



**USAID**  
FROM THE AMERICAN PEOPLE

world relief®

Technical Update 2021



## **FAMILY LIFE EDUCATION**

**Equipping Faith Leaders to Communicate about  
Sexual and Reproductive Health from Christian  
and Muslim Perspectives**

*Trainer's Guide*

# TRAINER'S GUIDE

## Family Life Education: Equipping Faith Leaders to Communicate about Sexual and Reproductive Health from Christian and Muslim Perspectives

*2021 Update by World Relief*

*Developed by FHI 360*



World Relief would like to acknowledge the Advancing Partners & Communities (APC) and YouthNet projects for providing the original materials for adaptation and use through the SCOPE project Haiti, Kenya, Malawi and South Sudan

*Family Life Education: Equipping Faith Leaders to Communicate about Sexual and Reproductive Health (FLE)* was adapted by World Relief's Strengthening Community Health Outcomes through Positive Engagement (SCOPE) project in 2021. The adaptation and printing of this curriculum was made possible by the generous support of the American people through the United States Agency for International Development (USAID), under the terms of the Cooperative Agreement AID-OAA-A-14-00028. The contents are the responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

**Writers:** Shea Antrim, Devina Shah, Dr. Steven Gertz

**Technical Assistance/Technical Review:** Devina Shah, World Relief

**Design, Layout, and Copyediting:** Laura DePauw, World Relief

For additional information, contact Devina Shah, [dshah@wr.org](mailto:dshah@wr.org).

World Relief  
7 East Baltimore Street  
Baltimore, MD 21202 USA  
Tel: +1 (443) 451-1900  
[www.worldrelief.org](http://www.worldrelief.org)

The original curriculum, known as Teaching Adults to Communicate with Youth from a Christian Perspective (FLE), was developed by Family Health International (FHI)/YouthNet in 2006. YouthNet was funded by the U.S. Agency for International Development (USAID) to improve reproductive health and prevent HIV among young people. The YouthNet team was led by FHI and included CARE USA and RTI International. The original publication was funded through the USAID Cooperative Agreement with FHI for YouthNet, No. GPH-A-00-01-00013-00. The information contained in the publication does not necessarily reflect FHI or USAID policies.

**Project Coordinators:** Maryanne Pribila and Hally Mahler, FHI/YouthNet

**Writers:** Maryanne Pribila, FHI/YouthNet and Lisa Moreau, consultant

**Technical Assistance:** Jane Schueller, Hally Mahler, and Ed Scholl

**FHI/YouthNet Editors:** Jane Schueller and William Finger, FHI/YouthNet

**Design, Layout, and Copyediting:** Karen Dickerson

**FHI Graphics:** David Chikoko, consultant

The publication was revised by FHI 360 in 2018-19 with financial support provided by Advancing Partners & Communities (APC). APC is a five-year cooperative agreement funded by the U.S. Agency for International Development under Agreement No. AID-OAA-A-12-00047, beginning October 1, 2012. APC was implemented by JSI Research & Training Institute, Inc., in collaboration with FHI 360. The authors' views expressed in this publication do not necessarily reflect the views of USAID or the United States Government.

FHI 360 Headquarters  
359 Blackwell Street, Suite 200 Durham, NC 27701 USA  
T 1.919.544.7040  
F 1.919.544.7261  
[www.fhi360.org](http://www.fhi360.org)

For additional information, contact: Frederick Mubiru [FMubiru@fhi360.org](mailto:FMubiru@fhi360.org) Leigh Wynne [LWynne@fhi360.org](mailto:LWynne@fhi360.org)

© 2006 by Family Health International; Revised 2019 by FHI 360; Revised 2021 World Relief

# TABLE OF CONTENTS

|   |     |
|---|-----|
| Participant Handbook Overview .....                                 | 1   |
| Introduction .....  | 2   |
| Structure of the Manual .....                                       | 4   |
| Preparation for the Workshops .....                                 | 5   |
| Post-workshop Recommendations .....                                 | 10  |
| Workshop 1: Communicating About FLE.....                            | 11  |
| Session A. Introduction to the Workshops .....                      | 14  |
| Session B. Young People.....  | 19  |
| Session C. Christian or Muslim Family Life Education.....           | 22  |
| Session D. Myths and Facts.....                                     | 30  |
| Session E. FLE Communication Skills.....                            | 34  |
| Workshop 1 Handouts.....  | 41  |
| Workshop 2: Growing and Changing.....                               | 48  |
| Session A. Talking about Sex.....                                   | 50  |
| Session B. Sexual Development .....                                 | 55  |
| Session C. Preparing for Reproduction .....                         | 65  |
| Session D. Myths and Facts.....                                     | 70  |
| Session E. Role-Plays.....  | 74  |
| Workshop 2 Handouts.....  | 79  |
| Workshop 3: Safety and Your Future .....                            | 81  |
| Session A. Gender Roles .....                                       | 83  |
| Session B. Looking to the Future.....                               | 88  |
| Session C. Staying Safe from Unintended Sex, Drugs and Alcohol..... | 93  |
| Session D. Myths and Facts.....                                     | 102 |
| Session E. Role-Plays.....  | 105 |
| Workshop 3 Handouts.....  | 110 |
| Workshop 4: Family Life.....  | 115 |
| Session A. Relationships and Marriage.....                          | 117 |
| Session B. Planning a Family.....                                   | 127 |
| Session C. Myths and Facts.....                                     | 133 |
| Session D. Role-Plays.....  | 136 |

|  |     |
|--|-----|
| Workshop 4 Handouts.....   | 140 |
| Workshop 5: Resources, Responsibilities, Graduation, and Next Steps..... | 143 |
| Session A. Community Resources .....                                     | 146 |
| Session B. FLE Educators.....  | 151 |
| Session C. Graduation and Next Steps .....                               | 159 |
| Workshop 5 Handouts.....   | 168 |
| Annex I: Glossary.....   | 183 |
| Annex II: References.....  | 187 |
| ANNEX III: Letter from World Council of Churches .....                   | 189 |



# PARTICIPANT HANDBOOK OVERVIEW

The Participant Handbook is a companion publication containing the following resources:

- Introduction
- Section 1: Skills to Communicate with Young People
- Section 2: Five FLE Communication Steps
- Section 3: Sexual Development of Boys
- Section 4: Sexual Development of Girls
- Section 5: Menstruation
- Section 6: Preparing for Reproduction
- Section 7: Sexual Desire
- Section 8: Ten Ways to Avoid Unwanted Sex
- Section 9: Helping Youth Choose Abstinence before Marriage
- Section 10: Common Drugs and Alcohol
- Section 11: Good Relationships
- Section 12: Helping Young Couples Understand Faithfulness
- Section 13: Preparing for a Baby
- Section 14: Fertilization
- Section 15: Pregnancy
- Section 16: Family Planning
- Annex I: Additional Sources for Reflections

# INTRODUCTION

Churches and mosques (as well as other faith institutions) have long been safe environments that organize and sponsor activities for followers of all ages. These institutions are places where moral values are formed and strengthened, self-esteem is cultivated, and life's lessons are taught using, for example, the Bible and Qur'an.

In the public health field, research has found that a connection to religion is a protective factor for young people in terms of healthy behaviors in the future. People often go to faith institutions and expect direction and leadership from faith leaders. Yet, many adults in Christian, Muslim, and other faith communities need training and resources in order to feel prepared to provide guidance to communities, in particular, about sexual and reproductive health.

To address the needs of adults who wish to provide accurate public health information in collaboration with faith-based organizations, Family Health International/YouthNet produced *Family Life Education: Equipping Faith Leaders to Communicate about Sexual and Reproductive Health from a Christian Perspective in 2006*. The manual was updated in 2018-19 by the Advancing Partners and Communities project led by JSI and FHI 360 for use in Uganda.

The current manual reflects changes and updates made by World Relief in 2021 for use in Malawi, Kenya, South Sudan and Haiti. The updates include 1) broadening of audience and scope to include an audience beyond the youth/young person perspective (as originally written by FHI360), and 2) Muslim perspectives for use in Malawi and Kenya.

The manual has two purposes: 1) to educate adults about reproductive health issues and 2) to help faith leaders learn how to communicate about these issues within the context of shared faith. The manual is intended to encourage open discussion about sexuality and reproductive health in the context of faith communities. It provides a forum to clarify Christian and Muslim values around reproductive health, while providing accurate technical information. It is not designed to promote religion.

Because discussing topics of sexuality is often taboo in many communities, including faith communities, the manual includes Biblical and Qur'anic passages as a way to frame many discussions in language that is comfortable to Christians and Muslims. (At various points in the text, Sunni Hadith are also cited.) The Biblical and Qur'anic passages are optional and may help faith leaders and their congregants reflect on challenging issues related to sexuality. They are not put forward as evidence of a particular point of view or public health information. Biblical and Qur'anic passages have different meanings to different readers and should be used as a means of reflecting on the material presented in this resource.

The manual is intended for use by any church or mosque, or, indeed, any faith institutions or organization wanting to build the confidence and skills of faith leaders. These leaders would in turn provide a supportive and knowledgeable resource related to decisions about reproductive health. Appropriate participants for the workshops are faith leaders who interact with congregants regularly. This includes parents, choir and prayer leaders, group leaders

## Source for Biblical and Qur'anic Passages

All Bible passages used in this manual are from the New International Version Bible, completed in 1978 and revised in 1984. This translation was completed by more than 100 scholars working from the best available Hebrew, Aramaic, and Greek texts. It is widely accepted for its clarity and ease of reading.

Qur'anic passages are in most cases taken from M.A.S. Abdel Haleem's translation, a widely used and respected translation first published in 2004 by Oxford University Press. Passages from the Hadith come from Sunnah.com.



(e.g., youth, mothers', fathers', couples' groups), religious teachers, pastors, priests, nuns, *imams*, and *skaykhs*.

Christian- and Muslim-based organizations are encouraged to sponsor the use and adaptation of this manual as a way to help meet the needs of all community members. Informed and trained adults have the potential, through a faith context, to help individuals increase their knowledge and skills in reproductive health, seek more services, promote positive attitudes, and improve self-esteem. These trained faith leaders can also function as advocates in the family and community, stimulating more dialogue about reproductive health issues. Use the "Guidance for Introducing the Program" (see text box) to inform faith organization members and enlist their support for the faith leaders who will be assisting youth.

#### Note

The manual uses the terms youth, young people, young adults, and adolescents interchangeably — all referring to people 10 to 24 years of age, unless otherwise specified. Definitions of youth are related to context, culture, programmatic goals, objectives, and other factors.

### Guidance for Introducing the Program

The following is a brief introduction to provide faith members information about the program. The program should be introduced by a formal leader in the church or mosque (e.g., clergy, bishop, imam) or lay leaders (e.g., Christian women's fellowship leader, youth leader). [Modify the text to make it appropriate for your audience.]

We know that faith institutions have long been a safe environment that organizes and sponsors activities for members. Ours is no different. Within our Christian and Muslim communities, moral values are formed and strengthened, self-esteem is cultivated, and life's lessons are taught using the Bible and Qur'an. As faith leaders and other trusted adults, youth especially often look to us for direction and leadership on health and social issues.

Our members have learned about many health topics — child immunizations, good nutrition, the importance of antenatal visits, and HIV testing. But they may not have heard much about healthy timing of pregnancies and family planning. We can help people in our community understand why couples should make plans for having children, and why spacing children is best for the health of the mother, baby, and the family. Yet, many adults in our Christian and Muslim communities are not prepared to provide guidance about reproductive health, such as family planning. We need training and resources.

To uphold our responsibility to support our community, we are beginning a new program to encourage open discussion about sexuality and reproductive health in the context of our faith community. This program has two purposes: 1) to educate adults about reproductive health issues, and 2) to help adults learn how to communicate about these issues within the context of shared faith. It clarifies Christian and Muslim values around reproductive health, while providing accurate technical information on these topics.

It can be difficult, even taboo, to discuss topics of sexuality with people within the faith community. To support the faith connection, this program frames discussions by linking health messages to the Bible and Qur'an's many stories and passages about couples, families, and children. We are hoping this program, which is being coordinated by the [women's group, men's group] will build the confidence and skills of the adults who participate, enabling them to be a supportive and knowledgeable resource related to decisions about reproductive health.

## Structure of the Manual

The manual is divided into two major sections: 1) the workshops, — five day-long workshops written for the workshop facilitators; and 2) the Participant Handbook — referenced in the workshops and designed for participants to keep and use in talking about reproductive health.

The objectives of the workshops are to:

- Learn and practice the “Five Family Life Education (FLE) Communication Steps” and accompanying skills to be able to discuss family life topics
- Learn essential reproductive health information, including sexual development, sexually transmitted infections, HIV and AIDS, pregnancy, family planning, and gender roles
- Build communication skills to guide youth to make informed decisions about engaging in sexual activity, seeking professional medical services when needed, choosing a partner, using drugs or alcohol, continuing one’s education, and developing a livelihood
- Examine personal beliefs and use the Bible and Qur’an to discuss values about reproductive health
- Identify and map local resources in the faith and medical communities
- Develop an action plan for outreach with youth and adults, following completion of the workshops

## Workshops

Each of the five workshops focuses on a topic. Collectively, the five workshops cover the major topics of family life education. They build on cumulative knowledge, using several common features, such as comparing myths and facts about each topic and role-plays using outlined steps. If a participant cannot attend a workshop, provide an opportunity for them to attend a make-up session prior to the next session (e.g., meet for 30 minutes prior to the next workshop to provide a review session).

- **Workshop 1. Communicating About FLE** — introduces the workshops, ideas about working with youth and adults, and specific FLE communication steps
- **Workshop 2. Growing and Changing** — summarizes basic sexual development and reproduction and begins working with role-plays, practicing the FLE communication steps
- **Workshop 3. Safety and Your Future** — addresses gender roles, livelihood issues, the sensitive issue of unintended sex, and alcohol and drug use
- **Workshop 4. Family Life** — discusses relationships and marriage, planning a family, and contraceptive methods
- **Workshop 5. Resources, Responsibilities, Graduation, and Next Steps** — emphasizes next steps for participants, including resource referrals

## Participant Handbook

The handbook sections are grouped by topic and follow the order presented during the five workshops. Each section contains typical questions and answers with Biblical and Qur'anic passages (and occasionally, Hadith, i.e., traditions from the Prophet Muhammad). These can be used to facilitate dialogue and ensure that correct information is disseminated. The last section contains related passages from the Biblical and Qur'anic for additional reflections.

Each participant should receive a copy of the handbook. However, if resources are limited, the handbooks can be loaned to participants during the workshops and then collected and re-used during subsequent workshops. If this approach is used, allow participants to identify specific pages that they would like copies of to use after the workshop.

## Preparation for the Workshops

The five workshops are intended to be conducted one day per week over a five-week period. This schedule will allow participants to concentrate on and practice what they have learned at each workshop and study the Participant Handbook between sessions.

For each workshop, groups will need a room that:

- Holds 15 to 20 participants
- Has chairs for each participant and tables or desks on which to write
- Has space for participants to move around
- Has walls on which to post flip chart paper
- Has a stand or place on which to write or post flip charts
- Follow national guidelines on COVID-19 prevention measures based on local context

We strongly encourage providing a snack or tea break and lunches for participants during each workshop.

Your faith institution or organization should decide if per diem is appropriate prior to selecting participants. This is often not needed in community-based projects where participants are expected to volunteer time and join based on their own motivation. However, if you are conducting residential workshops where participants travel, per diem may be needed to pay for transportation, meals, and other expenses.

## Adapting the Manual

These materials were developed for a global audience. They are intended to be adapted as appropriate to the local environment, cultural context, and specific needs of communities. You may also choose to translate some parts into a local language, particularly the Participant Handbook.

Throughout the manual, suggestions are made for modifications. For example, if you are using these materials in a community with a high HIV prevalence, you may decide to add additional exercises about care and support for people living with HIV and AIDS. As another example, participants who complete all five workshops are called FLE Educators in the workshops. It may be important to find another title that brings esteem to the person. During the field-testing of the youth-centered version in Tanzania, the group thought that participants could also be called “youth allies.” When translated into Swahili, this becomes “marafiki wa vijana” — a friend to young people. There are many different ways to use the ideas presented in the manual by altering them to fit local needs and situations.

We ask that you let us know of these adaptations by sharing your ideas and suggestions for improvements, along with feedback from participants, with the program organizers.

## Choosing Participants

Prior to selecting participants, determine selection criteria and develop a checklist to ensure that participants meet the criteria. Common criteria include:

- Ability and commitment to attend all five workshops
- Interest in working with their respective faith communities on these issues
- Ability to read and write at the level required for the workshops (e.g., Standard 4)
- Willingness to fulfill post-workshops expectations as a FLE Educator<sup>1</sup>
- Respected role model in the community
- Comfortable and open to talking about sensitive topics related to reproductive health

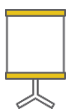
### FLE Educator

After completion of all five workshops, participants will graduate and become FLE Educators. This designation means they will have basic knowledge of reproductive health, be comfortable talking about these topics in the context of their faith and values, and be able to provide guidance as people make decisions.

Finding people who meet all of these criteria may be challenging, but by selecting candidates with these qualities, you can help to ensure a successful program.

Evidence shows that 12-15 participants is most effective for learning and allows everyone to contribute fully.

Ideally, a faith leader and his spouse should be invited to the workshop as partners who can serve their communities together. Including a balance of men and women is vital so that both will be available to talk with men, women, boys, and girls in your community. In many cases, people may want to talk to adults of the same sex because of embarrassment about the sensitivity of a topic. Generally, women are under-represented as participants, although they are essential to success.



## Preparing Materials

Before the workshops, facilitators should prepare the specific materials, flipcharts, and photocopies listed at the beginning of each workshop.

At the start of the first workshop, all participants should register, provide contact information and complete the *Group Activity Form* which is used by the facilitator to track participant attendance for graduation purposes and document any concerns/issues that may arise during each workshop.

Each participant should receive a folder or carrying case containing the following:

- *Participant Handbook*
- Notebook
- Pen or pencil
- Name tag

---

<sup>1</sup> Sponsoring organizations should provide a list of expectations related to the role of volunteer educators that facilitators and participants can use before, during and after the workshops.

Participants should be told to bring their own Bible or Qur'an for use as a reference. Decisions about how to incorporate faith into the workshops should be made jointly by the sponsors and participants (see text box).

### Guidance for Including Prayers and Devotions

During the first workshop, ask the group how they would like to begin each workshop. It can be helpful to begin with a devotion or a prayer to bring the group together and leave behind outside distractions. Participants can share the role of the prayer/devotion leader with the facilitator taking the lead during the first workshop. The group can use a standard opening or choose a relevant scripture, experience or personal story.

Likewise, the group may choose to close each workshop with a reflection or a song. Allow about 5 minutes for the opening and closing rituals; be mindful of time.

#### A few examples to consider:

*God, as we gather together, we thank you for your endless goodness to us. Thank you for all the skills and talents that you have given us and for everyone that is part of this group. We pray that you will give us great wisdom and insight as we discuss important issues and learn ways to lift up our community. We open our hearts to you now. Thank you, Lord. Amen.*

*Be with us as we gather today.*

*Fill this space with inspiration, opportunities to learn and positive energy. Help us to work as a team and bring out the best in each other.*

*May we learn all we need to, but also remember to rest. May this place be full of faith and friendship.*

*Thank you for this new day and the opportunity to learn together. Amen.*

OR

*Lord God; thank you for this opportunity to learn new skills and knowledge so vital to the health of the people we care about. Although they can be challenging, thank you for guiding us through these important topics. We lay before you all the hopes and fears as we challenge ourselves each session. May you place a peace within us as we continue to learn and grow. Thank you for your enduring guidance and support. Amen.*

Additional Sources for Reflection, in Annex I of the Participant Handbook, is another resource.

Every participant should receive a copy of the *Participant Handbook* to enhance and strengthen outreach to youth following the workshops. If the entire handbook cannot be reproduced, provide copies of key pages/resources for the FLE Educators to use during their discussions with youth.

The authors encourage the adaptation of all materials to the local situation and needs (see Adapting the Manual box, page 5).

## Daily Agenda

Each workshop lasts six hours. Sessions are planned to be conducted in two-hour segments to allow for breaks and lunch. Daily agendas should be posted on flip chart paper. Standardize and post the times that workshops start and end so that participants can easily follow activities. A suggested general schedule is outlined below; a more specific schedule appears at the beginning of each workshop.

- Morning sessions: 2 hours
- Snack break: 15 minutes
- Mid-morning sessions: 2 hours
- Lunch: 1 hour
- Afternoon sessions: 2 hours

## Facilitating Workshops

This manual was designed for use by two or more adult facilitators. A balance of male and female facilitators should be considered to create a productive environment where co-facilitators work together and divide tasks. Facilitators should also have a health background (to be able to speak on health issues) and a faith background (to be able to address concerns from a faith perspective) – ideally one facilitator with a health background, and one with a more focused faith background.

Tips to consider *before* the workshops:

- Read the entire manual prior to planning and facilitating the workshops.
- Arrange the room before each workshop, so no time is wasted hanging signs or moving chairs. Avoid classroom-style chair arrangement, if possible. If the room is small, arrange chairs in a circle. Ensure that local MOH guidelines for COVID-19
- Prepare all materials ahead of time, such as flip charts, photocopies, and other items that may be required.
- Review instructions for each session and activity until you feel comfortable with all of the steps.
- Practice prior to conducting the workshops.
- Revise any activities (e.g., role-play scenarios) to meet your community's needs or cultural context (e.g., common names or themes).
- Talk to workshop organizers to understand the plan for FLE Educators following training.

Tips to consider *after* the workshops:

- Check with participants throughout the sessions to be sure that they understand the material.
- Use the ground rules identified in Workshop 1 to ensure quality participation.
- Ask participants to share their own experiences, examples, and testimonies as much as possible.
- Questions that are better addressed after the workshop objectives have been met should be posted on a flip chart called the "Parking Lot." Do not be afraid to use the

Parking Lot for questions that take time or get participants off topic (see text box on next page).

- Keep to the schedule but adjust as needed.
- Be willing to incorporate unplanned but highly valuable discussions, which may require that other activities are shortened.

### Guidance for Using a “Parking Lot”

You are encouraged to answer most questions when they are asked. However, you might come across reasons to “park” certain questions, discussion points, or concerns. Such reasons might include:

- Some participants may not feel comfortable asking certain questions in the presence of others.
- A participant may ask a question that you know will be addressed more completely later in the training.
- A participant may ask a challenging question that can be deferred for later discussion.
- A participant may ask a question at a point when there is inadequate time to address the question fully.
- You may wish to post a reminder for follow up in a later session or workshop.
- This will be particularly important during knowledge-based sessions and those with sensitive information.

To set up and implement the parking lot, do the following each session:

- Before each workshop, post the “Parking Lot” flip chart(s) in the room.
- During your introduction, inform participants that you are happy to address questions as they arise. Also let them know about the parking lot option, which can be used for some or all of the reasons listed above.
- As questions are answered, strike through them. Add additional sheets as needed.

This simple technique can help maintain focus and manage time while also attending to participant questions and concerns.

### Facilitation Techniques

If you are preparing and facilitating these workshops, it is important that you have previous training or facilitation experience with adults.

The manual provides interactive activities, rather than lectures, to help participants learn information, examine attitudes, and practice skills. “Learning by doing” techniques are based on research demonstrating that individuals learn better when experiencing material rather than hearing it in a lecture. Learning is guided by facilitators, with participants learning from each other as well as from the facilitators. These workshops incorporate the techniques of role-plays, communication skills, small group work, brainstorming, discussions, and values exploration.

The *FLE Supervisor Observation Checklist* (in Workshop 5 Handouts) outlines the primary tasks and skills that facilitators should demonstrate when conducting FLE workshops. The checklist can be used by program or institutional staff to observe and provide feedback to facilitators and ultimately improve the quality of training received by FLE educators.



## Post-workshop Recommendations

When using the manual as part of a behavior change program, your faith institution/organization should plan for outreach with community members, including youth following the completion of the workshop series. Following graduation, participants should be introduced to their church or community as a new resource. A bag, hat, t-shirt, or other item can motivate adults and help identify them as FLE Educators. After graduation, supply participants with materials to track their outreach, such as a journal or monitoring forms. Sample monitoring forms are available in Workshop 5.

### ***Follow-up Support to Participants***

Taking on the responsibility of being a resource to a community is not always easy, though it can be very rewarding. In the excitement following workshops, sometimes educators eagerly jump into activities for the first few months but lose motivation or encounter difficulties. Providing a forum and network of support after graduation will help participants to continue to develop as educators. Specifically, the sponsoring group could provide:

- Regular follow-up meetings to reinforce knowledge and skills, allow educators to support and motivate each other, trouble-shoot problems, and answer questions related to work
- Monitoring and supervision visits

Participants and their organizations should track activities that follow the workshops. Participants will create individual/group action plans in the last workshop to help them in measuring their work. Information on monitoring activities is also provided in the final workshop. The sponsoring faith organization could regularly assess the quality of interactions through observation or informal group discussions.

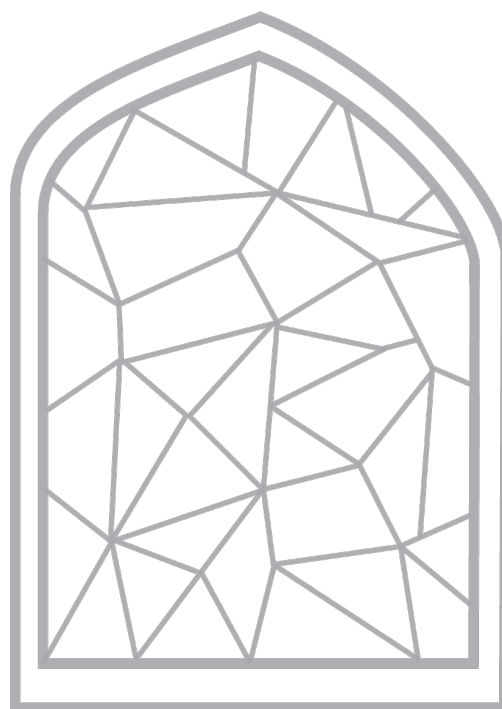
### ***Stakeholder and Community Involvement***

Keeping stakeholders and community members informed about the workshops from start to finish is essential. Stakeholders are any people who can influence the success of your activities. They can be government or religious officials, medical personnel, community leaders, or influential young people. Most likely, you will need to ask for some type of support (perhaps financial) from stakeholders and community members. But most importantly, you will need their public endorsement of your activities. This endorsement is critical and will make the work of your participants easier.

Stakeholders and community members should understand how the project began and what the goals of the program are. They may be curious about the kinds of information that will be presented in workshops and messages that young people will receive as a result. Give them these details, perhaps by providing additional copies of the *Participant Handbook*. Assure them that providing adults and young people with age-appropriate, factual information within the context of their faith and values will help to build healthier relationships and stronger families.



# WORKSHOP 1: COMMUNICATING ABOUT FLE



## Workshop Agenda

|            |                               |                |
|------------|-------------------------------|----------------|
| Session A. | Introduction to the Workshops | 1 hr. 35 mins. |
| Session B. | Young People                  | 30 mins.       |
|            | Break                         |                |
| Session C. | Family Life Education Lunch   | 2 hrs.         |
| Session D. | Myths and Facts               | 30 mins.       |
| Session E. | FLE Communication Skills      | 1 hr. 15 mins. |
|            | Daily Closing                 | 15 mins.       |



## Main Messages

- Not all people are the same or need the same information. Age, sex, life experiences, and other characteristics affect the way we communicate.
- The Bible and Qur'an provide guidance and encourage adults to talk with youth.
- Research has shown that talking about sex does not encourage sexual activity, even among young people. Rather, it can help people make healthier and more responsible decisions and choices.
- When trusted adults talk about reproductive health, people will be encouraged to seek information from them to make safer and healthier choices.



## Materials for This Workshop

- Flip chart paper
- Markers and tape
- Colored paper

- Scissors
- *Group Activity Form* to track participant attendance and concerns at each workshop
- *Participant Handbook* (one for each participant to use during the workshop activities and in future interactions)

#### Note

Before beginning the workshops, obtain consensus from the sponsoring organization about attendance and any other requirements for graduation. Participants should be aware of and understand these expectations.

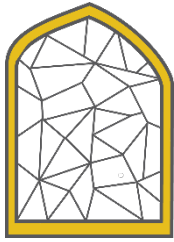
### Before You Begin

- Prepare one flip chart for each of the following:
  - “Workshop 1 Agenda” (include start and finish times)
  - “Session Objectives” A–E (each on a separate page)
  - “Youth Questions” (Session B)
  - Title flip chart “Myth or Fact” and include one or two statements (myths) selected from the options on page 32 (Or replace those statements with two similar myths that are common in your community. Avoid discussing myths that are not common. The purpose of the activity is to dispel existing myths, not to introduce new ones).
  - “Five FLE Communication Steps” (page 37), will be used for each workshop
- Write the following titles on flip chart paper (one per page):
  - “Expectations”
  - “Ground Rules”
  - “Parking Lot”
  - “Positive Communication Skills”
  - “Negative Communication Skills”
- Photocopy the following handouts located at the end of Workshop 1 (translate from English if needed)
  - *SCOPE FLE Faith Leader Training - Workshop Attendance Register* (one copy)
  - *FLE Pre-test* (one copy per participant)
  - *Strengths and Areas for Improvement Checklist* (one copy per participant)
  - *FLE Communication Steps—Observation Checklist* (one copy per participant)
  - *Dialogue of FLE Communication Steps* (two copies only)
- Prepare pairing cards: Using small pieces of colored paper, cut out similar shapes or images (squares, stars, circles, triangles,



etc.) in pairs. Prepare enough pairs for each participant to receive one card.

- Prepare, or select from the examples provided on Guidance for Including Prayers and Devotions page 7, a prayer or devotion to open the workshop



## Session A. Introduction to the Workshops

### Objectives

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

- Describe their expectations for the workshop series
- Identify a personal strength and explain how they can use their strength during the workshop series
- List the FLE objectives and topics that will be covering during the workshop series

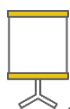
### Session Agenda

|        |                                      |                |
|--------|--------------------------------------|----------------|
| Step 1 | Introduction                         | 20 mins.       |
| Step 2 | Personal Strength                    | 35 mins.       |
| Step 3 | Workshop Expectations and Objectives | 25 mins.       |
| Step 4 | Ground Rules                         | 10 mins.       |
| Step 5 | Wrap-up                              | 5 mins.        |
| Total  |                                      | 1 hr. 35 mins. |



20 mins

### Step 1. Introduction



### Materials

- “Workshop 1 Agenda” flip chart
- “Session A Objectives” flip chart

### Instructions

Welcome participants to the first of five workshops. Ask them to add their name to the Group Activity Form. Introduce yourself. Tell participants about your background as an educator and experience with family life education. Lead a prayer/devotion and decide with the group how to open and close future workshops (see text box).

Read aloud the following passage:

*Fathers, do not exasperate your children; instead bring them up in the training and instruction of the Lord. Ephesians 6:4*

*Out of mercy from God, you (Prophet) were gentle in your dealings with them—had you been harsh, or hard-hearted, they would have dispersed and left you. Al 'Imran (3): 159a*

? **Ask participants:** What do these passages mean to you?

Explain to participants that the workshops aim to help adults to:

- Describe expectations of their role to support people in the community
- Educate people about reproductive health
- Create a supportive environment for people to ask for and receive information based on shared Christian or Muslim values
- Guide people to make positive and responsible reproductive health decisions

Inform participants that the workshops seek to help influential adults (parents, relatives, and faith and youth leaders) develop the skills necessary to communicate with people about reproductive health. During the workshops, participants will learn technical information and practice communication skills that will help them guide others to make healthy decisions and influence positive behavior change in the future.

Review the workshop agenda and Session A objectives, using the prepared flipcharts. Ask if there are any questions.

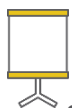
Tell participants about the following:

- Daily registration sheet
- Toilet location
- Transportation (if needed)
- Whom to contact if they have logistical questions



35 mins

## **Step 2. Personal Strengths**



### **Materials**

- Pairing cards

### **Instructions**

Ask each participant to share the number of years they have counseled others as faith leaders. Write their responses on flip chart paper. Add the total number of years and share it with the group. Emphasize that there are many years of experience in the room and everyone has much to contribute, based on their knowledge and experiences working with their congregations.

Tell participants that God has created us so that each person brings something unique and special to the world. In this exercise, participants will get to know each other and the unique qualities and skills they bring to the workshop.

Give each participant a card (from prepared sets of pairing cards) and explain that they need to find a person who has a card in the same shape as the card they received.

When they find the person with a matching card, they will have 10 minutes to:

- Introduce themselves
- Share a personal strength
- Identify how they will use this strength during the workshops
- Prepare to introduce their partner to the group



After 10 minutes, ask participants to introduce their partner to the group.

Thank participants for sharing their strengths. Tell them that they may be called upon at different times throughout the workshop to share their strengths.



25 mins

### Step 3. Workshop Expectations and Objectives



#### Materials

- “Expectations” flip chart
- *Participant Handbook*

#### Instructions

Explain to participants that this is the first of six workshops they will attend.

#### Note

Be creative in the way you use the strengths of your participants throughout the workshops. For example: If someone has a good singing voice, ask that participant to lead the group in a song; if someone likes to speak, ask him or her to do an opening or closing reflection; if someone is good at directing groups, ask that person to lead an icebreaker or energizer.

*Ask participants* the questions below. List answers on flip chart.

- ? What are your expectations for the workshops?
- ? What do you think you will learn?
- ? What will you do after the workshops end?

Ask participants to take out the Participant Handbook and open it to the Introduction, Objectives section. Read to participants, as they follow along, the overall objectives of the workshops. Identify the participant expectations that will be met through these objectives. If an expectation will not be met, explain why not.

By the end of five workshops, participants will:

- Learn and practice the Five FLE Communication Steps and the accompanying skills necessary to discuss family life topics

- Learn essential reproductive health information, including sexual development, sexually transmitted infections, HIV and AIDS, pregnancy, family planning, and gender roles
- Build communication skills to guide others to make informed decisions about having sex, seeking professional medical services when needed, choosing a partner, using drugs or alcohol, continuing one's education (for youth), and developing a livelihood
- Examine personal beliefs and use the Bible or Qur'an to discuss values about reproductive health with others
- Identify and map local resources available in the faith and medical communities
- Develop an action plan for outreach, following the completion of the workshops

Tell participants that each workshop has different topics that will build their knowledge and skills. Ask them to refer to their handbooks again, (Introduction, Workshops section) to review the list of topics covered in each workshop.

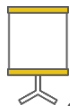
- **Workshop 1. *Communicating About FLE*** — introduces the workshops, ideas about working with youth, and Five FLE Communication Steps
- **Workshop 2. *Growing and Changing*** — summarizes basic sexual development and reproduction and begins working with role-plays, practicing the Five FLE Communication Steps
- **Workshop 3. *Safety and Your Future*** — addresses gender roles, livelihood issues, the sensitive issue of unintended sex, and alcohol and drug use
- **Workshop 4. *Family Life*** — discusses relationships and marriage, planning a family, and contraceptive methods
- **Workshop 5. *Resources, Responsibilities, Graduation, and Next Steps*** — emphasizes next steps for participants, including how to refer people to resources

Tell participants that before they get started, the group needs to set ground rules for the workshops. Also tell them the requirements for graduation.



10 mins

#### Step 4. Ground Rules



#### Materials

- “Ground Rules” flip chart
- “Parking Lot” flip chart
- Flip chart paper
- Markers
- Tape

#### Note

These same ground rules should be posted for every workshop, all five days. If participants become disruptive or are not adhering to them, refer to the list and use it as a management tool.

#### Instructions

Ask participants:

- ? How do you expect facilitators and participants to behave during the workshops?
- ? What ground rules would help the group to behave in this way?

Write responses on the flip chart.

Examples include:

- Be on time
- Be supportive and respectful
- Participate fully
- Listen to each other
- Ask questions
- Respect confidentiality
- Talk loud enough to be heard
- Turn off cell phones and other electronic devices

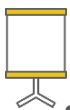
After making the list, read each statement out loud to the group. Ask participants if they agree with each statement. If yes, put a check mark next to the respective statement. If not, cross it off.

Inform participants that they are encouraged to ask questions, but that some questions may be better addressed at a later time. Explain to participants that such questions will be posted on the Parking Lot flip chart and addressed at the end of the day. Invite participants to post their own questions at any time.



5 mins

### **Step 5. Wrap-up**



#### **Materials**

- “Session A Objectives” flip chart
- Markers
- Tape

#### **Note**

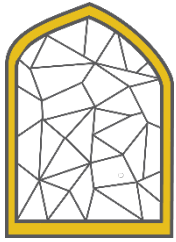
Be sure to keep the Parking Lot posted during all six workshops. Use it as a tool for session management and respond to questions daily.

#### **Instructions**

Review the session objectives. Ask participants if all of the objectives have been met.

Tell participants that in the next session they will be talking about young people in their own communities.





## Session B. Young People

### Objectives

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

- Describe the characteristics of young people in their community
- Identify how different characteristics can affect the way adults communicate with youth

### Session Agenda

|        |                         |          |
|--------|-------------------------|----------|
| Step 1 | Youth in Your Community | 25 mins. |
| Step 2 | Wrap-up                 | 5 mins.  |
| Total  |                         | 30 mins. |



25 mins

### Step 1. Youth in Your Community



#### Materials

- “Session B Objectives” flip chart
- “Youth Questions” flip chart
- Flip chart paper
- Markers
- Tape

#### Note

There are many ways to divide a group: You can have them count off by numbers; line them up by birthday, month, or height; give out color-coded candy; or give out small pieces of paper with symbols, shapes, or the names of fruits or animals.

### Instructions

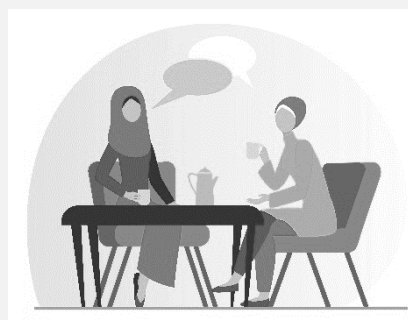
Review Session B objectives, using the prepared flip chart. Ask if there are any questions.

Tell participants that the purpose of the information is to prepare them to work with people in their communities. Young people need access to accurate information from a trusted adult. While faith leaders may be actively engaged with adult congregants, it is critical to think about the youth as well. For that reason, we will discuss youth in this session. Explain that in the next exercise participants will work in small groups to explore the types of youth in their community.

Break participants into small groups of four to five members. Give each group a piece of flip chart paper and a marker. Tell the groups that you will ask five questions about youth in their community and institution. Post the prepared “Youth Questions” flipchart in the front of the room. Help them to think about their answers by reading the questions in parentheses out loud.

### Youth Questions

- How old are youth in your faith community? (How does your institution define “youth”?)
- What number of these are males? (What number are females?)
- Where do they live? (How far from the church or mosque? Urban? Rural?)
- How many attend school? (What number have dropped out?)
- What number of young people are married? (What number are unmarried?)
- What church or mosque activities do youth attend?



Give the groups 10 minutes to discuss the questions and write their answers on flip chart paper. Let groups know that they will discuss how their answers affect information they give to young people.

**Ask the groups to share their responses from Question 1.** Tell participants that it is important to recognize that youth of different ages have different needs regarding the level and detail of information.

**Ask the groups to share their responses from Question 2.** Tell participants that males and females may need different information and skills as they grow and develop.

**Ask the groups to share their responses from Questions 3 and 4.** Tell participants that understanding where young people live and whether they are attending school helps in assessing the physical and cultural context, so they can provide the most appropriate information.

**Ask the groups to share their responses from Question 5.** Tell participants that this answer is very important for guiding decision-making about sex. When talking to young married couples, one will give very different messages about healthy sexual behaviors than when talking to unmarried couples.

**Ask the groups to share their responses from Question 6.** Participants will likely share that youth are involved in choir, Biblical and Qur’anic study, religious classes, and other activities. Knowing what activities attract young people will

#### Note

The groups may define youth differently than 10 to 24 years of age. While this is not a problem, be sure to explain that the information provided in the FLE workshops is related to young people ages 10 to 24.

#### Note

Participants may not know of many youth activities. Question 6 provides an opportunity to ask where more youth activities could be added to better reach out to young people.

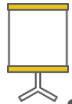
help you to know how to reach out to them and make yourself available when needed.

Remind participants that understanding the characteristics of youth can help adults to guide youth on a healthy path. Let participants know that during Workshop 2, they will learn about the emotional and physical changes of youth.



5 mins

## ***Step 2. Wrap-up***



### ***Materials***

- “Session B Objectives” flip chart
- Markers
- Tape

### ***Instructions***

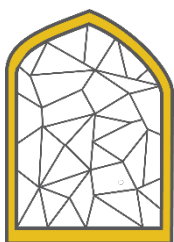
Review the session objectives. Ask participants if all of the objectives have been met.



### ***Reinforce this main message:***

- Not all young people are the same or need the same information. Age, sex, life experiences, and other characteristics affect the way adults communicate with youth.

Tell participants that in the next session they will be looking at the meaning of Christian or Muslim family life education, and their roles as communicators and influential adults.



## Session C. Christian or Muslim Family Life Education

### Objectives

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

- Complete the FLE Pre-test
- Define Christian or Muslim family life education
- Identify their strengths and areas for improvement in their role as educators
- Identify roles the faith institution can play in supporting and helping young people

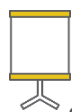
### Session Agenda

|        |  |          |
|--------|--|----------|
| Step 1 | Introduction   | 15 mins. |
| Step 2 | FLE Pre-test   | 40 mins. |
| Step 3 | Understanding Your Strengths and Areas for Improvement | 30 mins. |
| Step 4 | Back in Time   | 30 mins. |
| Step 5 | Wrap-up  | 5 mins.  |
| Total  |  | 2 hrs.   |



### Step 1. Introduction

15 mins



### Materials

“Session C Objectives” flipchart

### Instructions

Invite a participant to read the following to the group:

*I will instruct you and teach you the way you should go. I will counsel you and watch over you. Psalm 32:8*

*This [God’s ways, and the end of those who disbelieved] is a clear lesson to people, and guidance and teaching for those who are mindful of God. Al ‘Imran (3): 138*



? **Ask participants:** What do these passages mean to you?

Explain to participants that while television and radio have made people more aware of family life issues, education happens best in the faith community and at the family level. This means parents and adults should be ready to talk openly about these issues with the young people in their communities.

Religion and religious leaders have a role to play in the reproductive health education and sexual development of young and adult members of their faith communities. The Bible and Qur'an provide guidance and insight in matters affecting people, such as dating and relationships, sex and marriage, drugs and alcohol, personal safety, and much more.

When they are able to create safe and trusting relationships with people, people can ask questions, share personal information, gather information, and make responsible decisions without feeling judged or pressured.

Let participants know that by coming to the workshops they have demonstrated that they are invested in the health, well-being, and safety of people in their communities.

Review Session C objectives using the prepared flip chart. Ask if there are any questions.



40 mins

## Step 2. FLE Pre-test



### Materials

- Photocopies of the *FLE Pre-test* (handout, Workshop 1)

### Instructions

Explain to participants that they will be completing a questionnaire to assess what they know about family life education. Reassure them that the questionnaire will not be graded and will only be used by themselves and the facilitator. Give each participant a copy of the *FLE Pre-test*. Inform participants they have 20 minutes to complete it. If there are concerns about literacy or language barriers, read aloud the questions on the pre-test. Instruct participants to turn their papers over when they are done. Review the correct answers. Do not take a lot of time explaining the answers; tell participants that they will learn more in the coming workshops.

### Answers to the FLE Pre-test

**True or False (write "T" or "F" beside each statement):**

- |       |  |
|-------|--|
| False | 1. Talking about sex with young people will encourage them to have early sex.  |
| _____ | <i>In fact, it helps them to make better decisions about how to protect themselves and when to have sex.</i>   |
| False | 2. Young people say that friend influence their decisions about sex and relationships more than parents.   |
| _____ | <i>Research shows that parents have more influence. Young people say they want to learn about sex and relationships from trusted adults, such as parents, teachers, and religious leaders.</i> |

|       |  |
|-------|--|
| False | 3. Family planning is prohibited by the church and mosque.<br><i>Though some church denominations and mosques may not endorse certain family planning methods, Christian denominations and Muslims generally call upon families to plan for the number and spacing of their births.</i>  |
| True  | 4. Appropriate family planning methods for young couples include male or female condoms, oral contraceptive pills, hormonal implants or injections, and intrauterine devices.<br><i>Each of these methods is a good option for young couples to prevent pregnancy. A healthcare provider or community health worker can help guide a couple on the best choice for them.</i> |

**Complete the following sentences:**

5. Sex describes our physical bodies and is biological. Gender describes cultural norms, assumptions and expectations about being male or female.
6. Menstruation is a girl's first visible sign that she can become pregnant.
7. Two ways youth can prevent both unintended pregnancy and sexually transmitted infections are by abstaining from sexual intercourse and consistently and correctly using a condom.
8. When people use drugs or alcohol, they are more likely to make poor decisions about their reproductive health.

**Circle the response the best matches your perspective.**

9. I believe that when trusted adults talk about reproductive health, people use information from them to make safer and healthier choices.  

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|
10. The Bible and Qur'an provide guidance and encourage adults to talk with youth.  

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|
11. I feel confident and motivated to talk simply and accurately to and about youth as they go through physical and emotional changes.  

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|
12. In a caring relationship based on love, sex is never pressured, forced, traded, or coerced.  

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|
13. Religious leaders play an important role in teaching people about the physical and emotional benefits of a committed marriage and appropriate family planning methods for couples.  

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|
14. Religious leaders can help a couple weigh emotional, financial, and relational considerations before deciding to become pregnant.  

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

**Answer the following question:**

15. What would you say are the key aspects of Christian or Muslim family life education?  
 Family life education provides comprehensive information and skills within the context of their faith to people to help them make healthy and responsible decisions. It teaches people

how to make informed decisions consistent with the Christian or Muslim faith. Family life education topics include sexual development, relationships and marriage, communication, reproductive health, gender roles, alcohol and drugs, livelihoods, family planning, STIs, and HIV/AIDS.

Emphasize that during all workshops, participants will learn specifically about these family life topics as related to Christian or Muslim values.

In closing, collect the questionnaires and let participants know that you will keep them in a safe place until used again in Workshop 5, when they take this questionnaire again and compare how much their knowledge has improved as a result of the workshops.

Tell participants that in the next activity, they will explore skills they need to educate youth and adults about Christian or Muslim family life topics.

#### Note

Pre- and post-tests are intended to be adapted. Some training may include other family life topics, but this one will concentrate on those things linked to reproductive health. Add more questions or change them to reflect relevant issues.



30 mins

### Step 3. Understanding Your Strengths and Areas for Improvement



#### Materials

- Photocopies of the Strengths and Areas for Improvement Checklist (handout, Workshop 1)

#### Instructions

Inform participants that they will be looking at their strengths and areas for improvement. Explain that as educators, they will likely be resources and friends or allies to people in their communities. They will support people by answering questions and guiding them to make decisions based on shared faith and values.



Before beginning the activity, *ask participants*: What are values?

If participants are not sure, explain that values help define who you are and your behaviors by giving worth to beliefs, principles, or ideas. When you determine how important something is to you, it can influence your actions. Examples of values are honesty, integrity, hard work, respect, or being dependable or responsible.

Give each participant a photocopy of the *Strengths and Areas for Improvement Checklist*. Read the instructions out loud and inform them that they have 10 minutes to complete it.

When participants are finished, ask them to form small groups of four or five. Encourage participants to talk about how principles in the Bible or Qur'an affect or do not affect the advice or guidance they give to others.

Tell participants that they have 15 minutes to discuss their responses in their group.

Reconvene the entire group and *ask participants*:

? What did you learn about yourself when doing this activity?

? How do Christian or Muslim teachings influence personal values?

#### Note

This activity will allow you to monitor the level of confidence participants feel at the beginning of the series and again at the end.

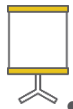
Remind participants that they will be working on all areas of the checklist during the FLE workshops. They will improve knowledge and skills, and they should be aware of how personal values influence the information they give to people.

Let them know that they will do this activity again in Workshop 5 to gauge what has changed. Collect the checklists and let participants know that you will keep them in a safe place.



30 mins

### Step 4. Back in Time



#### Materials

- Blank flip chart paper
- Tape
- Markers

#### Instructions

Explain to participants that they will be taking a trip back in time. To do this, you will guide them using a visualization technique.

Ask participants to get comfortable in their chairs and close their eyes. Tell them to relax and breathe evenly and calmly. Guide them slowly, using the following:

Imagine that you have traveled back in time and are 13 years old again. It is Tuesday at 6 a.m. You are waking up to a new day. Everything around you is familiar.

You get up slowly, rubbing your eyes. While you sit on the edge of your bed, you look around your room. What does it look like? What is on your walls? How comfortable is your bed? Do you share it with a brother or sister? Are you alone?

You gently get up and go to the bathroom. When you come back, you look at yourself in the mirror. What do you see? What does your face look like? What about your hair? Your breasts? Your genitals?

#### Note

Adults can sometimes feel a generation gap between themselves and youth. This visualization is intended to highlight the similar feelings they had as young people. Use scenarios and questions that are common to your setting. As a facilitator, practicing the visualization ahead of time in a clear, calm, and slow voice will help participants enter into the activity smoothly.



What feelings come over you while you look at yourself? Are you confident with your development? Or worried that you are growing faster or slower than your friends? Do you have a boyfriend or girlfriend?

What is important for you, and what do you have to do today? Are you going to school? Do you have chores to do at home? What are they? Are they the same chores your brother or sister does?

Who are your friends? Why did you choose them? Or did they choose you? What are they doing at this moment? Is it the same thing as you?

What is your family doing right now? Maybe you are hungry? Maybe you are still sleepy?

You lie down again on your bed. You breathe calmly and slowly. Come back to the present. Open your eyes. Look around this room. You are here again.

Post flip chart paper in the front of the room. Ask participants to come up and write their immediate feelings about being age 13 on the flip chart. Read them out loud for the group.

? **Ask participants:** Do you think young people feel some of these things today? Is it different or similar?

After responses, ask participants to sit back, close their eyes, and relax again. You are going to take them back in time again. Guide them slowly with the following:

Imagine that you have traveled back in time again. You are now 19 years old. It is Sunday, 8 a.m. You slowly open your eyes and wake up to a new day. It is your room. As you open your eyes you hear familiar sounds. What are they? You smell familiar scents. What is cooking?

You get up slowly, stretching your arms widely and smoothing your hair. While you sit on the edge of your bed, you look around your room. Is it the same room? What does it look like? How comfortable is your bed now? Do you share it with someone? Who?

You go to the bathroom and pass a mirror. What do you see? What does your face look like? What about your hair? Your breasts? Your genitals? Are you developing? Do you have a boyfriend or girlfriend? Are you married? Do you want to get married? Do you have any children? If so, how many?

You leave the mirror and your thoughts to wash and get dressed. What are you going to wear today?

What are you going to do today? Are you going to church or mosque? If yes, why? Who is there that you want to meet? Who is the priest or imam? Is he funny? Serious? Can you talk to him? Whom can you talk to? Why? What makes that person special?

Are you going to do anything after the service? How are you connected to your church or mosque? Do you attend choir or prayers? Bible or Qur'anic study? Religious classes? Why or why not?

You look at the clock and see that it's 9 a.m. already. You need to get dressed and leave. As you open the door, you breathe deeply in and out. As you look into the doorway, you open your eyes to see the training room. Come back to the present. Open your eyes. You are here.



Begin a discussion by *asking participants*:

- ? How do you feel now?
- ? Is it different than at age 13?
- ? Did you or did you not go to church at this age?
- ? Do young people use the same reasons for going or not going to church as today?

Post another flip chart. Invite them to list how they were connected to their church at this age. What activities are they involved in?

Read the list out loud. Ask them if this list is different than the activities available to young people today? If different, add other activities available to youth in their communities.

Reinforce that when youth are connected to the faith institution and activities, it is an opportunity to reach youth, just as it is with adults. Ask for volunteers to share an experience they had as an adolescent where the church reached out to them and describe how they benefited.

Find out how connected participants are to these activities by asking them to raise their hand if they are involved with any of the listed activities.

Close with the following passage:

*The King will reply, "I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me." Matthew 25:40*

*God revealed to Jesus: "O Jesus, I have granted you the love of the poor and mercy toward them. You love them, and they love you and accept you as their spiritual guide and leader, and you accept them as companions and followers. These are two traits of character. Know that whoever meets me on Judgment Day with these two character traits has met me with the purest of works and the ones most beloved by me." Ahmad ibn Hanbal, al-Zuhd 320*

- ? *Ask participants*: What do you think these passages mean in the context of educating people?

Share with participants that these passages let us know that helping young people and adults who lack knowledge of their bodies or of reproductive health will not go unappreciated.

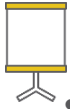


### Step 5. Wrap-up

5 mins

#### Note

Personal testimony is a method that can help participants get to know each other better, but sometimes adults can feel shy on the first day. If testimony does not get them talking, choose from the flip chart a way in which youth are connected to the institution and ask for a volunteer to describe how the faith community could reach out to a young person attending this activity. For example, choir leaders can incorporate health messages and information into new songs.



### *Materials*

- “Session C Objectives” flip chart
- Markers
- Tape

### *Instructions*

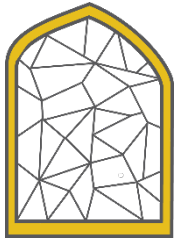
Review the session objectives. Ask participants if all of the objectives have been met.



### *Reinforce this main message*

- The Bible and Qur’an provide guidance and encourages adults to talk with youth.

Inform participants that in every workshop they will learn more information about reproductive health as it relates to the Bible or Qur’an. They will be practicing how to use this information when communicating with young people about reproductive health.



## Session D. Myths and Facts

### Objectives

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

- Identify and discuss myths and facts related to communicating about Christian or Muslim family life education topics

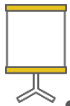
### Session Agenda

|        |                 |          |
|--------|-----------------|----------|
| Step 1 | Myths and Facts | 25 mins. |
| Step 2 | Wrap-up         | 5 mins.  |
| Total  |                 | 30 mins. |



25 mins

### Step 1. Myths and Facts



#### Materials

- “Session D Objectives” flip chart
- Prepared flip chart with title “Myth or Fact” and two statements (myths) for use during activity (do not label the statements as myths in advance)
- Flip chart paper
- Markers
- Tape

### Instructions

Share the following passage with participants:

*Get wisdom, get understanding; do not forget my words or swerve from them. Proverbs 4:5*

*Whoever is given wisdom has truly been given much good, but only those with insight bear this in mind. al-Baqarah (2): 269b*

? *Ask participants:* What does this passage mean to you?

Explain to participants that the Bible and Qur'an remind us that the way of God is based in truth and understanding, not in myths or rumors.

Review the session objectives, using the prepared flip chart. Explain to participants that every workshop will have a similar activity about myths and facts related to the workshop topic. Ask if there are any questions.

Explain that these sessions are an opportunity to:

- Explore local and cultural norms
- Clarify information that we are not sure is true, but others have said
- Find out the truth

*Ask participants:*

? What is the definition of a myth?

? What is the definition of a fact?

Share the following, if not already mentioned:

- **Myths** are opinions, beliefs, and traditional stories that are thought to be fact.
- **Facts** are known truths or events that actually occurred, have been proven, or can be shown physically.

For example, if we were talking about sex, someone might say, "Once a boy starts having sex, he cannot stop." This may seem like a fact to a boy who thinks he cannot control his sexual desires, but we know that, physically, he can stop. And if he does, he will lower his risk of catching an STI or resulting in a pregnancy.

Post a prepared flip chart showing the two statements from the text box (or replace those statements with two similar myths that are common in your community). Read aloud the first statement. Ask participants to raise their right hand if they believe the statement is true and their left hand if it is false. Ask one or two participants who have raised their left hand to explain why they believe that the statement is false (a myth). Praise the participants for correctly identifying the statement as a myth; write "MYTH" next to the statement. Share the "Fact" information shown in the text box and correct any misinformation the participants may have shared. Repeat the process with the second statement on the flip chart. Answer any questions.

#### Note

Note: Participants may want to discuss everything they have ever heard about any family life topic. This is natural. If participants mention myths that are not relevant to the workshop topic, let them know that you will keep those myths for the appropriate workshop.

Also, decide beforehand how you will handle participants who are skeptical of facts presented during this activity. You may find it necessary to invite a doctor, nurse, or public health worker to help.

| Myths  | Facts   |
|--|---|
| <b>Statement 1:</b>  |   |
| Talking about sex with people encourages them to have sex.   | Talking about sex with people does not encourage them to have sex. Research shows that when people are exposed to comprehensive information, through family life education for example, they are less likely to have sex than those who are given only limited information.   |
| <b>Statement 2:</b>  |   |
| Boys and men can talk about sex freely; but girls and women are supposed to keep quiet about it (or risk being labeled promiscuous). | <p>People of any gender, age, or stage in life may want to know and talk about sex. Research finds that it is common and normal for all people to want to learn about sex.</p> <p>Young people are curious even before they are emotionally ready. Adults should not be afraid to talk with boys and girls about sex and other reproductive health issues. When given access to more information, people make safer and healthier decisions before having sex and the first time they have sex.</p> |

End the activity by *asking participants* the following questions:

- ? What are the dangers of these myths and misinformation?
- ? What are the sources for these myths? Which ones come from the community? Or from radio or television? Which are old myths? Which ones are more recent?
- ? What can you do to share the facts about these subjects with people in your communities?

Remind participants that myths or misunderstandings are normal. Explain that sometimes they may not know the facts about a particular issue; this is expected. But it is their responsibility to find the answers by asking professionals or knowledgeable community members. If participants are well informed, they will be able to communicate correct and accurate information, which will help people to trust and have confidence in them.



5 mins

## Step 2. Wrap-up



### Materials

- “Session D Objectives” flip chart

### *Instructions*

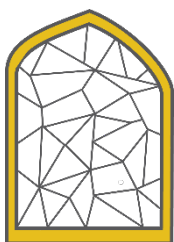
Review the session objectives. Ask participants if all of the objectives have been met.



#### *Reinforce this main message*

- Research has shown that talking about sex does not encourage sexual activity. Rather, it can help youth make healthier and more responsible decisions and choices.

Inform participants that in the next session, they will learn steps to communicate about FLE in their communities.



## Session E. FLE Communication Skills

### Objectives

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

- Identify positive and negative communication skills
- List the Five FLE Communication Steps

### Session Agenda

|        |  |                |
|--------|--|----------------|
| Step 1 | Introduction and Telephone Communication Steps | 10 mins.       |
| Step 2 | FLE  | 60 mins.       |
| Step 5 | Wrap-up  | 5 mins.        |
| Total  |  | 1 hr. 15 mins. |



10 mins

### Step 1. Introduction and Telephone



#### Materials

- “Session E Objectives” flip chart



### Instructions

- Review the session objectives, using the prepared flip chart. Ask if there are any questions.
- Tell participants they are going to do an activity called “Telephone.”
- Ask participants to form one line in order by height, shortest to tallest. Inform participants that they will create a human telephone today. Explain that you will whisper a message into the ear of the first person of the line. Each person will then repeat the



message to the next person in line. Inform participants that they can say and hear the message only one time — no repeating is allowed.

- Whisper the following message to the first person in the line:

*Train a child in the way he should go, and when he is old, he will not turn from it. Proverbs 22:6*

*Guide us to the straight path: the path of those You have blessed, those who incur no anger and who have not gone astray. al-Fatiha (1): 6.*

- After the last participant in the line hears the message, ask him or her to share what was just heard.

#### Note

If this passage is very well known, choose a related passage, such as:

*He who answers before listening, that is his folly and his shame. Proverbs 18:13*

*The Messenger of God said: "If two disputants sit before you, do not speak until you have listened to the second one as you listened to the first." Musnad Ahmad 745*

? **Ask participants:** What were the challenges in doing this activity?

Let participants know that communication can be a difficult thing to do and that misunderstandings happen often. For example, a person may have had a correct message initially, but after passing through many people, the same message becomes distorted or incorrect. If they trust the source of information, they may act based on the misinformation.

Inform participants that key components of communication are listening and discussion.



60 mins

## Step 2. FLE Communication Steps



### Materials

- "Positive Communication Skills" flip chart
- "Negative Communication Skills" flip chart
- "Five FLE Communication Steps" flip chart and *Participant Handbook*
- *FLE Communication Steps—Observation Checklist* (one copy per participant)
- 2 photocopies of the *Dialogue of FLE Communication Steps* (handout, Workshop 1)
- Flip chart paper
- Markers
- Tape

## Instructions

Introduce the session by explaining that you are going to read two stories about how youth and adults communicate. Then ask participants to reflect on the processes.

### The Story of Anna

Anna is 11 years old. She saw blood on her underwear one day and was nervous. She was scared to say anything to her mother, because her mother taught her it was rude to talk about her private parts. One time after Anna asked her mother about her (Anna's) breasts and how she felt they were too small, her mother just laughed and walked away. So Anna did not talk to her mother about her bleeding and used an old cloth that was dirty to put in her panties. Soon after her bleeding finished, she got a yeast infection that became severe before she told anyone. Instead of speaking to her mother about it, she told her auntie.

*Ask participants* to identify what happened in the story of Anna:

- ? What did Anna's mother say or do?
- ? What was positive or negative about it?
- ? What happened to Anna?

### The Story of David

David is 32 years old and active in his church. Each Thursday, David attends choir practice and every Sunday, he brings his family to the service. David's three children are growing up so quickly! He worries that his oldest son, Samuel, is approaching puberty and David does not know how to talk to him. David approaches Luka, who has older children, and leads the choir.

David and Luka talk about their families and he asks how Luka talked with his boys about puberty and sex. Luka asks, "Has Samuel asked you questions about his body?"

"No," David says, "I think he is scared to speak to me or his mother about it. I want him to know it is safe to speak to me about the changes he is facing and sex, when it is time."

"You are such a good father, David. You come from a place of love and want to teach him about the body God has given him and how to honor and care for that creation."

"That is a great way to put it. When you spoke to your children, did you find it to be awkward or difficult?" asked David.

"You know," Luka thought, "I remember trying to sound calm and normal so they would feel comfortable. David, you have important knowledge that young Samuel needs to know. Be a source of wisdom and a listening ear. Listen to his questions, answer what you can, and be honest—tell him if you don't know something and find the answer. Remind him you are always available to talk when he has more questions."

"I knew speaking to you would help me. I feel better about this. Thank you, Luka."

*Ask participants* to identify what happened in the story of David:

- ? What did Luka say or do?
- ? What was positive or negative about it?
- ? What happened to David?

Post two flip charts — one titled “Positive Communication Skills,” the other

titled “Negative Communication Skills.” Invite participants to list positive and

negative communication skills on the flip charts. They can use personal experiences or continue to reflect on the stories of Anna and David.

Now introduce the Five FLE Communication Steps as posted on the prepared flip chart.

Read them aloud to the group.

#### Note

Facilitators can add to the list by using the complete list in Section 1 of the Participant Handbook. Later in the session, participants will be directed to their handbooks to see the complete set of information.

#### Five FLE Communication Steps

1. Understand the question being asked.
2. Give a clear and simple answer.
3. Share your values and use your faith.
4. Check for understanding of the answer.
5. Build confidence and trust.



Next, give two participants the *Dialogue of FLE Communication Steps* photocopies and ask them to read the dialogue. Inform participants that they are going to hear a dialogue between a 10-year-old boy and his youth leader.

Ask participants to listen carefully to how the youth leader approaches the boy's question.

After the dialogue is performed, go through each of the FLE communication steps, using the information below and summarized in the observation checklist. After each step has been reviewed, ask participants if they have any questions or concerns. Tell participants that the checklist is for use during role-plays to note what they observe.

#### Note

In some situations, boys and men are more comfortable talking to other men about sensitive topics, just as girls and women may be more comfortable talking to women. This can be especially true when discussing changes in the body where talking about intimate or sexual things is taboo. Raise this point with participants and ask their opinions as they practice these communication steps in the workshops.

#### Five FLE Communication Steps

##### 1. Understand the question being asked.

- Make sure you understand what they are asking or what information they need.
- Think about why the question is being asked, but do not ask why. The person may become defensive or stop talking.
- Ask questions that will help you understand what they want to know.
- Listen to their response(s).

- Do not ridicule or judge the question. Be supportive of the effort to get more information.

## **2. Give a clear and simple answer.**

- Give a response according to the age and needs of the person.
- Use language the person can understand.
- Keep your answers short and simple, but allow them to ask other questions.
- If you do not know an answer, do not be afraid to say that you do not know. Tell them that you will find the answer and let them know. For example, “That is a good question. I am not sure about the answer. Maybe the doctor could help us.” Be sure to follow up as soon as possible or go together, if possible, to find an answer.

## **3. Share your values and use your faith.**

- Let the person know what you think and feel about the issue.
- Use your Christian or Muslim faith to help describe your values.
- Do not lecture or expect all people to share your values.
- Listen to what the person has to say and do not judge. Guide the person using the Bible or Qur’an.

## **4. Check for understanding of the answer.**

- Ask if the person understands your answer. Ask them to repeat it back to you.
- Listen to their response.
- Correct any misinterpretations.

## **5. Build confidence and trust.**

- Thank the person for coming to you with a question.
- Give the person your full attention and time in a comfortable place.
- Let the person know that it is normal to have questions.
- Assure the person that you will not share this information with others, unless it puts them at risk or they give permission.
- Tell the person that they are special and unique and that God loves them. Build the person’s confidence and self-esteem at every opportunity.

Inform participants that they will become more comfortable with the steps as they use them. They will practice these steps during the next four workshops. Remind them that this is a tool that can be used in any conversation, both with young people and adults.

Refer participants to the *Participant Handbook*.

They can find information on communication skills and these communication steps on pages 6–9. Let them know they will be using their handbooks during role-plays to help reinforce their communication skills.

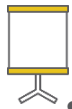
### **Note**

If time permits, ask participants to share an experience that is similar to Anna’s or David’s. Let them relate to the described situations and provide local examples.



5 mins

### Step 3. Wrap-up



#### Materials

- “Session E Objectives” flip chart
- Markers
- Tape

#### Instructions

Review the session objectives. Ask participants if all of the objectives have been met.



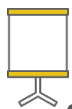
#### Reinforce this main message

- When trusted adults talk about reproductive health, people will be encouraged to seek information from them to make safer and healthier choices.



15 mins

### Daily Closing



#### Materials

- Participant Handbook

#### Note

Every day can begin and end with a reflection or song led by participants, as appropriate.

#### Instructions

? *Ask participants:* What did you learn today?

Use this as an opportunity to review main messages and assess what they have learned.

- Not all people are the same or need the same information. Age, sex, life experiences, and other characteristics affect the way people communicate.
- The Bible and Qur'an provide guidance and encourage adults to talk with youth.
- Research has shown that talking about sex does not encourage sexual activity. Rather, it can help people make healthier and more responsible decisions and choices.
- When trusted adults talk about reproductive health, people will be encouraged to seek information from them to make safer and healthier choices.

Tell participants when and where the next workshop will be held.

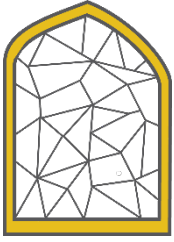
Encourage participants to review between workshops those sections related to Workshop 1 in the *Participant Handbook*, including *Skills to Communicate with Young People* and *Five FLE Communication Steps*. Tell them that most of the sections in the handbook contain a feature called “Communicating with Young People and Adults” that relates to the topic of the section.

Tell them to open their handbooks to page 6. Show them how sample questions from young people have been listed and how some responses are linked to a passage from the Bible or Qur’an. Explain that these are common things people could ask; the handbook provides suggested responses and related passages to help participants prepare to communicate. They should be encouraged to think of how they would answer and use other passages from the Bible or Qur’an.

Then ask them to open their handbooks to *Annex 1: Additional Sources for Reflections*. Show them how more Biblical and Qur’anic passages have been referenced to help them think about FLE topics individually. They may study these on their own between workshops.

If needed, visit the Parking Lot and address any questions.

Thank participants for all of their hard work and close by asking a participant to lead the group in a reflection or a song.



## Workshop 1 Handouts

---



## SCOPE Family Life Education Faith Leader Training - Workshop Attendance Register

|                | Name                       | District (County or Payam or TA or Department) | Sub-District | Workshop 1               | Workshop 2               | Workshop 3               | Workshop 4               | Workshop 5               | Attended 4 out of 5 workshops | Faith                                    |
|----------------|----------------------------|--|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|--|
|                | Enter name of faith leader | Enter name of your district                    | Sub-district | Enter M or F, if present | Enter M or F, if present | Enter M or F, if present | Enter M or F, if present | Enter M or F, if present | Yes or No                     | C = Christian<br>M = Muslim<br>O = Other |
| 1              |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 2              |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 3              |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 4              |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 5              |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 6              |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 7              |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 8              |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 9              |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 10             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 11             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 12             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 13             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 14             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 15             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 16             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 17             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 18             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 19             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 20             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 21             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 22             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 23             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 24             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| 25             |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| Total (Male)   |                            |  |              |                          |                          |                          |                          |                          |                               |  |
| Total (Female) |                            |  |              |                          |                          |                          |                          |                          |                               |  |



## SCOPE Family Life Education Faith Leader Knowledge Pre- and Post-Test

This assessment is to be completed by FLE workshop participants before and after the workshop session.

Workshop Facilitators should score the number of correct answers for each pre- and post-test in the Workshop Summary Tally Sheet

Name: \_\_\_\_\_

### True or False (write "T" or "F" beside each statement):

- \_\_\_\_\_ 1. Talking about sex with young people will encourage them to have early sex.  
 \_\_\_\_\_ 2. Young people say that friends influence their decisions about sex and relationships more than parents.  
 \_\_\_\_\_ 3. Family planning is prohibited by the church and mosque.  
 \_\_\_\_\_ 4. Appropriate family planning methods for young couples include male or female condoms, oral contraceptive pills, hormonal implants or injections, and intrauterine devices.

### Fill in the blanks below:

5. \_\_\_\_\_ describes our physical bodies and is biological.  
 \_\_\_\_\_ describes cultural norms, assumptions and expectations about being male or female.  
 6. \_\_\_\_\_ is a girl's first visible sign that she can become pregnant.  
 7. Two ways youth can prevent both unintended pregnancy and sexually transmitted infections are by \_\_\_\_\_ and \_\_\_\_\_.  
 8. When people use \_\_\_\_\_, they are more likely to make poor decisions about their reproductive health.

### Circle the response the best matches your perspective.

9. I believe that when trusted adults talk about reproductive health, people use information from them to make safer and healthier choices.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

10. The Bible and Qur'an provide guidance and encourage adults to talk with youth.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

11. I feel confident and motivated to talk simply and accurately to and about youth as they go through physical and emotional changes.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

12. In a caring relationship based on love, sex is never pressured, forced, traded, or coerced.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

13. Religious leaders play an important role in teaching people about the physical and emotional benefits of a committed marriage and appropriate family planning methods for couples.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

14. Religious leaders can help a couple weigh emotional, financial, and relational considerations before deciding to become pregnant.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

**Answer the following question:**

15. What would you say are the key aspects of Christian or Muslim family life education?

---

---

---

---

---

---

---

---

## SCOPE Family Life Education Faith Leader Training Strengths Pre- and Post- Test

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Put a check by the one statement per category that best describes how you feel:

---

**Faith:**

- A - I am very clear about my Christian or Muslim beliefs related to the **planning and care for families**.
1. B - I am fairly clear about my Christian or Muslim beliefs, but I could probably learn more about the planning and care for families.
- C - I am not sure about my Christian or Muslim beliefs. I want to learn more about the planning and care for families.

---

**Communicating about Family Planning/Reproductive Health (FP/RH):**

- A - I feel confident and comfortable communicating with people about FP/RH.
2. B - I am somewhat confident, but sometimes it is a challenge to communicate with people about FP/RH.
- C - I feel I do not understand people and often struggle to communicate with them about FP/RH.

---

**Personal Values:**

- A - I am very clear about my personal values.
- 3.s B - I am fairly clear about my personal values, but I could probably explore them more.
- C - I am not sure about my personal values. I want to explore them more.

---

**Reproductive Health and HIV Knowledge:**

- A - I feel I know much about reproductive health, such as how the body develops and functions sexually and how STIs are transmitted.
4. B - I feel I know some things about reproductive health, but I also have some questions and want to learn more.
- C - I have many questions about reproductive health. I need to know more before discussing it with young people.

---

**Communicating about Christian or Muslim Teachings:**

- A - I understand Christian or Muslim teachings related to life's decisions, and I can easily discuss them.
5. B - I think I understand Christian or Muslim teachings related to life's decisions, but I have some questions about them.
- C - I do not feel I have enough understanding of Christian or Muslim teachings related to life's decisions to discuss them with young people.
-

### *Dialogue of FLE Communication Steps*

A 10-year-old boy approaches his youth leader.

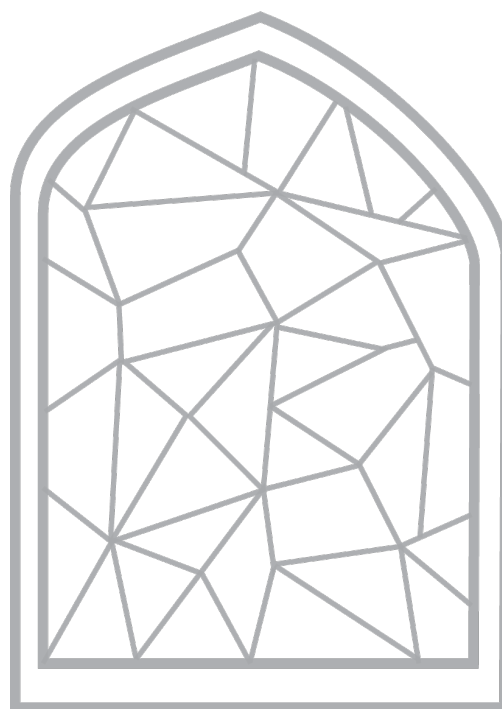
- Boy:** What is a prostitute?
- Youth Leader:** Hey man, I see that your vocabulary is increasing! What do you want to know about prostitutes?
- Boy:** Somebody at school said his brother went to see one and others started to laugh. I did not want to feel left out, and so I laughed with them.
- Youth Leader:** A prostitute is someone who has sex in exchange for money. Sometimes we call them “sex workers.” It is not legal in this country, but it happens a lot anyway.
- Boy:** So that is why we laughed?
- Youth Leader:** They probably laughed because your friend was referring to sex. Some people laugh when discussing sex because it is uncomfortable for them to talk about it. But why did you laugh?
- Boy:** Everyone else seemed to know what he was talking about and I didn’t want to look stupid.
- Youth Leader:** That’s okay; most people want to fit in with their friends. Sometimes though, you’ll see that they only respect you when you do what you really believe in, instead of fit in. Anyway, you asked about prostitution.
- Boy:** Yes, you said that it was just like a business then.
- Youth Leader:** Well, sort of. But not all business is allowed. Our bodies are sacred and should be treated with respect. Selling our bodies for sex or buying the bodies of other people is not what the Bible or Qur’an teaches us. Sex is not something so cheap that we can just buy and sell it. Does that make sense?
- Boy:** Yeah, I think so. I understand that sex is special and that selling it is both against the law and what we learn in the Bible or Qur’an. When is it okay to have sex then?
- Youth Leader:** Yes; sex is special. It’s better to wait to have sex until you are in love and married.

### **FLE Communication Steps — Observation Checklist**

*Instructions: Use this checklist during role-plays (or during supervision visits) to record observations. Place a tick mark in front of the behaviors observed during the interaction and make additional notes as needed. After the role-play, use the information to provide constructive feedback.*

| <b>1. Understand what the young person needs.</b>  |  | <b>Notes:</b> |
|--|--|---------------|
|  | Identifies what is being asked and what information is needed.         |               |
|  | Considers why the question is being asked, but does not ask why.       |               |
|  | Asks open-ended questions to understand the person's issues.           |               |
|  | Listens carefully to the response(s).                                  |               |
|  | Shows support; does not ridicule.                                      |               |
| <b>2. Give a clear and simple answer.</b>          |  |               |
|  | Gives an age-appropriate response that addresses the needs/issues.     |               |
|  | Uses language the person can understand.                               |               |
|  | Keeps answers short and simple.  |               |
|  | Encourages and responds to follow-up questions.                        |               |
|  | Promises a later response, if unclear about an answer.                 |               |
| <b>3. Share your values and use your faith.</b>    |  |               |
|  | Shares personal thoughts and feelings about the issue.                 |               |
|  | Uses Christian or Muslim faith to describe values.                     |               |
|  | Does not lecture or judge other's opinions.                            |               |
|  | Guides the person using the Bible or Qur'an.                           |               |
| <b>4. Check for understanding of the answer.</b>   |  |               |
|  | Asks them to repeat message to ensure understanding.                   |               |
|  | Listens to their response.   |               |
|  | Corrects any misinterpretations.                                       |               |
| <b>5. Build confidence, self-esteem and trust.</b> |  |               |
|  | Thanks the person for coming with a question(s).                       |               |
|  | Gives the person full attention and time in a comfortable place.       |               |
|  | Let's them know that it is normal to have questions.                   |               |
|  | Assures confidentiality (unless youth is at risk or gives permission). |               |
|  | Tells person that they are special and that God loves them.            |               |

## WORKSHOP 2: GROWING AND CHANGING



### Workshop Agenda

|            |                             |                |
|------------|-----------------------------|----------------|
| Session A. | Talking About Sex           | 1 hr.          |
| Session B. | Sexual Development (start)  | 1 hr. 5 mins.  |
|            | Break                       |                |
| Session B. | Sexual Development (finish) | 25 mins.       |
| Session C. | Preparing for Reproduction  | 1 hr. 30 mins. |
|            | Lunch                       |                |
| Session D. | Myths and Facts             | 45 mins.       |
| Session E. | Role-Plays                  | 1 hr.          |
|            | Daily Closing               | 15 mins.       |



### Main Messages

- Using appropriate language to talk openly and comfortably about sex and reproductive health will help adults build confidence and trust when communicating about FLE.
- From ages 10 to 24, girls and boys go through emotional and physical changes as they develop into adults. These changes are normal.
- Talking simply and accurately to and about youths as they go through physical and emotional changes will help everyone better understand development, reinforce normalcy, and build youths' self-esteem.



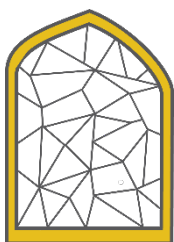
### Materials for This Workshop

- Flip chart paper
- Markers

- Tape
- Small prize for a group of three to four people
- Paper (one page per participant)
- Empty box
- Glue
- Stapler
- Natural items such as branches, flowers, leaves, etc. (for creating models of sexual body parts)
- *Group Activity Form* (from Workshop 1)

### *Before You Begin*

- Prepare one flip chart for each of the following:
  - Workshop 2 Agenda” (include start and finish times)
  - “Session Objectives” A–F (each on a separate page)
  - “Body Art Instructions” (page 67)
  - Title flip chart “Myth or Fact” and include three or four statements (myths) selected from the options on page 72 (Or replace those statements with three-four similar myths that are common in your community. Avoid discussing myths that are not common. The purpose of the activity is to dispel existing myths, not to introduce new ones).
  - “Role-Play Scenarios” (page 76)
  - “Feedback Questions” (page 78), will be used for each workshop
  - “Five FLE Communication Steps” (from Workshop 1)
  - “Parking Lot” (use chart from previous workshop)
- Write the following titles on flip chart paper (one per page):
  - Boys 10–14”
  - “Girls 10–14”
  - “Boys 15–19”
  - “Girls 15–19”
  - “Boys 20–24”
  - “Girls 20–24”
- Photocopy the following handouts located at the end of Workshop 2:
  - *Fill in the Blank* (one copy per participant)
  - *Talk Show Guide* (enough for six groups)
  - *FLE Communication Steps—Observation Checklist* (one copy per participant)
- Create a feedback box (an empty box labeled “Feedback Box”)



## Session A. Talking about Sex

### Objectives

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

- Identify and use appropriate terms for discussing sex

### Session Agenda

|        |                      |          |
|--------|----------------------|----------|
| Step 1 | Introduction         | 5 mins.  |
| Step 2 | Let's Talk About Sex | 30 mins. |
| Step 3 | Fill in the Blank    | 20 mins. |
| Step 4 | Wrap-up              | 5 mins.  |
| Total  |                      | 1 hr.    |



### Step 1. Introduction

5 mins



### Materials

- “Workshop 2 Agenda” flip chart
- “Session A Objectives” flip chart

### Instructions

Welcome participants to Workshop 2 and ask them to initial the *Group Activity Form*. Ask the volunteer to open the workshop by leading the group in a prayer or devotion.

Ask participants if they had a chance to review the sections in the *Participant Handbook* that relate to Workshop 1, such as *Skills to Communicate with Young People* and *Five FLE Communication Steps*.

Share with participants the following passage:

*My son, pay attention to what I say; listen closely to my words. Do not let them out of your sight, keep them within your heart; for they are life to those who find them and health to a man's whole body. Proverbs 4:20–22*



*You who believe! Be mindful of God, and let every soul consider carefully what it sends ahead for tomorrow; be mindful of God, for God is well aware of everything you do. al-Hashr (59), 18.*

? **Ask participants:** What do these passages mean to you?

Inform participants that the words they use to talk about family life topics can have a positive or negative effect. Thus, they must choose their words carefully and listen to what people have to say.

Review the Workshop 2 agenda and Session A objectives, using the prepared flip charts. Ask if there are any questions.



## **Step 2. Let's Talk about Sex**

30 mins



### **Materials**

- Flip chart paper
- Markers
- Tape
- Small prize for a group of three to four people

### **Instructions**

Read the following to participants:

Kimberly is a 19-year-old mother of two children. Here is what she has to say about learning about sex from her boyfriend: "When you are young and you run into a boy who is cute, he can teach you about sex in a few minutes. You don't want a boy like that to be the one who teaches your child about sex. But if an adult doesn't, then a boy like that will."

Remind participants that one of the major barriers to educating youth about reproductive health is the reluctance of adults to talk about it.

? **Ask participants:** What are some reasons adults may not want to talk about reproductive health?

Include the following if not mentioned by participants. Adults worry or think that:

- They do not know the information very well themselves.
- Their children or other young people will know more information than they do.
- It is inappropriate or culturally taboo to talk about sex.

- Young people will not listen to them.
- Talking about sex will encourage them to have sex.

Tell participants that one of the greatest challenges most adults experience in discussing sex is being comfortable with the language. Explain to participants that this next exercise will help them to become more comfortable with sexual language, including slang words.



Share with participants that this activity is a competition to see who can list the most slang terms for sexual intercourse or sexual body parts.

Ask participants to form small groups of four members. Inform participants that in these groups they have three minutes to write all the words for sexual acts or body parts that they can think of. They can use terms from when they were growing up or terms used now.

Tell participants that saying some phrases out loud may be very uncomfortable and even against their morals, or language not used in their faith institution.

If a group member is not comfortable saying the word aloud, they could write such words down on the flip chart. Writing the word or phrase might help them feel more comfortable hearing such words if used by youth.

Each group should identify someone who can write the words or phrases on flip chart paper. The group with the most terms in five minutes will receive a prize. Keep time, letting participants know when they have one minute remaining. After three minutes, ask each group to share their list. Give a small prize to the winners, such as candy, cookies, or a round of applause.

#### *Ask participants:*

- ? How did it feel to say all those words out loud?
- ? Were some words difficult to say? Or easy?
- ? Did anyone choose not to say anything or very little?
- ? How does it feel when these words are used by people in their family or community?



Share with participants that many terms have turned sex into something about power and sometimes violence. Let them know that often these terms are used to create or to cover shame about our bodies and sexual intercourse. Point out to participants the Song of Solomon, which refers to both love and wisdom as gifts of God, to be received with gratitude and celebration. Let participants know that even in the Bible, talking about sex is done poetically. Refer participants to the Song of Solomon 7:11–12, which uses the metaphor to “spend the night in the villages” and “to give you my love” instead of sexual intercourse. In Islamic poetry, the love poetry of al-Rumi (1207-73) is especially well-known and beloved. Here are some samples of his poetry; [https://www.rumi.org.uk/love\\_poems/](https://www.rumi.org.uk/love_poems/)

- ? *Ask participants:* What can you do to become more comfortable using appropriate sexual terms?

Explain to participants that they will be doing many activities to help them explore their feelings about sex and reproductive health. These activities will help them to become more comfortable using sexual terms.



20 mins

### Step 3. Fill in the Blank



#### Materials

- Photocopies of *Fill in the Blank* (handout, Workshop 2)

#### Instructions

Inform participants that in this exercise, they will be using some of the sexual terms they just discussed. Ask participants to form pairs with the person beside them.

Explain to participants that each pair will get a photocopy of three sentences to complete. There will be missing words in each sentence that each pair must fill in. They should complete these using correct terms, not slang

Ask for volunteers to read the sentences out loud. Ask if other pairs chose different terms. (See below for sample answers. Some blanks have several correct answers (underlined). Participants do not need to identify all possible responses; however, it will help if you review all of them after volunteers read their sentences aloud.)

1. When a man puts his penis into a woman's vagina, it is called sexual intercourse or having sex.
2. A woman feels pleasure when she is touched on her breast, buttocks, clitoris, or vagina.
3. A man feels pleasure when he is touched on his penis or buttocks.

Tell participants that while people (especially young people) may feel more comfortable using slang words when talking about sex, as educators, participants should use the proper and correct terms for sexual anatomy and sexual intercourse. Because the meaning of slang words can change over time or may not be completely understood by the person using it, remind participants that they should ask for clarification when they hear slang words being used.

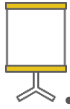
For example, an adult may say to a young person, "When you say 'snake' I understand that to mean your penis. God gave you a beautiful body with names for the different parts. I'll be using the word 'penis' for the rest of our talk. Is this okay with you?"

By using correct terms, the adult clarifies what the person means and helps him or her become more comfortable with the appropriate term. Ask if there are any questions. Inform participants that they will continue to use these terms and others as workshops continue.



5 mins

### Step 4. Wrap-up



### *Materials*

- “Session A Objectives” flip chart
- Markers
- Tape

### *Instructions*

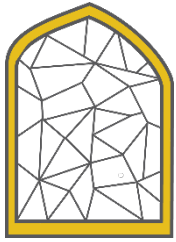
Review the session objectives. Ask participants if all of the objectives have been met.



### *Reinforce this main message*

- Using appropriate language to talk openly and comfortably about sex and reproductive health will help adults build confidence and trust when communicating about FLE.

Inform participants that in the next session, they will be talking about the changes that occur as children become young adults.



## Session B. Sexual Development

### Objectives

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

- Describe the different stages of sexual development in boys and girls

### Session Agenda

|        |                             |                |
|--------|-----------------------------|----------------|
| Step 1 | Introduction                | 5 mins.        |
| Step 2 | Sexual Development of Boy   | 30 mins.       |
| Step 3 | Sexual Development of Girls | 30 mins.       |
| Step 4 | Talk Show on Growing Up     | 20 mins.       |
| Step 5 | Wrap-up                     | 5 mins.        |
| Total  |                             | 1 hr. 30 mins. |



5 mins

### Step 1. Introduction



#### Materials

- “Session B Objectives” flip chart
- Physical and Emotional Development of Boys—Fact Sheet
- Physical and Emotional Development of Girls—Fact Sheet

### Instructions

Invite participants to join you in this reflection:

*There is a time for everything, and a season for every activity under heaven: a time to be born and a time to die, a time to plant and a time to uproot, a time to kill and a time to heal, a time to tear down and a time to build, a time to weep and a time to laugh, a time to mourn and a time to dance, a time to scatter stones and a time to gather them, a time to embrace and a time to refrain, a time to search and a time to give up, a time to keep and a time to throw away, a time to tear and a time to mend, a time to be silent and a time to speak, a time to love and a time to hate, a time for war and a time for peace. Ecclesiastes 3:1–8*

*For everything there is a time prescribed. al-Ra 'd (13): 38*

? **Ask participants:** What does this passage mean to you?

Let participants know that through these passages God instructs us on the role of change in our lives and that each time and event has its purpose. Inform participants that adolescence (young adulthood) is a confusing time for all youth and that, as parents and educators, we must treat young people with the same loving kindness and patience that God shows us.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



30 mins

## **Step 2. Sexual Development of Boys**



### **Materials**

- “Boys 10–14” flip chart
- “Boys 15–19” flip chart
- “Boys 20–24” flip chart

### **Instructions**

Tell participants that in the next section, they will talk and learn about the sexual development of boys ages 10 to 24. Both physical and emotional changes will be discussed.

Post the three flip charts around the room. Give participants ten minutes to write down as many physical and emotional changes as they can think of for each age group.

Thank participants for their contributions and read the flip charts for changes in boys ages 10 to 14. Ask participants to open their handbooks to *Section 3: Sexual Development of Boys*. Review answers not identified in the brainstorming.

Read the flip charts for changes in boys ages 15 to 19. Ask participants to open their handbooks to *Section 3: Sexual Development of Boys*. Review answers not identified in the brainstorming.

#### **Note**

There may be some variation between lists for boys and girls developed during Steps 2 and 3. This is expected; young people's development can differ somewhat.

#### **Note**

This may also be an opportunity to talk more about erections. Notice that they are not part of this list — erections start from infancy, not adolescence. Parents accept this in a child, but as boys grow, social or cultural norms may make boys feel bad for having erections. See the Participant Handbook (page 16) for more information on erections. Let participants know that they can use this information to help boys understand changes happening to their bodies and to reinforce normalcy.

Read the flip charts for changes for young men ages 20 to 24. Ask participants to open their handbooks to *Section 3: Sexual Development of Boys*. Review answers not identified in the brainstorming.

#### Note

Participants may raise the subject of masturbation. Faith actors often reject this type of behavior, although theologians have not found direct references that forbid it. Some faith leaders have been known to endorse masturbation, others may keep silent, and still others openly reject it as an option for any followers. A discussion with faith leaders to reinforce that this is something that prior to this workshop may be helpful in preparing for this session and Myths and Facts later in the day.

From a health perspective, it is necessary to make sure that participants know that masturbation does not cause health problems such as infertility. It is also important to point out that masturbation can be a safe alternative to acting on sexual feelings, preventing early sex, or abstaining until marriage. Youth can be encouraged to manage sexual desires through engagement in other activities such as sports, games, gardening, hunting, etc.

## ***Physical and Emotional Development of Boys — Fact Sheet***

### ***Physical Changes for Boys Ages 10 to 14***

- Growth spurts occur; weight and height increases
- Muscles enlarge; broader chest and shoulders
- Voice deepens; but is also uneven, varies from high- to low-pitch
- Skin becomes oily; acne develops; perspiration increases, and body odor appears
- Sperm matures, wet dreams begin

### ***Emotional Changes for Boys Ages 10 to 14***

- Values and beliefs primarily determined by family
- Experience mood swings, behavior driven by feelings
- Confused about emotional and physical changes
- Begin to have sexual feelings and curiosities
- Begin to seek independence from parents and acceptance by peers through competition and achievement

### ***Physical Changes for Boys Ages 15 to 19***

- Development continues
- Genitals enlarge
- Hair grows around genitals, under arms, and on face and chest

### ***Emotional Changes for Boys Ages 15 to 19***

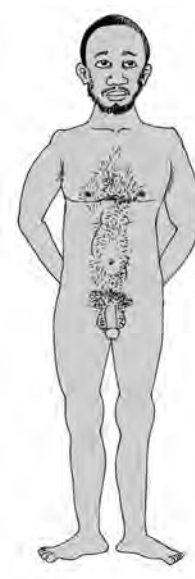
- Challenge rules and test limits
- Feelings contribute to behavior but do not control it, can analyze potential consequences
- Compare own development to peers, become concerned with self-image
- May have a girlfriend and want to experiment or act on sexual desire
- Peers influence leisure activities, appearance, substance use, and initial sexual behaviors

### ***Physical Changes for Boys Ages 20 to 24***

- Development finishes

### ***Emotional Changes for Boys Ages 20 to 24***

- Develop more serious relationships, may commit and marry
- Understand consequences of behaviors
- Struggle with adult roles and responsibilities, modern versus traditional values





- Can make own decisions, peers have less influence
- Cope with the competing demands of school, family, spouse, community, livelihood, and self

### Ask participants:

- ? Will every boy in each age group experience all of the changes listed?
- ? Why it is important to segment or group different ages of young men?

Make sure to emphasize that:

- We have discussed common changes for these age groups. Individual boys will develop physically and emotionally at different rates, some faster and some slower. This is normal and should not be a concern.
- We segment age groups because we understand that boys are experiencing different emotional and physical changes at different times. Our role as educators is to help boys understand what is normal about their development and support them emotionally.
- Next, they will look at the sexual development of girls.
- 



30 mins

### Step 3. Sexual Development of Girls



#### Materials

- “Girls 10–14” flip chart
- “Girls 15–19” flip chart
- “Girls 20–24” flip chart

### Instructions

Tell participants that in the next section they will talk and learn about the sexual development of girls ages 10 to 24. Both physical and emotional changes will be discussed.

Post the three flip charts around the room. Give participants ten minutes to write down as many physical and emotional changes as they can think of for each age group.

Thank participants for their contribution and read the flip charts for changes in girls ages 10 to 14. Ask participants to open their handbooks to *Section 4: Sexual Development of Girls*. Review answers not identified in the brainstorming.

Read the flip charts for changes in girls ages 15 to 19. Ask participants to open their handbooks to *Section 4: Sexual Development of Girls*. Review answers not identified in the brainstorming.

Read the flip charts for changes for young women ages 20 to 24. Ask participants to open their handbooks to *Section 4: Sexual Development of Girls*. Review answers not identified in the brainstorming.

## ***Physical and Emotional Development of Girls — Fact Sheet***

### ***Physical Changes for Girls Ages 10 to 14***

- Height and weight increases (often before boys); body fat increases
- Breasts begin to enlarge
- Hips widen
- Skin becomes oily; acne develops; perspiration increases and body odor appears
- Hair grows around genitals and under arms
- Ovaries mature, menstruation begins, able to become pregnant



### ***Emotional Changes for Girls Ages 10 to 14***

- Values and beliefs primarily determined by family
- Experience mood swings, behavior driven by feelings
- Confused about emotional changes, preoccupied with physical appearance
- Self-esteem determined by others
- Begin to seek independence from parents and seek acceptance by fostering relationships



### ***Physical Changes for Girls Ages 15 to 19***

- Development continues
- Breasts enlarge, hips widen, hair grows around genitals and under arms; vaginal wetness increases

### ***Emotional Changes for Girls Ages 15 to 19***

- Compare their development to peers, determine self-image
- May challenge rules and test limits of gender norms, desire more control over life
- Increased interest in sex, aware of own sexuality
- Desire to be loved may influence decision-making in sexual relationships
- Peers influence leisure activities, appearance, substance use, and initial sexual behaviors



### ***Physical Changes for Girls Ages 20 to 24***

- Development finishes

### ***Emotional Changes for Girls Ages 20 to 24***

- Develop more stable relationships
- Understand consequences of behaviors, prepare for parenthood
- Clearer about self in relation to others, including spouse

- Cope with the competing demands of school, family, spouse, community, livelihood, and self
- Able to recognize and seek help when needed

### Ask participants:

- ? Will every girl in each age group experience all of the changes listed?
- ? Why it is important to segment or group different ages of young women?

Make sure to emphasize that:

- We have discussed common changes for these age groups. Individual girls will develop physically and emotionally at different rates, some faster and some slower. This is normal and should not be a concern.
- We segment age groups because we understand that girls are experiencing different emotional and physical changes at different times. Our role as educators is to help girls understand what is normal about their development and support them emotionally.

Thank participants for their contribution and remind them that:

- They do not need to be experts on sexual development. Doctors, nurses, and other professionals are available.
- All young people will develop at their own pace.
- It is most important to listen to youth, help them understand changes, and provide emotional support.



20 mins

## Step 4. Talk Show on Growing Up



### Materials

- Photocopies of *Talk Show Guide* (handout, Workshop 2) — enough for six groups

### Instructions

Tell participants they will now break into three groups. Assign each group an age range: 10 to 14, 15 to 19, or 20 to 24.

Participants will take the view of a young person in this next activity and prepare to be interviewed on a talk show. Give each group a copy of the Talk Show Guide. Tell them they will have 15 minutes to prepare answers to the questions, using their handbooks. Each group should choose one person from their group to play the role of a young person who will be interviewed during the talk show.

A co-facilitator or another participant should act as the talk show interviewer. Conduct three interviews.

After finishing the talk shows, *ask participants:*

- ? What did you learn during this activity?

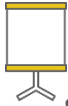


? Was it challenging? Easy? Why?



5 mins

### *Step 5. Wrap-up*



#### *Materials*

- “Session B Objectives” flip chart
- Markers
- Tape

#### *Instructions*

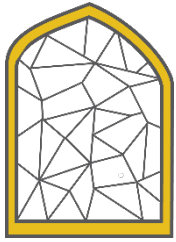
Review the session objectives. Ask participants if all of the objectives have been met.



#### *Reinforce these main messages:*

- From ages 10 to 24, girls and boys go through emotional and physical changes as they develop into adults. These changes are normal.
- Talking simply and accurately to and about youths as they go through physical and emotional changes will help everyone better understand development, reinforce normalcy, and build youths’ self-esteem.

Tell participants that in the next session, they will be creating models of the different sexual parts of the male and female body and using the models to describe how the body works.



## Session C. Preparing for Reproduction

### Objectives

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

- Create a model of the male and female sexual body parts
- Explain menstruation, wet dreams, and sexual intercourse
- Use clear and simple information to communicate how the body functions and prepares for reproduction

### Session Agenda

|        |                               |                |
|--------|-------------------------------|----------------|
| Step 1 | Introduction                  | 5 mins.        |
| Step 2 | Body Art                      | 60 mins.       |
| Step 3 | Clear and Simple Explanations | 20 mins.       |
| Step 4 | Wrap-up                       | 5 mins.        |
| Total  |                               | 1 hr. 30 mins. |



5 mins

### Step 1. Introduction



#### Materials

- “Session C Objectives” flip chart

### Instructions

Ask a participant to read the following passages:

*So God created man in his own image, in the image of God he created him; male and female he created them. Genesis 1:27*

*God, the Exalted and the Glorious, created Adam in His image. Sahih Muslim 2841*

*God saw all that he made and it was very good. Genesis 1:31*

*Such is He who knows all that is unseen as well as what is seen, the Almighty, the Merciful, who gave everything its perfect form. He first created man from clay, then made his descendant from an extract of underrated fluid. Then he molded him; He breathed from His Spirit into him; He gave you hearing, sight, and minds. al-Sajda (32): 6-9*

*The Lord God said, "It is not good for the man to be alone. I will make a helper suitable for him." Genesis 2:18*

*For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh. The man and his wife were both naked, and they felt no shame. Genesis 2:24–25*

*Another of his signs is that He created spouses from among yourselves for you to live with in tranquility: He ordained love and kindness between you. There truly are signs in this for those who reflect. al-Rum (30): 21*

? **Ask participants:** What do these passages mean to you?

Let participants know that according to the Bible, Qur'an, and Hadith, our sex and sexuality was made by God and in His image. Explain to participants that when discussing reproductive health, they should emphasize that everyone has value because they are made in God's image. Each of us is unique and beautiful.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



60 mins

## Step 2. Body Art



### Materials

- "Body Art Instructions" flip chart
- *Participant Handbook*
- Tape
- Glue
- Stapler
- Natural items such as branches, flowers, leaves, etc. (for creating models of sexual body parts)

### Note

If using natural materials is logistically challenging, use common household items such as string, cans, socks, bottles, etc.

### Instructions

Tell participants that in the last session, they learned about the different physical and emotional changes that young people go through as they develop.

Inform participants that for this activity they will create a model of the sexual parts of the male and female bodies. The activity is called body art. By using a model, they will practice explaining a process or event in a young person's life out loud, just as they might when talking to a young person. Let participants know that they will eventually form four groups, one group



for each of the following bodily functions: menstruation, wet dreams, sexual intercourse, and pregnancy.

Before breaking up into groups, have participants begin using their handbooks. Highlight the following:

- Erections in boys happen from infancy. This is normal, and adults expect it.
- Menstruation is the first physical sign that a girl can become pregnant.
- Sexual intercourse is an intimate act that can result in pregnancy.
- Pregnancy is the period from conception to birth.

Tell participants that they will have 30 minutes to create their body art, which should demonstrate the function they have been assigned. Post the “Body Art Instructions” flip chart.

### Body Art Instructions

- Use your handbook as a guide (*Sections 6: Preparing for Reproduction*)
- Make a model using materials found in nature
- Be creative
- Prepare to explain the function to the larger group
- Prepare answers to the following questions:
  - How is this bodily function viewed in the Bible, Qur’an, and Hadith?
  - What does their faith tell them about this function?

After 30 minutes, invite each group to explain their assigned bodily function and body art. Ensure that the entire group understands each function and answer any questions that are raised.

### Ask participants:

- ? What was challenging about this activity? Easy?
- ? How can they use this activity when discussing sexuality and sexual health with people in their communities?



20 mins

### Step 3. Clear and Simple Explanations



#### Materials

- Flip chart paper
- Markers

- Tape

### Instructions

Tell participants that in the last activity, groups gave very open and specific information about how the body functions as it prepares to reproduce. Let them know that in Workshop 4, they will look further into fertility, pregnancy, and family planning.

During this activity, participants will explore how young people traditionally learn about the body and its reproductive functions.

*Ask participants* some of the following questions:

- ? What stories were you told or did you hear about how you were conceived?
- ? How did women learn about menstruation?
- ? How did men learn about erections or wet dreams?
- ? Which parts of these stories were factual and which parts were not?
- ? How did these stories influence your views about sex as you grew up?
- ? What are some reasons people use myths and stories to discuss sexual development and reproductive functions?
- ? What are the risks of using stories to inform youth about sex?

Explain to participants that bodily functions related to sexuality are complicated, but that they need to provide both simple and factual information when talking to youth.

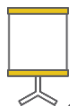
Ask for three volunteers to try and explain the three bodily functions of menstruation, wet dreams, and sexual intercourse using simple and clear language and just a few sentences.

Thank volunteers for their contribution. Let them know you appreciate their openness and can see how confident they are becoming as they talk about sensitive topics.



5 mins

### Step 4. Wrap-up



### Materials

- “Session C Objectives” flip chart
- Markers
- Tape

### Instructions

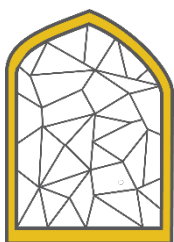
Review the session objectives. Ask participants if all of the objectives have been met.



*Reinforce this main message*

- Talking simply and accurately to and about youths as they go through physical and emotional changes will help everyone better understand development, reinforce normalcy, and build youths' self-esteem.

Inform participants that in the next session, they will be looking at myths and facts about sexual development.



## Session D. Myths and Facts

### Objectives

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

- Identify and discuss myths and facts about sexual development

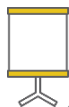
### Session Agenda

|        |                 |          |
|--------|-----------------|----------|
| Step 1 | Introduction    | 5 mins.  |
| Step 2 | Myths and Facts | 35 mins. |
| Step 5 | Wrap-up         | 5 mins.  |
| Total  |                 | 45 mins. |



5 mins

### Step 1. Introduction



#### Materials

- “Session D Objectives” flip chart

### Instructions

Share the following passage with participants:

*Do not forsake wisdom, and she will protect you; love her, and she will watch over you. Proverbs 4:6*

*Whoever is given wisdom has truly been given much good, but only those with insight bear this in mind. al-Baqarah (2): 269b*

?

**Ask participants:** What does these passages mean to you?

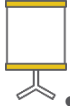
Explain to participants that the Bible and Qur'an remind us that truth and understanding can protect young people.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



35 mins

## Step 2. Myths and Facts



### Materials

- Prepared flip chart with title “Myth or Fact” and three or four statements (myths) for use during activity (do not label the statements as myths in advance)
- Markers
- Tape
- Paper (one page per participant)
- Pens

#### Note

Do not forget to include and address any myths previously mentioned that may be appropriate for this workshop topic.

### Instructions

Remind participants about the definitions of myths and facts.

**Myths** are opinions, beliefs, and traditional stories that are thought to be fact. **Facts** are known truths or events that actually occurred, have been proven, or can be shown physically.

Tell participants that it is of great importance that they dispel any myths people may have and provide them with facts related to reproductive health.

Post a prepared flip chart showing three or four statements from the text box (or replace those statements with similar myths that are common in your community). Read aloud the first statement. Ask participants to raise their right hand if they believe the statement is true and their left hand if it is false. Ask one or two participants who have raised their left hand to explain why they believe that the statement is false (a myth). Praise the participants for correctly identifying the statement as a myth; write “MYTH” next to the statement. Share the “Fact” information shown in the text box and correct any misinformation the participants may have shared. Repeat the process with the other statements on the flip chart. Answer any questions participants might have.

Examples of myths and facts are included in the following table.

| Myths  | Facts  |
|--|--|
| <b>Statement 1:</b>  |  |
| Women prefer a large penis to satisfy them.  | Not all women prefer a large penis. Women come in all different shapes and sizes, as do men. Women (and men) have different desires for what pleases them.   |
| <b>Statement 2:</b>  |  |
| Youth ask about sex because they plan on having sex.                                   | Not all young people are asking about sex because they are planning to have sex immediately. Some are just curious. Eventually, when they get married, they will have sex.   |
| <b>Statement 3</b>   |  |
| Masturbating can cause sickness.   | Masturbation does not cause any kind of sickness or infertility. It is not harmful unless a person becomes overly preoccupied with it.   |
| <b>Statement 4</b>   |  |
| A girl cannot become pregnant the first time she has sex or if she has sex standing up | It is possible for a girl to become pregnant the first time she has sex, even if she has not had her first menstruation. Her period is the first visible sign of fertility, but before her first menstruation, an egg has been released and could unite with sperm.<br><br>Having sex while standing does not prevent pregnancy. |
| <b>Statement 5</b>   |  |
| When a boy has an erection, he as to have sex.   | When a boy has an erection, he does not need to have sex or ejaculate. If he waits, his erection will go down.   |

Discuss the different myths, explain the facts, and answer any questions participants may have.

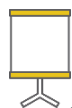
End the activity by *asking participants* the following questions:

- ? Why are myths and misinformation about sexual development dangerous?
- ? What are the sources for these myths? Which ones come from the community? Or from radio or television? Which are old myths? Which ones are more recent?
- ? What can you do to share the facts about these subjects with young people in your communities?



5 mins

### *Step 3. Wrap-up*



#### *Materials*

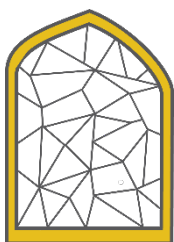
- “Session D Objectives” flip chart
- Markers
- Tape

#### *Instructions*

Review the session objectives. Ask participants if all of the objectives have been met.

- ? *Ask participants:* What did you learn during the session that you will take home?

Inform participants that in the next session they will be using role-plays to build their skills in discussing reproductive health with young people.



## Session E. Role-Plays

### Objectives

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

- Use clear and simple information to communicate
- Demonstrate comfort and confidence in discussing reproductive health issues and information, using the Five FLE Communication Steps as a guide
- Use positive communication skills while talking to and about youths, helping to build youths' self-esteem and trust

### Session Agenda

|        |              |          |
|--------|--------------|----------|
| Step 1 | Introduction | 5 mins.  |
| Step 2 | Role-plays   | 50 mins. |
| Step 4 | Wrap-up      | 5 mins.  |
| Total  |              | 1 hr.    |



### Step 1. Introduction

5 mins



### Materials

- "Session E Objectives" flip chart

### Instructions

Ask a participant to read the following passage aloud:

*Do not judge, or you too will be judged. For in the same way you judge others, you will be judged, and with the measure you use, it will be measured to you. Matthew 7:1–2*

*Ibn 'Umar said, "I will not judge between two people or lead two men in prayer. Did you not hear the Prophet say, 'Whoever seeks refuge with God has indeed sought refuge with a powerful one?'" Uthman said, "Yes, I did." He [Ibn 'Umar] said, "Then I seek refuge with God lest you appoint me to some post." Musnad Ahmad 475*

? **Ask participants:** How do these passages relate to your relationship with people?



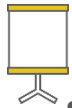
Reiterate to participants that their main role is to educate and support people. Remind them that only God can judge the actions of any individual.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



50 mins

## Step 2. Role-Plays



### Materials

- “Five FLE Communications Steps”
- flip chart
- “Role-Play Scenarios” flip chart
- *FLE Communication Steps—Observation Checklist* (one copy per participant)
- Markers
- Tape

### Instructions

Post the “Five FLE Communications Steps” flip chart and distribute copies of the observation checklist. Review the steps with participants and explain that they will be using the steps and checklist in this exercise.

Break participants into groups of three members each. Inform participants that they will be doing their role-plays in these groups.

Tell participants that in the role-plays, they will be using information from the other sessions to become more comfortable speaking about sexual development and expressing their values.

Explain that in these role-plays, there should be two people who act out a scene and one person who is an observer. Inform participants that the role of the observer is to make notes on the checklist about what they observe and then give feedback on how the dialogue went, what went well, and what could be improved.

Tell participants that:

- The role-plays can be done in any order and they only need to choose three.

### Note

At the end of the day, participants may need an energizer. Be creative when dividing them into groups. One energizer is to think of a different animal for each group of three people and write the name three times on small pieces of paper. Then distribute the papers and tell the participants that they should not share their animal with others. They will need to find their new group members by acting and making noises like the animal written on the paper. When they find each other, they will probably be smiling.

Another fun way to combine an energizer and divide participants into groups is to use a lifeboat technique: Have all participants stand in an open space and let them know that this space is the ocean. In this ocean, there are sharks in the water, and they will need to jump in a lifeboat to escape the sharks. They will create the lifeboat by hugging other participants. But each lifeboat only holds a certain number of people. You will let them know by calling out the number.

When they hear the number, they should rush to jump in the lifeboat. Have them start by swimming in the water (walking around). As they walk around, let them know that there are reports that sharks are coming. Then call out the number 5. Continue to call out numbers for a few minutes to let the group laugh and get energized. When you want to finish, call out the number 3. When they find each other, let participants know that this will be their group of three for the day and begin the session.

- For three role-plays, participants should change roles, so that each person in the group has an opportunity to role-play and be the person seeking advice, the advisor, and the observer. Observers should make notes on the observation checklist.
- Participants should envision the types of responses a real person might give.
- Participants should use the Participant Handbook to refer to pictures or information, as needed.
- After each role-play, participants should give feedback to each other, using the checklist to make sure that the Five FLE Communication Steps were used correctly.
- Participants should be prepared to act out any of the role-plays for the larger group.

#### Note

Role-plays are used to practice communication skills using information learned during sessions. Scenarios should be developed on issues important to people in your community. They should be adapted and made as culturally and locally relevant as possible.

Post the “Role-Play Scenarios” flip chart.

Give participants 30 minutes to practice three role-plays from the list.

#### Role-play Scenarios

A 14-year-old boy shares with his uncle that he likes to rub his penis so that he feels really good and gets wet. He is worried that God might punish him for enjoying his body so much.

An 11-year-old girl shares with the female choir leader that she is scared because she is bleeding in her underwear.

A father tells his faith leader that his 17-year-old boy tells him that he really likes a girl in school, and they have talked about having sex. He wants to but wonders if it is the right thing to do. The father does not know what to tell his son.

A woman approaches her Bible study leader or shaykh and shares that she wants to wait to have another child, but she still wants to be intimate with her husband. She is unsure how to speak to him about family planning.

After 30 minutes, ask three groups to act out one of the role-plays. After each role-play, *ask other participants* to provide feedback on:

- ? What went well?
- ? What could be improved?
- ? Did participants follow the Five FLE Communication Steps?

If time allows, ask participants to consider the following questions:

- ? How did it feel to do the role-play?
- ? What questions came up when practicing?
- ? What words of faith did you use?

- ? What can you do to feel more prepared when speaking about the changes that are happening to youths' bodies?
- ? Do you think youth or adults will accept or reject the advice you gave?



5 mins

### Step 3. Wrap-up



#### Materials

- “Session E Objectives” flip chart
- Markers
- Tape

#### Instructions

Review the session objectives. Ask participants if all of the objectives have been met.

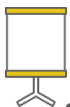
- ? *Ask participants:* What did you learn during the role-plays that you will take home?

Inform participants that they will be doing more role-plays during subsequent workshops, so there will be more opportunities to practice these skills. Thank participants for all of their hard work.



15 mins

### Daily Closing



#### Materials

- *Participant Handbook*
- “Feedback” flip chart
- Paper (one page per participant)
- Feedback Box

#### Instructions

- ? *Ask participants:* What did you learn today?

Use this as an opportunity to review main messages and assess what they have learned.



**Reinforce these main messages:**

- Using appropriate language to talk openly and comfortably about reproductive health will help adults build confidence and trust when communicating about FLE.
- From ages 10 to 24, girls and boys go through emotional and physical changes as they develop into adults. These changes are normal.
- Talking simply and accurately to and about youths as they go through physical and emotional changes will help everyone better understand development, reinforce normalcy, and build youths' self-esteem.

Tell participants when and where the next workshop will be held.

Encourage participants to review between workshops those sections related to Workshop 2 in the Participant Handbook, such as *Sexual Development of Boys*, *Sexual Development of Girls*, *Menstruation*, *Preparing for Reproduction*, and *Sexual Desire*. Let them know that they can choose to continue their studies using the Bible or Qur'an and the *Additional Sources for Reflections* section at the end of their handbooks.

If needed, visit the Parking Lot and address any questions.

Tell participants you want to finish by getting feedback on the day. Ask participants to answer the questions from the "Feedback Questions" flip chart on a piece of paper and place their papers in the Feedback Box when they leave.

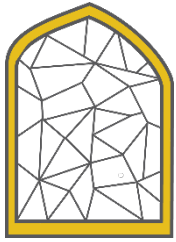
Thank participants and close with a reflection, such as:

*Oh God, what a responsibility and privilege it is to be in the lives of young people. As the psalmist says, youth are a gift from God. Help us to be worthy parents and leaders of our children!*

*Enable us to appreciate the differences between girls and boys, women and men. Help us to recognize and to seize opportunities to affirm people as sexual beings. Give us wisdom and understanding at each stage of their development so that we might be enhancers, not destroyers, of their healthy sexual identity.*

**Feedback Questions**

- Name two things you learned today.
- What did you like about today's activities?
- What could have been done better today?



## Workshop 2 Handouts

---

### Fill in the Blank

1. When a man puts his \_\_\_\_\_ into a woman's \_\_\_\_\_, it is called \_\_\_\_\_.
  2. A woman feels pleasure when she is touched on her \_\_\_\_\_.
  3. A man feels pleasure when he is touched on his \_\_\_\_\_.
- 

### Fill in the Blank

1. When a man puts his \_\_\_\_\_ into a woman's \_\_\_\_\_, it is called \_\_\_\_\_.
  2. A woman feels pleasure when she is touched on her \_\_\_\_\_.
  3. A man feels pleasure when he is touched on his \_\_\_\_\_.
- 

### Fill in the Blank

1. When a man puts his \_\_\_\_\_ into a woman's \_\_\_\_\_, it is called \_\_\_\_\_.
  2. A woman feels pleasure when she is touched on her \_\_\_\_\_.
  3. A man feels pleasure when he is touched on his \_\_\_\_\_.
- 

### Fill in the Blank

1. When a man puts his \_\_\_\_\_ into a woman's \_\_\_\_\_, it is called \_\_\_\_\_.
2. A woman feels pleasure when she is touched on her \_\_\_\_\_.
3. A man feels pleasure when he is touched on his \_\_\_\_\_.

### **Talk Show Guide**

Greetings, Everyone! Welcome to Talk Show.

Today, we have three guests who will share with us some very important information about growing up.

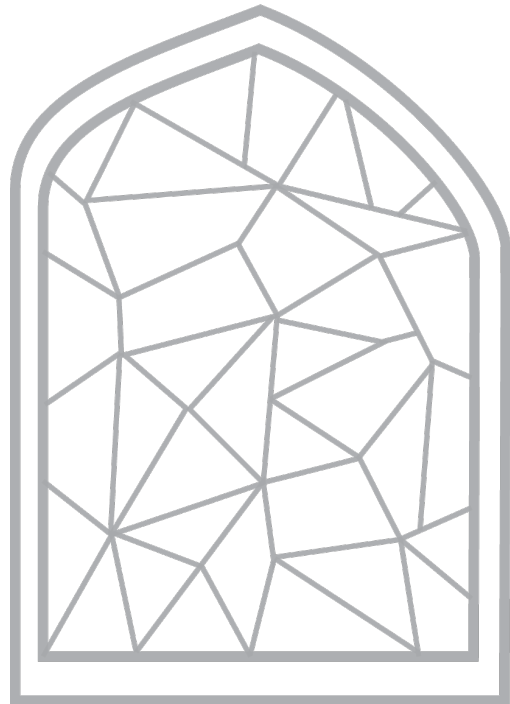
We adults often find that the youth in our communities are a mystery — we are not quite sure how they act or think.

We have found three guests willing to speak with us about the changes they are experiencing and how we adults may be able to communicate better with them.

1. First, I'd like to start with \_\_\_\_\_. Please, share your age with us — how old are you?
2. Could you tell us some of the changes that you are noticing at this age, in your body as well as in the way you are feeling or acting?
3. What are some of the concerns or questions you may have at this stage of your life?
4. What advice do you have for parents or other adults on how you want to be treated and how to best communicate with you?
5. Is there anything else you wish to share with the audience?

Thank you! Let's give a nice round of applause for \_\_\_\_\_! Next, I'd like to introduce . . .

## WORKSHOP 3: SAFETY AND YOUR FUTURE



### *Workshop Agenda*

|            |   |                |
|------------|---|----------------|
| Session A. | Gender Roles  | 1 hr. 15 mins. |
| Session B. | Looking to the Future                               | 1 hr. 5 mins.  |
|            | Break   |                |
| Session C. | Staying Safe From Unintended Sex, Drugs and Alcohol | 1 hr. 45 mins. |
| Session D. | Myths and Facts                                     | 45 mins.       |
| Session E. | Role-Plays  | 50 mins.       |
|            | Daily Closing                                       | 15 mins.       |



### *Main Messages*

- Gender roles influence how people act, which affects the decisions they make about their sexual health.
- Adults should support the educational and career development of youth, which can help youth gain self-confidence and have a positive and healthy future.
- When decisions are more complex than “do or do not have sex,” people need support, discussion, and advice from trusted adults.
- In a caring relationship based on love, sex is never pressured, forced, traded, or coerced.



### *Materials for This Workshop*

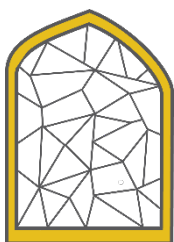
- Flip chart paper
- Markers

- Tape
- Paper (one page per participant)
- Group Activity Form (from Workshop 1)
- Feedback Box (from Workshop 2)

### Before You Begin

- Prepare one flip chart for each of the following:
  - “Workshop 4 Agenda” (include start and finish times)
  - “Session Objectives” A–E (each on a separate page)
  - “Gender Discussion Questions” (page 86)
  - Two statements (one flip chart each) for activity (page 89):
    - One thing that is really important to me is...
    - One obstacle I want to overcome, or problem I want to solve is...
  - “Turning Points Discussion Questions” (page 95)
  - “Alcohol and Drugs Questions” (page 98)
  - Title flip chart “Myth or Fact” and include three or four statements (myths) selected from the options on page 103 (Or replace those statements with three-four similar myths that are common in your community. Avoid discussing myths that are not common. The purpose of the activity is to dispel existing myths, not to introduce new ones).
  - “*Role-Play Scenarios*” (select two role-plays from the three options provided, page 106)
  - “*Five FLE Communication Steps*” (from Workshop 1)
  - “*Feedback Questions*” (from Workshop 2, page 109)
  - “*Parking Lot*” (use chart from previous workshops)
- Prepare the following from handouts located at the end of Workshop 3:
  - Livelihood Images (photocopied, or draw ones that are relevant to your community)
  - Trust Your Instincts Scenario Cards (photocopied)
  - FLE Communication Steps— Observation Checklist (one copy per participant; located on page 47)
- Prepare two signs, one labeled “Woman” and one labeled “Man”





## Session A. Gender Roles

### Objectives

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

- Identify what it means to be a man or woman in their community
- Explain the ways gender affects the development of youth

### Session Agenda

|        |              |                |
|--------|--------------|----------------|
| Step 1 | Introduction | 10 mins.       |
| Step 2 | Gender Roles | 60 mins.       |
| Step 3 | Wrap Up      | 5 mins.        |
| Total  |              | 1 hr. 15 mins. |



10 mins

### Step 1. Introduction



#### Materials

- “Workshop 3 Agenda” flip chart
- “Session A Objectives” flip chart

### Instructions

Welcome participants to Workshop 3 and ask them to initial the *Group Activity Form*. Ask the volunteer to open the workshop by leading the group in a prayer or devotion.

Ask participants if they had a chance to review sections related to Workshop 2 in the *Participant Handbook*, such as *Sexual Development of Boys*, *Sexual Development of Girls*, *Menstruation*, *Preparing for Reproduction*, and *Sexual Desire*.

Share the following reflection with participants:

*We are made in the image and likeness of God.  
There is no separation  
We are one and the same.*

*I accept those different from me Because I accept myself.*

*All women and men,  
We are one and the same  
Because we are made in the image of God.*

*I accept the drug users, the poor, and the sick Because I accept myself,  
The people living with AIDS We are all the same.  
Because we are made in the image of God.*

*(Adapted from a song created by faith educators and youth leaders,  
Universal Foundation for Better Living Innovative Teaching Workshop,  
Chicago, Illinois, 1999.)*

? **Ask participants:** What do the passages mean to you?

Explain to participants that we are taught to love everyone, regardless of the money they have or do not have, their sex, their health, etc. We should not judge, but lead by example.

Review the workshop agenda and session objectives, using the prepared flip charts. Ask if there are any questions.



60 mins

## Step 2. Gender Roles



### Materials

- “Gender Discussion Questions” flip chart
- “Woman” and “Man” signs

### Instructions

Start the session by asking participants to define the difference between sex and gender. If not mentioned, review the following:

**Sex** describes our physical bodies: we are female if we have a vagina and breasts; we are male if we have a penis and testicles. Sex is biological.

**Gender** describes assumptions and expectations about being male or female. Gender norms differ from one society to another and can define our roles and responsibilities as we grow and develop into adults. Gender varies across cultures and changes over time.

Tell participants that in this activity, we will explore gender roles by looking at how they influence our lives and reproductive health. Explain that adolescence is a time for adopting values and forming behaviors. It is a period when young people experiment with and rehearse adult relationships and model examples set by men and women.

As young people make the transition to adulthood, they can address gender-related reproductive health issues and concerns. During this time, cognitive development is accelerating, particularly moral reasoning and critical thinking. Youth can engage in analysis and reflective discussions about power differences between men and women and about gender equity issues. By understanding the role that gender has in reproductive health for all of us, adults can better support women, men, boys, and girls to improve health outcomes. This support could help contribute to:

### Note

Addressing youth and gender is important for various reasons. Adults usually have a greater sense of who they are — what they value, what they need, and how best to get what they need — than do adolescents. On the other hand, youth are often more likely than adults to consider new ways of looking at power, relationships, and issues of gender equity and equality. They are often more open to reviewing and questioning their experiences and considering alternatives. In some ways, youth may even be better equipped than adults to learn and practice behaviors that strengthen gender equity and equality between the sexes.

- Reduced maternal morbidity and mortality associated with early pregnancy
- Decreased transmission of STIs and HIV
- Enhanced couple communication and respect between the sexes
- Decreased violence against women and girls
- Decreased harmful cultural practices

Ask participants to stand; tell them that they are now going to identify the different roles that women and men take in society. Show them how you have posted two signs, one labeled “Woman” and the other labeled “Man.” Explain that you are going to read five examples that describe an action or characteristic. After each statement, participants will decide whether this is generally the role of a man or a woman in their community and then stand beside the appropriate sign. It will be a fun energizer if you encourage participants to run to the sign! This will also help them give their first response and not analyze their answers to decide what they “should” say.

In preparation, choose five examples from the following list to demonstrate gender roles:

- Physically strong
- Ambitious
- Takes care of money
- Makes political decisions for the community
- Drives a car
- Is gentle and understanding
- Initiates sexual activity and intercourse
- Initiates dating or relationships
- Cleans the house or compound
- Works in the fields
- Tends the animals
- Gets an education (is educated)
- Is very emotional
- Takes care of children
- Does the household shopping



Read each of the selected statements. After the participants have chose man, [ask participants:](#)

- ? Why did you choose this side?
- ? Can only a man or a woman take on this role?
- ? Why is it a man’s or woman’s role in your community?

Next, ask participants to break into small groups of four to five members. Tell them that they will have 20 minutes to further discuss gender roles by answering the following questions posted on the prepared flip chart.

Ask for a volunteer from each group to share the highlights of what they discussed in their small groups. If not mentioned, explain any additional factors that make girls and boys vulnerable to HIV from the following lists.

#### **Gender Discussion Questions**

- How has being a man or a woman affected your education? Your income? The work that you do? Your ability to make choices?
- Do you feel you have been limited by being a man or a woman? If so, how? Or do you feel you have benefited from being a man or a woman? If so, how?
- How does gender affect boys' and girls' vulnerability to pregnancy and STIs?
- What initiation ceremonies take place in your community for boys? For girls?
- How do gender roles affect access to health services for boys and girls?

#### **Girls and young women:**

- Are biologically more susceptible to STIs and HIV
- Have limited access to prevention technology, e.g., female condoms and microbicides
- Are at greater risk of morbidity and mortality as a result of early pregnancy
- Morbidity is the state of having the disease
- Mortality is death
- Engage in “sugar daddy” or intergenerational relationships
- Are often pressured to validate fertility
- Experience higher rates of sexual violence, coercion, and exploitation
- Have less formal education than males
- Are often unable to effectively negotiate condom use

#### **Boys and young men:**

- Experience peer pressure and social pressure to be sexually active
- Tend to believe pregnancy (or even the presence of STIs) validates masculinity
- Are taught to dominate and control, which can lead to violence and coercion
- Do not feel comfortable using reproductive health services
- Are not traditionally targeted for reproductive health services
- Tend to avoid responsibility, e.g., the burden of care

- Experience stigma, abuse, and lack of information for younger men who have sex with other men

At the end of the activity, *discuss the following questions* with participants:

- ? What is different about the ways youth grow up today versus when you were a child?
- ? How do gender norms affect people's decisions?
- ? How do gender roles affect girls and women's vulnerability to pressured or coerced sex?
- ? How can you promote gender equity in your work as an educator?

Explain that educators can inadvertently reinforce negative gender norms. For example, they might assume that a girl will drop out of school when pregnant or married, which promotes the idea that girls do not need an education as much as boys.

On the other hand, educators can help introduce more equitable norms. For example, by reminding a boy that sexual activity has repercussions that go beyond STIs, such as pregnancy or a child, and educators can help to promote greater responsibility for sexually active youth.

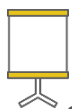
Emphasize that participants can influence and advocate on behalf of gender equality for women and men. They can help men and women enjoy human rights equally, especially when it leads to healthier lives.

Thank participants for their contributions.



### *Step 3. Wrap-up*

5 mins



#### *Materials*

- "Session A Objectives" flip chart
- Markers
- Tape

#### *Instructions*

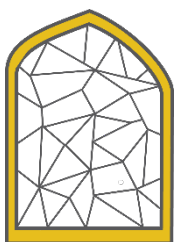
Review the session objectives. Ask participants if all of the objectives have been met.



#### *Reinforce this main message*

- Gender roles influence how people act, which affects the decisions they make about their sexual health.

Inform participants that in the next session, they will use some information about gender in discussing how faith leaders can support youth to make decisions about their futures.



## Session B. Looking to the Future

### Objectives

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

- Describe ways to help youth make decisions about continuing education, finding jobs, and building livelihoods and careers

### Session Agenda

|        |   |               |
|--------|---|---------------|
| Step 1 | Introduction                                    | 5 mins.       |
| Step 2 | How Short-term Decisions Affect Long-term Goals | 15 mins.      |
| Step 3 | Looking to the Future                           | 40 mins.      |
| Step 4 | Wrap Up   | 5 mins.       |
| Total  |   | 1 hr. 5 mins. |



5 mins

### Step 1. Introduction



#### Materials

- “Session B Objectives” flip chart

### Instructions

Share the following passages with participants:

*Then he told this parable: A man had a fig tree planted in his vineyard, and he went to look for fruit on it, but did not find any. So he said to the man who took care of the vineyard, “For three years now I’ve been coming to look for fruit on this fig tree and haven’t found any. Cut it down! Why should it use up the soil?” Luke 13:6–7*

*Jesus said, “How many trees there are, but not all bear fruit! How many fruits there are but not all are good to eat!” al-Ghazali, Ihya’ ‘Ulum al-Din, 1:38.*

### Ask participants:

- ? What do these passages mean to you?

? How might they relate to decisions about future livelihoods and careers?

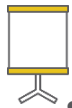
Share with participants that, like the fig tree, youth need to be tended so that they may blossom.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



15 mins

## **Step 2. How Short-term Decisions Affect Long-term Goals**



### **Materials**

- Two flip charts with prepared statements
- Markers
- Tape

### **Instructions**

Post the flip chart with these two statements where the participants can see it:

- Within my family context, one thing that is really important to me is....
- A family issue or obstacle I want to overcome, or problem I want to solve is....

For example: one thing that is really important to me is feeling helpful to my family, my congregation, and my community; and one problem I want to solve is knowing how to serve members who have stopped coming to services.

Explain that this activity is one that you can conduct to help individuals make decisions relative to the personal goals they would like to achieve, now or in the future. If people have established personal goals, they are more likely to consider decisions that could negatively affect their goals. Ask each participant to think about (write down, if paper is available) their individual response to the two statements.

Have participants count off (1, 2, 3, 4) to form groups of four. In the small groups, ask participants to quickly share their individual responses to the two statements, identify similarities and differences, and work together for 5 minutes to propose three or four general strategies for overcoming the obstacles identified by the members of their group.

Return to the whole group and ask members of each small group to share two examples of useful problem-solving strategies they identified for overcoming their obstacles. For example:

- Ask my friend's/colleague's opinion before I make a decision.
- Never make a decision when I am angry, sad, scared or confused.
- Think about my long-term goals to avoid making rash decisions.
- Have friends who value the same things that I do.
- Consider what other people who I respect will think before I make a decision.

Discuss the potential for success or possible outcomes for the most and least promising strategies mentioned by the participants. If not identified by the participants, mention the examples above. Note which strategies might specifically apply to youth.

Remind participants that sharing personal strategies, like we just did in this activity, can also be an effective strategy for speaking to young people – helping them keep their life plan, and the plans of close friends on track as they give and get help from others. Achieving their goals and having that acknowledged by their family and peers impacts their self-worth and ultimately their life choices, including decisions about staying in school, when to have sex, and whether to use drugs and alcohol. Youth, like adults, with goals, a plan and a strategy for making good decisions – are more likely to succeed.



40 mins

### Step 3. Looking to the Future



#### Materials

- *Livelihood Images* (handout, Workshop 3)
- Flip chart paper
- Markers
- Tape

#### Note

If these images do not fit the types of jobs or experiences of young people in your community, draw additional or new images.

#### Instructions

Tell participants that in the next activity, they will look at how young people reach their goals in life and make decisions for their futures, as well as why this is important to their reproductive health.

Share with participants that there are strong connections between the decisions young people make as they look to the future — continuing education, finding a job, or developing a livelihood or career — and their reproductive health. And before young people are ready for work, keeping busy and having activities that are important to them can provide them with self-esteem, a protective factor.

Economics can play a large role in increasing the vulnerability of young people to pregnancy and STIs, including HIV. However, with the security of education, steady income, or a job or career:

- Girls and boys are less likely to be coerced or pressured into sex prematurely
- Girls are less likely to become pregnant early
- Girls and boys are less likely to have multiple partners with whom they trade sex for money or gifts
- Girls and boys will feel less pressure to enter into “sugar daddy” or “mama” relationships for financial benefits
- Girls and boys have greater self-esteem and confidence
- Girls and boys can plan for their futures, including family life



Ask participants to form five small groups. Give each group a piece of flip chart paper and a livelihood image, either from the workshop handout or drawn to depict images that are more relevant to the community. Images provided include:

- Idle boy out of work
- Teacher
- Office worker
- Truck driver
- Farmer
- Animal tender
- Nurse
- University graduate
- Boda-boda driver
- Police officer
- Girl/boy with sugar daddy/mama
- Shopkeeper
- Dressmaker, tailor, or sewer
- Carpenter or construction worker
- Hairdresser

#### Note

This section also provides an opportunity to begin discussing how a lack of income or employment affects decisions that young people make. For example, girls may feel pressured to trade sex for gifts or money because formal jobs are less available. Boys may feel inadequate if unemployed and look to drugs or alcohol to mask their feelings. Validate participants' ideas but let them know that they will have more opportunity to explore these ideas in the next session, called *Staying Safe*.

Tell each group to divide their flip chart paper into six squares (by folding it in half lengthwise and then in thirds) and tape their livelihoods image in the last square.

Ask the groups to draw five pictures to show the story of how a young person arrived at this outcome. These five pictures should show who interacts with the young boy or girl, the decision-making process, and any other relevant events that lead the young person to the final image.

After 15 minutes, invite the groups to share their stories.

*Ask each group* some of the following questions:

- ? Who played a role in the final outcome? How?
- ? Did they have a positive or negative effect?
- ? What was the role of self-esteem? Income?
- ? How do gender norms play a role in the story?
- ? Was confidence fostered in this story?
- ? Did reproductive health issues, such as HIV/AIDS, influence the story?

Ask participants to list things they can talk to young people about when choosing an educational path, training, job, career, or means of livelihood.

If not mentioned, add:

- Personal interests, likes, and dislikes
- Personal strengths
- Skills
- Motivation
- Future goals

Summarize the activity by saying that supporting young people to stay in school and making good decisions about finding work can help protect them from negative reproductive health outcomes, such as early pregnancy or STIs, and lead them closer to their goals



5 mins

#### *Step 4. Wrap-up*



#### *Materials*

- “Session B Objectives” flip chart
- Markers
- Tape

#### *Instructions*

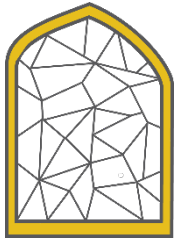
Review the session objectives. Ask participants if all of the objectives have been met.



#### *Reinforce this main message*

- Adults should support the educational and career development of youth, which can help youth gain self-confidence and have a positive and healthy future.

Inform participants that in the next session, they will have the opportunity to look at how to keep all people, youth and adults, safe so that they can achieve their goals and have successful careers.



## Session C. Staying Safe from Unintended Sex, Drugs and Alcohol

### Objectives

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

- Identify what happens before unintended sexual intercourse
- Describe the effects of drugs and alcohol on people, especially the connection to risky sexual behaviors
- Demonstrate ways to help people develop practical problem-solving skills that permit them to avoid risky situations

### Session Agenda

|        |                      |                |
|--------|----------------------|----------------|
| Step 1 | Introduction         | 5 mins.        |
| Step 2 | Turning Points       | 35 mins.       |
| Step 3 | Drugs and Alcohol    | 35 mins.       |
| Step 4 | Trust Your Instincts | 25 mins.       |
| Step 5 | Wrap Up              | 5 mins.        |
| Total  |                      | 1 hr. 45 mins. |



### Step 1. Introduction

5 mins



### Materials

- “Session C Objectives” flip chart

### Instructions

Share the following passage from the Bible:

*Wisdom will save you from the ways of wicked men, from men whose words are perverse, who leave the straight paths to walk in dark ways, who delight in doing wrong and rejoice in the perverseness of evil, whose paths are crooked and who are devious in their ways.*  
Proverbs 2:12–15

*Jesus said, “He who dispenses wisdom to other than those worthy of it is ignorant, and he who bars it from those worthy of it has done an injustice. Wisdom has its due, and it has people worthy of it, so give every man his due.” Al-Ghazali, Ihya’ ‘Ulum al-Din, 1:43.*

Ask participants what these passages mean to them and if they could relate to personal safety. Acknowledge that many people feel uncomfortable with personal and sensitive subjects.

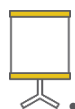
Inform participants that in this session, they will be discussing personal safety and protection from coerced sex or pressure to use drugs and alcohol. They will look at ways to share information and guide others to make healthy decisions and choices.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



35 mins

## Step 2. Turning Points



### Materials

“Turning Points Questions” flip chart

- Flip chart paper
- Markers
- Tape

### Instructions

Tell participants that in the following exercise, they will identify points where a person can turn away from unwanted advances, coercion, or pressure to have sexual intercourse.

Ask participants to form four small groups. Give each group a piece of flip chart paper. Tell the groups that they will now draw four pictures to create a single scenario about unintended sex. They should divide their flip chart into four boxes, one for each of the four pictures.

Explain to participants that you want them to create a story that shows how unintended sex occurs in their communities. This can be from the perspective of a woman, man, boy, or girl. The story can come from something that they have heard or what they think might happen in such a scenario. Tell them they have 10 minutes, so the story and drawings can be very simple.

### Note

There are many words to describe these kinds of sexual encounters. Unintended, unwanted, coerced, or pressured all have somewhat different meanings, depending on the situation. They are similar in that they can happen to any person, boy or a girl, young man or woman, married or unmarried.

- Unintended means that person did not expect to have sex when they did.
- Unwanted implies that person did not desire to have sex.
- Coerced sex describes a situation in which a person has been emotionally or physically manipulated into having sex.
- Pressured sex suggests that enough demand was made by a partner for the person to have sex.

After 10 minutes, ask each group to conduct a discussion within their groups using the “Turning Points Discussion Questions” posted on the flip chart paper. Circulate among the groups to listen to the stories being discussed by each group.

### Turning Points Discussion Questions

1. What situation put this person at risk?
2. At what point could this scenario have been prevented? How could it have been prevented?
3. What would you do if this person came to you after this event?

Did any groups describe a relationship between a young person and an adult? If so, use this as an opportunity to discuss intergenerational relationships. Often these relationships occur because of pressure, economic reasons, or self-esteem issues.

They are commonly unbalanced, in which the young partner is at greater risk. This person may not be able to negotiate condom use or may have multiple partners (e.g., an older person and peer simultaneously). Allow participants to discuss the situation in their own communities.

After 15 minutes of discussion, invite the small groups to share their stories with all participants. Have them discuss turning points when a person could have taken a safer route.

Brainstorm with participants a list of factors that put people at risk for unintended or unwanted sex.

If not mentioned, add:

- Having a family that does not talk about sex
- Poor communication with one's partner
- Peer pressure
- Low self-esteem
- Alcohol and drugs
- Poverty
- Other economic needs
- Being alone together
- Gender issues (e.g., power imbalances or expectations that boys are sexually aggressive while girls are passive)
- Lack of legal or social consequences for perpetrators of sexual or gender-based violence
- Age difference
- Lack of enough education, knowledge, or life skills to understand that they can say “no.”

### Note

When discussing where people can get help, probe participants to find out what is culturally acceptable in their community. For example, if a girl or woman is raped, can she go to the police station? Or is there a community system that will punish the offender? If she is struggling emotionally, can she talk to a social worker, a teacher, a person at church, or a parent?

Share the following definitions that are serious and include force:

- **Rape** is an act of violence, whereby a man or woman physically forces another to have sex against that person's will.
- **Child sexual abuse** is when a child is used sexually by an older person. The adult is often a person who has influence and power in the child's life. Youth are manipulated, threatened, and often forced. (Incest is sexual activity between family relatives who are so close that they are forbidden by law to marry. Examples are sex between a father and daughter or son, a brother and a sister, or an uncle and a niece.)
- **Domestic violence or intimate partner violence** is the use or threat of physical, emotional, sexual, or economic violence against a partner in a relationship or against a family member, resulting in fear and emotional or physical suffering.

Stress to participants that the topics discussed in this session are often very complicated and confidential. When someone shares an issues related to personal safety, it is probably because they trust the listener and need their help. As influential adults, participants must be prepared to listen, but not judge or share confidential information that could hurt even more.

? **Ask participants:** Are there ever circumstances when it might be necessary to share information related to a person's personal safety?

Make sure to include the following:

- When a person is at risk for further abuse
- When professional attention by a trained counselor or doctor is needed
- Where to go to receive support

Reinforce for participants that their roles as influential and trusted adults are to:

- Help people understand that they are not at fault and should not blame themselves if they experience unwanted or coerced sex
- Guide them to find professional help
- Prevent this from happening again

Thank participants for sharing their stories. Tell them that being aware of the risks people face will help them to better understand and lead them to further help. In the next session, they will look at how drugs and alcohol also put people at risk for unsafe sex and poor decision-making.



35 mins

### Step 3. Alcohol and Drugs



#### Materials

- "Alcohol and Drugs Questions" flip chart
- Participant Handbook
- Flip chart paper



- Markers
- Tape

### Instructions

Share the following passage with participants:

*Wine is a mocker and beer a brawler; whoever is led astray by them is not wise. Proverbs 20:1*

*You who believe, intoxicants [wine] and gambling, idolatrous practices, and [divining with] arrows are repugnant acts—Satan’s doing—shun them so that you may prosper. With intoxicants [wine] and gambling, Satan seeks only to incite enmity and hatred among you, and to stop you remembering God and prayer. Will you not give them up? al-Ma’idah (5): 90-1.*

Ask participants what these passages mean to them and how they relate to alcohol abuse. Share that the Bible and Qur’an can guide us to understand that alcohol can affect our lives and lead us to make poor decisions. Tell participants that in this session, they will explore alcohol and drug use in their communities.

Begin by asking the group to call out different kinds of alcohol and drugs found in their community. Write responses on flip chart paper. Thank participants for their responses and let them know that they will return to this list later.

List each of the five following questions at the top of a piece of flip chart. Post them so that participants can write answers. When finished, discuss the answers as a group and [ask participants](#):

- ? Does everyone agree with these reasons?
- ? Are these reasons different for adults?

### Note

We expect that the most common substances used will be alcohol, tobacco, cannabis/marijuana (smoked or chewed), and stimulants. In some communities, youth may also use khat/mirungi (chewed) or glue and aviation fuel (sniffed). Adapt the activity, as needed, and prepare to discuss substances based on what is commonly available and used in the community. When possible, provide relevant information to help participants complete the exercise.



### Alcohol and Drugs Questions

1. Why do people use alcohol and drugs? Responses could include:
  - Peer pressure (among youths or adults), to fit in with friends
  - For young people to feel like an adult, grown up
  - To relax or feel good, avoid problems or reality
  - Because they are bored, lonely, or angry
  - Because they want to experiment
  - Because they do not know another way to deal with social situations or stresses
  - Because they hope that alcohol, tobacco and drugs will make them feel better about themselves and help them deal with their problems
  - Because their family members or other adults in the community use them, and they are copying this behavior
2. When is it acceptable to drink alcohol? Responses could include:
  - In moderation, after reaching the legal age of consumption
  - To celebrate an event, in moderation
  - In a social setting, in moderation
  - Never, our religion does not allow it
3. How do drugs and alcohol affect decision-making? Responses could include:
  - Impair decision-making
  - Make decision-making difficult
4. How do drugs and alcohol influence sexual behavior? Responses could include:
  - Can cause people to engage in sex more freely
  - Can cause people to have unprotected sex
  - Can cause people to force sex on another or become violent
5. Why should youth not use drugs? Responses could include:
  - Because they are illegal
  - Because they are unhealthy and can cause severe illness or death
  - Because they are often addictive
  - Because they make youth act in ways they would not when sober



Thank participants for their responses. Let them know that they will spend the rest of the session finding out more information on specific drugs.

Return to the original brainstormed list of alcohol and drugs used in their community.

? *Ask participants:* What alcohol and drugs from this list are most commonly used by youth?

#### Note

If drug or alcohol abuse is a particular challenge in your community, you may ask for a participant to describe a personal experience. This could be helping a friend (or oneself) to confront the issue, supporting someone during recovery, or unsuccessfully trying to help. Sometimes people view alcohol or drug abuse as a societal issue rather than an individual one that should be addressed.

Divide participants into four small groups. Give each group one topic: alcohol, tobacco, marijuana, or stimulants.

Tell participants that they have 10 minutes to brainstorm responses to peer pressure to use alcohol, tobacco, marijuana, or stimulants. For example, if a peer says: Using marijuana is okay because it makes you feel good but does not make you drunk like alcohol. A possible response is: Marijuana also impairs decision making and it is important to make good decisions. Use the Participant Handbook to learn more about the different topics they are assigned (see *Section 10: Common Drugs and Alcohol*). In their brainstorming, they should also note how they can guide others to stop using or stay away from these substances.

Ask each group to share their responses with the entire group of participants. Close by summarizing the following ways to counsel individuals not to use alcohol or drugs:

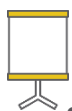
- Refuse, say no
- Walk away
- Avoid the situation
- Ignore the offer
- Make friends with people who do not drink or use drugs
- Get involved in drug- and alcohol-free activities, such as sports
- Provide a good role model
- If addiction has begun, get professional or specialized help

Tell participants that in the next activity, they will continue to practice skills for suggesting alternative behaviors that will help people stay safe.



25 mins

### Step 4. Trust Your Instincts



#### Materials

- Trust Your Instincts Scenario Cards (handout, Workshop 3)

## Instructions

Share the following passage with participants:

*Simply let your “Yes” be “Yes” and your “No,” “No.” Matthew 5:37*

*The Prophet said, “None but a noble man treats women in an honorable manner. And none but an ignoble treats women disgracefully.” Sunan al-Tirmidhi*

? **Ask participants:** What does these passages mean to you?

Introduce the exercise by explaining that you will give scenarios about unsafe situations that are meant to prompt participants to think about ways to guide others in preventing them.

Ask participants to split into four small groups. Give each group the Scenario 1 card. Tell them that they have five minutes to read the scenario. After reading, the group members should “trust their instincts” and discuss how to respond. After discussing, members should then turn over the card to see more suggested ways to respond.

After five minutes, give each group the Scenario 2 card and go through the same process as above. Do the same with Scenario 3 and Scenario 4 cards.

After completing the four scenarios, ask any groups who came up with interesting or creative techniques to share them with the larger group. Then, ask participants what they learned from this activity.

In closing, let participants know that in thinking about the practical ways people can avoid unwanted sex, they have identified life skills that can be communicated to people in their communities.

Also note the section in their handbooks that contain advice about avoiding unwanted sex (see *Section 8: Ten Ways to Avoid Unwanted Sex*). They should be encouraged to review this list with those who seek advice or who may need this information for future protection.



## Step 5. Wrap-up

5 mins



## Materials

- “Session C Objectives” flip chart

## Instructions

Before reviewing, tell participants that they have talked at length about staying safe. Tell them that they will spend more time in the next workshop focusing on strategies that can help protect people’s reproductive health. Let them know that there are many alternatives, especially for

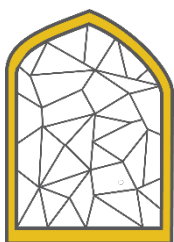
young people, such as sports, after-school clubs, choir, church groups, theater, Bible or Qur'an study groups, and other group or supervised fun.

Review the session objectives. Ask participants if all of the objectives have been met.



*Reinforce these main messages:*

- When decisions are more complex than “do or do not have sex,” people need support, discussion, and advice from trusted adults.
- In a caring relationship based on love, sex is never pressured, forced, traded, or coerced.



## Session D. Myths and Facts

### Objectives

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

- Identify and discuss myths and facts about gender roles, livelihoods, and safety, and alcohol and drugs.

### Session Agenda

|        |                 |          |
|--------|-----------------|----------|
| Step 1 | Myths and Facts | 40 mins. |
| Step 2 | Wrap Up         | 5 mins.  |
| Total  |                 | 45 mins. |



40 mins

### Step 1. Myths and Facts



#### Materials

- “Session D Objectives” flip chart
- Prepared flip chart with title “Myth or Fact” and three or four statements (myths) for use during activity (do not label the statements as myths in advance)
- Markers
- Tape

### Instructions

Review the session objectives, using the prepared flip chart. Ask if there are any questions.

Ask a participant to remind the group of the definition of a myth and a fact. If not mentioned, share the following:

- **Myths** are opinions, beliefs, and traditional stories that are thought to be fact.
- **Facts** are known truths or events that actually occurred, have been proven, or can be shown physically.

Post a prepared flip chart showing three or four statements from the text box (or replace those statements with similar myths that are common in your community). Read aloud the first

statement. Ask participants to raise their right hand if they believe the statement is true and their left hand if it is false. Ask one or two participants who have raised their left hand to explain why they believe that the statement is false (a myth). Praise the participants for correctly identifying the statement as a myth; write “MYTH” next to the statement. Share the “Fact” information shown in the text box and correct any misinformation the participants may have shared. Repeat the process with the other statements on the flip chart. Answer any questions participants might have.

Examples of myths and facts are included in the following table.

| Myths  | Facts   |
|--|---|
| <b>Statement 1:</b><br>Using marijuana makes you perform better.   | This is a myth. Physically, marijuana makes the body perform slower. Although some may perceive that they are more productive, reality is just the opposite.  |
| <b>Statement 2:</b><br>Poverty prevents people from having satisfying careers.                                 | Poverty can limit the options that young people have in their careers, but it does not prevent them from having satisfying work. Knowing what one likes in life and what feels rewarding will help people feel happy in their work.   |
| <b>Statement 3:</b><br>If a girl has sex once, her boyfriend can have sex with her again, even if she refuses. | Even if a girl has had sex with her boyfriend in the past, she can always refuse sex later. Sex should not be expected, forced, coerced, or pressured. Gender roles may make it difficult for a woman to take control of her body but doing so will keep her healthy and protected. |
| <b>Statement 4:</b><br>Alcohol is not dangerous; otherwise, so many adults would not be drinking it.           | Alcohol is dangerous. When under the influence, young people or adults are unable to make clear decisions and may have a false sense of confidence. Alcohol slows the mind, can affect performance in school and work, and can cause serious disease if abused long-term.           |
| <b>Statement 5:</b><br>Higher education is more important for boys than girls.                                 | Education is equally important for both boys and girls. Traditional gender norms may place greater importance on education for boys, but girls have the same potential as boys.   |

End the activity by *asking participants* the following questions:

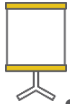
- ? What are the dangers of these myths and misinformation?

- ? What are the sources for these myths? Which ones come from the community? Or from radio or television? Which are old myths? Which are more recent?
- ? What can you do to share facts about these subjects with people in your communities?



5 mins

## **Step 2. Wrap-up**



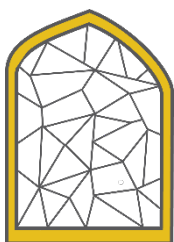
### **Materials**

- “Session D Objectives” flip chart
- Markers
- Tape

### **Instructions**

Review the session objectives. Ask participants if all of the objectives have been met.

Inform participants that in the next session, they will be using role-plays to build their skills in discussing reproductive health.



## Session E. Role-Plays

### Objectives

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

- Use clear and simple information to communicate
- Demonstrate comfort and confidence in discussing sexual health issues and information using the Five FLE Communication Steps as a guide
- Demonstrate positive communication skills while talking to and about youths, helping to build their self-esteem and trust

### Session Agenda

|        |              |          |
|--------|--------------|----------|
| Step 1 | Introduction | 5 mins.  |
| Step 2 | Role-Plays   | 40 mins. |
| Step 3 | Wrap Up      | 5 mins.  |
| Total  |              | 50 mins. |



5 mins

### Step 1. Introduction



#### Materials

- “Session E Objectives” flip chart

### Instructions

Share the following passage with participants:

*Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen. Ephesians 4:29*

*Messengers, eat good things and do good deeds: I am well aware of what you do. al-Mu'minun [23]: 51.*

Ask participants what these passages mean to them. Inform them that the words they use in discussing reproductive health (and the actions they take to model respectful behavior), will affect young people in many ways. Thus, their words need to build confidence to help them

make healthy and responsible decisions and avoid dangerous situations. Adults should try to build the self-esteem of youths, especially, and motivate them to achieve their dreams and have successful futures.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



40 mins

## Step 2. Role-Plays



### Materials

- “Five FLE Communications Steps” flip chart
- “Role-Play Scenarios” flip chart (select two role-play scenarios from the three options provided and write them on the flip chart)
- *FLE Communication Steps—Observation Checklist* (one copy per participant)
- Markers
- Tape

### Instructions

Post the “Five FLE Communications Steps” flip chart and distribute copies of the observation checklist. Remind the participants that as in the previous session, they will be using the steps and checklist in this exercise.

Break participants into groups of three members each. Tell participants that they will be using some of the information from the other sessions in the role-plays so that they become more comfortable speaking and expressing their values about gender roles, livelihoods, safety, and alcohol and drugs.

Explain that in a role-play, there are usually two people who act out a scene and one person who is an observer. Observers should make notes on the observation checklist. Inform the participants that the role of the observer is to give feedback on how the dialogue went, what went well, and what could be improved.

#### Role-Play Scenarios

- A 15-year-old girl tells you she has her first boyfriend. She tells you he is so nice; because he is older, he buys her gifts like lotion and candy.
- An 18-year-old boy asks why adults tell young people not to drink alcohol when they drink themselves.
- A man tells you he feels overwhelmed by his responsibilities to his family and has been using drugs and alcohol to deal with his stress and feelings of helplessness.

Give participants 30 minutes to select and practice three role-plays. Participants should follow the same instructions used in previous workshops, including:



- For each role-play, participants should change roles, so that each person in the group has an opportunity to play the advice seeker, the advice giver, and an observer. The participant playing the role of the advice giver selects which one of the two scenarios to use for their role-play.
- Participants should envision real responses a person might give.
- Participants should use their handbooks to refer to pictures or information, as needed.
- After each role-play, participants should give feedback to each other, using the checklist to make sure that the Five FLE Communication Steps were used correctly.
- Participants should be prepared to act out one of the role-plays for the larger group.

After 30 minutes, ask two groups to act out one of the two role-plays. After each group does their role-play, *ask other participants* to provide feedback on:

- ? What went well?
- ? What could be improved?
- ? Did participants follow the Five FLE Communication Steps?

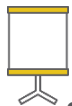
If time allows, ask participants to consider the following questions:

- ? How did it feel to do the role-play?
- ? What questions came up when practicing?
- ? What words of faith did you use?
- ? What can you do to feel more prepared when speaking about gender roles, livelihoods, safety, and alcohol and drugs?
- ? Do you think the person will accept or reject the advice you gave?



5 mins

### Step 3. Wrap-up



#### Materials

- “Session E Objectives” flip chart
- Markers
- Tape

#### Instructions

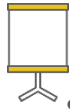
Review the session objectives. Ask participants if all of the objectives have been met.

Inform participants that they will be doing role-plays during the next workshop, so there will be more opportunities to practice these skills. Thank participants for all of their hard work.



15 mins

## Daily Closing



### Materials

- Participant Handbook
- Paper (one page per participant)
- Feedback Box

### Instructions

Ask participants what they have learned today. Use this as an opportunity to review take-home messages and assess what they have learned.



### Reinforce these main messages:

- Gender roles influence how people act, which affects the decisions they make about their sexual health.
- Adults should support the educational and career development of youth, which can help youth gain self-confidence and have a positive and healthy future.
- When decisions are more complex than “do or do not have sex,” people need support, discussion, and advice from trusted adults.
- In a caring relationship based on love, sex is never pressured, forced, traded, or coerced.

Tell participants when and where the next workshop will be held.

Encourage participants to review between workshops those sections related to Workshop 3 in the Participant Handbook, such as *Ten Ways to Avoid Unwanted Sex*, *Helping Youth Choose Abstinence before Marriage*, *Common Drugs and Alcohol*, and *Good Relationships*. Let them know that they can choose to continue their studies using the Bible or Qur'an and the *Additional Sources for Reflections* section located at the end of their handbooks.

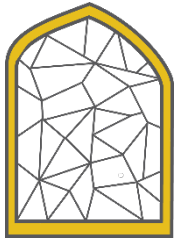
If needed, visit the Parking Lot and address any questions.

Tell participants you want to finish by getting feedback on the day. Ask participants to answer the “Feedback Questions” on a piece of paper. After finishing, they can place their papers in the Feedback Box when they leave.

Thank participants and close with a reflection or song from a participant.

**Feedback Questions**

- Name two things you learned today.
- What did you like about today's activities?
- What could have been done better today?



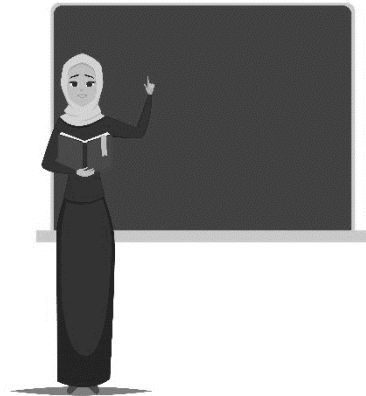
## Workshop 3 Handouts

---

### Livelihood Images



No Career Plans



Teacher



Office Worker



Truck Driver



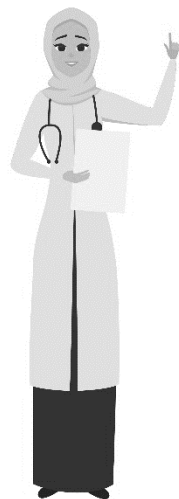
Farmer



Animal Tender



University Graduate



Nurse



Police Officer



Boda-Boda Driver



Find Sugar Daddy (or Mama)



Shopkeeper



Tailor/Dressmaker



Hairdresser



Carpenter/Construction Worker

## ***Trust Your Instincts Scenario Cards***

Make a photocopy of the scenarios. Cut out each scenario and affix it to the front of a card or a piece of stiff paper. Then, cut out its possible responses and affix them to the other side of card.

### ***Scenario 1***

A 16-year-old girl tells you she has a new 31-year-old boyfriend. Could the age difference create problems in the relationship?

#### **Possible Responses**

Though she may be excited about having a boyfriend, he is 15 years older than she. This could put her at greater risk for pregnancy or STIs, including HIV, because the relationship is not equal. She may not feel the power to say “no” to sex or make him use a condom.

In general, young women and men should avoid relationships with older partners, sometimes called “sugar daddies” or “sugar mamas,” who give the younger partner money or gifts.

To raise the girl’s awareness, you could suggest:

- She should always be prepared to pay for her portion of a date (meal, drinks, transportation, etc.). Remind her that giving gifts or money may make a man think she owes him sex.
- She should be clear about her limits with an older man. He may have more experience and want her to do things with which she does not feel comfortable. Let her know that she has a right to refuse to have sex and should be prepared to do so.

-----

### ***Scenario 2***

A 12-year-old girl is talking to an uncle; he keeps referring to her newly forming breasts, and she feels uncomfortable. What should she do?

#### **Possible Responses**

She should trust her instincts. If she feels uncomfortable or nervous, she should get away from the person — even a family member — immediately. Her feelings are warning signals that should not be ignored.

To help the girl, you could suggest that she could:

- Tell her parents or other adults in authority that she feels uncomfortable.
- Say, “I have to go to the bathroom,” and get away.
- Say, “Oh, look at the time. I need to get home,” and get up and leave.



### Scenario 3

A 25-year-old is invited by his co-worker to a party at a popular place. His co-worker often talks about how great he feels taking stimulants. Should he be concerned?

#### Possible Responses

Yes, it is not wise to get into a situation, like a party, with people they do not know well. It is always best to go out with a group of friends or people you know and trust.

Let the man know he could respond to the invitation by:

- Asking if he may invite one of his other friends, too.
- Suggesting a different club he knows already.
- Saying that he has another commitment and cannot go out.

---

### Scenario 4

A woman is getting ready to go alone on a date with a man she knows; she likes him but is not ready to have sex. What should she do to prepare?

#### Possible Responses

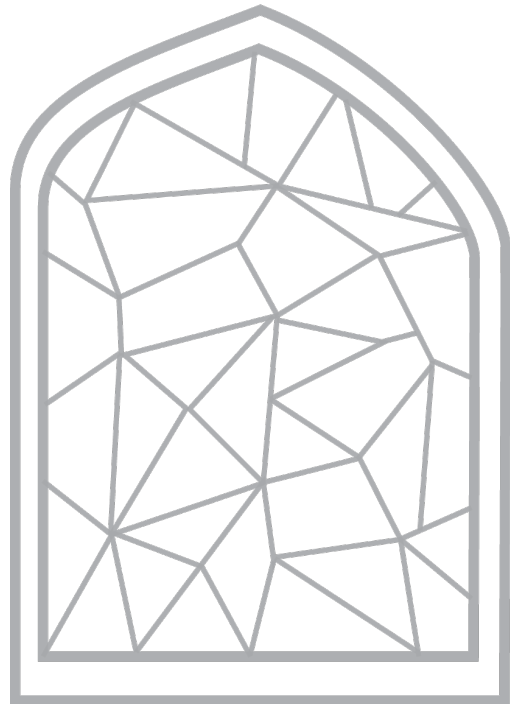
The best way to prevent unwanted advances or sex is to know your own limits and make sure that your date, boyfriend, or girlfriend knows them too. Do not wait until you are cuddling and kissing to think about it.

You could suggest to the woman that she:

- Ask her date what his plans are for the night and state what time she is expected to be home. She should not agree to go anywhere alone or unsafe with him.
- Practice delay techniques, such as saying things like, “I care about you too, but I’m not ready to have sex yet.”
- If that is not working, she should be ready to use a firm refusal. She should not leave any doubt when she says no. Using a strong voice and looking him in the eye can help affirm her refusal. She should not give the impression that she wants to be coaxed or convinced.
- She should be prepared to get home safely — for example, by bringing money for transportation home or letting a friend know ahead of time that she may need their help.



## WORKSHOP 4: FAMILY LIFE



### Workshop Agenda

|            |                                     |                   |
|------------|-------------------------------------|-------------------|
| Session A. | Relationships and Marriage<br>Break | 2 hr.             |
| Session B. | Planning a Family<br>Lunch          | 1 hr. 35 mins.    |
| Session C. | Myths and Facts                     | 45 mins.          |
| Session D. | Role-Plays<br>Daily Closing         | 1 hr.<br>15 mins. |



### Main Messages

- Relationships are complex, but they can be successful with understanding and guidance.
- There are both physical and emotional benefits in a committed marriage.
- Marriage is the relationship in which to plan a family. Family planning methods that are safe and appropriate for couples include oral contraceptive pills, hormonal injections, male and female condoms, implants, and IUDs.
- Natural methods, such as the Standard Days Method (SDM) and the Two-Day Method, may not be the best choice for youth. Though widely accepted by most faith institutions, these methods require long periods of abstinence every month, making them hard for young couples to use correctly and resulting in higher failure rates. Also, many young women have irregular menstrual cycles, which precludes effective use of SDM. Note that if a woman/man/couple is adamantly against modern birth control, that doesn't have to be the end of the conversation.
- Young people must know where to go for appropriate support and services.

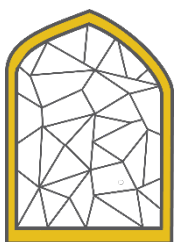


## Materials for This Workshop

- Flip chart paper
- Markers
- Tape
- Paper (one page per participant)
- *Group Activity Form* (from Workshop 1)
- Feedback Box (from Workshop 2)

## Before You Begin

- Prepare one flip chart for each of the following:
  - “Workshop 4 Agenda” (include start and finish times)
  - “Session Objectives” A–D (each on a separate page)
  - “Mutual Activities Questions” (page 119)
  - “Love Is/Love Is Not Chart” (page 121-122)
  - “Relationship Questions” (page 122)
  - “Abstinence Questions” (one question per flip chart, page 123)
  - “Menstrual Calendar” (page 129)
  - “Title flip chart “Myth or Fact” and include two or three statements (myths) selected from the options on page 135 (Or replace those statements with two-three similar myths that are common in your community. Avoid discussing myths that are not common. The purpose of the activity is to dispel existing myths, not to introduce new ones).
  - “Role-Play Scenarios” (page 137)
  - “Five FLE Communication Steps” (from Workshop 1)
  - “Feedback Questions” (from Workshop 2, page 139)
  - List of key local resources (midwives, nurses, village health teams [VHTs]) include locations and types of services offered
  - “Parking Lot” (use chart from previous workshops)
- Photocopy the following:
  - From Relationships to Marriage (two copies of each scenario, page 140-142)
  - FLE Communication Steps—Observation Checklist (one copy per participant; located on page 47)
- Arrange for a guest speaker from a local health clinic. They should try to bring samples of family planning devices to show participants. (Session B)



## Session A. Relationships and Marriage

### Objectives

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

- Describe the characteristics of good relationships
- Identify the physical, emotional, and spiritual benefits of abstinence
- List the characteristics of a loving relationship
- Explain the steps to marriage in their community
- Define components of a successful marriage

### Session Agenda

|        |                         |          |
|--------|-------------------------|----------|
| Step 1 | Introduction            | 5 mins.  |
| Step 2 | Good Relationships      | 30 mins. |
| Step 3 | Love Is – Love Is Not   | 40 mins. |
| Step 4 | From Dating to Marriage | 40 mins. |
| Step 5 | Wrap Up                 | 5 mins.  |
| Total  |                         | 2 hrs.   |



### Step 1. Introduction

5 mins



### Materials

- “Workshop 4 Agenda” flip chart
- “Session A Objectives” flip chart

### Instructions

Welcome participants to Workshop 4 and ask them to initial the *Group Activity Form*. Ask the volunteer to open the workshop by leading the group in a prayer or devotion.

Ask participants if they had a chance to review sections related to Workshop 3 in the *Participant Handbook*, such as *Ten Ways to Avoid Unwanted Sex*, *Helping Youth Choose Abstinence before Marriage*, *Common Drugs and Alcohol*, or *Good Relationships*.

Review the workshop agenda and session objectives, using the prepared flip charts. Ask if there are any questions.

Share with participants the following passage:

*Train a child in the way he should go, and when he is old he will not turn from it. Proverbs 22:6*

*Ibn ‘Umar said, “Just as you have a duty which you owe your parent, so you have a duty which you owe your child.” al-Adab al-Mufrad 94*

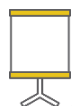
? **Ask participants:** How does this passage relate to relationships?

Inform participants that the Bible and Islamic tradition are guiding adults to rear children on the right path from a young age. The lessons we teach and the role modeling that adults provide early in a person’s life can influence behaviors and attitudes about relationships throughout life.



30 mins

## Step 2. Good Relationships



### Materials

- “Mutual Activities Questions” flip chart
- Flip chart paper
- Markers
- Tape

### Instructions

Tell participants that in the next activity, they will explore the characteristics of good relationships.

Share with participants that, in general, a good relationship is one that brings happiness to both people. Although couples ultimately define the specific boundaries of their own relationship, there are common components of good relationships. Ask the group if they can think of some.

If not mentioned, include:

- **Time** — Good relationships often start as friendships and develop over time.
- **Mutual respect** — Each person genuinely values the other, promotes greater self-esteem in the other, and respects the individual needs and wishes of the other.

- **Trust and honesty** — There is confidence that each person is being truthful and faithful in the relationship.
- **Support** — Couples provide companionship and strength to each other in good and bad times.
- **Fairness** — Couples strive for an equal balance of both giving and receiving support in the relationship.
- **Separate identities** — Each person retains his or her individual personality and sense of self. In good relationships, there is compromise, but that should not mean losing oneself in the process.
- **Communication** — Couples are able to talk openly and honestly about their feelings and thoughts.



Let participants know that this list is provided in their handbooks in *Section 11: Good Relationships*. They can use this list when talking to people about seeking a relationship or evaluating an existing relationship.

Let participants know that they will now work in small groups to explore how to foster an environment to support good relationships, as well as acceptable activities in their communities.

Ask participants to break into four groups to answer the Mutual Activities Questions on flip chart paper. Inform them that they will have 10 minutes to discuss the questions.

Ask each group to share their responses. Use the questions below with the large group to further explore the role of the community.

#### Note

When discussing activities that boys and girls do together, it may be necessary to validate feelings of uneasiness among participants about allowing young men and women to spend time together. Encourage them to be candid. Remind participants that the faith institution can provide supervised activities that promote development of good Christian relationships. Such activities can provide youth with the knowledge and skills to enter into successful marriages later in life.

#### Mutual Activities Questions

1. How should relationships develop among people in your community?
2. What kinds of activities can boys and girls do together?
3. What in your faith supports this?

#### Ask participants:

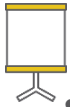
- ? What is the role of the Christian or Muslim community in establishing guidelines for relationships?
- ? What opportunities exist in your community for young women and men to spend time together and get to know each other?

Thank participants for their ideas and tell them that in the next activity, they will learn more about emotions in relationships and how to guide people to abstain before marriage.



40 mins

### Step 3. Love Is — Love Is Not



#### Materials

- “Love Is/Love Is Not” flip chart
- “Relationship Questions” flip chart
- “Abstinence Questions” flip charts



#### Instructions

Share the following passage with participants:

*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. 1 Corinthians 13:4–7*

#### Ask participants:

- ? What does this passage mean to you?
- ? What is Paul saying to the Corinthians about love?

Explain to participants that this passage helps couples define behaviors that make a relationship happy and keep it strong. Let participants know that they will further explore what love is, and is not, so they will be prepared to help others recognize and resist relationships that are not good for them. Explain to participants that love is sometimes confused with infatuation — a strong but often short-lived liking for another person.

Share with participants that Paul says that love is many things. Post the “Love Is/Love Is Not” flip chart. Read the “Love Is” list and ask participants to complete the “Love Is Not” side. Write the responses on the flip chart.

| Love Is      | Love Is Not   |
|--------------|---|
| Patient      | Quick, looking for instant acceptance and affection |
| Kind         |   |
| Fair         |   |
| Accepting    |   |
| Giving       |   |
| Honest       |   |
| Long-lasting |   |

Use the completed chart (next page) to help the group, if needed.

| Love Is      | Love Is Not   |
|--------------|---|
| Patient      | Quick, looking for instant acceptance and affection                         |
| Kind         | Hurtful, can damage self-esteem   |
| Fair         | Selfish, focusing on one person's needs                                     |
| Accepting    | Demanding, can try to change someone  |
| Giving       | Jealous, can limit other friendships and relationships                      |
| Honest       | Deceitful, can hide the truth   |
| Long-lasting | Short-term infatuation, based on heavily on immediate emotions and feelings |

Thank participants for their contributions. Let them know that they can help others recognize behaviors that can lead to good, strong relationships.

Let them know that they will now have time in small groups to discuss answers to difficult questions about love and relationships. Share the “Relationship Questions” flip chart with the participants. Remind participants to think about responses in the context of talking to their own children, youth in their communities, or adults in relationships.

Ask participants to spend 15 minutes discussing their responses to these questions.

### Relationship Questions

1. How do you know if you are in love?
2. What are acceptable ways for people to show affection to someone they love?
3. When is the right time to have sex?
4. Should people have sex with a person they plan to marry?
5. What consequences will people face by having unprotected sex and sex before marriage?

After 15 minutes, *ask participants:*

- ? What did you discuss in your groups?



? What did you learn from this activity that will help you guide others?

Remind participants that if young people understand what makes a good relationship, they are better prepared to resist bad relationships and to make an informed decision when choosing a partner for marriage.

You can help them to understand all the benefits of abstinence before marriage. Explain to participants that they will brainstorm about the many reasons why young people should choose abstinence before marriage.

#### Note

If time permits, participants may choose to talk about some of their own experiences with bad relationships. These feelings are very common to young people, so being able to empathize but still guide them with safe information is important.

#### Abstinence Questions

1. What are physical reasons for abstaining?
2. What are emotional reasons for abstaining?
3. What are spiritual reasons for abstaining?

Post the three “Abstinence Questions” flip charts around the room. Read each question out loud and invite participants to write answers on the flip chart.

Add the following information, if not mentioned. Reinforce that these benefits apply to both women, men, boys, and girls.

- Physical reasons for abstaining:
- Offers complete protection from pregnancy, without side effects
- Offers complete protection from STIs, including HIV

Emotional reasons for abstaining:

- Demonstrates maturity, that one can resist peer or social pressure
- Is without worry, guilt, or shame
- Enables couple to develop deeper friendships and love
- Enables person to concentrate on personal goals and desires

Spiritual reasons for abstaining:

- Respects God’s gift of sex within the covenant of marriage
- Preserves virginity for the sacrament of marriage
- Honors the body

Thank participants and let them know that they can use these reasons for choosing abstinence until marriage when counseling young people or adults. The list can be found in their

handbooks in *Section 9: Helping Youth Choose Abstinence Before Marriage*. Let them know that they will talk more about relationships and marriage.



40 mins

#### Step 4. From Dating to Marriage



##### Materials

- Photocopies of *From Relationships to Marriage* (handout, Workshop 4)
- Flip chart paper
- Markers
- Tape



##### Instructions

Explain that they will have 10 minutes in small groups to develop stories about one of the stages of dating to marriage.

Ask participants to form six groups. Give each group a piece of flip chart paper and one of three assignments from the *From Relationships to Marriage* handout. Each story will be told twice so that they can be

compared. They should divide their flip chart into four large boxes, one for each picture they will draw to tell a story. They can use experiences from their own life, those of friends and family, or fictional ones. As they prepare their stories, they should answer the specific questions included on the handout for their group.

The three groups are:

- **Group 1: Finding the Right One** will tell a story leading up to marriage; the last picture is of a couple on their wedding day.
- **Group 2: Just Married** will tell a story of what happens right after marriage; the first picture is of the couple on their honeymoon.
- **Group 3: Married for Life** will tell the story of what happens in a long-lasting marriage; the first picture is of a couple five years after marriage.

After 10 minutes, invite each group to share their story. By telling stories, the group will generate much information about the complexities of relationships. Use examples to highlight aspects of relationships, such as:

- **Role modeling:** People are influenced by the relationships around them. Adults can demonstrate good relationships by modeling behaviors, such as communication, fidelity, mutual respect, support, and trust. This will establish a positive model for young people around them.
- **Sticking to the basics:** Whether one is dating or married, common components of good relationships stay the same. Couples need to have mutual respect for each other; communicate openly; support one another; feel trust, honesty, and fairness; and maintain their own identities. They should be able to confront challenging issues

together such as decisions about the number and timing of children, whether to use contraception and which method is most suitable.

- **Working together:** Good relationships require commitment and dedication from both partners. Couples will always be challenged. Married couples vow to spend their lives working to make their relationship succeed.
- **Changing over time:** Relationships are not static. Life experiences will influence the way people change over time, both individually and as couples. Couples who take time to reevaluate their relationship and individual needs will be better equipped to support each other as they grow.

Thank participants for their stories. Tell them that people need to know what happens both before and during marriage so that they can make good decisions. Let participants know that they are going to use the remaining time in this session to focus on faithfulness in marriage.

? *Ask participants:* What does faithfulness mean?

If not mentioned, add:

- Complete devotion to one's wife or husband
- Remaining monogamous in the relationship; resisting temptation
- Respecting the vows of marriage

? *Ask participants:* What are the benefits of faithfulness in marriage?

If not mentioned, add:

- Creates peace of mind and trust in the relationship
- Develops stronger commitment and deeper love
- Preserves God's gift of sex within the covenant of marriage
- Provides security in knowing that there is no risk of infection (if each person has been tested and has shared the infection status with the partner)

Let participants know information about faithfulness is included in their handbooks in *Section 12: Helping Couples Understand Faithfulness*. They should use it to help couples understand the emotional and physical benefits of remaining faithful in marriage.



5 mins

### **Step 5. Wrap-up**



#### **Materials**

- "Session B Objectives" flip chart

- Markers
- Tape

### Instructions

Review the session objectives. Ask participants if all of the objectives have been met.



#### Reinforce these main messages:

- Relationships are complex, but they can be successful with understanding and guidance.
- There are both physical and emotional benefits in a committed marriage.

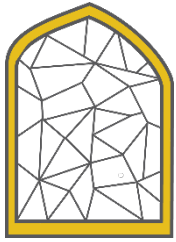
Close with this reflection:

*God created intimacy so it must be a good thing. However, like all of the things God has created, we must follow God's guidelines in order to be blessed by this gift.*

*The Bible tells us that marriage is a sacred covenant between a man, a woman, and God. This covenant creates a commitment between the two people involved and is blessed and fortified by the presence of God in this relationship. The marriage covenant facilitates a greater bond between two people when it is consummated — an act which is meant for marriage alone. While the Qur'an does not picture marriage as a covenant (rather emphasizing its contractual elements), it does hold marriage in high regard and discourages extra-marital relations.*

*Like all of the commandments that God gives us, the commandment to keep sex within marriage is not meant to stifle us, but to protect us. Sex outside of marriage damages the relationships between the persons involved. Trust is the main issue. If two people do not cherish sex enough to wait for a marriage commitment, how can they trust one another for fidelity? Because God has given us these guidelines, disobeying also damages our relationship with God.*

*(Adapted from Equipping Christian Leaders Internationally.)*



## Session B. Planning a Family

### Objectives

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

- Identify when males and females become fertile
- List the signs of pregnancy
- Identify different types of family planning methods

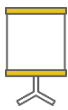
### Session Agenda

|        |                         |                 |
|--------|-------------------------|-----------------|
| Step 1 | Introduction            | 5 mins.         |
| Step 2 | Understanding Fertility | 25 mins.        |
| Step 3 | Pregnancy Methods       | 15 mins.        |
| Step 4 | Family Planning         | 45 mins.        |
| Step 5 | Wrap Up                 | 5 mins.         |
| Total  |                         | 1 hrs. 35 mins. |



### Step 1. Introduction

5 mins



### Materials

- “Session B Objectives” flip chart

### Instructions

Share the following passage with participants:

*In this same way, husbands ought to love their wives as their own bodies. He who loves his wife loves himself. After all, no one ever hated his own body, but he feeds and cares for it, just as Christ does the church — for we are members of his body. “For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh.” Ephesians 5:28–31*

*Another of His signs is that He created spouses from among yourselves for you to live with in tranquility: He ordained love and kindness between you. There truly are signs in this for those who reflect. al-Rum (30): 22.*

? **Ask participants:** What does this passage mean to you?

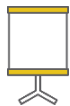
Let participants know that the Bible and Qur'an show us that not only did God intend for people to "join flesh" or have sex, but He shows that a man and woman join together in creating a family of their own, marked by love and kindness, and separate from their parents.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



25 mins

## Step 2. Understanding Fertility



### Materials

- Participant Handbook
- "Menstrual Calendar" flip chart

### Instructions

Remind participants that they learned in Workshop 2 that a girl's menstrual period is the first visible sign that she can become pregnant and produce children. The menstrual period — also called menstrual bleeding, menstruation and menses — is a part of the menstrual cycle. Each menstrual cycle starts on the first day of menstrual bleeding and ends on the day prior to the next menstrual bleeding. The typical menstrual cycle is about 28 days long with most women having cycles between 26 and 32 days in length. Cycle length varies among individual women from month-to-month and can vary widely for younger women.

In this session, we are going to explain fertility. Explain to participants that the term "fertility" is defined as the ability to produce children.

- A woman is fertile when she has the ability to become pregnant. This happens on certain days of each menstrual cycle, starting with her first cycle and ending with menopause, when a woman quits menstruating.
- A man is fertile when he has the ability to cause a pregnancy. A man may be fertile for his entire life, beginning with his first ejaculation. He can father a child as long as he can ejaculate sperm.

Refer participants to the female internal genitalia diagram *Section 6: Preparing for Reproduction* of the *Participant Handbook* while describing how pregnancy occurs:

1. A supply of eggs exists in the ovaries.
2. A mature egg is released each month into one of the fallopian tubes (ovulation), usually about two weeks after the start of the menstrual cycle.
3. After sexual intercourse, sperm move into the fallopian tubes.

4. An egg moving through the fallopian tube during the 24-hour period after ovulation can unite with sperm (fertilization).
5. If an egg is fertilized, it moves into the uterus (womb) and attaches to the wall of the uterus (implantation) which is lined with nutrient-rich tissue. Implantation is the first step of pregnancy.
6. If the egg is not fertilized, it travels to the uterus and dissolves. The lining of the uterus is then shed in the form of blood and tissue (menses) since it is not needed to support pregnancy.

Emphasize that although an egg survives only 24 hours, a woman can become pregnant if she has unprotected sex in the days before ovulation because sperm can remain viable in the uterus for five days.

Use this calendar to show a typical 28-day menstrual cycle. In this example, menses occurs on days 1-6 and ovulation occurs on day 14. Fertile days, the five days prior to ovulation and the day of ovulation, are the darker shade. The lighter shade represents the non-fertile days of the cycle.

Example of a 28-day Menstrual Cycle: Fertile Days

|                        |    |    |    |    |    |           |
|------------------------|----|----|----|----|----|-----------|
| 1                      | 2  | 3  | 4  | 5  | 6  | 7         |
| 8                      | 9  | 10 | 11 | 12 | 13 | Ovulation |
| 15                     | 16 | 17 | 18 | 19 | 20 | 21        |
| 22                     | 23 | 24 | 25 | 26 | 27 | 28        |
| 29 - Next cycle starts | 30 |    |    |    |    |           |

However, because cycle length and the time of ovulation vary from month-to-month (especially among younger women who have not established regular cycles), it is not possible to know exactly which days a woman will be fertile. Women who want to prevent pregnancy must avoid unprotected sex for a full 12 days, from day 8 through day 19.

? **Ask participants:** Why do some young women have unprotected sex but do not become pregnant?

Encourage women to keep track of their monthly menstrual cycles on a calendar or using one of the applications available for smart phones. It will help them to better understand their bodies and know when they are at potential risk for pregnancy so they can share this information with their partners. But be sure to point out that, as FLE educators, they should not be teaching couples how to calculate fertility. These couples should seek guidance from trained family planning counselors, nurses, or doctors.



### Step 3. Pregnancy

15 mins



## Materials

- Participant Handbook

## Instructions

Explain to participants that we will explore decision-making about pregnancy in marriage and recognizing the signs of pregnancy.

Share that pregnancy can be a time of great joy.

- ? **Ask participants:** What should a couple think about before deciding to become pregnant?



If not mentioned, add the following:

- Are we emotionally ready for a baby?
- Are we financially ready?
- Are we willing to compromise our future goals in order to take care of a baby?
- Do we have the time needed to be good parents?
- Do we have a trusted partner who will also be a good parent?
- Will we have support from our families to care for this child?

Explain to participants that despite emphasizing the importance of marriage before having children, some men and women become pregnant before they are married or have been married but are now single. Thus, these questions will also be useful to women who will be single parents.

Thank participants and let them know they can refer to a similar list of questions on *Section 15: Pregnancy* of the Participant Handbook.

When couples are ready for a baby, a woman needs to know what signs to look for to indicate that she may be pregnant.

- ? **Ask participants:** What are the physical signs that a woman might be pregnant?

Tell participants that the most common sign of pregnancy is a missed menstrual period. But, this can sometimes be misleading because younger women often have irregular periods. Being able to identify other signs is especially important.

Other signs are:

- Tenderness of breasts
- Nausea
- Fatigue



- More frequent need to urinate

Remind participants that one of their roles is to refer young people to professional medical services. If a woman has had unprotected sex and thinks she may be pregnant, she should see a health care provider to confirm it. A doctor or nurse can determine if she is pregnant and instruct her on how best to take care of herself and prepare for the baby.

Tell participants that this information is also available in their handbooks. Thank them for their participation and let them know that in the next session, they will learn about family planning.



45 mins

## Step 4. Family Planning Method Choices



### Materials

- Guest speaker from a local health clinic
- Family planning methods
- Flip chart listing key local resources/services

### Note

When inviting a guest speaker, plan to spend some time beforehand explaining the objectives of the session, expected questions, and how to be a resource to the group. The speaker might also be helpful in the next session (Session C) on “Myths and Facts.”

### Instructions

Tell participants that in the next activity, they will learn about the ways young couples can plan families; this is called family planning (FP) or healthy timing and spacing of pregnancy (HTSP).

As they learned previously, counting days in a menstrual cycle and understanding fertile periods can be challenging. Natural family planning methods such as the Standard Days Method (SDM)/CycleBeads rely on tracking this fertile period.

Young couples, committed or in marriage, can plan or space pregnancy by choosing to use a modern family planning method. There are many family planning methods available. All of them are safe for youth and adults, i.e., none have medical restrictions. However, some are more appropriate for young people. Appropriate contraceptive methods for youth are ones that are: 1) easy to use; 2) effective; and 3) not permanent, in case a woman wants to become pregnant, or a man wants to father a child, at a later time.

The most appropriate family planning methods for use by young couples include:

- Male or female condoms
- Oral contraceptive pills
- Hormonal injections
- Hormonal implants
- Intrauterine devices (IUDs)

Emphasize to participants that when a young couple is deciding on a method other than condoms, they should consult a health care provider — nurse, doctor or a village health team (VHT) member to guide them through the

### Note

Although not a regular method of family planning, emergency contraceptive pills (ECPs) are a good option for couples who have unprotected intercourse and wish to avoid pregnancy. ECPs are very effective if used within five days of unprotected sex; the earlier they are taken, the more effective they are. ECPs will not disrupt or harm an existing pregnancy if taken by a woman who is already pregnant.

decision and make sure they understand how to use the method and what to expect while using it.

Remind participants that they will find more information about family planning methods in the Participant Handbook on *Section 16: Family Planning*. Ensure that all discussion of family planning reinforces voluntary and informed choice with no coercion.

Let participants know that you have invited a guest speaker from a local clinic to give them more information about family planning methods.

Invite the speaker to:

- Introduce the different contraceptive methods, including ECPs, that are available at clinics, drug shops, and from VHTs
- Show examples of methods for participants to look at and touch
- Explain briefly how they work in the body
- Explain what happens when a couple comes for family planning, including what information they get, the cost of the visit and methods, and what counseling is provided
- Use the flip chart showing the list of local resources to explain where to go for various services

After the speaker has finished, invite participants to ask any questions. Close the activity by thanking the speaker and asking if he or she would be willing to be a resource to participants in the future.



5 mins

### **Step 5. Wrap-up**



#### **Materials**

- “Session B Objectives” flip chart
- Markers
- Tape

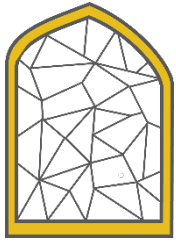
#### **Instructions**

Review the session objectives. Ask participants if all of the objectives have been met.



#### **Reinforce this main message**

- Marriage is the relationship in which to plan a family. Effective and widely available methods of contraception for couples include oral contraceptive pills, hormonal injections, male and female condoms, implants and IUDs.



## Session C. Myths and Facts

### Objectives

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

- Identify and discuss myths and facts about relationships, marriage, pregnancy, and family planning

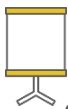
### Session Agenda

|        |                 |          |
|--------|-----------------|----------|
| Step 1 | Introduction    | 5 mins.  |
| Step 2 | Myths and Facts | 35 mins. |
| Step 3 | Wrap-up         | 5 mins.  |
| Total  |                 | 45 mins. |



### Step 1. Introduction

5 mins



### Materials

- “Session C Objectives” flip chart

### Instructions

Read the following passage:

*Wisdom is supreme; therefore get wisdom. Though it cost all you have, get understanding. Proverbs 4:7*

*Say, ‘Now the truth has come from your Lord; let those who wish to believe in it do so.’ al-Kahf (18): 29a*

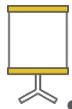
Tell participants that the Bible and Qur’an remind us to seek the facts and truth, though it is not always easy.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



35 mins

## Step 2. Myths and Facts



### Materials

- Prepared flip chart with title “Myth or Fact” and two or three statements (myths) for use during activity (do not label the statements as myths in advance)
- Markers
- Tape

### Instructions

If needed, remind participants of the definitions of myths and facts:

- **Myths** are opinions, beliefs, and traditional stories that are thought to be fact.
- **Facts** are known truths or events that actually occurred, have been proven, or can be shown physically.

Post a prepared flip chart showing three or four statements from the text box (or replace those statements with similar myths that are common in your community). Read aloud the first statement. Ask participants to raise their right hand if they believe the statement is true and their left hand if it is false. Ask one or two participants who have raised their left hand to explain why they believe that the statement is false (a myth). Praise the participants for correctly identifying the statement as a myth; write “MYTH” next to the statement. Share the “Fact” information shown in the text box and correct any misinformation the participants may have shared. Repeat the process with the other statements on the flip chart. Answer any questions participants might have.

Examples of myths and facts are included in the table on the next page.

Discuss the different myths, explain the facts, and answer any questions participants might have.

End the activity by *asking participants* the following questions:

- ? What are the dangers of these myths and misinformation?
- ? What are the different sources for these myths? Which ones come from the community? Or from radio or television? Which are old myths? Which are more recent?
- ? What can you do to share the facts about these subjects with people in your communities?

| Myths  | Facts   |
|--|---|
| <p><b>Statement 1:</b></p> <p>If you urinate after having unprotected sex, you cannot become pregnant</p>  | <p>Urinating after sex will not prevent pregnancy. Urine exits the body through a different opening than the vagina. Douching will also not prevent pregnancy. Sperm are very tiny and travel quickly through the vagina into the uterus. Water and soap cannot wash them away.</p> |
| <p><b>Statement 2:</b></p> <p>A change in a woman's menstrual cycle — such as a delayed or missed period — is a sign that she has been unfaithful.</p> | <p>Changes in women's menstrual cycles happen because of changes in hormones. This can be a result of physical labor, poor nutrition, pregnancy, or some other stress. It does not mean that she is unfaithful.</p>   |
| <p><b>Statement 3:</b></p> <p>If a woman carries a condom, it means that she has frequent sex.</p>   | <p>If a woman carries a condom, it means that she is prepared to protect herself when she decides to have sex.</p>  |
| <p><b>Statement 4:</b></p> <p>Using modern family planning will cause infertility.</p>   | <p>Modern family planning methods (except sterilization) do not cause infertility. They temporarily stop a woman from becoming pregnant and allow women to space their children. They are not permanent.</p>  |



5 mins

### Step 3. Wrap-up



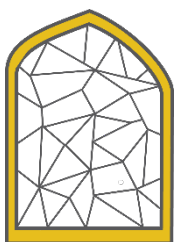
#### Materials

- “Session C Objectives” flip chart
- Markers
- Tape

#### Instructions

Review the session objectives. Ask participants if all of the objectives have been met.

Let participants know that in the next session, they will be using role-plays to build their skills in discussing reproductive health with young people.



## Session D. Role-Plays

### Objectives

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

- Use clear and simple information to communicate
- Demonstrate comfort and confidence in discussing reproductive health issues and information using the Five FLE Communication Steps as a guide
- Demonstrate positive communication skills while talking to and about youths, helping to build their self-esteem and trust

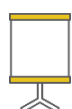
### Session Agenda

|        |            |          |
|--------|------------|----------|
| Step 1 | Role-Plays | 55 mins. |
| Step 2 | Wrap Up    | 5 mins.  |
| Total  |            | 1 hr.    |



55 mins

### Step 1. Role-Plays



#### Materials

- “Five FLE Communications Steps” flip chart
- “Role-Play Scenarios” flip chart
- *FLE Communication Steps—Observation Checklist* (one copy per participant)
- Markers
- Tape

### Instructions

Review the session objectives, using the prepared flip chart. Ask if there are any questions.

Tell participants that this is the last time they will practice role-plays. After the next workshop, they will be ready to go out and talk with people.

Post the “Five FLE Communications Steps” flip chart and distribute copies of the observation checklist. Remind the participants that as in the previous session, they will be using the steps and checklist in this exercise.

Break participants into groups of three members each, preferably people they have not worked with in the past. Tell participants that they will be using some of the information from the other sessions in the role-plays so that they can become more comfortable when speaking about relationships, abstinence, marriage, family planning, and personal values.

Explain that in a role-play, there are usually two people who act out a scene and one person who is an observer. Observers should make notes on the observation checklist. Inform the participants that the role of the observer is to give feedback on how the dialogue went, what went well, and what could be improved.

Share the role-play scenarios from the prepared flip chart.

Give participants 30 minutes to practice the three role-plays from the list. Participants should follow the same instructions as previously used, listed below:

- The role-plays can be done in any order.
- For each role-play, participants should change roles, so that each person in the group has an opportunity to play the advice seeker, the advice giver, and an observer.
- Participants should envision the types of responses a real person might give.
- Participants should use the Participant Handbook to refer to pictures or information, as needed.
- After each role-play, participants should give feedback to each other, using the checklist to make sure that the Five FLE Communication Steps were used correctly.
- Participants should be prepared to act out any of the role-plays for the larger group.

#### **Role-Play Scenarios**

- A 20-year-old girl tells you that her fiancé is pressuring her to have sex before marriage. They are engaged and will be married in six months. She is not sure she wants to have sex yet.
- A woman is worried. Her husband wants more children, but she does not. She wants to use family planning and is asking for advice on a method she can use in secret.
- An 18-year-old boy worries that his girlfriend will not be satisfied with him sexually. He is convinced that they should have sex before he gets married to make sure that they “fit.”

After 30 minutes, ask three groups to act out one of the three role-plays. After each group does their role-play, ask other participants to provide feedback on:

- ? What went well?
- ? What could be improved?
- ? Did participants follow the Five FLE Communication Steps?

If time allows, *ask participants* to consider the following questions:

- ? How did it feel to do the role-play?
- ? What questions came up when practicing?
- ? What words of faith did you use?
- ? What can you do to feel more prepared when speaking with people in your community about relationships, abstinence, marriage, and family planning?
- ? Do you think people will accept or reject the advice you gave?



5 mins

## **Step 2. Wrap-up**



### **Materials**

- “Session D Objectives” flip chart
- Markers
- Tape

### **Instructions**

Review the session objectives. Ask participants if all of the objectives have been met.

Thank participants for all of their hard work.



15 mins

## **Daily Closing**



### **Materials**

- *Participant Handbook*
- Paper (one page per participant)
- Feedback Box

### **Instructions**

Ask participants what they have learned today. Use this as an opportunity to review main messages and assess what they have learned.





**Reinforce the workshop's main messages:**

- Relationships are complex, but they can be successful with understanding and guidance.
- There are both physical and emotional benefits in a committed marriage.
- Marriage is the relationship in which to plan a family. Effective and widely available methods of contraception for couples include oral contraceptives pills, hormonal injections, and condoms.

Tell participants when and where the next workshop will be held. Encourage participants to review between workshops those sections of the *Participant Handbook* that relate to Workshop 4, such as *Helping Young Couples Understand Faithfulness*, *Preparing for a Baby*, *Fertilization*, *Pregnancy*, and *Family Planning*. Let them know that they can choose to continue their studies using the Bible, the Qur'an, Hadith, and the *Additional Sources for Reflections* located at the end of their handbooks.

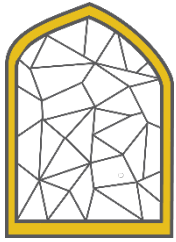
If needed, visit the Parking Lot and address any questions.

Tell participants you want to finish by getting feedback on the day. Ask participants to answer the "Feedback Questions" on a piece of paper. After finishing, they can place their papers in the Feedback Box when they leave.

Thank participants and close with a reflection or a song from a participant.

**Feedback Questions**

- Name two things you learned today.
- What did you like about today's activities?
- What could have been done better today?



## Workshop 4 Handouts

---

### *From Relationships to Marriage*

#### **Group 1:** Finding the Right One

Use the model below to prepare your flip chart and tell the story of a couple before they get married.

While creating your story, prepare answers to the following questions:

- What are the stages of the relationship leading to marriage?
- How does the couple know that they are marrying the right person?
- Is reproductive health affected at any stage in the relationship?
- What are the roles of parents and community in the union?

|   |   |
|---|---|
| 1 | 2   |
| 3 | 4<br>Draw a picture of a married couple on their wedding day. |

## *From Relationships to Marriage*

### **Group 2: Just Married**

Use the model below to prepare your flip chart and tell the story of a couple in their first two years after marriage.

While creating your story, prepare answers to the following questions:

- What happens after the honeymoon? Are there challenges? Successes?
- Why does the couple remain committed to each other?
- How is the couple's reproductive health affected by marriage?
- What are the roles of the family and the community in the relationship?

|  |          |
|--|----------|
| <b>1</b><br>Draw a picture of a married couple on their honeymoon. | <b>2</b> |
| <b>3</b>   | <b>4</b> |

### *From Relationships to Marriage*

#### **Group 3:** Married for Life

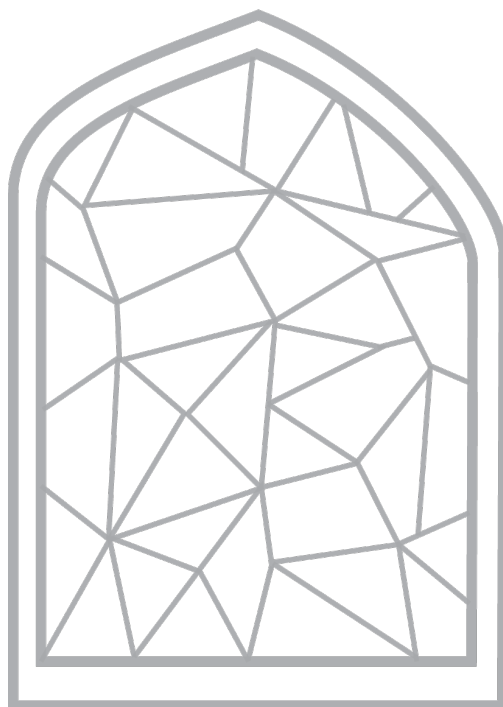
Use the model below to prepare your flip chart and tell the story of a couple after five years of marriage.

While creating your story, prepare answers to the following questions:

- How does the couple remain committed to each other?
- What makes a marriage long-lasting?
- How is the couple's reproductive health affected by a long-term marriage?
- How does faith play a role in the relationship?

|  |          |
|--|----------|
| <p>1</p> <p>Draw a picture of a couple after five years of marriage.</p> | <p>2</p> |
| <p>3</p>   | <p>4</p> |

## WORKSHOP 5: RESOURCES, RESPONSIBILITIES, GRADUATION, AND NEXT STEPS



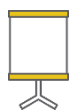
### Workshop Agenda

|            |                              |       |
|------------|------------------------------|-------|
| Session A. | Community Resources<br>Break | 2 hr. |
| Session B. | FLE Educators<br>Lunch       | 2 hr. |
| Session C. | Graduation and Next Steps    | 2 hr. |



### Main Messages

- Local resources and specialists are available. They can be called on to meet the needs of specific groups (e.g., youths, married couples, older adults) and answer questions.
- Outreach should be targeted and planned, when possible.



### Materials for This Workshop

- Flip chart paper
- Markers
- Tape
- Paper (two pages per participant)
- Group Activity Form (from Workshop 1)
- Feedback Box (from Workshop 2)
- Medium-sized stone (or something that can be passed around)

### Note

You may ask, "What if some participants do not complete all five workshops and fail to attend make-up sessions?" This is a good question and one to be resolved with the sponsoring organization before the workshops begin. Depending on the situation, you may decide to proceed with graduation, or decide that some participants are not ready for graduation. Review with the sponsoring organization progress toward completion of the learning objectives compared with the expectations related to the roles/responsibilities of the FLE Educators to make an informed decision.

## Before You Begin

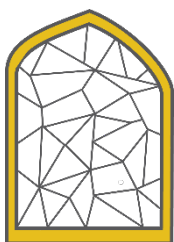
- Prepare one flip chart for each of the following:
  - “Workshop 5 Agenda” (include start and finish times)
  - “Session Objectives” A–C (each on a separate page)
  - “Mapping List” (list the names of organizations that have services in reproductive health)
  - “Volunteer Educator — Description of Tasks” (page 153); plus list of expectations prepared in advance by sponsoring organization)
  - “Code of Ethics Questions” (page 153)
  - “Sample Action Plan” (page 157)
  - “Feedback Questions” (from Workshop 2, page 158)
  - “Next Steps Questions/Activities” (may require multiple pages, see page 166)
  - “Parking Lot” (use chart from previous workshops)
- Photocopy the following handouts located at the end of Workshop 5 (one copy per participant):
  - *Individual/Group Action Plan*
  - *Monitoring Form for FLE Educators*
  - *FLE Post-test*
  - *Strengths and Areas for Improvement Checklist*
- Invite a panel of 4-5 specialists to speak on FLE topics from medical, spiritual, social, and young people’s perspectives. Include at least one young person (i.e., a youth counselor or leader with strong connections to youth in the community), clinic staff (i.e., a nurse or midwife from a youth-friendly facility), spiritual/faith leaders, people who deal frequently with health in the community (i.e., a drug shop operator or VHT member), and the district health educator. When inviting specialists, find at least one with a background in gender-based violence willing to discuss challenging topics and be a resource to participants and community members after the workshop.
- Have the completed *FLE Pre-tests* from Workshop 1 available.
- Have the completed *Strengths and Areas for Improvement Checklists* from Workshop 1 available.

### Note

During the planning process, the faith organization sponsoring these workshops should plan for follow-up support to workshop participants. This support can include answers to the following questions:

- How will FLE Educators be introduced to the community and congregation following graduation?
- How will FLE Educators be identified?
- How will the activities of FLE Educators be monitored?
- How will FLE Educators be supported in the future?
- Who will be the main contact person for FLE Educators?

- Prepare to discuss the questions in the “*Next Steps Questions/Activities*” flip chart (page 166) with the sponsoring organization. Invite the main contact person from the sponsoring organization, if that person is not one of the facilitators.
- Prepare monitoring forms or buy journals for each participant.
- Decide plans for the graduation ceremony
- Prepare *Certificates of Completion* with the names of each participant (page 176).
- Prepare any other materials that will be distributed at graduation, such as an identifying bag, hat, or T-shirt.



## Session A. Community Resources

### Objectives

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

- Identify resources in their community, including people and services, that can support them after completion of the workshops.

### Session Agenda

|        |                        |                |
|--------|------------------------|----------------|
| Step 1 | Introduction           | 5 mins.        |
| Step 2 | Panel of Specialists   | 1 hr. 10 mins. |
| Step 3 | Community Resource Map | 40 mins.       |
| Step 4 | Wrap Up                | 5 mins.        |
| Total  |                        | 2 hrs.         |



5 mins

### Step 1. Introduction



#### Materials

- “Workshop 5 Agenda” flip chart
- “Session A Objectives” flip chart

#### Instructions

Welcome participants to the last FLE workshop, Workshop 5. Ask them to initial the *Group Activity Form*. Ask the volunteer to open the workshop by leading the group in a prayer or devotion.

Ask if participants had time to review sections related to Workshop 5 in the *Participant Handbook*, such as *Helping Young Couples Understand Faithfulness*, *Preparing for a Baby*, *Fertilization*, *Pregnancy*, and *Family Planning*.

Share the following passage with participants:

*And the things you have heard me say in the presence of many witnesses, entrust to reliable men who will also be qualified to teach others. 2 Timothy 2:2*

*And go on reminding [people], for it is good for those who believe to be reminded. al-Dhariyat (51): 55.*

#### Note

When inviting the panelists, plan to spend some time beforehand explaining the objectives of the session, expected questions, and how to be a resource to the group. Encourage panelists to bring brochures/business cards and to share their contact information so participants have the information if they need to follow up.



? *Ask participants:* What do these passages mean to you?

Let participants know that as they come to the end of the workshop series, they are now preparing to go out and educate people. Tell them that, as educators, it is important for them to provide correct information. Not all educators know all of the answers, but good ones know how to locate other resources to determine the answer.

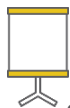
Review the workshop agenda and session objectives, using the prepared flip charts. Ask if there are any questions.

Explain to participants that in the next activity, they will begin to explore resources in their communities.



70 mins

## Step 2. Panel of Specialists



### Materials

- Paper (two pages per participant)



### Instructions

Introduce the panel of specialists to participants. Explain to participants that the panel was invited to:

- Answer their questions about reproductive health including HIV and AIDS, and other health issues (i.e., drugs/alcohol),
- Share their perspectives and opinions as specialists
- Provide additional referrals and resources, as appropriate

Introduce each specialist and ask them to tell participants about themselves and their work.

Ask participants to write down any questions they have for the specialists on a sheet of paper. Assure participants that all of their questions will remain anonymous.

Collect the questions. Read each one out loud and ask the appropriate specialist to answer the question.

Continue to facilitate the discussion. Encourage follow-up questions and additional ideas from participants.

In closing, thank the specialists for coming and ask if they are willing to be resources to participants in the future. Let participants know that they should contact these and other resources when in need. Others will likely have many of the same questions participants asked in this session. There are not always easy or simple answers, so it is okay to ask for additional help from external resources.

### Note

If questions are about adult issues, rather than adolescent issues, save them for the end of the session. It is common to want information for themselves, but the session should focus on adult and youth needs.



40 mins

### Step 3. Community Resource Map



#### Materials

- “Mapping List” flip chart
- Flip chart paper
- Markers
- Tape

#### Instructions

Explain to participants that in the last activity, they focused on who can be resources to them in their communities. In this next exercise, they will identify where additional services for youth can be found in their communities.

#### Note

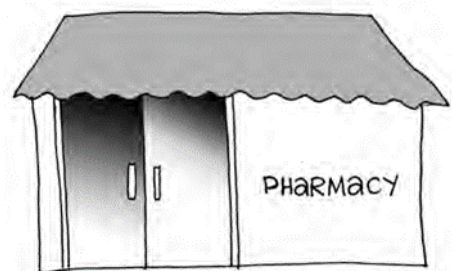
If you are training participants from more than one area, divide them according to geographical proximity, church, mosque, or neighborhood.

These are the places where participants can: 1) refer young people directly; and 2) obtain additional information for themselves and young people about reproductive health.

Post the “Mapping List” flip chart.

Inform participants that for this activity, they will be working in groups of five to six people to draw a community resource map (include resources from the village, sub-county, district and beyond). Encourage the panel of specialists to sit with the groups and share their insights about local resources. Give each group a piece of flip chart paper and markers, and ask them to draw a map of their communities, labeling key places that provide any and all reproductive health or counseling services, such as:

- Midwives, nurses and physicians at clinics and hospitals providing STI screening and treatment, HIV/AIDS testing and counseling, AIDS treatment (ART), PMTCT, antenatal care, family planning, etc.
- VHT members
- Faith institutions
- Pharmacies and certified drug shops
- Traditional healers and herbalists
- Traditional birth attendants (TBAs)
- Schools
- Organizations that work for and with youth, women, couples, or adults — NGOs, solidarity groups, etc.
- Alcohol and drug counseling centers
- Services that handle rape and sexual abuse (e.g., community development



- officers (CDOs), probation officers)

After 20 minutes, ask the groups to share their maps. Discuss the following questions with the entire group:

1. Which services are designed for men?
2. Which services are designed for women?
3. Which services are youth-friendly?
4. Which services will not judge the behaviors, particularly of youth?
5. Which types of services are most trusted to give quality care?
6. Which services are most accessible because of location, cost, or hours of operation?

Advocate for those places that are designed specifically for youth or may be youth-friendly. Encourage adults to visit places to find out key information and what happens during services. Tell them that understanding ahead of time what is offered to youth will help a young person feel more comfortable when going.

Examples of things to find out are:

- Hours of operation
- Cost
- Services available
- Person they can contact
- Description of what will happen during services

When selecting sites/providers for inclusion on the community map/services list, ensure that those included meet standards/quality of care acceptable to the program.

Thank participants for their resource maps and contributions.

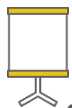
#### Note

It is important for adults to know that youth often worry about seeking care from services designed for adults. And they may need extra encouragement to use adult services that claim to be youth-friendly. When treating reproductive health-related illnesses, adult staff may inappropriately judge the behaviors of youth and condemn their actions. Services also may be expensive and not accessible, either far away or not open at convenient hours. Sometimes youth prefer traditional healers who are confidential and inexpensive, although healers may not provide quality treatment. When making a referral to a young person, it is important that you know whether the service is youth-friendly and reliable in quality.



5 mins

### Step 4. Wrap-up



#### Materials

- “Session Objective A” flip chart
- Markers
- Tape

### *Instructions*

Review the session objectives. Ask participants if all of the objectives have been met.

Reiterate that, as educators, they will have times when they do not know the answer to a person's question. This is okay and expected. Educators gain respect from the people they serve by admitting this and working to find answers from reputable sources in their communities.

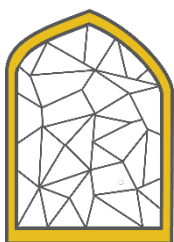


#### *Reinforce this main message:*

- Local resources and specialists are available. They can be called on to meet the specific needs of youth and answer questions posed by young people.

Again, reinforce the need for FLE Educators to refer people for services, when appropriate.

Tell participants that in the next section, they will identify the specific responsibilities of being a FLE Educator following graduation.



## Session B. FLE Educators

### Objectives

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

- Write a description of FLE Educators' tasks that includes defining their responsibilities to themselves and their communities
- Write a code of ethics concerning confidentiality and appropriate behaviors when discussing reproductive health topics
- Develop an action plan for their outreach following graduation from the training

### Session Agenda

|        |                                  |          |
|--------|----------------------------------|----------|
| Step 1 | Introduction                     | 5 mins.  |
| Step 2 | Responsibilities of FLE Educator | 60 mins. |
| Step 3 | Individual/Group Action Planning | 45 mins. |
| Step 4 | Wrap Up                          | 10 mins. |
| Total  |                                  | 2 hrs.   |



5 mins

### Step 1. Introduction



#### Materials

- “Session B Objectives” flip chart

#### Instructions

Share the following passage with participants:

*Apply your heart to instruction and your ears to words of knowledge. Proverbs 23:12*

*I heard the Messenger of God say, “If anyone travels on a road in search of knowledge, God will cause him to travel on one of the roads of Paradise. The angels will lower their wings in their great pleasure with one who seeks knowledge.” Sunan Abi Dawud 3641*

#### Note

In this manual, we are calling graduated participants FLE Educators. As noted previously, it may be important to find another title that brings esteem to the person. During the field-testing in Tanzania, the group thought that participants could also be called “youth allies.” When translated into Swahili, this becomes “marafiki wa vijana” — a friend to young people. However, your organization may have another creative title that fits.

? *Ask participants:* What do these passages mean to you?

Share with the participants that the enterprise of educating youth is a noble one but one that includes a lot of responsibility. Remind participants that they will be held to a high standard in their work as FLE Educators for both youth and adults.

Review the session objectives, using the prepared flip chart. Ask if there are any questions.



60 mins

## **Step 2. Responsibilities of a FLE Educator**



### **Materials**

- “Volunteer Educator — Description of Tasks flip chart
- “FLE Educator — Role/Expectations (description provided by sponsors)
- “Code of Ethics Questions” flip chart
- Flip chart paper
- Markers
- Tape

### **Instructions**

Ask participants to break into two groups to complete two different tasks that will help them after they graduate. Remind participants that these workshops are part of a greater goal to improve the reproductive health of people in the wider Christian or Muslim community.

Both groups will have 30 minutes to work on their assigned tasks and prepare to share with the larger group.

The first group should write a description of the tasks performed by a FLE Educator. The goal is to develop a basic description to which all participants can adhere after graduation. The group should work from the description/list of expectations for FLE Educators provided by the sponsoring organization.

Often, volunteerism is expected from members of faith communities. When selecting participants, this should be clear.

Give this group the prepared flip chart with the following tasks.

### Description of Tasks

- Describe how FLE Educators will improve the reproductive health of people in the wider Christian or Muslim community
- Define specific responsibilities after graduation (weekly, monthly, etc.)

### Note

In work environments, the term “job description” comes with an expectation of compensation which is not the case for volunteers. However, the idea of having a description is to identify responsibilities and establish expectations as a group. In subsequent meetings, participants will outline how they accept these responsibilities and will have an opportunity to discuss their roles more with the sponsoring organization

The second group should write a code of ethics for working as a FLE Educator. The goal is to outline a code by answering the following questions listed on the prepared flip chart.

### Code of Ethics

1. What are acceptable behaviors for
2. FLE Educators?
3. What are guidelines for confidentiality?
4. What are unacceptable behaviors for FLE Educators?

### Note

In establishing a code of ethics among participants, you also create a sense of community responsibility. We never want educators taking advantage of people's trust by placing their status and knowledge about sensitive topics above others.

Help the second group by asking them to think about the following questions:

- Should an educator ever invite a young person to his or her home alone?
- If an educator learns about a serious issue that would put a person at risk, should she or he keep it confidential?
- If a rumor circulates that an educator is abusing influence or taking advantage of a person, what should be done by the sponsoring organization?

FLE Educators may decide on some of the following ethics to be included in their code:

|  |  |
|--|--|
| Assured confidentiality                      | FLE Educators hold information about people and their concerns in confidence. Confidentiality is assured, except in cases where the person is in danger or involved in illegal activity.                   |
| Respect for values                           | FLE Educators pledge to respect all values of young people, regardless if they differ from their own.  |
| Respect for diversity                        | FLE Educators respect the diversity of young people, regardless of sex, ethnicity, or culture.   |
| Provision of correct and factual information | FLE Educators always provide correct and factual information to young people.  |
| Promotion of gender equality                 | FLE Educators promote gender equity when working with young people by providing the same information in similar manners to both young men and young women.   |
| Use of comprehensive health approach         | FLE Educators use a holistic health approach, providing comprehensive information and choices in decision-making and recognizing that youth have multiple influences in their lives.                       |
| Awareness of individual limits               | FLE Educators acknowledge that their outreach has limits. Outreach can, but will not always, increase knowledge, affect attitudes, and change behavior. Referrals to specialists will be made when needed. |
| No abuse of position                         | FLE Educators commit to using their skills and knowledge to improve the health of young people and agree to refrain from using their position at the expense of others.                                    |

Invite a representative from the first group to share their work. Facilitate a discussion allowing questions and answers, until the entire group is able to come to general agreement on the description of tasks.

Then, invite the second group to share its work on a code of ethics. Again, facilitate a discussion allowing questions and answers, until the entire group is able to come to general agreement on the code of ethics.

Finish the session by explaining to participants that, as FLE Educators, their jobs will be challenging at times, but rewarding. The description of tasks and code of ethics are meant to guide them in their work and give them greater understanding of what their roles and

#### Note

Make sure to share the description of tasks and code of ethics with the sponsor of the workshops. Facilitators can ask participants if they would also like to have copies of their own after discussing with the sponsor. This information also should be presented to community members and stakeholders following graduation.



responsibilities will be after graduation. Faith leaders should never take advantage of their role.

As a group, FLE Educators are responsible for protecting and respecting the rights of their congregants.

Explain to participants that in the next session, they will be creating action plans based on the description of tasks and code of ethics just developed.



45 mins

### **Step 3. Individual/Group Action Planning**



#### **Materials**

- “Sample Action Plan” flip chart
- Photocopies of the *Individual/Group Action Plan* (handout, Workshop 5)
- Flip chart paper
- Markers
- Tape

#### **Instructions**

Before developing action plans, remind participants of the session in Workshop 1 when they described all of the different types of youth in their communities.

Ask participants to quickly describe these youth again. Write responses on flip chart paper.

#### **Prompt participants by asking:**

- ? How old are the youth?
- ? Are there more males than females?
- ? Are many youth married?

Now ask participants to brainstorm ways that they could conduct outreach to young people in their communities. Remind them to think about this in the context of their new roles as FLE Educators equipped with new information and skills.

If not mentioned, add the following:

- Through individual conversations, if they are approached by young people at faith community activities or by their own children.
- Through other conversations, as appropriate. For example, if they are listening to the radio or watching TV and a condom announcement is made, use this as an opportunity to talk to a young person who may be sitting with them. They could ask: “Have you ever heard about condoms?” “Do you know what they are used for?”

- By offering themselves as a resource during activities for youth, such as choir, Bible or Qur'an study, or religious classes. For example, an educator could approach a choir leader to introduce himself or herself and his or her role. They could offer to take questions from youth or arrange to have a clinician or VHT give a short talk on a reproductive health topic. They also could offer their services as a resource outside of services, when needed.
- By offering themselves for general activities, such as weekly services or holiday gatherings. For example, during a Sunday service or after a Friday congregational prayer, an educator could advocate to parents about the need to talk to their children about reproductive health issues.

Thank participants for the list and remind them that when conducting activities, they should be aware of their audience. Young people are diverse and need different information and skills. It is important for participants to: 1) know their audience and their needs; 2) give small amounts of specific information at one time to avoid confusion; and 3) check for understanding. When speaking with adults, they can share more information in greater technical detail than they can with youths and should build on what the adult knows showing respect for their knowledge and experience.

Now tell participants that they are going to have 20 minutes to plan what they will do over the next few months in their new roles as FLE Educators. Although each Educator could develop an individual plan, if the participants from each group develop a joint plan, they can be strategic and avoid duplication of effort. Each Educator will have specific responsibilities for executing the joint plan. Distribute photocopies of the *Individual/Group Action Plan*.

Explain each section of the form to participants.

- **Description of Outreach** — Participants can use the lists just developed and add other ideas of what they will do to reach people.
- **Targets** — Participants should write the types of people they will reach in their communities.
- **When** — Participants should write when they make this contact. It could be unplanned, but it is better as planned contact, e.g., weekly, monthly, etc.
- **Where** — Participants should write where their outreach will take place, noting that sometimes travel may be necessary.
- **Key Information and Messages** — Participants should explain what key information and messages are needed by the intended audience and who will be responsible for delivering the messages.

Show the prepared *Sample Action Plan* flip chart (below). Mention other possible outreach opportunities such as: meetings of the mother's union, home visits conducted by outreach teams, youth conferences, cell meetings, and get togethers.

| Sample Action Plan               |       |  |                      |                     |   |  |
|----------------------------------|-------|--|----------------------|---------------------|---|--|
| Description<br>Outreach<br>Youth | to    | Youth<br>Targeted  | When                 | Where               | Key<br>Information/Messages<br>and FLE Educator(s)<br>Responsible   |  |
| Individual<br>conversations      |       | Age: 10–24<br>Male and<br>Female<br>Married and<br>Unmarried | As needed            | Where<br>approached | As a core activity, all<br>FLE Educators will be<br>available for young<br>people as much as<br>possible with a variety<br>of messages. |  |
| After<br>Practice                | Chior | Age:<br>17Male<br>Female<br>Unmarried                        | 10–<br>and<br>Weekly | Church              | Abstinence and sexual<br>development messages<br>delivered by Alice and<br>Joseph   |  |

After 20 minutes, ask the groups to share some of their plans with the larger group. Tell them that they should share these plans with the sponsoring organization (or give them any specific instructions that were previously developed with the sponsoring organization) and keep them for use in their work.



#### Step 4. Wrap-up

10 mins

##### Material

- “Session B Objectives” flip chart
- Paper (one page per participant)
- Feedback Box

##### Instructions:

Review the session objectives. Ask participants if all of the objectives have been met.



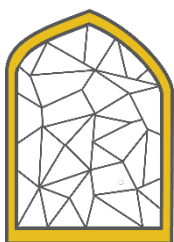
##### Reinforce this main message

- Outreach should be targeted and planned, when possible. If needed, visit the Parking Lot and address any remaining questions.

Tell participants you want to finish by getting feedback on the day. Ask participants to answer the “Feedback Questions” on a piece of paper. After finishing, they can place their papers in the Feedback Box when they leave.

**Feedback Questions**

- Name two things you learned today.
- What did you like about today's activities?
- What could have been done better today?



## Session C. Graduation and Next Steps

### Objectives

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

- Evaluate their own learning from the workshops using a post-test and checklist of strengths and areas for improvement
- Receive a certificate of FLE workshop completion for having attended all five workshops (or make-up sessions) and having completed all training objectives successfully
- Identify what will happen following graduation, i.e., next steps

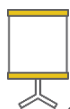
### Session Agenda

|        |  |          |
|--------|--|----------|
| Step 1 | Introduction   | 5 mins.  |
| Step 2 | FLE Post-test  | 25 mins. |
| Step 3 | Reassessing Your Strengths and Areas for Improvement | 30 mins. |
| Step 4 | Graduation Ceremony                                  | 25 mins. |
| Step 5 | Next Steps   | 25 mins. |
| Step 6 | Workshop Closing                                     | 10 mins. |
| Total  |  | 2 hrs.   |



### Step 1. Introduction

5 mins



### Materials

- “Session C Objectives” flip chart

### Instructions

Share the following passage with participants:

*Search me, O God, and know my heart; test me and know my anxious thoughts. Psalm 139:23*

*Man was truly created anxious ... Not so those who pray and are constant in their prayers. al-Ma‘arij (70): 19, 22-23.*

### Ask participants:

- ? What do these passages mean to you?
- ? Does it mean more to you now that you have come to the end of the workshops?

Review the session objectives, using the prepared flip chart. Ask if there are any questions.

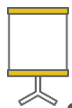
### Note

Make sure to include a representative from the sponsoring organization or church when planning and presenting "Step 5. Next Steps." They should help graduating FLE Educators to understand their role in the organization or church and answer specific questions.



25 mins

## Step 2. FLE Post-test



### Materials

- Photocopies of the FLE Post-test (handout, Workshop 5)
- Previously collected FLE Pre-tests

### Instructions

Explain to participants that they will be completing the same questionnaire that they did at the beginning of the workshop series. Give each participant a copy of the FLE Post-test. Let the group know that they have 15 minutes to complete the questionnaire.

After all participants are done, distribute their pre-tests and tell them that they will now review the answers and compare how they did on the earlier questionnaire.

Ask the participants how they did in comparison to the first time they completed the questionnaire. Congratulate them on their learning.

### Note

If you have concerns about the ability of a participant(s) to carry out the roles and responsibilities of a FLE Educator, discuss your concerns with a representative of the sponsoring organization and/or the individual participant(s).

Remember: A satisfactory score on the post-test (typically greater than 80 percent) is only one measure of a participant's ability to be an effective FLE Educator. As a facilitator, you will have many opportunities to observe the skills of the participants during role-plays and other activities. Participants who have not demonstrated a sufficient level of mastery should not be certified as FLE Educators.

## Answers to the FLE Post-test

**True or False (write "T" or "F" beside each statement):**

- False 1. Talking about sex with young people will encourage them to have early sex.  
*In fact, it helps them to make better decisions about how to protect themselves and when to have sex.*

|       |   |
|-------|---|
|       | 2. Young people say that friend influence their decisions about sex and relationships more than parents.  |
| False | <i>Research shows that parents have more influence. Young people say they want to learn about sex and relationships from trusted adults, such as parents, teachers, and religious leaders.</i>                            |
|       | 3. Family planning is prohibited by the church and mosque.  |
| False | <i>Though some church denominations and mosques may not endorse certain family planning methods, Christian denominations and Muslims generally call upon families to plan for the number and spacing of their births.</i> |
|       | 4. Appropriate family planning methods for young couples include male or female condoms, oral contraceptive pills, hormonal implants or injections, and intrauterine devices.   |
| True  | <i>Each of these methods is a good option for young couples to prevent pregnancy. A healthcare provider or community health worker can help guide a couple on the best choice for them.</i>                               |

**Complete the following sentences:**

5. Sex describes our physical bodies and is biological. Gender describes cultural norms, assumptions and expectations about being male or female.
6. Menstruation is a girl's first visible sign that she can become pregnant.
7. Two ways youth can prevent both unintended pregnancy and sexually transmitted infections are by abstaining from sexual intercourse and consistently and correctly using a condom.
8. When people use drugs or alcohol, they are more likely to make poor decisions about their reproductive health.

**Circle the response the best matches your perspective.**

9. I believe that when trusted adults talk about reproductive health, people use information from them to make safer and healthier choices.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

10. The Bible and Qur'an provide guidance and encourage adults to talk with youth.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

11. I feel confident and motivated to talk simply and accurately to and about youth as they go through physical and emotional changes.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

12. In a caring relationship based on love, sex is never pressured, forced, traded, or coerced.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

13. Religious leaders play an important role in teaching people about the physical and emotional benefits of a committed marriage and appropriate family planning methods for couples.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

14. Religious leaders can help a couple weigh emotional, financial, and relational considerations before deciding to become pregnant.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

**Answer the following question:**

15. What would you say are the key aspects of Christian or Muslim family life education?
- Family life education provides comprehensive information and skills within the context of their faith to people to help them make healthy and responsible decisions. It teaches people how to make informed decisions consistent with the Christian or Muslim faith. Family life education topics include sexual development, relationships and marriage, communication, reproductive health, gender roles, alcohol and drugs, livelihoods, family planning, STIs, and HIV/AIDS.



30 mins

### **Step 3. Reassessing Your Strengths and Areas for Improvement**



#### **Materials**

- Photocopies of the *Strengths and Areas for Improvement Checklist* (handout, Workshop 5)
- Previously collected copies of the *Strengths and Areas for Improvement Checklist*

#### **Instructions**

Share with participants that they are now at the end of the series. In this activity, they will learn if there have been any changes in how they see themselves as a FLE Educator, but also as an ally, resource, and supporter for the people of their communities. Once again, they will determine their strengths and areas for improvement.

Give each participant a photocopy of the *Strengths and Areas for Improvement Checklist*. Read the instructions out loud and inform them that they have 10 minutes to complete the handout.

When completed, give participants copies of their first checklist from Workshop 1. Tell them to take a few moments to compare their answers on their own.

When finished, ask participants to form small groups of four or five and take 10 minutes to discuss their responses and those of others in their group.

With the entire group, ask participants to share the different ways they have built upon their strengths and worked on their challenges during the workshops.

Congratulate them on their growth and inform them they are ready to graduate.



25 mins

### **Step 4. Graduation Ceremony (two options)**



## Instructions

Refer participants to their handbooks (Introduction), so that they can review the objectives of the workshops again. Read the objectives. Ask participants if all objectives have been completed and check them off if they have.

Tell participants that from this point on, they will play an important role in educating their communities. Inform participants that having participated in all five workshops and having successfully completed all of the objectives, they are now better prepared to serve the community.

### Note

Even though the ceremony is simple, be creative and make the moment special. Allow the other participants to applaud after each name has been read. Stand in a circle or have the ceremony outdoors.

Decide in advance how to acknowledge the accomplishments of the participants. Some programs may decide to conduct a simple ceremony for several minutes during the final workshop. Other programs may want to conduct a more elaborate ceremony that engages the religious leaders and the community to acknowledge the accomplishments of the participants and promote the goals of the program. Guidance has been provided for two options; program administrators and workshop facilitators should consider what will work best.

### Option 1: Guidance for simple ceremony during workshop

Conduct a brief ceremony during the final workshop where participants receive a *Certificate of Completion*. Call the name of each participant and present her or him with a certificate. After all the names have been read, congratulate the group on their accomplishments. Tell them that they will take some time to discuss next steps now that participants have graduated and have plans for outreach in their communities.



#### Option 1: Materials

- Prepared Certificates of Completion

### Option 2: Guidance for a community ceremony

During the final workshop, acknowledge participants' completion of the program and their readiness to better serve their communities. Explain that a public graduation ceremony is being planned to allow participants to celebrate their accomplishments, promote the services that they can offer in the community, and ultimately expand the program by engaging others who are interested.

Consider conducting the community ceremony during a regular service so that the entire congregation can participate. Decide on which special guests to invite and involve in the ceremony (e.g., pastor, lay ministers, bishop, diocesan leadership, imam, shaykhs, community leaders with religious interests, guest presenters and panel members from the workshops). Reserve seats for the special guests and provide name tags so that members of the congregation will know who they are. A program administrator/facilitator can serve as the master of ceremonies and share brief remarks about the program and accomplishments of the graduates. Involve high-ranking faith leaders in the ceremony by assigning specific tasks (e.g., distributing the certificates to participants, speaking about the merits of the program from a set of talking points that you provide). Host a brief reception after the ceremony to encourage sharing and exchange of ideas among the program graduates, invited guests, and members of the congregation including young people. If possible, provide light refreshments to promote a communal atmosphere.

Encourage graduates to join in the planning and preparations. Brainstorm how as a group they can promote the program during the ceremony and at the reception (e.g., perhaps a show-and-tell or a short skit to perform at the reception). Individually, they should organize their thoughts and prepare how they will describe their new/expanded roles and responsibilities to the people that they speak with at the reception. Encourage the graduates to be creative about promoting the program (e.g., create contact cards with their names and contact information to share with people they meet; have a pen, paper and a calendar/appointment book at the ready, develop a brochure to share). This will be their first opportunity to begin executing their action plan.



### Option 2: Materials

- Invitations created and sent to invited guests
- Printed program that includes a brief summary of the program, the names of the program graduates and facilitators, names and titles of invited guests
- Prepared *Certificates of Completion*
- Name tags for invited guests, program participants and facilitators
- Refreshments



25 mins

### Step 5. Next Steps



#### Materials

- “Next Steps Questions/Activities” flip charts
- Flip chart paper
- Markers
- Tape

#### Instructions

Tell participants that now that they have graduated, they can begin to be true resources to people in their faith institutions and communities.

#### Note

When preparing to co-facilitate this exercise with a representative of the sponsoring organization, read carefully through suggested flip charts. Reviewing answers ahead of time will prevent confusion during the session. This is a critical time to ensure that participants are clear about their roles and responsibilities, what will happen after the workshops, and the type of support they can expect from the organizing faith organization. Take the time to make sure these questions are clearly addressed.

Using prepared flip charts, read out loud and discuss the “Next Steps Questions/Activities.”

Check for understanding and ask participants if they have questions or concerns.

#### **Note**

Review the introduction to the manual when preparing this session. Remember that monitoring and follow-up is as important as the outreach completed by FLE Educators. A sample monitoring form is provided in the handout section at the end of this workshop. The form has key information to be collected over time and should be adapted to meet the needs of your project. Sponsoring organizations should provide either photocopies of the form or journals to the FLE Educators and collect them.

### Next Steps Answers/Questions

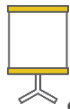
1. Who is the contact person for keeping in touch or answering questions?
  - Introduce this person, if possible.
  - Supply a name, title, telephone number, office location, and any other information to ensure that they can be easily reached.
2. How will FLE Educators be introduced to the community and faith institution following graduation? When?
  - Share plans for an introduction to the community.
  - Have exact dates ready, if possible, or let them know when they will be notified.
  - Explain how they will be identified, if materials such as bags, pins, or T-shirts are available.
3. How will the sponsoring church or organization support FLE Educators in the future?
  - Explain when meetings for FLE Educators will be held to share and learn from each others' experiences (or how they will be made aware of the first meeting).
  - Explain that community members and stakeholders will be informed regularly of educators' progress.
4. What is expected of FLE Educators in the coming months?
  - Reinforce that the workshops were held so that they could learn new information and skills for talking with members of their communities.
  - Reiterate that the action plans they developed are to be implemented.
  - Share the name of the person at the sponsoring organization who will review the educators' action plan and give feedback.
5. How will each educator's outreach be monitored?
  - Explain the process and key indicators.
  - Distribute copies of the Monitoring Form for FLE Educators (page 177) or journals for participants to record their outreach activities.
  - Decide whether and how to record participation in group activities (e.g., use a register to track attendance at group sessions).
  - Show how they will use these tools by providing an example.

Thank participants for their energy and participation throughout the workshops. Let them know how appreciative you are of their dedication to helping people in their communities. Tell them they will now close the workshops together.



## Step 6. Workshop Closing

10 mins



### Materials

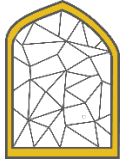
- Medium-sized stone (or something that can be passed around)

### Instructions

Ask participants to stand and form a circle. Inform participants that as a way to close the workshops, each of them will take a turn sharing what they have learned or achieved and acknowledge what they have accomplished as a group. Start by giving the stone to the first person to your left. After speaking, he or she should pass the stone to the left, and the next person should speak. The stone should go around the circle and end with the facilitator. Tell participants that they are not required to speak if they do not wish to.

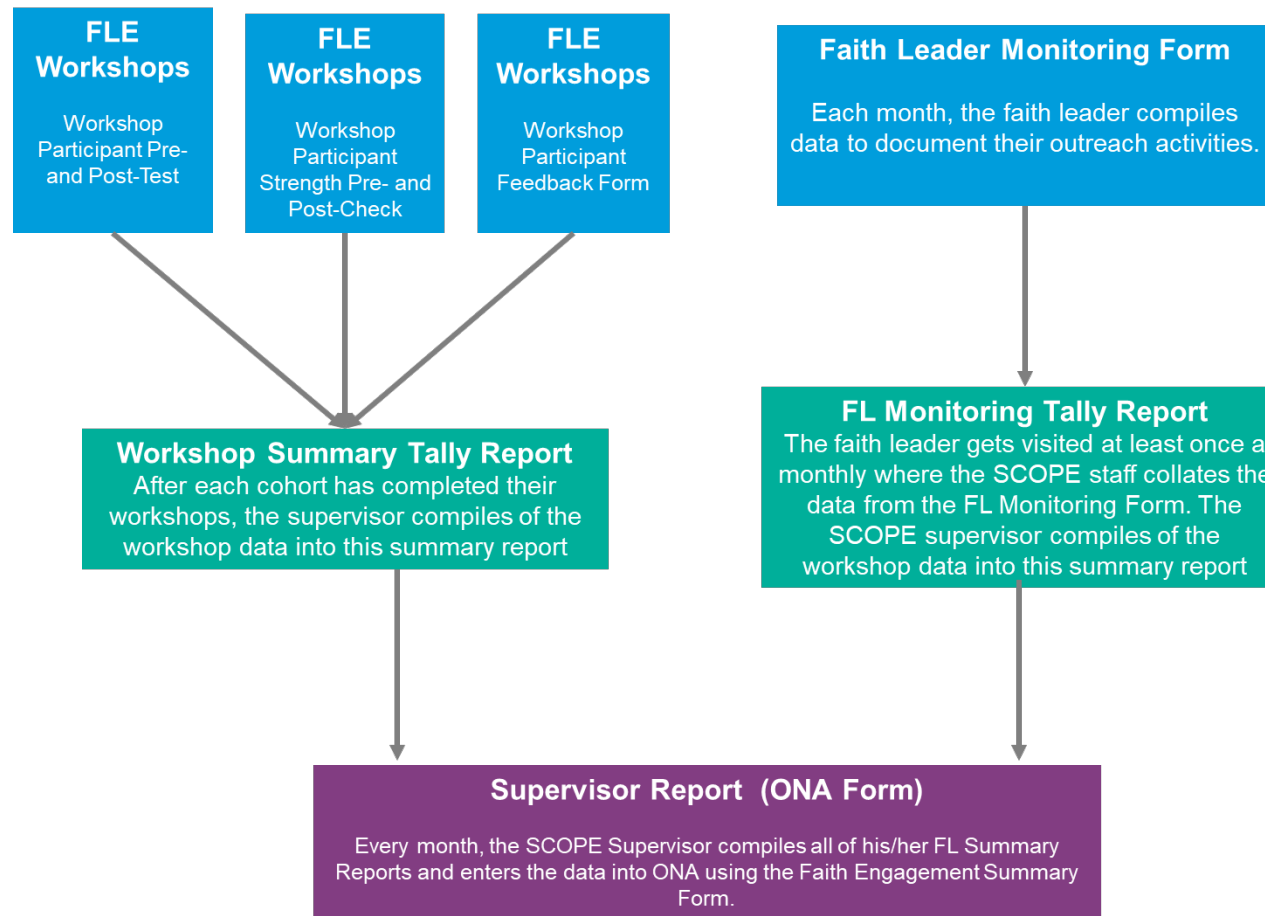
After all participants have had a chance to speak, share your insights about what the group has accomplished and thank the participants again for all of their hard work and commitment.

Close by asking a participant to lead the group in a reflection or a song.



## Workshop 5 Handouts

### FLE Data Flow



### Individual/Group Action Plan

Name: \_\_\_\_\_

| Description of Outreach  | Targets  | When      | Where            | Key Information/Messages and FLE Educator(s) Responsible   |
|--------------------------|--|-----------|------------------|--|
| Individual conversations | Age: 10–24<br>Male and Female<br>Married and Unmarried | As needed | Where approached | As a core activity, all FLE Educators will be available for young people as much as possible with a variety of messages. |
|                          |  |           |                  |  |
|                          |  |           |                  |  |
|                          |  |           |                  |  |
|                          |  |           |                  |  |
|                          |  |           |                  |  |

## Monitoring Form for FLE Educators



### SCOPE Family Life Education Faith Leader Activity and Outreach Monitoring Form

This Family Life Education Faith Leader Activity and Outreach Monitoring Form is for faith leaders to track their monthly progress towards FLE outcomes by recording activities like sharing messages in the faith community or outreach to individuals or households. Document activities on an ongoing basis throughout the month. When exact details are unclear (e.g., the precise age breakdown of a large group), do your best to estimate.

|                    |  |             |  |                                      |           |        |       |
|--------------------|--|-------------|--|--------------------------------------|-----------|--------|-------|
| Faith Leader Name: |  | Month-Year: |  | Region/District:                     |           |        |       |
|                    |  |             |  | Faith Institution Name:              |           |        |       |
|                    |  |             |  | Faith Institution Type: (circle one) | Christian | Muslim | Other |

| Monthly Activity Record Use this table to document the individual, household, or large group encounters you make this month to discuss Family Life Education topics. |  |       |  |                  |                     |                   |  |              |                   |                          |                       |                 |   |                      |
|--|--|-------|--|------------------|---------------------|-------------------|--|--------------|-------------------|--------------------------|-----------------------|-----------------|---|----------------------|
| DATE   | OUTREACH TYPE<br>mark with an "X" if outreach was for an individual or group |       | # OF INDIVIDUALS<br>write the number (i.e., count) of individuals reached in each gender and age category; best-guess estimates are encouraged |                  |                     |                   | TOPIC(S) DISCUSSED<br>mark with an "X" under which topic(s) were discussed during the outreach |              |                   |                          |                       |                 | REFERRALS<br># (count) of Health Service Referrals Made to a CHW or Health Facility | FOLLOW-UP / COMMENTS |
|  | INDIVIDUAL   | GROUP | MALES 10-24 years  | MALES > 24 years | FEMALES 10-24 years | FEMALES >24 years | SEXUAL DEVELOPMENT   | GENDER ROLES | DRUGS AND ALCOHOL | RELATIONSHIPS & MARRIAGE | FERTILITY / PREGNANCY | FAMILY PLANNING |   |                      |
|  | 6  | 8     | 4  |                  | 2                   |                   | x  |              |                   |                          |                       |                 |   |                      |
| 1  |  | 20    | 10   | 5                |                     | 5                 |  | x            |                   |                          |                       |                 |   |                      |
|  |  |       |  |                  |                     |                   |  |              |                   |                          |                       |                 |   |                      |
|  |  |       |  |                  |                     |                   |  |              |                   |                          |                       |                 |   |                      |
|  |  |       |  |                  |                     |                   |  |              |                   |                          |                       |                 |   |                      |
|  |  |       |  |                  |                     |                   |  |              |                   |                          |                       |                 |   |                      |
|  |  |       |  |                  |                     |                   |  |              |                   |                          |                       |                 |   |                      |



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>MONT<br/>H<br/>TOTAL<br/>S</b><br>tally<br>the<br>numbe<br>rs or<br>count<br>of "X"<br>marks<br>in each<br>column |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## SCOPE Family Life Education Faith Leader Knowledge Pre- and Post-Test

This assessment is to be completed by FLE workshop participants before and after the workshop session.

Workshop Facilitators should score the number of correct answers for each pre- and post-test in the Workshop Summary Tally Sheet

Name: \_\_\_\_\_

### True or False (write "T" or "F" beside each statement):

- \_\_\_\_\_ 1. Talking about sex with young people will encourage them to have early sex.
- \_\_\_\_\_ 2. Young people say that friends influence their decisions about sex and relationships more than parents.
- \_\_\_\_\_ 3. Family planning is prohibited by the church and mosque.
- \_\_\_\_\_ 4. Appropriate family planning methods for young couples include male or female condoms, oral contraceptive pills, hormonal implants or injections, and intrauterine devices.

### Fill in the blanks below:

5. \_\_\_\_\_ describes our physical bodies and is biological.  
\_\_\_\_\_ describes cultural norms, assumptions and expectations about being male or female.
6. \_\_\_\_\_ is a girl's first visible sign that she can become pregnant.
7. Two ways youth can prevent both unintended pregnancy and sexually transmitted infections are by \_\_\_\_\_ and \_\_\_\_\_.
8. When people use \_\_\_\_\_, they are more likely to make poor decisions about their reproductive health.

### Circle the response the best matches your perspective.

9. I believe that when trusted adults talk about reproductive health, people use information from them to make safer and healthier choices.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

10. The Bible and Qur'an provide guidance and encourage adults to talk with youth.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

11. I feel confident and motivated to talk simply and accurately to and about youth as they go through physical and emotional changes.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

12. In a caring relationship based on love, sex is never pressured, forced, traded, or coerced.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

13. Religious leaders play an important role in teaching people about the physical and emotional benefits of a committed marriage and appropriate family planning methods for couples.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

14. Religious leaders can help a couple weigh emotional, financial, and relational considerations before deciding to become pregnant.

|                   |                   |       |                |
|-------------------|-------------------|-------|----------------|
| Strongly Disagree | Slightly Disagree | Agree | Strongly Agree |
|-------------------|-------------------|-------|----------------|

**Answer the following question:**

15. What would you say are the key aspects of Christian or Muslim family life education?

---

---

---

---

---

---

---

---

## SCOPE Family Life Education Faith Leader Training Strengths Pre- and Post- Test

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Put a check by the one statement per category that best describes how you feel:

---

**Faith:**

1. A - I am very clear about my Christian or Muslim beliefs related to the **planning and care for families**.  
B - I am fairly clear about my Christian or Muslim beliefs, but I could probably learn more about the planning and care for families.  
C - I am not sure about my Christian or Muslim beliefs. I want to learn more about the planning and care for families.
- 

**Communicating about Family Planning/Reproductive Health (FP/RH):**

2. A - I feel confident and comfortable communicating with people about FP/RH.  
B - I am somewhat confident, but sometimes it is a challenge to communicate with people about FP/RH.  
C - I feel I do not understand people and often struggle to communicate with them about FP/RH.
- 

**Personal Values:**

3. A - I am very clear about my personal values.  
B - I am fairly clear about my personal values, but I could probably explore them more.  
C - I am not sure about my personal values. I want to explore them more.
- 

**Reproductive Health and HIV Knowledge:**

4. A - I feel I know much about reproductive health, such as how the body develops and functions sexually and how STIs are transmitted.  
B - I feel I know some things about reproductive health, but I also have some questions and want to learn more.  
C - I have many questions about reproductive health. I need to know more before discussing it with young people.
- 

**Communicating about Christian or Muslim Teachings:**

5. A - I understand Christian or Muslim teachings related to life's decisions, and I can easily discuss them.  
B - I think I understand Christian or Muslim teachings related to life's decisions, but I have some questions about them.  
C - I do not feel I have enough understanding of Christian or Muslim teachings related to life's decisions to discuss them with young people.
-

## SCOPE Family Life Education Faith Leader Training Workshop Participant Feedback Form

**Name:** \_\_\_\_\_ **(optional)** **Date:** \_\_\_\_\_

To be completed by FLE workshop participants at the conclusion of the final session

**1. How would you rate the workshop?**

|  | Poor |   | Moderate |   | Excellent | Comments/Motivation |
|--|------|---|----------|---|-----------|---------------------|
| How would you evaluate the <u>content</u> of the workshop?   | 1    | 2 | 3        | 4 | 5         |                     |
| How would you evaluate your workshop <u>experience</u> ?   | 1    | 2 | 3        | 4 | 5         |                     |
| How sufficient were the information and tools you received to communicate with young people about family life and reproductive health? | 1    | 2 | 3        | 4 | 5         |                     |
| How would you evaluate the skills and competence of the facilitation team members?   | 1    | 2 | 3        | 4 | 5         |                     |

**2. What was your highlight of the workshop? Describe what stood out to you.**

**3. Is there anything in particular (a view, opinion, belief or attitude) that changed during this workshop? Please share.**

**4. Did you experience anything unsatisfactory in the workshop? If so, was it addressed? Why or why not?**

**5. What suggestions or recommendations regarding the program do you have?**



# CERTIFICATE OF COMPLETION

## *Equipping Faith Leaders to Communicate about Sexual and Reproductive Health from a Christian or Muslim Perspective*

The bearer of this certificate has attended five one-day Family Life Education Workshops on topics including communicating with youth, sexual development, relationships, sexually transmitted infections, drugs and alcohol, livelihoods, safety, and family planning.

Presented to \_\_\_\_\_

\_\_\_\_\_  
Training Dates

\_\_\_\_\_  
Signature

## Group Activity Form for Training FLE Educators

**Instructions:** During Workshop 1, facilitators request that participants print their name, sex, and age and put their initials in box 1. During subsequent workshops, participants initial the box corresponding to the workshop. After each workshop, facilitators should summarize (see next page) any issues/concerns and actions required.

Facilitator 1 \_\_\_\_\_ Facilitator 2 \_\_\_\_\_

District \_\_\_\_\_ Sub-county \_\_\_\_\_

Faith Institution \_\_\_\_\_

Target group \_\_\_\_\_ Start date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ End date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

| #  | Name of participant | Sex | Age | # days/workshops attended<br>(initial the workshop #) |   |   |   |   |
|----|---------------------|-----|-----|---|---|---|---|---|
| 1  |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 2  |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 3  |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 4  |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 5  |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 6  |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 7  |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 8  |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 9  |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 10 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 11 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 12 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 13 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 14 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 15 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 16 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 17 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 18 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 19 |                     |     |     | 1   | 2 | 3 | 4 | 5 |
| 20 |                     |     |     | 1   | 2 | 3 | 4 | 5 |

**Group Activity Form for Training FLE Educators** *(continued)*

**Note any issues/topics of discussion raised that were not included in the curriculum for the workshop**

1)

2)

3)

4)

**Questions/issues raised by participants, steps/actions taken (if misconceptions, facilitator explains or defers)**

Workshop 1

Workshop 2

Workshop 3

Workshop 4

Workshop 5



### ***FLE Supervisor Observation Checklist***

Instructions: This tool will be completed by SCOPE and/or church staff involved in the Family Life Education (FLE) Curriculum. The first three pages (pages 179-181) will be submitted to the SCOPE project and a duplicate of page 182 will be left with the Facilitator to provide technical and facilitation guidance.

This tool will be used to provide supportive supervision to the Facilitator, as well as ensure fidelity to the curriculum. Each Facilitator will be observed 3 times during the implementation of the FLE Curriculum as follows:

- 1st visit during Workshop 1 or 2
- 2nd visit during Workshop 3 or 4
- 3rd visit during Workshop 4 or 5

| No. | Question  | Response            |
|-----|---|---------------------|
| 1.  | Facilitator<br>Name: ID #:<br>Telephone:                        |                     |
| 2.  | Date of observation   | / /                 |
| 3   | District  |                     |
| 4   | Sub county  | o                   |
| 5   | Faith Institution   |                     |
| 6   | Observer<br>Name: Designation:<br>Signature:                    |                     |
| 7   | Workshop number observed  | #                   |
| 8.  | Facilitator is following the correct order of the FLE workshops | (circle one) Yes No |
| 9   | Number of participants  | #                   |

### ***FLE Supervisor Observation Checklist (continued)***

| <b>No.</b> | <b>Observations of Facilitator during workshop</b>                 | <b>Score*</b> | <b>Comment</b> |
|------------|--|---------------|----------------|
| 1.         | Prepared for workshop in advance (e.g., flip charts, photocopies)  |               |                |
| 2.         | Introduced self (and guests as applicable)                         |               |                |
| 3.         | Explained the objectives of workshop clearly                       |               |                |
| 4.         | Opened workshop with a devotion/prayer                             |               |                |
| 5.         | Registered participants attending on FLE Group Activity Form       |               |                |
| 6.         | Created/maintained a warm and welcoming environment                |               |                |
| 7.         | Showed respect for participants and their opinions                 |               |                |
| 8.         | Followed guidance in the Trainer's Guide to conduct activities     |               |                |
| 9.         | Used the Participant Handbook during session as instructed         |               |                |
| 10.        | Used the Bible or Qur'an and encouraged participants to use theirs |               |                |
| 11.        | Explained the instructions for each activity clearly               |               |                |
| 12.        | Used probing questions to get deeper insights                      |               |                |
| 13.        | Used active listening to reflect participant ideas/opinions        |               |                |
| 14.        | Demonstrated knowledge of workshop contents                        |               |                |
| 15.        | Kept time (time allotted as suggested in the Trainer's Guide)      |               |                |
| 16.        | Used the "Parking Lot" to track and address issues/questions       |               |                |
| 17.        | Closed sessions/workshop (e.g., wrap-up/daily closing activities)  |               |                |
| 18.        | Urged participants to use Handbook to review/prepare for sessions  |               |                |
| 19.        | Established the date, time and location for the next workshop      |               |                |
| 20.        | Participants learned/achieved the session objectives               |               |                |
| 21.        | Participants were focused on and engaged in the activities         |               |                |
| 22.        | Participants shared ideas, opinions, feelings, experiences         |               |                |

| No. | Participant/Group behavior during workshop                          | Score* | Comment |
|-----|---|--------|---------|
| 23. | Discussions were not dominated by one or two participants           |        |         |
| 24. | Participants related to the stories and situations used             |        |         |
| 25. | Topics/activities were acceptable (no misunderstandings/resistance) |        |         |

\* Score: 1 = Low, 2 = Average 3 = High

***FLE Supervisor Observation Checklist (continued)***

**Overall Comments\***

1. Facilitator strengths:

2. Areas to be improved:

3. Action plan and timeline for next steps:

\* The observer providing the supportive supervision will rewrite the information from this page to discuss and share with the Facilitator. The observer will leave a copy of this feedback with the Facilitator.

## ANNEX I: GLOSSARY

|  |  |
|--|--|
| <b>Abstinence</b>                            | To refrain, such as from sexual intercourse. Individuals or couples who decide not to have sex practice abstinence. This is the only way to be 100 percent protected from pregnancy and STIs, including HIV.   |
| <b>Addiction</b>                             | The uncontrollable use of habit-forming substances such as alcohol, cocaine, heroin, or cigarettes.  |
| <b>AIDS</b>                                  | An acronym that stands for acquired immunodeficiency syndrome. AIDS develops as a result of infection with HIV (human immunodeficiency virus). It is a condition in which the body's immune system deteriorates and is unable to fight off infections and other illnesses that take advantage of a weakened immune system. It could be several years before a person with HIV develops AIDS.   |
| <b>Alcohol</b>                               | A major active ingredient in wine, beer, and distilled spirits. Alcohol can produce feelings of well-being, sedation, or intoxication. Alcohol is a depressant because it slows brain activity.  |
| <b>Anus</b>                                  | The opening of the body where waste (feces) is eliminated.   |
| <b>Bacteria</b>                              | Small organisms that can cause infections. Bacteria cause some STIs, such as syphilis or gonorrhea, and can usually be treated with medication.  |
| <b>Barrier contraceptive</b>                 | Contraceptive methods such as condoms or methods diaphragms that physically block sperm from reaching an egg.  |
| <b>Cervix</b>                                | The lower portion of the uterus, which protrudes into the vagina and through which menstrual blood passes from the uterus to the vagina.   |
| <b>Christian family life education (FLE)</b> | Comprehensive information and skills to help people make healthy and responsible decisions, within the context of their faith, as they develop into adults. It teaches people how to make informed decisions consistent with the Christian faith. Family life education topics include: sexual development, relationships and marriage, communication, reproductive health, gender roles, alcohol and drugs, livelihoods, family planning, and STIs. |
| <b>Circumcision</b>                          | Surgical removal of the skin that covers the tip of the penis (foreskin). For a female, it refers to partial removal or cutting of the external genitals.  |
| <b>Clitoris</b>                              | The pea-shaped sex organ located at the top of the vulva. It is a female's center of sensation and sexual pleasure, containing thousands of nerve endings that can be stimulated, resulting in an orgasm.  |
| <b>Cocaine</b>                               | An illegal drug obtained from coca leaves. It makes a person feel euphoric and is extremely addictive.   |
| <b>Community</b>                             | A group of people with common interests or in geographic proximity.  |
| <b>Condom</b>                                | The male condom is a thin sheath worn over the penis during sexual intercourse to prevent pregnancy. The female condom is a soft, thin pouch inserted into the vagina to collect sperm. When used correctly and consistently, condoms made of latex rubber or polyurethane protect against pregnancy and sexually transmitted infections, including HIV.   |
| <b>Dating</b>                                | The act of going out with another person socially, often with romantic interest. Dating is a way for young people to develop social skills, explore relationships, and discover a life partner.  |

|   |  |
|---|--|
| <b>Depressant</b>                                     | A substance that slows the body's systems, especially the central nervous system (brain). Alcohol is an example of a depressant.   |
| <b>Erection</b>                                       | When the penis fills with blood and becomes hard and straight. Having erections is not a sign that a boy needs to have sex. If he waits, his erection will go down.  |
| <b>Ejaculation</b>                                    | When a man releases semen from his erect penis due to sexual excitement.   |
| <b>Family life education</b>                          | Comprehensive information about health topics that affect young people as they grow and develop into adults. It includes topics such as sexual health, physical development, decision-making, relationships, marriage, family planning, STIs, and more.  |
| <b>Faithful (sexually)</b>                            | The act of committing to one sexual partner.   |
| <b>Family Planning (FP)</b>                           | Allows people to attain their desired number of children and determine the spacing of pregnancies. It is achieved through use of contraceptive methods and the treatment of infertility (WHO).   |
| <b>Fertility</b>                                      | The ability of a woman to become pregnant or a man to ejaculate sperm.   |
| <b>Fertilization</b>                                  | The union of an egg with sperm.  |
| <b>Foreskin</b>                                       | The delicate skin that covers the tip of the penis of an uncircumcised male.   |
| <b>Fetus</b>  | A developing baby in the uterus (womb).  |
| <b>Gender</b>   | Assumptions and expectations about being male or female.   |
| <b>Genitals</b>                                       | External sex organs.   |
| <b>Healthy Timing and Spacing of Pregnancy (HTSP)</b> | Helps women and families delay or space their pregnancies, to achieve the healthiest outcomes for women, newborns, infants and children, within the context of free and informed choice, taking into account fertility intentions and desired family size (WHO).                                     |
| <b>Heterosexuality</b>                                | A sexual orientation when people are attracted to people of the opposite sex.  |
| <b>HIV</b>  | An acronym that stands for human immunodeficiency virus. HIV is a virus that works to destroy the human body's immune system, which fights off disease and infection.  |
| <b>Hormonal methods</b>                               | Family planning methods that contain sex hormones and prevent pregnancy by changing the way a woman's reproductive system works (e.g., preventing ovulation or making it more difficult for sperm to enter the uterus). Hormonal methods include oral contraceptive pills, injectables and implants. |
| <b>Hormones</b>                                       | Chemical substances produced in the body that control and regulate the activity of certain cells or organs. For example, they inform the body when to produce an egg, when to produce sperm, and more.   |
| <b>Homosexuality</b>                                  | A sexual orientation when people are attracted to people of the same sex.  |
| <b>Hymen</b>  | A delicate piece of tissue which partially conceals the vaginal opening and can tear or stretch during sex. It is often assumed that an intact hymen indicates a girl has never had sex, but some girls are born without a hymen or tear or stretch it during sports.                                |
| <b>Incest</b>   | Sexual activity between family relatives so close that they are forbidden by law to marry.   |
| <b>Infatuation</b>                                    | Strong feelings of attraction toward another person. It often happens at the beginning of a relationship.  |
| <b>Love</b>   | Deep affection and commitment. There are many types of love — love of God, love of family, love of friends, love for community, and love for a romantic partner.   |

|                        |  |
|------------------------|--|
|                        | Love is built on trust, giving, and communication. Love with a romantic partner takes time and devotion to develop and maintain.   |
| <b>Lubricant</b>       | A liquid or substance introduced between two moving surfaces to reduce the friction between them. Non-oil-based lubricants are often used on condoms during sex. Oil-based creams or petroleum jelly will destroy a latex condom and should not be used.   |
| <b>Marijuana</b>       | A drug commonly smoked. It can make people feel happy, relaxed, and sleepy. Also known as cannabis, it can limit your ability to make decisions and cause feelings of panic or fear.   |
| <b>Masturbation</b>    | Rubbing, stroking, or stimulation of sex organs. Males and females can experience sexual pleasure through masturbation. Men and boys often stroke their penises until they ejaculate. Women and girls can touch their breasts or clitoris, which can lead to orgasm.   |
| <b>Menstruation</b>    | The shedding of blood and tissue from the uterus each month. Menstruation begins during puberty and ends between the age of 45 and 55 years.   |
| <b>Monogamous</b>      | The state of being committed emotionally or sexually to only one person at a time.   |
| <b>Natural methods</b> | Family planning methods used to prevent pregnancy by avoiding sex (or using condoms) on the days when a woman is most likely to become pregnant (fertile days). There are several ways to determine fertile days with the most common being calendar-based methods such as the Standard Days Method (SDM). Symptom-based methods such as the Two Day Method rely on daily monitoring of fertility signs. |
| <b>Nicotine</b>        | A poisonous and addictive substance found in tobacco and cigarettes. In the short term, it can make a person feel energetic and reduce appetite. In the long term, it causes many cancers and can damage the heart and blood vessels.  |
| <b>Orgasm</b>          | Intense sexual pleasure. When a female has an orgasm, muscles in her vagina and clitoris contract or squeeze. When a male has an orgasm, he ejaculates a fluid containing semen from his penis. During sexual intercourse, men and women may not have an orgasm at the same time. It may take women longer to have an orgasm.  |
| <b>Ovary</b>           | A female sex organ that produces eggs and sex hormones. A female usually has two ovaries that are located in the pelvis, one on each side of the uterus, next to the fallopian tubes.  |
| <b>Ovulation</b>       | The release of an egg from the ovary.  |
| <b>Penis</b>           | The male sex organ, made of spongy tissue. Semen and urine are released through the penis.   |
| <b>Pregnancy</b>       | The period when a woman carries a developing fetus in her uterus. Full-term pregnancy takes approximately nine months.   |
| <b>Pressured sex</b>   | When a male or female applies force, either physical or psychological, to another person to have sex when that person does not want it. Young people may feel that they need to prove their love by having sex or pay back a boyfriend or girlfriend for money or gifts. Often the person being pressured lacks the confidence and skills to say “no.”   |
| <b>Puberty</b>         | The period of life when a person changes physically from a child into an adult. Most girls and boys enter puberty between the age of 10 and 16 years old.  |
| <b>Rape</b>            | An act of violence, whereby a man or woman physically forces another to have sex against that person’s will. Either a male or a female can be raped, but most rape victims are female.   |

|   |  |
|---|--|
| <b>Self-esteem</b>                            | Feeling good about and respecting oneself.   |
| <b>Semen</b>                                  | The milky fluid that carries sperm and is ejaculated through the penis during intercourse or masturbation.   |
| <b>Sex</b>                                    | Describes our physical bodies: we are female if we have a vagina and breasts; we are male if we have a penis and testicles. Sex is biological.   |
| <b>Sexual abuse</b>                           | Any type of unwanted sexual contact or touching.   |
| <b>Sexually transmitted infections (STIs)</b> | Infections spread through sexual contact. They are also called sexually transmitted diseases (STDs).   |
| <b>Sperm</b>                                  | Male reproductive cells that can unite with (fertilize) a female's egg, leading to pregnancy.  |
| <b>Stimulants</b>                             | Drugs that increase heart rate, breathing rate, and brain function. They can give the user a feeling of power or excitement. They may also cause loss of appetite, convulsions, or hallucinations. |
| <b>Testicles</b>                              | The two egg-shaped male sex organs found inside the scrotum that produce sperm and male hormones.  |
| <b>Urethra</b>                                | A duct that carries urine from the bladder to the exterior of the body during urination. In men, it also carries semen during ejaculation.   |
| <b>Uterus</b>                                 | The pear-shaped, muscular sex organ in the female reproductive system in which a baby develops before birth.   |
| <b>Unprotected sex</b>                        | Sexual intercourse that occurs without any protection against pregnancy or STIs.   |
| <b>Vagina</b>                                 | The passage that goes from the cervix to the outside of the female body. It is also called the birth canal.  |
| <b>Vas deferens</b>                           | The tubes that sperm pass through when traveling from the testicles to the urethra.  |
| <b>Vulva</b>                                  | Female genital organs that are on the outside of the body and include the labia minora and majora (small and large lips), clitoris, and vaginal opening.   |
| <b>Wet dream</b>                              | Also called a nocturnal emission, when a boy's penis becomes erect and he ejaculates while sleeping.   |
| <b>Withdrawal</b>                             | When a male pulls his penis out of the vagina before he ejaculates. This method results in high pregnancy rates and does not protect from STIs or HIV.   |



## ANNEX II: REFERENCES

Bankole A, Singh S, Woog V, et al. *Risk and Protection: Youth and HIV/AIDS in Sub-Saharan Africa*. New York: Alan Guttmacher Institute, 2004.

Barth P. *Reducing the Risk, Building Skills to Prevent Pregnancy, STDs, and HIV*. Santa Cruz, CA: ETR Associates, 1996.

*Becoming an Askable Parent: How to Talk with Your Child about Sexuality*. Research Triangle Park, NC: American Social Health Association, 1994.

Centers for Disease Control and Prevention (CDC). *PrEP 101*. Atlanta, GA: CDC, 2018. Available: <https://www.cdc.gov/hiv/pdf/library/factsheets/prep101-consumer-info.pdf> (accessed 10 July 2018).

*Facts for Family Planning*. Washington, DC: USAID, 2012.

*Facts in Brief: Adolescents in Uganda*. New York: Guttmacher Institute, 2006.

*Guidelines on Care, Treatment and Support for Women Living with HIV/AIDS and Their Children in Resource-Constrained Settings*. Geneva: World Health Organization, 2004.

*Holy Bible New International Version*. Colorado Springs, CO: International Bible Society, 1984.

Homeier B. *Am I in a Healthy Relationship?* March 2005 Online. Nemours Foundation. Available: [http://kidshealth.org/teen/your\\_mind/relationships/healthy\\_relationship.html](http://kidshealth.org/teen/your_mind/relationships/healthy_relationship.html). September 1, 2005.

Issues in world health. *Population Reports* 2001;29(3) Series L (12).

James-Traore T. *Developmentally Based Interventions and Strategies: Promoting Reproductive Health and Reducing Risk among Adolescents*. Boston: Pathfinder/FOCUS on Young Adults, 2001.

Jemmott LS, Jemmott JB, McCaffree K. *Making A Difference: An Abstinence-Based Approach to HIV/STD and Teen Pregnancy Prevention*. New York: Select Media, 2002.

Joint United Nations Programme on HIV/AIDS (UNAIDS). *Impact of HIV and Sexual Health Education on the Behavior of Young People: A Review Update*. Geneva: UNAIDS, 1997.

Knebel E. *My Changing Body: Fertility Awareness for Young People*. Washington, DC: Reproductive Health Institute of Georgetown and Family Health International, 2003.

Oliver-Miller S. *Christian Family Life Education: A Resource Guide for Educators and Trainers*. New York: Margaret Sanger Institute, 2003.

Preston R, Preston D. *Before They Ask: Talking about Sex from a Christian Perspective*. Nashville, TN: United Methodist Publishing House/Cokesbury, 1989.

Ritchie J. *Created by God: About Human Sexuality for Older Boys and Girls*. Nashville, TN: Abingdon Press, 1999.

Robinson J, Mahler H. *Parenting Vibes in the World of Sexuality, Trainer's Manual*. Kingston, Jamaica: Ashe Caribbean Performing Arts Foundation, 2002.

Sangiwa G, Moreau L. *The VCT Trainer's Guide*. Washington, DC: Family Health International, 2004.

Stanton L, Jones B. *How and When to Tell Your Kids about Sex; A Lifelong Approach to Shaping Your Child's Sexual Character*. Colorado Springs, CO: NavPress, 1993.

UNAIDS. *At a Glance*. Geneva: UNAIDS, 2018. Available: [http://www.unaids.org/sites/default/files/women\\_girls\\_hiv\\_sub\\_saharan\\_africa\\_en.pdf](http://www.unaids.org/sites/default/files/women_girls_hiv_sub_saharan_africa_en.pdf) (accessed 09 July 2018).

UNAIDS. *Ending the AIDS epidemic among children, adolescents and young women*. Geneva: UNAIDS, 2018. Available: <http://www.unaids.org/en/resources/presscentre/featurestories/2018/april/ending-aids-epidemic-among-children-adolescents-young-women> (accessed 09 July 2018).

Weller S, Davis, K. *Condom effectiveness in reducing heterosexual HIV transmission*. *The Cochrane Database of Systematic Reviews* 2002; Issue 1:No. CD003255. DOI: 10.1002/14651858.CD003255.

Watson C, Brazier E. *You, Your Life, Your Dreams: A Book for Adolescents*. New York: Family Care International, 2000.

## ANNEX III: LETTER FROM WORLD COUNCIL OF CHURCHES

I want to congratulate the YouthNet project for producing this invaluable manual. These materials can help parents, youth workers, ministers, and lay persons to learn how to communicate with youth about sexuality in this era of HIV/AIDS — and from a church perspective. This manual can make a difference in saving the lives of our youth.

In adolescence, youth undergo a tremendous change, both physically and emotionally. At this critical and vulnerable age, these youth are searching for knowledge, guidance, and support to understand their sexuality and lead a healthy life. We need to be there for them. The scourge of HIV/AIDS has evoked responses from governments, United Nations bodies, nongovernmental organizations, and the private sector. The church must respond to this challenge as well and join hands with worldwide efforts to reduce the vulnerability to HIV and to alleviate the impact of the pandemic.

The World Council of Churches (WCC) joins in supporting the work of this family life education manual as one critical response. We cannot be silent. Too often, the church has been reluctant to talk about sex and sexuality, to regard the subject as taboo. Particularly disturbing are those institutions in many societies that say sex and sexuality are shameful and, hence, remain silent in discussing sex as a normal part of life. We must recognize that sex is a God-given blessing and should be discussed from the earliest possible age in order to be demystified. With the emergence of HIV/ AIDS, we simply cannot afford to remain “silent as usual.” This manual can help us move down a new path of openness among church people, especially in working with youth.

WCC General Secretary Dr. Rev. Samuel Kobia writes, “A sufficient and effective control of AIDS will depend more on the quality of human relations and of our institutions. Similarly, a new culture of sexuality is needed whereby sexual encounter has to be viewed in its communal dimension instead of stressing one-dimensional and individual-oriented self-realization as the highest value.”

The WCC’s Ecumenical HIV/AIDS Initiative in Africa (EHAIA) works to build the capacity of churches and faith-based organizations to be “HIV/AIDS competent” — to promote accurate information on HIV/AIDS, mainstream HIV/AIDS into curricula for theological institutions, address discrimination and stigmatization of people living with HIV/AIDS (PLWHA), ensure that PLWHAs are supported and involved in church activities, and develop participatory educational programs that empower women and girls and educate men to reduce harmful practices and behavior.

I cannot emphasize enough the importance of addressing sex and sexuality at the family level, community level, church level, and individual level. Consequently, family life education from a Christian perspective should be taken as a focal point in a strong nation of responsible individuals. With the emerging global village filled with electronic media where youth are a prime target, the family needs to reassess its position in shaping the lives of youth who have easily fallen prey to Internet messages and other such media.

I pray that God will give guidance and heavenly wisdom to those who will use this manual and that the church will emerge as a torch bearer in curbing the spread of HIV and AIDS. God bless you all. -- Ms. Jacinta M. Maingi, Regional Programme Coordinator Ecumenical HIV/AIDS Initiative in Africa, Eastern Africa Region World Council of Churches



