



COMPREHENSIVE SEXUALITY EDUCATION

FOR OUT OF SCHOOL YOUNG PEOPLE
IN EAST AND SOUTHERN AFRICA

**TRAINING OF TRAINERS
FACILITATOR'S GUIDE**



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Regional Office for East and Southern Africa
Sunninghill Place, 9 Simba Road
PO Box 2980, Sunninghill, 2157
Johannesburg, South Africa

TRAINING OF TRAINERS ON THE COMPREHENSIVE SEXUALITY EDUCATION MANUAL FOR OUT OF SCHOOL YOUNG PEOPLE

TRAINING OF TRAINERS FACILITATION GUIDE

Developed by
Andrea Irvin, UNFPA CSE Consultant, and
Maria Bakaroudis, CSE Specialist, UNFPA ESARO

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INTRODUCTION

This Training of Trainers Facilitation Guide is for trainers who are training facilitators on the use of the Comprehensive Sexuality Education Facilitator's Manual for Out of School Young People.

This manual is one of the regional resources developed by UNFPA's Eastern and Southern Africa Regional Office's Regional Youth Programme to support programming on comprehensive sexuality education for out of school young people. The programme aims to empower adolescents and young people, with a special focus on adolescent girls. Further, it aims to protect them from sexually transmitted infections (STIs), including HIV, unwanted pregnancies, unsafe abortions, early marriages, other harmful cultural practices and gender-based violence and to promote equitable gender norms. Through the ESA Ministerial Commitment and its accountability framework, many countries in the region have renewed their political commitment to step up and take action to deliver comprehensive sexuality education (CSE) and youth-friendly services.

To ensure high quality comprehensive sexuality education programmes for young people in and out of school, UNFPA has prioritized the provision of adaptable high-quality CSE materials and capacity-building in their use. While significant progress has been made on institutionalizing CSE in the formal education sector, there is still a need to reach the masses of young people in the region who are not in school. For this reason, UNFPA is also focusing on supporting the delivery of CSE to them.

To this end, in 2015, UNFPA developed a package to deliver comprehensive sexuality education to young people who are out of school. This Facilitation Guide is intended to assist national trainers who have been trained to train other facilitators in their governmental departments, NGOs, CSOs, and communities to deliver CSE to young people who are out of school.

In this guide you will find:

- Training support materials, such as a participant registration sheet, a sample programme, and a pre/post-test.
- Session Plans for training facilitators on topics such as the learning domains and the learning cycle.

TRAINING SUPPORT MATERIALS

SAMPLE 11-DAY FACILITATOR TRAINING PROGRAMME

Training of Trainers on the CSE Manual for Out of School Young People [Place] [Dates]

Monday [DATE]	
Time	Session
8:30 - 9:00	Training Registration
9:00 - 9:30	Security Briefing
9:30 - 10:00	Opening Ceremony
	Training Introductory Sessions
10:00 - 10:45	Training Objectives and Overview
10:45 - 11:15	Participant Introductions
11:15 - 11:30	Morning tea
11:30 - 11:45	Developing Ground Rules
11:45 - 12:15	Pretest
12:15 - 1:00	Manual Overview
1:00 - 2:00	Lunch
2:00 - 3:00	Overview of CSE, ESA Commitment and Programming Guide for Out of School Young People
3:00 - 4:00	ToT: A is for Affective (Learning Domains)
4:00 - 4:15	Afternoon tea
	Model Session from Section 1: Who Am I?
4:15 - 4:45	Understanding Values
4:45 - 5:00	Closure and evaluation

Tuesday [DATE]	
Time	Session
8:30 - 9:00	Recap and Questions
9:00 - 10:00	Influences on My Values
10:00 - 10:45	What Do My Values Tell Me to Do?
10:45 - 11:00	Morning tea
11:00 - 12:15	Global Values and Human Rights
12:15 - 1:00	Changes During Adolescence
1:00- 2:00	Lunch
2:00 - 2:30	Body Talk
2:30 - 3:15	Female Sexual and Reproductive System
3:15 - 3:30	Afternoon tea
3:30 - 4:30	Understanding Menstruation
4:30 - 5:00	Closure and evaluation

Wednesday [DATE]	
Time	Session
8:30 - 9:00	Recap and Questions
9:00 - 9:45	Male Sexual and Reproductive System
9:45 - 10:45	ToT: Circles of Sexuality
10:45 - 11:15	Sources of Sexual Learning
11:15 - 11:30	Morning tea
11:30 - 12:15	Coping with Attraction
12:15 - 1:15	Sexual Orientation
1:15 - 2:15	Lunch
2:15 - 3:00	Human Sexual Response
3:00 - 3:45	Sex - What's the Truth?
3:45 - 4:00	Afternoon tea
4:00 - 5:00	Let's Talk About Sex!
5:00 - 5:15	Closure and evaluation

Thursday [DATE]	
Time	Session
8:30 - 9:00	Recap and Questions
9:00 - 9:30	What is Power?
9:30 - 10:15	Power and Privilege
10:15 - 11:00	Experiencing a Power Imbalance
11:00 - 11:15	Morning tea
11:15 - 12:00	Sex and Gender, What's the Difference?
12:00 - 1:00	Act Like a Lady, Act Like a Man
1:00 - 2:00	Lunch
2:00 - 2:15	Warm Up: If I Were, I Would
2:15 - 3:15	Challenging Gender Stereotypes
3:15 - 3:30	ToT: Discussion of Gender Sessions and Domains
3:30 - 3:45	Afternoon tea
	Model Session from Section 2: Where Am I Going?
3:45 - 5:00	Relationship Rights and Responsibilities
5:00 - 5:15	Closure and evaluation

Friday [DATE]	
Time	Session
8:30 - 9:00	Recap and Questions
9:00 - 9:45	Building Healthy Relationships
9:45 - 10:45	Social Media Safety
10:45 - 11:30	Weighing the Options
11:30 - 11:45	Morning tea

11:45 - 1:15	Don't Pressure Me
1:15 - 2:15	Lunch
2:15 - 2:30	Warm up: The Human Web
2:30 - 3:45	When Would You End It?
3:45 - 4:00	Afternoon tea
4:00 - 4:20	What is Communication?
4:20 - 5:20	Are You Listening?
5:20 - 5:30	Closure and evaluation

Saturday [DATE]	
Time	Session
9:00 - 9:15	Recap and Questions
9:15 - 10:15	Speaking for Yourself
10:15 - 10:30	ToT: Discussion of Teaching the Behavioural Domain Teaching Skills
10:30 - 11:30	Non-verbal Communication
11:30 - 11:45	Morning tea
	Model Sessions from Section 3: How Do I Get There?
11:45 - 12:30	How Pregnancy Happens
12:30 - 1:00	Decision-Making About Pregnancy Options
1:00 - 2:00	Lunch
2:00 - 2:15	Warm-Up: Mute Line Up
2:15 - 3:00	Decision-Making About Pregnancy Options, continued
	Practice Facilitation Preparation
3:00 - 3:20	ToT: Practice Facilitation Instructions and Assignments
3:20 - 4:45	Practice Teaching Preparation with working tea break
4:45 - 5:00	Closure and evaluation

Monday [DATE]	
Time	Session
8:30 - 9:00	Recap and Questions
9:00 - 10:00	ToT: The Learning Cycle and The Lesson Plan
	Model Sessions from Section 3 - Continued
10:00 - 11:30	Preventing Pregnancy
11:30 - 11:45	Morning tea
11:45 - 12:30	Discussing Contraception
12:15 - 1:00	Myths and Facts about STIs
1:00 - 2:00	Lunch
2:00 - 2:15	Warm Up: Messages from HIV Positive Youth

2:15 - 2:45	Myths and Facts about STI, continued
2:45 - 3:30	How Much Do You Know About HIV?
3:30 - 3:45	Afternoon tea
3:45 - 4:45	How HIV Makes You Sick
4:45 - 5:00	Closure and evaluation

Tuesday [DATE]	
Time	Session
8:30 - 8:45	Recap and Questions
8:45 - 9:45	To Know or Not to Know Your HIV Status
9:45 - 10:45	Telling Our Partners
10:45 - 11:30	Treatment for HIV
11:30 - 11:45	Morning tea
11:45 - 12:45	Positively Alive!
1:00 - 2:00	Lunch
2:00 - 2:15	Warm Up: What Would You Do?
2:15 - 2:45	Understanding and Challenging Stigma, Part 1
2:45 - 3:45	Understanding and Challenging Stigma, Part 2
3:45 - 4:00	ToT: Discussion of Teaching in the Affective Domain
4:00 - 4:15	Afternoon tea
4:15 - 5:00	Multiple Partnerships
5:00 - 5:15	Closure and evaluation

Wednesday [DATE]	
Time	Session
8:30 - 9:00	Recap and Questions
9:00 - 9:45	The MCP Handshake
9:45 - 10:45	Exploring Outercourse
10:45 - 11:00	Morning tea
11:00 - 12:00	ToT: Practice Answering Questions
11:45 - 12:30	Discussing Contraception
12:15 - 1:00	Myths and Facts about STIs
1:00 - 2:00	Lunch
	Video-taped Practice Teaching
12:00 - 1:00	Group 1 - What Difference Does A Drink Make?
1:00 - 2:00	Lunch
2:00 - 2:20	Feedback to Group 1
2:20 - 3:50	Group 2 - Older Partners, What's the Risk?
3:50 - 4:10	Afternoon Tea
4:10 - 4:40	Feedback to Group 2
4:40 - 5:00	Closure and evaluation

Thursday [DATE]	
Time	Session
8:30 - 9:45	Group 3 - Overcoming Barriers to Condom Use
9:45 - 10:15	Feedback to Group 3
10:15 - 11:00	Group 4 - Reducing the Risk
11:00 - 11:15	Feedback to Group 4
11:15 - 11:30	Morning Tea
11:30 - 12:30	Group 5 - Asking for What You Want & Need
12:30 - 1:00	Feedback to Group 5
1:00 - 2:00	Lunch
2:00 - 3:00	Group 6 - Child Marriage
3:00 - 3:20	Feedback to Group 6
3:20 - 3:30	Afternoon Tea
3:30 - 4:45	Group 7 - Traditional Practices: Keep, Change, Stop
4:45 - 5:05	Feedback to Group 7
5:05 - 5:50	Group 8 - Sexual and Gender-based Violence
5:50 - 6:00	Feedback to Group 8

Friday [DATE]	
Time	Session
8:30 - 9:30	Group 9 - What Should They Do?
9:30 - 9:45	Feedback to Group 9
9:45 - 11:00	Group 10 - Seeking Consent
11:00 - 11:20	Feedback to Group 10
11:20 - 11:35	Morning Tea
11:35 - 12:15	Personal Commitments
12:15 - 12:45	Post test
12:45 - 1:45	Lunch
1:45 - 2:45	Practice Teaching Video Playback
2:45 - 3:15	Discussion of Video Playback
	Training Closure
3:15 - 4:15	Final Evaluation and Feedback
4:15 - 4:30	Closing
4:00 - 5:00	Closing Tea

LIST OF SUPPLIES NEEDED FOR TRAINING

It is recommended to have the following supplies and documents to conduct the training:

- Flipchart paper (butcher paper or newsprint)
- Flipchart stand or easel
- Markers or koki pens: black, blue, green and red
- Prestik, Bostik or tape
- Scissors
- A4 paper (for photocopying and for training)
- Several boxes of different sized binder clips (to keep worksheets and handouts, etc. organized)
- Several colours of Post-its
- 10 clear files (for trainers to keep papers organized)
- Photocopier (If all photocopying is done before training, it won't be needed)
- Hole punch, if needed for files
- Name tags for each participant and for trainers
- Large unlabelled diagrams of internal and external female sexual and reproductive system (with the required organs pictured and numbered)
- Large unlabelled diagram of male sexual and reproductive system (with the required organs pictured and numbered) – can be on one diagram.
- Male condoms, one for each participant and some extra
- Female condoms, one for each participant and some extra
- Penis models, one for each participant, if possible, or at least one for every three participants
- Female pelvic models, 1 or 2
- Samples of the pill (oral contraceptives), injectable contraceptives, emergency contraception, and IUDs.
- Old paper box with lid, covered in paper, for feedback and questions
- Bag, hat, bowl or other container
- Safety pins (or straight (sewing) pins, if not available, to pin signs on clothes)

Recommended (but may be optional):

- Small prize for winning teams of games (two)
- Video cameras
- SD cards for camera (preferably 4-5)
- Tripod
- Extension cords
- Highlighters for facilitators
- Music player
- Recording or CD with the songs "Private Party", "Jack and Jill" and "Busi"

Supplies for trainees (one per trainee and a few extras):

- Binder file (for them to secure the handouts)
- File folders
- Notebooks
- Pens

Documents needed

- Facilitator's Manual for each participant
- Participant Workbook (or photocopies of worksheets and handouts) for each participant
- Registration form
- Daily sign-in sheets
- Training program for each participant
- Evaluation forms for each day, plus final evaluation
- Pre-test and post-tests for each participant
- Signed certificates

PARTICIPANT REGISTRATION SHEET

	Name	Organization	Address	Phone number	Email address	Signature
1						
2						
3						
4						
5						
6						
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8						
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10										
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Participant daily Sign In Sheet

Date: _____

	Name	Signature
1		
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PRE-TEST / POST-TEST

Name: _____

Instructions: Read the statement and **circle ALL** of the possible answers that are correct or which apply.

1. The content in the affective learning domain:
 - a. Focuses on personal aspects of the subject.
 - b. Requires participants to memorize the content.
 - c. Usually has no right or wrong answer.
 - d. Tells participants how to behave.

2. The behavioural learning domain includes:
 - a. Technology skills.
 - b. Communication techniques.
 - c. Motivation.
 - d. Relationship skills.

3. In the processing stage of the learning cycle the facilitator:
 - a. Gives feedback to participants about their work.
 - b. Draws conclusions about the activity which the participant just completed.
 - c. Corrects participant mistakes.
 - d. Asks participants about their experience of the activity the just completed.

4. When answering participants' questions, it is important to:
 - a. Not let participants know when you don't know the answer.
 - b. Give answers that directly answer the question asked.
 - c. Think carefully about what the participant meant when asking the question.
 - d. Ask other participants if they know the answer.

5. Which of the following statements are true:
 - a. Hitting your wife or husband is a violation of his or her human rights.
 - b. Doctors have the right to insist that women living with HIV get sterilized so they won't have any more HIV-positive babies.
 - c. Young people have the right to complete and accurate education on sexuality.
 - d. If a girl is under 18 years old, her parents have the right to choose her husband for her.

6. Which of the following statements are true:
 - a. If sperm do not fertilize the egg, the egg leaves the body through the uterus and vagina.
 - b. The time between menstruation starting and ovulation is always 14 days.
 - c. Most women have regular menstrual cycles of 28 days in length.
 - d. It is possible for a woman to get pregnant if she has unprotected sex during her menstrual period.

7. When it comes to sex, which of the following are true:
 - a. It's the man's role to initiate sex.
 - b. Many women do not have orgasms from vaginal intercourse alone.
 - c. Masturbation helps people learn about their body's sexual response.
 - d. Once a man gets sexually excited, he cannot control himself.

8. Sexual orientation refers to:
 - a. The internal feeling a person has of being male or female.
 - b. The sex that a person is assigned at birth.
 - c. The sex that a person is romantically and physically attracted to.
 - d. The internal feeling that you are not distinctly female or male.
9. Men's power over women:
 - a. Cannot be changed.
 - b. Is a human right.
 - c. Doesn't have serious consequences on our communities.
 - d. Allows discrimination against women and girls to continue.
10. Sexuality educators should:
 - a. Help young people understand how males and females should behave so they know what they are supposed to do.
 - b. Encourage young people to question and challenge gender roles.
 - c. Teach young people that gender roles and stereotypes are harmful to boys and men (among other things).
 - d. Demonstrate the proper behaviour for each sex.
11. Which of the following are relationship rights:
 - a. To always be treated with respect and as an equal.
 - b. To demand what you need or want.
 - c. To say no without feeling guilty.
 - d. To be yourself.
12. When using the Internet and social media, young people should:
 - a. Realize that a person's profile and picture may be fake.
 - b. Not post pictures of themselves.
 - c. Post online where they are when they get there so their friends can join them.
 - d. Only meet people they met online in person after they know them very well.
13. The statement "Sometimes you are afraid to tell the sugar daddy that you should use a condom. If you are dating the man because of money and you don't want to lose the money, you just do it" is an example of what kind of pressure:
 - a. Arguments, external and explicit.
 - b. Threats, external and explicit.
 - c. Put downs, internal.
 - d. Threats, internal.
14. Good communicators:
 - a. Think about what they are going to say next while they are listening to the other person.
 - b. Communicate about problems using I-statements.
 - c. Communicate about problems using you-statements.
 - d. Defend themselves verbally when someone accuses them of doing something hurtful.
15. Once inside a person's body, HIV:
 - a. Hides in the person's CD4 cells.
 - b. Makes millions of copies of itself.

- c. Is easily found and killed by HIV anti-bodies.
 - d. Destroys the person's CD4 cells.
16. When a person feels self-stigma, they:
- a. May believe discrimination against them is justified
 - b. Blame themselves for having a characteristic that they think is undesirable.
 - c. Reject the beliefs of society about who they are.
 - d. May try to commit suicide.
17. Sexuality educators should:
- a. Tell young people to just say no to alcohol.
 - b. Help young people understand the possible risks of drinking alcohol.
 - c. Scare young people by stressing the terrible things that might happen if they drink alcohol.
 - d. Encourage young people who decide to drink alcohol, to drink responsibly.
18. Outercourse can include:
- a. Sexting.
 - b. Masturbating each other without a condom.
 - c. Oral sex with a condom.
 - d. Rubbing bodies without clothes on.
19. Which of the following statements do you agree with:
- a. If a 15-year old girl wants to get married, it is her right.
 - b. Traditional practices that are harmful should be changed or stopped.
 - c. It is important to me to work to end child marriages in my community.
 - d. It is important for communities to preserve their traditions even if they harm some people.
20. Which of the following are gender-based violence:
- a. A man making sexual remarks to a woman who is wearing a sexy mini-skirt.
 - b. A girl refusing to have sex with a boy that she had sex with before.
 - c. A husband insisting that his wife have sex with him.
 - d. Young people calling a boy names because he isn't acting masculine enough.

PRE- AND POST-TEST ANSWERS

The correct answers are in **bold**.

1. The content in the affective learning domain:
 - a. Focuses on personal aspects of the subject.**
 - b. Requires participants to memorize the content.
 - c. Usually has no right or wrong answer.**
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2. The behavioural learning domain includes:
 - a. Technology skills.**
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 - a. Gives feedback to participants about their work.**
 - b. Draws conclusions about the activity which the participant just completed.
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 - c. Scare young people by stressing the terrible things that might happen if they drink alcohol.
 - d. **Encourage young people who decide to drink alcohol, to drink responsibly.**
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- a. **Sexting.**
 - b. **Masturbating each other without a condom.**
 - c. Oral sex with a condom.
 - d. **Rubbing bodies without clothes on.**
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 - b. A girl refusing to have sex with a boy that she had sex with before.
 - c. **A husband insisting that his wife have sex with him.**
 - d. **Young people calling a boy names because he isn't acting masculine enough.**

DAILY CLOSURE AND QUESTION BOX

Information for the Facilitator

Purpose: To get daily feedback from the participants and to gather any questions

Time: 10-15 minutes

Materials: A4 paper, box with lid (old paper box), knife, scissors, tape, flip chart paper, markers

Preparation:

- Print the daily evaluation slips and make enough copies of it so that each participant can have one. Cut them apart. You will need enough for each participant for each day of training.
- Make a question & feedback box using an old paper box with its lid. Cover them separately with flipchart paper so that you can take the lid off. Use the knife to put a slit on top of the lid that is large enough for participants to put their feedback and questions through it. Write "Feedback and Question Box" on it in large letters in several places. Decorate it as you chose.

Steps

1. Hand out the prepared slips of paper to each participant.
2. Ask them to take one slip and without putting their name on it, complete the questions in the boxes. On the first day, review the questions on the slip and ask if they have any questions about them. Tell them when they finish, they should put the slip in the "Feedback and Question Box".
 - The sessions I liked the most were _____ because
 - The sessions I liked the least were _____ because
 - I didn't understand
 - The questions I have about today's sessions or about sexuality are
3. Tell them that you will answer the questions in the morning. Also tell them that they can put questions in the box anytime.

The sessions I liked the most were ... because

The sessions I liked the least were ... because

I didn't understand:

The questions I have about today's sessions or about sexuality are:

The sessions I liked the most were ... because

The sessions I liked the least were ... because

I didn't understand:

The questions I have about today's sessions or about sexuality are:

FINAL EVALUATION

Please provide your honest feedback so that the training can be improved when the materials are revised before being sent to all of you.

Which sessions did you think were best and why?

Which sessions need to be improved? How can they be improved?

In your opinion, what are the most important things you learned this week?

What do you think was not covered enough? What do you want to learn more about?

What did you learn that will be the most useful to you in your work?

What comments do you have on the facilitation?

What general comments and feedback do you have on the training as a whole?

THANK YOU FOR YOUR FEEDBACK!!!

TRAINING OF TRAINERS SESSION PLANS

WELCOME & TRAINING OVERVIEW

Information for the Facilitator

Purpose: To introduce the facilitator(s) to the participants; to review the training program; training goals and objectives; to review the training values

Time: 45 minutes

Materials: Newsprint paper, markers, tape, A4 Paper

Preparation:

- Inform your co-facilitators that they will be introducing themselves and tell them what information you want them to share. See Step 2.
- Make copies of the training programme for every participant.
- Makes copies of the training goals and objectives for every participant.
- Make copies of the training values for every participant.

Steps

1. Welcome the participants to the Training of Trainers on the Comprehensive Sexuality Education Manual for Out of School Young People! Express your excitement about the training.
2. Tell participants that the trainers will introduce themselves first so that they know about their professional background. Share information about your personal and professional life that is relevant or of interest to the participants, for example:
 - Where you are from
 - Your university degrees
 - Your experience with teaching and facilitating comprehensive sexuality education
 - Your relevant work experience
 - Any personal information that you don't mind sharing that they may be curious about.
3. Explain that this training is intended to be for experienced sexuality education trainers who have the time and are in a position to train others on the use of the manual for out of school young people. This assumption is that you already have a solid background in the concepts and content of sexuality education and are skilled facilitators with experience training adults. The training will focus on the use of the manual as well as reviewing and enhancing sexuality content and training skills.
4. Ask participants to look at their training programme. Provide an overview of the training by explaining the different sections of the training, i.e.:
 - Training Introductory Sessions (Starting with this overview)
 - Model Sessions from Section 1: Who Am I? (Starting this afternoon and going until Thursday)
 - Model Session from Section 2: Where Am I Going? (Starting on Thursday and going until Saturday)
 - Model Sessions from Section 3: How Do I Get There? (Starting on Saturday and going until Wednesday morning of next week)
 - Practice-Teaching Preparation (on Saturday afternoon) and Video-taped Practice Teaching (on Wednesday, Thursday and Friday of next week)

Note that additional session on teaching and learning and facilitation are interspersed from time to time.

5. Ask participants to pull out the sheet from their packet that has the goals, objectives and values of the training. Ask a participant to read the goal. Then have one participant read the first objective, another the second and so on. Refer to the goals and objectives hand out attached below.

6. Review the training values by having one or more participants read them. Ask:

- When facilitating sessions on sexuality, why might you consider having a set of training values?

7. Mention the following:

The training methods we will use are almost all participatory and interactive. There will be only one power point used in this training. This means we will talk and share, discuss, agree, disagree, and so on. Our expectation is that you will all be active participants.

A significant part of the learning you will get from this ToT will be from observing and noticing the kinds of training activities we are doing and how we are facilitating them. You are expected to learn how to facilitate the activities from observing us as we facilitate. While observing, think about:

- What are we doing that works?
- And what are we doing that doesn't work?
- How are you experiencing the training as a participant - does it keep you engaged? Thinking? Learning? Is it interesting? Is time passing quickly or slowly?
- Do any of these sessions treat topics you know about in new and different ways? What do you think of them?

8. Finally, express your excitement about facilitating this training with them and note that we are looking forward to their honest feedback so that the Training of Trainers package can be improved. We want this training will be a collaborative, two-way process.

The Goals and Objectives of the Training of Trainers on the Comprehensive Sexuality Education Manual for Out of School Young People

Overall Goal:

The goal is to develop the capacity of experienced sexuality education trainers to train other educators on the use of the Comprehensive Sexuality Education for Out of School Young People in East and Southern Africa that has been adapted for (name country) and to ensure comprehensive, effective, accurate and quality CSE is provided to young people who are not in school.

Objectives:

By the end of the training, participants will be able to:

- Describe the components and contents of the manual for out of school youth.
- Explain how to use the materials to others, including the pamphlets, mobisite, and music album.
- Comfortably and accurately teach all of the Comprehensive Sexuality Education (CSE) topics in the manual in a participatory manner.
- Describe the three learning domains and their importance in sexuality education.
- Explain the essential parts of a lesson plan, the purpose of each and the role of the facilitator during each.
- Demonstrate the delivery of effective CSE training to other educators using the manual.
- Explain how this CSE TOT and out of school CSE programming relates to other national and regional priorities such as the Zambia National Framework for Out of School CSE, the ESA Commitment, in school CSE, youth friendly services, etc. in order to further advocate for CSE and other SRH services for out of school young people.

Training Program Values

Sexuality Education

- Effective sexuality education uses interactive teaching methods that actively involve the participant in every step.
- Effective sexuality education takes an evidence-based, scientific and open approach to human sexuality and prevention.
- Effective sexuality education respects and empowers participants.
- Sexuality education needs to be provided by well-trained, comfortable and willing facilitators.

Self-Worth

- Every person is entitled to dignity and self-worth.

Sexuality

- Sexuality is a positive part of human life.
- Knowledge about human sexuality is helpful, not harmful. Every individual has the right to accurate information about sexuality and to have their questions answered.
- Healthy sexual relationships are:
 - Consensual, that is both people consent or agree to the relationship.
 - Equal and non-exploitative: both people share power and respect each other; neither person is pressuring or forcing the other into activities or behaviours they do not want to do.
 - Mutually pleasurable.
 - Safe, which means with no or low risk of unintended pregnancy, sexually transmitted infections, HIV and emotional pain.
 - Developmentally appropriate, that is appropriate for the age and maturity of persons involved.

Responsibility

- Everyone has the obligation to take responsibility for their own actions.
- Everyone has the responsibility to ensure their rights are respected.
- Everyone has the responsibility to respect the rights of others.

Justice and Inclusivity

- Women and men of all ages, people of different backgrounds, races, ethnicities, income levels, physical and mental abilities, and sexual orientations have equal value and rights.
- Everyone is protected equally under international laws and needs to be protected equally under national laws.
- The violation of others rights and human dignity will not be tolerated

PARTICIPANT INTRODUCTIONS

Information for the Facilitator

Purpose: To allow participants to start to get to know each other and to begin creating a friendly, open environment for the training.

Objectives:

By the end of the session, participants will:

- Have begun to get to know each other;
- Have started to feel more comfortable with each other.

Time: 45 minutes, but depends on the size of the group.

Materials: None.

Preparation: None.

Steps

1. Pair participants by asking them to partner with someone they do not know. If there are an odd number of participants, ask one of the other facilitators to pair up with one of the participants. Ask the pairs to sit next to each other so that they can talk for a few minutes.
2. Tell participants that they should get to know their partner. They need to find out enough about their partner to be able to introduce them properly to the whole group. Find out something about:
 - Their work, especially their experience with comprehensive sexuality education
 - Their personal life, and
 - Their interests.

Write these points on a piece of flipchart paper.

Explain that one of them will ask questions and listen first. After three minutes, you will call time and they will switch roles.

Since listening carefully is a facilitation skill, tell them **not to take notes**, but to **focus on your partner and listen attentively**.

3. After three minutes, call time and make sure they switch roles. After another three minutes, call time.
4. Bring the group back to one large group sitting in a circle and have each pair take a turn introducing each other limiting the introduction to one minute for each person.

Ask about their CSE experience, if they do not mention it.

5. After all the pairs have introduced each other, thank the participants. Encourage them to continue to get to know each other, especially anyone they have not met before.

PARTICIPANT INTRODUCTIONS (SHORTER VERSION)

Information for the Facilitator

Purpose: To allow participants to start to get to know each other and to begin creating a friendly, open environment for the training.

Objectives:

By the end of the session, participants will:

- Have begun to get to know each other;
- Have started to feel more comfortable with each other.

Time: 30 minutes

Materials: None.

Preparation: None.

Steps

1. Tell the participants that before we get into the training, you would like them to get to know a little bit about each other.
2. Given time constraints, each person is going to introduce themselves to the other participants. They should mention the following:
 - Their name, what they like to be called, where they come from and where they work
 - Their work, especially their experience with comprehensive sexuality education
 - Their personal life
 - Their interests

Write these points on a piece of flipchart paper.

3. Ask them to sit in a circle. Ask for a volunteer to start and then go around the circle until everyone has had a chance to introduce themselves. Ask about their CSE experience, if they do not mention it.
4. After everyone has introduced themselves, thank the participants. Encourage them to continue to get to know each other, especially anyone they have not met before.

DEVELOPING A GROUP LEARNING CONTRACT (GROUND RULES)

Information for the Facilitator

Purpose: The purpose of this activity is to:

- Establish a commonly held set of behavioural expectations.
- Involve participants in developing a "contract" which will enhance the learning experience and build a sense of community
- Encourage the expression of fears and concerns which may inhibit learning and create guidelines which may help alleviate those concerns
- Build connections between participants who may recognize shared feelings
- Build the sense of ownership of the learning experience

Time required: 10 minutes

Materials/Preparation: Flipchart paper labelled Group Contract, markers

Steps

1. Explain to the group that establishing a group contract creates an environment where the most learning and participation can take place. Therefore, before starting the training sessions, we need to think about and develop a set of rules that will guide the way we behave during the training.
2. On newsprint labelled "Group Contact" or "Ground Rules" ask the group to generate ideas or suggestions that will encourage the most learning during our training.
3. Record these ideas on the newsprint

Examples of guidelines or ground rules are:

- No mini-meetings/side talks. One person talks at a time.***
- Respect differences of opinion/Respect each other.***
- Listen to each other.*** Do not dominate conversations.
- Turn off your mobile phones during sessions.***
- We have a right to pass; no one has to talk or respond to a question.***
- Be on time.***
- State our own opinions and feelings, not those of others.
- Express ourselves honestly.

Note: Starred ones are considered to be very important for the facilitator to be able to use at later times if participants become disruptive. If the participants do not come up with them, suggest them to the group and ask if they agree.

4. Ask them:

- Do you all agree to follow these guidelines/ground rules?
- Are any issues we still need to talk about?

Discuss any issues that seem not to be agreed on by all group members.

5. Post the Contract where it is visible but not in the way.
6. Tell the participants that **everyone is responsible** for ensuring that we follow the ground rules, not just the trainer. If someone is breaking a ground rule, they should feel free to say "Ground rules!" loudly. Note that you will do this as well.

INTRODUCTION TO CSE AND THE ESA COMMITMENT

Information for the Facilitator

Purpose: To provide an overview of what comprehensive sexuality education (CSE) is and what it is not; to address common myths about CSE; to brief participants on the Eastern and Southern Africa Commitment to Scale Up CSE and Sexual and Reproductive Health Services for Young People.

Objectives:

By the end of the session, participants will be able to:

- Describe what comprehensive sexuality education is
- Address common misconceptions about CSE
- Explain the ESA Commitment

Time: 60 minutes

Materials: Projector, screen, PowerPoint presentation file "Introduction to CSE and the ESA Commitment PowerPoint.ppt"

Preparation:

- Go through the PowerPoint and practice giving the presentation so that you know what you will say for each slide.
- Set up and test the projector before you start. Queue up the presentation so it is ready to go.

Steps

1. Show the PowerPoint presentation "Introduction to CSE and the ESA Commitment". Go through each slide and discuss what is written on it.
2. Ask participants if they have any questions.

OVERVIEW OF THE MANUAL

Information for the Facilitator

Purpose: To have participants familiarize themselves with the Facilitator's Manual and accompanying Participant's Workbook.

Objectives: By the end of the session, participants will be oriented to:

- The purpose of the manual including the assumptions/guiding principles in which it is based
- The brief background information as to why and how it was developed
- The table of contents, format, and flow of the Facilitator's Manual and accompanying Participant's Workbook.

Time: 30 minutes

Materials: Facilitator's Manual and Participant's Workbook

Preparation: None

Steps

1. Tell participants that this training revolves around the correct use of the CSE manual and workbook.
2. Explain that the manual was developed in response to the need to consolidate the many different teaching and learning materials being used in the region on CSE and for young people that are not in school. Countries were asked to submit various CSE, life skills, HIV prevention and peer education materials being used that helped inform the development of the current manual that is generally more comprehensive than many existing materials and helps promote a consistent set of key messages directed at young people out of school.
3. Tell participants that the contents are aligned with the international standards on CSE, address all the learning domains (cognitive/knowledge acquisition, affective/values clarification, and skills-building), and designed with participatory methodologies. The activities are also purposely designed to be low tech (no PowerPoint!) and relatively inexpensive to accommodate facilitation in rural areas and situations not requiring electricity (although advance preparations may require some photocopying or use of some basic stationery supplies and music video viewing).
4. Encourage participants to skim through the first few pages of the manual (pages 7-18). Turn to the **Introduction for Facilitators** page 6 and have participants quickly read it silently.
5. Invite participants to have a look at the **Table of Contents** to familiarize with the manual in terms of the organization of the content. There are **3 Sections:** Section 1, Who am I? Section 2, Where am I going? And Section 3, How am I going to get there? It is through these sections that the flow of the content is sequenced and within these 3 main section are **Units** that you may read aloud.
6. Mention to the participants that within the units are specific **Activities**. Each of these activities are presented in a form of a lesson plan that follow a similar format and end with key messages that summarise the most important information of the session. Page 9 and 10 provide additional details.

7. Tell participants that the **Use of the manual**, (page 9) is flexible and is to be customized accordingly. Pages 10-18 provide sample programmes according to the number of full training days possible when working with young people or training others in the use of the manual. There is also 2 different 10 day programmes: for 10-14 year olds and 15-20+ year olds.
8. Refer to page 10 about the **Participant's Workbook**. Have your group look at the **Table of Contents** of the Participant's Workbook and explain that the Participant's Workbook contains all the worksheets and information that participants need for the activities within the lesson plans (activities). It may be the case that there are not enough Participant's Workbooks for each participant so it will be important for the facilitator to make photocopies of the worksheets and additional participant information as necessary. This includes the **Key Messages** that are found at the end of each **Unit**.
9. Explain that pages 19-27 provide additional information for planning your future trainings/workshops.
10. Conclude by assuring participants that they will get more comfortable with the layout and contents of the Facilitator's Manual and Participant's Workbook as they move through the training but advanced preparation is key to the successful use of this manual.

A IS FOR AFFECTIVE – THE ABC OF THE DOMAINS OF LEARNING

Information for the Facilitator

Purpose: To provide participants with an understanding of the three learning domains, why each is essential to comprehensive sexuality education, and enable them to identify the influence of each domain on different topics.

Objectives:

By the end of the lesson, participants will be able to:

- Name the three learning domains.
- Give three examples of the content of each domain in comprehensive sexuality education.
- Give at least two reasons why each domain is important in education related to sexual and reproductive health, including HIV.

Time required: 60 minutes

Materials: Flipchart paper, markers, Prestik or tape and scissors, A4 paper

Preparation:

- Make one copy of the “Domain Cards”, cut them apart and mix them up.
- Make copies of the worksheets “Which Domain Is It?” and “He and She” for each participant.
- Take a piece of flipchart paper, turn it sideways and make three columns. Label them “Cognitive Domain”, “Affective Domain” and “Behavioural Domain.”

Key Messages:

- There are three learning domains: cognitive, affective and behavioural.
- The cognitive domain is the domain of knowledge, with content that is objective and provable; there is a right and wrong answer.
- The affective domain addresses psychological and personal factors, with content that is subjective and therefore different for each person; usually, there is not right or wrong answer.
- The affective domain is broader than “attitudes” which are often part of curricula.
- The behavioural domain is the domain of skills and actions, which require step by step instruction and practice with feedback to develop. Life skills are part of the behavioural domain.
- Most education focuses more on the cognitive domain than on the affective or behavioural domains, but all domains are essential when teaching comprehensive sexuality education because all are needed for us to be able to protect our health.

Steps

Part 1: Introduction (15 minutes)

1. Introduce the topic by asking:

- What are some of the things that young people need to stay healthy?

Probing question: What would a young person need to not start smoking, for example?

Key Reponses: Knowledge, skills, and attitudes, motivation, awareness of influences, sense of agency (ability to act on one’s own behalf, feeling empowered).

Note that:

- Research has shown that these are the key factors that influence health behaviour.
 - These things are linked to something called "learning domains."
- Who has heard about learning domains?

Get any information you can from participants: what the domains are, what they include, etc.

2. Adding to what the participants have said without repeating it, briefly introduce the three learning domains as follows:

There are **three learning domains**, each of which we must address to help students to be able to protect their health. These domains are:

- » The **Cognitive Domain**, which is the domain of knowledge. Its contents are objective and provable. There is a right and wrong, a true and false. They are the same for everyone. Can someone give me an example from comprehensive sexuality education?

If no one has an example, say: One example is: STIs can be transmitted through unprotected sex. It is an objectively verifiable fact.

Ask: Who can give me another example in the cognitive domain?

- » Second: The **Affective Domain**, which addresses psychological and personal factors. Its contents are subjective in nature.

Ask: What does it mean when we say it is subjective in nature? What is the implication for teaching?

It is different for each person. Usually there is no right or wrong in this domain. Note that this makes the affective domain VERY different from the other two. The only time that there is a right and wrong is when we talk about truly "universally agreed upon values" – for example, our universal human rights, such as "Violence is wrong."

Ask: Can someone give me an example from comprehensive sexuality education?

If no one has an example, say: One example is: I am afraid of getting an STI.

Ask: Who can give me another example in the affective domain?

- » The third learning domain is the **Behavioural Domain** which is the domain of "doing" -- actions and skills. Developing skills requires step by step instruction and practice with feedback. It includes physical skills and verbal skills. Can someone give me an example from comprehensive sexuality education?

If no one has an example, say: One example is: Being able to talk to a partner about using a condom.

- Who can give me another example from the behavioural domain?

If you want, you can tell give them the head (cognitive), heart (affective) and hands (behavioural) symbolism for the different domains.

- Are there any questions so far?

Part 2: Which Domain Is It? (20 minutes)

3. Tell the participants to form pairs with someone they have not worked with before. Put up the "Which Domain Is It?" flipchart you prepared and handout the "Which Domain Is It?" worksheet.
4. Give each pair at least one of the Domain Cards. Explain that they should discuss and decide together which learning domain their card belongs in and put it onto the chart in the appropriate column.
5. When they are done, have them take their seats. Tell them they should fill out their worksheets as you discuss. Process the activity, by going through one column at a time, for each item posted there, ask:
 - Can the pair that put this here explain why they put it in this column?
 - Ask the others: Is it in the right place?
 - If it is not in the right place, ask: Which domain should it be in? Why?

While doing this, emphasize the difference between what is objective (provable, true or false, right or wrong), subjective (personal, not necessarily right or wrong) and action-related (doing).

6. After you have discussed each item, ask participants:
 - Which items were you not sure about? Why weren't you sure?
 - Does anyone have any questions about this worksheet?

Part 3: He and She Worksheet (20 minutes)

7. Tell the participants that they are now going to do another exercise. Hand out the "He and She" worksheet. Ask one participant to read the instructions:

Instructions: Read the descriptions of "He" and "She". Imagine they are a couple. Then discuss the questions below the chart with your group and write your answers.

8. After no more than 10 minutes or when most of the participants have finished, have each group tell you what they think the couple will do. Write their answers on a piece of flipchart paper and tally up those that are repeated.

Do the same for the statements they thought would have the most impact on "He's" behaviour and then for "She's" behaviour.

9. Now ask them to identify which domain the statements are in, going through each statement one by one with the whole group. The answers are in the chart below.

He	Domain
He can use condoms correctly.	Behavioural
He is afraid that she will get pregnant.	Affective
He isn't afraid of getting an STIs or HIV from her.	Affective
He strongly dislikes using condoms.	Affective
He knows condoms are very effective at preventing STIs and HIV if used correctly.	Cognitive
He believes she is faithful to him.	Affective
He wants to have sex without a condom.	Affective
She can use the pill correctly.	Behavioural
She really doesn't want to get pregnant.	Affective
She isn't worried about getting STIs or HIV.	Affective
She doesn't mind using the pill to prevent pregnancy.	Affective
She knows that using the pill correctly is very good protection from pregnancy.	Cognitive
She believes couples should be faithful.	Affective
She wants to have sex to express her love.	Affective

10. Ask participants the following questions:

- What do you notice about the domains of the statements that had the most influence on this couple's behaviour?
- What is your reaction to this?

Part 4: Generalizing and Conclusion (5 minutes)

11. Ask the participants the following questions:

- Why is the cognitive domain important for comprehensive sexuality education?

Key point: People need knowledge as a starting point to stay healthy. Without knowledge, they won't know what is healthy or unhealthy.

- Why is the affective domain important...?

Key point: The affective domain has a major impact on people's sexuality and their sexual expression, risk taking, and protective behaviours. People's emotions and desires often override our logical thinking when it comes to sexuality.

- And the behavioural domain?

Key point: In order to act on health information they have, people need skills.

- Which domain do we usually focus on the most in our teaching?

Key response: Cognitive

- Which domain do we usually focus on the least?

Key point: Affective

- Which domain do you think is the most important? Why?
- What types of activities can we do to have our participants focus more on that domain?

Actions

Morals

Attitudes

Opinions

**Results of
research**

**People
Skills**

**Results of
experiments**

Relationship

Skills

Capacities

Biases

Data

Beliefs

Desires

Self-esteem

Emotions

Statistics

Experience

**Technology
skills**

Facts

Values

Feelings

Worksheet: Which Domain Is It?

Instructions: Discuss which learning domain each item listed on the right side of the table belongs in with your partner. Then write it under the correct learning domain in the table.

Cognitive Domain	Affective Domain	Behavioural Domain
Domain of knowledge; objective in nature	Domain of psychology; subjective in nature	Domain of "doing;" behaviours
		<ul style="list-style-type: none"> Abilities Actions Attitudes Beliefs Biases Capacities Data Desires Emotions Experience Facts Feelings Information Morals Opinions People Skills Relationship Skills Results of experiments Results of research Self-esteem Statistics Technology skills Values

Answer Key for Which Domain Is It?

Cognitive Domain	Affective Domain	Behavioural Domain
Domain of knowledge; objective in nature	Domain of psychology and feelings, subjective in nature	Domain of "doing," of behaviours and actions
Facts Statistics Data Information Results of experiments Results of research	Feelings Emotions Beliefs Attitudes Desires Values Morals Opinions Biases Self-esteem Motivation	Behaviours Actions People Skills Relationship Skills Abilities Capacities Technology skills Experience

He and She

Instructions: Read the descriptions of “He” and “She”. Imagine they are a couple. Then discuss the questions below the chart with your group and write your answers.

He	Domain	She	Domain
1. He can use condoms correctly.		8. She can use the pill correctly.	
2. He is afraid that she will get pregnant.		9. She really doesn't want to get pregnant.	
3. He isn't afraid of getting an STIs or HIV from her.		10. She isn't worried about getting STIs or HIV.	
4. He strongly dislikes using condoms.		11. She doesn't mind using the pill to prevent pregnancy.	
5. He knows condoms are very effective at preventing STIs and HIV if used correctly.		12. She knows that using the pill correctly is very good protection from pregnancy.	
6. He believes she is faithful to him.		13. She believes couples should be faithful.	
7. He wants to have sex without a condom.		14. She wants to have sex to express her love.	

1. What decision do you think this couple will make about protection? Why?
2. Which statements do you think will have the most impact on their behaviour? Pick three and write the numbers here.
3. What domain is each statement in? Write the domain in the box on the chart. Which domain has the most influence on what you think they will do?

CIRCLES OF SEXUALITY

Purpose: To discuss and understand the different components of sexuality.

Time: 60 minutes

Objectives: By the end of the activity, participants will be able to:

- Give a definition of "human sexuality."
- Name the five components of sexuality.
- Name two or three sub-topics of each component.

Materials Needed: Flip chart paper, marker pens, tape and scissors or Bostik, A4 paper

Preparation:

- Write or print the following words in large letters on five pieces of A4 size paper: Intimacy; Sensuality; and Sexual Identity; Sexual Violence & Sexualization; Sexual Health and Reproduction.
- Make a set of 'cards' by write or print the following words in large letters on five pieces of A4 size paper: Skin hunger; Touch; Smells; Tastes; Sights; Sounds; Sexual Response; Body image; Pleasure; Fantasy; Caring; Sharing thoughts and feelings; Loving & liking; Being vulnerable; Trust; Sexual behaviours; Biological sex; Gender identity; Gender roles; Sexual orientation; Pregnancy; Sexual & reproductive systems; Sexually transmitted infections & HIV; Contraception; Abortion; Puberty; Menopause; Infertility; Sexual dysfunction; Flirting, Seduction; Rape; Incest; Child sexual abuse; Sexual harassment; Intimate partner violence; Withholding sex.
- Mix up the second set of 'cards' and divide them into six piles of approximately the same number.

Steps

1. Tell participants that sexuality has many aspects and that the group is now going to look at these.
2. Draw five overlapping circles on a piece of flipchart paper and label it 'Circles of Sexuality' (see the Circles of Sexuality diagram in the Facilitator's Information below). Tell the participants that you are going to look at five components of sexuality so that we can understand what sexuality is really about. Write the first one 'Intimacy' in one of the circles. Then ask the group what it means and allow them to discuss briefly. Build on their responses to come up with a description similar to the following and write it in the circle.

Intimacy: Emotional closeness between human beings and having that feeling returned.

3. Then go through the same process to come up with similar definitions for the following words, writing each in one circle:
 - **Sensuality:** Physical and psychological pleasure from one's own body and those of others.
 - **Sexual Identity:** Who one is as a sexual person, including one's sense of one's male or femaleness and to whom one is sexually and romantically attracted.
 - **Sexual Health and Reproduction:** Taking care of the sexual organs, health consequences of sexual behaviour and preventing them, and producing children.
 - **Sexual Violence & Sexualisation:** Using sexuality to influence, control, harm or manipulate others.
4. Tape the five pieces of paper with the main components of sexuality on different parts of wall with plenty of space between them and under them. Tell participants that you are going to divide them into small groups and give each group a set of 'cards'. The group should read each card, discuss it and decide which of the five components it fits best and then hang it on the wall under that component.

5. Divide participants into groups of about five people each. Take the second set of cards you prepared and give each group one pile.
6. When they have finished, have them stand in front of the first component. Go through each card taped under it one at a time and generate a short discussion. For each card:
 - If it is a word that they may not be familiar with, ask the group as a whole: What does this mean? If no one can explain it, explain what it is yourself.
 - Ask the whole group: Should this card be under this component? If there is any disagreement, ask the group that placed it there: Why did you decide to put it here?
 - Ask others what they think. If they don't agree with the placement, ask: Why not? Where do you think it belongs?
 - Ask questions and use the participants' comments and ideas to guide them to the correct placement.
 - If it was misplaced, have a participant put it under the right component.

If there is a lot of disagreement, note that the circles overlap some and so there can be different ideas about where they go.

Note to Facilitator: Use the Facilitator Information: Circles of Sexuality below to guide you and add to what the participants say if needed. Make sure the following points are covered when you get to these cards:

- **Skin hunger** is the need for healthy touch (any touch, not just sexual touch).
- **Human sexual response** is the way that a person's body responds to physical touch and mental sexual stimulation like fantasies.
- **Body image** is how one sees oneself when looking in the mirror or when one pictures oneself in one's mind.
- **Biological sex** is determined by a person's chromosomes, anatomy and hormones and is assigned at birth, usually based on the appearance of their genitals. Some people are intersex, which means they are not distinctly female or male because of a variation in their chromosomes, genitals, or hormones. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside. Or a person may be born with genitals that seem to be in-between the usual male and female types—for example, a girl may be born with a noticeably large clitoris, or lacking a vaginal opening. Ask them if they know the story of the runner, Caster Semenya and explain that she has an intersex condition.
- **Gender identity** is our internal sense of ourselves as being a man or a woman. It usually is the same as our physical sex, but sometimes it is not. Transgendered people are those whose physical sex is different from their internal feeling of being a man or a woman. Note that transgendered children usually know that there is something different about them by the time they are 3 to 5 years old, but they may not know what it is.
- **Sexual orientation** is about the sex that a person is romantically and physically attracted to – it can be the opposite sex (heterosexual), the same sex (homosexual) or both sexes (bisexual).

7. Then ask the participants:
 - What surprised you about this activity?
 - Looking at these components, what part does sex play in sexuality? (Answer: A small part.)
 - What do you notice about sexuality? (Answer: It is a very broad topic, has a lot of sub-topics, and is complex.)
8. Tell them that in this activity, we discussed some ways in which human beings differ in their sexual identity, like their gender identity, being intersex, and sexual orientation. These are differences based on many different things that we can't understand. Ask them:

- Can you explain why someone might physically look like a girl but feel sure inside of themselves that they are a boy?
 - Can you explain why a person might have 3 chromosomes rather than two?
 - If we can't understand something like that about a person, should we judge them for it?
 - Is it right to discriminate against them because of it?
9. Ask participants if they have any concerns or questions and discuss.
10. Ask participants to summarize what they learned from the activity. Add the following points if they are not mentioned.
- **Sexuality has many different aspects that are connected to each other.**
 - **Sexuality is a fundamental part of who we are.**

FACILITATOR INFORMATION: CIRCLES OF SEXUALITY

Intimacy is emotional closeness between human beings and having that feeling returned. It includes caring, sharing of thoughts and feelings, self-disclosure, risk taking and vulnerability, loving and liking, trust.

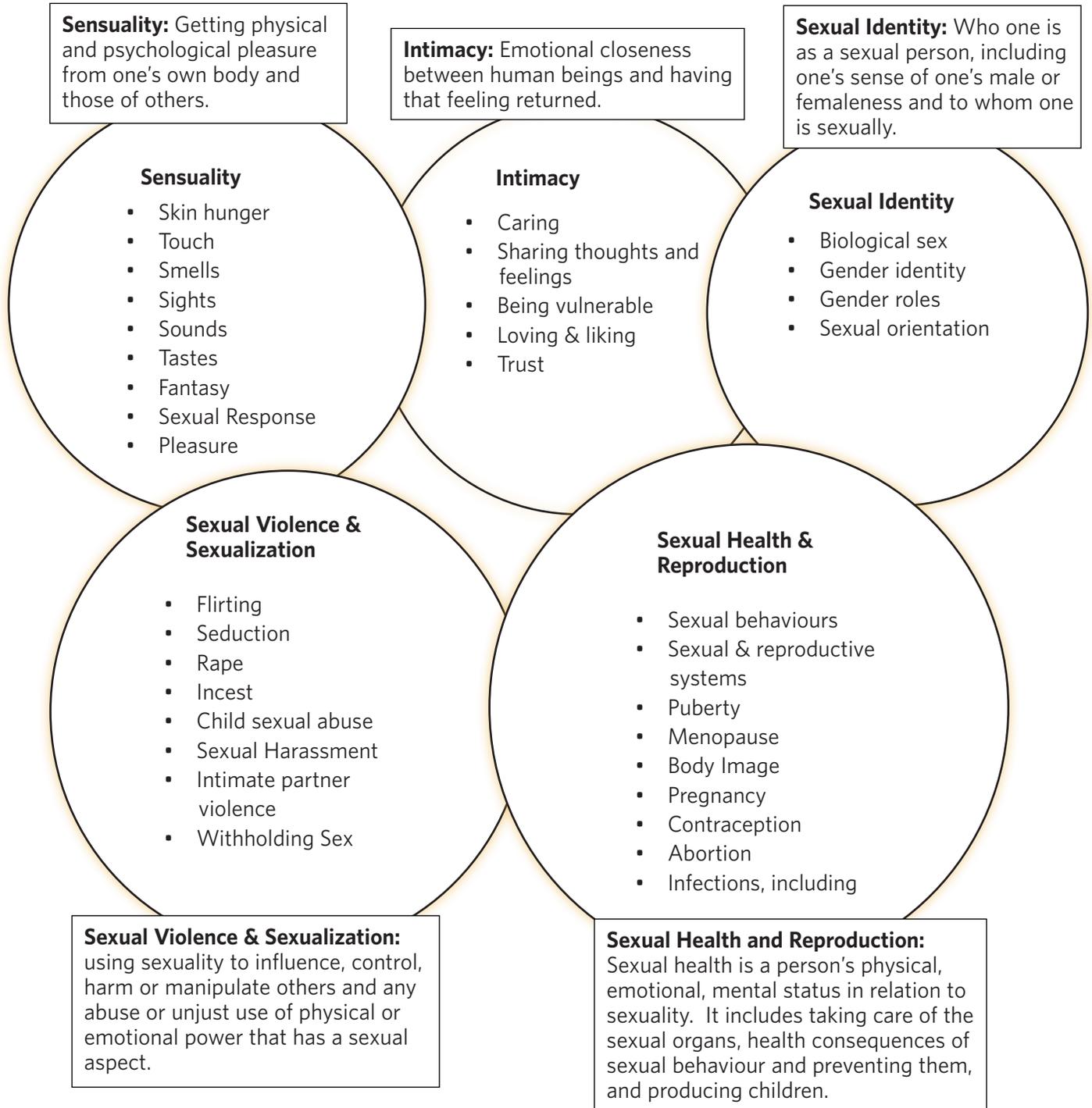
Sensuality is getting physical and psychological pleasure from one's own body and those of others. It includes skin hunger, touch, smell, taste, sights and sounds, fantasy, sexual desire, human sexual response, and sexual pleasure. Skin hunger is the need for healthy touch (any touch, not just sexual touch). Human sexual response is the way that a person's body responds to physical touch and mental sexual stimulation like fantasies.

Sexual Identity is who one is as sexual person. It includes biological sex, gender, gender identity, gender roles, and sexual orientation. Gender identity is our internal sense of ourselves as being a man or a woman. It usually is the same as our physical sex, but sometimes it is not. When a person's biological sex and their gender identity are not the same, they are transgendered. Sexual orientation is about the sex that a person is romantically and physically attracted to – it can be the opposite sex (heterosexual), the same sex (homosexual) or both sexes (bisexual).

Sexual Health and Reproduction: Sexual health is a person's physical, emotional, mental status in relation to sexuality. It includes taking care of the sexual organs, human development, health consequences of sexual behaviour and preventing them, and producing children. It includes sexual & reproductive systems; puberty; **body image**; menopause; pregnancy & delivery; antenatal care; contraception; abortion; infections, including STIs & HIV; infertility; and sexual dysfunction. Body image is how one sees oneself when looking in the mirror or when one pictures oneself in one's mind.

Sexual Violence & Sexualisation: using sexuality to influence, control, harm or manipulate others and any abuse or unjust use of physical or emotional power that has a sexual aspect. It includes rape, incest, child sexual abuse, sexual harassment, intimate partner violence, withholding sex and gender-based discrimination.

CIRCLES OF SEXUALITY



DISCUSSION OF GENDER SESSIONS AND DOMAINS

Information for the Facilitator

Purpose: To discuss the gender sessions that were just taught, why teaching about gender is important in CSE and the goals of teaching young people about gender. To discuss the domains that sessions on gender need to address.

Time: 15 minutes

Materials: Flipchart paper, markers, Prestik or Bostik or tape and scissor

Preparation: None.

Steps

1. Tell the participants that you are now going to take a few minutes to discuss the sessions that they just did on power and gender issues.
2. **Ask participants:**
 - What is your reaction to the sessions that you just had on gender?
Probing questions:
 - What did those sessions make you think?
 - What did they make you feel?
 - Why do you need to focus on gender when teaching young people about CSE? What does gender have to do with sexuality and sexual and reproductive health? What impact does gender have on sexuality? On relationships? On sexual health?

If it doesn't come up, note that research has shown that:

- Gender norms profoundly affect young people's ability to make and implement decisions regarding their own sexual lives. For example, sex, marriage, and pregnancy remain neither voluntary nor informed for tens of millions of girls. Boys, too, often experience intense pressures to live up to unrealistic and harmful expectations of manhood.
- Young people who believe in gender equality have better sexual health outcomes than those who don't.
- Young people who hold less egalitarian attitudes tend to have worse sexual health outcomes. For example, young people who believe that males should be "tough" and should hold more power than females are less likely to use condoms or contraception and more likely to have multiple sex partners. They are also more likely to be in intimate relationships that involve violence. Females in relationships with a high level of male control are also more likely to report HIV and unintended pregnancy. Intimate partner violence is associated with higher rates of unintended pregnancy, STIs, and HIV.

These findings make clear that young people need to learn about gender equality and human rights, particularly because these issues affect their sexual lives, and their happiness.

- What is the goal of teaching young people about gender?

Key points:

- To enable young people to understand that gender roles and stereotypes are:
 - Restrictive and harmful to both males and females (can undermine the well-being of both boys and girls)
 - More harmful to girls and women than boys and men
 - A violation of the human right to equality.
- To encourage young people to question and challenge gender roles (rather than accepting them or reinforcing them).
- To help young people understand that gender roles are changing
- To encourage young people to challenge gender stereotypes and roles to work to change them.

You can review these wrong answers from pre-test if you think it necessary:

- Help young people understand how males and females should behave so they know what they are supposed to do.
- Demonstrate the proper behaviour for each sex.
- Is the goal different for young women and young men? (No.)
- What learning domains do we need to address when teaching about gender?
- What are some of the key messages in each domain?

Key points:**Affective:**

- Believe that gender inequality is wrong
- Feel that they want gender equality
- Desire to be themselves and not to have to conform to gender norms
- Using violence to maintain gender norms and keep people in their gender boxes is wrong

Cognitive:

- Unequal treatment is against human rights.
- Everyone has the right to equal treatment.
- Everyone has the right to be themselves
- No one should be discriminated against.

Behavioural:

- How to stand up for your rights, be assertive

DISCUSSION OF TEACHING IN THE BEHAVIOURAL DOMAIN AND TEACHING SKILLS

Information for the Facilitator

Purpose: To review the behavioural domain by reflecting on the session “Speaking for Yourself” that was just taught; and to discuss and highlight how the content and methods are different from other domains.

Time: 15 minutes

Materials: Flipchart paper, markers, Bostik or Prestik or tape and scissor

Preparation:

- Review the session plan for Speaking for Yourself and observe the lesson closely while it is being taught in the session immediately before this one.

Steps

1. Tell the participants that you are now going to take a few minutes to discuss the “Speaking for Yourself” session that they just finished.

2. Ask participants:

- Let’s recap about the behavioural domain. Who can explain what the behavioural domain is? What does it include?

Key response: It is the domain of doing, of action and skills, of learning how to do things. It includes behaviours, actions, physical skills, verbal skills, self-management skills, people skills, relationship skills, abilities, capacities, technology skills, experience

- What are some of the skills in the behavioural domain that are taught in comprehensive sexuality education?

Possible responses: Life skills, communication, relationships skills, emotional management, how to use male and female condoms, decision-making, goal-setting and planning, negotiation & refusals.

- Why was this activity mostly in the behavioural domain?

Key response: The content focused on learning how to use a specific communication technique more than on facts or information. The information provided had to do with the skill – for example, what is an I-statement, what is a you-statement, how do you formulate an I-statement. There was a little affective component, for example, when participants were asked how they would feel or react if someone said this or that to them.

3. Ask the participants:

- Think of a skill that you have learned well. How did you learn it? What was the process?
- Can we make a list in order of the steps to learning a skill?

Generate a list based on what they say. The list may include:

- Demonstration
- Give knowledge needed to attain the skill
- Introduce and demonstrate the first or basic elements or techniques of the skill
- Have participants practice those elements or techniques
- Give feedback and correction, tips, guidance, encouragement, maybe demonstrate again
- Have participants keep practicing until they have some mastery of the basics
- Introduce and demonstrate the next level, component or techniques of the skill
- Have participants practice those elements or techniques
- Give feedback and correction, tips, guidance, encouragement, etc.
- Repeat as many times as needed
- Assign independent or real life practice

If needed, stress that:

Developing skills requires step by step instruction and practice with feedback.

The facilitator should also pay attention to participants' emotions, so that they don't give up.

- Which of these steps were used in the last session to teach the communication technique of using I-statements when communicating?
- What more would you or other participants need to do to master the skill of using I-statements?
- Can you learn a skill if you don't practice?
- What was the role of the facilitator in the activity?

Key responses:

- To introduce the skill/technique, step by step
 - To help participants use the technique
 - To give feedback to participants on their I-statements (practice)
- Can you learn a skill if you practice but don't get any feedback if you don't something incorrectly? What does this mean for teaching skills in CSE?

Information for the Facilitator

Purpose: To assign teams for the practice facilitation, to give participants the instructions for their practice facilitation and to go over tips for delivering interactive sessions.

Objectives:

By the end of the session, participants will be able to:

- Prepare with their team members to deliver an excellent sexuality education session from the manual following the instructions.
- Describe what is expected of them during the practice facilitation.
- Give tips for using interactive methods.

Time: 20-30 minutes

Materials: Flipchart paper, markers, Prestik or tape and scissors, A4 paper, Comprehensive Sexuality Education Manual for Out of School Youth in Zambia Facilitator's Guide and Participant's Workbook

Preparation:

- Decide how you will assign the practice facilitation teams (assigned or random – See Step 1). See “Practice Teaching Groups” below for an example of a chart that shows the number of groups needed and the number of participants per group. Adjust for the number of participants in the training as needed.
- If you are going to assign the sessions randomly, prepare a list of the facilitation teams or write the names of all the participants on slips of paper and put them into a hat or bag.
- The numbers 1-13 written on squares of paper and folded up and put in a bag or hat. These are the group numbers.
- Make copies of the “Practice Facilitation Guidelines” and “Tips for Delivering Interactive Sessions” for each participant. These can be back-to-back.

Steps

Part 1: Practice Facilitation Assignment (10-15 minutes)

1. **Option 1 (Assigned):** Assign teams and the sessions that they will teach.

Option 2 (Random): Have a participant or your co-facilitator pick a number out of the “group numbers” bag or hat. Then have them pick slips out of the bag or hat with the participants' names in it until they reach the number needed for that group (See “Practice Teaching Groups”); i.e. for Group 1, they should pick 3 names, for Group 2, they should pick two names and so on.

2. Explain that these are the teams for practice facilitation on Wednesday, Thursday and Friday.

Part 2: Introduction to the Assignment (10-15 minutes)

3. Explain the purpose of the practice facilitation:

This exercise is designed for you to apply what you have been learning about comprehensive sexuality education and facilitating activities from the manual for out of school young people. Providing sexuality education is a skill and the only way to really learn it is to practice.

4. Handout the "Practice Facilitation Guidelines" and different participants read them out loud. Then go over the "Tips for Delivering Interactive Sessions."
5. Tell each group the number and name of the session they will be facilitating (see "Practice Teaching Groups" below for these assignments).
6. Give the participants the hand-outs and ask them if they have any questions.

Practice Facilitation Guidelines

Length of facilitation session: The number of team members varies by the length of the session they have been assigned. Each person must individually facilitate about 20-25 minutes of the session.

Discussion and feedback: Between 15-30 minutes, depending on the number of people on the team.

Preparation:

- You will have this afternoon and evenings of this coming week to familiarize yourself with the session, decide how you will divide it up, and to organize and prepare yourselves.
- Teach the session as it is written in the manual.
- The facilitators will be available to discuss anything with you that you do not understand or provide any help.
- If you need photocopies or other materials, please discuss with the training team.

This is a practice session in which you should demonstrate the skills of:

- Delivering a clear, accurate and understandable sexuality education session. Since you will be training other to use these materials, you need to demonstrate that you can follow the instructions provided and deliver an excellent sexuality education session.
- Using interactive methods. You should maximize learner participation. There should be absolutely no lecturing or power point presentations!! Your "teacher talking time", also known as "TTT", will be monitored.
- Using questions effectively and appropriately throughout the session.
- Handling learners' responses effectively.
- Answering learners' questions.

After you and your team member facilitate your session, there will be time for feedback. Each person will start by telling the group their immediate thoughts about their part of the session. Afterwards your colleagues and the facilitators will provide feedback.

Your facilitation will be video-taped and you will watch your videos with your team on Friday, using a discussion guide.

Tips for Delivering Interactive Sessions

- Ask, don't tell! Prepare your lesson so that **you will not be talking**, rather the participants will be talking and discussing. Start with what they know already, facilitate their sharing of their collective knowledge, and then add to it or correct it as needed. Young people as a group usually know a great deal!
- Pick up on the responses you are looking for to your questions. If someone gives you the answer or answers you are looking for, give a positive response to show everyone they are right and move on to the next step or next question. Keep the session moving along at a good pace.
- Do not needlessly repeat what participants have already said. Use what they say and build on it. For example, say, "John is correct. In addition, ..."
- Be mentally alert and active. As a facilitator using interactive methods, you need to respond to what comes up in the group – therefore you must listen carefully and be mentally alert and active. You must think quickly on your feet and ask relevant, provocative questions to guide your participants towards understanding the lesson, **without** just telling them the answer (unless that is really the only way). Often you will need to come up with new questions while facilitating in reaction to what participants are saying.
- The energy during a session starts with the trainer or facilitator – you need to bring it!
- Be flexible with the session plan – if you have a question written in the plan that is about information or understanding that has already come out, skip it! If you are running out of time, focus only on the most essential questions. However, make sure you complete the learning cycle or your participants may not learn anything.
- Let the participants conclude so that you know if they got your key points or key messages. If they missed something or are confused, **then** you should clarify.

Example of Plan for the Practice Teaching Groups

Group Number	Session	Length of Session	Number of Group Members	Length of Feedback
1	10.2 Multiple Partnerships	40 minutes	2	15 minutes
2	10.4 Older Partners, What's the Risk	90 minutes	5	30 minutes
3	10.5 What Difference Does a Drink Make?	60 minutes	3	20 minutes
5	10.7 Overcoming Barriers to Condom Use	75 minutes	5	30 minutes
6	10.8 Reducing the Risk	45 minutes	2	15 minutes
7	10.9 Asking for What You Want & Need	60 minutes	3	20 minutes
8	11.2 Child Marriage	60 minutes	3	20 minutes
9	11.3 Traditional Practices: Keep, Change, Stop	75 minutes	4	20 minutes
10	11.4 Sexual and Gender-based Violence	45 minutes	2	15 minutes
11	11.5 What Should They Do?	60 minutes	3	15 minutes
12	11.6 Getting Consent	75 minutes	4	20 minutes

THE LEARNING CYCLE AND THE LESSON PLAN

Information for the Facilitator

Purpose: To introduce participants to the parts of the learning cycle. The learning cycle provides a basic structure for the session plans in the Comprehensive Sexuality Education for Out of School Young People manual and for training trainers.

Objectives:

By the end of the session, participants will be able to:

- Name the four parts of the learning cycle in the correct order
- Explain the learning cycle and how it is use to structure learning activities and lesson plans
- Explain the role of the facilitator or trainer during each step of the learning cycle
- Identify the parts of the learning cycle in a lesson plan which uses it

Time: 60 minutes

Materials: A4 paper, markers, flipchart paper, tape and scissors or Prestik, Comprehensive Sexuality Education for Out of School Youth Manual

Preparation:

- Make signs with "Activity" "Processing" "Generalizing" and "Applying" on them;
- Make copies of the handout the handout 'The Learning Cycle.'

Key concepts:

- The learning cycle is based the natural process that people use when they learn from their own experiences.
- The four parts of the learning cycle are: Activity, Processing, Generalizing, and Applying.
- For learning to take place, facilitators need to lead learners through all parts of the learning cycle. If parts are skipped, learning will be incomplete.
- All parts of the learning cycle may not be in a single lesson, but they need to be covered in homework or in a subsequent lesson to ensure learning and mastery.

Steps

Part 1: Introduction to the Learning Cycle (20 minutes)

1. Explain to the participants: People say, "Experience is the best teacher." So now, we are going to look at how we learn from our experiences.

2. Then say:

- A child touches a hot cooking pot. What happens?

Key response: Gets burned, it hurts... possibly mother or father tells not to touch because it is hot...

- Will the child touch the hot cooking pot again? Why not?

Key response: No, probably not. Because they learned that the pot is hot and will burn, hurt

- Now there is a candle that is burning. The child approaches the candle and touches the flame. Will she or he touch it? If yes, what happens?

Key response: Maybe, maybe not. If yes, will get burned, it hurts...

- What is she or he thinking now?

Key response: It hurts if you touch something hot. You will get burned.

- Now there was a fire for cooking and there are some hot coals. The child gets close to the coals and feels the heat. Will she or he touch it?
Key response: Probably not.
- Why not?

Key response: By now he or she knows that hot things will burn you if you touch them.

3. Say:

So, the child has learned from experience, right? This is the natural, innate way that people learn. In the learning cycle, the idea is to bring that natural learning process into the classroom or training.

Now let's look at the parts of the learning cycle. The first part is "activity" (also called "experience" when talking about real life). Put up the sign for "Activity."

In the example we just discussed, what was the first activity (or experience)?

Key response: First, touching the hot pot.

The second part is called "processing." You get information from a specific activity or experience and you think about it - you process the information - to get understanding. Put up the sign for "Processing." In the example of the child, when she or he touched the hot pot the first time - what understanding did he or she get?

Key response: When I touched that hot pot, it hurt me. Don't touch hot pots.

What was the second activity (or experience) in this example?

Key response: Touch the candle flame.

What did the child learn from doing that?

Key response: When I touch a hot flame, it hurts/burns. Don't touch flames. Note that this is processing again.

What was the third activity (or experience)?

Key response: Feeling the heat of the coals.

What did the child learn from doing that?

Key response: The coals are hot. Every time I touched something hot, it hurt me. So don't touch the coals or hot things - they will hurt you.

The third part of the cycle is called "generalizing." This happens when a person takes what they have learned from specific activities (or experiences) and makes a general conclusion. In the example of the child, when did the child generalize?

Key response: After touching the hot pot AND the burning candle, he or she understood that hot things can burn you.

So that is the general principle – that is generalizing.

The fourth part is "applying" – that is when you use what you have learned. In the example of the child, when did she or he apply what she or he learned?

Key response: When he or she felt the heat of the coals, but did not touch them.

4. Draw arrows onto the cycle. Explain that when you are learning something complicated, then you may go around and around – because each time you apply your learning, it is a new activity. Ask:

As facilitators or trainers, can you give me an example of how you use the learning cycle to keep learning more about facilitating – as you facilitated again and again?

Key response: Every time you facilitate, you assess how well an activity or lesson worked. If it didn't work well, you try something new, so you gradually learn about what works and what doesn't in facilitating and learning.

5. Tell participants that in a lesson, you may not go straight through the steps of the cycle. You might give them several activities to start with and then process all of them OR you might give them one activity and process it and then do that again before generalizing. In an educational setting and in real life, applying something you have learned may come at a later point.
6. When you write or use participatory or interactive methods, the learning cycle provides a structure and process for the lesson plan. By guiding the learning process, it helps to make sure that as much learning takes place as possible.
7. Ask: Are there any questions so far about the learning cycle.

Part 2 – Reviewing handouts (10 minutes)

8. Give the participants the Participant Handout: The Learning Cycle. Ask for volunteers to read the first side, which describes the parts of the process. Ask if there are any questions about it.
9. Then ask for volunteers to read the second part, the facilitator's function for each stage of the learning cycle. Ask: So what is the facilitator's main role?
 - To act as a guide through the process of learning – to lead participants through the cycle.
 - To create activities for participants and help them to think about and learn from them.
10. Note that processing MUST happen for learning to take place.

Part 3 – Identifying the Learning Cycle in a Lesson Plan (25 minutes)

11. Ask participants to take out their manual and turn to Activity 1.5: What Do My Values Tell Me to Do? on page XX of the Facilitator's Manual. Note the lesson plan is provided below for your convenience.

12. Tell them that they are going to look at this lesson plan and identify the parts of the learning cycle in it. Tell them to pair up with the person sitting next to them. Then they should read through it and then discuss with their partner which steps are the activity, which are processing, generalizing, and applying.

13. Give them about 10 minutes to work on it. After 10 minutes or when they have finished, say: Let's start with "Activity."

- Which step or steps are the "activity"? **Answer:** Step 2 (Step 1 is introductory)
- Which step or steps are "processing"? **Answer:** Steps 3
- Which step or steps are "generalizing"? **Answer:** Step 4 and 6
- Does this lesson include "applying"? **Answer:** Yes, Step 5

14. Then ask:

- If you are using a role play activity, what is the "activity"? What does the facilitator do?

Key point: The role play is the activity. The facilitator sets up the situation and has the participants develop and perform the role play.

- How do you process a role play?

Key point: After the participants perform the role play, there needs to be a discussion of the role play. Those who did the role play need to be asked questions about how it went and get feedback from others about their role play.

- How do you generalize from role plays?

Key point: After discussing each role play, you draw out more general lessons. This is done with questions.

- How can a facilitator get participants to apply what they learned in a role play?

Key point: Ask them to use the skills outside of the classroom. Repeat the role play or do additional role-playing in the classroom. Give another kind of assignment that requires them to continue to use the skills and information.

Part 4 - Conclusion (5 minutes)

15. To conclude, ask:

- Let's say you have your participants do group work and present their group work, but you do not process the presentation. When the presentation is finished, you just say, "Thank you. Let's give them a hand. Clap, clap. Alright, next group come and present your work" What is the result?

Key point: They won't have any feedback and won't be able to learn from the group work. Even if everything they said is correct, you need to give feedback so that all the participants know that.

- So, to generalize, what happens if you skip steps in the cycle?

Key point: Learning is incomplete or doesn't happen at all – because they don't know what they did right and wrong.

Emphasize that this point is critical. Point out that this is one of the most common mistakes that people make when facilitating – they just do activities without processing them or generalizing or further applying.

- Have you seen this happen?

Get or give an example... (Andrea's example: the curable/no curable group work activity in PNG. Trainers, put your own example here.)

- Why is learning incomplete if you just do the activity?
- What happens if you don't **apply** what you have learned?

Probing questions: How many of you learned how to do something once that you can't do anymore? Why can't you do it? What happened?

Key point: If you don't use it – don't apply what you have learned you are likely to forget it. Use it or lose it!

- How can this learning cycle be useful to you and your trainees?

Probing question: Why did we discuss this learning cycle?

Possible responses:

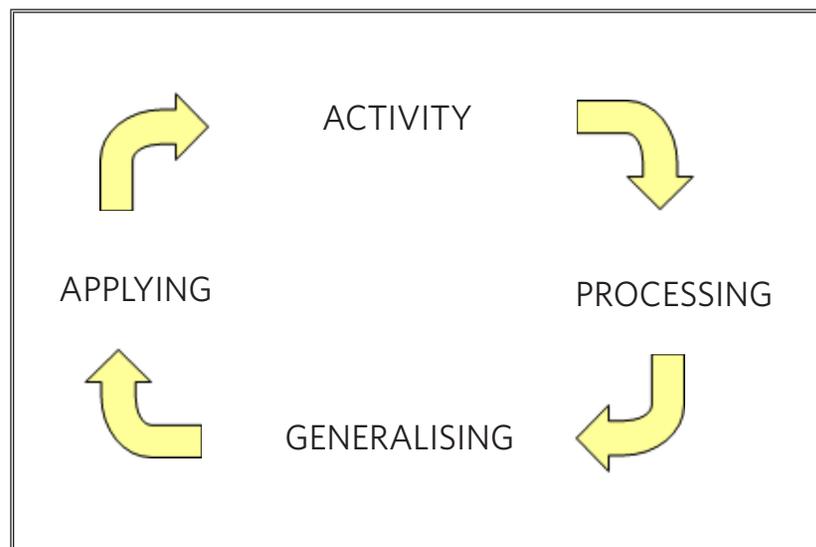
- If they understand the process of learning, they will make sure to go through the whole cycle and not skip parts of the sessions.
- When they facilitate other sessions, they will make sure to include all parts of the cycle.
- They can use the learning cycle as a structure for writing sessions plans, if needed.

Note that it is the most helpful tool that you've found for thinking through a learning activity and session plan.

The Learning Cycle

The Learning Cycle is based on the natural process of learning from one's experiences.

1. **Activity:** In a classroom, participants do an activity. You can also have participants recall experiences or activities from their real life. The activity can be group work, a role play, a worksheet, guided fantasy, a game or many other kinds of activities.
2. **Processing:** You guide participants to think about and analyse the specific activity to understand it and learn from it. Processing is often done by asking questions about the activity, such as "What did you notice about...?" "How did you feel or react?" "What went well in your role play? What didn't go well? What would you do differently next time"
3. **Generalizing:** You guide participants take what they learned from processing and draw wider understanding and conclusions from it. Generalizing is also usually done by asking questions, but these are broader questions, not only about the activity which you did. For example, you could ask "What would you recommend to someone in a similar situation?" "How do you think most people living with HIV want to be treated?"
4. **Applying:** You have participants use and apply what they learned in new situations. This can be during a session or in their real life as homework. For example, if you teach a communication technique, you can ask them to role play using it or to practice using it in their own lives and write about what happened.



The facilitator's function during each stage of the learning cycle

Activity

- Give participants an activity to do that will give them the basis for what you want them to learn or have them recall an experience that they've all had.

Processing

- Help participants think about and analyse the activity or their own experience and gain information and understanding from it.
- Give feedback to participants about their work and correct any participant mistakes to make sure they learn the concepts, attitudes or skills. Feedback and corrections can come from other participants or from the facilitator.

Generalizing

- Help participants to think about what they have learnt in a more general way – to go beyond the activity they just did and identify more general principles, conclusions or other applications from the activity and session. In other words, their understanding should move from realizing "When I touched that hot pot, it hurt." to "Touching hot things hurts. Don't touch hot things."
- Encourage them to connect their learning to other concepts and situations and to draw broader conclusions. For example, shifting from "I felt bad when I was younger and other children teased me" to "Teasing others makes them feel bad. It's wrong and no one should do it."

Applying

- Provide an opportunity to work with, use and apply the new knowledge, insights and skills. This becomes the next activity within the learning cycle

ACTIVITY 1.5: WHAT DO MY VALUES TELL ME TO DO?

Purpose: To make the connection between our values and the way we behave; to discuss what makes us behave contrary to our values.

Time: 45 minutes

Objectives: By the end of the activity, participants will be able to:

- Give at least three reasons why people sometimes do not act in line with their values;
- Explain how they should act according to their own personal values.

Materials needed: Flipchart paper, marker pens, tape and scissors or Bostik or Prestik

Preparation: None

Steps

1. Tell participants that in this activity, they are going to discuss the relationship between values and behaviour. Ask them:
 - If someone says that family is one of the most important things in life, how will they act? What things will they do? (Take care of their family members, spend time with them, help when there are problems.)
 - If a person values their health, what will they do? (Have a healthy diet, not drinking, not smoking, exercise.)
2. Divide participants into groups of four. Ask participants to open their workbooks to **page 7**. Ask one of them read Meri's story out loud and then tell them to discuss the questions in their groups. (If your group does not have strong literacy skills, read the story to them yourself and then read the questions out loud.)

WORKSHEET: MERI'S STORY

Meri is 19 years old. She comes from a poor family that has strong Christian faith. She grew up believing that you should wait until you are married to have sex. She also believes that it is important that people who have sex use protection so that they don't have an unplanned pregnancy or get an STI or HIV.

A month ago she met Peter. They started talking and really liked each other. Since then, they hang out together all the time and they have become very close. Meri feels like she is falling in love with him. Last night, he came over to her house when her parents and other family were away. He started touching her and told her that he loved her and wanted to have sex with her. She wasn't sure what to do. Then she started thinking about how she thought she loved him and how some of her friends have sex with their boyfriends. Finally, she agreed to have sex with him, but only if he used a condom.

1. What are Meri's values about sex and protection?
2. Which value did Meri follow?
3. Which value did she not follow? Why did she ignore her own value?
4. If she followed her own value, what should she have done?

3. After about 15 minutes or when they have finished, call their attention back to the front and have different groups answer each question. Discuss their answers by asking the other groups if they have anything to add and/or if they agree with the answer. Generate a discussion about why Meri did not act according to all of her values. (Probing questions: What was she thinking about when she had to decide what to do?)
4. Then ask:
 - How do you feel when you do something that is against your values? Probing question: How do you think Meri felt later?
 - Why do people sometimes behave in ways that are not in line with their values? (Possible answers: encouragement or pressure from friends or peers; fear of losing friends; fear of losing a relationship; wanting to make someone else happy; feel unsure about own values or choices – feel conflicted; feel insecure; curiosity – wanting to ‘try’ something or try someone else’s values.)
 - What helps people to behave in ways that are in line with their values? (Possible answers: It feels good; having strong clear beliefs; want to please parents and other adults.)
5. Ask participants to open their workbooks to **page 8**. Have a participant read the instructions and then give them ten minutes to complete the activity. Then ask some of them to share their responses with the group.

WORKSHEET: WHAT MY VALUES TELL ME TO DO

Look at the list you made of the things that are the most important to you in life on **page 7**. Pick one of them. Write down three things that a person who values this should do. For example, if you picked ‘health,’ write down three things that a person who values their health should do.

- 1.
- 2.
- 3.

Think about how you really behave. Is it in line with your values? If not, why not? If it is, what helps you to act in accordance with this value?

6. Ask participants to summarize what they learned during the activity. Add any of the following points that are not mentioned.
 - Our values should guide our behaviour, but people often behave differently from what they say or think they value.
 - When we act in ways that are not in line with our values, we may feel conflicted or guilty.
 - If you are acting in ways that are not in line with your values, you need to think about what your personal values really are.

DISCUSSION OF TEACHING IN THE AFFECTIVE DOMAIN

Information for the Facilitator

Purpose: To review the affective domain by reflecting on the session “Understanding and Challenging Stigma” that was just taught; and to discuss how the goals, content and methods are different from other domains.

Time: 15 minutes

Materials: Flipchart paper, markers, Blotak or tape and scissor

Preparation: Go through the session plan and think about the common “isms” and “phobias” in your country or community.

Steps

3. Tell the participants that you are now going to take a few minutes to discuss the “Understanding and Challenging Stigma” sessions that they just finished.
4. Ask participants:
 - What was the purpose of the two sessions on stigma? What do we want the young people to get out of it?
(Answers: to personalize the feelings of being stigmatized – to actually feel and remember them; to get definitions of terms; to think about how different groups are stigmatized (not just people living with HIV); to feel what it is like to be called names; to understand the causes and effects of being stigmatized; to think about what can be done about stigma)
 - What was the main learning domain of the session we just finished? (Answer: Mostly Affective domain, with some cognitive content.)
 - **If participants seem to still be unsure about the learning domains, ask:** Let’s recap about the affective domain. Who can explain what the affective domain is? What does it include?

Probing question: How would you describe the affective domain as a whole?

Key response: It is the domain of personal psychology and personal factors. It includes feelings, emotions, attitudes, beliefs, morals, desires, opinions, biases, values, motivation, self-esteem and personal agency.

- Why was this activity mostly in the affective domain?

Answer: The content focused on emotional experiences and personal feelings, attitudes and beliefs more than on facts (although some facts are included, such as the definitions of stigma and discrimination). There was no skills component. It was mostly affective domain because it is about the feelings of being stigmatized. We want to move young people – really get them to feel – and get them to question their attitudes towards stigma and discrimination.

If not mentioned, ask: Were there specific right or wrong answers? Why/why not?

Key response: There were no right or wrong answers in the parts on the affective domain. Each person was asked about their own feelings and thoughts about stigma and discrimination.

- What activities were used to during the session to “personalize the experience of being stigmatised”?
- Were those activities effective in doing that? Why or why not?

Probing questions:

- How did the activity make you feel? Why did you feel that way?
- How did the activity make you feel about stigma? Why?
- About how you should treat others who are stigmatized? Why?
- Did the activity challenge your thinking about young people who drink alcohol or use drugs, get pregnant, have HIV, live on the street, drop out of school, are gay? **Note to facilitator:** Only mention the groups used in the activity.
- Did it challenge or change your feelings about those young people?
- How did it make you feel about them?
- Did it make you question anything?
- Why do we want to personalize the experience of being stigmatised in the young people we are educating?

Probing questions:

- Why could an activity like this be important to young people?
- What effect could an activity like this have on a young person?

Key responses: To create empathy for others who are stigmatized by remembering when it happened to us and how bad it made us feel; to encourage participants to question who they stigmatize others; to enable participants to see that discrimination is hurtful and wrong.

- In many or maybe most cases, when we teach in the affective domain, we want the participants to explore their own identity, character and feelings or values. In those cases, there are no right answers. In these session, we are trying to get participants to feel and see and believe that stigmatization and discrimination are wrong. Why are we trying to influence their values on stigma and discrimination?

Key point: Treating all people equally – i.e. not discriminating against others – is a universal value, protected in human rights.

- What was the role of the facilitator in the activity?

Probing question: Did they impose their own feelings or values about stigma and discrimination on you?

Key responses:

- To lead participants to experience what it feels like to be discriminated against, treated unfairly and the impact it can have on a person.
- To bring out participants' personal experiences and emotions about being rejected in order to generate understanding and empathy.
- To bring out participants' feelings about being called names as young people.
- To encourage participants to question their judgment of others who are different and reflect on their behaviour towards others.
- To create the opportunity for participants to think about their own values and beliefs about stigma and discrimination and their reasons for them.
- To lead participants to analyse what this mean for themselves and to understand what is wrong with name-calling, stigma and discrimination.

5. Explain the following:

As facilitators, we also need to think about who we are judging and stigmatizing. We all grew up in societies that taught us some prejudice and biases about certain groups of people. As children we absorb these beliefs. As adults, if we want to treat all people equally, the only thing we can do is recognize that we have absorbed these beliefs and fight them. We call these beliefs "isms" and "phobias."

6. Ask the participants:

- What are some of the "isms" and "phobias" that you grew up with? (Possible answers: sexism, homophobia, ageism, ableism, tribalism, religious bias, racism, phobia of people living with HIV.)
- What is homophobia? (Answer: Literally it means the "fear of people who are homosexual". It is prejudice, bias and stigmatisation against people who are gay, lesbian, or bisexual. Not that "transphobia" is the same against people who are transgender.)
- As facilitators, what do we need to do about these "isms" and "phobias" we have absorbed when facilitating CSE with young people? (Answer: We need to be aware of our personal beliefs and biases and keep them out of the room; we need to be understanding of all young people)

Emphasize that we need to be aware that all of these different young people can be in the group. If we show our prejudices, they will feel isolated and rejected.

PRACTICE ANSWERING QUESTIONS FROM PARTICIPANTS

Information for the Facilitator

Purpose: To give participants guidance on how to answer learner's questions; practice in answering real questions from learners; and guidance on answering personal and values based questions from participants.

Objectives:

By the end of the session, participants will be able to:

- Describe the criteria for answering sexuality education questions well.
- List the steps for answering participants' questions.
- Demonstrate giving accurate and appropriate answers to the questions asked in sexuality education.

Time: 75 minutes (or more)

Materials: Flipchart paper, markers, Prestik or tape and scissors, A4 paper, prize

Preparation:

- Make copies of the handout "Guidelines for Answering Participants' Questions" "Guidelines for Answering Personal and Values Questions" for each participant.
- Read over the "Facilitator Resource: Questions Young People Have Asked" and select some questions that you will have your participants answer. You may want to come up with an "ideal" answer to the questions you select.

Steps

Part 1: Introduction (5 minutes)

1. Introduce the session by telling the participants that one of the regular activities of educators is answering participants' questions. Answering questions well in sexuality education is sometimes difficult.
2. Ask the participants:
 - How do you get questions from your participants?

Key responses: In class questions; anonymous question box.

Note: If they do not mention the anonymous question box, explain it to them.

- What are some of the problems or difficulties that you have had in answering questions when facilitating sexuality education?

Key responses:

- Not knowing how to answer
- Embarrassment
- Don't know the answer
- Question is inappropriate
- Not sure if I should answer
- Can't understand the question

Note to facilitator: If someone says that they have not encountered any difficulties, point out that they may need to take question answering more seriously --- to pay more attention to the nuances of questions and some of the sensitivities of answering questions if they THINK they have not had any problems - if you don't have problems, you aren't doing it right and THAT is a problem!

Part 2: Guidelines and Practice Answering General Questions (50 minutes)

3. Tell the participants that you will review some guidelines for answering questions. Give out the handout "Guidelines for Answering Participants' Questions" and ask for volunteers to read it out loud.
4. Tell participants that they will now practice answering some real questions asked by young people in sexuality education in teams.
5. Divide participants into teams of about four people. Tell them that you will judge their responses. The team with the most points in the end will get a prize.

Their responses will be judged by the following criteria:

- 1 point for ACCURACY. An accurate answer is correct.
 - 1 point for COMPLETENESS. A complete answer is not missing any key information.
 - 1 point for CLARITY. Answers should be clear and specific. Clear means young people can understand them easily -- use non-medical terminology, low difficulty of words. Specific means not vague.
6. Read one of the questions you selected. Ask the teams to write their responses on a slip of paper. Give them 2-3 minutes. Ask them to stop and collect their answers. Read each team's answer. After each answer, evaluate the answer based on the criteria by going through each of the criteria out loud. Give each team a score quickly. Discuss their answers as needed, have the participants correct any information which is incorrect, and add any information which is missing or make suggestions for adding additional information to what they have written.
 7. After 3-4 questions (or more), depending on the time available, add up the scores and give the winning team the prize.

Part 3: Answering Personal and Values Questions (15 minutes)

8. Tell participants that they are now going to learn about how to answer two more difficult types of questions: Personal questions and questions about values.
9. Have one participant read the guidelines for answering personal questions and another read the guidelines for answering values questions.
10. Then tell them that you will read a personal question asked by a young person and they should try to come up with an answer. Read one of the following personal questions and tell them that they should write down in their notebooks how they would respond to a young person asking them that question.
 - Have you ever had an abortion?
 - When did you have sex for the first time?
 - Are you celibate?
 - How well have you been able to practice what you've just taught?
 - Do you like oral sex?

11. After 1-2 minutes, ask for volunteers to share their answers. After each response ask the other participants for their opinions about their answers and decisions. Ask if anyone would answer another way or add anything to their response. If you have time, do another personal question.
12. Check to see if there are any other questions about answering personal questions or offering personal disclosure before moving on to the next type of question.
13. Now tell them that you will read a values question asked by a young person and they should try to come up with an answer. Read one of the following values questions and tell them that they should write down in their notebooks how they would respond to a young person asking them that question.
 - What do you think of extramarital sexual relationships?
 - Do you think you should have intercourse with the person whom you love?
 - Don't you think abortion is wrong?
 - Do you think teens should have sex?
 - What do you think about rape? (Note that in response to this question they should say that rape is wrong, it is a violation of human rights and illegal.)
14. After 1-2 minutes, ask for volunteers to share their answers. After each response ask the other participants for their opinions about their answers and decisions. Ask if anyone would answer another way or add anything to their response. If you have time, do another values question.
15. Check to see if there are any other questions about answering values questions.

Part 4: Generalizing and Concluding Discussion (5 minutes)

16. Ask:
 - Do you think answering questions about sexuality and reproductive health is a difficult or easy? Why?
 - What controversial topics do you think you should avoid giving a personal opinion on?

Possible responses: Abortion, masturbation, homosexual behavior, sex work, and so on.

- What topics would it be okay to give your opinion on?

Key points: Rape, non-consensual sex, harassment, bullying, teasing others, discrimination. Topics for which there are really universal values.

- Where can you get accurate information if you do not know the answer to a question?
- Do you have any questions or comments?

Facilitator Resource: Questions Young People Have Asked

What is sex?

Can a girl get pregnant if she did not start her period?

Why do men impregnate women and do not want to take responsibility, why, why?

What can you do if you find out you have an STI or HIV?

Can people have oral sex with a condom?

What must I do if I feel sexual harassed by a girl! Like what must I do?

In a relationship we should trust each other, but how will I know if my boyfriend is cheating on me?

How can I attract the boy I love?

Why do people take the risks of having sex if they know they can get HIV and AIDS?

Why is it that when we make a mistake it is a problem and when teachers and parents make a mistake it is all right?

How do we get pregnant? (asked by an 11-year old girl)

Do women have orgasms? How do you know you had one?

Does masturbation really, really help in everyday life?

What happens to the egg if more than one sperm reaches the ovaries?

Is it safe for a girl to masturbate during her period?

Is masturbation a sin? (VALUE QUESTION)

If you were already pregnant and then you have sex for the second time, can you still get pregnant?

In some traditions, men beat up the women, when they want to talk about sex, what can the lady do?

Who came up with the name 'STI' and 'HIV'?

Do women get circumcised in order to prevent infections?

If you have sex 1 time, you get pregnant, so if you have sex 2 times, will you have twins? That is what people say.

Why do people follow their desires? "og" that's not good cause they end up doing wrong things, well knowing it's wrong... I really find it hard to understand, you must help me out...

Can you please explain what peer pressure is?

Can a person with AIDS spread it through talking?

Why is it sometimes like that, that you can't face your lover? Sometimes cause you have never done it before?

What if you didn't see each other for a long time and then meet again, and he feels like having sex and you don't. What can you do????

If you neglect him every time, you don't go and see him due to situation and he start calling you names. What should you do???

Is it possible for a woman to have sexual intercourse while she is pregnant? If so, how do they do it and up to when can she have sex?

What should you do or we do if the father of my baby does not take full responsibility for our child as in take care of the baby since his the father?

Is it safe to use injection by pregnancy?

Is oral sex part of making love? Cause they is no use for a person to have oral sex cause it can cause STIs

Can a woman get pregnant if she has sex a day after menstruation?

Where do HIV come from? And why did it come to the world?

Why is it important to use a condom?

Before you guys started to join my future is my choice did you go for an HIV test?

Like girls and boys, which ones depend on others the most?

Can one be tested for the first time positive and negative again for the second time?

What can you do for a HIV person?

My question is how do they feel being infected with the disease and how they children and family treat them?

How can you build or maintain your self-esteem?

How does one deal with peer pressure when trying to fit into a group of friends that don't really care and have a bad influence on you?

What is love?

What should you do when you start being suspicious and think your boyfriend/girlfriend is cheating on you?

I get an ejaculation 2 times a week. I find it very pleasant. Is it okay? I have not experienced sexual contact.

Why do girls menstruate?

Why do they say love is very exciting but painful?

I hate girls. Why?

Is it bad when the menstrual cycle changes?

If a girl is bisexual, can she get pregnant?

We slept together when I was drunk. I love him but I thought I would experience it later. Is it rape?

When I sleep in my relative's home, there is one boy the same age as me. He is always asking me for sex when we sleep in the same room. How should I tell him that I don't want it?

If my first sexual intercourse was uncomfortable, will the bad feeling continue?

I would like to experience sexual intercourse. Where should I go?

I read in the newspaper that a man could get pregnant. Is it true?

Do you think it is okay to have intercourse before marriage?

Is it violence if there is sexual contact between two people under the age of consent, if both appear to give consent?

Who is responsible if you have sexual contact with an older woman?

My girlfriend loves my boyfriend. Which one should I choose, my boyfriend or my girlfriend?

I am not in love with him, but he loves me. Will I love him after I have slept with him?

I love her very much but when I take care (much frequently,) she thinks that I am trying to have sexual contact with her.

I have two boyfriends. One loves me but I love the other. The one who loves me is a very good boy. Which one should I choose?

I am afraid to have sexual intercourse because my pubic hair is very thick.

How well have you been able to practice what you've just taught? (personal questions)

Can you share your love stories with us? (personal question)

Guidelines for Answering Participants' Questions

- Think about each question carefully to make sure you fully understand it. Ask yourself: What are they asking? Could it be interpreted in more than one way? Is there a question behind the question? If you are not sure what a question means, rephrase it and ask the participants to help you clarify.
- Validate the question. Use phrases such as "This is a really good question..." or "Many people are curious about this..."
- Make sure your answers are factually correct. Be honest - if you don't know the answer, say that you will try to find out and respond later. Then follow through.
- Give complete, accurate and clear (direct) answers. Be specific.
- Don't give too much information. Avoid unnecessary or irrelevant information, but use the question to reinforce important key messages or to add key additional knowledge when appropriate.
- Take all questions seriously, even if they seem funny to you, unless they are clearly disrespectful or personal.
- Do not use medical or technical terms that your participants are not familiar with. If you must use such a term, explain what it means. If the question includes slang or incorrect terms, rephrase the question so that it uses standard language.
- Make sure your answers are non-judgmental and inclusive. Be sensitive to the varied feelings, experiences, and backgrounds of your participants.
- Make sure your answers are age appropriate. But don't be too afraid because younger children will not remember information that is too complex for their age. Small children often ask the same question again and again.

Steps to answering questions:

1. Understand the question.
2. Think about whether you know the answer or not.
3. If you do not know the answer, say so.
4. If you don't know or are not 100% sure, research the answer as needed using reliable sources and resources.
5. Prepare an answer.
6. Repeat the question or if written, read the question to the participants.
7. Ask participants if they know the answer
8. If they do, add to what they say as needed. If they do not, give the answer that you prepared.
9. Check if your answer was understood.

Guidelines for Answering Personal and Values Questions

Some types of questions are more difficult to answer than others. Some which pose particular challenges include personal questions and questions about values.

Considerations when answering personal questions:

- Think very carefully before answering any questions about your personal life or experiences. Don't give personal information unless you have a very good reason to do so and have considered all of the possible consequences.
- Decide if answering the question will have an impact on your teaching and/or life, if it will increase or decrease your effectiveness or credibility in teaching. If it is neutral, you may decide to answer. For example, if someone asks you if you are married or have children, most people would find it harmless to answer.
- Do not discuss your own sexual life or experiences. If asked about them, remind participants of the need to respect everyone's privacy. You can rephrase the question so that it is about people in general rather than your own experience and answer that question.
- For some questions, such as "Are you gay?" or "Have you ever been raped?" your impulse may be to simply say "No," especially if that happens to be the truth about you. However, these questions can also be used to help participants to think about their attitudes. Rather than just responding, "No" it would be more educational to address it by asking them "What difference would it make if I said yes?" and then "What difference would it make if I said no?" (i.e. would it change who I am? Your opinion of me? How you react to me? If so, why?).

Considerations when answering questions about values:

- Think carefully before giving any personal opinions about issues unless these positions are clearly defined in your course values and agreed to by the participants already.
- Clearly distinguish between facts and opinions, and facts and values.
- State that the question is about values and doesn't have one answer. The answer will depend on the person's beliefs.
- Give related factual information first.
- Ask participants what all the different points of view are on the question. Turning the question back to the participants is a technique that can be used for any question to which there is not one correct answer.
- Do not give your opinions on potentially controversial topics (such as abortion, masturbation, homosexuality, sex work, age to which it is okay to have sex, and so on). Note that it is okay to give facts about these issues.
- If a values question is about a truly universal value (of which there are only a few, i.e. those reflected in the Universal Declaration of Human Rights), you can state the universal value. For example, forcing someone to have sex (or rape) is always wrong. Other such values include: not discriminating against anyone for any reason; not using violence, including bullying and mean teasing and any type of intimate partner violence;
- Do not impose your own values.
- Encourage participants to also discuss values questions with their families.

PRACTICE TEACHING VIDEO PLAYBACK AND DISCUSSION

Information for the Facilitator

Purpose: To give participants the opportunity to watch their own facilitation practice; assess the feedback they got for themselves; see their body language; and practice providing feedback to each other.

Objectives: By the end of the session, participants will be able to:

- Describe at least three things they noticed when watching the videotape of their own facilitation, both positive and critical.
- Discuss which feedback they received after their session that they understand better having watched the videotape and why.
- Describe the feedback they gave their colleagues, both positive and critical.
- List at least three things that they want to improve in their facilitation.

Time: 2 hours

Materials: Flipchart paper, Prestik or Bostik or tape and scissors, markers, flash drives (optional), one laptop per group, downloaded videos of the practice facilitation sessions. Optional: Video compression software.

Preparation:

- Several days before starting the video-taping of the practice sessions, do a trial run of the video-taping. Tape at least 10 minutes of facilitation, download it and watch it. Make sure it is audible and clear and that there are no other serious problems with the quality of the video.
- Videos can be very large files, so figure out how you are going to provide the video tape of each team to them. It takes a lot of time to transfer the videos to a computer and then to a flash drive, so make sure your schedule allows enough time to transfer the videos. Ideally, use a video compression program and compress the video first (although this may also take time, it will save on flash drive space and transfer time thereafter).
- Ideally have a team of two people, in addition to the person filming, who are each dedicated to transferring the video tapes immediately after the team facilitates. Assign each team to one person.
- Check the files once transferred to make sure that they have transferred correctly and don't suddenly freeze.
- If the camera automatically cuts the video into smaller segments, write down the name of each file in order, keep track of what you have transferred, stay organized and make sure you keep them in order so that teams find it easy to watch them.
- Transfer the videos to an external drive, flash drives or laptops on which each team will watch their video. It is preferable not to give the teams their videos in advance as they are likely to watch them before the session if you do, which will make the session much less effective, but you may have no choice.
- Keep a back-up of all videos on a computer or external drive. Do not erase them until you are sure that each team has its videos and they are working.
- Figure out where the teams can watch their video. It is best if each team has their own space, so that they do not disturb each other as the videos will make noise.
- Make copies of the handout "Review of the Video of Your Facilitation Practice" for each participant.

Steps

Part 1: Introduction (10 minutes)

1. Tell participants that they are now going to watch the video of their own facilitation practice in their teams. If you have not already done so, make sure each team has laptop with their video tape on it or on an external drive.
2. Ask: What do you think you will be able to see or learn from watching yourself facilitate?
3. Pass out the handout "Review of the Video of Your Facilitation Practice" and have several participants read it out loud. Ask if they have any questions. Encourage them to stop the video frequently and discuss what they are noticing.
4. Tell each team where they should go to watch their videos. Inform them also that you will be coming around to each team to see how they are doing and to discuss what they are observing with them.

Part 2: Video watching (90 minutes)

5. Tell the teams to go to their designated places and to watch their videos. As they are watching, go to each group at least once, preferably twice. See what they are discussing. Point out aspects of the feedback they received to them as appropriate. Stop the video and ask them what they have observed. Do not spend too long with each team.

Part 3: Discussion and Conclusion (25 minutes)

6. After all the team have finished watching their videos, have them come back together for a whole group discussion.
7. Ask the participants:
 - What was it like to watch yourself facilitate?
 - What did you notice about your facilitation?
 - What did you notice about your body language?
 - Did any of the feedback make more sense when you watched the video? What? Get several examples.
 - Was it useful to watch yourself? Why or why not?
 - What did you learn from it?
 - What facilitation skills do you plan to work on more?
8. To conclude, ask the participants:
 - What comments can you make about the facilitation strengths of the group as a whole?
 - What are some common areas that you still need to work on?

Steps

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 - Was it useful to watch yourself? Why or why not?
 - What did you learn from it?
 - What facilitation skills do you plan to work on more?

¹The videotape viewing will take as long as the longest practice teaching session. If you do not have enough time, ask the larger teams to split into two groups and have each watch their half of the practice facilitation.

8. To conclude, ask the participants:

- What comments can you make about the facilitation strengths of the group as a whole?
- What are some common areas that you still need to work on?

List their main strengths and areas for improvement on a piece of flipchart paper as they discuss. Add your own observations at the end.

9. Thank the participants for their participation in the practice facilitation activity. Encourage them to keep developing their facilitation skills – practice makes perfect.

Review of the Video of Your Facilitation Practice

Instructions: You will watch your videotapes in your teams. Read this worksheet before you watch your videos.

1. While watching the video recording of your team facilitation session:

- a) Stop the tape to discuss the points when you see something that you got feedback on.
- b) If there was any feedback you were not sure of, watch specifically to see if you can notice what the person was talking about, then decide if you agree with it or not.
- c) Notice what the facilitator is doing and what the participants are doing. How active and involved are the participants? Who talked more? Did the facilitator conclude or the participants? Were all the participants paying attention? If not, did the facilitator notice and react? If not, why not?

2. With your team, answer the following questions:

- a) Does any of the feedback make more sense now that you have watched your session?
- b) Would you change anything about your session now that you've seen it on video?
- c) Could you have reduced your "Teacher Talking Time"? Did you tell the participants anything you could have asked instead?
- d) Do you think that your participants learned what you intended?
- e) Did you use the learning cycle in this lesson? Which parts were included?

3. Answer the following question individually:

- a) What did you notice about your non-verbal communication:
 - Facial expression, smiling, frowning, looking confused
 - Your level of animation and energy
 - Eye contact
 - Gestures
 - Responsiveness to members of the group, awareness of all participants
 - Movement around the room
 - Placement within the room
 - Voice, pitch quality
- b) Practice your self-evaluation skills:
 - State two things you were pleased with when you watched your facilitation.
 - State two things about your personal performance that you would like to develop or work on.
- c) Practice your feedback skills by giving your teammates some feedback:
 - Make sure you give at least one specific positive comment (not, "it was good" but "I like the way you introduced your topic" or "You gave very clear directions"),
 - Make sure you give at least one specific constructive suggestion for skill development.

PERSONAL COMMITMENTS

Information for the Facilitator

Purpose: To reflect on the training and what they learned; to make a commitment to use what they learned by changing one thing about themselves in terms of educating out of school young people about sexuality.

Objectives: By the end of the activity, participants will be able to:

- Explain the most important thing that they learned from the training;
- Describe how they think they apply the training in their personal lives;
- Describe how they will apply what they learned in the training in their facilitation and education for young people.

Time: 15 minutes

Materials: Flipchart paper, Blu-tack or tape and scissors, markers

Preparation: None.

Steps

1. Tell participants that this is the end of the training! We made it! Remind them that in the manual, at the end of each unit there is a "Conversation Circle and Commitment". We have not been doing these at the end of each unit because of time. Instead, we are going to do one example of a commitment now at the end of the training. Ask: What is a commitment?
2. Explain that the young people can do it verbally or in writing. We will use a worksheet and do it in writing. Handout the worksheet and ask them to fill it out. Give them 5-7 minutes.
3. After about ten minutes, call their attention back to the front and get several responses to each question from participants who are willing to share. Write a couple of examples on flipchart paper.
4. Tell them that they can keep their commitments and review them from time to time to refresh their minds about their intentions.

WORKSHEET: WHAT I LEARNED ABOUT SEXUALITY, SEXUAL HEALTH AND FACILITATING CSE

Based on the what you learned in this training, answer the following questions:

1. What is the most important thing you learned from this training?

2. Why is this important to you?

3. In your personal life, what will you do to protect....?

Your health...

The health of your children...

The health of your community....

3. In your professional life, what will you do differently as a result of this training?

4. Write a commitment or promise to yourself related to how you will use this training in the future in your personal life and in your work. You will not be asked to share this with the group.

United Nations Population Fund (UNFPA)

East and Southern Africa Regional Office
9 Simba Road, PO Box 2980,
Sunninghill, 2157, South Africa
esaro.unfpa.org

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