married. The daughter wants to continue with her studies. e) Your friend wants you to watch adult movies with him (5 minutes).
2. Divide into groups of 2-3 and assign each group a situation that was suggested in step 1. The groups are to decide on two ways to say "no" that do not antagonize the other party (10 minutes).
3. Ask each group to present their strategies as 1-2 minute mini-dramas.
4. After each group presents its mini-drama, have all of the participants discuss which strategy they felt was best and why. Members of other groups may also suggest and/or present other strategies that they feel may be more appropriate. Steps 3 and 4 should take no more than a total of 30 minutes.

### Discussion (15 minutes)

1. How did it feel to say no? Was your "no" justified?
2. How did it feel to be turned down?
3. What can happen if you say no?
4. What difference does it make to both parties how you say no?
5. What advice would you offer your friends about how to say no?
6. How is it to say no to friends or other people close to you? Why?
7. Have you ever said no to a friend? How did you say no? What happened?
8. Do you think it is possible to refuse something you do not want to do by just saying no? Why?
9. What are some things that can help you say no effectively?



## Discussion: Adolescent Pregnancy

*Tell the participants:*

It is dangerous for an adolescent girl to become pregnant before the age of 20 because her body is not fully developed. The baby may suffer from low birth weight and early death (See the "Know Yourself" booklet entitled "Preparing for Marriage".)

***1. If an unmarried girl becomes pregnant and has a baby while she is still an adolescent, what are some possible emotional consequences to her?***

Let participants answer freely. Possible answers include shame, fear, resentment of baby. Mother may lose her ambitions; she may drop out of school; she may be forced to take a low-wage job to support the baby. Mother may be socially ostracized, father may abandon mother with baby. Positive consequences are also possible.

***2. What are some of the consequences to the father of the baby?***

He may have to give up his plans to support the mother and baby, may result in an unhappy marriage, guilt, etc. Father may drop out of school, may lose his ambitions, may be socially ostracized, may be psychologically incapable of looking after the baby. Mother may abandon father with baby.

***3. What are possible consequences to the baby, both physical and emotional?***

Low birthweight, neglect of baby, parents unable to care and provide for it leading to placement of the baby in a foster home or orphanage.

***4. What are some possible consequences to the family of the mother? To the family of the father?***

Families may be forced into supporting the young parents and the baby; if the mother is in poor health, the families may have to care for her too; social consequences – people may think her "loose" and continue to make undesirable advances or take advantage of her situation.

***5. Which of these consequences are also possible when young women marry and have children before the age of 20?***

Many of the same consequences are possible!



## Activity: Adolescent Pregnancy

- What Would I Do If...?

## WHAT WOULD I DO IF....?

**Objective:** To consider consequences of pregnancy

**Time:** 60 minute

**Materials:** None

### Steps

1. Divide participants into same-sex groups and ask them to answer the following questions. Here, boys have to imagine they are girls. In the next set of questions, girls have to imagine they are boys.
  - What would I do if I were pregnant?
  - If I were the mother, would I tell the baby's father?
  - How could I contact a health/family planning field worker to get assistance with the pregnancy?
  - How would my parents react if they discover I'm pregnant?
  - How would my friends react? How would society react?
  - Do I have any other choice?
  - Who could I talk to about this situation? Where could I get help?
  - How would having a child affect me?
  - How would I feel about giving birth and raising the baby?
2. Each group writes its response on a large sheet of paper. (This step should take no more than 15 minutes.) Ask the boys to put their responses on the wall and allow the girls to question and comment on the answers (10 minutes). Then ask the girls to do the same.
3. After the discussion is completed, ask the groups to respond to the second set of questions (girls should imagine that they are boys). (Answering questions should take about 15 minutes, making comments about 10 minutes.)
  - How would I feel if my girlfriend told me she was pregnant?
  - What would I do?
  - Would I refuse responsibility?
  - How would having a child affect my life?
  - How would my parents react if they knew?
  - How would my friends react? How would society react?
  - Would I marry my girlfriend? Why/why not?
  - Do I want to keep seeing the girlfriend? Why/why not?
  - Who could I talk to in this situation? Where could I get help?

### Discussion (10 minutes)

1. What have you learned from this activity
2. What can/should be done to make adolescents more responsible for their actions?

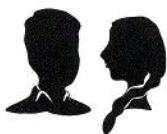




## Video: Goal Setting

(Timecode for Goal Setting segment, 17:35-20:21, VCD Track 7)

At the end of the video we meet three young women who have decided to delay marriage, and not get pregnant at a very young age. Each has learned skills and earns money. Review this video segment if necessary before beginning this discussion.



## Discussion: Goal Setting

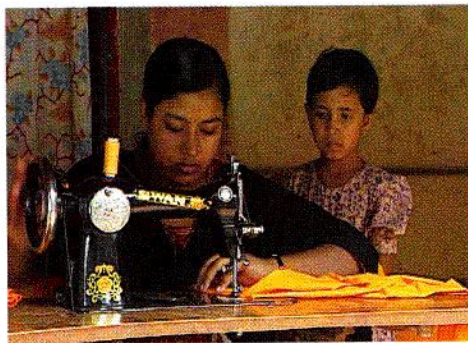
In the following discussion guide, example answers are given below each question. These are only examples of things participants might say. The facilitator should not read these answers to the participants. Participants should come up with these responses themselves.

### ***1. What do you think about these young women?***

Participants share their responses, there is no correct answer. Replay the scenes if necessary.

### ***2. What does the woman with the sewing machine say about early marriage?***

She learned through books at the village library that early marriage has a bad impact on girls' health. Both the mother and the child can die if a girl gets pregnant when she is too young.





**3. What did the parents of the woman with the sewing machine want her to do?**

They wanted her to get married.

**4. What happened?**

She refused.

**5. What is she doing now?**

She is studying and sewing.

**6. What does she want to do before she gets married? What is her goal?**

She wants to establish herself through study and get a good start in life.

**7. What did the woman bagging seed say she has learned?**

She has learned to take care of her body. She says it is not good to get married before the age of 18.

**8. What does the third woman (in front of the baskets) say?**

- Young girls aren't mentally prepared to adjust to another family if they get married young.
- Young girls should try to establish themselves first.
- Everything is possible if one tries.

**9. What do you think about that – about a young woman delaying marriage so she can study and get a good start in life first?**

Let participants give their opinions, there is no correct answer. Both boys and girls should give their opinions.

**10. What is a goal?**

Let participants give their opinions.



### ***Tell the participants:***

A goal is something that you want to achieve in your life. To accomplish a goal you have to plan ahead, focus yourself and work hard. If your goal is to be a doctor you will need to study hard for a number of years to accomplish this goal.

It is important that you set a goal that is achievable. If you say "I want to be rich tomorrow", you might be disappointed as this is not a realistic and achievable goal. "I want to save enough money to buy a new pair of shoes in the next 6 months" is a goal that is specific and achievable.

Your goal might be to climb Mount Everest before you are 25 years of age. To accomplish this long-term goal, you might first need to set up a series of shorter term goals. Your first goal may be to hike up a mountain that is near your village in the next year. To make this trip possible, you need to be physically fit and adequately outfitted. If you accomplish this goal, you might want to plan an overnight trip to traverse a larger mountain in the area. As you become an able climber and are aware of your strengths and weaknesses, you may then want to set a goal to climb Mount Everest. Your life-time desire to climb Mount Everest is now a goal that is within your reach given your present level of physical fitness and knowledge of climbing.

### ***11. What are some goals that you have?***

Participants should give their own responses. Every participant should answer this question – every participant should have some kind of goal. If they don't have a goal, tell them that the next few activities will help them set some goals.

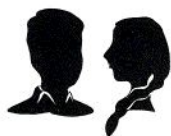
Short-term goals are goals that can be achieved in a short period of time, within the next week or month or several months. A short-term goal might be to be on time for school every day this week, or to score a goal at the next football match.

Long-term goals take a longer time to achieve, sometimes a lifetime. A long-term goal might be to finish school, to have a successful career, or to have a happy marriage.

**12. What are some of your short-term goals?**

Participants should give their answers. Help them examine if they have short-term or long-term goals, and how the two work together. Short-term goals can help a person progress to long-term goals.





## Discussion: Values & Roles

In the following discussion guide, 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 a value?*

Values are strong personal or family beliefs that guide our behavior and our lives. They are subject to the influence of our families, community, and religious leaders, and we are usually willing to stand up for them.

### 2. *What are some of your values?*

Participants give examples. If they have trouble stating the values, have them complete these sentences:

"It is very important to \_\_\_\_\_"

"A good person always \_\_\_\_\_"

"A good person is one who \_\_\_\_\_"

Some values might be: to be kind to other people, to provide for one's family, to accept responsibility, to give to the poor, to be reliable, to gain an education, to worship God, to keep one's living quarters tidy, to be punctual, to be well-groomed, to be respectful of older family members, etc.

### 3. *Are some values more important than others?*

Participants may feel that some values are more important than others. For example, values related to religion or to family may take precedence over other values. The priority of other values varies for different people.

### 4. *Where do you think you learned these values?*

Participants talk about sources: religion, family, elders, media, etc.

### 5. *Are these values things we should question? Can values ever harm us?*

Answers will vary. Encourage participants to think critically.

### 6. *What is a "role"?*

Participants give their ideas. Remind them of the "Role Play" activities to help them come to a definition. "Role" may be defined as a set of expectations, and responsibilities. It is a person's place within a situation.



**7. *What are some examples of roles that a young person plays?***

Young people are students, they are daughters and sons, they are sisters and brothers, workers, caretakers, etc.

**8. *What rights does a person have who is in the role of being sick?***

Someone who is in the role of being sick is not expected to do everything they normally do. They are expected to do things to try to become healthy.

**9. *What is another role that you are familiar with? What are the expectations for that role?***

Participants should examine another role.

**10. *It seems that we more or less agree about the characteristics of these roles and the expectations for these roles. How do we learn these roles?***

Roles are learned from our family and society.

**11. *How are these role expectations reinforced?***

Participants give their ideas. A person's role may be reinforced by peers, through the media, by family members, etc.



**Activity: Values and Roles**

- Male or Female, What's the Difference?

## MALE OR FEMALE, WHAT'S THE DIFFERENCE?

**Objective:** To examine gender roles and their influence on behavior and relationships

**Time:** 60 minutes

**Materials:** Flipchart paper, markers

**Note:** Remind the participants of their previous activities on goal setting and "Time Line" (p. 17).

### Steps

1. Divide the participants into four groups. To make the exercise more fun and interesting groups 1 and 2 should be made up of males, groups 3 and 4 should be made up of females. Distribute flipchart paper and markers to each group. The facilitator will then give each group a different task:
  - Group 1 will make a list of advantages of being female.
  - Group 2 will make a list of disadvantages of being female.
  - Group 3 will make a list of advantages of being a male.
  - Group 4 will make a list of disadvantages of being a male.
2. One member from each group will report on the findings of his/her group. The other groups may make comments on the findings. (Each group should take about 15 minutes for a total of 30 minutes.)

### Discussion (30 minutes)

1. How was it difficult to think of advantages and disadvantages of the opposite sex? Why?
2. Do you ever think of the advantages/disadvantages of being the opposite sex? Why or why not?
3. What are the consequences of these advantages/disadvantages on people's lives?

## Conclusion

In this workshop, we have talked about adolescence, sexuality, conception, and goal setting. 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.

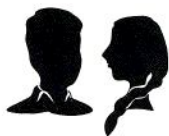
### *Tell the participants:*

The theme song of the video contains many important messages for the participants to remember (Timecode for last verse of song, 20:53-23:12, VCD Track 9).

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

I need a little knowledge. I need a little patience.  
It is not safe for a young girl to conceive.  
It can lead to death. Everyone needs to know.  
You don't have to experience in order to know.  
With control and honor, we will spend our adolescence.  
I am a boy, you're a girl. Young is this mind.  
Let our adolescence be happy and sacred.  
With control and honor we will spend our adolescence.  
I am a boy. I am a girl, young is my mind.





## Discussion: Key Messages

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

Participants should talk about the main themes of the workshop: Attraction, rejection, sexuality, love, conception, adolescent pregnancy, goal setting, values, etc.

**2. *How is a child conceived?***

Participants should be able to describe the process of conception. See booklet.

**3. *Why is it important to talk about sexuality?***

To make informed decisions about sex, to enjoy sexuality at the right time, to know how to avoid risky sexual behavior.

**4. *Whom can you talk to when you have questions about sex, your feelings, etc.?***

Participants should be able to identify a reliable source of information: a family member, health worker, etc.

**5. *What are some ways you can say “no” in a risky situation?***

Participants should be able to demonstrate refusal skills.

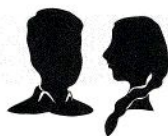
**6. *What are your goals for the future?***

Every participant should have some goals for the future.

**7. *What are some of your values?***

Participants mention some of the values they have.





## 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

Make sure each participant has a pen or pencil. Distribute the posttest (page 63) 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: End Games

It is important to end the workshop on a positive note. The following activities can be used to wrap up the workshop.

- Goodbye Circle
- Postive Strokes



## GOODBYE CIRCLE

**Objective:** To conclude the workshop

**Time:** 30 minutes

**Materials:** none

### Steps

1. Ask all participants to stand in a circle. Ask one person to walk around the circle, shaking each person's hand and communicating with that person. For example, they may say a word of encouragement or something they appreciated or learned from that person.
2. As soon as the first person has started, the second person follows, and so on.
3. When each person has completed shaking hands with everyone, they go back into the circle and receive handshakes from the rest of the group.

### Notes and Variations

The facilitators may choose to do this activity outside of the workshop space and encourage the participants to spread out in the space (perhaps outside). The participants will create a giant revolving circle. The facilitators should participate in this activity, and offer a word of encouragement to each participant individually.

## POSITIVE STROKES

**Objective:** To end a session in a positive manner

**Time:** 30 minutes

**Materials:** Paper or cards and markers, pens or pencils

### Steps

1. Ask participants to sit in a circle. Give pieces of paper or cards to each participant. Ask each participant to write down the name of the participant to the right of them on top of a card or piece of paper. They should then write sentences about that person following the examples below. They should then mark a second card with the name of the person sitting to the left of them and then write sentences about that person. If there is time remaining, they can also write down statement about other participants in the group. (10 minutes)
  - The thing I like best about (name) is....
  - The biggest improvement in (name) is....
2. You could do this exercise several times during the event. Ensure that the cards or papers are folded and kept safely.
3. At the end of the group event, pass out all the folded cards or papers to the person named. Read the cards aloud. Everyone should go home with a number of positive affirmations. (20 minutes)





# 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 65) 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 adolescent to attend. Similarly, the **Letter to Influential Adults** (page 66) 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 67) 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 conception and sex 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 conception and reproductive health, and encourage them to talk with adolescents about these topics.

**Tips to Parents** (page 71) gives parents some suggestions for talking with their adolescents about conception 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 conception and sex. Parents can discuss their own experiences in talking with their adolescents, and will learn from each other's experiences.

## Materials for the Facilitator (continued)

**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 61 and posttest, page 63) 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 2-8 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. Question 9 helps the facilitators know what sources of information the participants have, and Question 10 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 2-8 on the pretest with their answers on the posttest to see what they have learned. Question 10 will help you design the next workshop.

## Pretest for “New Feelings, New Passions”

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

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

1. Are you:   \_\_\_ Male       \_\_\_ Female

2. How is a baby conceived?

(alternative: put these statements in the correct order:

- Egg grows into fetus
- Fertilized egg embeds in womb
- One cell divides into two cells
- One sperm fertilizes egg
- Sperms enter vagina
- Two cells divide into four cells
- Unfertilized egg enters fallopian tube)

3. Describe the word "goal". What does it mean to you

4. Do you have any goals you want to accomplish? What are they?

## Pretest (continued)

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

5. If a stranger offers you a ride on his rickshaw, you must accept the ride; to refuse would be rude. T F
6. A girl can get pregnant just by sitting next to a boy. T F
7. It is possible to say "no" to a person but still be friends with that person. T F
8. A 17-year-old girl is ready to be a mother. T F
9. Has anyone talked with you about how babies are conceived? If so, who?
10. What questions do you have about sexuality and how babies are conceived?



## Posttest for “New Feelings, New Passions”

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

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

1. Are you:   \_\_ Male       \_\_ Female

2. How is a baby conceived?

(alternative: put these statements in the correct order:

- Egg grows into fetus
- Fertilized egg embeds in womb
- One cell divides into two cells
- One sperm fertilizes egg
- Sperms enter vagina
- Two cells divide into four cells
- Unfertilized egg enters fallopian tube)

3. Describe the word "goal" What does it mean to you

4. Do you have any goals you want to accomplish? What are they?

## Posttest (continued)

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

5. If a stranger offers you a ride on his rickshaw, you must accept the ride; to refuse would be rude. T F
6. A girl can get pregnant just by sitting next to a boy. T F
7. It is possible to say "no" to a person but still be friends with that person. T F
8. A 17-year-old girl is ready to be a mother. T F
9. Has anyone talked with you about how babies are conceived? If so, who?
10. 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 adapted 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 adolescents. We sincerely hope that your child will be able to attend.

This workshop will address the topic of conception and adolescence. The purpose is to help adolescents learn how to be healthy, both physically and emotionally, as they grow up and become adults. Participants at the workshop will watch a video and look at informational materials (a video and booklets) that were produced by the Adolescent Reproductive Health Working Group. The participants will do some activities to help them learn about and discuss these important topics. The video has scientific information about conception. 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 adolescents to learn correct information about conception, and to talk about conception with adults. Helping adolescents understand the changes that they are going through and their new responsibilities helps them to keep healthy and to make good decisions. Adolescents want to know, and it is better for them to learn correct information about their bodies than to rely on myths or falsehoods that can harm them.

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

Sincerely,

[Administrator]

## **Letter to Influential Adults**

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

Dear Sir or Madam,

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

This workshop will address the topic of conception and adolescence. 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 conception. It also portrays what young people are thinking and some of the problems and situations they are currently experiencing.

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

Sincerely,

[Administrator]



## Letter to Service Providers

*(These pages may be adapted 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 conception and adolescence with young people. At the workshop the "New Feelings, New Passions" video will be shown, and participants will have discussions and do activities to learn about conception 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.
- 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.

## Letter to Service Providers (continued)

- 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 conception and adolescence. 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 "New Feelings, New Passions" video and "New Feelings, New Passions" 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 attraction and rejection?
- When you were an adolescent, what did you know about the opposite sex?
- Where/how did you first learn about conception?
- Where/how did you first learn about assertiveness and refusal?
- 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 conception can be difficult, but it's a necessary part of being a parent. Parents want their adolescents to have the best, to be prepared for their future, and to succeed.

Show the adults the "New Feelings, New Passions" video, and lead the adults in some of the discussions and activities for the video.

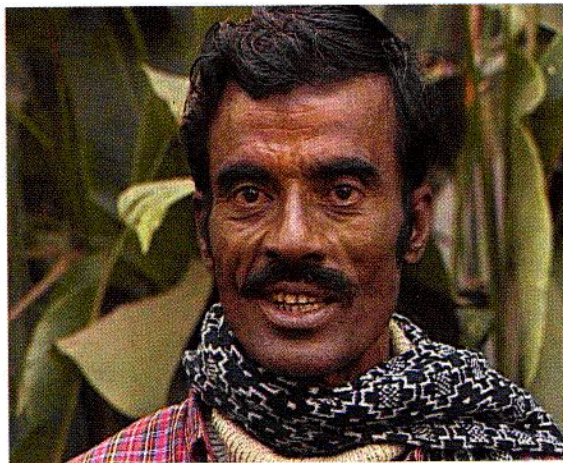
## **Facilitated Session with Adults (continued)**

Present the Question & Answer booklets to parents and encourage them to look through them and to talk with their adolescents about them. They may find it easier to talk with their adolescents about conception 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 adolescents (health centers, etc.).

Share the "Tips to Parents for Talking with Adolescents" with the adults (page 71).

Facilitators may wish to lead the adults in an activity similar to the "Steps in Conception" exercise on page 36, to help them practice methods for talking with adolescents about conception and reproductive health.





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

Start early to talk with your children about conception 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, adolescents do not think the topics are awkward, shameful, or embarrassing. Your adolescents will become used to talking with you and seeking your advice.

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

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

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

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

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

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

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

## **Tips to Parents for Talking with Adolescents (continued)**

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

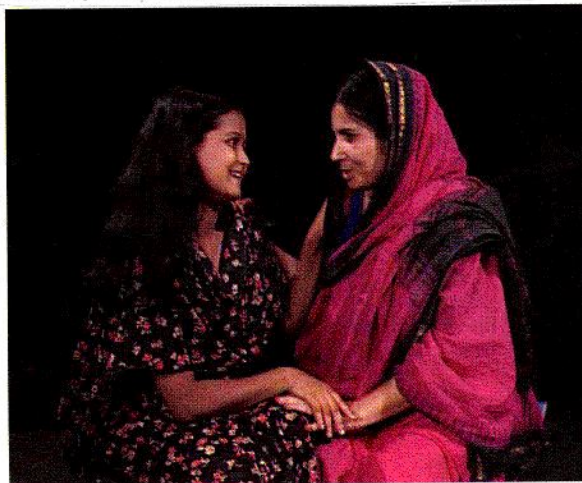
Don't be excessively strict. You want to protect your adolescent, but if you are unnecessarily harsh your adolescent will not want to talk with you. Talk with your adolescents so that they understand why you restrict them from doing certain things.

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

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

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

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



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

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

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

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

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

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

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

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

## Sources of Activities

*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. 18, "Mistaken identities;" p. 27, "Celebrities;" p. 179, "Goodbye circle;" p. 180, "Positive strokes".)

UNICEF-ESARO. Sara regional lifeskills manual. Nairobi, UNICEF Uganda (in press) (p. 57, "Likes and dislikes;" p. 197, "What would I do if...?" p. 123, "Surveying assertiveness").

UNICEF-Bangladesh. Visualisation in Participatory Programs: A manual for facilitators and trainers involved in participatory group events. UNICEF-Bangladesh 1993. (p. 93, "The mail").

Carl, Greg and Chaiphech, Nonthathorn. Friends tell friends on the street. Bangkok, Red Cross AIDS Research Centre, 2000 (p. D-14, "Changes and changing;" p. M-22, "Who's in charge?;" p. B-3, "Help;" p. H-10 "Okay to say no;" p. K-1, "Male and female, what's the difference?").

Ideosync Media Combine. Growing up. New Delhi (no date) (p. 1-11, "What does growing up mean?;" 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 5, Session 4, "What happens next?" [Steps in conception]).

Peace Corps Information Collection and Exchange (2000). Life Skills Manual. Publication No. M0061 (p. VII-15, "Qualities in a relationship;" p. V-42, "My goals;" p. V-38, "My life story").

Ministry of Health, Uganda. Wheels of Life: A communication manual for health workers. (p. 13, Quick interview [The pairs exercise]).



