



GrowUpSmart

Guide for Facilitators

to conduct group sessions on puberty and growing up changes for 10-14 year old girls, boys, their parents, and the community

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MINISTRY OF HEALTH



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Overview

The GrowUp Smart™ Approach: Strengthening Fertility Awareness and Body Literacy

Human development, interpersonal relationships, personal skills, sexual behavior, sexual health, and sex in society and culture—there are many topics to cover over time when teaching adolescents about fertility, sex, and development! GrowUp Smart™ goes into detail about several of these important topics, including fertility awareness, body literacy, and the role of gender norms and relationships on our sexual and reproductive health. However, this guide is not intended to be a complete and comprehensive sexuality education manual. Rather, it is an important component to add to sexuality education.

Fertility awareness is information about fertility and the ability to “act on” or apply this knowledge to one’s own circumstances and needs. It includes basic understanding of the menstrual cycle, when and how pregnancy occurs, the likelihood of pregnancy from unprotected intercourse at different times during the cycle and at different life stages, and the role of male fertility. With fertility awareness both girls and boys can better understand their maturing bodies and how to protect their own sexual and reproductive health. Discussing physical and emotional changes and signs of fertility during puberty helps young adolescents better know how their bodies function, and helps dispel myths

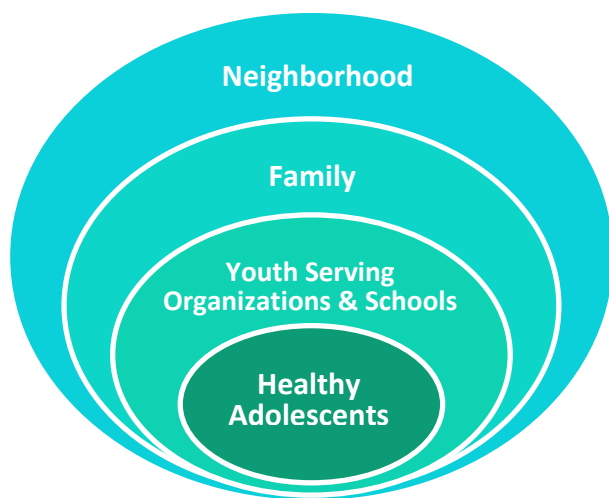
and misconceptions about sexual and reproductive health. Fertility awareness can empower adolescents to make appropriate decisions about sexual behavior, better preparing them for adulthood.

Body literacy goes beyond fertility awareness and explores what we are, how we came to be, and how our bodies function, in order to lead a healthier life. A holistic understanding of the body includes both biological and social aspects. In addition to understanding the changes of puberty, being aware of **gender role expectations and power relations** enables young people to recognize how their sexual and reproductive selves are influenced by gender and social norms, which in turn can influence their ability to keep healthy and safe during puberty and beyond.

Group facilitators may use the many activities in this guide with adolescent girls and boys ages 10-14 to help them develop knowledge of puberty, fertility awareness, menstrual management skills (for girls), interpersonal communication, awareness of the influence of gender roles, and skills for protective behaviors throughout the growing up years. Complementary activities for parents and the community are also included.

Introduction

GrowUp Smart is a new, tested, multi-level puberty education program for 10-14 year old girls and boys. As an integrated educational and outreach approach, this program uses age-appropriate content and methodology to address many of the factors that influence sexual and reproductive health and behaviors from early adolescence through young adulthood.¹



The purpose of this GrowUp Smart Facilitator Guide is to help facilitators—anyone who educates groups of adolescents—to conduct the GrowUp Smart puberty program for girls and boys ages 10 to 14. The GrowUp Smart program is designed to increase knowledge about puberty and fertility, and to foster supportive attitudes and behaviors related to puberty and gender norms for improved sexual and reproductive health and well-being. This guide can be used by youth serving organizations, schools or other organizations implementing youth programs to enable facilitators of small group sessions and classroom teachers to conduct fun, interactive activities for:

- ✓ **Young adolescents** through nine, two-hour educational sessions for girls and boys on topics including the changes of puberty, fertility and body awareness, menstrual management (for girls), gender equity, interpersonal communication, and protective behaviors
- ✓ **Families** through two educational sessions for parents* or caregivers on the puberty-related content and parent-child communication
- ✓ **Neighborhoods** with examples of community-wide sensitization activities to engage and elicit cross-generational community dialogue together with girls and boys who participated in the GrowUp Smart program and to strengthen quality puberty education and support for adolescents

Addressing these three different levels of influence on adolescent sexual and reproductive health, the GrowUp Smart program aims to reinforce healthy behaviors among 10 to 14 year olds with the added potential of contributing to adolescent health and well-being into older adolescence.

¹ Adapted from Blum (2012), An ecological framework for adolescent health.

*The term “parents” is often used throughout this guide for simplicity of text, but also refers to guardians, relatives and other caregivers of girls and boys.

GrowUp Smart program materials include this facilitator guide along with the following support materials:



Puberty-related brochures, three brochures for each girl and boy



CycleSmart™ Kit containing washable, reusable sanitary pads, CycleBeads® as a menstrual management tool with corresponding brochure, menstrual diary and calendar (for each girl)



Puberty storybook for girls and a different storybook for boys to read aloud with their parents or other family members



Other support materials including the life-size, GrowUp Smart game that can be played among adolescents, parents and community members

GrowUp Smart Learning Objectives for adolescents, their participating parents and those attending the community sensitization activities are as follows:

Girls and boys who participate in the GrowUp Smart program will be able to demonstrate:

- ✓ knowledge of puberty and important changes during puberty, fertility and the reproductive system for girls and boys, how to keep the body clean and healthy, and personal safety
- ✓ Ability to use the CycleSmart Kit to understand and track their menstrual

cycles with CycleBeads, a calendar, and a diary page; and to have and know how to use the reusable sanitary pads (for girls only)

- ✓ Ability to speak with ease and comfort about sexual and reproductive health topics and related protective behaviors with peers and caring adults.
- ✓ Supportive attitudes and beliefs regarding:
 - accurate perceptions of risk of pregnancy and risk of sexually transmitted infections
 - the importance of delaying sex until older
 - importance of talking with trusted adults
 - self-efficacy to follow healthy and protective behaviors
 - acceptance of nontraditional roles for girls/women and boys/men
 - the importance of girls and boys treating one another with mutual respect

Parents or caregivers of participating adolescents who attend the parent sessions will be able to:

- ✓ Provide accurate information and support to their child on topics regarding puberty and important changes during puberty, fertility and the reproductive system of girls and boys, managing menstruation, personal hygiene, and protective behaviors that are important during puberty.
- ✓ Demonstrate supportive attitudes including the value of delaying marriage and pregnancy, the acceptance of non-traditional roles for maturing girls and boys, and the importance of treating girls and boys with mutual respect
- ✓ Speak comfortably and more often with their children about puberty, gender roles,

personal safety and well-being behaviors for sexual and reproductive health.

Community members who attend the sensitization activities will be able to:

- ✓ Speak more comfortably and more often (across generations) about puberty, sexual health and well-being for young adolescents.
- ✓ Voice support for puberty and fertility education for adolescents, such as advocating for girls education and safety during puberty, and providing enabling environments for girls and boys to transition into healthy young adults.

How to Use this Guide

To use this facilitator guide, first **read through the entire guide** to prepare for conducting all the proposed learning activities and to become familiar with the background support information. Next, plan the activities and any context-specific adaptations for adolescents, their parents and the local community. This guide has many fun interactive activities for girls and boys, but it is equally important to draw out the lessons learned through discussion, summary points and next steps.

The group sessions for girls and boys are organized into nine weekly sessions of approximately 2 hours each. These nine sessions have a total of 18 learning activities, along with instructions for opening and closing each session. The core activities for youth participating in GrowUp Smart are designed to be conducted in consecutive order. However, there is also one or more “additional” activity at the end of each session which you may choose to conduct if time is available. These additional activities reinforce and/or expand the core content in the session and are supplemental. If you decide to also conduct some or all of these additional activities, be

sure to allow for added time to complete the GrowUp Smart program.

Depending on the size of the group and the amount of discussion, it may take more (or less) time to conduct the different learning activities. However, it is typically best to have no more than 25 participants in a group session to best facilitate the participative, interactive nature of the activities in this program.

Given the wide range of developmental differences in 10 to 14 year old girls and boys, facilitators may find that the youngest and the oldest of this age range have a very different knowledge base and different previous experiences regarding puberty and sexual and reproductive health. However, the activities in this guide can easily be tailored to address these different levels including the needs of different groups of youth, such as in-school and out-of-school youth. Additionally, older and more experienced youth have an opportunity to share and deepen the level of discussion for their younger peers.

The sessions for parents are independent of the adolescent sessions and are specifically for parents or care givers. There are two parent sessions. The first parent session is offered at the beginning, before the program for youth starts, and the other parent session takes place later, about mid-program. The parent sessions are designed to be about 2 and ½ to 3 hours each. A sample note to send home and inform parents before the program begins is provided on the next page. Some programs hold a meeting for parents and participating adolescents, together, at the end of the program to further discuss the themes or to showcase dramatizations and other creative activities that may also be shared with the community.

The session for community members takes place toward the end of the program and is an

opportunity for girls and boys who participated in GrowUp Smart to share lessons learned in very creative ways. This also informs and further engages the support of the community as well as parents.

Group Facilitators who conduct the GrowUp Smart program should have the knowledge and skills to:

- ✓ Read and write at a level that ensures comfortable use of the facilitator guide and program materials
- ✓ Communicate and share basic puberty information in an easily understandable, non-judgmental and respectful way that maintains confidentiality
- ✓ Conduct participatory group educational sessions and interactive learning activities competently with adolescents, their parents or caregivers, and members of the community
- ✓ Engage all participants in the GrowUp Smart content through a philosophical

approach that promotes fertility awareness, reproductive rights, gender equity and mutual respect; and

- ✓ Refer individuals for additional services, if needed

Course Location

Since some of the material discussed in this guide is sensitive, participants should feel secure about privacy and confidentiality. In choosing a place to conduct the GrowUp Smart program, whenever possible select a quiet, safe place where participants will not be viewed, listened to, or interrupted by outsiders. Assure the participants that none of their comments will leave this “safe place.” Ensure that the sanitation facilities are also safe and secure (latrine location, locking door, soap and safe water, access to sanitary pads and other supplies for menstrual management). This will model and help advocate for a safe sanitation facility and safe learning environment. The location should also be convenient for participants to get to.

Conducting the group sessions

Each GrowUp Smart session begins with an **icebreaker**, a fun activity for building a sense of community and connectedness, and for encouraging the active participation of everyone. This is followed by an opportunity to ask about and discuss any questions or concerns from the previous session and to answer the questions that may have appeared in the “anonymous question box”.

After this opening, there are a variety of **learning activities** to conduct which enable participants to master the content, discuss attitudes and beliefs, or practice healthy behaviors in a dynamic and participatory way. There are suggested questions to discuss and main points to reinforce to help accomplish the learning objectives of the fun activities. Each learning activity has corresponding **facilitator notes** to provide background information and facts about the topic of the activity. Breaks should be scheduled between activities, as needed. At the end of each session there is a **closing and next steps activity** for reflection, summarizing lessons learned and identifying commitments, call to action or next steps. **Additional learning activities** are also provided, for more opportunities to discuss and practice the many topics and themes, if desired. **More content information** is included at the end of each session with background and supplemental content details.

Most of the sessions for youth are designed to maximize the participation of both girls and boys together. However, some small group work is also included for same-sex groups. This provides an opportunity to discuss and ask questions among same-sex peers, and sometimes with a same-sex facilitator. Depending on the sensitive nature of the topic, traditional practices, the desire for same-sex interaction and individual comfort level, some same-sex small groups can foster a sense of freedom and safety to talk about specific questions and concerns.

Other Resources

Girls and boys often have questions or concerns that they might not want to share with their parents. There are many people who can act as counselors or advisors to youth: health providers, teachers, religious leaders, community leaders, school principals, and adult relatives. Throughout the program stress

that participants should contact you or other adults whom they trust to further discuss any of the information and/or to seek any needed services. Make sure to be aware of and share local referral services in your area that deal with issues or concerns that participants may raise during the sessions.

(Date)

Dear Parents,

We are pleased to offer a special puberty education program called GrowUp Smart. This program is for girls and boys ages 10 to 14 and includes nine educational sessions designed to increase what girls and boys know, and promote positive attitudes and behaviors about puberty, fertility awareness, managing menstruation (for girls), keeping your body clean and healthy, how girls and boys treat each other, safety and well-being during puberty, and talking with trusted adults.

There will also be two educational sessions for you, the parents or caregivers of youth who participate in this GrowUp Smart program, to increase knowledge and comfort in talking about these puberty-related topics with your child. At the end of the program there will be a community sensitization activity during which girls and boys who participated in the GrowUp Smart program will share what they learned with the community in creative and engaging ways such as dramatizations, songs, dance, music, artwork, public dialogue, and more.

The GrowUp Smart program will be offered on *(provide dates and times)*. We hope your family will be able to join us!
Sincerely,

(Provide name and contact information)

Group Sessions for Girls and Boys

Ages 10 to 14



Group Sessions for Girls and Boys

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SESSION I How We Are Changing

Agenda

Opening, Introductions and Welcome

Activity I: Body Maps: Physical, Emotional and Mental Changes

Closing and Next Steps: Take-Home Materials

Brochure: *Talking about Our Changing Bodies*

Storybooks: *GrowUp Smart for girls and boys*

Additional Activity: Words We Use about Our Body

More Content Information

Objectives

By the end of this session, girls and boys will be able to:

1. Become acquainted with one another, and briefly describe the GrowUp Smart program.
2. List actions and behaviors that help create a safe and respectful learning environment for everyone.
3. Identify the physical, emotional and psychological changes of puberty and discuss their feelings about them.
4. Discuss the main messages of the brochure *Talking about Our Changing Bodies* and name a caring adult that they plan to share this brochure with before the next session.

Session I

Opening, Introductions and Welcome



Time: 40 minutes

Materials:

Large paper and markers

Question box

Slips of paper and pencil or pen

Objective: Girls and boys will become acquainted with one another, and briefly describe the GrowUp Smart program.

After the icebreaker briefly describe the GrowUp Smart program to the large group. Highlight the topics to be covered and the game methodology. Tell how their parents and the community will be involved. Ask a girl or boy to describe the GrowUp Smart program in their own words, as though they were explaining it to a parent or peer. (See facilitator notes on page 11.)

Ice Breaker: Mingle Mingle

Ask all the girls and boys to stand. Then, when you say: “Mingle! Mingle!” they run around the room and say a quick “hello” to everyone they pass.

Next, call out a number, like three, and ask them to get into groups with three people and share their names. Then, call out a different number, like five, and they form groups of five, next groups of four, and then finally two, each time sharing their names.

When everyone is in a group of two they introduce themselves to their partner and tell a little about themselves. Then, everyone forms a big circle and introduces their partner to the large group. If the youth don’t know each other, go around the circle again, and ask each person to say their own name as they jump in the air, or do a fun body movement like wave a hand or dance a step. At the end, ask a volunteer to try to go around the circle saying everyone’s name, including the facilitators’ names.

Setting Ground Rules

Objective: Girls and boys will list actions and behaviors that help create a safe and respectful learning environment for everyone.

Steps:

1. **In a large group discussion**, ask girls and boys to list rules or agreements that will help everyone feel respected, safe and cared for when asking a question or talking about puberty or sexual and reproductive health. Write these on flipchart paper and add any additional rules you think are important to ensure a sense of trust and confidentiality. For example:

Listen carefully

Ask any question

Do not laugh at others

Be kind, supportive

It’s OK to pass

Let each person speak

Girls’ and boys’ comments are equally valued

No teasing, no judging

Keep everything shared confidential/don’t tell others

2. **Discuss and agree as a group** to follow the rules, and post them where all can see. Refer to these agreements during the sessions, as needed.

Anonymous Question Box

Tell the girls and boys that if anything comes up that they have questions about, to feel free to ask you. If they prefer, they can write the question on a piece of paper and put it in the anonymous question box. *(Point to the question box or basket, and to slips of paper and a pencil nearby.)* At the beginning of each session discuss any questions or pending items with the large group.

Facilitator Notes

About GrowUp Smart

GrowUp Smart is a puberty education program for girls and boys ages 10 to 14. This new, tested program includes nine educational sessions for youth, with fun games and playful, interactive activities designed to increase what girls and boys know, and support positive attitudes and behaviors about:

- ✓ puberty
- ✓ fertility awareness
- ✓ managing menstruation (for girls)
- ✓ keeping your body clean and healthy
- ✓ how girls and boys treat each other
- ✓ safety and well-being during puberty
- ✓ talking with trusted adults

There will also be two educational sessions with the parents of the youth who participate in the GrowUp Smart program, to increase parents' knowledge and comfort in talking about these puberty-related topics with their children. At the end of the program there will also be community sensitization activities during which girls and boys who participated in the GrowUp Smart program will share what they learned with the community in creative and engaging ways such as dramatizations, songs, dance, role-plays, music, artwork, public dialogue, volunteer days, and more.

The Institute for Reproductive Health at Georgetown University designed this educational program and will be further testing it, and learning from the results, to improve programs for helping young people in Rwanda make healthy choices.

Facilitator Notes

Creating a Safe and Respectful Learning Environment

Setting Ground Rules

During the educational sessions it is very important to make sure both girls and boys feel respected, not teased and free to ask about and discuss any sexual and reproductive health topic. It is also important that both girls and boys actively participate, and have an equal and respected voice during the discussions. Youth should know that personal information discussed is to be kept confidential, private, and not shared or gossiped about to others. Setting ground rules before starting the GrowUp Smart program helps to do this. Continuing to make sure the learning environment is supportive, safe, respectful, caring and fun can also help accomplish this. Also, check the latrine to make sure it is safe and welcoming for girls and boys to use.

Answering Questions

If you, the facilitator, don't know the answer to a question, you can always find out later and then address the question at the next group session. An anonymous question box can help girls and boys feel comfortable and free to ask questions they are too shy or embarrassed to ask in front of everyone else.

If a facilitator is asked a personal question, he or she does not need to talk about any personal information. Just like girls and boys, facilitators also have the "right to pass", and not answer personal questions.

Session I, Activity I

Body Maps: Physical, Emotional and Mental Changes

Time: 60 minutes

Materials:

Large paper

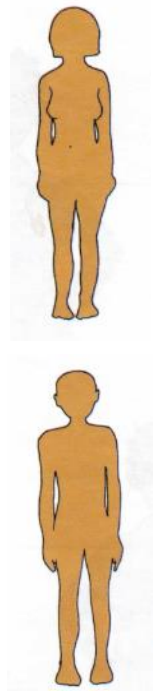
Pens or markers

Objective: Girls and boys identify the physical, emotional and psychological changes of puberty and discuss their feelings about them.



Steps:

- 1. Ask the girls and boys to stand up and stretch**, and then to shake out their arms, legs, and head as you lead them in a brief physical exercise. Tell the youth that during puberty our bodies grow and change in many ways. Next, we will create “body maps” as we talk about the physical, emotional and mental changes young people experience during puberty.
- 2. Ask them to form small groups**, of just girls and just boys. Give each group flipchart paper and markers.
- 3. Tell each group to draw the outline of a person’s body** on the large paper. Then, they will add pictures and symbols to this drawing to show the places on the body that will change as they grow older. For example: they get taller with longer arms and legs, the voice may deepen, they may notice more sweat, body odor and acne as well as other changes of puberty including changes to the reproductive organs. Girls draw and discuss changes that will happen to girls. Boys draw and discuss changes that will happen to boys.
- 4. Ask the groups to come back together in a circle** after about 15 minutes, to share and discuss their drawings. Some youth may giggle or stay quiet, but the goal is to provide an opportunity to increase knowledge as well as comfort when talking about these changes. Allow time and space for quieter or younger youth to have a chance to talk.
- 5. Once the small groups finish their presentations**, show the drawings of the male and female bodies (See pages 16 and 17 for drawings that may be copied for youth to look at. Or, make a bigger version of these drawings to put up on the wall for all to see in the large group). Discuss and answer questions about body changes and new experiences using the information in the facilitator notes. To help girls and boys actively participate, rather than just present the information, ask questions like the following and build on the responses of the youth:



- ✓ *Which body changes did your group discuss? (Add any missing items.)*
- ✓ *What questions or uncertainties came up?*
- ✓ *When do girls and boys experience these many changes?*
- ✓ *Does everyone experience the same changes at the same age? Explain.*

6. Ask the youth to return to their same small groups of only girls or only boys to discuss changes in feelings and relationships they may also experience during puberty. For about 5 to 10 minutes they will talk about changes such as:

- ✓ Changes in the way they feel about themselves
- ✓ Changes in their relationship with their parents
- ✓ Changes in friendships and feelings of love
- ✓ Changes in what others expect of them

7. Return to the large group and discuss together the changes in feelings and relationships that came up. During the discussion ask questions like:

- ✓ *What changes in feelings and relationships have you heard of?*
- ✓ *Do you think emotional changes and feelings are different, or the same, for girls compared to boys? Explain.*
- ✓ *Do adults expect girls and boys to have different emotions and feelings during puberty? Explain.*
- ✓ *How does this affect you?*

8. Close by summarizing the main points of the activity:

- ✓ Girls and boys experience many physical, emotional and mental changes during puberty. This is normal and is supposed to happen.
- ✓ Boys become able to cause a pregnancy and girls become able to get pregnant. Although having romantic or sexual feelings are normal, girls and boys are not ready for parenthood yet. We will talk more about menstruation for girls and ejaculations for boys during future sessions.
- ✓ The changes of puberty take place over several years. They happen at different ages and different rates for different people.

Important Content in the *Talking about Our Changing Bodies* Brochure

Physical Changes



Both girls and boys notice many changes in their bodies and in the way they feel. These changes happen to everyone over several years.

- You get taller.
- Your skin may be oily or have pimples.
- You may sweat more and have some body odor.
- Hair grows under your arms and on your private parts (also called genitals).
- You may feel moody or upset.
- You may have romantic feelings.



For Girls

The first change I noticed was my breasts started to grow. Later my hips also widened.



One day a girl gets her first period, which is when blood comes out of her vagina for a few days each month. This means she is becoming a woman, and is now able to get pregnant if she has sex.

However, a girl's body is not quite ready for pregnancy. She should be at least 18 years old, with a caring partner, before starting a family.

For Boys

My voice got deeper, my muscles grew bigger and stronger, and some hair grew on my upper lip and face.



A boy does not get a period. Instead, he may have a wet dream, and notice that semen has come out of his penis during sleep. This means he is able to get a girl or woman pregnant, if his penis releases semen in her vagina.

A boy also has erections. This is when his penis gets hard, and it can happen at night or during the day. If a boy has an erection or wet dream, this does not mean he needs to have sex. It's just a normal part of growing up and becoming a man.

Although boys and girls become able to have a child, it takes many more years to become physically and emotionally ready to care for a baby and provide for a family.

Many Changes Over Time

Hormones in the body trigger the many changes of puberty. These changes happen at different ages for different people. Some girls start noticing changes as early as age 9 or as late as 14. Boys often start noticing changes a little later, but as early as age 10 and as late as age 15. Some changes take place quickly, yet other changes take years to complete. By ages 19 to 21 usually everyone has gone through puberty, but at their own pace.

Changes in Feelings

New emotions and feelings are normal, such as:

- ✓ moodiness, anger and sadness
- ✓ need for more privacy
- ✓ sense of seeking and/or struggling with your identity
- ✓ finding that friends and opinions of others become more important
- ✓ worrying about the future
- ✓ having more concern about your body
- ✓ curiosity about sexual organs
- ✓ having “crushes” or feeling attracted to someone

Feeling anxious about growing up is normal too. Having sexual feelings is normal and is nothing to feel guilty about. Acting on such feelings, however, is a big responsibility. All people are sexual beings.

Talking to parents and other trusted adults about sexuality can be helpful. We will talk more about this later.

More about Physical Changes

Acne lasts through the adolescent years and then usually ends. Wash the face each day with soap and water.

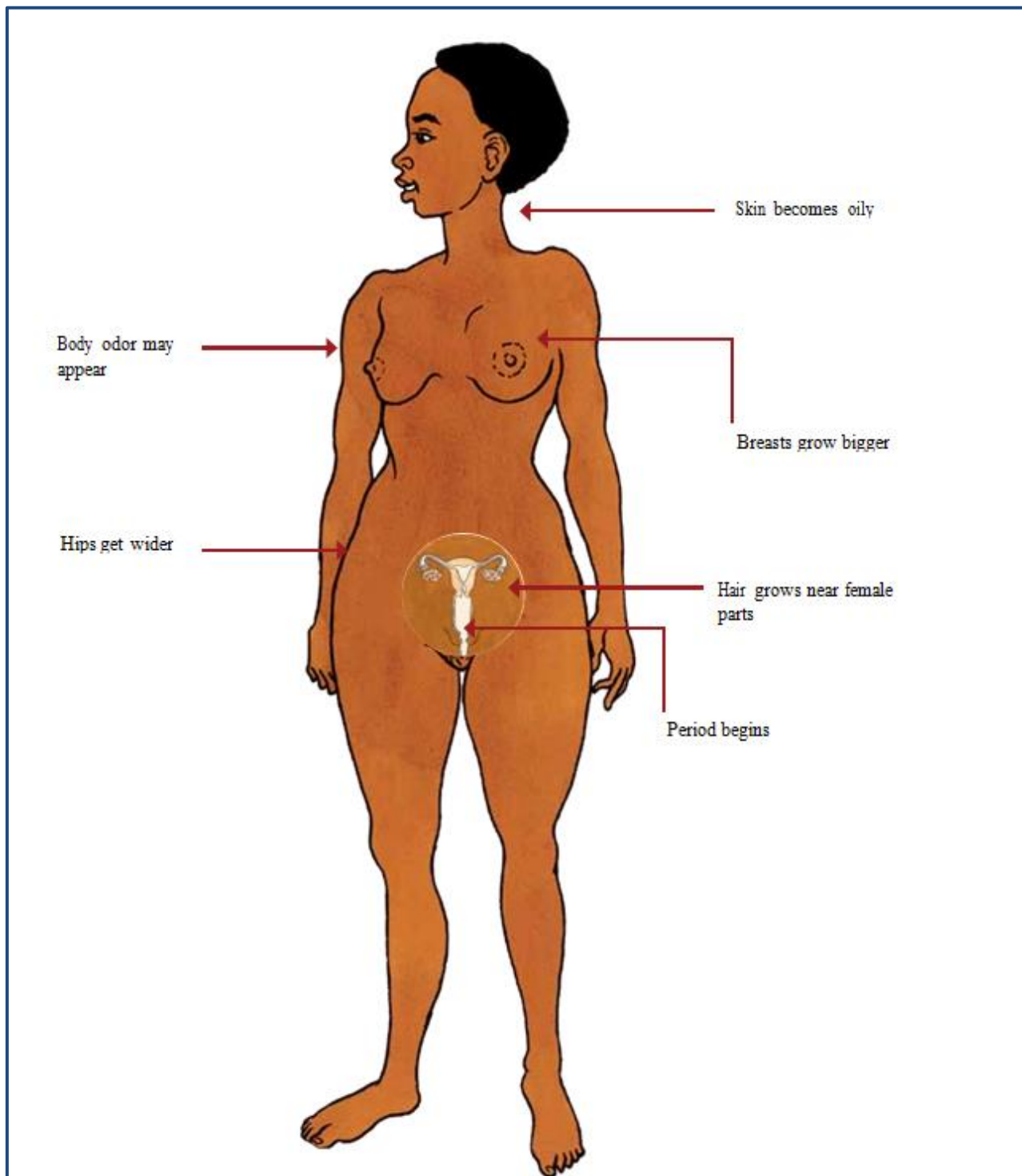
The amount of new body hair that grows is different for each young woman and man.

Romantic Feelings

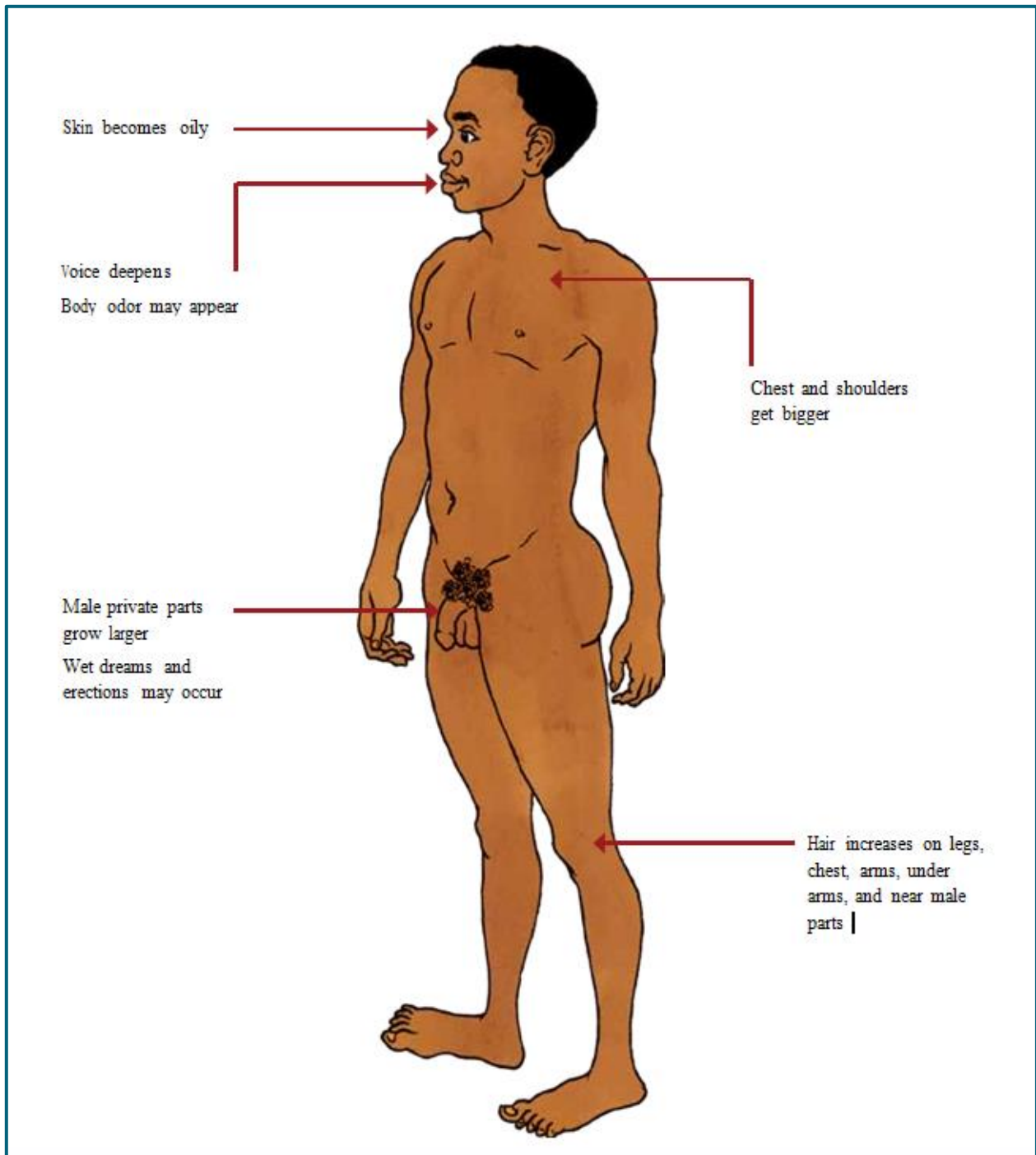
It’s normal to have romantic feelings or be attracted to someone. And it’s also normal not to have these feelings. We show love in many ways. Love and caring does not have to mean having sex. Not having sex is the best way for young people to prevent pregnancy and infections a person can get from having sex, like HIV.

Sometimes a person may have no signs or symptoms of a sexually transmitted infection (STI) at all. Still, the infection can pass from one person to another person during sex, and cause sickness and even death. For example, with HIV the virus that causes AIDS, there are often no signs that a person has this infection, yet they can still pass it to another person during sex, as body fluids are exchanged. HIV can also be spread if blood is exchanged (such as by sharing injection needles or razors), and it can be spread during childbirth or breastfeeding.

Female Body Map



Male Body Map



Session I

Closing and Next Steps

Time: 20 minutes

Materials:

Brochures: *Talking about Our Changing Bodies*
Storybooks for girls and boys

Objective: Girls and boys will describe what they learned today, discuss the *Talking about Our Changing Bodies* brochure, and name a caring adult to share this brochure with before the next session.

Steps:

1. **In the large group** ask the girls and boys to stand if they learned something new today. Then, one by one they may shout out something new they learned and then quickly sit down.
2. **Give everyone the brochure**, *Talking about Our Changing Bodies*, and ask the girls and boys to turn to the person next to them and look through the brochure.
3. **Review the brochure** together with the large group and show where they can write directly on the brochure. Ask participants to review and discuss this brochure with a caring adult before the next session. (With limited copies of the storybooks, a few participants will be able to check out the storybooks, read them at home, and bring them back at the next session. Then, more youth can check out these storybooks at the next session.)
4. **Go around the circle** and ask each girl or boy to name someone (such as their mum, dad, an aunt or uncle, a teacher or school nurse etc.,) whom they plan to read the brochure with and talk to about the changes of puberty before the next session?
5. **Remind the girls and boys** that knowing about their changing bodies, being able to ask questions, talking about this with caring adults and peers AND getting support when needed are all important during the growing up years. Remind everyone about the anonymous question box.
6. **Provide contact information** and confirm the location and time for the next session.

Take Home Materials

Have copies of the take-home materials available to give to the girls and boys at the end of the session. Each person will get a copy of the *Talking about Our Changing Bodies* brochure. Also, have copies of the GrowUp Smart storybook for girls and the storybook for boys ready to be checked out by a few interested girls and boys. Girls and boys will keep the brochures, but they should return the storybooks to the facilitator at the next session.



Session 1, Additional Activity

Words We Use about Our Body

Time: 30 minutes

Materials:

Sheets of flipchart paper

Marking pens



Objective: Girls and boys describe the effects of using slang and other words to describe the body and reproduction and demonstrate feeling more comfortable talking about sexual and reproductive health. (This activity also helps facilitators know the words youth have heard or commonly use when referring to the body and reproduction.)

Steps:

1. **Post flipchart paper around the room**, each sheet with one word written on it such as:

<i>Woman</i>	<i>Breasts</i>	<i>Vagina</i>	<i>Buttocks</i>	<i>Other...</i>
<i>Man</i>	<i>Penis</i>	<i>Scrotum</i>	<i>Muscles</i>	

2. **Individually or in pairs** ask the girls and boys to move around the room and write all the words and phrases they know for each of the words on the sheets of paper. Encourage them to use any words or phrases they know, including “slang” words. Let them know it is okay to use words they think are “bad”, as we want to know all the different words they have heard for these terms and talk about this.
3. **Come together as a large group** and read through the lists out loud carefully and slowly. Then, discuss the following questions:
 - ✓ *How did it feel to write down and read these words?*
 - ✓ *When do people use “slang” words? When do they use more formal words? Why?*
 - ✓ *How might a woman or man feel to hear “slang” words to describe them, or their bodies?*
 - ✓ *Which words would you prefer to use when talking about puberty and our sexual and reproductive health? Why?*
4. **Discuss and define** the accurate or more formal terms, as needed. Stress that this learning activity helps us feel more relaxed and helps us learn new, respectful words when talking about puberty and sexual and reproductive health.
5. **Summarize** with the notes below.

Facilitator Notes

The words we use and our tone of voice often reflect how we treat one another. Some words can be very hurtful and demeaning. Some slang words to describe the body or sex convey stereotypical perceptions, disrespect, or reinforce unjust and objectified treatment of a female vs a male person. During our GrowUp Smart sessions let’s all use respectful and appropriate words and behavior when discussing our bodies. Everyone should be treated with respect and dignity, everyone’s ideas and contributions should be shared and heard, with fair and caring treatment of both girls and boys.

Session I

More Information

Possible Questions and Answers

Q. Is it normal for some girls and boys to mature earlier than others?

A. Yes. Some boys start puberty as early as 10 years old, others not until they are 14 or 15. Some girls start puberty as early as age eight, others not until they are 13 or 14. However, if a girl does not start menstruating by the age of 16, she should consult a health provider.

Q. Why do some parts of the body mature more quickly than others?

A. During puberty, there is an order in which certain physical changes usually occur: For girls, breasts begin to grow; for boys, growth of the testicles is usually the earliest sign. However, bodily changes can occur in a different order and still be considered normal.

Q. Why do some boys experience breast tenderness during puberty?

A. Occasionally one or both of a boy's breasts can become slightly enlarged or sore. This is related to the rising levels of hormones in the body.

Q. Why do many teenagers have skin problems?

A. During puberty increased hormonal activity leads to increased activity in the skin glands. Oil produced by the glands blocks skin pores and mixes with bacteria to cause pimples or spots. To help keep skin clear, teens should wash their face and hands frequently.

Q. How long does it take for breasts to be fully developed?

A. It takes a different amount of time for each girl. If a girl starts later than other girls, it does not mean that her breasts will always be smaller. There is no link between what size breasts will be and when they start to develop.

Q. Do all women have to wear a bra?

A. No, but some find it is more comfortable.

What is Puberty?

Puberty is a time when the bodies of girls and boys physically change—bodies grow bigger and taller, genitals mature, and hair often starts growing in new places on the body. During puberty, a girl becomes able to become pregnant and a young boy becomes able to father a child.

Why is Puberty Happening?

New chemicals produced by the body—hormones—are developing in the body, creating changes in the body and turning young people into adults.

When Does Puberty Start and How Long Does it Last?

Puberty typically starts between ages eight to 13 in girls, and ages 10 to 15 in boys, although some young people start puberty a bit earlier or later. Each person is a little different, so everyone starts and goes through puberty at one's own pace. During puberty, young people are experiencing a

major growth change. It lasts for about two to five years. Some people grow four or more inches in one year! This growth during puberty will be the last time the body will grow taller. When the growth period is over, young people will be at their adult height.

How Do Our Bodies Change?

Boys' Size and Sexual Organs

Boys' shoulders will grow wider, and their bodies will become more muscular. Some body parts (especially hands and legs) may grow faster than others. Many boys have uncomfortable growing pains in their arms and legs as the bones grow faster than the muscles can stretch to keep up with them. Some boys develop swelling underneath their nipples, which looks like the start of breasts. This is caused by the hormones that are pulsing through the body and will usually go away with time. During puberty, boys will start to have erections and wet dreams. They will notice other changes as well, such as the lengthening and widening of the penis and the enlargement of the testicles.

Girls' Size and Sexual Organs

Girls' bodies usually become rounder and more womanly. They gain weight on their hips, and their breasts develop, starting with just a little swelling under the nipples. Sometimes one breast might develop more quickly than the other, but should even out over time.

Girls will notice an increase in body fat and occasional soreness under the nipples as the breasts start to enlarge—this is normal. Gaining some weight is part of developing into a woman, and it is unhealthy for girls to go on a diet to try to stop this normal weight gain. About one to two years after girls' breasts start to develop, they usually experience their first menstrual period—one more thing that lets them know puberty is progressing. It means that the puberty hormones have been doing their job. Girls might see and feel a white or clear liquid from the vagina. This does not necessarily mean anything is wrong; it is usually just another sign of their changing body and hormones.

Hair

One of the first signs of puberty is hair growing where it did not grow before. Hair will grow under arms and in the pubic areas (on and around the genitals). At first it is light and sparse. Then it becomes longer, thicker, heavier, and darker. Eventually, young men also start to grow hair on their faces and chests.

Skin

Acne (pimples or spots) often starts around the beginning of puberty and can remain all through adolescence (the teen years). It usually gets better or disappears by the end of adolescence. Young adults should wash their faces each day with soap and water to keep their skin clean.

Sweat

A new odor under arms and elsewhere on the body might develop. This is body odor, and everyone gets it. The puberty hormones affect glands in the skin, and the glands make chemicals that have a strong odor. Bathing or washing every day helps reduce this odor, as does deodorant.

Voice

Boys will notice that their voices may “crack” and eventually get deeper. Girls’ voices might get a little deeper, too. The cracking of boys’ voices will end as they mature.

About Boys: An Overview on Ejaculations and Wet Dreams

As a boy’s body changes during puberty he begins to have the ability to ejaculate and many have wet dreams. Ejaculation is when semen, a fluid that contains the male seed or sperm, leaves the penis. A wet dream or nocturnal emission is when this happens at night, during sleep. Beginning with his first ejaculation, a young man is fertile and able to cause a pregnancy to occur through very old age.

Ejaculation into a woman’s or girl’s vagina during sexual intercourse causes pregnancy. During the time in a woman’s menstrual cycle when she is fertile and able to become pregnant, a man’s sperm can live in her reproductive system for many days, waiting to come together with an egg. If the woman’s egg is fertilized (joined) by a man’s sperm, it grows inside her uterus (womb) to become a baby.

About Girls: An Overview on Menstruation and the Menstrual Cycle

As a girl’s body changes during puberty, one day she gets her first period, also called menstruation. This is the normal, healthy shedding of blood and tissue from the uterus. A period usually lasts between three and seven days and comes about once a month. Since a period happens regularly, about each month, this is called a menstrual cycle. Having a menstrual cycle means a woman or girl can become pregnant if she has sexual intercourse on certain days of her cycle, her fertile days.

A woman or girl is potentially fertile and can get pregnant for several days in a row, about midway between one period and the next. This is when an egg is released in her body. If she has had sexual intercourse and sperm are present inside her body during these fertile days, then the sperm and egg can unite, and the fertilized egg can attach to her uterus and grow to become a baby. If there is no pregnancy, the blood and fluid leaves her body as menstruation and she has her period.

Women stop menstruating during pregnancy but then start again after they have the baby. An older woman who has stopped menstruating altogether can no longer become pregnant.

Much more information on ejaculation, wet dreams, menstruation, menstrual cycle and pregnancy is provided in sessions 3 and 4. The above is just a brief overview.

How might our feelings and relationships change?

Emotions

During puberty, young people might feel overly sensitive or become easily upset. Feeling anxious about how the changing body looks is one of the things young people are most sensitive about. Losing tempers more than usual and getting angry with friends or family members happen more easily. It is common to feel sad or depressed sometimes. Young people should talk to adults they trust about any feelings of anger, sadness, or depression they may have. Girls and boys may have similar or different experiences.

Sexual Feelings

During puberty, it is normal to become more aware of the opposite sex and to feel more sexual. In boys, the main sign of sexual feelings is an erection of the penis. In girls, it is wetness of the vagina. Sexual feelings can come from reading a romantic novel or thinking about another girl or boy. Having sexual feelings is normal and is nothing to feel guilty about. Acting on such feelings, however, is a big responsibility, and it is best to wait until one is older.

Relationship Changes

During puberty, your relationship with parents, adults, and your friends or classmates may change. Young people may want to be independent of their parents and spend more time with friends. Adults may also have new expectations of how young people should behave, because they are starting to become young adults. This is normal and we should be aware that girls and boys can work together and help each other be more equal.



SESSION II Talking about Puberty

Agenda

Opening

Activity I: Myths and Facts about Fertility

Activity II: Being a Girl, Being a Boy

BREAK, as needed

Activity III: Talking about Puberty Role-plays

Closing and Next Steps

Additional Activity: GrowUp Smart Game

Objectives

By the end of this session girls and boys will be able to:

1. Share what they have heard and currently believe about female and male fertility and identify common myths.
2. Examine roles and expectations for girls and boys in their community.
3. Discuss and demonstrate how they might talk about puberty and related topics with a caring adult or peer.

Before the next session girls and boys will be able to:

1. Identify examples of girls/women and boys/men doing “unexpected” things in their community.

Session II

Opening

In the large group, ask the girls and boys about their experiences since the last session, when they shared the brochure, *Talking about Our Changing Bodies* with a caring adult:



How did it feel to share this brochure and talk about puberty?

How did your parents or other caring adult react?

Did any questions or issues come up?

Discuss any issues and answer questions. Also respond to items from the anonymous question box. Collect the puberty storybooks that have been returned.

Session II, Activity I

Myths and Facts about Fertility

Time: 35 minutes

Materials: Sign that says “myth” and sign that says “fact”

Objective: Girls and boys will share what they currently believe about female and male fertility and identify common myths.

Steps:

- 1. Restate the definition of “fact” and “myth”**
and tell the youth that we will now play a similar game to find out what they may have heard about male and female fertility, and whether it is true or not.
- 2. Read a statement that is either a myth or a fact** to the large group. (See the facilitator notes for sample statements to choose from, or use common myths in your area instead.) If the youth think the statement is a fact/true, ask them to hurry to the side of the room with the sign that says **fact**. If they think the statement is a myth/false they hurry instead to the side of the room with the sign that says **myth**.

Ice Breaker

Prior to the session, move the chairs around to make space for the activity. Prepare a sign that says “myth” and a sign that says “fact.” Post these on opposite sides of the room. Ask a girl or boy to run to the sign that says “fact” and tell everyone what a fact is (something that is true or correct) and give an example like, “The sun rises every morning....This is a fact.” Then, ask another person to run to the sign that says “myth,” and tell us what a myth is (something that many people may believe, but it is *not* true/*not* correct), and give an example like, “If a woman walks through a vegetable garden when she is menstruating, plants will wither and die...This is a myth, *not* true.”

Fact?

Myth?

3. **Pause after reading each statement** and watch to see which direction the girls and boys move to.
4. **Discuss the myths and misinformation** that emerge among the girls and boys in the session. Ask about other myths or beliefs they have heard of and probe about local values and beliefs. Then, briefly and sensitively provide accurate information to help dispel commonly held myths, as indicated. Tell the girls and boys that you will further discuss these items, and much more, during the GrowUp Smart sessions.

Facilitator Notes

Statement	Myth or Fact
Warm drinks cause menstrual cramps.	Myth
Women are able to eat spicy or sour foods during menstruation.	Fact
If a woman misses her period, this could mean she is pregnant.	Fact
If men do not ejaculate, sperm will collect and make their penis or testicles burst.	Myth
It is perfectly safe for a woman to wash her hair or take a bath during her period.	Fact
On days of menstrual bleeding a woman can milk a cow without affecting the milk.	Fact
Boys have menstrual bleeding just like girls do.	Myth
When a boy or a man has a wet dream, it means he needs to have sex.	Myth
The sperm in a man's semen determines whether a baby girl or baby boy is conceived	Fact
Most boys have wet dreams during puberty.	Fact
If a penis is touched a lot, it will become permanently larger.	Myth
Having sex will clear up acne.	Myth
A girl should <u>not</u> go to school on the first day of menstrual bleeding	Myth
Girls should <u>not</u> carry a small child on days of menstrual bleeding	Myth

5. Summary points:

- ✓ **For girls:** Menstruation is a normal health part of growing up. Menstruating girls can do all of their regular activities like bathing, going to school, eating the foods they typically eat, etc. Menstruation is not harmful and does *not* mean the person is sick, or should avoid certain activities. It means she is becoming a woman and is now able to get pregnant.
- ✓ **For boys:** Erections, ejaculation and wet dreams are a normal, healthy part of growing up. This does not mean a boy or man needs to have sex, but it does mean he has the ability to get a girl or woman pregnant if he does.

Facilitator Notes

This activity helps you, the facilitator, learn about the beliefs and concerns of the girls and boys in your community. As you ask questions and talk with the girls and boys in your session, you will find out more about the myths and misinformation they have. Then you can adapt the table on this page to the local context, if indicated. If there are time constraints, ask only the most meaningful questions for your group.

Session II, Activity II

Being a Girl, Being a Boy*

Time 45 minutes

Materials:

Pens or pencils

Enough copies of the worksheet 1 for group 1 and the worksheet 2 for group 2

*This activity is adapted from: *Gender and relationships: A practical action kit for young people.* Commonwealth Secretariat and Healthlink Worldwide.

Objective: Girls and boys will examine roles and expectations for girls and boys in their community

Steps:

1. **Before the session** make enough copies of Worksheet 1 for half the youth, and enough copies of Worksheet 2 for the other half. (If Gakuru is *not* a name that is used equally by both girls and boys in your community, choose a name that is, and correct the worksheet.)
2. **During the session** ask the youth to form two smaller groups. Each small group should have some girls and some boys. Give copies of worksheet 1 to one group and give copies of worksheet 2 to the other group. Tell them to think of Gakuru as someone from their community. (However, do ***not*** tell the youth that in the group with worksheet 1 the name, “Gakuru,” is used when referring to a boy with words like he and him. But, in the group with worksheet 2, the worksheet refers to Gakuru as a girl with words like she or her. This will be a surprise at the end of the game!)
3. **Ask each small group to discuss and write** down their answers to the questions on their worksheet. Then, ask everyone to form a large circle and share the answers they wrote for each question.
4. **In the large group ask questions** to explore the different assumptions that were made depending upon whether the small group thought Gakuru was male or female. For example:
 - ✓ *Did you think Gakuru was a girl? A boy? Why?*
 - ✓ *What differences do you notice in the way the worksheet questions were answered, if the group thought Gakuru was a boy? Or, a girl?*
 - ✓ *Why do you think we make these assumptions?*
 - ✓ *Are there other assumptions we make based on whether a person is male or female? Explain.*
 - ✓ *How do these assumptions affect the chores and jobs people do? The opportunities and dreams that girls and boys have? The way girls and boys are treated? How they treat each other?*
 - ✓ *What do you think about all of this?*



5. **Summarize** with the notes below:

Facilitator Notes

Different Expectations for Girls vs Boys

All cultures have traditional roles assigned to women and men. These are based on social expectations, not on the natural abilities of women and men. As our world changes, the social expectations change as well. For girls and boys to grow into healthy women and men, we must look at these traditional roles and expectations, and change some of them so that we can work together as equals in improving our lives and the lives of our communities. Many traditional female and male roles exist regarding sex and sexuality, and we will continue to explore these ideas as we work together during the GrowUp Smart program.

Gakuru is 10 years old. He lives with his parents. He likes playing sports and listening to music. His best friend lives next door.

1. Which sports do you think Gakuru likes playing?

2. What do you think is his favorite band?

3. What do you think his best friend is called?

4. What do you think he does when he comes home from school?

5. What do you think his favorite color is?

6. What do you think his favorite food is?

7. What job do you think he wants to do when he grows up?

Gakuru is 10 years old. She lives with her parents. She likes playing sports and listening to music. Her best friend lives next door.

1. Which sports do you think Gakuru likes playing?

2. What do you think is her favorite band?

3. What do you think her best friend is called?

4. What do you think she does when she comes home from school?

5. What do you think her favorite color is?

6. What do you think her favorite food is?

7. What job do you think she wants to do when she grows up?

Session II, Activity III

Talking about Puberty: Role Plays



Time: 30 minutes

Materials:

Role-play descriptions, one for each pair

Objective: Girls and boys will discuss and demonstrate how they might talk about puberty and related topics with a caring adult or peer.

Steps:

1. **Ask the girls and boys to form groups of two.** Give each pair a role-play description. (If there are too many pairs, you may create additional role-play descriptions, or give the same role-play description to more than one pair. Youth may form same-sex pairs if preferred.)
2. **Ask each pair to act out the role-play situation** with each other, using the information they have learned. Encourage them to be creative, as girls can act out male roles or boys can act out female roles if they wish. Give each group about 15 minutes to talk about, prepare and conduct the role-play with their pair.
3. **Share experiences** with everyone together in a large group. Ask questions like:
 - ✓ *How did it feel to play your role?*
 - ✓ *How easy or hard was it to talk about the changes of puberty?*
 - ✓ *What would it be like to talk with your mom or dad, or another trusted adult, about these topics?*
 - ✓ *If you have questions about puberty and growing up changes, who can you talk to?*
4. **Summarize key points** including:
 - ✓ Girls and boys may wonder if all the changes they are experiencing are normal. It is helpful for everyone to know what changes to expect before they happen.
 - ✓ The changes of puberty happen at their own pace, which may be sooner or later than your peers.
 - ✓ Everyone benefits when girls and boys are not teased because of their changing bodies.
 - ✓ If you have questions or concerns or just to connect, talk with a caring adult.

<p>Role-play #1: One person plays the mother (aunt, grandmother); the other plays a 12-year-old girl. The girl is worried because she has not developed breasts, although most of her friends have. The mother (aunt, grandmother) comforts the girl, letting her know that the age when breasts start forming varies and that breast sizes vary.</p>	<p>Role-play #2: One person plays a 12-year-old boy; the other plays the older brother. The boy is sad because everyone at school teases him about his cracking voice. The older brother explains why his voice is cracking and what to say to people when they tease him.</p>
<p>Role-play #3: Both people play 10-year-old girls. One girl teases the other girl because she is taller than all the other girls in the group. The tall girl explains that girls and boys grow at different paces and to different heights. She also explains why she does not like being teased and asks the other girl to be a nicer person. The teasing girl apologizes.</p>	<p>Role-play #4: One person plays a 12-year-old boy; the other plays his father (uncle, grandfather). The boy is worried because he is growing hair under his arms and a little on his face. The father (uncle, grandfather) comforts him and tells him that most boys develop hair in new places as they grow older.</p>
<p>Role-play #5: One person plays an 11-year-old girl; the other plays her friend. The friend is worried because she has not yet started having periods but the 11-year-old girl has. The girl comforts her friend, letting her know that the age when girls start menstruation varies.</p>	<p>Role-play #6: One person plays a 13-year-old boy; the other plays his friend. The friend is worried because he is not as tall and big as the 13-year-old boy. The boy comforts his friend, letting him know that the age when boys start the physical changes of puberty varies.</p>
<p>Role-play #7: One person plays a 14-year old boy; the other plays his father. The father tries to talk to his son about relationships, sex and reproductive health. His son is not very comfortable at the beginning of the conversation. But once he realizes that his father wants to help him, he's happy to have this opportunity.</p>	<p>Role –play #8: One person plays a thirteen year old girl and the other person plays her mother. The girl asks why she has to do so many chores at home, while her twin brother is outside playing ball. The mother begins to explain how things have always been in their family, but then starts to question herself why this is so. Mother and daughter begin to talk about the possibilities and the obstacles to changing the expected roles of being a man or being a woman, that people often feel obligated to conform to.</p>
<p>Role-play #9: One person plays the role of a 14 year old girl and the other plays her father. The girl asks her father to tell her the story of when he met her mother, and how he knew that her mother was the one he wanted to marry.</p>	<p>Role-play #10: One person plays a 13 year old boy and the other plays his mother. She is sharing her views that girls and boys should wait to have sex. She talks about the risk of causing a pregnancy, the infections a person can get from having sex and the importance of staying focused on his studies.</p>



Session II

Closing and Next Steps

Time: 10 minutes

Materials:

Storybooks for girls and boys

Scrap of paper and pencils

Basket or container

Objective: Before the next session girls and boys will identify examples of girls/women and boys/men doing “unexpected” things.

Take Home Materials

Have the copies of the storybook for girls and the storybook for boys ready to be checked out. With limited copies, some youth will check out the storybook at the end of this session and return it at the beginning of the next session. Others will need to wait until a different session to check out the storybook.

Steps:

- 1. In the large group ask the girls and boys to write something “new” they learned** on a scrap of paper. Next, they fold the paper into a paper airplane or wad up the paper. Try to throw it into a basket or container across the room. After collecting the papers in and around the basket, ask a few youth to pick out a paper and read what it says. (Review these all later, after the session, to find out what youth have said about what they have learned so far.)
- 2. Summarize** with the following points:
 - ✓ There are many myths and misinformation about puberty and sexual and reproductive health. It is important to have correct information, and to ask questions of knowledgeable and caring adults to find out more.
 - ✓ Menstruation, erections, ejaculations, and wet dreams are entirely normal signs of puberty. Menstruation is a sign that a girl’s body is changing to become more like a woman and she is now able to become pregnant. Ejaculation means that a boy’s body is changing to become like a man, able to cause a pregnancy.
 - ✓ Sometimes girls and boys are expected to wear certain clothes, do different chores, or have different jobs and roles in society. But, these differences are not fixed by nature. Girls and boys can do unexpected things.
- 3. Pass out the storybooks** to girls and boys who will take them home this week. Turn to page 7 of either storybook, and show everyone the picture of the woman leading a community meeting and the man feeding his child.
- 4. Ask youth to notice if they see any girls/women or boys/men doing “unexpected things”** this week, and plan to share what they notice at the next session. Encourage youth to talk with their parents about who does which chore at their house, and discuss gender roles and expectations in their family.

Session II, Additional Activity

GrowUp Smart Game

Time: 45 minutes or more

Materials:

GrowUp Smart game board

Question cards

4 rocks or 4 other throwing objects

4 playing tokens (like a bottle cap or eraser)

Objective: Girls and boys will demonstrate what they believe and have learned about puberty, fertility awareness, gender equity and behaviors that keep them safe and healthy.

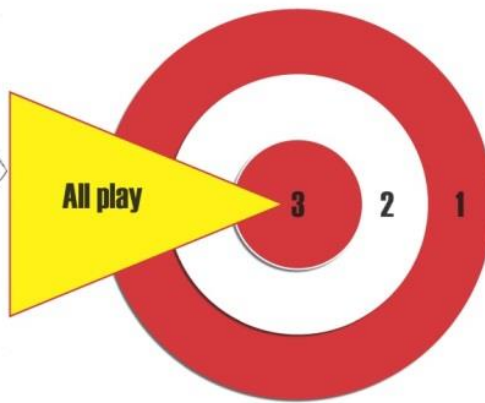
Steps:

- 1. Ask a girl or a boy to facilitate the game** and read the question cards. Select two or three other youth as judges, who will work together to evaluate the answers. Prepare the judges for their role of carefully listening to the answers and determining if a team has the correct answer. If the judges are unsure, the facilitator can read the printed answer at the end of the question card, and make the final decision.
- 2. Ask the other girls and boys to form four teams** with one to five people per team (mixed girls and boys). Give each team an object, like a bottle cap, to use as a playing token. Or, one player per team can be a “human token” standing on the game board. Each team selects a different row on the game board: red, blue, green or purple.
- 3. Give each team a small stone** or other object to throw toward the target. The team whose stone lands closest to the center of the target gets to start first.
- 4. Before beginning the game, show and tell how to play**, as follows:
 - ✓ Someone from the starting team throws their stone toward the target again, and then moves their token one, two or three spaces, depending on where their stone lands. If the team completely misses the target, they can keep trying.
 - ✓ The facilitator selects and reads a question card aloud. If the team answers correctly, according to the judges, they get to move one more space. If the team answers incorrectly, then other teams may answer.
 - ✓ If the stone lands on the “all play” triangle, the team still moves and takes their turn. They also take a “fun” card and everyone on the team follows the instructions together.
 - ✓ Then it is the next team’s turn. The team that reaches the end of the row first wins. They are recognized as champions who GrowUp Smart!

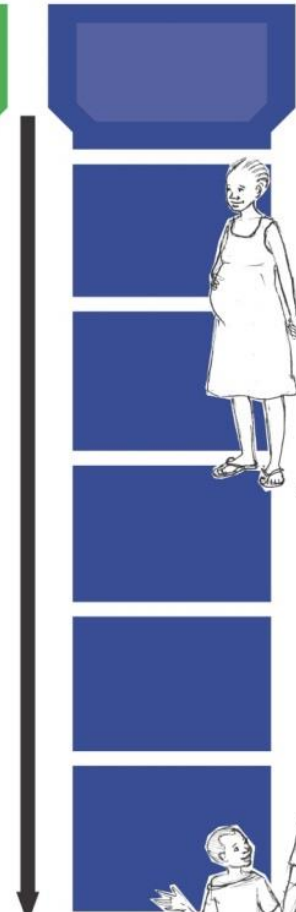
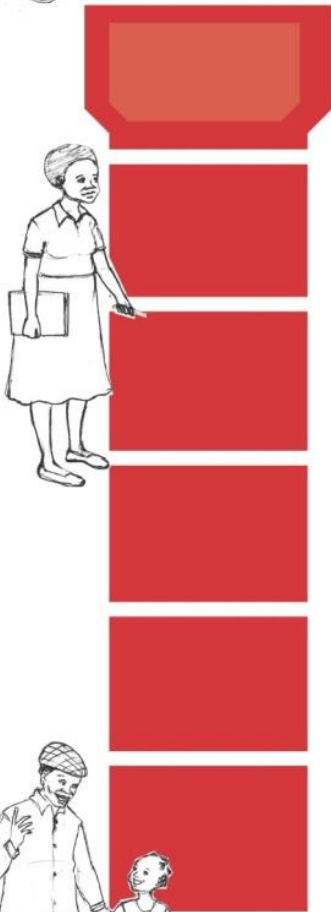
5. **At the end of the game summarize** main points, issues or questions that were discussed. Ask each person to share something they would like to learn more about during GrowUp Smart.

Facilitator Notes

This game can be played over and over, throughout the GrowUp Smart program. It can be played anytime, using different question cards, whenever there is extra time or the desire to discuss, build on and reinforce the GrowUp Smart themes. The summary points at the end of the game will depend upon which question cards are read and discussed.



GREAT



YOU'RE GREAT!

GrowUp Smart Game Questions

Note: There are many questions below to choose from. Ask as many questions as time allows, or until the girls and boys become tired of the game.

All Play Questions

Role-play three children sharing their hopes and dreams for the future with their parents. Others play the role of the parents, listening and supporting their child.

Share a traditional dance, song or poem that shows how strong and healthy you are.

What advice do you have for someone just about to enter puberty?

Tell what this proverb means: "The growing millet will not fear the sun." *(When growing up people often encounter challenges, such as the harsh sun. Facing challenges, learning from them, getting support from others, and finding a path forward helps us grow.)*

Changes of Puberty

Question: Name two changes of puberty that both girls *and* boys experience. *(You get taller, skin may be oily or have pimples, hair grows under your arms and in your genital area, you may feel moody or upset, you may have romantic feelings.)*

Question: Name two changes of puberty that girls (and *not* boys) experience. *(A girl gets her menstrual period and has secretions, a wetness in the genital area that happens for several days in a row between one period and the next. A girl ovulates, which is the release of an egg from her ovary, although a girl does not see or feel this. A girl's breasts grow and hips widen.)*

Question: Name two changes of puberty that boys (and *not* girls) experience. *(A boy gets erections and becomes able to ejaculate. This is when semen, which contains the male sperm, is released from his penis. Many boys have wet dreams; the penis gets hard and releases semen at night, during sleep.)*

Gender Roles and Expectations

Question: If you see a boy teasing another boy about his acne, and saying he will never get a girlfriend, what would you do or say? *(Accept all reasonable answers that help the teased boy feel supported and respected by girls and boys.)*

Question: If you are in a small group discussion and asked to pick a leader for the group, would you pick a girl or a boy? Explain. *(Both girls and boys can be group leaders, equally well.)*

Question: Are there jobs that girls cannot do? Are there jobs that boys cannot do? (*Boys cannot give birth or breastfeed babies. Girls cannot father a child. Other than that, girls and boys can both do most any job as long as they have the knowledge and skills required.*)

Safety and Protective Behaviors

Question: If someone insisted you try some free alcohol, what would you do or say? Explain or act this out. (*Accept all reasonable answers.*)

Question: If someone offered to give you money for school fees, and said, “But you can’t tell your parents!” What would you do? (*Refuse the money. Do not be tricked by gifts or money. Some people really want sex or other favors in return. Do not take money or gifts from someone without your parents’ knowledge.*)

Question: Are there areas in the community that are unsafe for girls and boys to walk through alone? Explain or act this out. (*Accept all reasonable answers.*)

Support from Caring Adults

Question: Where in your community would you go if you wanted more information or services regarding puberty, changes of puberty and/or anything related to human reproduction? Who would you talk to? (*Answer depends on the person and their community.*)

Question: When girls and boys feel sad or frustrated, what should they do? (*Sharing feelings and talking with a caring person, like a parent, can help you think through a problem, get support, and connect with others.*)

Question: When do your parents think a person should first have sex? Why? (*Answers depend on the experience of the game players. Accept all reasonable answers.*)

Hygiene and Personal Care

Question: What are three things boys and girls can do to take care of their hygiene during puberty? (*Wash daily with soap and water, brush teeth after meals, keep genital area clean, wash hands after using the toilet, for girls use and care for menstrual products correctly.*)

Question: If a girl is using washable, reusable pads to keep menstrual bleeding from staining her clothes, where can she wash and dry these pads? (*Answer depends on group experience. But, she needs to be able to soak the pads in water, wash them with soap and water, rinse them well, and hang them up to dry completely.*)

Fertility Awareness

Question: Once a girl starts getting her menstrual period, how does she know when to expect her next period? (*Once a girl starts getting her period it often takes a few years before her cycles become more regular. Then, her period usually comes about once a month, but it can come earlier*

or later than that. CycleBeads can help her know approximately when to expect her period, and she can pay attention to physical signs.)

True or False? Boys can always control their erections. *(FALSE. Erections can happen for no reason at all. An erection is when a boy's penis becomes harder and more erect. This is a normal part of growing up. If a boy waits, his erection will go away on its own. An erection and ejaculation does not mean he needs to have sex.)*

Question: Name one thing a boy can do if he has an erection at school? *(Nothing, wait until it goes down, wear baggy pants, walk with a sweater or book in front.)*

Question: If a couple has vaginal intercourse, what three things need to happen for a pregnancy to occur? *1) a woman's egg is present in her Fallopian tube 2) a sperm from the man's semen joins and fertilizes the woman's egg; and 3) the fertilized egg attaches to the lining of the woman's uterus, and grows to become a baby.*



Agenda

Opening

Activity I: CycleBeads and Female Fertility

BREAK, as needed

Activity II: Male Fertility

Closing and Next Steps: Take-home Materials

Additional Activities: Talking about Our Fertility Role Plays, Fertility Awareness Crossword Puzzle

More Content Information

Objectives

By the end of this session girls and boys will be able to:

1. Describe the menstrual cycle and female fertility using CycleBeads and the CycleSmart Kit.
2. Become familiar with menstrual products and how to use them.
3. Explain the purpose and describe experiences boys have with erections, ejaculations and wet dreams.
4. Discuss and use the GrowUp Smart take-home materials including the CycleSmart Kit (for girls) and the brochures: *Talking about Girls and Adolescence* or *Talking about Boys and Adolescence*.
5. Identify which caring adult they plan to ask about her first period or his first ejaculation/wet dream experiences before the next session.

Session III

Opening

In the large group ask about any questions that may have come up. Remind the youth of the activity they did last time, *Being a Girl, Being a Boy*, and ask if anyone noticed a girl/woman or boy/man doing unexpected things since the last session. Share experiences. Then, introduce today's session which is about female fertility (a girl or woman's ability to become pregnant) and male fertility (a boy or man's ability to father a child).

Ice Breaker: String of Beads

Ask everyone to stand in a circle as close as possible, facing the back of the person in front of them. Each person puts his or her right hand on the person's shoulder in front of them. Everyone is very close to the person in front and behind them. On the count of three, all sit on an *invisible* chair at the same time. Everyone sits, as though they are sitting in a real chair, but they are actually sitting on the lap of the person behind them. This holds everyone up! We are all connected, like a string of beads, like CycleBeads! (Hold up CycleBeads.) NOTE: This icebreaker may be done before or after the *CycleBeads and Female Fertility* activity.

Session III, Activity I

CycleBeads and Female Fertility

Time: 75 minutes (1 hour and 15 minutes)

Materials:

CycleSmart Kits: 1 for each girl

CycleBeads: 5 sets, boys share

Cup of water for each small group

Menstrual hygiene products (commonly used by women in the community)

Objective: Girls and boys will: 1) describe the menstrual cycle and female fertility using CycleBeads® and the CycleSmart Kit; and 2) become familiar with menstrual products and how to use them.

Steps:

1. **Before the session**, carefully read the *Talking about Girls and Adolescence* brochure, the second story in the girls' storybook and the additional handouts pages 53-56.
2. **In the large group** pass out a CycleSmart Kit to each girl and pass out a few CycleBeads to groups of boys to share. Ask the youth to follow along with their CycleBeads as you demonstrate.
3. **Use CycleBeads as a visual aid** to define and describe the menstrual cycle. Carefully show how menstruating girls can use CycleBeads to learn about and keep track of their menstrual period. (Use the information on the inside of the brochure and the facilitator notes to guide you as you



talk about menstruation, ovulation and a girl's ability to become pregnant. For more detailed information on the menstrual cycle, see pages 44- 46.)

4. Review what a girl notices during her menstrual cycle:

- ✓ She has her period and bleeds for a few days.
- ✓ There is no bleeding for many days.
- ✓ She may start to notice secretions (a fluid or wetness in the genital area that is not menstruation).
- ✓ She ovulates, releases an egg (but does not see or feel ovulation happening).
- ✓ She has no secretions.
- ✓ She may start to experience bodily or emotional changes just before her next period.
- ✓ The cycle starts over again, as she starts her next period and bleeds.

See the additional handouts A and B, pages 53-56, and discuss more information about the female reproductive system, as needed. Describe secretions, the dampness or wetness that a girl can feel in the genital area for several days in a row, which is a sign of her fertility. A girl can pay attention to these secretions and learn what is normal for her.

- 5. Show how a girl can use CycleBeads to know when to expect her next period.** Demonstrate how to mark the first day of bleeding on the calendar in the CycleSmart Kit. Show again how a girl moves the ring one bead each day, and then notices which bead the ring is on. Typically, once the ring gets to the dark brown bead, a girl can expect her next period will come soon, probably within a few days. However, it is okay for her period to come earlier or later than expected. Describe how a girl's menstrual cycle and the calendar month are different, given that in Kinyarwanda the same word, "Uzwezi," is used for both, and this can be confusing to girls.
- 6. Review together** the inside panel of the *Talking about Girls and Adolescence* brochure and answer any questions. (Boys will get a copy of this brochure during the next session.)
- 7. Form small groups of girls and boys together and ask them to discuss CycleBeads and the girl's brochure.** Ask the small groups to practice how they might tell a younger sister or cousin about CycleBeads and the menstrual cycle. If time, invite a girl and/or boy to demonstrate, in front of the large group, how they would describe CycleBeads to someone who has never seen them before. Correct any misinformation.
- ✓ **Remind girls and boys** that adolescents should not try to use CycleBeads as a way to prevent pregnancy. If someone needs a family planning method, the person should talk to a health provider or another trusted adult.
 - ✓ **In the large group ask the girls to open their CycleSmart Kits** and take out the remaining items. Review the instructions for how girls use the reusable pads during days of menstruation. Stress how and when to wash and dry the reusable pads. Explore where a girl could do this. Show how girls use the diary page. Encourage girls who have already started their period to use the: 1) CycleBeads to track their cycles, 2)



reusable pads for menstrual management, and 3) diary page to write down their observations, thoughts and feelings. Girls who have not had their period yet can keep the Kit for future use, but still complete the diary page each week.

If time allows, divide VYAs into small groups and give each group a cup of water and one of the clean menstrual products.

Invite all to touch and become familiar with these local products. Tell each group to place their menstrual product in water, and watch what happens. Explain that the products absorb water like a sponge and this is what they do for blood during the menstrual period, to keep it from staining a girl's clothes. Ask each small group to discuss questions such as:


- ✓ Why do girls and women use these products? How do they work?
- ✓ How often do they need to be changed?
- ✓ How should they be disposed of or cleaned?
- ✓ How and where can reusable products be washed and hung to dry?
- ✓ Where are these products sold? How much do they cost?
- ✓ What materials can be used to make your own menstrual product? How might you do this?

8. Summarize the key points about female fertility including the following:

- ✓ The menstrual cycles start at puberty and end at menopause, when a woman is much older. It is called the “menstrual cycle” because it repeats continuously. A girl's period comes about once a month (except during pregnancy) until menopause.
- ✓ Once a girl has started her period she is able to become pregnant. (A girl could even become pregnant before her first period, if she has already become fertile.)
- ✓ A girl can get pregnant the first time she has sex.
- ✓ A girl can use CycleBeads to learn about her cycle, her fertility and when to expect her next period.
- ✓ A girl can also learn about her fertility by paying attention to her cervical secretions. This fluid or wetness in the genital area around mid-cycle is a sign that a woman or girl could get pregnant. It is a sign that she may ovulate on one of those days, which is the release of an egg from one of her ovaries inside her body.
- ✓ Healthy secretions are not smelly or itchy, and should not be washed out of the vagina or dried up with herbs or powders. Secretions are supposed to be there.
- ✓ A girl can use “reusable pads” to absorb menstrual bleeding. After use, it is important to soak the reusable pads and wash them with soap and clean water. Then, rinse the reusable pads and hang them to dry completely before using them again. Do not share reusable pads with other girls, just use your own. If disposable pads are used, they should be thrown down a pit latrine, or put in a dustbin to be buried or burned. Do not flush these down the toilet.
- ✓ It is best for girls and boys to wait until they are older to have a sexual relationship. Girls should not try to use CycleBeads as a way to prevent pregnancy. And, if a woman wants to use CycleBeads® as a family planning method, she needs more information than is presented here (in this session and in this brochure). She should contact her health provider.

Important Content in the *Talking about Girls and Adolescence* Brochure

How to Use CycleBeads to Learn about the Menstrual Cycle



You can use CycleBeads to learn about and keep track of your period, also called menstruation.

Your period is the normal, healthy shedding of blood and tissue from the uterus. Once your period starts, it often comes about once a month and lasts for 3 to 7 days.

Your **menstrual cycle** starts on the first day of bleeding and ends the day before your next period starts. This cycle covers all the days between one period and the next.

Once a girl starts getting her period, she can get pregnant if she has sex on certain days of her cycle.

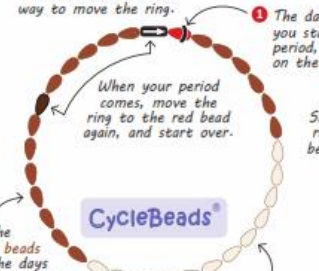
Tracking your period with CycleBeads

- 1** On the first day you get your period move the ring to the **red bead**. You can also mark your calendar on that day.
Continue to move the ring one bead each day, in the direction of the arrow, even on the days when you have your period.
- 2** After your period ends, as you continue to move the CycleBeads ring each day, you will come to the **white beads**.
A girl or woman can get pregnant during several days in a row, about in the middle of her menstrual cycle. For many women, this is when the ring is on the **white beads**.
When the ring is on the **white beads**, you may also notice fluid or wetness in the genital area that is not menstruation. These are cervical **secretions**, a healthy sign that a girl or woman can become pregnant. You may, or you may not, notice these secretions.

How Girls Use CycleBeads

Each bead represents one day of your menstrual cycle. To keep track, move the ring one bead each day.

The arrow shows which way to move the ring.




- 1** The day that you start your period, put the ring on the **red bead**.
- 2** Slide the ring one bead each day.
- 3** When your period comes, move the ring to the red bead again, and start over.
- 3** The brown beads mark the days when pregnancy is not likely.
- 2** When the ring is on any of the **white beads**, these are days when you can get pregnant.

CycleBeads®

Girls should not try to use CycleBeads as a way to prevent pregnancy.

If you, or someone you know, needs a family planning method, talk with a health provider or another trusted adult.

Remember, after a girl gets her first period, it often takes a few years before her cycles become regular. That's why a girl can't know for sure which days she could get pregnant.



I saw secretions months before my first period. They're supposed to be there. Healthy secretions are not smelly or itchy. Don't wash them out of the vagina and don't dry them up with herbs or powders!

- 3** After the last white bead, you will come to the **brown beads**. For many women, these are the days when pregnancy is not likely. On the days when the ring is on a **brown bead**, you will probably not see or feel any secretions.
Often when the ring is between the **dark brown bead** and the arrow, you will get your next period. Sometimes it comes earlier or later than that. When your period does come you move the ring to the **red bead** again, and start over. On days of menstrual bleeding, pregnancy is unlikely.

How to Use CycleBeads to Know When to Expect Your Next Period

As you continue to move the CycleBeads ring one bead each day, check where the ring is when you get your **next period**.

Mark below if your period comes:

- ☐ between the dark brown bead and the arrow (a 26 to 32 day cycle)
- ☐ before the dark brown bead (short cycle)
- ☐ more than one day after the last brown bead (longer cycle)

It's normal for girls (and women) to have cycles that are long, or short, or about a month apart. Over time, many girls start getting their periods about a month apart.

1. Pay attention to where the ring is when you get your period.
2. The next month, you can expect your period when the ring is getting close to this bead. (Some girls may also feel symptoms like cramping or bloating when their period is coming.)
3. Most girls can start expecting their period when the ring is approaching that dark brown bead.
4. This way you can carry your CycleSmart Kit and pads with you, and always be prepared!

Important Items in the CycleSmart Kit

AFRipads Menstrual Kit Use & Care Instructions



AFRipads

Cloth Sanitary Pads

Wash

Dry &

Re-use

Lasts Up to
ONE YEAR
FOR NORMAL FLOW



Holder Winged pad Straight pad Bag

MADE IN UGANDA

Contact Us:
AFRipads (U) Ltd.
P.O.Box 1396, Masaka
www.afripads.com | info@afripads.com
Office: Bukoto Along Kabira International School Road.
Factory: Kitengesha Comprehensive Secondary School Compound, Masaka



Manufactured Date:

Batch Number:

DIRECTION OF USE



BEFORE USE
For the first time, wash all the pieces with soap 2 to 3 times, this makes the fabric more absorbent. Dry after.

1

Slip pad under the ribbon, with the soft side facing up.

2

Place holder on knicker with pad facing up.

3

Wrap wings around and button underneath. It's now ready for use.

CLEANING AND CARE

Check regularly to see if the pad needs changing.
When dirty, replace with clean pad.



AFTER USE

Roll the used pad from the ribbon and put in the bag if you cannot wash immediately.



1

SOAK
The pads in **clean, cold water** with **detergent** for 15-20 minutes. This helps the blood come out.



2

WASH
Pour out dirty soaking water. Use clean water and soap or detergent to wash your pads thoroughly. Rinse with clean water.



3

DRY
Hang the pads to dry outside on a cloth line using knicker pegs or safety pins. Or dry inside in a ventilated area.



4

USE
After drying, the pads are ready to be used again.


CAUTION!

- A. DO NOT share your AFRipads with anyone else.
- B. DO NOT iron your AFRipads because of the plastic layer.
- C. DO NOT soak your AFRipads in hot water.
- D. DO NOT wash your AFRipads in dirty water.
- E. DO NOT wear your AFRipads if they are still wet or damp.
- F. DO NOT dry your AFRipads in a corner or under the bed.


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Types of Menstrual Products



Washable and reusable pads
A soft, cloth pad you wash, dry and reuse. These last for up to one year.




Home-made pads
Layers of clean, cotton rags, cut to fit into the underwear. These are washed, dried and then used again.



Store-bought products
A soft pad with a thin layer of plastic that sticks to the underwear. Most types are thrown in the trash after each use.

Calendar



My Calendar
2014



September

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30				

October

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December

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2015

January

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February

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March

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July

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August

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23	24	25	26	27	28	29
30	31					

Diary Page




My Diary



Week 1

What I noticed or felt this week
(Physical changes, thoughts, feelings, etc.)


Any questions I have



Week 2

What I noticed or felt this week
(Physical changes, thoughts, feelings, etc.)

Any questions I have



Week 3

What I noticed or felt this week
(Physical changes, thoughts, feelings, etc.)

Any questions I have

Session III, Activity II

Male Fertility

Time: 40 minutes

Materials:

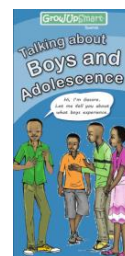
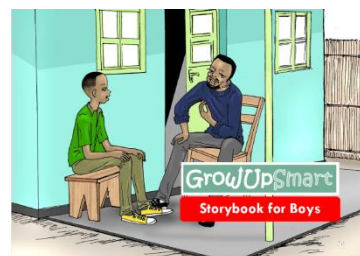
Boys' storybook

Egg white or similar substance in a bowl

Objective: Girls and boys will explain the purpose and describe experiences boys have with erections, ejaculations and wet dreams.

Steps:

- Before the session,** carefully read the *Talking about Boys and Adolescence* brochure, the second story in the boys' storybook, and additional handout C on page 57.
- In the large group ask about what girls and boys have already heard** about erections, ejaculations and wet dreams. Find out what others have told them, such as their brothers, friends, parents, teachers, school, media, or no one. Briefly review the meaning of these terms. (See the facilitator notes and the more content information on page 49-52.) You can use egg white or other substance in a bowl to show and touch how semen might feel.
- Read aloud the second story in the boy's storybook** either in a large or in small groups. Discuss and respond to the questions in the story. Ask how Gasore's experience compares to experiences of boys in their community.
- Hand out the boys' brochure, *Talking about Boys and Adolescence*,** to the boys, and the girls can look on and share during a brief discussion. (Girls will get a copy of this brochure during the next session).



- Summarize key points** in the large group, and stress the following:
 - ✓ A boy cannot control when he will have an erection or a wet dream.
 - ✓ Erections, ejaculations and wet dreams are completely normal. It means a boy is becoming a man.
 - ✓ Boys do not have to ejaculate each time they have an erection. (*Not* ejaculating causes no harm.)
 - ✓ Semen leaves the body during ejaculation. Semen contains sperm, the male reproductive cells.
 - ✓ Ejaculation means that a boy is able to get a girl or woman pregnant (if they have sexual intercourse) when she is on her fertile days. It does not mean he needs to have sex. Boys, like girls, should wait until they are older.

- ✓ If a boy/man does have sex, a condom (a rubber sheath that fits over the penis) is the one method of family planning that protects against pregnancy and also protects against the infections (such as HIV) that can be spread when people have sex.

Facilitator Notes

Important Content in the Boy's Storybook and the Brochure: *Talking about Boys and Adolescence*

From Being a Boy to Becoming a Young Man

During adolescence boys have erections. This is when your penis becomes larger and stiffer. An erection can happen when you think about sexual things, or for no reason at all. Having erections is not a sign that you need to have sex.

Boys also become able to ejaculate. This is when semen, a fluid that contains sperm, comes out of your penis. A boy or a man does not have to ejaculate every time he has an erection. If you wait, the erection will go away on its own without causing any harm. If sperm is ejaculated into a woman's vagina, she may become pregnant.

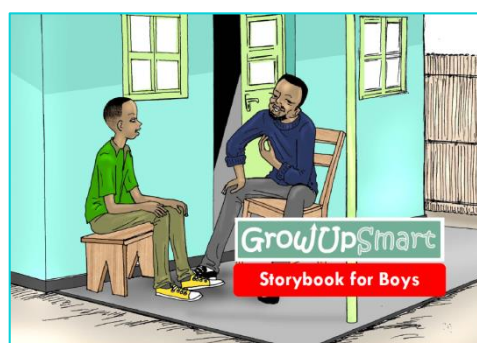
One morning I woke up from a dream, and found my shorts and sleeping area all wet and sticky. I was not worried because my father had told me this could start happening one day.

A "wet dream" is when your penis becomes hard and ejaculates semen while you are sleeping.

Erections and wet dreams are a normal part of growing up for boys, and they cannot be controlled.

But, having sex is a choice, and it is best for boys and girls to wait until they are much older. Not having sex protects against the infections a person can get from having sex, like HIV, and avoids pregnancy. If you, or someone you know, need a family planning method or protection against sexually transmitted infections, see a health provider or another trusted adult.






Your Changing Body

Part of growing up includes noticing changes in your body, and in the way you feel. Everyone goes through these changes in their own way and at their own pace.

For Boys

- Facial hair
- You get wet dreams
- Penis grows
- Hair under armpits and on private parts
- Deeper voice
- Acne
- Taller, bigger muscles
- Sweat, body odor



These changes happen over several years and there is no exact order in which they happen. This is all normal.

Session III

Closing and Next Steps

Time: 5 minutes

Materials:

Brochures

Talking about girls and adolescence

Talking about boys and adolescence

Storybooks for girls and boys

Objective Girls and boys will discuss and use the GrowUp Smart take-home materials, and identify which caring adult they plan to ask about her first period or his first ejaculation/wet dream experiences.

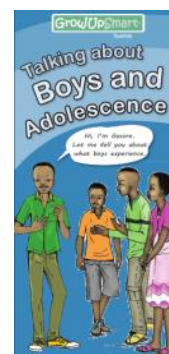
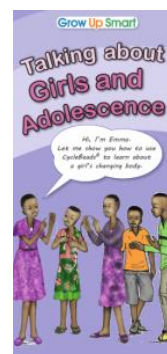
Steps:

1. **Briefly review the girls' and boys' brochure**, together with the large group. Ask the youth to discuss their brochure (and girls their CycleSmart Kit) with a caring adult before the next session. Ask girls who have started menstruating to use CycleBeads to keep track of their menstrual cycle, and anticipate their next period. (Enable youth to check out the available storybooks to read at home with their parents, and then bring the storybooks back for the next session.)
2. **Go around the circle** and ask each girl or boy to name someone (such as their mum, dad, an aunt or uncle, a teacher or school nurse etc.) that they plan to read their brochure with.
3. **Ask the girls to also talk** with an older, trusted female about when she had her first period and what that was like for her. Ask the boys to talk with an older, trusted male about when he first started having wet dreams or ejaculations, and what that was like for him.

Take Home Materials

Have enough copies of the take-home materials to give the boys and girls at the end of the session. Each girl will take home her CycleSmart Kit which also includes the brochure *Talking about Girls and Adolescence*. Each boy will take home a copy of the brochure: *Talking about Boys and Adolescence*. Also, have copies of the storybook for girls and the storybook for boys ready to be checked out by youth.

Girls keep the CycleSmart Kit and brochures, and boys keep their brochures, but anyone who takes a storybook should return it to the facilitator during the next session.



Session III, Additional Activity

Talking about Our Fertility: Role-Plays

Time: 30 to 45 minutes

Materials: Role-play descriptions, one for each pair

Objective Given a role-play scenario, girls and boys will demonstrate how they, or other people they know, might talk about an experience with menstruation (for girls) or having a wet dream (for boys).



Steps

1. **Ask the girls and boys to find a partner**, and form groups of two. These can be mixed girls and boys or single-sex pairs. Give each pair a role-play description. (If there are too many pairs, you may create additional role-play descriptions, or give the same role-play description to more than one pair.)
2. **Ask each pair to act out the situation** with each other, using the information they have learned. Encourage them to be creative, girls can act out male roles or boys can act out female roles if they wish. Give each group about 15 minutes to talk about, prepare and conduct the role-play with their pair. If time, invite a pair to demonstrate their role-play for the entire large group.
3. **Share experiences** with everyone together in a large group. Ask questions like:
 - ✓ *How did it feel to play your role?*
 - ✓ *How easy or hard was it to talk about the experience in the role-play?*
 - ✓ *What other experiences have girls and boys your age had regarding: menstruation, wet dreams, unexpected erections, other changes of puberty?*
 - ✓ *If a girl had really heavy or painful periods, or a different health problem, where could she go for information or health services? What if a boy had pain with urination, or a different health problem, where could he go for information or health services?*
4. **Summarize the themes** represented in the role-plays including points such as:
 - ✓ New experiences like beginning menstruation for girls, or starting to have wet dreams and unexpected erections for boys, are big changes. It is very helpful to have accurate information and to know what to expect before these changes happen.
 - ✓ Parents, aunties and uncles, older siblings, teachers, health workers and other caring adults are excellent resources. You can also help inform your younger siblings.
 - ✓ If you have questions or concerns or just to connect, talk with a caring adult. Even if it feels awkward or embarrassing, just start talking and the words will come.

Role Play Descriptions

<p>Role-play #1: One person plays the aunt; the other plays a 12-year-old girl. The girl is worried because she has not gotten her period yet, but her friends have. The aunt comforts the girl, letting her know that the first period starts as early as age nine or 10, but can also start a few years later.</p>	<p>Role-play #2: One person plays a 10-year-old girl; the other plays the older sister. The girl is frightened because she began her period and does not understand what it is. The older sister explains what menstruation is and why it is happening.</p>
<p>Role-play #3: One person plays the father; the other plays the 13-year-old son. The son is worried because he keeps waking up, and the bed is a little wet. He asks his father what is wrong with him. The father explains to him what wet dreams are and that they are normal.</p>	<p>Role-play #4: One person plays a 12-year-old girl; the other plays her mother or father. The girl has stained her clothes with menstrual blood at school and is too embarrassed to return to school because she thinks everyone saw her. The mother or father comforts her and tells her that every woman has an occasional spot on her clothes. The mother or father explains what to use to stop the blood in her panties.</p>
<p>Role-play #5: One person plays the older brother; the other plays a 12-year-old boy. The boy is worried because he ejaculated and now thinks his sperm is floating in the air and might get someone pregnant. The brother explains to him about wet dreams and ejaculation.</p>	<p>Role-play #6: One person plays a 13 year old girl, the other plays her older cousin. The girl is embarrassed to wash and dry her reusable pads and hides them under the bed. They are not well-cleaned and don't dry well. Her older cousin explains how to clean and dry the pads properly and encourages her cousin not to feel embarrassed. They discuss where she can dry the pads in the sun.</p>



Session III, Additional Activity

Fertility Awareness Crossword Puzzle

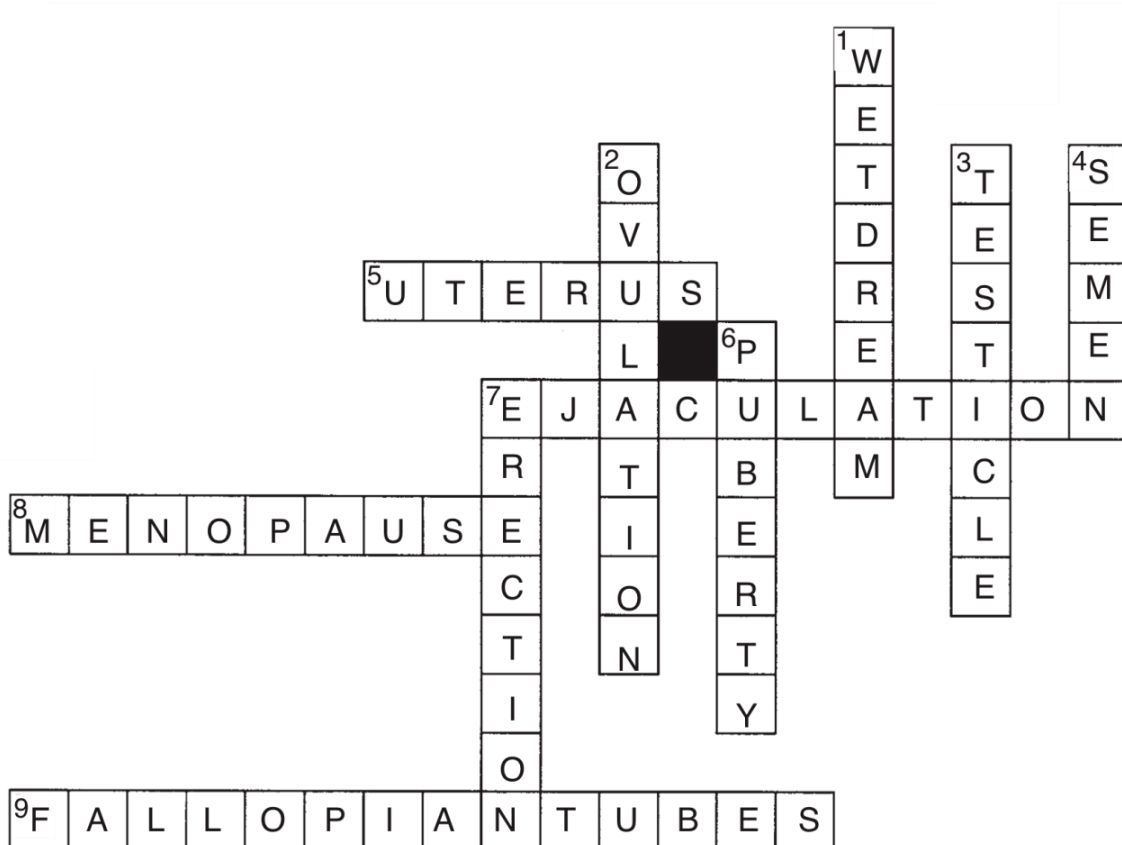
Time: 5 minutes to explain, and 10 to 15 minutes to review once completed

Materials: Blank crossword puzzle, enough copies for each person

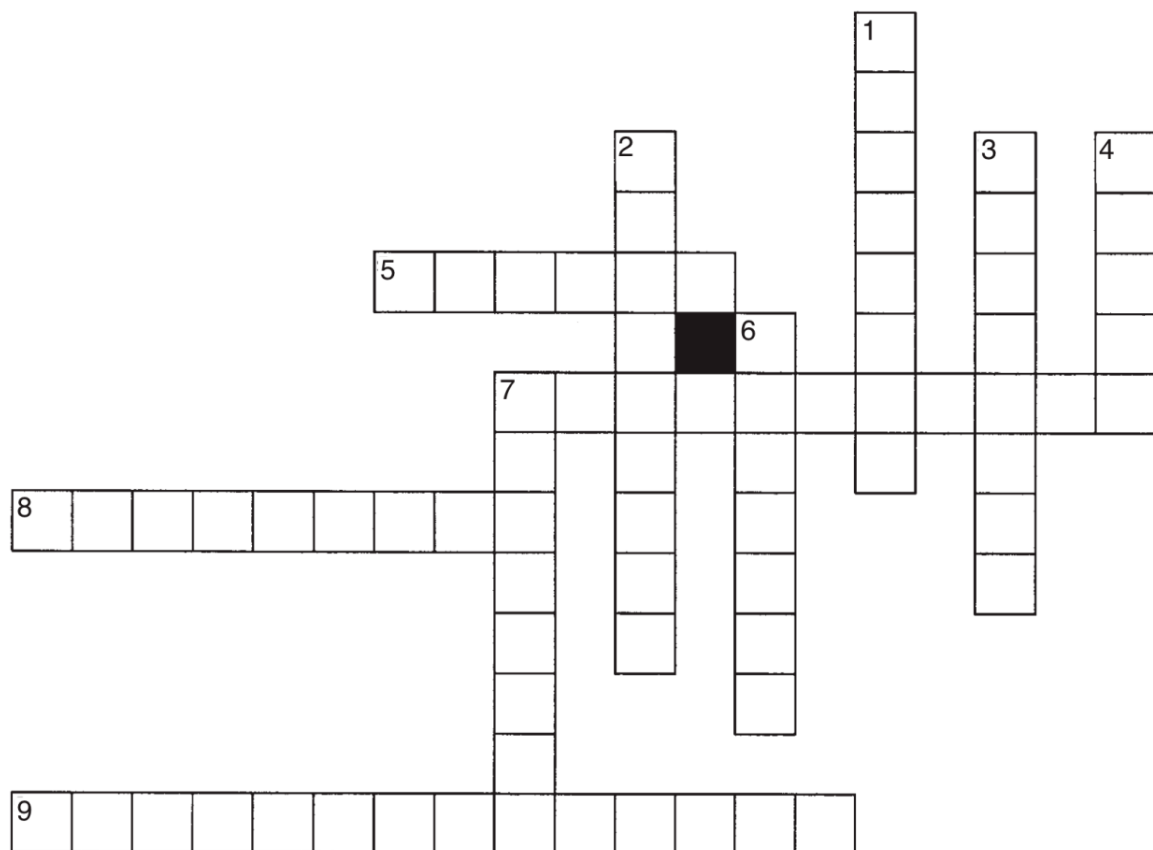
Objective: By completing and discussing the crossword puzzle, girls and boys will reinforce knowledge of the reproductive organs and their function.

Steps:

1. **Pass out a blank crossword puzzle** to each person at the end of a session. Ask them to complete the puzzle for homework and return with it at the next session.
2. **Describe how to complete the puzzle** as follows:
 - ✓ Read each numbered statement, and figure out the word or phrase it is referring to.
 - ✓ Then, write the answer in the numbered squares, putting a letter in each square.
3. **At the next session**, after the girls and boys have completed the crossword puzzle, review and correct the answers together. Answer any questions. Then, review the sequence that occurs during the menstrual cycle. See the answer key below:



Fertility Awareness Crossword Puzzle



Across

5. The place where a baby develops
7. Forceful release of semen from the penis
8. Time in life when a woman's menstruation ends
9. The part of the woman that takes the egg from the ovaries to the uterus (two words)

Down

1. Passing of semen during sleep (two words)
2. Release of an egg from an ovary
3. Place where sperm is produced
4. A thick fluid that is discharged from the penis during ejaculation
6. Process of becoming an adult
7. Hardening of the penis

Session III

More Information

About Girls

What Is Menstruation?

Menstruation is the normal, healthy shedding of blood and tissue from the uterus. It is also called a woman's "period." It usually lasts between three and seven days. Menstruation happens for most women about once a month. It is a sign that a woman can possibly become pregnant if she has sexual intercourse. Women stop menstruating during pregnancy but then start again after they have the baby.

At What Age Does a Girl Start Menstruating?

Just as some girls begin puberty earlier or later than others, the same applies to periods. Some girls may begin to menstruate as early as age nine or 10, but others may not get their first period until a few years later.

What Is the Sign That Menstruation Has Started?

A woman knows that she has started her period when a little blood comes out of her vagina. The blood does not pour like water from a tap. It comes out slowly. Usually by the time she has noticed a feeling of unusual wetness, her panties have absorbed any blood that has come out. This is why it is important to anticipate approximately when each month she will start bleeding, so she can wear a disposable or reusable pad or other protection to prevent the blood from staining her clothing.

How Much Flow Is There?

The menstrual flow—meaning how much blood comes out of the vagina—can vary widely from person to person. Usually, an entire period consists of a few to several spoonfuls of blood—how much depends on the individual. The blood often starts off as a rusty color and then gets redder. It lightens to a rust color again until it stops. The amount of blood can also vary from day to day.

What Is the Menstrual Cycle?

The menstrual cycle is the period of time beginning on the first day of a woman's period until the day before she begins her next menstrual period. Since this happens regularly, it is called a "cycle."

What Is the Length of the Menstrual Cycle?

The length of the menstrual cycle (the time between one period and the next) varies for each woman. For some, the cycle is as short as 21 (or even fewer) days. For others, it is as long as 35 days or more. Irregular periods are common in girls who are just beginning to menstruate. It may take the body a while to adjust to all the changes taking place. For example, a young girl may have the same length cycle for two months, then miss a month, or have two periods with fewer days in between them. Her menstrual cycle will probably become more regular, although she may continue to have irregular periods into adulthood. Sometimes she might have some spotting of blood for a day or two in the middle of her cycle. This is usually nothing to worry about.

When Is a Woman or Man Fertile?

A woman is fertile when she has the ability to become pregnant. A woman is fertile only certain days of each menstrual cycle—these are the days when she can become pregnant. A woman is fertile for a few days each cycle from her first menstruation until menopause. Beginning with his first ejaculation, a man is fertile every day and has the potential ability to father a child for the rest of his life. If he has sex and ejaculates inside a woman's vagina, it is the sperm in his semen that causes pregnancy.

What Is Ovulation?

Ovulation is the periodic release of a mature egg from the ovary. This usually happens around the middle of a woman's menstrual cycle.

What Is Menopause?

Menopause is the stage at which a woman's menstruation ends. It ends because the hormones that cause eggs to mature in her ovaries stop. Menopause usually occurs when women are in their late forties or early fifties. But, menopause can take place earlier or later than this. Some women may stop menstruating by the time they are 35, and some not until their late fifties.

How Does the Body Feel During Menstruation?

Sometimes a woman may experience physical or emotional changes around the time of her period. Not everyone has these feelings—some women do not feel anything. A woman may experience:

Physical symptoms: cramps, pain, bloating, weight gain, food cravings, swollen or painful breasts, swollen hands or feet, skin problems, headaches, dizziness, or irritability.

Emotional symptoms: short temper, aggression, anger, anxiety or panic, confusion, lack of concentration, nervous tension, fatigue, or depression. These changes are sometimes referred to as premenstrual syndrome (PMS). PMS is related to changes in the body's hormones.

As hormone levels rise and fall during a woman's menstrual cycle, they can affect the way she feels, both physically and emotionally. She may find that hot water compresses, herbal teas like mint or chamomile, or taking a mild pain reliever may give her relief from menstrual symptoms. If these do not help, she should visit a health provider and discuss the matter.

What Are Secretions?

Girls can sometimes see secretions on their underpants or experience a feeling of wetness. These secretions change in look and feel during the menstrual cycle. Girls often get secretions around the time of ovulation, when the body is ready to receive and nurture a fertilized egg. Secretions help sperm travel through the uterus to meet the egg for fertilization, so when a girl has secretions, she knows that this is around the time when she is fertile. These cervical secretions are supposed to be there and should *not* be washed out of the inside of the vagina or dried up with herbs or powders.

Paying attention to these secretions helps girls understand their bodies. A few days after a girl's period ends she may notice that secretions appear in small amounts. As days go by, the amount of secretions increases and they are easier to see and feel. Once they start, secretions usually continue for several days in a row. Then the amount of secretions decreases until they disappear. Any secretions indicate that a girl or woman can get pregnant.

Knowing what is normal for the body helps girls recognize things that are not normal. For example, strong-smelling or itchy secretions are not normal. These kinds of secretions are often a sign of infection, and she should visit a health provider.

What Products Do Girls Use During Menstruation?

Clean rags: These are cut to fit in the panty area by sewing several layers of cotton rags on top of each other. These must be clean. They must be washed thoroughly and hung in a private but sunny place to dry. They should not be shared with others.

Toilet tissue: One can use toilet tissue by making a thick, long wad of toilet tissue. Sometimes toilet tissue is too rough, however, and it can cause irritation and soreness to the skin. It also may not be sufficient to absorb the quantity of blood.

Pads, sometimes called sanitary napkins: These are designed to fit the panty area close to the body. Disposable pads have strips of tape that keep them attached to the panties, and the panties help to hold the pads close to the opening of the vagina. These pads have a plastic lining to minimize the spill of blood. If a woman uses these pads, she needs to throw them down a pit latrine, bury them, or burn them after use. They should not be left in the garbage pile or flushed down the toilet, as they will cause blockage.

Soft, cloth, reusable pads are also designed to fit the panty area close to the body. However, instead of throwing these pads away after use, you wash, rinse and completely dry them. Then the reusable pads are ready for you to use them again. Reusable pads may last for up to one year.

Tampons: These are small, compressed cotton objects, formed into solid, tube-like shapes that are pushed up into the vagina during menstruation. The cotton softens as it absorbs the blood that comes into the vagina from the uterus. Attached to the tampon is a strong, soft cotton thread, which hangs out of the vagina. Pulling this thread removes the tampon. A girl must always wash her hands before and after inserting a tampon. A tampon also needs to be changed frequently, because it could cause infection if left in the vagina. One should never leave a tampon in for more than eight hours.

Whatever a girl uses (rags, toilet tissue, pads, or tampons), she should change it frequently to avoid staining and odor. When menstrual blood comes in contact with air, it can develop a stale odor. Pads and tampons cost more than toilet paper and rags, but all work equally well. A girl can usually ask her sister, mother, or other close female relative what she uses. A girl might be worried that her friends might see her carrying such products with her. She should know that placing these in a simple plastic bag in her purse, school bag, or backpack usually prevents any embarrassment.

If a girl's panties or clothes get stained with blood, she can soak them in cool, mildly salty water. Hot water will cause the blood to set and remain as a permanent stain.

About Boys

What Is an Erection?

An erection occurs when the penis fills with blood and becomes hard and straight. Erections happen sometimes as boys fantasize and think about sexual things, or sometimes for no reason at all. Boys do not have any control over when this will happen. It is very common for boys to wake up with an erection in the morning. While asleep at night, a boy's penis will probably become erect and then go down about five to seven times. This is completely normal and healthy. Having

erections is *not* a sign that a boy needs to have sex. When the penis is erect, a boy will find that he cannot urinate easily because a muscle closes off the bladder. He will have to wait until the erection goes down before he can urinate.

An erection can last for a longer or shorter time, and can happen anywhere at any time. This can be embarrassing for boys, especially if they don't expect it. An unexpected erection happens less often as boys get older. When having an unexpected erection a boy can: focus on something else, stay sitting down, wear baggier pants, shift a book or other object in front of his penis, or do nothing.

What Is Ejaculation?

Ejaculation is when semen comes out of a boy's or man's erect penis due to sexual excitement. A man does not have to ejaculate every time he has an erection. If he waits, the erection will go away on its own without causing any harm. When a boy begins puberty, the ejaculated semen tends to be slightly clear or slightly yellow. As the boy grows into a man, he begins making a larger amount of mature sperm, and his ejaculation will probably become more whitish. Boys are not born with sperm; they begin to produce them during puberty. A boy begins to produce sperm and continues to produce them through his entire life. If the sperm is ejaculated into the woman's vagina, she may become pregnant. The ejaculate can also carry diseases that could infect a woman.

What Is a Wet Dream?

A wet dream (or nocturnal emission) is when a boy's penis becomes erect, and he ejaculates while sleeping. This causes the boy's underwear or the bed to be a little wet when he wakes up.

If a boy does not know about wet dreams, he could be worried or confused. Wet dreams are completely natural and normal. A boy cannot stop himself from having wet dreams.

What size should the penis be?

There is no right shape or size for a boy's penis. Different shapes and sizes are all normal. Looking down at your penis, it may appear smaller than it is. Being nervous or cold may temporarily make the penis a little smaller. Being relaxed or having a warmer body temperature may result in the penis being a little bigger, just because of blood flow. The penis becomes bigger and harder when it is erect. It may also bend to one side when erect. This is all normal.

When are boys fertile?

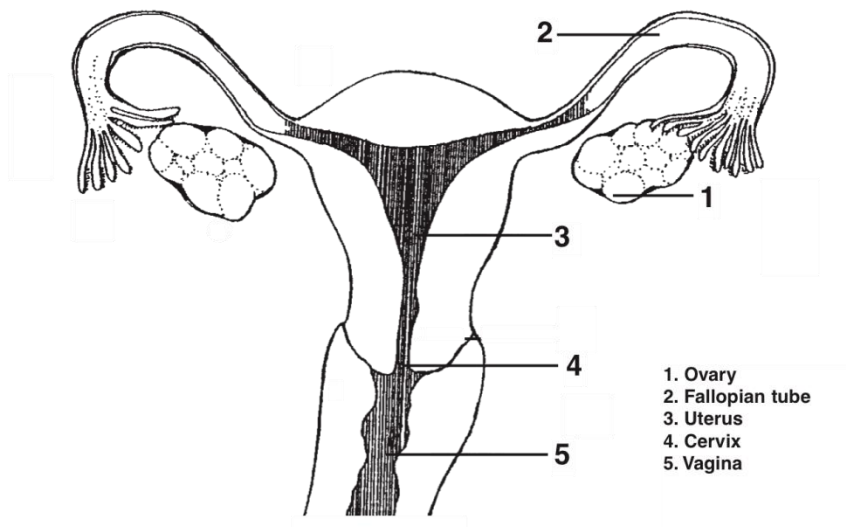
Boys do not have some days when they are fertile and some days when they are not. Instead, a boy or man is potentially fertile every day. That means he has the ability to get a girl pregnant.

After a boy has his first ejaculation, this is a sign that he is fertile. If he has sex with a girl (penis in her vagina) the girl can become pregnant if she is on her fertile days.

What determines whether a baby will be a girl or a boy?

When a pregnancy occurs it is the boy or man's sperm in his ejaculate (semen) that determines the sex of the baby, and not the woman's egg.

Handout: Female Reproductive System—Internal Genitalia



Every female is born with thousands of eggs in her **ovaries**. The eggs are so small that they cannot be seen by the naked eye. Once a girl has reached puberty, a tiny egg matures in one of her ovaries and then travels down a **fallopian tube** on its way to the **uterus**. This release of the egg from the ovary is called **ovulation**. The uterus prepares for the egg's arrival by developing a thick and soft lining like a pillow. If the girl has had sex in the last few days before she ovulates, by the time the egg arrives in the fallopian tube, there might be some sperm waiting to unite with the egg. If the arriving egg is united with the sperm (called **fertilization**), the egg travels to the uterus, and attaches to the lining of the uterus and remains there for the next nine months, growing into a baby. If the egg is not fertilized, then the uterus does not need the thick lining it has made to protect the egg. It throws away the lining, along with some blood, body fluids, and the unfertilized egg. All of this flows through the **cervix** and then out of the **vagina**. This flow of blood is called the "period" or **menstruation**.

Key Words

Cervix: Lower portion of the uterus, which extends into the vagina.

Fallopian tubes: Tubes that carry the egg from the ovaries to the uterus.

Fertilization: Union of the egg with the sperm.

Menstruation: The monthly discharge of blood and tissue from the lining of the uterus.

Ovaries: Two glands that contain thousands of immature eggs.

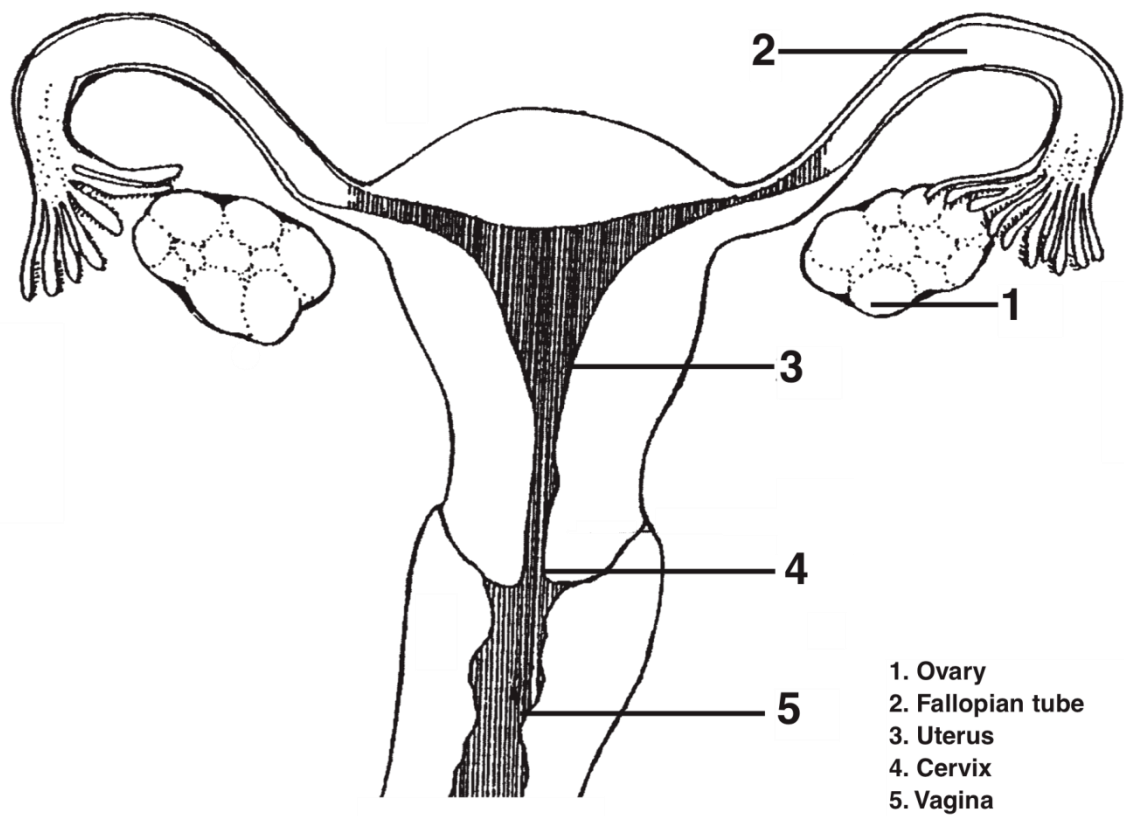
Ovulation: The periodic release of a mature egg from an ovary.

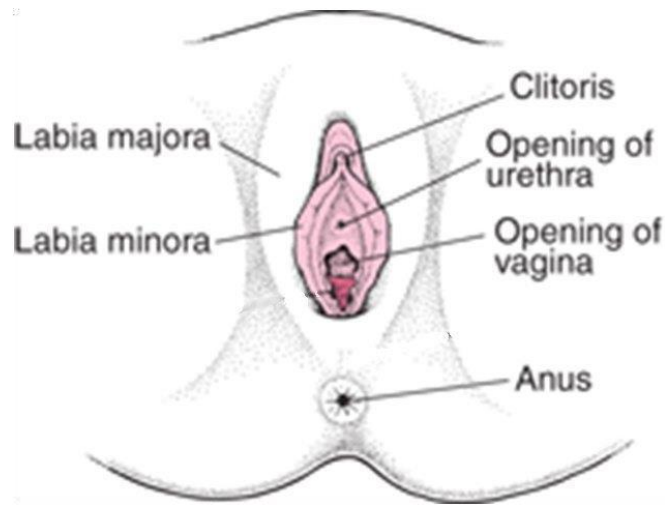
Secretion: The process by which glands release certain materials into the bloodstream or outside the body.

Uterus: Small, hollow, muscular female organ where the fetus is held and nourished from the time of implantation until birth.

Vagina: Canal that forms the passageway from the uterus to the outside of the body.

Female Reproductive System—Internal Genitalia



Handout: Female Reproductive System – External Genitalia

The external genitalia includes two sets of rounded folds of skin: the **labia majora** (or **outer lips**) and the **labia minora** (or **inner lips**). The labia cover and protect the vaginal opening. The inner and outer lips come together in the pubic area. Near the top of the lips, inside the folds, is a small cylindrical body called the **clitoris**. The clitoris is made up of the same type of tissue as the head of the male's penis and is very sensitive. The **urethra** is a short tube that carries urine from the bladder to the outside of the body. Urine leaves a woman's body through the **urethral** or **urinary opening**. The **vaginal opening** is the place from which a woman menstruates. Altogether, the external genital organs of the female are called the **vulva**.

Key Words

Clitoris: Small organ at the upper part of the labia, which is sensitive to stimulation.

Labia majora (outer lips): Two folds of skin (one on either side of the vaginal opening) that cover and protect the genital structures, including the vestibule.

Labia minora (inner lips): Two folds of skin between the labia majora that extend from the clitoris on each side of the urethral and vaginal openings.

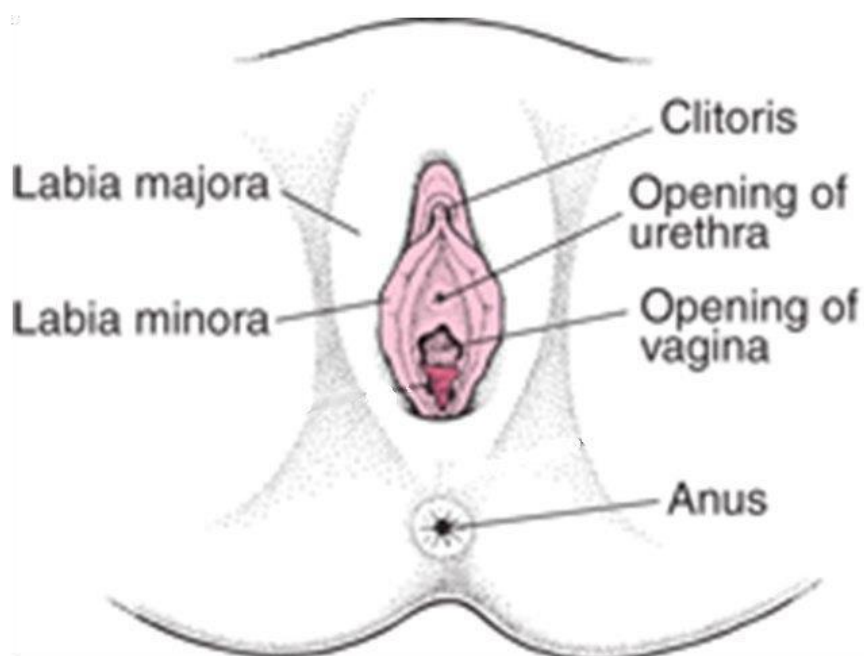
Urethra: Short tube that carries urine from the bladder (the place where urine is collected in the body) to the outside of the body.

Urethral (urinary) opening: Spot from which a woman urinates.

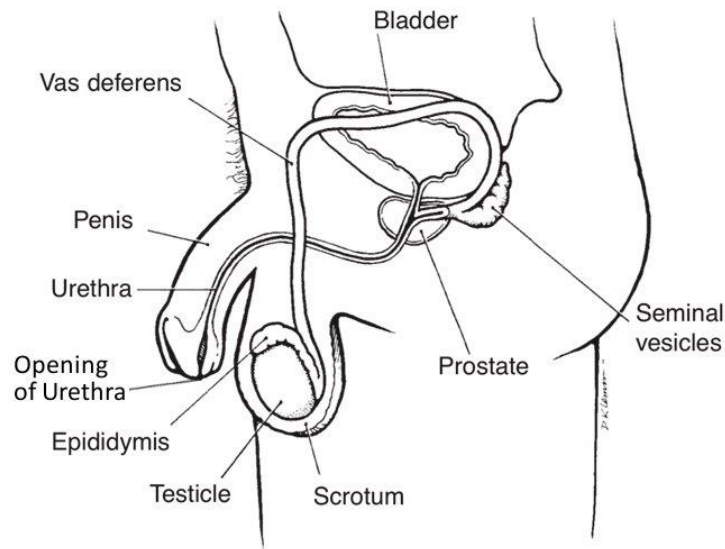
Vaginal opening: Opening from the vagina where menstrual blood leaves the body.

Vulva: The external genital organs of the female, including the labia majora, labia minora, and clitoris, and vestibule.

Female Reproductive System—External Genitalia



Handout: Male Reproductive System



From puberty on, **sperm** are continuously produced in the **testicles** (or **testes**), which are found inside the **scrotum**. As the sperm mature, they move into the **epididymis**, where they remain to mature for about two weeks. The sperm then leave the epididymis and enter the **vas deferens**. These tubes pass through the **seminal vesicles** and the **prostate gland**, which releases fluids that mix with the sperm to make **semen**. During **ejaculation**, the semen travels through the **penis** and out of the body by way of the **urethra**, the same tube that carries urine. The **urethral** or **urinary opening** is the spot from which a man urinates or ejaculates.

Key Words

Ejaculation: Forceful release of seminal fluid from the penis.

Epididymis: Organ where sperm mature after they are produced in the testicles.

Penis: External male organ through which semen or urine leave the body.

Prostate gland: Gland that produces a thin, milky fluid that enables the sperm to swim and become part of the semen.

Scrotum: Pouch of skin behind the penis that holds the testicles.

Semen: Fluid that leaves a man's penis when he ejaculates.

Seminal vesicles: Small glands that produce a thick, sticky fluid that provides energy for sperm.

Sperm: A male sex cell.

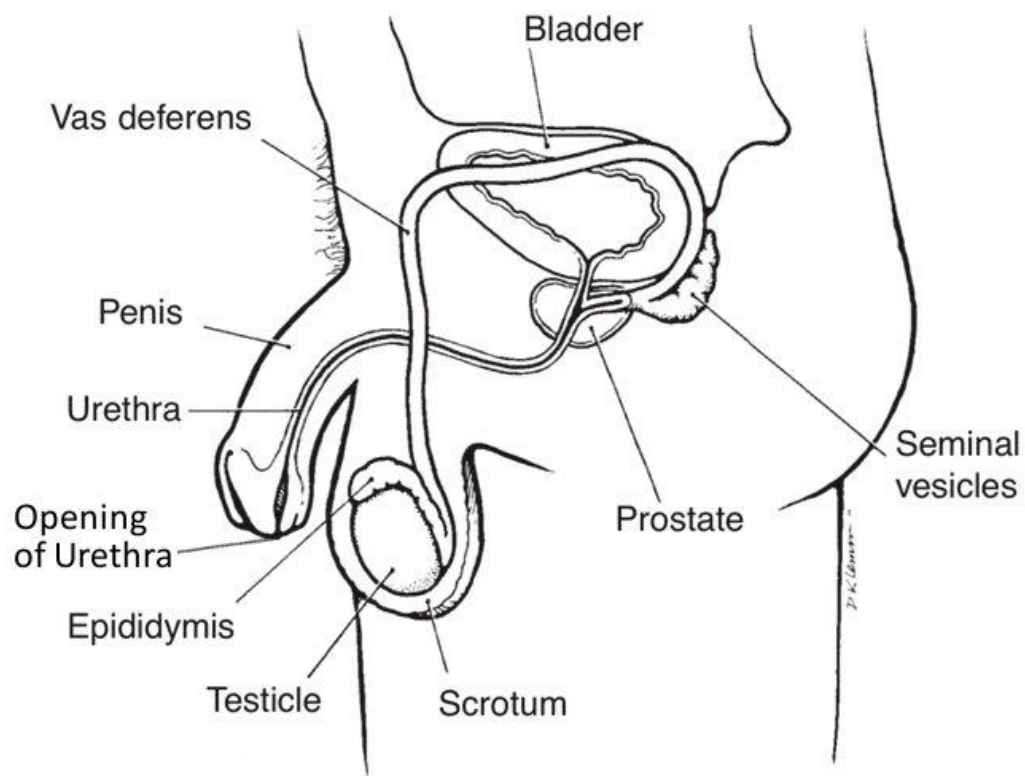
Testicles (testes): Male reproductive glands, which produce sperm.

Urethra: Canal that carries urine from the bladder (the place where urine is collected in the body) to the urinary opening. In males, the urethra also carries semen.

Urethral (urinary) opening: Spot from which a man urinates.

Vas deferens: Long, thin tubes that transport sperm away from the epididymis.

Handout: Male Reproductive System





SESSION IV Female & Male Fertility

Agenda

Opening

Activity I: How Pregnancy Occurs

BREAK, as needed

Activity II: Spider Web of Possible Consequences

Closing and Next Steps: Take-home materials

Brochures *Talking about Girls and Adolescence, Talking about Boys and Adolescence*

Storybook for girls and boys

Additional Activities: More on Infections People Can Get from Having Sex, Planning Healthy Families

More Content Information

Objectives

By the end of this session girls and boys will be able to:

1. describe fertilization and conception
2. discuss reasons to delay sexual activity
3. discuss the take-home materials and name who they will interview about their values regarding sex and sexual expression

Session IV

Opening

In the large group ask the girls and boys to share some personal experiences since the last session, especially their experiences with the take-home materials. Ask questions such as:

- ✓ *What did you learn talking with a caring adult about that person's early experiences with menstruation as a girl or with wet dreams and erections as a boy?*
- ✓ *How did you feel talking about this?*
- ✓ *For girls who used CycleBeads, would anyone like to share about their experience?*
- ✓ *Any questions about how to use CycleBeads?*

Ice Breaker: Who Wins the Race?

First, ask the girls and boys to help move chairs or other items to the side of the room, to make space for this icebreaker. Then, draw a large circle on the flipchart and post it on one side of the room while all the girls and boys go to the opposite side of the room. Next, tell them we are going to have a "heel-walk" race and see which person can get to the other side and touch the circle first, walking all the way there on their heels! Say, "1,2,3,...Go!" everyone tries to hurry to be the first to touch the large circle, while walking as quickly as they can on their heels. (This is hard to do, and slows everyone down.) The person who touches the circle first is congratulated as the fastest heel-walker!

Respond to questions including those in the anonymous question box. Collect the puberty storybooks that have been returned. Tell the group that today we are going to talk about male and female combined fertility, including how pregnancy occurs, signs of fertility, and the benefits of delaying sexual activity for adolescents.

Session IV, Activity I

How Pregnancy Occurs

Time: 45 minutes

Materials:

Flipchart

Markers

Objective: Girls and boys will describe fertilization and conception.

Steps:

1. **Before this session** carefully read the facilitator notes and more content information in session 4 as well as the additional handouts A, B and C in the previous session 3.
2. **In the large group** ask the girls and boys to think about what they have heard regarding "how babies are made," such as: babies come from their mother's umbilici/belly button, or doctors and midwives give children to their mothers. Identify myths and stories that may come up. Then

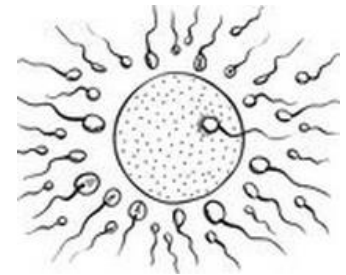


truthfully, a young person may volunteer or the facilitator shares that a baby is made when: a man and woman have vaginal sexual intercourse, and the man's sperm joins the woman's egg.

3. Ask, "What is "sex" or "sexual intercourse" or "vaginal sex" This is to open the discussion and encourage youth to share what they know. Be aware that among 10 to 14 year olds, some youth may have very little knowledge of this topic and be quite surprised and embarrassed, while others may already be very knowledgeable and have a lot to say. See the facilitator notes for key points to discuss when describing sexual intercourse (penis in the vagina) and ejaculation around the time of ovulation. Also mention that there are positive and joyful aspects of sex and sexuality, in addition to the possibility of creating new life. Include that sex should be consensual, not pressured or forced.

4. Explain fertilization and conception. Use the drawing of the large circle already on the flipchart (from the icebreaker during the heel-walk race) to represent a woman's "egg", and then draw many, many "sperm" rushing to this egg. Just as we all rushed to be the first to the circle during the heel-walk-race icebreaker, millions of sperm swim to the woman's fallopian tube, searching for an egg to fertilize. When one sperm joins the egg fertilization occurs. Emphasize that for pregnancy to occur three things must take place:

- 1) An egg must be present in one of a woman's fallopian tubes
- 2) Sperm from the male must join the egg to fertilize it
- 3) The fertilized egg must attach itself to the lining of the uterus where it grows to become a baby. Each of us was conceived through an act of vaginal sexual intercourse.



5. Answer questions, and provide additional examples as needed. In some communities comparing human fertility and conception to the seasons, plants or animals, may be helpful.

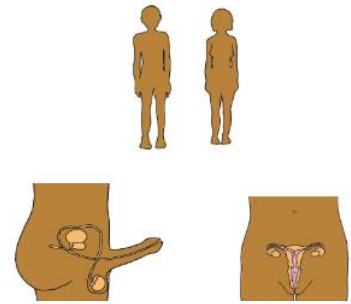
6. Summarize with points such as:

- ✓ The joining of the egg and sperm is called fertilization. Sperm enter a woman's vagina through sexual intercourse (penis in the vagina) with a man.
- ✓ A male who has reached puberty has the ability to get a woman pregnant until very old age, or for the rest of his life. He is potentially fertile every day.
- ✓ A female who has reached puberty can get pregnant on certain days of the month. These are called *fertile days*. On other days, she does not get pregnant. If she has sexual intercourse during her fertile days, she has a chance of becoming pregnant, even if this is the first time she has sex. A woman is capable of getting pregnant as long as she continues to have her menstrual cycle. When she reaches menopause, she stops menstruating and is no longer able to get pregnant.
- ✓ It is best for girls and boys to wait to have sex until they are older and mentally and emotionally ready for sex, and prepared to have and care for a baby.
- ✓ It is a man's sperm that determines if a baby is born a girl or a boy.

- ✓ Sometimes a couple is unable to have a child although they have regular unprotected sex. This is called infertility. However, if a couple has sex and the woman does not get pregnant, this does not mean she is infertile.

What Happens during Sexual Intercourse?

Sexual intercourse is when a man's penis enters a woman's vagina. This can cause him to have an ejaculation of semen. If he ejaculates inside the woman's vagina, the sperm from his semen swim into the uterus, then into the fallopian tube, searching for an egg to fertilize. During sexual intercourse several million sperm can be ejaculated. Some will live up to five or six days inside the woman.



In addition to vaginal sex (penis and vagina) some people have sex using the mouth or the anus. Although pregnancy only occurs through vaginal sex, a person can still get or give someone an infection when they have any type of sex. This is because sexually transmitted infections are spread through any type of sex or exchange of body fluids. (See page 75-76 for more information on infections a person can get from having sex.)

How Does Fertilization Occur?

As a result of vaginal intercourse, the man's sperm can join with a woman's egg. Although a girl or a woman cannot predict exactly when one of her eggs will be released from one of her ovaries, it usually happens about the middle of the menstrual cycle. After the egg is released, it floats down the fallopian tube toward the uterus. During the 24 hours that the egg is moving slowly through the fallopian tube, it has a chance of meeting sperm, if present. Sperm may be there waiting, and able to fertilize an egg for up to five or six days. The egg is many times larger than each sperm. Only one sperm can penetrate or fertilize the egg. This sperm determines whether this fertilized egg will become a baby girl or a baby boy. Once fertilized, an egg plants itself into the uterus lining. This takes about six days. Once safely implanted, the fertilized egg begins to grow. After about 9 months the baby is typically born, passing through the woman's vagina.

How Does a Girl or Woman Know If She Is Pregnant?

Soon after implantation of the egg, hormones are secreted in the body to prevent menstruation from occurring and to ensure the development of the fetus. These hormones can be detected in tests of the woman's blood and urine. Many women know they may be pregnant because they do not menstruate or because they notice bodily changes like breast swelling or tenderness and weight gain. Not menstruating, however, is not a sure sign of pregnancy.

What Causes Twins?

Identical twins look just alike, and are always either two girls or two boys. This happens when a developing, fertilized egg separates into two developing eggs. Twins that are not identical can happen if two eggs are present in the fallopian tube and they are each fertilized by a different sperm. These non-identical twins may be of the same sex or of different sexes.

Session IV, Activity II

Spider Web of Possible Consequences



Time: 50 minutes

Materials: Yarn or string wound into a ball, so you can hold onto the string, and still throw the yarn ball to someone else
Flipchart paper and markers

Objective: Girls and boys will discuss reasons to delay sexual activities.

Steps:

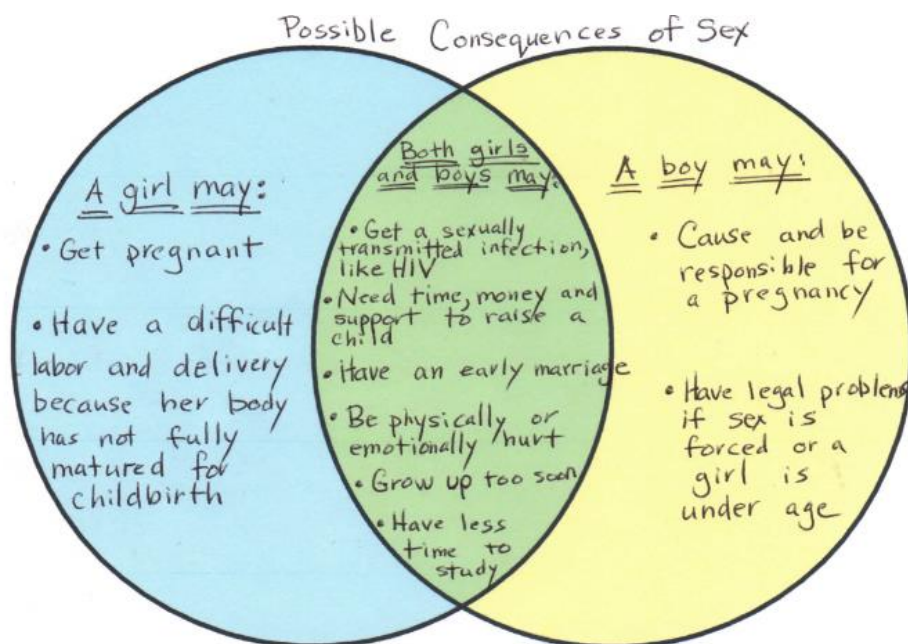
1. **In the large group** tell the girls and boys that this next activity explores the possible consequences of having sex. While many young people do not have sex until they are much older, some boys and girls may make different choices. Ask, “Why do you think some adolescents may have sex?” Possible answers may include:
 - ✓ Pressure from peers or relatives
 - ✓ Curiosity or opportunity
 - ✓ Feeling unable to say, “No”
 - ✓ Tricked or coerced
 - ✓ Wanting love and affection
 - ✓ Influenced by alcohol or drugs
 - ✓ Other....
2. **Form a large circle**, and tell the group we are going to play the spider web game while brainstorming some of the “possible consequences of having sex”. Everyone helps to list consequences for girls and/or boys as follows:

“When the yarn ball is tossed to you, you:

 - ✓ *Catch the yarn ball*
 - ✓ *State a possible consequence of sex (such as, “a girl can get pregnant!”)*
 - ✓ *Add a personal story or experience if you would like to (my neighbor became pregnant and had a hard time finishing her schooling)*
 - ✓ *Hold onto the string close to the yarn ball (and continue to hold this string throughout the game as this creates the spider web)*
 - ✓ *Throw the yarn ball across the circle to someone else to catch*
 - ✓ REPEAT
3. **The person who catches the yarn ball** states another possible consequence of having sex, then holds the string close to the yarn ball (continuing to hold onto the string throughout the game) and tosses the yarn ball across the circle again to another person.
4. **Repeat these steps again and again** until many of the consequences of having sex at a younger age are stated, and the yarn ball has passed back and forth, across the circle, creating a giant

yarn spider web. If someone catches the yarn ball and cannot think of another consequence, he or she can repeat a consequence that has already been stated. At the end everyone lets go of the yarn in their hand, tossing it up, and the “spider web” falls to the ground in a mound of yarn.

5. **Return to the large circle**, and use flipchart paper to create a Venn diagram of the potential consequences of sex for young females vs males that were stated in the spider web game. (See example to the right.) Add additional consequences, if needed.
6. **Discuss reasons, risks and responsibilities** for keeping oneself free from infections that are spread through sex and avoiding pregnancy. (See facilitator notes.) Also share that caring for someone and expressing romantic feelings should be a loving, joyful experience, and there are many possible consequences if one has sex.
7. **Summarize with the following points:**
 - ✓ There are many reasons why girls and boys should wait until they are much older to have sex. These include physical, emotional, social, and economic reasons as well as long term goals.
 - ✓ If someone is pressuring you, or trying to trick you into having sex, tell a trusted adult.
 - ✓ If you or someone you know plans to have sex, they should see a health provider. Health providers have information and services to help people protect themselves from infections that a person can get from having sex and methods to avoid pregnancy.



Benefits of Delaying Sexual Activity: Reasons, Risks and Healthy Behaviors

Why Some Adolescents Have Sex

Some adolescents may have sex because they feel pressure from peers or others to engage in sex. In some communities boys are encouraged to experiment with sex at younger ages, before marriage, while girls are expected to wait until marriage. In some communities girls are married when they are very young, still adolescents.

Sometimes young people are pressured, tricked or forced to have sex. A man may offer to pay a girl's school fees or buy her a new dress, but expect sex in return. A boy may feel pressure to "prove he is a man." (No one should pressure, trick or force another person into having sex.)

Some adolescents are curious about sex, or have a lot of unsupervised time without anyone advising them of the many consequences of unprotected sex including unplanned pregnancy and sexually transmitted infections.

Risk of Pregnancy and Sexually Transmitted Infections

If someone has unprotected sex (using the penis, vagina, mouth or anus) there is a risk of getting a sexually transmitted infection (STI). Although only vaginal sex results in pregnancy, these infections are spread through all different types of sex and/or close, intimate contact. There are many different STIs and often there are no visible signs that a person is sick, yet the infection can still spread from one person to another during sex.

For example, with HIV the virus that causes AIDS, a person can still pass it through any type of unprotected intercourse, exchange of blood (often through sharing needles), and an HIV-infected woman can pass HIV to her baby during pregnancy or birth or through breast milk. HIV is not spread by hugging, kissing, shaking hands, eating from the same utensils, sharing toilets or being bitten by mosquitoes.

For an adolescent girl, pregnancy can affect her health, because her body is not fully developed and she may have a more risky pregnancy, labor and delivery. Pregnancy and having a baby at a young age can affect a girl's relationship with her family, friends and community. Sometimes the baby's father is not interested in supporting the adolescent mother or his offspring. Having a child at a young age can make it difficult for adolescent girls to finish school and achieve future goals like meaningful work outside the home.

For a boy, causing a pregnancy can also affect his ability to finish school, and impact his available finances. Causing a pregnancy and caring for a family are big responsibilities requiring much maturity.

Healthy Behaviors

Even if a girl or boy likes someone, and has romantic feelings, it does not mean they need to have sex with the person. There are many other ways to show affection and caring like spending time together, writing letters or poems, or sharing a meal. It is best for girls and boys to delay sex until they are much older, and with a caring, future partner.

Not having sex is the best way for adolescents to prevent pregnancy and STIs.

Other ways to prevent STIs, for someone who does have sex include:

- ✓ using condoms every time one has sex
- ✓ getting tested with any future partner
- ✓ being faithful to one faithful and infection-free partner
- ✓ not sharing sharp items (like needles or razors) that may have blood on them and be used by another person
- ✓ (for an HIV-positive mother) taking antivirals during pregnancy and breastfeeding to help avoid passing HIV to the baby



Other ways to prevent pregnancy, for someone who does have sex, include using a family planning method like condoms. Condoms are the one method that prevent both pregnancy and sexually transmitted infections. There are also many different family planning methods available at the health post.

Session IV

Closing and Next Steps

Time: 25 minutes

Materials

Brochures:

Talking about girls and adolescence

Talking about boys and adolescence

Storybook for girls and boys

Objective: Girls and boys will describe what they learned, discuss the take-home materials, and name who they will interview about their values regarding sex and sexual expression.

Steps:

- 1. Give each girl and boy a brochure.** Girls get a copy of the *Talking about Boys and Adolescence* brochure, and boys get a copy of the *Talking about Girls and Adolescence* brochure. This helps both girls and boys to learn more about the changes experienced by the opposite sex, and to talk about this with their parents.
- 2. Together in a large circle,** share reasons why it is important to know about changes and experiences of the opposite sex.
- 3. Go around the circle** and ask each girl or boy to name someone (such as their mum, dad, an aunt or uncle, a teacher or school nurse) they plan to read their brochure with before the next session.
- 4. Read aloud the story of Gasore and Ntwali,** located inside the boys' brochure. (See the next page for a copy of this.) Briefly discuss the story using questions such as:
 - ✓ *What is this story telling us?*
 - ✓ *How did Gasore keep himself healthy and safe?*
 - ✓ *How did Gasore show respect for girls?*
 - ✓ *How did Gasore help his sister?*
 - ✓ *What else might you and your brothers or sisters do to help one another?*
- 5. Invite the youth to talk with their parents** (or care giver) before the next session, and ask about their views regarding sexual expression. They can ask questions such as:
 - ✓ *When it is OK for a person to have sex? When is it not OK?*
 - ✓ *What expectations do the parents have for the girls in the family? What expectations do they have for the boys?*

Take Home Materials

Have enough copies of the brochures to give to the boys and girls before the session ends. Also, hand out copies of the storybooks to the youth who have not yet brought this home. Depending on the number of storybooks available, some girls and boys will still need to wait until the following week to check out the storybook.

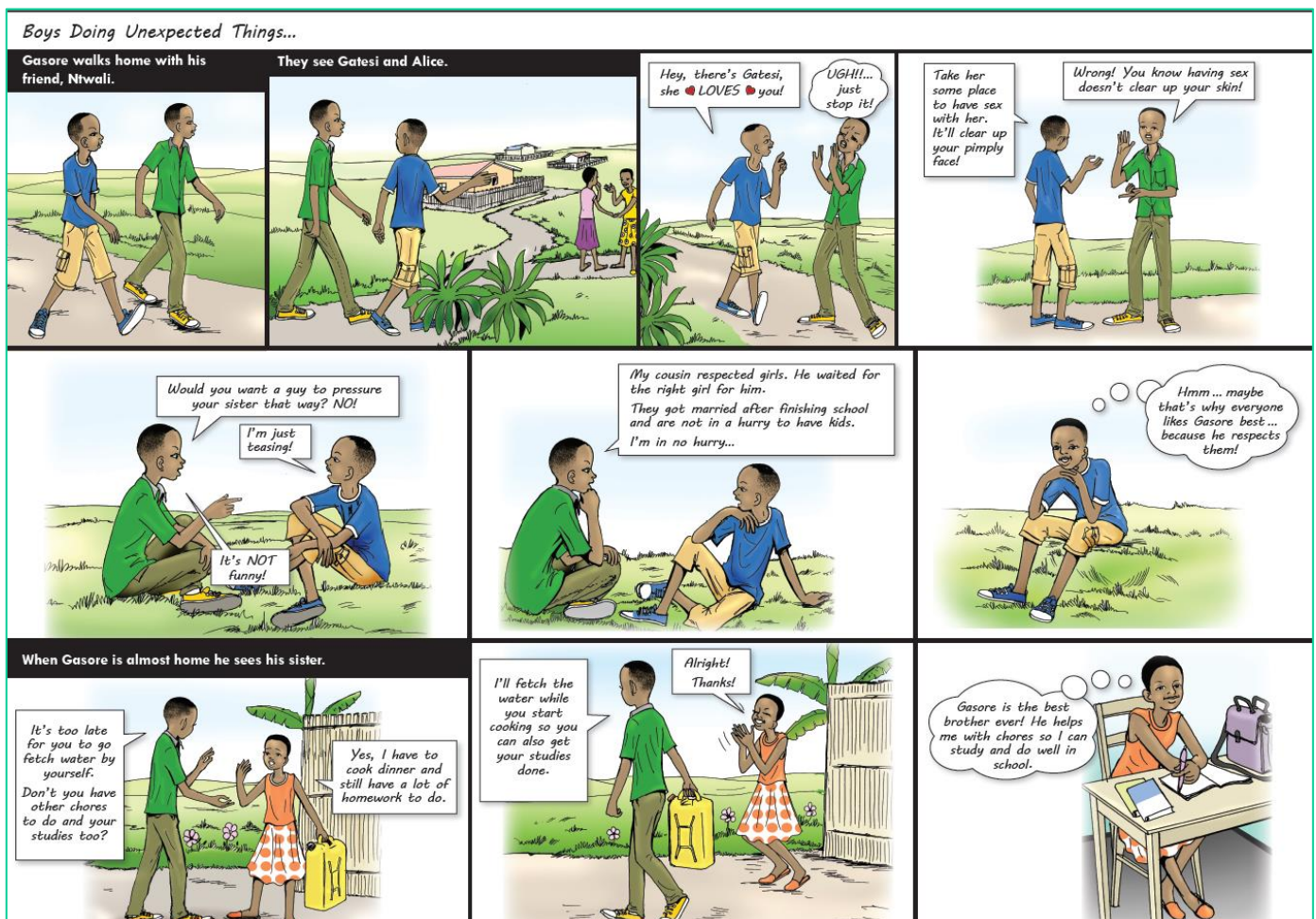


- ✓ What are some ways a young person can show that he or she truly likes and cares for another person?
- ✓ How do girls and boys show mutual respect for one another

6. Remind the girls using the CycleSmart Kit to pay attention to which bead the CycleBeads ring is on when they get their next period.
7. Enable some youth to check out the storybooks to read at home with their parents, and then bring the storybooks back for the next session.

Story of Gasore and Ntwali from the Brochure: Talking about Boys and Adolescence

Facilitator Notes



Session IV, Additional Activity

More on Infections People Can Get From Having Sex

Time: 30 to 45 minutes

Materials:

Small blank cards or pieces of paper, one for each person

One small card or piece of paper that says “STI”

Objective: Girls and boys will develop awareness of how sexually transmitted infections (STIs) can pass from one person to another unknowingly, and they will discuss basic STI information.

Steps:

1. **Before the activity starts** secretly ask a girl or boy if they would mind playing the role of a person with a sexually transmitted infection (STI) in this game. If they mind, ask someone else.
2. **Give each person a small card or piece of paper** that has nothing written on it. However, without telling anyone, give only the person playing the role of someone with an STI, a card that says “sexually transmitted infection.” Everyone else gets a blank card.
3. **Explain the game** as follows: *Now we are going to play the “Elbow-Bump Game.” Keep the piece of paper/small card I just gave you in your hand or pocket while playing this game. Walk around the room and as you say “Hi” to your classmates touch elbow-to-elbow. Then go on to another classmate, say, “Hi” and bump elbow-to-elbow. Continue doing this with different classmates until I say stop.*
4. **Repeat the instructions** so everyone understands clearly. Begin the game and watch as the girls and boys say hello to their friends and bump elbows. Then, ask everyone to sit down in a circle.
5. **In the large group** ask the girls and boys to tell you what they have heard about sexually transmitted infections and how they are spread.
6. **Remind the group** that STIs are NOT passed by bumping elbows, of course! However, let’s imagine for a moment that STIs *are* spread this way, just to show how they can pass from one person to another, often without anyone knowing or realizing it. Ask everyone to take out their small card or piece of paper, and look at it.
7. **Ask the one person with the words “sexually transmitted infection” on the card to stand up** and explain the following: Let’s pretend that this person had an STI and that bumping elbows represents having sex. If anyone who bumped elbows with this person, please stand up. (If elbow bumping was having sex, all of these people would have been exposed to the STI.) Then,

ask again if anyone bumped elbows with anyone who is standing. If so, then they also stand up, as they would have also been exposed.

8. **Continue asking** about whom also bumped elbows with the standing people until many or most are standing.
9. **Provide basic information about STIs** including what they are, how they are spread and how to prevent getting a STI. (See the facilitator notes below and more content information.)
10. **Summarize** with the following: The best way for adolescents to prevent getting an STI is to NOT have sex. Other ways include always using a condom for any type of sex. Additionally, two people can be tested for STIs and if both are free of infection and only have sex with each other, they will not spread STIs.

Facilitator Notes

Basic Information about Sexually Transmitted Infections

- ✓ STIs are spread by having sex (using the penis, vagina, anus or mouth) with someone who already has one of these infections.
- ✓ You can also get a STI from someone who has it by sharing body fluids like blood, semen, or vaginal fluids. Sharing injection needles or razors can also spread STIs, as blood on these items can pass from one person to another.
- ✓ Some STIs are spread by skin-to-skin sexual contact, just rubbing or touching infected parts of a person's skin (which you may or may not be notice when looking at the person's skin).
- ✓ A nice, healthy-looking person can still have and spread a sexually transmitted infection.
- ✓ The majority of STIs are spread without symptoms, like HIV. Some STIs do have symptoms like vaginal discharge in women, discharge from the penis in men, and for both: sores in the genital area and/or pain in the abdominal area.
- ✓ Many STIs are caused by bacteria that can be treated and cured (such as syphilis, gonorrhea, and chlamydia). Some STIs are caused by viruses that cannot be cured (like hepatitis B, herpes, HIV and HPV) but medicines can help reduce symptoms and often slow the progression of disease.
- ✓ Having some STIs can also increase the risk of also getting HIV.
- ✓ Condoms provide dual protection, against both STIs and pregnancy

Session IV, Additional Activity

Planning Healthy Families: What's in the Bag?



Time: 1 hour

Materials: 5 or 6 bags or baskets, one each to hide an object like: baby spoon, pacifier, coin, diaper, and other baby items
Flipchart paper and markers

Objective: Girls and boys will describe many items and events involved in raising a child, and the benefits of planning families.

Steps:

- 1. Before the session** find five or more different items that represent the time, material objects and care needed to raise and care for a child. For example: 1) a small spoon or baby bottle to represent baby food; 2) a diaper pin or diaper to represent cleaning and changing a baby; 3) a baby shirt or sock to represent clothes needed; 4) a picture of a house to represent a home needed; 5) a coin to represent the money needed to pay for the child's upbringing and schooling; 6) a drawing of a heart to represent love and caring; and 7) a clock to represent a lot of time needed for care. Hide each item in a separate closed bag or basket.
- 2. In the large group,** invite volunteers to come up and shake and sniff and feel the weight of the bags, and then try to guess what item might be in the bag that represents the time and care that babies need. Allow the girls and boys to take turns guessing what is in each of the bags.
- 3. Then, open the bags** one by one, and list on flipchart paper all that is needed to raise and care for a child. Discuss and write additional items to the flipchart list. Talk about the responsibility and commitment needed to raise a healthy, thriving family. Ask questions like:
 - ✓ *Who would like to have children when they get older? How many children would you like to have?*
 - ✓ *What are some of the things people need to have in place, or be ready for, before they start a family?*
 - ✓ *What are some of the things you would like to do before having a family?*
 - ✓ *Where do people in your community go to for information and services to help them space the births of their children and have a healthy pregnancy and birth?*
- 4. Summarize** with the many responsibilities involved in raising a family, and list the local resources available to help people plan and support healthy families.

Session I

More Information

Fertilization and Pregnancy

Q. Why are there some women who cannot get pregnant?

A. Infertility—or not being able to get pregnant—may be caused by: hormonal problems in the man, woman, or both; blocked fallopian tubes in the woman; low sperm count in the man; or older age for the man or the woman. Sometimes doctors cannot determine the cause of permanent infertility.

Some women or girls worry or wonder about whether they may be infertile or not. However, even if a girl or woman has sex and does not get pregnant, this does not necessarily mean she is infertile. Pregnancy does not always occur as a result of vaginal intercourse.

Q. Can a girl get pregnant during her period?

A. Yes, it is possible although not common. It depends on the length of her cycle, how many days her period lasts, and when she has sexual intercourse, because the sperm can stay alive up to six days in the body.

Q. Can a girl become pregnant before she has her first period?

A. Before a girl's first period, her ovaries release the first egg during ovulation. She can become pregnant if she has intercourse around the time of her first ovulation, before she has her first menstrual period.

Q. From what age can a girl get pregnant?

A. When a girl starts having menstrual periods it means that her reproductive organs have begun working and that she can become pregnant if she has sexual intercourse. It does not mean she is ready to have a baby, only that she is capable of getting pregnant.

Q. Can a girl become pregnant even if she does not have sexual intercourse?

A. There is no evidence to prove that if a boy's penis goes near a girl's vagina and he ejaculates that she will get pregnant. However, if there is contact between a boy's penis and a girl's outer genitalia, it is possible to get a sexually transmitted infection.

Q. What causes a woman to have twins?

A. The explanation depends on whether the twins are fraternal or identical. Fraternal twins may resemble each other, but are not "identical." They may be of either the same or different sexes. They occur when two eggs are in the fallopian tubes at the same time and are fertilized by two separate sperm cells. Identical twins, always of the same sex and same appearance, occur after fertilization when a single developing egg divides in two.

Q. What determines whether the baby is a boy or a girl?

A. When a human egg is fertilized with sperm, the sex of the baby is determined immediately. Sperm contain agents called “chromosomes.” There are two types of chromosomes—either an X or a Y. If the sperm contains a Y chromosome, the child will be male; if it contains only an X chromosome, the child will be female. The man’s sperm determines whether the baby is a boy or a girl.

Q. What are the things I should think about before getting pregnant?

A. Having a baby is a very serious issue to consider. A young mother-to-be would have to ask herself the following questions:

- ✓ **Am I emotionally ready?** A child needs attention 24 hours a day, seven days a week. It takes a lot of patience and attention.
- ✓ **Am I financially ready?** A young mother or couple would have to find a source of money to pay for the baby’s daily needs—food, medicine, clothes, childcare—as well as the mother’s own needs.
- ✓ **Am I willing to compromise my education?** It is very difficult to raise a baby while going to school. Many young girls find that they have to drop out of school and ultimately give up their plans for the future after having a baby.
- ✓ **Does my partner want to have a child?** It is very difficult to raise a child without a father. Single mothers often struggle to support themselves and their children financially and emotionally, and many young women are forced to depend on their parents or others for such assistance.
- ✓ **Do your parents or caregivers want you to have a child? Will they help you?** If a young mother tries to stay in school or needs to work, she will need help in taking care of the baby.
- ✓ **What do my culture and religion say about a young unmarried woman having a baby?** In many cultures, young unmarried women who have babies are disapproved of and may even be discriminated against.

Sex

Q. Does sex hurt for a woman?

A. Some women experience pain the first time they have intercourse and others do not. Everyone is different.

Q. Does a woman always bleed when she has sex for the first time?

A. No. Some women bleed when they have sex for the first time; others do not. Absence of bleeding the first time one has sexual intercourse is not a sign that one was not a virgin.

Q. What happens to semen after it has been ejaculated into a woman’s vagina?

A. Semen, if ejaculated into the vagina, could travel into the uterus, seep out, eventually dry up, or all three. Semen that remains in the body will carry sperm that can survive in the body for up to six days. When semen evaporates in the open air, the sperm it contains die.

Q. Does a girl lose her virginity if she sticks her finger in her vagina?

A. No. Most people agree that women and men lose their virginity the first time they have sexual intercourse.

Q. What is an orgasm?

A. When a man has an orgasm, his penis gets larger and hard, and semen comes out. Then his penis gets smaller and soft again. The orgasm takes about five to 20 seconds. When a woman has a vaginal orgasm, her vagina squeezes together. It lasts about the same time as a man's orgasm, but can last longer. A woman can also have an orgasm when her clitoris is stimulated, either through masturbation or during sexual intercourse. A woman can get pregnant even if she does not have an orgasm.

Q. Do people ever have sex any way except for the man's penis to be inserted in the woman's vagina?

A. People express their sexual feelings in many different ways. The most important thing is that you should be comfortable with everything that you do.

Q. When is a good age to have sex?

A. Having sex for the first time can be an important emotional event. There are many questions that should be considered before actually doing it:

- ✓ Am I really ready to have sex?
- ✓ How will I feel about myself after I have sex?
- ✓ How will I feel about my partner afterward?
- ✓ Am I having sex for the right reasons?
- ✓ How will my parents and friends feel about me having sex?
- ✓ What do my religion and culture say about sex and sex before marriage?
- ✓ How will I protect myself against unintended pregnancy or infection, including HIV infection?
- ✓ If I have sex, will I have to lie about it later?
- ✓ Will I feel guilty?

Q. Can a man get a woman pregnant if he removes his penis from her vagina before he ejaculates?

A. Yes. Sometimes even before he ejaculates, a tiny bit of fluid comes out of the penis, called pre-ejaculate, that contains sperm.

Emotions Around Sex

Q. What is the difference between being in love and having sex?

A. There is no “right” definition of love for everybody. Being in love with someone involves feelings of romance, attraction, caring, etc. Having sex is an event or physical act.

Family Planning (Contraceptives)

Q. How do couples prevent pregnancy?

A. When a man and a woman want to have sexual intercourse without having a child, they can use a family planning method to prevent pregnancy. There are many types of family planning methods, also called contraceptives. The couple’s choice is based on physical and emotional reasons. A couple can also avoid a pregnancy by abstaining from sex during the woman’s fertile time, if they know when she is fertile. When a couple is using a family planning method correctly, this means they are “protected.” Unprotected sexual intercourse means sex without any contraception.

Q. What kinds of family planning methods are there?

A. [Note: If someone poses this question and samples of family planning methods are available, show them while offering an explanation of the methods.]

- ✓ **Abstinence.** Complete abstinence is the total avoidance of sexual intercourse (vaginal, oral and anal) between partners. It is a most effective way to prevent pregnancy and STIs. This often means a person must be able to say, “No,” to sex and effectively avoid intercourse.
- ✓ **Male Condom.** The male condom is a thin rubber tube. It is closed at one end like the finger of a glove so that when a man puts it over his penis, it stops the sperm from entering a woman’s vagina.
- ✓ **Female Condom.** The female condom is a rubber sheath that fits inside the vagina and covers the vulva, preventing sperm from entering a woman’s vagina.
- ✓ **Intrauterine Device (IUD) or Intrauterine Copper Device (IUCD).** IUDs are small plastic or metal devices of varying shapes and sizes that are placed in the uterus to prevent pregnancy.
- ✓ **Diaphragm.** The diaphragm is a shallow, dome-shaped rubber cup with a flexible rim. It fits into the vagina and over the cervix, keeping sperm from joining the egg. It is most effective when used with spermicidal cream, jelly, or foam.
- ✓ **Oral Contraceptives.** Oral contraceptives (sometimes called birth control pills or “the pill”) contain hormones. These pills stop the release of an egg every month—but do not stop periods. A woman must take all of the pills in each pack to be fully protected.
- ✓ **Injectable Hormonal Contraceptives (Injectables).** The injection works the same as the pill. However, a woman receives a shot every eight or twelve weeks (depending on the type of injectable used) instead of taking a pill every day. Common names for these contraceptives are DMPA, Depo-Provera, and NET-EN.
- ✓ **Emergency Contraceptive Pills (ECPs).** Often called the “morning-after pill” or post-coital contraception, ECPs can reduce the risk of pregnancy after unprotected sexual intercourse.

They work by using increased doses of certain oral contraceptive pills within 72 hours after sexual intercourse. The sooner ECPs are taken after unprotected sexual intercourse, the greater their effectiveness.

- ✓ **Lactational Amenorrhea Method (LAM).** Women who are exclusively using breastfeeding as the baby's nutrition can use LAM. LAM suppresses ovulation because breastfeeding changes the body's physiology so that ovulation does not occur.
- ✓ **Natural Family Planning and Fertility Awareness Methods.** These are methods by which couples time sexual intercourse to avoid the days of the woman's menstrual cycle when she can become pregnant. A woman with 26 to 32 day menstrual cycles can use CycleBeads as a tool for a family planning method to identify when she can and cannot get pregnant. (But, she needs more information than is presented in this guide.) Another woman may want to use other ways to know the days when pregnancy can occur. She can check each day to see whether or not she has secretions. If she has any secretions today or if she had any yesterday, she will know that she is on a fertile day and pregnancy is likely. A woman can also take her temperature to know when ovulation has passed.
- ✓ **Spermicides.** Spermicides are chemical agents inserted into the vagina that keep sperm from traveling up into the cervix.
- ✓ **Male Sterilization (Vasectomy).** This is a surgical operation performed on a man. A small portion of each sperm duct is cut. Afterward, the sperm, which are produced in the testicles, can no longer be transported to the seminal vesicles. Therefore, the ejaculate of a man who has been sterilized does not contain any sperm.
- ✓ **Female Sterilization (Tubal Ligation).** This is a surgical operation performed on a woman in which the fallopian tubes are tied and cut, thus blocking the egg from traveling to the uterus to meet sperm.

Q. Can a woman use CycleBeads as a family planning method?

A. Yes. Women with regular menstrual cycles and supportive partners can use a special kind of necklace, called CycleBeads®, to help keep them from getting pregnant. However, in order to do this, additional screening and counseling is needed to ensure the method will meet their needs and is used correctly.

Sexually Transmitted Infections (STIs)

Q. What are the names of common STIs?

A. Syphilis, chancroid, gonorrhea, chlamydia, genital herpes, trichomoniasis, hepatitis B, human papilloma virus (HPV), and HIV.

Q. What are the signs or symptoms of an STI in a man?

A. Men may experience painful urination, urethral discharge, ulcers, or sores, depending on the STI. Adolescent boys should be counseled to seek treatment as soon as possible if they have any of these symptoms.

Q. What are the signs or symptoms of an STI in a woman?

A. Women may experience genital sores or ulcers, lower abdominal pain or tenderness, unusual vaginal discharge, vaginal itching, painful urination, or painful sexual intercourse, depending on the STI. Adolescent girls should be counseled to seek treatment as soon as possible if they have any of these symptoms.

Q. Is it possible for a person to have an STI and not know it?

A. Yes. STIs commonly go untreated because they are often asymptomatic, which means signs or symptoms are not experienced. Untreated STIs can cause infertility in women and men. It is very important to go see a health provider to get tested if you think you might have an STI.

Q. How can I protect myself against STIs?

A. The only methods for protecting oneself against STIs are not having any type of sex or using condoms. If you do contract an STI, it is important that you see a health provider in order to treat the infection with medicine.

Q. Can someone get an STI from any kind of sexual activity?

A. STIs are spread via sexual contact, which includes sexual intercourse and anal or oral contact.

Q. Can there be serious long-term health problems when a person contracts an STI at a young age?

A. Yes. Some STIs cause permanent infertility, chronic pain, and cancer of the cervix. Without treatment, heart and brain damage can develop 10 to 25 years after initial exposure to syphilis.

HIV/AIDS

Q. What is HIV?

A. HIV is the abbreviation for the human immunodeficiency virus. HIV is the virus that causes AIDS.

Q. What is AIDS?

A. AIDS is the abbreviation for acquired immunodeficiency syndrome. AIDS refers to a group of illnesses due to infection by HIV and is the last stage of HIV infection. The virus weakens and finally causes a collapse of the body's ability to fight off illness.

Q. How do people become infected with HIV?

A. There are three major ways of becoming infected with HIV:

- ✓ Through any type of unprotected sexual intercourse.
- ✓ Through the exchange of blood, primarily by sharing needles, but also by blood transfusions.
- ✓ From an HIV-infected woman to her baby during pregnancy or birth or through breast milk.

Q. Can someone become infected with HIV from food, air, or water?

A. No. There have been no known cases of HIV infection from toilet seats, clothing, dishes, sneezing, coughing, sharing food, biting, kissing, or simple contact with a person who is HIV-positive or has AIDS. One cannot get HIV from living with someone who is infected.

Q. Can anyone become infected with HIV?

A. Anyone who has unprotected sexual intercourse or receives contaminated blood through transfusions, sharing needles, or other means, is at risk for HIV infection.

Q. Is there a cure for AIDS?

A. No. There are treatments for helping people with HIV infection to lead longer, healthier lives, but there is no cure and no vaccine to stop it from ever happening.

Q. How do you know if someone has HIV?

A. There are tests that can tell if a person is infected with HIV. However, it is not possible to look at a person and know whether or not he or she is infected. A person can look healthy but actually be infected.

Q. How can one protect oneself from getting an infection like HIV/AIDS?

A. The best method for preventing HIV is abstaining from sex, or for a person who does not have HIV/AIDS to, only have sex with another person who does not have HIV/AIDS. Because it is hard to tell who is infected without a test, a couple should always use a condom.

Dual Protection

Q. Is it possible to prevent pregnancy and STIs at the same time?

A. Yes. A couple can use the male or female condom to protect against *both* pregnancy and STIs, including HIV. A couple may also use two contraceptives (for example, a condom and an IUD) to protect against both pregnancy and STI/HIV transmission. Lastly, the surest form of protection from unintended pregnancy and infection can be achieved through abstinence, the avoidance of sexual intercourse altogether.

Q. How would you get your partner to use a condom?

A. Sometimes people are reluctant to use condoms, because they think that condoms diminish the experience of sexual intercourse. It is easier to promote condom use between two partners when they talk about using them *before* engaging in sexual intercourse. Talking about preventing an unintended pregnancy or STI *before* sexual intercourse helps partners understand the importance of using condoms.

Specific Cultural Practices

Q. What is male circumcision?

A. This is a procedure usually performed on male babies soon after birth, although in some cultures it is performed later. This procedure removes all or part of the foreskin of the penis. The operation is not usually considered medically necessary but is done for religious or cultural reasons.

Circumcised and non-circumcised penises perform and feel the same. There is evidence that male circumcision lowers the risk of HIV transmission.

Q. What is labia stretching?

A. This is a practice of pulling the labia to make them longer. Some girls may hear about, or may be told by an older sibling, peer or caring adult that they should begin to pull and stretch their labia at puberty. Although some believe this traditional practice enhances sex and protects the genital area from dust and other dirty substances, there are no medical reasons to do stretch the labia.

Q. What is female genital cutting?

A. In some African and Middle Eastern cultures, a girl may have her clitoris removed and/or labia removed or closed at birth, during childhood, or at puberty. This procedure is meant to prevent young girls from being promiscuous or sexually stimulated or becoming pregnant outside of marriage. This is illegal in many countries, because it can cause a great deal of emotional and physical pain for the girl at the time of the procedure and often for the rest of her life.

Q. Are there some places where girls and boys get married at a younger age?

A. Yes. In some societies, early marriage is an ongoing practice. Though most countries dictate the minimum age to be married is 18, there are some countries that have minimum ages as low as 13. Often, such early marriages are arranged without the consent of the boys or girls involved.



SESSION V Talking about Feelings, Fertility and the Future

Agenda

Opening

Activity I: Expressing Affection

BREAK, as needed

Activity II: Hopes and Dreams for the Future

Closing and Next Steps

Objectives

By the end of this session girls and boys will be able to:

1. Discuss age-appropriate ways of expressing affection
2. Identify and examine their hopes and dreams for the future
3. Demonstrate self-advocacy and communication skills by showing how they would respond to a “What If...” question.

Session V

Opening

In the large group ask the girls and boys to share some personal experiences since the last session, especially their experiences with the take-home materials. Ask questions such as:

- ✓ *How was it for girls to discuss the brochure about boys with their parents?*
- ✓ *How was it for boys to discuss the brochure about girls with their parents?*
- ✓ *What did the adults you talked to say regarding when it is OK for a person to have sex?*

Ice Breaker: Trust Monitor

Ask youth to form pairs with someone they trust. One person will stand in front, and the other person will stand behind them. When the person in front is ready he or she says, "Falling," while the other person (their pair) pays close attention and catches them as they start to drop backward. Ask questions like:

- ✓ What is trust?
- ✓ How easy or hard is it to trust that another person will actually catch you?
- ✓ Did anyone keep their balance instead and NOT drop backward? Explain.
- ✓ Why is trust important?

Answer any questions, including those from the question box.

Session V, Activity I

Expressing Affection

Time: 50 Minutes

Materials:

Flipchart paper

Markers

Objective: Girls and boys will discuss age-appropriate ways of expressing affection.

Steps:

1. **Ask about young people their age** and how they typically show that they like and care for one another. Share culturally appropriate messages about expressing affection such as:
"There are many kinds of love, and many ways to express love and affection for another person. Love between parents and young people or brothers and sisters, love between friends, and romantic love are some of the different kinds of love. How do you show someone that you love him or her? How do you show your parents? Your brother or sister? Your friend? A boyfriend or girlfriend? Talking, smiling, kissing, hugging, and touching are all ways of expressing love and affection."
2. **Form small groups** of three to four people (either mixed or same-sex groups, depending on the comfort level of the girls and boys). Ask each group to draw a large heart on a large piece of paper. Inside the heart, they list and draw pictures of all the things a girl or boy could do to

show that they really like someone. These things may include places to go, activities to do, gifts to give, or favors to do for others. Each small group then presents their work to the large group. A few ideas for the lists include:

play or listen to music

dance

take a nice walk

talk and write letters

visit family

watch a movie or play (theater)

3. In the large group ask questions such as:

- *How do you know if someone “likes” you?*
- *If you liked a boy, how would you want him to treat you? What would you want him to do? To say?*
- *If you liked a girl, how would you want her to treat you? What would you want her to do? To say?*
- *How would you describe the “ideal” romantic relationship?*

4. Summarize and reinforce main points including the importance of delaying sexual intercourse until older, and that not having sex is the best way to prevent pregnancy and sexually transmitted infections (STIs), including HIV. Remind the group that anyone who does have sex should first see a health provider. Health providers have family planning and STI/HIV prevention information and services. Condoms, a rubber sheath placed over the penis, prevents both pregnancy and infections a person can get from having sex. Reinforce that sex should not be pressured, coerced or violent.

5. Review local resources for family planning and STI prevention. Share contact information and resources including the names of caring adults who work at these places, and discuss positive experiences other youth have had including confidentiality. Review the community resources template from page 127. Encourage youth to talk with a caring adult just to get support and more information, or if they ever feel pressured or afraid. Girls and boys may also be able to help peers know how and where to access resources, if needed.

Talking about Expressing Affection and Promoting Protection

- ✓ In addition to the many physical changes of puberty, caring feelings and friendships may change also. The growing up years is a time of significant change for young people—both for their bodies and their minds. Remember, it is normal for some girls and boys to experience changes and mature at an earlier age than others. The changes of puberty don't happen at the same age or at the same rate for everyone. This is normal.
- ✓ Having sex and being in love is not the same thing. A person can have romantic feelings and even think about kissing or touching someone sexually, but young people are not ready to act on these feelings. It is better for the boy and the girl to wait until they are older.
- ✓ Even after a girl gets her period, her body is not quite ready for pregnancy. She should be at least 18 years old, with a caring partner before starting a family. It takes many years for girls and boys to become physically and emotionally ready, with the resources to care for a baby and provide for a family.
- ✓ If a girl or boy has romantic feelings for someone, it can be helpful to talk with a parent or trusted adult to gain their perspective, guidance and support. This is especially important if the adolescent feels pressured or unsafe.
- ✓ Any form of sexual expression including sexual intercourse should be a pleasurable and consensual act between two persons. A woman or man should never be forced to have sexual intercourse or do anything else with her or his body that she or he does not want to do. A person must offer permission before letting anyone touch her or him. If a situation arises in which someone is inappropriately touching another person, the person touched should seek help immediately.
- ✓ There are also many resources available in this area. (Describe what is available in the local context and how to access these resources.)

Session V, Activity II

Hopes and Dreams for the Future

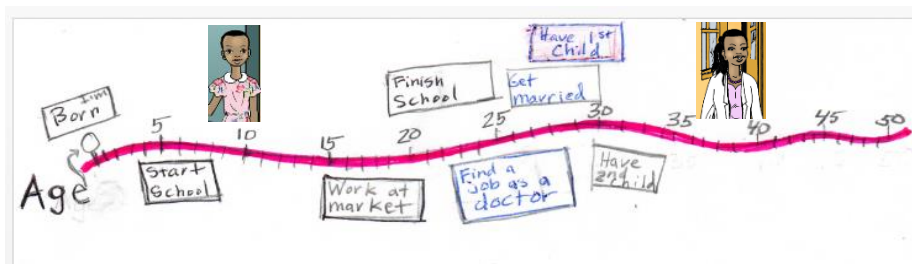
Time: 45 minutes

Materials:

Long string, yarn or twine

Paper cut into the shape of cards, about 8 cards per person

Pens or pencils and tape



Objective: Girls and boys will identify and examine their hopes and dreams for the future.

Steps:

1. **Tape a very long string**, rope or yarn to the floor or wall. Place some numbers along the string to represent the number of years that go by. Give each girl and boy 8 cards or 2 pieces of paper and scissors to cut the paper into their 8 cards.
2. **Ask each person to write down different important life events**, one event on each card. Girls and boys will write things that have already happened to them and things they would like to happen such as: born, start school, finish school, get married, move to _____, find a job as a _____, and other events.
3. **Ask each girl and boy to place or tape their cards on the timeline** around the time this event either happened or they expect it to happen.
4. **Then, in the large group**, ask the girls and boys to share their hopes and dreams for the future, in the context of the timeline on the floor or wall. Discuss circumstances that may help or hinder them from reaching their hopes and dreams. Pass out the maze on the next page and encourage everyone to use a pencil and try to find the open paths to the goal.
5. **Together with the group, identify local resources** to help girls and boys reach their dreams. These may include: parents and caring adults, the youth-serving organizational sites, youth centers, girls and boys clubs, study groups and scholarships, youth forums, health centers and medical facilities, community health worker channels, job training programs, etc.
6. **If time, invite a few volunteers to create a dramatization** of what it would be like to get help through one of the available local resources, to help reduce barriers to access.



Hopes and Dreams

Everyone has hopes and dreams for their life. A girl or boy could become a doctor, a teacher, a farmer or something else they want to be.

What do you want to be or do as you grow up?

Name a caring adult you can talk to — someone who will listen and support you:

Sometimes there can be challenges or unexpected turns as you follow your hopes and dreams for the future. You may need to study more subjects, or seek resources and support to help you.

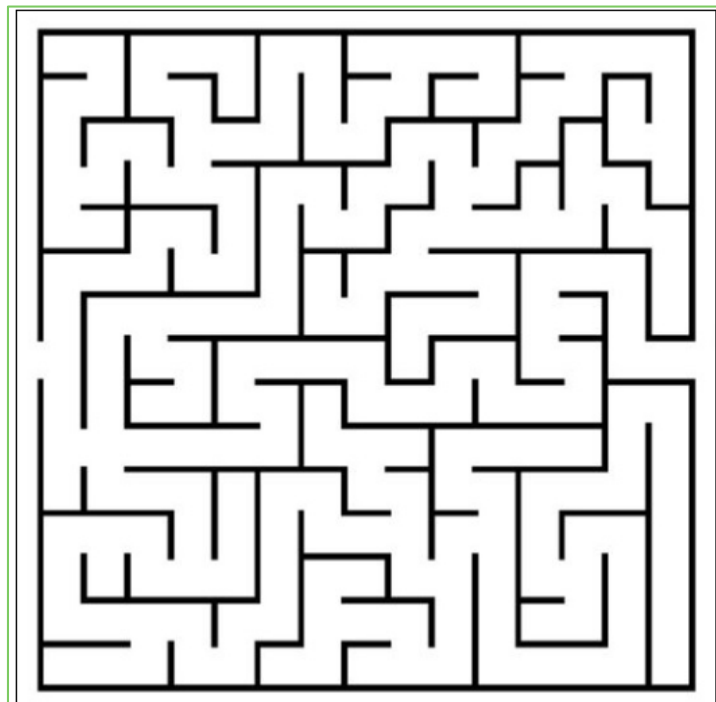
Maze Game

The maze to the right is a fun way to think about seeking a path to pursue your goals. To play the maze game, begin where it says start and use a pencil to mark a path to the goal on the other side.

What might come up that is challenging as you pursue your goals?

What plans do you have to overcome these possible challenges?

Start!



Goal!

Session V

Closing and Next Steps

Time: 25 minutes

Materials: Storybook for girls and storybook for boys

Objective: Girls and boys will demonstrate self-advocacy and communication skills by showing how they would respond to “What if...” questions.

Steps:

1. Ask girls and boys to reflect on what they have learned during this session and share a few highlights from the activity *“Expressing affection”* or *“Hopes and Dreams for the Future.”* Note that sometimes other people may say things that cause us to doubt our hopes and dreams, or feel pressured to express affection.

2. Ask about what youth might say to advocate for themselves if challenged or pressured by someone else. For example, **What would you say or do if, someone said:**

“That’s a dumb dream for your future. You could never become a doctor.”
(Maybe, but I’ll never know if I don’t try.)

“Why do you always study so hard? There are more fun things to do!”
(I don’t know; it’s fun for me. Do you want to study together?)


“If you loved me, you’d go to a private place with me after school.”
(If you loved me you wouldn’t be asking me to do that.)

“Everyone has sex these days, why don’t you try it?”
(No. Not for me.)

- 3. Ask youth to write one challenging, “What if someone said....” statement** like the examples above. On a slip of paper they write something someone has said to them, or something they might hear. (Or, facilitators can prepare examples before the session and have them ready).
- 4. Put the “What if someone said....” statements in a bag or basket.** Ask a volunteer to pull out and read one of the challenging statements, and then another youth tells what she or he would say if someone said that challenging statement to them.
- 5. Give copies of the storybook to youth** who have not yet taken a storybook home to read with their parents. Remind them to return the storybooks during the next session.

Take Home Materials

Have copies available of the storybooks for girls and boys to check out, if they have not yet brought a storybook home.



SESSION VI Curiosity and Concerns

Agenda

Opening

Activity I: Exploring Our Questions and Concerns (Group of boys only and girls only)

BREAK, if needed

Activity II: Dishwashing Relay

Closing and Next Steps

Additional Activities: My Body Feels Good

Objectives

By the end of this session girls and boys will be able to:

1. ask questions and dispel myths about their bodies, puberty and fertility
2. identify and discuss concerns or curiosities about their body changes, sexual feelings, personal care, protective behaviors and any other area that may come up
3. experience a non-traditional role and discuss sharing chores that typically only girls or only boys do
4. Name a non-traditional job or chore they may like to try

Session VI

Opening

Time: 10 minutes

Materials:

Small pieces of paper, each with the name of a different animal written on it

Tape or pin to attach one piece of paper (with the animal name) to each person's back

Ice Breaker: Who Am I?

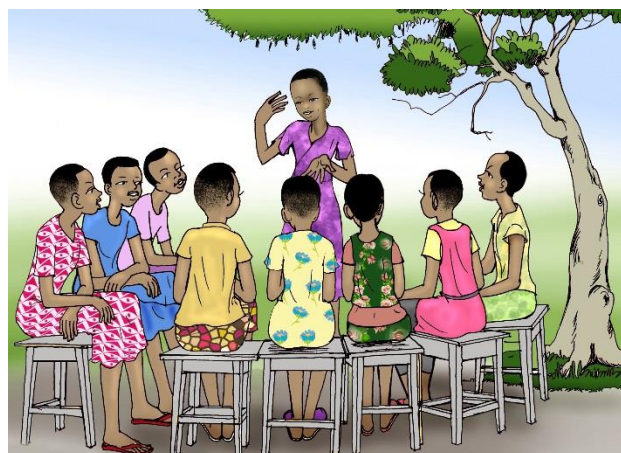
As girls and boys enter the room for the session, pin or tape a piece of paper (with an animal's name written on the paper) to each person's back. Don't tell the person what the name of the animal is. Ask all the youth to walk around and ask questions of one another, and try to guess what animal name is on their back. After most youth have guessed their animal name, form a large circle.

Collect any storybooks that have been returned.

In the large group ask what the girls and boys thought about this ice breaker game. Briefly discuss how important it is to ask questions, and get new and accurate information to better understand something. Share the following with the youth:

In this icebreaker game, asking questions helped you guess the animal's name on your back. In today's session we will divide into a group for girls and a group for boys, each with an adult facilitator of the same sex. The boys will get more information on erections and wet dreams, and the girls will get more information on menstruation. Both groups will have an opportunity to ask lots of questions about puberty and other topics, and have any concerns or curiosities addressed. Although it is good for girls and boys to discuss puberty together, it is also helpful to have some time alone to talk among members of the same sex.

Ask the boys to form one group and the girls to form another group. If possible the two groups should meet in separate areas, so both groups have a private space.



Session VI, Activity I

Boys' Activity: Exploring Our Questions and Concerns

*Note there is a similar activity for girls, conducted at the same time, on page 94.

Time: 50 minutes

Materials: Scraps of paper and pencils for youth to write down their questions or concerns about puberty-related topics

Other preparation: This activity requires **two facilitators**, ideally a male facilitator will meet with the boys only, and at the same time a female facilitator will meet with the girls only. Carefully read the facilitator notes with possible questions on page 96 to be prepared to answer different questions that may come up.

Objective: Boys will be able to dispel three or more myths about boys' bodies, puberty and their fertility.

Steps:

1. **In the small group with just boys,** tell them you will read a few statements from typical boys like them, such as:

"My first wet dream came to me as a shock because I never had any knowledge about it. Then my brother explained to me what it was."

"I didn't know what an erection was. I was very upset and felt shy both with my parents and my peers. I even prayed and asked God to make that thing go away. I later realized it was part of life."

"Having these wet dreams made me miserable. I felt so embarrassed."

"My father told me these would happen; I just didn't realize how little control I would have."



Ask if any of the boys ever felt like this, or if they know of a boy who has felt this way, as many do.

2. **Pass out strips of paper and pens or pencils.** Invite the boys to write down any questions they have about puberty and body changes on the strips of paper. These questions can be about the material covered in all of the previous sessions or about other aspects of puberty and sexual and reproductive health.

3. **Collect the strips of paper** and then read each question out loud. It is important not to identify any question with a particular boy. After each question, ask the group if they know the answer and build on their responses. If no one answers, provide your response.
4. **As time permits, ask and answer the possible questions** on pages 96-98 if the boys do not bring up these topics, as these are common questions. If there are any new questions in the anonymous question box, also discuss the answers.

Facilitator Notes

For Both Girls and Boys Small Group Discussions

Although there is not a specific question in the facilitator notes related to child abuse, it is a question that may be raised by the youth. Some girls and boys may even be victims of physical or sexual abuse, incest, or coerced sex. Therefore, it is important to be sensitive to this issue, and highlight that no one deserves to be physically or sexually violated, and it is not their fault if they are. Young people often blame themselves if they are abused, and this makes them even more afraid to tell anyone. But a trusted adult, such as a parent, health provider, teacher, or religious leader, can often help. Anyone who has experienced child abuse, sexual abuse, incest, or coerced sex, or suspects that a young person has been the victim of such a violation, needs to tell someone and get assistance as soon as possible. People and places that can provide assistance include: health provider, school principal, teacher, women's center, religious leader, police, lawyer, and others.

Possible Questions and Answers for the Boys' Group Discussion

Q. Do boys get a period?

A. Boys do not get a period, or menstruate, because they have a different reproductive system than girls. Menstruation is the breaking away of the lining of the uterus—the place where a fetus develops during a pregnancy. Since only women have a uterus, only they have periods.

Q. Do men stop having ejaculations when they get older?

A. When a man gets older, perhaps age 60 or beyond, he may have less sperm in his ejaculate. But if a man is healthy, he should be able to have ejaculations all his life.

Q. Can semen and urine leave the body at the same time?

A. Some boys worry about this because the same passage is used for both urine and semen. A valve at the base of the urethra makes it impossible for urine and semen to travel through this tube at the same time.

Q. What is the right length of a penis?

A. The average penis is between 11 and 18 centimeters long when it is erect. There is no standard penis size, shape, or length. Some are fat and short. Others are long and thin. There is no truth to the idea that a bigger penis is a better penis.

Q. Is it normal to have one testicle hanging lower than the other one?

A. Yes. Most men's testicles hang unevenly.

Q. Is it a problem for the penis to curve a little bit?

A. It is normal for a boy or man to have a curving penis. It straightens out during an erection.

Q. What are those bumps at the head of the penis?

A. The bumps are glands that produce a whitish creamy substance. This substance helps the foreskin slide back smoothly over the glands. However, if it accumulates beneath the foreskin, it can cause a bad smell or infection. It is important to keep the area under the foreskin very clean at all times.

Q. How does one prevent having an erection in public?

A. This is normal. Even though you may think it is embarrassing, try to remember that most people will not even notice the erection unless you draw attention to it.

Q. Will wet dreams or ejaculation make a boy lose all of his sperm?

A. No. The male body makes sperm continuously throughout its life.

Q. What do I do if someone touches me in a way that makes me feel uncomfortable?

A. Your body is your own, and no one should touch you in a way that makes you feel uncomfortable. You have a right to ask someone to stop touching you if it makes you feel bad. If this is happening to you, remember it is not your fault, and you should talk to a trusted adult for help and keep talking to as many people as necessary until someone takes action.

Q. What if a man or woman wants to have sex and the other person does not?

A. Sex should be a pleasurable and consensual act between two persons. A woman or a man should never be forced to have sexual intercourse or do anything else with his or her body that he or she does not want to do. A person must offer her or his permission before letting anyone touch her or him. If a situation arises in which someone inappropriately touching another person without permission, the person should seek help immediately. If a person suffers physical, sexual or physiological harm from a partner or spouse, the person should also seek help immediately.

Q. What if someone touches their own body to get a feeling of pleasure?

A. This is called "masturbation" and it refers to rubbing, stroking or stimulating one's sexual organs (penis, vagina or breasts) to get pleasure or express sexual feelings. Many people masturbate or have done so at some time in their lives. This includes people of different ages, both male and female. It is also normal not to masturbate. There is no scientific evidence that masturbation is harmful to the body or mind. This is a personal decision, although some people are influenced by religious or cultural barriers and taboos.

Q. What if a girl likes a girl, or a boy likes a boy?

A. “Sexual identity is a person’s understanding of who he or she is sexually, including the sense of being male or female, culturally-defined gender roles, and sexual orientation.” (ISOFI toolkit, pg. 20) Sexual orientation is about who we are attracted to sexually—men, women or both.

Primary attraction to someone of the opposite sex is called heterosexuality, to the same sex is called homosexuality and to both sexes, is called bisexuality. Scientists are not exactly sure about what causes our sexual attractions, but we know that people describe their attractions somewhere along this continuum. Sometimes girls may have romantic feelings for girls or boys may have romantic feelings for boys, and this may change or stay the same over time. Some communities and some religions have barriers, taboos and laws against homosexuality or there may be stigma and social expectations against same-sex expressions of sexuality. Sexual rights include the right of all persons, “free of coercion, discrimination or violence to....pursue a satisfying, safe and pleasurable sexual life....and that all persons respect the rights of others.”

Excerpt from WHO working definition on sexual rights

http://www.who.int/reproductivehealth/topics/sexual_health/sh_definitions/en/ (WHO, 2006a, updated 2010)

It is important for girls and boys to ask questions and seek answers, especially when a subject (like puberty and sexuality) is often not talked about or communicated in other ways. All questions are important and meaningful!

Session VI, Activity I

Girls' Activity: Exploring Our Questions and Concerns

*Note there is a similar activity for boys, conducted at the same time, on page 90.

Time: 50 minutes

Materials: Scraps of paper and pencils for youth to write down their questions or concerns about puberty-related topics

Other preparation: This activity requires **two facilitators**, ideally a female facilitator will meet with the girls only, and at the same time a male facilitator will meet with the boys only. Carefully read the facilitator notes with possible questions on page 100 to be prepared to answer different questions that may come up.

Objective: Girls will be able to dispel three or more myths about girls' bodies, puberty and their fertility.

Steps:

1. **In the small group with just girls**, tell them you will read a

few statements from typical girls like them, such as:

"My period came to me as a shock because I never had any knowledge about it. Then my mother explained to me why I had to go through it."

"I didn't know what the period was. I was very upset and felt shy both with my parents and my peers. I even prayed and asked God to make that thing go away. I later realized it was part of life."

"I was unsure of what was going on. I had no information on how to deal with it. Menstruation made me miserable."

"I was happy when I got my period because I knew that meant I was growing up."



Ask if any of the girls ever felt like this, or if they know of a girl who has felt this way, as many do.

2. **Pass out strips of paper and pens or pencils.** Invite the girls to write down any questions they have about puberty and body changes on the strips of paper. These questions can be about the material covered in all of the previous sessions or about other aspects of puberty and adolescent sexual and reproductive health.

3. **Collect the strips of paper** and then read each question out loud. It is important not to identify any question with a particular girl. After each question, ask the group if they know the answer and build on their responses. If no one answers, provide your response.
4. **As time permits, ask and answer the possible questions** on pages 100-102 if the girls do not bring up these topics, as these are common questions. If there are any new questions in the anonymous question box, also discuss these.
5. **Ask about girls' experiences and support using CycleBeads** to track and learn about their periods. Share lessons learned and correct any misinformation.

Facilitator Notes

For Both Girls and Boys Small Group Discussions

Although there is not a specific question in the facilitator notes related to child abuse, it is a question that may be raised by the youth. Some girls and boys may even be victims of physical or sexual abuse, incest, or coerced sex. Therefore, it is important to be sensitive to this issue, and highlight that no one deserves to be physically or sexually violated, and it is not their fault if they are. Young people often blame themselves if they are abused, and this makes them even more afraid to tell anyone. But a trusted adult, such as a parent, health provider, teacher, or religious leader, can often help. Anyone who has experienced child abuse, sexual abuse, incest, or coerced sex, or suspects that a young person has been the victim of such a violation, needs to tell someone and get assistance as soon as possible. People and places that can provide assistance include: health provider, school principal, teacher, women's center, religious leader, police, lawyer, and others.

Possible Questions and Answers for the Girls' Group Discussion

Q. How does a girl know when her period is about to start?

A. No one can be sure exactly when this will happen. Most girls begin menstruating between the ages of 12 and 16. The average age is 12 or 13. The best way a girl can know is to look for signs. Underarm hair and a whitish discharge from the vagina are signs that the period probably is not too far away.

Q. What if a girl's period never starts?

A. Periods will start sooner or later. However, if a girl reaches age 16 and has not yet had her first period, she should visit a health provider.

Q. What causes period pain?

A. During a period, the uterus contracts, tightening and relaxing so that the menstrual flow empties from the body. Some girls and women get cramps that are more severe than others. Pain relievers, such as aspirin, exercise, a hot bath, or a heat compress can help this.

Q. Can anyone tell when a girl has her period?

A. No. Unless she tells someone, it is her secret. When she gets her first period, she should tell her mother (or older sister or father or an adult she trusts). That way, there will be somebody to answer questions she might have.

Q. Are there any foods to avoid during a period or other “no-dos”?

A. No. The idea that certain foods should not be eaten at this time is a myth. Also, a woman or girl who is menstruating can carry a small child, pass through a vegetable field and milk a cow. There are no restrictions on these or other typical behaviors.

Q. Why are periods irregular?

A. Once a girl starts getting her period; it will probably take two or more years for the menstrual cycle to settle into a regular pattern. During this time, hormone levels change and ovulation does not necessarily occur on a regular basis. So, the interval between periods, the amount of menstrual flow, and the duration of the period are likely to vary considerably from cycle to cycle. Girls may be concerned about differences between their cycle and that of their friends. They may worry if, after their first period, they do not menstruate again for two to three months. Such variation is normal.

Q. Can a virgin use tampons?

A. Yes. A virgin is simply someone who has not had sexual intercourse. The vagina has an opening that allows menstrual fluid to flow out, and that same opening can hold a tampon inside.

Q. Why do my sister and I get our periods at the same time each month?

A. Although it is not completely understood, it is not unusual for women who live together to have their periods around the same time. Sisters, mothers, daughters, and close friends may have their periods around the same time if they live together.

Q. I am scared about getting my period. Does it hurt?

A. The process of menstruation itself is painless. As we discussed, some women do experience cramps or other symptoms before or at the start of their period. A woman should not be scared of getting her period. It is a completely normal event.

Q. What do I do when I first get my period?

A. If you know about menstruation before it happens for the first time, you will be better prepared to handle this situation without fear or embarrassment. If it does come unexpectedly, do not panic. Your teachers, family members, and youth leaders usually can provide you with directions on what products to use to soak up the menstrual flow.

Q. What do I do if someone touches me in a way that makes me feel uncomfortable?

A. Your body is your own, and no one should touch you in a way that makes you feel uncomfortable. You have a right to ask someone to stop touching you if it makes you feel bad. If

this is happening to you, remember it is not your fault, and you should talk to a trusted adult for help and keep talking to as many people as necessary until someone takes action.

Q. What if a woman or man wants to have sex and the other person does not?

A. Sex should be a pleasurable and consensual act between two persons. A woman or man should never be forced to have sexual intercourse or do anything else with his or her body that he or she does not want to do. A person must offer his or her permission before letting anyone touch him or her. If a situation arises in which someone is inappropriately touching another person without permission, the person should seek help immediately. If a person suffers physical, sexual or physiological harm from a partner or spouse, the person should also seek help immediately.

Q. What if someone touches their own body to get a feeling of pleasure?

A. This is called “masturbation” and it refers to rubbing, stroking or stimulating one’s sexual organs (penis, vagina or breasts) to get pleasure or express sexual feelings. Many people masturbate or have done so at some time in their lives. This includes people of different ages, both male and female. It is also normal not to masturbate. There is no scientific evidence that masturbation is harmful to the body or mind. This is a personal decision, although some people are influenced by religious or cultural barriers and taboos.

Q. What if a girl likes a girl, or a boy likes a boy?

A. “Sexual identity is a person’s understanding of who he or she is sexually, including the sense of being male or female, culturally-defined gender roles, and sexual orientation.” (ISOFI toolkit, pg. 20) Sexual orientation is about who we are attracted to sexually—men, women or both. Primary attraction to someone of the opposite sex is called heterosexuality, to the same sex is called homosexuality and to both sexes, is called bisexuality. Scientists are not exactly sure about what causes our sexual attractions, but we know that people describe their attractions somewhere along this continuum. Sometimes girls have romantic feelings for girls or boys have romantic feelings for boys, and this may change or stay the same over time. Some communities and some religions have barriers, taboos or even laws against homosexuality or there may be stigma and social expectations against same-sex expressions of sexuality. However, sexual rights include the right of all persons, “free of coercion, discrimination or violence to....pursue a satisfying, safe and pleasurable sexual life....and that all persons (should) respect the rights of others.” Excerpt from WHO working definition of sexual rights.

http://www.who.int/reproductivehealth/topics/sexual_health/sh_definitions/en/ (WHO, 2006a, updated 2010)

It is important for girls and boys to ask questions and seek answers, especially when a subject (like puberty and sexuality) is often not talked about or communicated in other ways. All questions are important and meaningful!

Session VI, Activity II

Dishwashing Relay

Time: 45 minutes

Materials:

Three washtubs

Soap and water

Washing cloth

Three sets of dirty dishes



Objectives: Girls and boys will experience a non-traditional role, and discuss sharing chores that typically only girls or only boys do.

Steps:

- 1. Before the session bring, or ask the youth to bring,** dirty dishes, rags for washing, and washing tubs or buckets. Fill the washtubs with water.
- 2. To start the activity separate the group into two or three teams,** with the same amount of people on each team, standing in a semi-circle-shaped line behind a dishwashing bucket (so everyone can see!). The teams are typically mixed with both girls and boys on the same team. However, you could do a competition between boys and girls and have them on separate times. Give each person a dirty dish or cup to hold in their hand, and make sure each team has the same amount of dishes to wash.
- 3. Explain how to play the relay game as follows:**

This is a relay race and the goal is to see which team can wash all of their dishes first. When I say, "Go!" the first person in line on each team will step forward and quickly wash his or her dish or utensil. Only one person from each team is allowed to wash at a time. As soon as the first person is done washing, the next person in line steps forward to wash. After you wash, set aside your dish or utensil to dry. The game continues like this until every member of the team has washed. The first team to finish wins!
- 4. When all are ready, count to three and shout, "Go!"** and each team starts washing. Once there is a winner, you may play the game again, if there is time.
- 5. Ask everyone to form a circle** and discuss questions like the following:
 - ✓ *What did you think of the game? What is it telling or teaching us?*
 - ✓ *Who normally washes dishes at your home?*
 - ✓ *Would the boys in your house be allowed to help the girls with dishes and other chores? Please explain.*
 - ✓ *Are there any benefits for girls or boys to share chores at home? Any disadvantages?*

- ✓ *What are some other chores that boys might help girls do? Chores that girls might help boys do?*
- ✓ *If you wanted your sister or brother to help you with a chore, how would you ask? What would you say?*
- ✓ *What jobs do men in your community typically do? What jobs do women typically do?*
- ✓ *What changes in roles or expectations (regarding chores, jobs or other) would you recommend?*

6. Discuss the content in the facilitator notes.

7. Summarize what girls and boys said they have observed in their communities or would like to change regarding different expectations/roles for girls and boys in their community. Remind girls and boys that they can all do unexpected things, and can support one another in accepting nontraditional roles.

Facilitator Notes

- ✓ There are some physical differences in the bodies of girls and women when compared to the bodies of boys or men. Women have breasts, a vagina and uterus, and they can bear and nurse children, whereas men have a penis and scrotum and can cause a woman to become pregnant. These differences are fixed by nature.
- ✓ However, although girls and boys usually wear different clothes and do different things, these differences are not fixed by nature. These are taught to us by society.
- ✓ Women can do unexpected things such as own land or become doctors, and they are still women. Men can do unexpected things too, such as cook and clean, yet they are still men. Because roles are learned, we can change what we want to make our life better. We can also convince others to be more accepting of nontraditional roles.
- ✓ When men and women, girls and boys, share chores, it makes their families and their communities stronger. When a boy helps his sister, she has time to do other things such as homework, which may help her stay in school. It also shows his family and neighbors what a caring and respectable boy he is. Sometimes, when fathers or brothers help women with chores, such as fetching water, they also keep women safe.

Session VI

Closing and Next Steps

Time: 15 minutes

Materials:

Storybook for girls and boys

Small pieces of paper and tape or “stickie” pad, and pencils

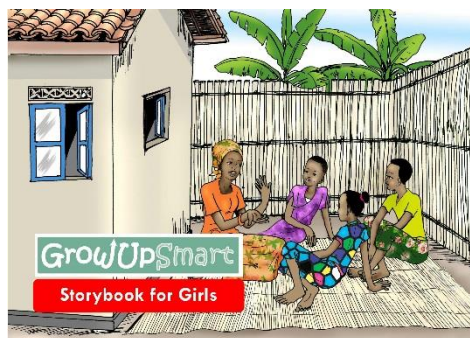
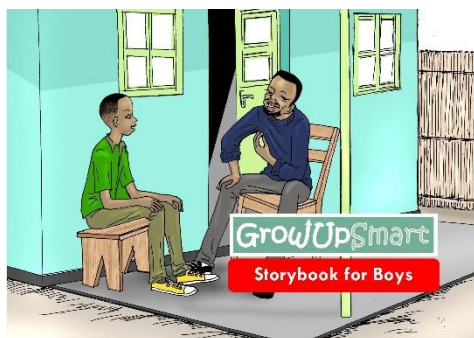
Take Home Materials

Have copies the storybooks for girls and boys available for those who have not yet brought the storybook home.

Objective Girls and boys will share something they learned today and name a non-traditional chore or job they would like to try one day.

Steps

1. **In the large group, ask girls and boys to write** one thing they learned today on a small piece of paper and tape the paper to the wall. Encourage them to also read other pieces of paper on the wall and to tape their “lessons learned” piece of paper next to similar topics or similar lessons learned. (For example, any lessons learned about body changes would be taped to one section of the wall, and any lessons learned about gender-based myths and stereotypes to another section of the wall.)
2. **Read and summarize the main messages** taped to the wall. Add any additional important points to remember.
3. **Reflect on the “Dishwashing Relay” activity.** Go around the circle and invite girls and boys to share a non-traditional chore or job that sound interesting or fun to do, that they may like to try.
4. **Give copies of the storybook to youth** who have not yet taken it home to read with their parents. Remind them to return the storybooks during the next session.



Session VI, Additional Activity

My Body Feels Good

Time: 15 minutes

Materials: None

Other preparation: This activity is best with **two facilitators**, ideally a male facilitator will meet with the boys only, and at the same time a female facilitator will meet with the girls only. It can be done during Activity 11: Exploring Our Questions and Concerns.

Objectives: In separate, same-sex group girls and boys will be able to list things they like (that make their bodies feel good), define masturbation and discuss related myths.

Steps:

- 1. In the small group with just boys or just girls**, ask them to think of a favorite activity or thing, and describe how it feels to be doing, holding, or eating this thing. Ask them to describe the feelings of pleasure they experience.
- 2. Ask if they have ever heard of getting a feeling of pleasure** from their own body. Ask them what the word for this is. If they do mention masturbation, briefly describe what it is and why it happens. Stress that medical professionals say it is completely normal, but some cultures and religions might not support it. Encourage the group to say what they have heard about masturbation. Correct any myths, such as:
 - ✓ Masturbation makes you insane. (Myth)
 - ✓ Masturbation makes you grow hair on the palms of your hands, causes pimples on your face, or makes you go blind. (Myth)
 - ✓ Girls who masturbate are obsessed with sex. (Myth)
 - ✓ Masturbation makes you pale and uses up all of the boy's sperm. (Myth)
 - ✓ Masturbation makes you weak and makes it impossible for a man to father children. (Myth)
 - ✓ Masturbation causes you to lose your desire for the opposite sex. (Myth)

Facilitator Notes

Masturbation is rubbing, stroking, or otherwise stimulating one's sexual organs (penis, vagina, and breasts) to get pleasure or express sexual feelings. Many people masturbate at some time in their lives. Both men and women can relieve sexual feelings and experience sexual pleasure through masturbation. There is no scientific evidence that masturbation causes any harm to the body or mind. Masturbation is only a medical problem if it does not allow a person to function properly or when it is done in public. However, there are many religious and cultural barriers to masturbation. The decision about whether or not to do it is a personal one.

Masturbation is often the first way a person experiences sexual pleasure. It's normal that many boys and girls begin to masturbate during puberty, and it's normal that some never masturbate. When a person does have sex it should always be consensual. No one should be forced or pressured or coerced into having sex. Sex should be pleasurable for women and for men.



SESSION VII Our Hygiene, Ourselves and Each Other

Agenda

Opening

Activity I: Menstruation at School

BREAK, as needed

Activity II: Hygiene Game

Closing and Next Steps

Additional Activities: When Laughing Is Not Funny, Body Care Advertisement

Objectives

By the end of the session girls and boys will be able to:

1. discuss and demonstrate how to support menstruating girls and help them feel welcome and well-equipped to stay in school
2. list ways youth can support other youth who are being teased or bullied about their body changes or for other reasons
3. discuss and demonstrate knowledge of recommended personal hygiene practices
4. identify strategies to overcome possible barriers to following recommended hygiene practices and restate how to use the CycleSmart Kit for menstrual management

Session VII

Opening

In the large group, welcome everyone to the session and answer any pending questions from the previous sessions and from the anonymous question box. Ask if anyone tried a non-traditional chore or job since the last session. Collect all the puberty storybooks that have been returned.

Tell the girls and boys that like the rainstorm ice-breaker game we just played, with the many sounds coming together in unison; there are many things that contribute to our health and well-being. Building on this, today's session is about personal hygiene, menstruation at school, keeping our bodies clean and healthy, and how we treat each other during puberty. The activities will focus on taking care of our bodies, ourselves and each other!

Ice Breaker: Rainstorm Brewing

Everyone stands in a circle and the facilitator starts snapping his or her fingers slowly. The person to the right follows (snapping fingers slowly) as do the rest of the people in the circle, one by one in a wave. Then the facilitator snaps fingers faster, all follow one by one. Then the facilitator rubs hands together, then claps hands, slaps thighs, and finally stomps feet as the rest of the group follows along in the circle as each new movement is added until the sound of a full storm is created. Then the storm sound can then slowly subside and die down by reversing the hand game.

Session VII, Activity I

Menstruation at School

Time: 50 minutes

Materials: Menstruation story

Objective: Girls and boys will discuss and/or role-play how to support menstruating girls and help them feel welcome and well-equipped to stay in school, and list ways youth can support other youth who are being teased or bullied about their body changes or for other reasons.

Steps:

1. **Ask the group to form a circle** as you (or one of the youth) read aloud the story on page 105.
2. **Discuss the story** by asking questions such as:
 - ✓ *How would you describe the main messages of this story?*
 - ✓ *Why did Mutoni feel at first that she never wanted to go back to school?*
 - ✓ *Why did the boy tease her, and her classmates laugh?*



- ✓ *What could they have done differently, to support and help Mutoni?*
- ✓ *How can boys and girls show respect for one another during puberty?*
- ✓ *What might caring adults or an older classmate have done to help Mutoni on the day of her first menstrual period?*
- ✓ *How might the school be prepared to assist Mutoni when she got her first period?*

3. **If time, ask the youth to form small groups** and create a dramatization of how Mutoni's experience could have been better, and then perform their dramatizations for the large group. (These skits could also be used during the community sensitization session.) Possible themes for the dramatization include:
 - ✓ a girl or boy hears the laughing boy and tells him to stop teasing her
 - ✓ Mutoni's cousin or brother sees the blood on her skirt and lets her use his sweater, to cover the spot, he does not gossip about this to anyone
 - ✓ a girl in Mutoni's class has a disposable pad and goes with Mutoni to the latrine
 - ✓ the teacher notices and takes Mutoni to the girls' room for fresh, clean water and supplies, and comforts her
 - ✓ the girls and a caring teacher talk with the head mistress at the school and advocate for safe, locking latrines, with access to clean water and sanitary supplies.
4. **After each group has presented their drama**, summarize main points and remind the group that girls can and should go to school and do all the regular activities, even on the days when they have their period. CycleBeads can help girls remember when to expect their next period so they can be prepared and carry menstrual products with them to school.
5. **Go around the circle** and ask each girl and boy to name one thing that they could say or do to help a friend or age mate who is being teased by others because of their body changes. See the facilitator notes, and mention additional ways to support a classmate who is being teased.

Menstruation Story

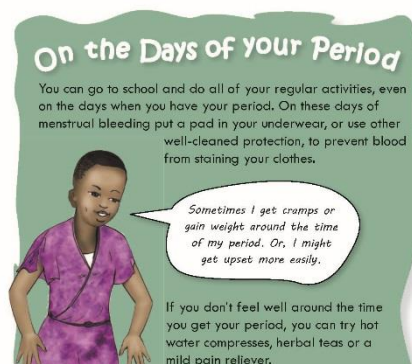


Mutoni always felt like a normal girl. When she turned 11, however, she started to grow small breasts and hair popped up on her private parts and under her arms. One day, she found blood inside her knickers. She sat in the classroom all day, worried about the blood. When she stood up, one of the boys saw the blood, which had leaked through to the outside of her clothes, and he told the entire class. They all laughed and pointed at her.

Mutoni ran home from school crying and vowed that she would never go back. When she arrived home, she told her mother what had happened. Her mother comforted her and reminded her that everything that was happening with her body is normal. She reminded Mutoni of what they had talked about months before regarding puberty, including that girls' breasts get bigger and hair grows on their private parts and under their arms. Girls grow taller, their hips get wider, and they gain weight. It also means that a girl will start to have her monthly bleeding, also called menstruation, just as Mutoni did today. Mutoni smiled when her mother said that every woman in the world goes through these changes.

Mutoni was surprised when her mother told her more about the changes boys go through during puberty. Boys also grow hair all over the body, grow taller, develop body odor and have wet dreams that make them ejaculate in the night. "If they knew what it was like to have a wet dream in the middle of class maybe they wouldn't tease girls for menstruating," said her wise mother. This made Mutoni laugh and feel much better.

Mutoni and her mother opened up the CycleSmart Kit and found the reusable pads she can use to soak up the blood so that it does not leak and show on her clothes. Mutoni's mother told her to hold her head up high and not let any teasing keep her from her education. Boys also go through changes that can feel embarrassing. They will learn not to tease anymore.



Both girls and boys benefit greatly from going to school. It is important to help menstruating girls stay in school, and not miss days of classwork

Ways to Help a Friend or Classmate

Who is being teased, bullied or pressured to do something unhealthy or unsafe

- ✓ Show by your words and actions how to treat others with kindness and respect.
- ✓ Think, and stop yourself, before you say something that is teasing or hurtful.
- ✓ If someone is being teased, change the subject of conversation or suggest a fun activity that everyone can do.
- ✓ Stick up for the person who is being teased, bullied or pressured. Let the person who is teasing know that you are a friend of the person being teased. Ask the person who is teasing to stop.
- ✓ Suggest that others join you in doing something else, and join you in being a friend to the person who is being teased or bullied.
- ✓ Suggest that the person who is being teased or bullied leave with you and go somewhere else. If needed, go to a safe place.
- ✓ Tell a trusted adult (parent, teacher, other) if the teasing and bullying won't stop or you feel pressured or unsafe. Seek help or advice.
- ✓ Avoid this situation, place, or person if needed.

Session VII, Activity II

Hygiene Game

Time: 50 minutes or more

Materials: Activity card with key information, one per group

You may also bring other materials to make this fun, like: soap, toothbrush and tooth paste, wooden penis model, CycleSmart Kit, different types of menstrual products, etc.

Objective: Girls and boys will discuss and demonstrate knowledge of recommended personal hygiene practices.

Steps

1. **Ask a few questions** to find out what the girls and boys already know about taking care of their bodies:

- ✓ *We've been talking a lot about bodily changes during puberty. Does this mean we have to care for bodies differently? How?*
- ✓ *Why is it important to keep different parts of our body clean? What parts of the body?*
- ✓ *How can we keep each area of our bodies clean?*

Mention any other areas or aspects of the body they forgot (face, hair, teeth, odor, and genital area).

2. **Form two teams**, mixed with both girls and boys. Give each team a set of Activity cards: Keeping Clean and Healthy. Ask each team to pass out the cards to their different team members to review before the Hygiene Game. Allow about 5 minutes for the teams to review these activity cards. Then begin the Hygiene Game.
3. **Ask Team 1 a question** from the list below and allow 30 seconds to answer. If the answer is correct then Team 1 receives one point. If the answer is incorrect, Team 2 tries to answer correctly and get a point.
4. **Continue until all the questions have been answered correctly.** If there is limited time, the facilitator may choose the most relevant questions for the group. The team with the most points wins.
5. **Ask about and respond to any questions** about recommended personal hygiene practices. Be sure to give equal time to discussing both girls' and boys' hygiene. See the activity cards and facilitator notes on pages 109-110 for more content information.
6. **Summarize with the following:** Keeping clean helps you stay healthy as well as look and smell nice. Keeping clean should be a routine part of your day.

Hygiene Game Questions

- ✓ What is the best way to stay clean? (The answer should be what is most common in your country.)
- ✓ What is the best way to take care of acne on your face? (Washing your face at least twice a day with soap and water.)
- ✓ Why do we brush our teeth? (To avoid cavities and keep them clean.)
- ✓ What is the best way to brush your teeth? (The answer should be what is most common in your country.)
- ✓ When do you always wash your hands? (Before meals, after meals, and after going to the bathroom.)
- ✓ Why should you always wash your hands after going to the bathroom? (To avoid the spread of bacteria and infection.)
- ✓ Why do we wear clean underwear? (To avoid infection and keep the genital area clean.)
- ✓ What should girls and boys use to wash their genitals? (Soap and water.)
- ✓ Should women put perfume (herbs, douche, etc.) into their vagina? Why or why not? (No, this will cause dryness, irritation, or infection.)
- ✓ What does a woman or girl need to clean reusable sanitary pads? She needs clean water and soap to wash and rinse the pads. She also needs a place to hang the pads so they can completely dry.
- ✓ If a boy's penis is not circumcised, how should he wash it? (Gently pull the foreskin of the penis back and wash the head of the penis.)

Activity Cards: Keeping Clean & Healthy

<p>Smelling Good</p> <p>Regular bathing helps you smell good. Be sure to wash well under your arms and in the genital area.</p>	<p>Underwear</p> <p>Wear clean underwear every day to avoid infection and keep the genital area clean</p>
<p>Teeth and Mouth</p> <p>Use what is most common in your country to clean the teeth after every meal and before bed each night. Cleaning teeth helps avoid cavities or rotted teeth. Using toothpaste with fluoride can also help to strengthen your teeth.</p>	<p>Hair</p> <p>Wash your hair regularly to keep it clean. How frequently you wash your hair depends on the type of hair you have and your environment. Those with straight or fine hair may notice a quick build-up of oil and may need to wash their hair every day or every two or three days. Those with curly or coarse hair generally experience a slower build-up of oil and can wash their hair once a week. It also depends on cultural beliefs. If you are unsure of how often to wash your hair, ask a friend or family member with a similar hair type who can give you advice. Boys should talk to a parent, an older brother, or another adult they trust about shaving. Girls can ask a female they trust about shaving their legs. Not all men and women shave. This depends on culture and choice, as does when to start shaving. Do not share razors or other products that may pass blood or body fluids from one person to another. Be careful not to cut yourself with a razor, and store it in a place where young children will not accidentally get it.</p>
<p>Washing the Body</p> <p>Washing the body helps one to stay clean, avoid infection, and avoid becoming sick.</p> <p>Bathe with water or soap and water once or twice per day. Wash hands before and after meals. Wash hands after using the bathroom to prevent the spread of bacteria and infection. Washing the face at least twice a day with soap and water can help keep acne away or make it less severe.</p>	<p>Genital Area (Girls)</p> <p>Girls need to wash the area around the vulva and the anus with soap and water every day. The inside of the vagina cleans itself naturally. You should never try to wash inside the vagina unless a health provider instructs you to do so. It is best not to use soaps, deodorants, perfumes, herbs, or douches to clean the vagina. This is not necessary, and it can even be harmful because such products can change the normal fluids inside the vagina and can irritate the skin inside the vagina and cause infection.</p> <p>Regularly change the pads or whatever else you use during menstruation. If you use reusable pads, be sure to soak and wash them with clean water and soap. Then hang them to dry completely before reusing them. If using disposable products, throw them in the pit latrine or appropriate dustbin to be buried or burned. Do not flush disposable products down the toilet.</p>
<p>Genital Area (Boys)</p> <p>It is important to wash and clean the penis every day. Wash the scrotum, between the scrotum and the thighs, in between the buttocks, and the anus with soap and water every day. For uncircumcised boys, it is important to pull back the foreskin and gently clean this area. Whether a boy is circumcised or not, it is important to wash and clean the penis and the area around the anus every day. This removes germs and keeps the area smelling fresh.</p>	



Q. My sister told me that it was good to put perfume, herbs, douches, etc. in the vagina to keep it smelling nice. Is there something wrong with that?

A. Yes, this will cause dryness, irritation, or infection in the vagina. Some women put products there because they do not like the secretions that come out. But the secretions are normal, healthy and are supposed to be there. Women should not try to fix this by putting unusual products there.

Q. Is it normal that some girls get moody or get stomach pains when they have their menstrual period?

A. Yes, because of the changes in a girl's body on the days just before her period, she may feel more sad, irritable or angry for no real reason. Some girls' breasts feel sore and a little bigger close to the time when their period will come. Others have a lower back ache or some stomach pains, also called "cramps". Some discomfort is normal. However, if the pain bothers you, talk with your mother or auntie or trusted adult. You may use a warm compress, drink a beverage, or take a mild pain reliever.

Q. What do you do with soiled pads?

A. Store-bought soiled pads can be wrapped in paper and thrown in the trash. Reusable pads or cloth from home-made pads can be put in a plastic bag until they can be soaked in clean water, washed with soap, rinsed and dried well. It is important for girls to have clean water and soap to wash out reusable pads, and a place to completely dry them, ideally in the sun.

Q. How often should you wash your hair?

A. It depends on your hair type and your environment. If your hair and scalp get oily quickly or if you are in a dusty area or sweat a lot (for example if you play a lot of sports), then you can wash your every day or every two or three days. If your hair and scalp tend to be dry, then once a week is fine.

Q. Do all men shave?

A. No. Some men grow beards or moustaches. Some men do not have to shave because they do not grow much facial hair.

Q. Is it okay to pick at acne on the face?

A. It is important to try not to pick at, or squeeze, the spots as this can cause them to become infected. It may also lead to scarring.

Session VII

Closing and Next Steps

Time: 20 Minutes

Materials:

CycleSmart Kit and CycleBeads

GrowUp Smart storybooks for girls and boys

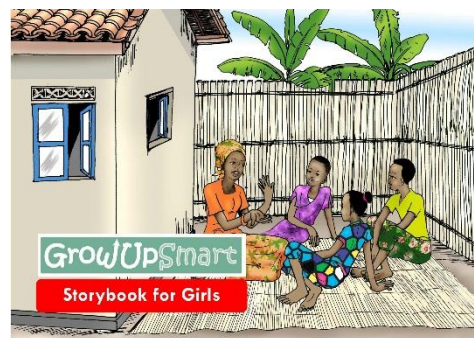
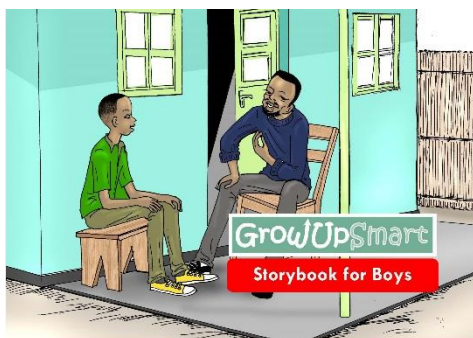
Objective Girls and boys will identify strategies to overcome possible barriers to following recommended hygiene practices, and restate how to use the CycleSmart Kit for menstrual management.

Steps:

1. **In the large group review how to use CycleBeads and the CycleSmart Kit** or ask a girl or boy to demonstrate this for the large group. Correct any misinformation. Highlight how a girl can use CycleBeads to know when to expect her next period and how to use and clean the reusable pads for menstrual management.
2. **Ask about any challenges** or obstacles to following these recommended hygiene practices. (For example, challenges may include limited clean water for bathing or lack of money to buy deodorant or tooth cleaning items, or something else.) List any challenges girls and boys mention on flipchart paper.
3. **Brainstorm in the large group** how girls and boys might overcome the noted challenges. Consider how caring adults or available services might help individual girls and boys deal with challenges they may face. Reinforce access to available services, if needed.
4. **Give copies of the GrowUp Smart storybook** to any girls and boys who have not yet taken them home. Request that all storybooks be returned by the next session.

Take Home Materials

Have copies available of the Grow Up Smart storybooks for girls and boys who have not yet brought the storybook home.



Session VII, Additional Activity

When Laughing is Not Funny

Time: 45 minutes

Materials: None

Objective: Girls and boys will describe and demonstrate ways youth can help or support youth who are being teased or bullied about their body changes or for other reasons.



Steps:

1. **In the large group** begin the activity with a statement such as:
We all know what it is to laugh. Laughing feels great and usually we laugh because we are happy or something is funny. Sometimes though, girls and boys laugh when they are teasing each other about body changes. This can be hurtful. Now we will talk about when laughing is funny and when laughing is hurtful.
2. **Ask the girls and boys to form two groups**, each group with both girls and boys.
3. **Ask group 1 to make up a drama** that shows people laughing because something is funny. They will act out that funny situation for everyone else to watch, and will try to make everyone laugh too!
4. **Ask group 2 to make up a drama** that shows how laughing can be hurtful. They will act out a situation in which girls and boys tease a peer about body changes. Allow about 15 minutes for the groups to discuss and practice their dramas.
5. **Ask everyone to sit in a circle and watch** as each group presents their drama to everyone else.
6. **Ask questions** of the entire group after the drama presentations:
 - ✓ What examples did we see of laughing that is funny? What examples did we see of laughing that is hurtful?
 - ✓ What did you learn today about the difference between laughing when people are teasing someone and laughing when people are enjoying themselves?
 - ✓ In your home and school do girls and boys sometimes tease each other because of the changes their bodies are going through? What examples can you share?
 - ✓ How does it feel to be laughed at or teased about the changes that your body is going through? What might you do if this happens?
 - ✓ Do girls ever get teased if menstrual bleeding stains their clothes?

- ✓ What would you say or do if you saw a girl being teased because of her menstrual bleeding?
As an observer or bystander, how can you help stop the teasing?
- ✓ How can girls and boys show mutual respect for one another as their bodies change during puberty

7. **Summarize** the main points discussed in the large group. Close with a statement such as:
Going through changes during this time in your life is completely normal. Everyone does it, but it happens at different times for different people. Laughing at others, especially about things related to body changes, can be very hurtful. Supporting one another and celebrating these changes at different ages is supportive and helpful.
8. **Go around the circle** and ask each girl and boy to name one thing that they could say or do to help a friend or age mate who is being teased by others because of their body changes. Review the points in the facilitator notes if they are not mentioned.

Facilitator Notes

Ways to Help a Friend or Classmate

Who is being teased, bullied or pressured to do something unhealthy or unsafe

(Note: This activity and facilitator notes reinforce the messages from Session VII, Activity 1)

- ✓ Show by your words and actions how to treat others with kindness and respect.
- ✓ Think, and stop yourself, before you say something that is teasing or hurtful.
- ✓ If someone is being teased, change the subject of conversation or suggest a fun activity that everyone can do.
- ✓ Stick up for the person who is being teased, bullied or pressured. Let the person who is teasing know that you are a friend of the person being teased. Ask the person who is teasing to stop.
- ✓ Suggest that others join you in doing something else, and join you in being a friend to the person who is being teased or bullied.
- ✓ Suggest that the person who is being teased or bullied leave with you and go somewhere else. If needed, go to a safe place.
- ✓ Tell a trusted adult (parent, teacher, other) if the teasing and bullying won't stop or you feel pressured or unsafe. Seek help or advice.
- ✓ Avoid this situation, place, or person if needed.

Session VII, Additional Activity

Body Care Advertisement

Time: 45 minutes

Materials:

Activity card with key information, one per group

Posters, paper

Markers, pens

miscellaneous found items for creating the body care advertisements

Objective: Girls and boys will discuss and demonstrate knowledge of general hygiene practices.

Steps:

1. **In pairs or small groups**, give one of the following topics to each group along with the corresponding activity card on the next page with the key information. (Note: These are the same activity cards that are used in the Hygiene Game. This activity is just a different way to discuss the same hygiene information.)

washing the body	smelling good	teeth and mouth	hair
underwear	genital area (girls)	genital area (boys)	

2. **Ask each group to review the activity card** with the information about their topic and then create either a television, radio, newspaper or magazine advertisement to publicize an exciting new product or method to manage their topic. Encourage creativity. For example, they may invent a product to use; act the role of an “expert” on the subject; develop a “keep clean” Rapp or create new dance steps, to use while brushing and flossing teeth. Allow about 15 minutes for creating their advertisement.
3. **After completing their work**, ask each group to share their advertisement with the large group.
4. **Invite the girls and boys to ask questions** after each presentation and provide feedback.
5. **Summarize** main messages including the need to wash the body including genital area, brush teeth, change underwear and socks, and take care of body odor, as needed. It is best not to share personal items like razors, drinking cup, toothbrush, hair brush, towel, or wash cloth as this can spread infection.

Activity Cards: Keeping Clean & Healthy

<p>Smelling Good</p> <p>Regular bathing helps you smell good. Be sure to wash well under your arms and in the genital area.</p>	<p>Underwear</p> <p>Wear clean underwear every day to avoid infection and keep the genital area clean</p>
<p>Teeth and Mouth</p> <p>Use what is most common in your country to clean the teeth after every meal and before bed each night. Cleaning teeth helps avoid cavities or rotted teeth. Using toothpaste with fluoride can also help to strengthen your teeth.</p>	<p>Hair</p> <p>Wash your hair regularly to keep it clean. How frequently you wash your hair depends on the type of hair you have and your environment. Those with straight or fine hair may notice a quick build-up of oil and may need to wash their hair every day or every two or three days. Those with curly or coarse hair generally experience a slower build-up of oil and can wash their hair once a week. It also depends on cultural beliefs. If you are unsure of how often to wash your hair, ask a friend or family member with a similar hair type who can give you advice. Boys should talk to a parent, an older brother, or another adult they trust about shaving. Girls can ask a female they trust about shaving their legs. Not all men and women shave. This depends on culture and choice, as does when to start shaving. Do not share razors or other products that may pass blood or body fluids from one person to another. Be careful not to cut yourself with a razor, and store it in a place where young children will not accidentally get it.</p>
<p>Washing the Body</p> <p>Washing the body helps one to stay clean, avoid infection, and avoid becoming sick.</p> <p>Bathe with water or soap and water once or twice per day. Wash hands before and after meals. Wash hands after using the bathroom to prevent the spread of bacteria and infection. Washing the face at least twice a day with soap and water can help keep acne away or make it less severe.</p>	<p>Genital Area (Girls)</p> <p>Girls need to wash the area around the vulva and the anus with soap and water every day. The inside of the vagina cleans itself naturally. You should never try to wash inside the vagina unless a health provider instructs you to do so. It is best not to use soaps, deodorants, perfumes, herbs, or douches to clean the vagina. This is not necessary, and it can even be harmful because such products can change the normal fluids inside the vagina and can irritate the skin inside the vagina and cause infection.</p> <p>Regularly change the pads or whatever else you use during menstruation. If you use reusable pads, be sure to soak and wash them with clean water and soap. Then hang them to dry completely before reusing them. If using disposable products, throw them in the pit latrine or appropriate dustbin to be buried or burned. Do not flush disposable products down the toilet.</p>
<p>Genital Area (Boys)</p> <p>It is important to wash and clean the penis every day. Wash the scrotum, between the scrotum and the thighs, in between the buttocks, and the anus with soap and water every day. For uncircumcised boys, it is important to pull back the foreskin and gently clean this area. Whether a boy is circumcised or not, it is important to wash and clean the penis and the area around the anus every day. This removes germs and keeps the area smelling fresh.</p>	



SESSION VIII Keeping Healthy and Safe

Agenda

Opening

Activity I: Storybook on Staying Safe

BREAK, as needed

Activity II: Safety and Well-Being: Drama, Song, Art, Dance

Closing and Next Steps

Additional Activities: How Alcohol Makes Us Feel, Staying Safe Game, Mapping Our Community Resources

Objectives

By the end of the session girls and boys will be able to:

1. Read aloud the third story of the storybook, *Making Great Decisions*, and discuss their recommendations for what young people can do or say to avoid an unsafe or unhealthy situation.
2. Create a skit, song, dance, art work or other creative expression of key themes or lessons learned in the GrowUp Smart program, and plan to present this at an upcoming community sensitization session.
3. List resources and contacts available for adolescent services, and name at least one person they can contact for help

Session VIII

Opening

In the large group ask about and discuss any questions girls and boys may have since the GrowUp Smart sessions began.



Ice Breaker: Safety Pop Up

Ask girls and boys to sit in a circle and think about things that make them feel safe and secure, like a soft blanket, meals at home, or a hug from a parent. Then, tell the group you will say, “1,2,3, POP!” Boys and girls pop up from their seats and name something that makes them feel safe and then sit down again. If they think of an additional example of what makes them feel safe, they can pop up again and say it. Next, summarize the responses and tell the group that today we are going to talk about different ways to stay healthy and safe during puberty.

Session VIII, Activity I

Storybook on Staying Safe

Time: 50 minutes

Materials:

Storybooks for girls and boys

Flipchart paper and markers

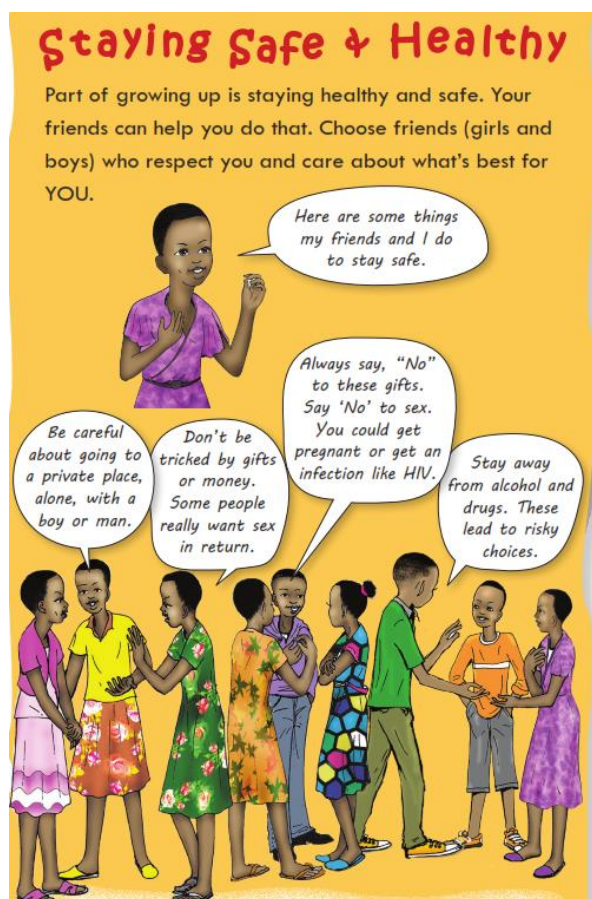
Objective: Girls and boys will read aloud the third story of the storybook, *Making Great Decisions*, and discuss their recommendations for what young people can do or say to avoid an unsafe or unhealthy situation.

Steps:

- 1. Ask the girls and boys to form small groups.** Give each small group a girls’ storybook. (If there are not enough copies, give some small groups the boys’ storybook.) Ask each small group to read aloud the last story: *Making Great Decisions*. The youth may pass around the storybook in their small group, and take turns reading the story aloud while the others listen.
- 2. Ask the youth to discuss these questions**, while still in their small group:
 - ✓ *Who in the story was faced with an unsafe situation? What was unsafe?*
 - ✓ *What did the person do?*
 - ✓ *Who had an opportunity to help that person? What did the helper say and do to help?*
 - ✓ *What else could someone do to help?*
 - ✓ *Thinking about the story you just read, what would you recommend to girls and boys your age about staying healthy and safe? (Plan to report this to the large group.)*

3. **If time, invite the small groups to act out a scene from the story,** or a similar situation that might happen in their community. Thank the actors and actresses.
4. **Debrief in the large group** and ask the boys and girls to share their recommendations for how people their age can stay healthy and safe during puberty. Record these recommendations on a flipchart, and add to the list, if needed. Possible responses include:
 - ✓ Choose and spend time with friends who care about what is best for you. Help keep one another safe.
 - ✓ Know what is risky in your community and avoid unsafe places, situations or people.
 - ✓ If you are ever uncomfortable or feel pressured, say “No,” firmly and directly.
 - ✓ For girls, do not accept gifts from a boy or man without your parents’ knowledge.
 - ✓ Ask a trusted person for help and advice.
 - ✓ Keep talking to as many people as needed until someone takes action.
 - ✓ Go to a safe place.

Facilitator Notes



Remember

No one should touch you in a way that makes you feel uncomfortable, wrong or bad.

Talk to your parents or a trusted adult if you feel pressured or unsafe about anything.



Take good care of yourself and stay **HEALTHY** and **SAFE**.

What should a young person do if someone is pressuring them to do something unhealthy or unsafe?

Possible strategies include:

- ✓ Change the subject, or suggested a different activity.
- ✓ Say, “No,” clearly and with conviction.
- ✓ Say “No,” and keep repeating it.
- ✓ Use a firm tone and use body language to emphasize saying, “No.”
- ✓ Walk (or run) away, if you can.
- ✓ Find someone to help and support you in saying “No” or in getting away.
- ✓ Know what is risky in your community and avoid this situation, this place, or this person in the future.
- ✓ Tell a trusted adult (or peer) if you feel pressured or unsafe. Ask for help or advice.
- ✓ Keep talking to, and asking as many people as necessary, until someone takes action.
- ✓ Go to a safe place.

What are some things a girl or and boy should NOT do to help keep themselves healthy and safe?

- ✓ Don’t use cigarettes, alcohol or drugs.
- ✓ Don’t go out alone at night or to uncrowded or unsafe places, (go with someone else, or in a group if you need to go out).
- ✓ Don’t be tricked by gifts or money. Some people really want sex in return. Always say, “No,” to these gifts. Say, “No,” to sex. You could get pregnant or an infection, like HIV.
- ✓ Don’t let others touch you in a way that feels wrong or bad.
- ✓ Don’t have a sexual relationship until much older (sex should not be pressured or coerced, and if/when a person does choose to have sex, use protection to prevent unintended pregnancy and to prevent the infections a person can get from having sex.)

Session VIII, Activity II

Safety and Well-Being: Drama, Song, Art, Dance

Time: 55 minutes

Materials:

Flipchart paper

Pens

Props and other materials for developing activities for the community sensitization session

Objective: Girls and boys will create a skit, song, dance, art work or other creative expression of key themes or lessons learned in the GrowUp Smart program and plan to present this at an upcoming community sensitization session.



Steps:

- 1. In the large group describe plans for a community sensitization session.** Ask girls and boys to think about some of the activities and discussions they have participated in during the GrowUp Smart program. Ask a question like:
 - ✓ *What are some lessons learned or important themes that you might share in a creative way at the community sensitization session?*(A few possible answers include: puberty and fertility awareness, use of the CycleSmart Kit and CycleBeads , how to keep your body healthy and clean, sharing puberty knowledge with peers, the need for young adolescents to delay sexual activity until older, ways to advocate for safety and well-being during puberty, opportunities for unexpected or non-traditional roles for girls and boys, how to support other youth if they are being bullied or teased about menstruation or body changes, respecting girls and boys equally, talking with trusted adults, and the importance of parental and community support for sexual and reproductive health education of young adolescents, etc.)
- 2. Form small groups** and ask each small group to prepare a skit, dramatization, song, dance, art, poetry or another creative representation of a meaningful aspect of the GrowUp Smart experience.
- 3. The girls and boys can then practice presenting their activity** or performance to the large group, as time permits.
- 4. Share the location and time** of the community session, and plans to further prepare for their participation.

Session VIII

Closing and Next Steps

Time: 15 Minutes

Materials:

Handout of local resources

GrowUp Smart storybooks for girls and boys

Take Home Materials

Have copies available of the GrowUp Smart storybooks for girls and boys who have not yet brought the storybook home. Request that all storybooks be returned during the next session, which will be session nine, the last group session for boys and girls.

Objective: Girls and boys will be able to list resources and contacts available for adolescent services and name at least one person they can contact for help.

Steps:

1. Ask about the names and locations of available resources for adolescents

- ✓ *What kinds of services or resources do girls and boys in your area need?*
- ✓ *Where would a person go if she or he needed a HIV test? Condoms? Other family planning methods?*
- ✓ *Where are these services located?*
- ✓ *What have you heard about these services?*
- ✓ *How easy or hard is it to get there?*
- ✓ *How would you describe the people who work at these places? How skilled and helpful are they in addressing the needs of adolescents?*
- ✓ *How would you feel about asking an adult about health services available?*

2. Hand out copies of the local resource list and discuss any people contacts. Include the names of staff, and positive stories about experiences and help youth have received, to help reduce barriers to access.

3. Go around the circle and to each person and ask them to name someone (such as their mum, father, an aunt or uncle, a teacher or school nurse etc.) that they could talk to if they have questions, or feel unsafe or concerned about something.

4. Remind students to return the storybooks at the next session, which will be the last session.

Local Resources

For Girls, Boys and their Parents or Caregivers: Below is a template, to be completed by youth serving organizations with local context details and map, if applicable.

Educational facilities

Name, location, contact information

Names of youth-friendly providers

Clinics or medical services (including family planning, STI services and other sexual and reproductive health services)

Name, location, contact information

Names of youth-friendly providers

Youth serving organizations

Name, location, contact information

Names of youth-friendly providers

Faith-based programs and resources

Name, location, contact information

Names of youth-friendly providers

Library and general information resources

Name, location, contact information

Names of youth-friendly providers

Police, legal information and violence prevention/intervention and support

Name, location, contact information

Names of youth-friendly providers

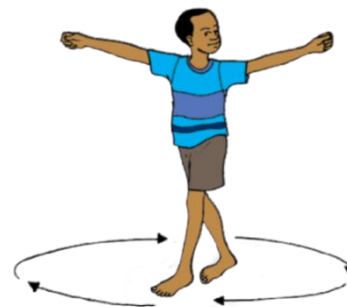
Other

Session VIII, Additional Activity

How Alcohol Makes Us Feel*

Time: 30 minutes

Materials: None



Note: Make sure there is plenty of room to conduct this activity and if anyone feels dizzy or out-of-breath afterward, allow a few minutes for them to feel better. **Adolescents with epilepsy, sickness, or another physical challenge should not play this game, but may take part in the discussion.*

Objective: Girls and boys play a spinning around game to feel how hard it is to do things when dizzy and disoriented, like when someone drinks too much alcohol.

Steps:

1. **Select two locations** about 20 meters apart. One is the starting point and one the finish line.
2. **In teams or individually ask girls and boys to run** as quickly as they can from the starting point to the finish line. To start say, “Ready, set, GO!” The fastest person or team wins the first race.
3. **Then, ask everyone to spin around in place twice** before beginning to run the second race. This makes the game more challenging. Once they have reached the other side, again declare the winner of the game.
4. **Ask the girls and boys to form a circle** and discuss questions like the following:
 - ✓ *What did it feel like before you spun around? What did it feel like after you spun around?*
 - ✓ *What have you seen people do in your community who have been drinking alcohol? Do they sometimes look like they have been spinning?*
 - ✓ *How do you think this activity relates to drinking alcohol?*
 - ✓ *Many young people who drink alcohol do so because their friends pressure them to, even if they do not want to. Why do you think this is?*
5. **Go around the circle** and ask everyone to answer one of these questions:
Instead of drinking alcohol, I’m going to _____
If someone tries to get me to drink alcohol, I will _____
6. **Summarize the tips just described.** Remind girls and boys that drinking alcohol can cloud a person’s judgment, and make it harder to resist pressures to follow unhealthy behaviors. For example, drinking alcohol can make it harder to say, “No!” to peer pressure to smoke cigarettes, or go to an unsafe place, or to be pressured to have sex before you are ready. It is much easier to make healthy decisions when alcohol or drugs do not cloud or confuse the mind.

Facilitator Notes

Drinking a lot of alcohol can lead to many problems such as poor performance in school and sports and making poor decisions. Alcohol can make you feel very sick, and do things that are hurtful for yourself or others. When you drink too much alcohol, it can be hard to achieve your goals.

Session VIII, Additional Activity

Staying Safe Game

Time: 30 minutes

Materials: Strips of paper or cloth, one for each

Other Preparation: Move chairs and clear space to play this game.

Objective: Girls and boys will discuss ways to be healthy and safe in their community.



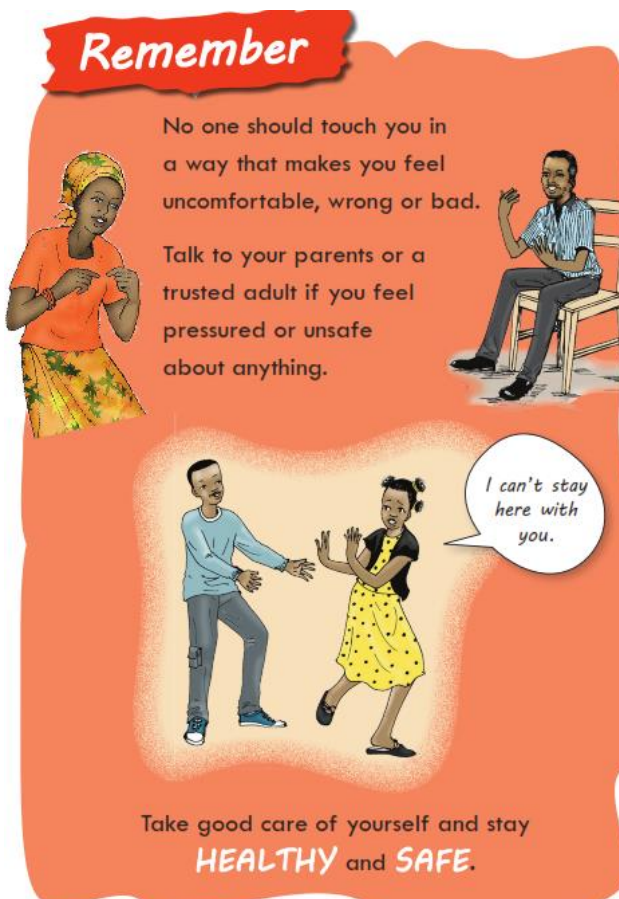
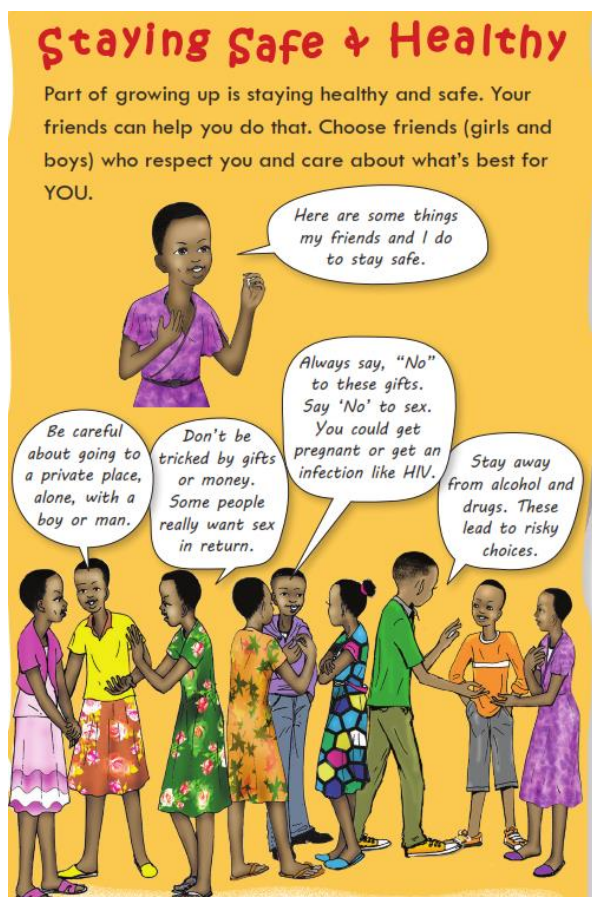
Steps:

- 1. Show how to play the staying safe game.** Hand the girls and boys one strip of paper or cloth and ask them to tuck it into the back of their trousers or hold it in their hand by one end. Draw a very large circle on the ground to mark the space where the game will be played in, or use an existing, designated space. Choose one boy to be the lion and one girl to be the lioness.
- 2. Read these instructions aloud:** *You are all sheep and this is the lion and lioness (point to the "Lions"). The lion and lioness are trying to catch your tails (the cloth). Your goal is to keep your tail and not let them catch it. The "lion" can only chase the tails of the boys, and the "lioness" can only chase the tails of the girls. When I say, "Go," you can run anywhere within this circle (or designated space). If your tail is caught, you are out. The winner is the last sheep in the game.*
- 3. Read the instructions again** and make sure all know how to play the game.
- 4. Shout, "Go!"** and begin the game. Once they have finished, if there is time, choose a new lion and lioness and play the game again.
- 5. After the game, sit in a circle and discuss** questions like these in the large group:
 - ✓ Sheep often avoid a lion's den because they know it is unsafe for them. Sometimes, girls can be unsafe in our community. Where are places in our community that are unsafe for girls to go to? What are other situations that are unsafe for girls? What are situations that are unsafe for boys?
 - ✓ Sheep also travel in packs because it is safer than traveling alone. Where in our community would it be safer for girls if they were together in a group instead of alone? How else can girls and boys keep themselves safe?
 - ✓ If a girl is asked to fetch water at night or go to a teacher's home alone, what can she do to stay safe?
 - ✓ What can boys and men do to help girls stay safe in your community?
 - ✓ What recommendations would you give to a friend, to help her or him to stay healthy and safe?

6. **Summarize** with statements such as: *“Just like it’s unsafe for sheep to go to a Lion’s den, there are situations, places and some people in our community that are unsafe, especially for girls. For instance, it may not be safe for girls walk alone after dark. It’s important to know when and where it is safe to go, and how to avoid risky situations. It is very honorable and respected for boys, men, or groups of friends to walk with girls at night in order to keep them safe.”*
- ✓ Choose friends who care about what’s best for you, and support one another.
 - ✓ Avoid sex, alcohol and drugs. Stay away from places, situations and people that put you at risk for unhealthy behaviors such as private and isolated places, reckless peers, or people who offer gifts and money but expect sex or other favors in return.
 - ✓ Talk to a caring adult if you feel pressured or afraid, or just to connect and get their advice or support.
7. **Go around the circle and share one thing you could do** to keep yourself safe OR to help someone else stay safe.

Facilitator Notes

Tips for Staying Safe



Session VIII, Additional Activity

Mapping Our Community Resources

Time: 45 Minutes

Materials:

Flipchart paper

Markers

Tape

Objectives: Girls and boys will reflect on their community and create a large map to show where safe places, unsafe places and resources are located.



Steps

- 1. Form small groups** of 4 to 5 girls and boys together. Give each group large flipchart paper and marking pens, and say:
“Let’s think about where you live and the resources that are available to girls and boys your age or older. First, let’s imagine that we are birds flying through the sky and we look down at your community while flying over it. I would like for your group to work together to draw a picture or map of all the things we would see. This will help us learn and talk about the community where you live, including the safe places for girls and boys, the risky or unsafe places, and where young people in your community can go for resources.”
- 2. Ask a few questions about different locations**, and instruct the small groups to answer the questions aloud while together they draw their responses on their group map. For example you might ask:
 - ✓ Let’s start with this youth-serving organization, the building we are at right now. Please draw this on your map.
 - ✓ Think about the places where you live, please draw these on your map.
 - ✓ Next, tell and draw where you spend your time during the week. (For example, where do you go to school, to fetch water, to go to the garden, etc.?)
 - ✓ What about on the weekend, where do you go? (For example: to the church or mosque, youth center, market?) Please draw the places where you go.
 - ✓ Is there anywhere else you go? Where else do you go to spend time with friends? With family? Add these places to your map.
 - ✓ Thinking about girls and boys, are there places where only boys go?
 - ✓ Are there places where only girls go? Please draw and label these.
 - ✓ Now, think of a label or sign (like ☺) to use to identify all the places on your map that are **safe** for girls. **Safe** for boys? What makes these places safe?

- ✓ Next, think about any places that are particularly “unsafe” for girls? **Unsafe** for boys? Please draw and label these places with a symbol (like ☹). What makes these places unsafe?
 - ✓ Now think about where you go to get health information or services. Please draw these places. (For example, if someone needed information about puberty, family planning information or services for sexually transmitted infections, where would they go? What about a place for resources for those affected by violence? Harmed by abuse or a crime?)
3. **Ask each small group** to present their maps to the large group for a few minutes, and to respond to any questions and comments.
 4. **Summarize the activity** by highlighting the local resources available to adolescents in the community, the existence and names of youth-friendly staff, and the printed resource handout (See page 122). If time, you can invite a few girls and boys to act out what it would be like to seek help from one of the available resources. This can help that resource or service feel more accessible.



SESSION IX Reviewing and Reflecting

Agenda

Opening

Activity I: Menstrual Cycle Mix Up

Activity II: GrowUp Smart Game: Final Review

Closing and Next Steps

Objectives

By the end of this session girls and boys will be able to:

1. Demonstrate knowledge of the order of events of the menstrual cycle
2. Demonstrate knowledge of the main messages of the GrowUp Smart program

Session IX

Opening

Welcome everyone to the session in the large group, and answer any pending questions from the previous sessions and from the anonymous question box. Collect all the GrowUp Smart puberty storybooks that have been returned.

Remind the group that during the GrowUp Smart sessions we have learned a lot about puberty and related topics, including how to keep healthy and safe, and how to support the health and well-being of other girls and boys. As in the Human Knot Icebreaker we just did, let's continue to work together, to help and support one another GrowUp Smart and achieve our goals! Today, our last session, we will play two games to review and discuss the main messages of the program.

Ice Breaker: Human Knot

In small groups of about 6 to 8 people, ask the girls and boys to stand in a circle and hold hands with someone across the circle from them. Each hand should be holding someone else's hand. Then, without unlocking hands or letting go, everyone works together to try to untangle themselves into a circle shape again.

Session IX, Activity I

Menstrual Cycle Mix Up

Time: 40 minutes

Materials:

Large flipchart-sized paper, one page per small group

Marking pens

A set of menstrual cycle description cards for each small group

CycleBeads and CycleSmart Kit

Objective: Girls and boys will demonstrate knowledge of the order of events that occur during the menstrual cycle.

Steps:

- 1. Before the session, make about 4 or 5 sets of “menstrual cycle description” cards.** Each card of each set will describe one of the different events that happen during the menstrual cycle. See a sample set of cards below, which are *not* in the correct order.

The uterine lining is all prepared to receive a fertilized egg.	An egg matures.
A sperm does NOT fertilize the egg.	The woman starts her period.
An egg is released from the ovary.	The woman gets her period again.



2. **Form small groups of about 6 people each** and give each group a set of the “menstrual cycle description” cards. Tell them that these cards represent what happens during the menstrual cycle.
3. **Ask each person in the small group to take one card** from the set and then arrange themselves in a line so that the cards are in the right order of events. See below for how the correct order should be:
 1. The woman starts her period.
 2. An egg matures.
 3. An egg is released from the ovary.
 4. The uterine lining is all prepared to receive a fertilized egg.
 5. Sperm does NOT fertilize the egg.
 6. The woman gets her period again.
4. **Check each small group** to see whether the menstrual cycle description cards are in the correct order. Then, all together, the girls and boys can read their respective cards, starting with the first card and ending with the last card.
5. **Invite the youth to add details they remember about the menstrual cycle** such as the purpose of the menstrual cycle, signs of fertility and signs that a girl will get her period soon. Since boys do not have a menstrual cycle, ask about a boy’s sign of fertility and review the purpose of erections and ejaculation.

Facilitator Notes

This activity can also be done all together with the large group, if time is limited. Just ask 6 youth to volunteer. Each person takes a menstrual cycle card and they arrange themselves in the correct order in front of the large group. Then, make any corrections, and everyone reads aloud the sequence of events that occur during the menstrual cycle, and reviews the menstrual cycle.

Session IX, Activity II

GrowUp Smart Game: Final Review

Time: 60 minutes

Materials:

GrowUp Smart game board and question cards

4 rocks or 4 other throwing objects

4 playing tokens (like a bottle cap or eraser)



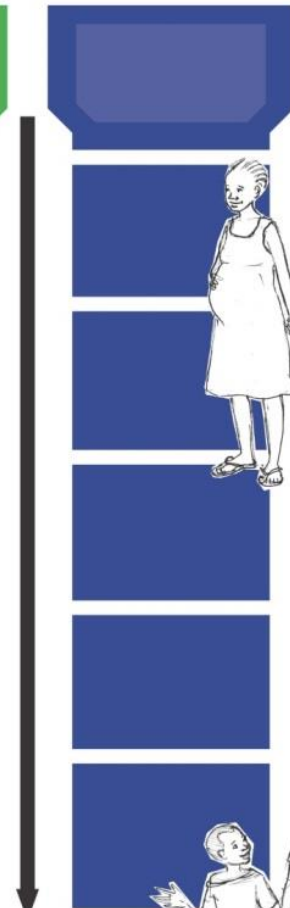
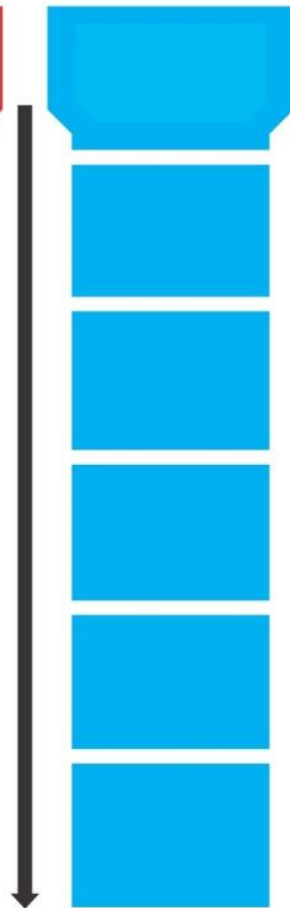
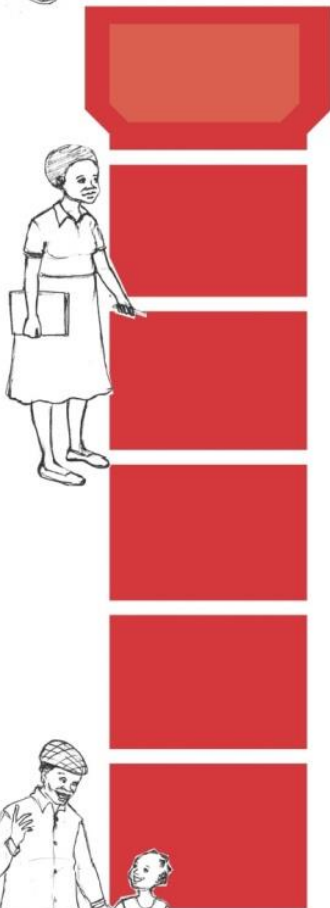
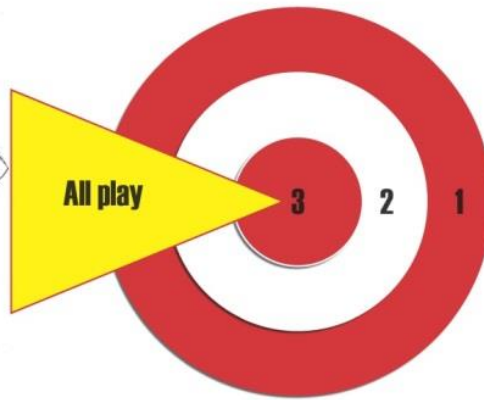
Objective: While playing the game and answering the question cards, girls and boys will demonstrate knowledge of the main messages of the GrowUp Smart program.

Steps:

- 1. Ask a girl or a boy to facilitate the game** and read the question cards. Select two or three other youth as judges, who will work together to evaluate the answers. Prepare the judges for their role of carefully listening to the answers and determining if a team has the correct answer. If the judges are unsure, the facilitator can read the printed answer at the bottom of the question card, and make the final decision.
- 2. Ask the girls and boys to form four teams** with one to five people per team (mixed girls and boys). Give each team an object, like a bottle cap, to use as a playing token. Or, one player per team can be a “human token” standing on the game board. Each team selects a different row on the game board: red, blue, yellow or purple.
- 3. Give each team a small stone** or other object to throw toward the target. The team whose stone lands closest to the center of the target gets to start first.
- 4. Before beginning the game, show and tell how to play**, as follows:
 - ✓ Someone from the starting team throws their stone toward the target again, and then moves their token one, two or three spaces, depending on where their stone lands. If the team completely misses the target, they can keep trying.
 - ✓ The facilitator selects and reads a question card aloud. If the team answers correctly, according to the judges, they get to move one more space. If the team answers incorrectly, then other teams may answer.
 - ✓ If the stone lands on the “all play” triangle, the team still moves and takes their turn. They also take a “fun” card and everyone on the team follows the instructions together.
 - ✓ Then it is the next team’s turn. The team that reaches the end of the row first wins. They are recognized as champions who GrowUp Smart!
- 5. At the end of the game summarize** main points, issues or questions that were discussed. Ask each person to share something they learned during GrowUp Smart that is important to them or will help them in the future.



GREAT



YOU'RE GREAT!

GrowUp Smart Game Questions

All Play Fun Cards

Act out something from GrowUp Smart until someone guesses what it is.

What advice do you have for parents who want to talk with their children about puberty?

Sing a fertility awareness song.

Changes of puberty

Question: Name three body changes that girls and boys experience during puberty. *(Any of the following answers: Girls have monthly bleed, breasts grow, hips widen. Boys have voice changes, get wet dreams, muscles grow and hair on the face grows. Girls and boys grow taller, grow hair on their body, sweat more, and get pimples.)*

True or false? Most young people's bodies grow at the same speed and look very similar. *(False. Everybody grows at a different rate. Some people start to grow early, while others start to grow later. It is normal.)*

Fertility Awareness

Question: What is menstruation or having a "period"? *(The normal and healthy shedding of the interior lining of the uterus through a girl or woman's vagina. Once a girl's menstruation starts at puberty, it comes about once a month and lasts for a few days in a row each month.)*

Question: Once a girl starts having her menstrual periods, does that mean her body is able to get pregnant? *(Yes, on the fertile days of her menstrual cycle. But, her body is still growing and it is best for her body, and for other reasons for her to wait until she is older to have a child.)*

Question: Does a woman still get her menstrual period when she is pregnant? *(No, but her period returns some weeks or months after the baby is born.)*

Question: What are cervical secretions? *(This is a normal wetness or fluid that a girl or woman can see and feel in her genital area that is not menstruation. Secretions last for several days in a row, around mid-cycle. Healthy secretions are not smelly or itchy. They are a sign of a girl or woman's fertility, her ability to become pregnant.)*

Question: Demonstrate how a girl uses CycleBeads to know when to expect her next period. *(On the first day of bleeding she puts the ring on the red bead. Then she moves the ring one bead each day in the direction of the arrow. Her period will probably come when the ring is between the dark brown bead and the day after the last bead.)*

Question: How is a man or boy able to cause a pregnancy to happen (or father a child)? *(If he ejaculates (releases semen) in a woman's vagina during her fertile days she can become pregnant. The sperm in his semen joins together with an egg inside her body, the fertilized egg attaches to her uterus and grows to become a baby.)*

Question: Do boys have a menstrual period like girls? *(No. Boys have erections and ejaculation.)*

Question: What does it mean if a boy has an erection? *(This is when a boy's penis becomes harder, larger, and stiffer, and points away from his body. It can happen when he has sexual thoughts or for no reason at all. It is not a sign that he needs to have sex. It will go away on its own.)*

Question: What is ejaculation? *(After an erection, this is when semen, a fluid that contains sperm may come out of the penis of a boy or man. It means a boy has the ability to cause a pregnancy to occur if his semen is ejaculated into a girl or woman's vagina. He does not have to ejaculate if he has an erection.)*

Question: What are "wet dreams" and what does this mean? *(A wet dream, also called a nocturnal emission, is when a boy's penis gets hard and ejaculates semen while sleeping. This is normal and commonly starts to happen during puberty, although not to every boy.)*

Hygiene and Personal Care

Question: Should a girl go to school on days of menstrual bleeding? *(YES. She just needs to bring reusable or disposable pads to put in her underwear to prevent blood from staining her clothes.)*

Question: If you notice a girl at school has started menstruating and stained her clothes, what would you do? *(Accept all reasonable answers like: gently let her know, offer a sweater to tie around her waist, go with her to the head mistress for a disposable pad, comfort and reassure her, etc.)*

Question: What does a girl do with her pad once she has used it for menstruation? *(If it is a reusable pad, she takes it home in the plastic bag. Then, she soaks it in clean water, washes it with soap and water, rinses it, and hangs it to dry completely before using it again. If it is a disposable pad she puts it in the dustbin or pit latrine.)*

Question: Should a girl use powders or herbs to wash away or dry up the secretions inside her vagina? *(No. These products can cause irritation and discomfort. Simple washing of the outer genital area with soap and water is best.)*

Question: How does an uncircumcised boy clean his penis? *(Answer: He pulls back the foreskin and cleans gently.)*

Gender roles and expectations

Read this statement aloud: "Brothers should help their sisters fetch water in the evening". Those who agree move to one side of the game board, and those who disagree move to the other side, and explain their choices. *(Answer: Girls may face dangers when walking at night, as may boys. Also girls may not have time to do their school work if they have too many chores. Both girls and boys can do many different chores.) They can help one another, showing caring and mutual respect.*

Question: Do you think girls and boys should be able to do the same things? Why? Give examples. *(Answer: Boys or girls can do nearly everything the same, when given the opportunity and practice.)*

How can girls and boys help each other follow their hopes and dreams and even do "unexpected things"? *(Accept all reasonable answers.)*

Question: Agree or disagree? If you are a boy and a girl is smiling at you and giving you attention, does that mean she wants to have sex? Why? *(Answer: It could mean many things such as a boy is*

funny or interesting. The only way to know if a person is interested in sex is to talk about it. It is always okay to like someone and have a close friendship or relationship without having sex.)

Safety and Protective Behaviors

Question: What are two things that can lead to risky or unsafe behaviors? *(Accept all reasonable answers such as: drinking alcohol, using drugs, a girl going to a private place alone with a boy or man, accepting gifts like school fees from someone without your parents' knowledge, going alone to a dark or secluded place, following poor advice, etc.)*

Team role-play: One person plays the role of the older sister or brother. Two people play the role of the younger sister and younger cousin. The team role-plays how an older girl or boy talks with the younger ones about how to stay healthy and safe during the growing up years. *(This may include staying away from drugs or alcohol, saying "No" to a man who wants to pay school fees or take a girl to a private place, not having sex, or another way to keep safe from risks in your community, etc.)*

Team role-play: One person plays the role of an older adolescent and the other their younger schoolmates. Explain what a sexually transmitted infection (STI) is and how to prevent this. *(Answer: These are infections that a person can get from have sex or close intimate contact with someone who has an infection. STIs are spread through blood, semen or vaginal fluids. Not having sex is an excellent way for young people to prevent both STIs and pregnancy. If someone does have sex, condoms also provide protection against both pregnancy and infections.)*

How does a person know if they have a sexually transmitted infection? *(Many sexually transmitted infections have no signs, but still spread from one person to another, like HIV. Some STIs do have signs like discharge from the penis or vagina, or abdominal pain. If someone thinks they may have an STI, they should see a health provider to be tested for this.)*

Team role-play: One person plays a student being cruel and teasing a classmate in a mean way. Two other people play classmates who respond and stand up for the student being teased.

Question: Is it acceptable for a boy or man to pressure or force his girlfriend to have sexual intercourse with him? Why? *(Answer: No. It is a form of violence to force anyone to have sex, even if she is your girlfriend.)*

Question: If someone you care about, like a boyfriend or girlfriend, threatens you, or hurts you physically or emotionally or tries to keep you from seeing your friends or family, what should you do? *(This is not OK. Talk with a caring adult. Go to a safe place. Get support to keep away from a person who is threatening, abusing or hurting you.)*

Support from caring adults

Question: Name three different people a girl or a boy could go to for advice when they have questions about body changes and growing up? *(Any acceptable answers such as: Parents, uncles, aunts, teachers, older brothers and sisters, youth center leaders, and/or health workers.)*

Question: Where in this community could a young person go for information and services regarding a health concern including family planning or testing for a possible infection that could have been spread from having sex? *(Answer depends on the community.)*

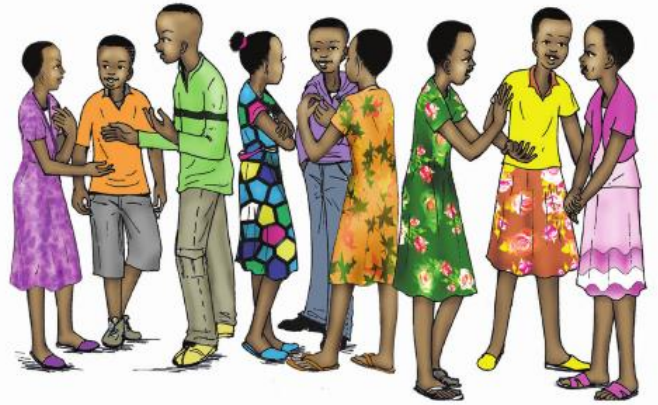
Session IX

Closing and Next Steps

Time 20 minutes

Materials*

Objective Girls and boys will discuss any pending questions or concerns and will demonstrate the ability to participate in the planned community sensitization activity.



Steps

1. **In the large group, ask if there are any questions about the content** or other lessons learned in the GrowUp Smart program. Elicit the answers from the girls and boys, and correct any misinformation.
2. **Remind everyone of the upcoming community sensitization session** and seek their full participation in the community session. (See page 187 for more information.) Invite parents to join in this community session also. As time permits, practice the activities, games, skits, poems, songs, dances, artwork, etc. the girls and boys will present during the community session.

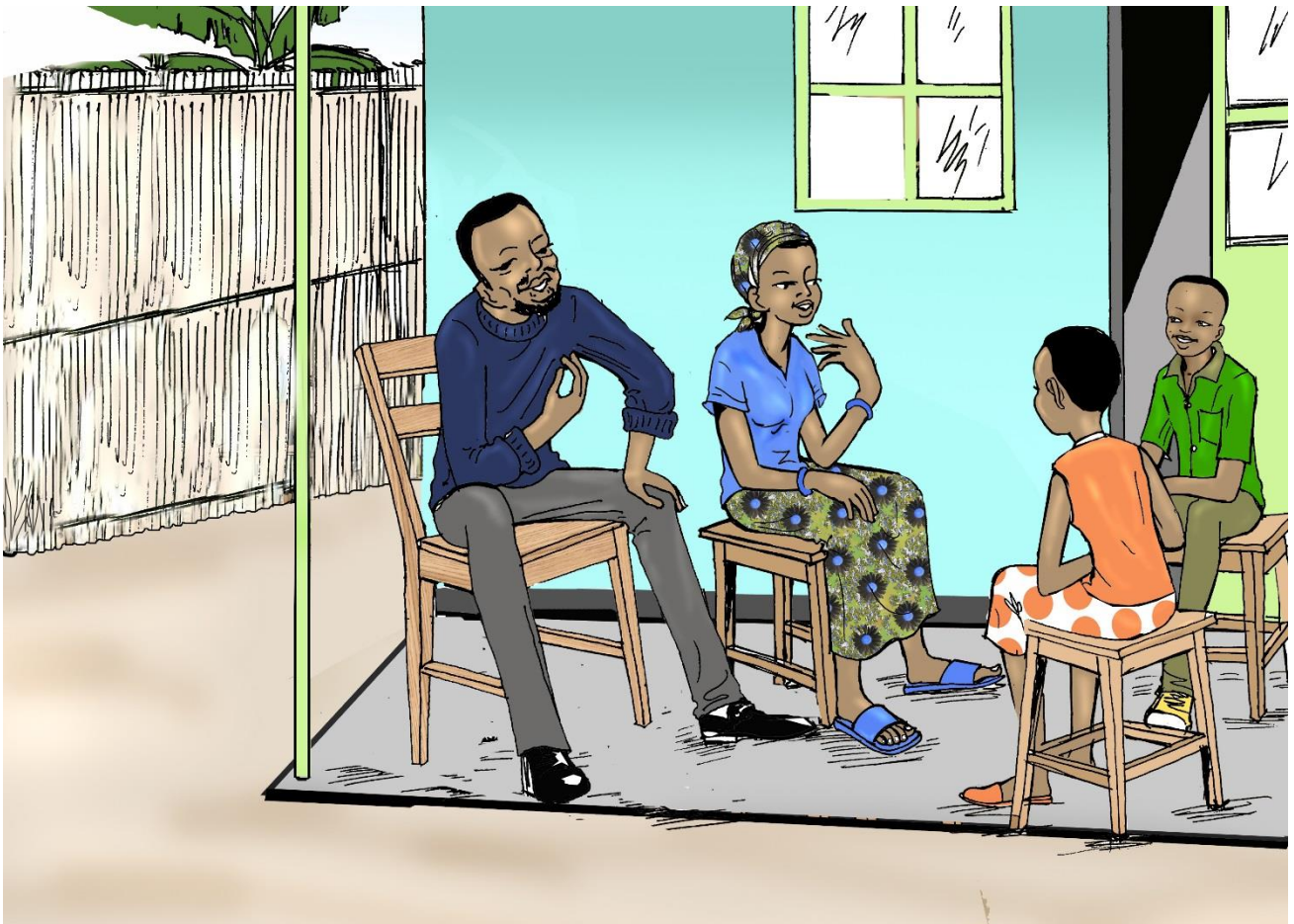
Facilitator Notes

Thank the girls and boys for being such a dynamic and engaging group. Encourage them to always ask you or other trusted adults if questions or concerns come up in the future.

Facilitator Notes

A posttest and participant evaluation form will not be completed because the GrowUp Smart program will have a separate process and outcome evaluation as part of this research project.

Group Sessions for Parents



Group Sessions for Parents

PARENT SESSION I Before the Program Starts

Welcome to GrowUp Smart

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SECOND PARENT SESSION II Mid-Program

Talking about GrowUp Smart Experiences

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More for Parents

Parents may also attend the community sensitization session, or a third session for parents may be planned, together with their children who participated in the GrowUp Smart program.

PARENT SESSION I Welcome to GrowUp Smart

Agenda

Opening, Introductions and welcome

Activity 1: Changes of puberty

Activity 2: CycleBeads and female fertility

BREAK

Activity 3: Male fertility

Activity 4: Parent perspectives game:

Gender roles, safety and well-being

Closing and next steps

Objectives

By the end of the first parent session, **Welcome to GrowUp Smart**, the parents (or care givers) of the girls and boys participating in the program will be able to:

- 1) Become acquainted with one another and briefly describe the GrowUp Smart program
- 2) Describe the changes of puberty with accuracy and comfort.
- 3) Explain female fertility and menstrual management using the CycleSmart Kit, GrowUp Smart brochures and the storybook for girls.
- 4) Explain male fertility using the brochure: *Talking about Boys and Adolescence* and the storybook for boys.
- 5) Examine their attitudes and beliefs about how girls and boys are treated and describe ways to help them stay healthy and safe during puberty.

Parent Session I

Opening, Introductions & Welcome



Time: 20 minutes

Materials: Large paper and markers

Objective: Parents will become acquainted with one another and briefly describe the GrowUp Smart program.

Icebreaker: Mingle Mingle

Ask all the parents to stand. Then, when you say: “Mingle! Mingle!” they move around the room and say a quick “hello” to everyone they pass.

Next, call out a number, like three, and ask them to quickly get into groups with three people and say their names. Then, call out a different number, like five, and they form groups of five, next groups of four, and then finally two, each time sharing their names.

When everyone is in a group of two they introduce themselves to their partner and tell a little about themselves, perhaps something they remember from when they were 10 to 14 years old.

Next, everyone forms a big circle and introduces their partner to the large group. Afterward, ask a volunteer to try to go around the circle and say everyone’s name, including the facilitators’ names.

Steps:

1. **In the large group**, briefly describe the GrowUp Smart program (see the next page for facilitator notes). Highlight what their children will do during the nine GrowUp Smart sessions, and how the parents and community will be involved. Tell parents that this program strives to help their children gain accurate information, discuss attitudes and beliefs, and practice skills to support a healthy transmission through puberty to adulthood while encouraging and strengthening the involvement of their parents.
2. **Affirm that parents can be the best sexuality educators of their children**, within the context of their own family values and traditions. Propose that positive parenting, parent-child connectedness and communication about puberty, respectful treatment of girls and boys, women and men, and ways to stay healthy and safe are very important to sexuality education of 10 to 14 year olds.
3. **Ask parents to keep private** the conversations and stories shared during the parent sessions. This helps everyone one feel respected, and more comfortable and open to participate, if they know and trust that all participants agree to keep what is said confidential.

4. **Encourage parents to let you know if they have any questions.** And, if they prefer to ask an anonymous question, they can write the question on a piece of paper and put it in the question box, to be addressed at a later time.

Facilitator Notes



GrowUp Smart is a puberty education program for boys and girls ages 10 to 14. This program includes nine educational sessions for youth with fun games, interactive activities, brochures and storybooks designed to increase what boys and girls know, and positive attitudes and behaviors about:

- ✓ puberty
- ✓ fertility awareness
- ✓ managing menstruation (for girls)
- ✓ keeping your body clean and healthy
- ✓ how girls and boys treat each other
- ✓ safety and well-being during puberty
- ✓ talking with trusted adults

This educational session for parents of GrowUp Smart participants, and another parent session mid-program, are offered to increase parents' knowledge and comfort in talking about these puberty-related topics with their children. It is important that we keep our conversations about the children in this program private and confidential and NOT gossip about them with others.

At the end of the GrowUp Smart program there will also be community sensitization activities during which boys and girls who participated in the GrowUp Smart program will share what they learned with the community in creative and engaging ways such as dramatizations, songs, dance, role-plays, skits, music, artwork, public dialogue, volunteer days, and more.



Parent Session I, Activity I

Changes of Puberty

Time: 30 minutes

Materials: Flipchart paper and markers

Talking about Our Changing Bodies brochure

Objective: Parents will be able to describe the changes of puberty with increased accuracy and comfort.

Steps

1. **In small groups or pairs**, ask parents to discuss personal memories they are comfortable with sharing about the changes of puberty they experienced when they were young. They will discuss questions such as:

What physical changes did you notice?

What emotional changes do you remember?

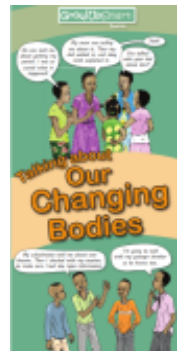
Were you treated differently because you were a girl? Or a boy?

About what age do you remember these changes occurring?

To what extent did your parents or other relatives talk with you about puberty?

2. **In the large group**, ask the parents to list the pubertal changes they just discussed as you write these on flipchart paper, adding any pubertal changes that were not mentioned (see facilitator notes). Tape the flipchart paper to the wall, for future reference.

3. **Pass out the brochure**, *Talking about Our Changing Bodies*, so parents can look through it. Tell parents that their child will be bringing home this brochure to read and discuss with them after their first session of the GrowUp Smart program.



4. **Summarize** with the following points:

- ✓ It is very helpful for girls and boys to know about the many physical, emotional and mental changes of puberty before they occur.
- ✓ The changes of puberty take place over several years. They happen at different ages and different rates for different people.
- ✓ Parents can help by talking about these changes with their child or children, assuring them of the normal changes to expect, and helping to keep others from teasing them about their changing bodies.

Physical Changes During Puberty

Boys	Girls
✓ Height and weight increase.	✓ Height and weight increase.
✓ Body hair grows in the pubic area, under the arms, and on the face, and becomes thicker on the legs.	✓ Body hair grows in the pubic area, under the arms, and becomes thicker on the arms and legs.
✓ Muscles become stronger.	✓ Muscles become stronger.
✓ Vocal cords get thicker and longer - boys' voices deepen.	✓ Vocal cords get thicker and longer.
✓ The body develops an increased number of red blood cells.	✓ Mood changes may occur.
✓ Sweat and oil glands become more active, and body odor changes.	✓ Sweat and oil glands become more active, and body odor changes.
✓ Acne can develop.	✓ Acne may develop.
✓ Some boys develop small and temporary breast tissue.	✓ Breasts develop. Hips and waist become more defined.
✓ Reproductive system begins to work.	✓ Reproductive system matures.

Changes in Feelings

New emotions and feelings like the list below are normal:

- moodiness, anger and sadness
- need for more privacy
- sense of seeking and/or struggling with your identity
- finding that friends and opinions of others become more important
- worrying about the future
- having more concern about your body
- curiosity about sexual organs
- having “crushes” or feeling attracted to someone

Feeling anxious about growing up is normal too. Having sexual feelings is normal and is nothing to feel guilty about. Acting on such feelings, however, is a big responsibility. All people are sexual beings. Talking to parents and other trusted adults about sexuality can be helpful. We will talk more about this later.

Many Changes Over Time

Hormones in the body trigger the many changes of puberty. These changes happen at different ages for different people. Some girls start noticing changes as early as age 9 or as late as 14. Boys often start noticing changes a little later, but as early as age 10 and as late as age 15. Some changes take place quickly, yet other changes take years to complete. By ages 19 to 21 usually everyone has gone through puberty, but at their own pace.

Content from the *Talking about Our Changing Bodies* Brochure: Physical Changes



Both girls and boys notice many changes in their bodies and in the way they feel. These changes happen to everyone over several years.

- You get taller.
- Your skin may be oily or have pimples.
- You may sweat more and have some body odor.
- Hair grows under your arms and on your private parts (also called genitals).
- You may feel moody or upset.
- You may have romantic feelings.



For Girls

The first change I noticed was my breasts started to grow. Later my hips also widened.



One day a girl gets her first period, which is when blood comes out of her vagina for a few days each month. This means she is becoming a woman, and is now able to get pregnant if she has sex.

However, a girl's body is not quite ready for pregnancy. She should be at least 18 years old, with a caring partner, before starting a family.

For Boys

My voice got deeper, my muscles grew bigger and stronger, and some hair grew on my upper lip and face.



A boy does not get a period. Instead, he may have a wet dream, and notice that semen has come out of his penis during sleep. This means he is able to get a girl or woman pregnant, if his penis releases semen in her vagina.

A boy also has erections. This is when his penis gets hard, and it can happen at night or during the day. If a boy has an erection or wet dream, this does not mean he needs to have sex. It's just a normal part of growing up and becoming a man.

Although boys and girls become able to have a child, it takes many more years to become physically and emotionally ready to care for a baby and provide for a family.

Parent Session I, Activity II

CycleBeads and Female Fertility

Time: 45 minutes

Materials: CycleSmart Kits for demonstration
Talking about Girls and Adolescence brochure
 GrowUp Smart storybook for girls



Objective: Parents will become familiar with and be able to explain female fertility and menstrual management using the CycleSmart Kit, GrowUp Smart brochures and the storybook for girls.

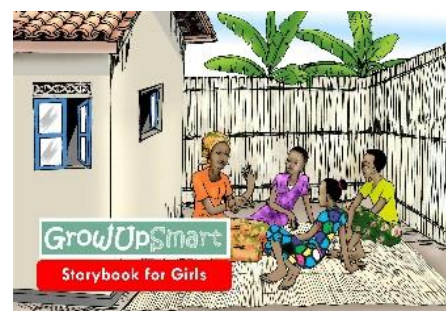
Steps

- Hold up the CycleSmart Kit, the *Talking about Girls and Adolescence* brochure and the girls' storybook.** Tell the parents we are now going to talk about female fertility, using the same materials we will use with the adolescents. Both girls and boys will learn about a girl's pubertal changes, the menstrual cycle and female fertility.
- Use CycleBeads as a visual aid** to define and describe the menstrual cycle to the large group. Review the key points from the brochure, *Talking about girls and adolescence*. Tell how girls can use CycleBeads to learn about their menstrual cycles, fertility, and know when to expect their next period. Describe what secretions are and why they are important. Discuss why it is important for both girls and boys to know about a girl's changing body.



- Show the rest of the items in the CycleSmart Kit** and review how menstruating girls will use this Kit. Girls who have not started to menstruate yet may keep the kit in anticipation of when they may need it. Show the reusable pad brochure and describe the importance of access to clean water to wash and rinse the pads, and the need for a place to dry them completely.


- Ask parents to flip through the storybook for girls.** Encourage parents to read the storybook for girls with their daughters (or the storybook for boys with their sons) when youth bring the book home for a week during the program. Also encourage parents to read the brochures, together with their child when they bring one home after each of the first three sessions. These materials help parents have important conversations with their children about puberty and how to keep healthy and safe during adolescence.



5. **Ask if parents have any questions** or thoughts about the GrowUp Smart materials or any other aspect of the program. Provide information and references, as needed.
6. **Summarize the following points and answer any questions.**
- ✓ When a girl gets her first period, it is a sign that she is becoming a woman and is now able to get pregnant if she has sex on her fertile days, even if it is the first time she has sex.
 - ✓ Healthy cervical secretions are a sign that a girl or woman is fertile, and can become pregnant. These are supposed to be there and should not be washed or dried out of the vagina.
 - ✓ The CycleSmart Kit is for menstrual management and fertility awareness purposes only. CycleBeads help girls learn about and keep track of their period. This Kit does not provide enough information for family planning purposes. Girls and boys are taught that CycleBeads for adolescents are not to be used as a way to prevent pregnancy.
 - ✓ If parents would like more information on CycleBeads beyond using this as a fertility awareness tool, you may discuss the CycleBeads insert for family planning with them at a later time, or refer them to a health provider for more information on how to use CycleBeads as a method of family planning.

Important Content in the *Talking about Girls and Adolescence* Brochure

How to Use CycleBeads to Learn about the Menstrual Cycle



You can use CycleBeads to learn about and keep track of your period, also called menstruation.

Your period is the normal, healthy shedding of blood and tissue from the uterus. Once your period starts, it often comes about once a month and lasts for 3 to 7 days.

Your **menstrual cycle** starts on the first day of bleeding and ends the day before your next period starts. This cycle covers all the days between one period and the next.

Once a girl starts getting her period, she can get pregnant if she has sex on certain days of her cycle.

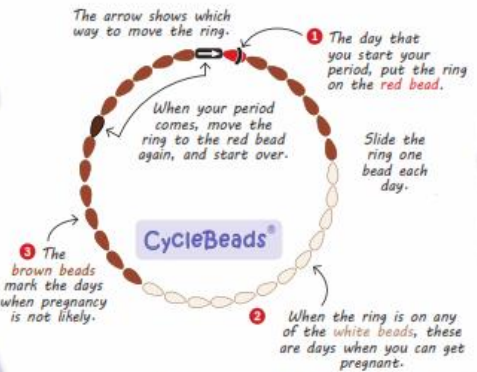
Tracking your period with CycleBeads

- 1** On the first day you get your period move the ring to the **red bead**. You can also mark your calendar on that day.
Continue to move the ring one bead each day, in the direction of the arrow, even on the days when you have your period.
- 2** After your period ends, as you continue to move the CycleBeads ring each day, you will come to the **white beads**.
A girl or woman can get pregnant during several days in a row, about in the middle of her menstrual cycle. For many women, this is when the ring is on the **white beads**.
When the ring is on the **white beads**, you may also notice fluid or wetness in the genital area that is not menstruation. These are **cervical secretions**, a healthy sign that a girl or woman can become pregnant. You may, or you may not, notice these secretions.
- 3** After the last white bead, you will come to the **brown beads**. For many women, these are the days when pregnancy is not likely. On the days when the ring is on a **brown bead**, you will probably not see or feel any secretions.
Often when the ring is between the **dark brown bead** and the arrow, you will get your next period. Sometimes it comes earlier or later than that. When your period does come you move the ring to the **red bead** again, and start over. On days of menstrual bleeding, pregnancy is unlikely.

How Girls Use CycleBeads

Each bead represents one day of your menstrual cycle. To keep track, move the ring one bead each day.

The arrow shows which way to move the ring.



1 The day that you start your period, put the ring on the **red bead**.

When your period comes, move the ring to the red bead again, and start over.

Slide the ring one bead each day.

2 When the ring is on any of the **white beads**, these are days when you can get pregnant.


3 The brown beads mark the days when pregnancy is not likely.

CycleBeads®

Girls should not try to use CycleBeads as a way to prevent pregnancy.

If you, or someone you know, needs a family planning method, talk with a health provider or another trusted adult.

Remember, after a girl gets her first period, it often takes a few years before her cycles become regular. That's why a girl can't know for sure which days she could get pregnant.



I saw secretions months before my first period. They're supposed to be there. Healthy secretions are not smelly or itchy. Don't wash them out of the vagina and don't dry them up with herbs or powders!

How to Use CycleBeads to Know When to Expect Your Next Period

As you continue to move the CycleBeads ring one bead each day, check where the ring is when you get your **next period**.

Mark below if your period comes:

- ☐ between the dark brown bead and the arrow (a 26 to 32 day cycle)
- ☐ before the dark brown bead (short cycle)
- ☐ more than one day after the last brown bead (longer cycle)

It's normal for girls (and women) to have cycles that are long, or short, or about a month apart. Over time, many girls start getting their periods about a month apart.

- Pay attention to where the ring is when you get your period.
- The next month, you can expect your period when the ring is getting close to this bead. (Some girls may also feel symptoms like cramping or bloating when their period is coming.)
- Most girls can start expecting their period when the ring is approaching that dark brown bead.
- This way you can carry your CycleSmart Kit and pads with you, and always be prepared!

Important Items in the CycleSmart Kit

AFRipads Menstrual Kit Use & Care Instructions



AFRipads
Cloth Sanitary Pads

Wash Dry & Re-use

Lasts Up to ONE YEAR FOR NORMAL FLOW

Holder Winged pad Straight pad Bag

MADE IN UGANDA

Contact Us:
AFRipads (U) Ltd.
P.O.Box 1396, Masaka
www.afripads.com | info@afripads.com
Office: Bukoto Along Kabira International School Road.
Factory: Kitengesa Comprehensive Secondary School Compound, Masaka

Manufactured Date:

Batch Number:

DIRECTION OF USE

BEFORE USE
For the first time, wash all the pieces with soap 2 to 3 times, this makes the fabric more absorbent. Dry after.

1 Slip pad under the ribbon, with the soft side facing up.

2 Place holder on knicker with pad facing up.

3 Wrap wings around and button underneath. It's now ready for use.

CLEANING AND CARE
Check regularly to see if the pad needs changing. When dirty, replace with clean pad.

AFTER USE
Roll the used pad from the ribbon and put in the bag if you cannot wash immediately.

1 SOAK
The pads in **clean, cold water** with **detergent** for 15-20 minutes. This helps the blood come out.

2 WASH
Pour out dirty soaking water. Use clean water and soap or detergent to wash your pads thoroughly. Rinse with clean water.

3 DRY
Hang the pads to dry outside on a cloth line using knicker pegs or safety pins. Or dry inside in a ventilated area.


4 USE
After drying, the pads are ready to be used again.

CAUTION!


- A. DO NOT share your AFRipads with anyone else.
- B. DO NOT iron your AFRipads because of the plastic layer.
- C. DO NOT soak your AFRipads in hot water.
- D. DO NOT wash your AFRipads in dirty water.
- E. DO NOT wear your AFRipads if they are still wet or damp.
- F. DO NOT dry your AFRipads in a corner or under the bed.

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Types of Menstrual Products



Washable and reusable pads
A soft, cloth pad you wash, dry and reuse. These last for up to one year.




Home-made pads
Layers of clean, cotton rags, cut to fit into the underwear. These are washed, dried and then used again.




Store-bought products
A soft pad with a thin layer of plastic that sticks to the underwear. Most types are thrown in the trash after each use.

Calendar



My Calendar
2014



September

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October

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2015

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Diary Page




My Diary



Week 1

What I noticed or felt this week
(Physical changes, thoughts, feelings, etc.)


Any questions I have



Week 2

What I noticed or felt this week
(Physical changes, thoughts, feelings, etc.)

Any questions I have



Week 3

What I noticed or felt this week
(Physical changes, thoughts, feelings, etc.)

Any questions I have

Parent Session I, Activity III

Male Fertility

Time: 45 minutes for male fertility

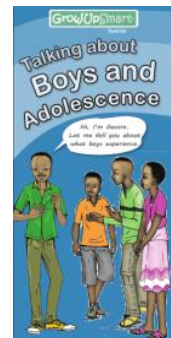
Materials: Brochure *Talking about Boys and Adolescence*,

GrowUp Smart storybook for boys

Objective Parents will be able to explain male fertility using the brochure: Talking about Boys and Adolescence and the storybook for boys.

Steps

1. **Hold up the CycleSmart the brochure *Talking about boys and adolescence* and the boys' storybook.** Tell the parents we are now going to talk about male fertility, using the same materials we will use with the adolescents. Both girls and boys will learn about a boy's pubertal changes and male fertility including erections, wet dreams and ejaculation.



2. **Read aloud and discuss the second-story in the GrowUp Smart storybook for boys.** You, the facilitator, can read this to the large group. Or, depending on the reading level of the parents, they may read the story together in pairs or small groups. (Alternately you can read the boy's brochure together, especially the sections "From Being a Boy to Becoming a Young Man" and "Your Changing Body.") Remind parents that it is important for both girls and boys to know about a boy's changing body.



3. **Ask if parents have any questions** or thoughts about the GrowUp Smart materials on male fertility. Provide information and references, as needed.
4. **Summarize the following points** and answer any questions.
 - ✓ When a boy begins to have ejaculations, often first occurring as "wet dreams," it is a sign that he is becoming a man and is now able to cause a pregnancy.
 - ✓ Boys and men are always fertile, and potentially able to cause a pregnancy
 - ✓ Although girls and boys become able to have a child at puberty, it takes many more years to become physically and emotionally ready to care for a baby and provide for a family.
 - ✓ It is most helpful for boys and girls to clearly know their parents beliefs and expectations regarding adolescent sexual and reproductive health. Read and discuss the brochures and storybook with your child, sharing your views and your support.

5. **Discuss experiences parents have had** talking with their children about the changes of puberty, including talking about menstruation with girls or talking about “wet dreams” with boys. Ask questions like:

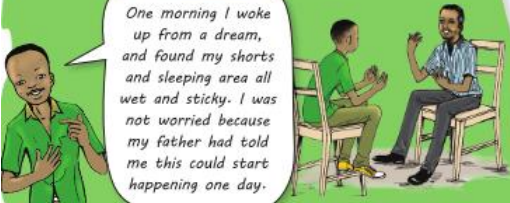
- ✓ What experiences have you had talking with your child about puberty? What did you talk about? How did that go? What worked? What did not work very well?
- ✓ What would you do differently next time? The same?

Important Content from the Storybook for Boys and the *Talking about Boys and Adolescence* Brochure

From Being a Boy to Becoming a Young Man

During adolescence boys have erections. This is when your penis becomes larger and stiffer. An erection can happen when you think about sexual things, or for no reason at all. Having erections is not a sign that you need to have sex.

Boys also become able to ejaculate. This is when semen, a fluid that contains sperm, comes out of your penis. A boy or a man does not have to ejaculate every time he has an erection. If you wait, the erection will go away on its own without causing any harm. If sperm is ejaculated into a woman's vagina, she may become pregnant.




One morning I woke up from a dream, and found my shorts and sleeping area all wet and sticky. I was not worried because my father had told me this could start happening one day.

A “wet dream” is when your penis becomes hard and ejaculates semen while you are sleeping.

Erections and wet dreams are a normal part of growing up for boys, and they cannot be controlled.

But, having sex is a choice, and it is best for boys and girls to wait until they are much older.

Not having sex protects against the infections a person can get from having sex, like HIV, and avoids pregnancy. If you, or someone you know, need a family planning method or protection against sexually transmitted infections, see a health provider or another trusted adult.




Your Changing Body


Part of growing up includes noticing changes in your body, and in the way you feel. Everyone goes through these changes in their own way and at their own pace.

For Boys


Facial hair




You get wet dreams




Penis grows




Deeper voice




Acne




Taller, bigger muscles



Sweat, body odor



Hair under armpits and on private parts



Parent Session I, Activity IV

Parent Perspectives Game: Gender Roles, Safety & Well-being

Time: 30 minutes

Materials: Sign that says “Agree” and “Disagree”, tape

Note: This activity may be switched with Circles of Sexuality, if preferred.

Objective: Parents will examine their attitudes and beliefs about how girls and boys are treated and describe ways to help them stay healthy and safe during puberty.



Steps

1. **Tell parents we are going to play a game** to help us think and talk about our beliefs about the role of girls and boys at home and in the community, and to explore ways to help keep our children healthy and safe, with a feeling of well-being. On one side of the room tape a sign that says “agree”, and on the other side of the room tape a sign that says “disagree” and explain how to play the game, as follows:

I will read a phrase like, “Girls should do more household chores than boys.” Then, if you agree with the statement you hurry over and stand near the sign that says agree. If you disagree with the statement you hurry to the side of the room where the sign says “disagree.” If you are unsure, you may stand in the middle of the room, as undecided. Then we will discuss the reasons for the different choices, and you will have an opportunity to change spots, if your views change.

2. **Read one of the statements** on the next page. Pause after reading the statement, as everyone hurries to one side of the room or the other depending upon whether they agree, are unsure, or disagree with the statement.
3. **Ask at least two participants from each side to tell you why they chose their location.** Encourage others to share and debate as well. Then, if anyone wishes to change their location they may. If everyone goes to one spot, notice and comment on widely held views. The goal is to draw out thoughtful conversation about values and beliefs, not to agree on a “right” or “wrong” answer.
4. **Read another statement.** Again, after everyone has chosen their location, ask a few participants to describe their views. Encourage others to share in the debate. Allow time for participants to

change locations if their views change. Repeat these steps after reading more phrases about values and beliefs.

5. **Summarize the main themes that emerged.** Use the facilitator notes on page 156 to highlight the important role of parents in their child’s sexual and reproductive health education and well-being.

Statements for the Parent Perspectives

Do You Agree or Disagree?

Below are possible statements to read during the “Parent Perspectives Game” to help parents think and talk about their values—what they agree and disagree with— regarding issues important to puberty education, adolescent safety and well-being. (Choose and/or adapt the most important statements to read and talk about, as time permits.)

Talking about the changes of puberty and sex with 10 to 14 year olds may cause them to have sex sooner.

Notes for discussion: Some parents fear this, but research shows that talking with your children about adolescent sexual and reproductive health and other topics helps young people feel connected to their parents and is associated with healthier behaviors including delaying sexual debut. If parents do not talk with their children about their values and beliefs regarding sexual and reproductive health, their children may not clearly know what their parents think and believe.

Parents should be the primary sexuality educators of their children.

Notes for discussion: Parents are in a perfect position to teach their children the values and expectations they have for them related to sex and sexuality. There are many resources to help parents do this. Some parents, however, feel ill-equipped, uninformed or shy about discussing sexuality and sexual health. If parents are unsure of when and how to bring up these topics, and do not provide sexuality education for their child, this can be difficult and challenging for adolescents. Teachers, facilitators from youth-serving organizations, and other caring adults can contribute to the sexual and reproductive education of young people and their parents in important ways.

Parents should wait to tell boys about ejaculations and wet dreams until after this happens to them.

Notes for discussion: Sometimes boys do not learn about wet dreams and girls do not learn about menstruation until after this happens to them. This can be very scary and upsetting to young people. If parents and/or educators inform youth before changes occur young people can be better prepared and anticipate these normal, healthy changes.

A girl who is menstruating should not go to school the first day of her period.

Notes for discussion: Although there may be cultural or social restrictions that menstruating women and girls may face, a menstruating girl or woman can do all of her regular activities including cooking, bathing, going to school, etc.

If parents do not have enough money for all their children to go to school, they should send their boy before sending their girl.

Notes for discussion: Girls will be treated unfairly and have fewer opportunities if this happens.

It is OK to tease girls and boys about their changing bodies during puberty.

Notes for discussion: Mean statements and teasing can be hurtful. Family and friends can support girls and boys by not teasing them, by asking others to stop teasing if they do, and by helping all girls and boys to feel normal and cared for as they are.

Boys should help more than they do with cooking, cleaning and caring for young children.

Notes for discussion: In some households, around puberty girls are expected to do more household and child care chores than boys. If girls do more chores than boys, they may not have enough time for their studies and other activities. And, girls may feel unfairly treated compared to boys. If boys do not do household chores they will not gain skills in this area. Whether a boy or girl does a certain chore is not fixed by nature, but can be changed to support more equal treatment. Both girls and boys can do “unexpected” things.

Parents should wait to talk with their children about sex until they ask about it.

Notes for discussion: It is important to inform children and answer their questions when they ask. However, children are not able to ask about things they don’t know about. It is very helpful for young people to clearly know their parents values, and the importance of delaying sex. And, before a person ever has sex, he or she should know how to be protected from unintended pregnancy and from the infections a person can get from having sex, like HIV.

Before age 18 a girl’s body is not quite ready to have a baby.

Notes for discussion: Although a girl is able to become pregnant once she starts having her period, her body is not yet ready and she has a higher risk for complications during pregnancy, labor and delivery.

Parents should purposefully tell their children to talk with a parent or trusted adult if they ever feel pressured or unsafe.

Notes for discussion: Girls and boys may be shy to speak to a trusted adult in these circumstances and need to hear and feel that it is OK to do so. Sometimes an abusive person may trick young people into remaining silent.

Important Role of Parents

Parents are the primary sexuality educators of their children. Programs like “GrowUp Smart” are meant to support and reinforce what parents teach, and to clarify scientific information. Only parents can teach their children the values and expectations that they have for them related to sexuality.

Children typically care what their parents think and believe is right. Although adolescents are influenced by the media and by their peers, they often turn to their parents to teach them what to expect as they grow and change, and what decisions their parents expect them to make about sex and relationships.

Children who know what their parents believe are the best choices to make as they grow older, and think about sexual decisions, are more likely to make the decisions that their parents think they should make.

The only way children can *know what their parents believe* is if parents communicate about these issues with their children.

The “GrowUp Smart” program has activities and take-home material for parents to do, together with their children. These activities will help parents clarify with their children what they think is right and what choices they expect their children to make as they grow and change into young women and young men.

Summary points

- ✓ Parents are important sexuality educators of their children. They can teach their children values and let them know their expectations of them.
- ✓ Children care about what their parents think and believe is right.
- ✓ The only way children can know what their parents believe is if they communicate with one another.

For more content information, “Are you an Askable Parent?” from Advocates for Youth, see page 183.

Parent Session I

Closing and Next Steps

Time: 10 minutes

Materials: None

Objective Parents will be able to discuss the GrowUp Smart take-home materials with their child or children.

Steps

1. **Ask if there are any questions** about the GrowUp Smart program, the materials or anything discussed today. Respond to the parents' questions.
2. **Encourage parents to talk with their children** when their child returns from the GrowUp Smart group sessions and review the take-home materials together. Share the following tips:
 - ✓ It's important to talk with girls and boys about the changes of puberty before they happen, so they know what to expect. This way they will not be so afraid or embarrassed when, for example, a girl gets her first menstruation or a boy has his first wet dream.
 - ✓ It's okay for parents to feel embarrassed, and not to have all the answers. You can always tell your child that you'd like to talk about this more, at a later time, and then think about how you would like to respond or seek more information.
 - ✓ Be prepared to answer questions about your values and beliefs regarding how girls and boys should behave and how they should be treated during adolescence and young adulthood. If a child asks about sex, or has a crush on a classmate, do not assume this means they want sex. Your support, guidance and open conversation can help them journey toward adulthood in a safe and healthy way.
 - ✓ You do not need to share personal information about yourself with your child, especially if this is something you are not comfortable doing. However, some personal stories can foster connectedness and a sense of caring.
 - ✓ In addition to reading the GrowUp Smart take-home materials (brochures and storybooks) together with your children, they may ask you about: your experiences with the changes of puberty, suggestions for hygiene and bathing, when it is okay for a person to have sex, how young people can show that they like and care about someone, and a variety of other topics. The take-home materials are a resource to help you begin up these and other conversations about puberty, safety and well-being with your child.
3. **Provide your contact information** in case parents would like to reach you during the GrowUp Smart Program. Discuss the time and date of the next session for parents.

PARENT SESSION II

Talking about GrowUp Smart Experiences

Agenda

Opening

Activity 1: Communication barriers and building blocks

Activity 2: Being a woman, being man game

BREAK

Activity 3: Circles of sexuality

Activity 4: Supporting protective behaviors

Closing and next steps

Objectives

By the end of the second parent session, Talking about GrowUp Smart Experiences, the parents (or care givers) of the girls and boys participating in the program will be able to:

- 1) Demonstrate confidence and skills for communicating with their child about puberty and other related topics in a supportive way
- 2) Reflect on and describe male and female roles in their community and identify non-traditional jobs or roles of personal interest
- 3) Define sexuality in the broader sense and identify aspects of sexuality that are easy and/or challenging to talk about
- 4) Describe resiliency-building skills and describe what parents can do to support protective behaviors among their children during puberty and beyond.
- 5) Identify resources for possible future needs and describe next steps, including possible participation in the community sensitization session.

Parent Session II

Opening

Preparations before the Icebreaker:

Move aside any chairs or tables so parents can sit in a circle but also move freely across the center of the circle. Prepare a name tag for each parent with a drawing of a fruit on the name tag, such as a papaya, banana or orange. Two to four parents should have the same fruit on their name tag for the Fruits Game to work well.

Icebreaker: The Fruits Game

Invite all the parents to sit in a circle. Each should have a name tag with a picture of a fruit on it. Go around the circle and ask each person to stand, say their name, tell the fruit on their name tag, and then sit down. After these introductions, show the parents how you to play the fruits game. First you will call out the name of a fruit, like “papaya.” Then, everyone with a drawing of a “papaya” on their name tag quickly stands up, says his or her name, and finds a new place to sit, trading seats with someone else who has a “papaya” name tag. Then, call out another fruit, like “banana” and everyone who has a banana on their name tag quickly changes place. Do this for a few more times and then stop. This game helps people remember each other’s names, mixes up the seating, and is active and fun!

Parent Session II, Activity I

Communication Barriers and Building Blocks

Time: 45 minutes

Materials: Name tags with a drawing of a fruit on each one.

Communication barriers vs building blocks: Sample statements, page 163

(These may be read aloud by the facilitator, or cut and given to parents so they can find the person with the other half of the paired statement. More literate parents can help others.)

Objective: Parents will demonstrate confidence and skills for communicating with their child about puberty and other related topics in a supportive way.

Steps

1. **After the icebreaker** ask parents to reflect on their experiences with the GrowUp Smart program so far. Ask questions like:
 - ✓ *What has your child’s experience with the GrowUp Smart program been like so far?*
 - ✓ *What have you talked about with your child? How did that go?*
 - ✓ *How has this program affected you, as a parent?*
 - ✓ *What helps you talk with your child about puberty? Other related topics?*
 - ✓ *Has anything been difficult or challenging? Please explain.*

Respond to any questions parent have from the previous session, including any from the anonymous question box. And tell the group that this next activity deals with parent-child communication and connectedness.

2. **Ask participants a couple of questions** to brainstorm and define a few terms, such as:
 - ✓ What does parent-child communication mean to you? (*an exchange of information, ideas, news, feelings, emotions, etc. between a parent and child, two-way sharing*)
 - ✓ What is parent connectedness? (*this more than just communication and includes the closeness and warmth felt in the relationship between parents and their children*)
 - ✓ What are some ways that we communicate and also develop connectedness? *Through the words we use, our tone, positive and supportive nonverbal expressions, active listening, etc.*
3. **Explore parent communication and connectedness skills** through an activity that demonstrates how our words, the tone of our voice, the way we approach someone physically can close the door to communication and stifle human connection (Barriers) *or* strengthen and build healthy, respectful communication as well as personal connection (Building blocks). Verbal communication is the words we use; nonverbal communication is how we say the words (our tone, emotions, and body language).
4. **Demonstrate a barrier to communication.** For example, a child drops a jar of milk on the floor and it breaks, and the mother says, “Look what you did! Now you have dirtied the floor and wasted the milk! You are so careless and irresponsible!” Ask:

What makes this a barrier to communication? (Blaming, criticizing, putting fault on the other person)

What are other examples of barriers to communication? Ask parents to describe or act out examples of poor communication or barriers to communication, such as:

Judging: “You should...” “ You ought to...”

Rejecting, no support: “It’s your problem, not mine”

Labeling, calling names: “What a dummy..”

Ordering, giving solutions: “Do it this way, now!”

Threatening, bribing: “If you don’t do what I say..”

Being unclear, inconsistent: “We’ll see... Who knows..”

Nagging: “I’ve told you a thousand times!”

Negative body language: crossed arms, slap, foot tap

5. **Now, demonstrate a communication building block.** For example, when the child drops the milk jar on the floor the parent says something like: “I see the milk has dropped, and that you are reaching for the rag to clean it up. That is really helpful. Be careful when picking up the pieces of glass.”

What makes this a communication building block? (Respecting, trusting, finding the positive to express and building on that, not accusing)

What are other examples of communication building blocks? Ask parents describe or act out a situation that is an example of good communication, the building blocks to communication, such as:

Listening: "Tell me more..."

Praising: "Good for you! Great job!"

Feeling: "I feel happy/sad when..."

Respecting: "It's your choice. How can I be of help?"

Trusting: "I know you will do the right thing."

Affirming the positive: "You are so good at that!"

Reflective listening: "I hear you saying..."

Clarifying: "What else can you tell me about the fight?"

Positive body language: Eye contact, hug, soft touch

Using "I" statements: "I feel sad when you don't answer."

Instead of blame: "You *never* listen, you *never* answer!"

6. Form two groups of parents, group 1 and group 2, and describe the following:

I will read a child's statement, and group 1 will respond to this statement with a barrier to communication. Then, group 2 will respond to that same statement, but with a building block to communication. See page 163 for a list of possible statements.

7. Pause after reading the first statement. Allow time for group 1 to give one or more responses that are barriers to communication. Pause again, to let everyone appreciate how these barriers to communication make a person feel. Then, read the statement again, and ask group 2 to give one or more responses that are building blocks to communication. Pause again to reflect on how it feels to hear a building block of communication. Repeat these steps for the rest of the child statements listed in the table on page 163. (If parents have trouble responding, give more examples of how to do this.)



8. In the large group, ask parents to share what it felt like when they heard the barriers to communication compared to when they heard the building blocks of communication.

9. Discuss lessons learned about how parents might use the communication building blocks and connect with



their child in a supportive way when talking with their about puberty, how girls and boys are treated, safety and well-being during the growing up years and other topics.

10. Ask participants to describe other ways to enhance parent communication and connection.

Suggestions by Rwandan parents involved in the development of the GrowUp Smart program include:

- ✓ Have mutual understanding between parents in a same family.
- ✓ Listen to the children's needs and problems.
- ✓ Show love and caring to children.
- ✓ Allow and plan for time to discuss with their children.
- ✓ Avoid quarrels, insults and very tough punishments of children.
- ✓ Create an environment where parents could discuss with other parents in the community.

Communication Barriers vs. Building Blocks: Sample Statements

The table below has a column with possible comments by a child along with two corresponding parental responses. One is a barrier to communication, and the other is a building block to communication. You may read the child's statement and ask the small groups to come up with their own responses. Or, you can cut out the responses below and ask the group to read the corresponding response.

Situations	Barrier to Communication	Building Block to Communication
Child's comment	Adult Responses (Not Helpful)	Adult Responses (Helpful)
"I hate you, I hate you!"	"I hate you too!" (Rejecting)	"I love you, and feel sad when you say that." (Uses I statements, shares feelings)
"Dad, it's been a terrible day. Absolutely horrible—I really messed up."	"You always mess up. What did you do now?" (Blaming)	"Would you like to tell me about it? I'll just listen." (Listening)
"Mom, I don't know what to do. Elizabeth said she won't be my friend anymore if I don't go with her and her and a group of boys to the riverbank after school."	"Of course you're not going. That's that. I don't care if she is not your friend anymore." (Ordering, giving solutions)	"What can I do to help you with this situation? Tell me more..." (Listening)
"Look what I made with my pieces of wood, stones and sticks!"	"Doesn't look like anything to me. You can do better than that!" (Negative, criticizing)	"You worked a long time to build your machine and look at how you used all your material!" (Praising)
Your child comes home from school, slams the door, goes to his room without greeting you and throws the school uniform on the floor and kicks the chest of drawers.	You frown, cross your arms, tap your foot and stand in front of your child. (Negative body language)	You pause and breathe, then you sit next to your child, touch his hand, look him in the eye, and then tell him that you would like to know why he is so angry. (Respecting, feeling, clarifying)
"I can't believe that my teacher is giving me a bad grade on my paper. I worked really hard and did everything he told me to do."	"Well, you must have done something wrong." (Blaming)	"You sound very frustrated and disappointed? Is that right? Would you like to talk about it?" (Reflective listening)
Julia is a good person. She is careful, responsible and well behaved. Can I go to the market with her?"	"No way. Forget it." If you do don't bother coming home! (Ordering, threatening)	"I know I can trust you and you have good judgment." (Praising, affirming the positive)

Parent Session II, Activity II

Being a Woman, Being a Man

Time: 30 minutes

Materials: List of words describing women and men, already written on flipchart paper
A label that says: “men”, “women” and “both men and women,” tape

Objective: Parents will reflect on and discuss male and female roles in their community and then identify non-traditional jobs or roles of personal interest (jobs they would like to try, that members of their sex typically do not do, or a non-traditional job or role they would feel comfortable having their child do).

Steps

- 1. Select two locations** (for example, two different corners of the room) about 10 meters apart.
Tell the parents that one location is called “MEN” and the other is called “WOMEN”. Pick a spot in the middle of the two locations and call this, “BOTH MEN AND WOMEN”. You can make a label and tape it to each spot.
- 2. Tell the large group that you are going to say a word**, like “mother” and you want the parents to walk to the location where they think the word belongs. Since only a woman can be a mother the parents would hurry to the location with the label “MOTHER”. If they hear the word “tall” and if they think both men and women could be tall, they hurry to the space for “BOTH MEN AND WOMEN.”
- 3. Read one of the words** on the list below (also have these words written on flipchart paper to refer to later):

strong	violent	decision-maker
a good communicator	teacher	loving
in charge of the family	cooking	doctor
unfaithful	police officer	uncle
financially successful	takes care of children	nurse
- 4. Pause after reading the word**, as everyone hurries to their chosen location. Then, ask at least two participants from each side to tell you why they chose that location. Encourage the others to share and debate as well. When you finish discussing, read the next word from the list, and the parents walk again to their selected location. Ask them to tell why they chose that location and to debate with one another if they chose different locations. Repeat these steps for more words on the list.
- 5. Form a large circle to discuss** why we have these different perceptions of male and female roles. First point to a flipchart that has all the words just read written on it. Based on the

discussion so far, ask a parent to come and circle all the words that could be used for both women and men. (All the words should be circled except “uncle”) Then ask:

- ✓ *Why do we associate different words or characteristics with women vs men?*
- ✓ *How are girls in this community brought up to be? How are boys brought up to be?*
- ✓ *How would you describe an ideal man? (Write these words on another flipchart, under the word “man”)*
- ✓ *How would you describe an ideal woman? (Write these words on another flipchart, under the word “woman”)*
- ✓ *Look at the two lists and ask a couple of volunteers to come and circle all the words that actually describe BOTH women and men.*

6. Ask parents to think of anything that ONLY men or ONLY women can possibly do.

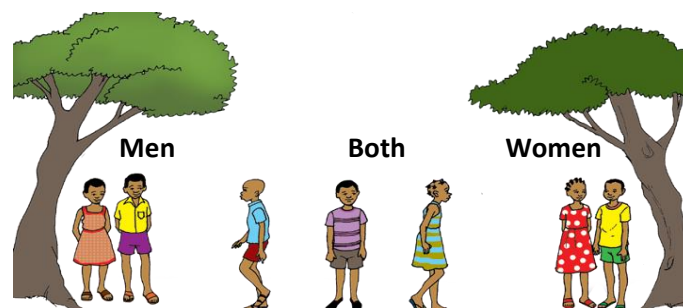
-**Only women** give birth or breastfeed

-**Only men** father a child.

These are biologically determined. **All the rest** are determined by what society expects of us. All the rest are gender roles.

7. Summarize by discussing what the gender roles have in common—that they are not biologically determined, but culturally determined, representing what society expects of us. Assist the group in identifying how gender roles have changed over time in their family, community, culture and country. Ask how gender roles and power dynamics might influence a girl or boy’s ability to keep healthy and safe during puberty. Emphasize to parents that the concepts of changing gender roles will be addressed in the “GrowUp Smart” program, to help prepare their daughters and sons for the changing world that they are growing up in, and to help support equitable treatment of women and men.

8. Ask if any parents would like to share an activity or job they would like to try that members of their sex typically do not do, or ask parents to name a non-traditional job or role they would feel comfortable having their child do.



Parent Session II, Activity III

Circles of Sexuality*

Time: 40 minutes

Materials: Five flipchart papers prepared in advance, ready for each small group; markers, “Circles of Sexuality” handout for each participant. Note: This activity may switch with the Parent Perspectives Game on page 153.

Objective: Parents will define sexuality in the broader sense and identify aspects of sexuality that are easy and/or challenging to talk about.

Steps

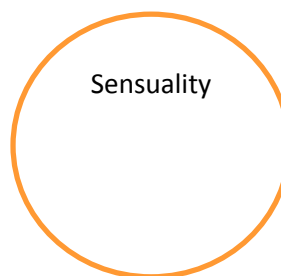
- Before the session** carefully read the facilitator notes on sexuality to better manage the content information. Since this activity may create much discussion, be sure to monitor the amount of time available and move on, in order to complete the entire activity during the time available. Parents may spontaneously ask about and discuss their own personal questions and experiences regarding sexuality, which may be beyond the scope of this program, and benefit from referral or follow-up.
- In the large group**, explain that in the GrowUp Smart program we discuss **sexuality** as broadly defined, meaning much more than just sex. This next activity shows the broad meaning of sexuality.
- Ask participants to call out** all the words that they can think of which are associated with sexuality. Write down all the words without editing on flipchart paper. Ask about or suggest areas that may be overlooked. (Parent volunteers may help you record the words, as this is done quickly.) Below is a sample list generated by a group of parents (in no particular order):

Love	Puberty-related changes	Preventive measures	Erection	Flirting
Discussing about sex	Dressing to attract men	Short dresses	Making contacts	Hugging
Need to be touched	Pornography	Masturbation	Kissing	Caressing
Pleasure	Orgasm	Female secretions	Pregnancy	Giving birth
Need to be touched	Contraception	Child spacing	Getting HIV	Dying from HIV
Advice on how they might use their bodies	Discussing about sex			

*This activity is adapted from: *Advocates for Youth Circles of Sexuality Exercise and ISOFI toolkit: Tools for Learning and Action on Gender and Sexuality*

4. **Ask about any missing words and discuss questions such as:** Any positive associations? What part of sexuality does society talk about openly? What is taboo to talk about? What are some negative consequences or actions related to sexuality?
5. **Ask participants to share how they would define the terms:** Sensuality, Intimacy, Sexual Identity, Sexual Health and Reproduction, and Sexualization. Add to their definitions, as indicated. These terms are described in detail on pages 170-174.
6. **Form five small groups.** Give each group the **Circles of Sexuality Handout** and a flipchart page with one of the blank Circles from the Sexuality diagram already drawn on it and labeled only as follows:

Group 1: Sensuality
 Group 2: Intimacy
 Group 3: Sexual Identity
 Group 4: Sexual Health and Reproduction
 Group 5: Sexualization



7. **Ask each small group to record words** from the brainstorm session on their flipchart paper that are associated with the circle of sexuality they received. They can also add more words that are associated with this circle of sexuality as they think of them. Point out that some words may fit in more than one circle.
8. **After about 5 to 10 minutes come together as a large group.** Unite all the sexuality circles on the wall with tape to form one big chart with all five circles (like the cycles of sexuality handout). After the small groups present, lead a discussion defining the terms and addressing the following questions:
 - ✓ *Are there any Circles with very few words in them? How do we, as parents, feel about discussing these aspects of sexuality?*
 - ✓ *Are there any Circles with many words in them? How do we, as parents, feel about discussing these aspects of sexuality?*
 - ✓ *Are there any Circles that parents feel should not be discussed with 10-14 year old children? Why/why not?*
 - ✓ *Are there any Circles that parents feel are especially important to discuss with 10-14 year old children? Why/why not?*
9. **Discuss sexuality messages** often of interest and importance to girls and boys such as:
 - ✓ *It is normal for young people to have romantic feelings or be attracted to someone. It is also normal not to have these feelings.*
 - ✓ *If a child talks about someone they like or care about or ask questions about sex, this does not mean the child is doing something the parent would not approve of.*
 - ✓ *It is important for parents to share their views about when it is acceptable for a person to have sex, and what to do if someone offers or pressures a girl or boy to have sex.*
 - ✓ *Young people may begin to masturbate (get sexual pleasure or express sexual feelings by touching themselves). There is no scientific evidence that this is harmful.*

9. Summarize with the highlights of the discussion and close with the WHO definition of sexual health.

What is Sexual Health?

“...a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.” (WHO, 2006a)

Source: WHO working definition

http://www.who.int/reproductivehealth/topics/sexual_health/sh_definitions/en/

Handout: Circles of Sexuality

Sensuality

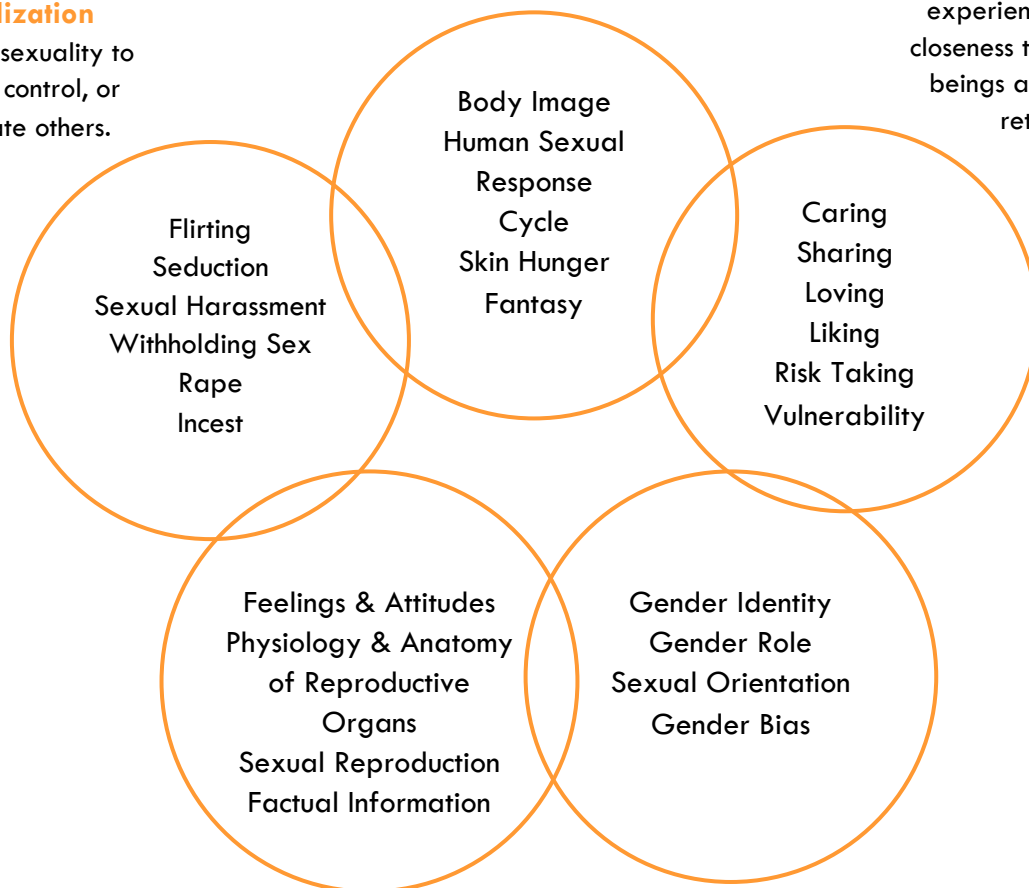
Awareness, acceptance of and comfort with one's own body; physiological and psychological enjoyment of one's own body and the bodies of others; awareness and enjoyment of the world as experienced through the five senses: touch, taste, feel, sight and hearing.

Intimacy

The ability and need to experience emotional closeness to other human beings and to have it returned.

Sexualization

The use of sexuality to influence, control, or manipulate others.



Sexual Health and Reproduction

Attitudes and behaviors related to producing children, care and maintenance of the sex and reproductive organs, and health consequences of sexual behavior.

Sexual Identity

A sense of who one is sexually, including a sense of maleness or femaleness.

An Explanation of the Circles of Sexuality²

Sexuality is much more than sexual feelings or sexual intercourse. It is an important part of who a person is and what she/he will become. It includes all the feelings, thoughts, and behaviors associated with being female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy and sensual and sexual activity. It also includes enjoyment of the world as we know it through the five senses: taste, touch, smell, hearing, and sight.

Circle #1—Sensuality

Sensuality is awareness and feeling about your own body and other people's bodies, especially the body of a sexual partner. Sensuality enables us to feel good about how our bodies' look and feel and what they can do. Sensuality also allows us to enjoy the pleasure our bodies can give us and others. This part of our sexuality affects our behavior in several ways.

- ✓ Body image—Feeling attractive and proud of one's own body and the way it functions influences many aspects of life. Adolescents often choose media personalities as the standard for how they should look, so they are often disappointed by what they see in the mirror. They may be especially dissatisfied when the mainstream media does not portray or does not positively portray physical characteristics they see in the mirror, such as color of skin, type of hair, shape of eyes, height, or body shape.
- ✓ Experiencing pleasure—Sensuality allows a person to experience pleasure when certain parts of the body are touched. People also experience sensual pleasure from taste, touch, sight, hearing, and smell as part of being alive.
- ✓ Satisfying skin hunger—The need to be touched and held by others in loving, caring ways is often referred to as skin hunger. Adolescents typically receive considerably less touch from their parents than do younger children. Many teens satisfy their skin hunger through close physical contact with peers. Sexual intercourse may sometimes result from a teen's need to be held, rather than from sexual desire.
- ✓ Feeling physical attraction for another person—The center of sensuality and attraction to others is not in the genitals (despite all the jokes). The center of sensuality and attraction to others is in the brain, humans' most important "sex organ." The unexplained mechanism responsible for sexual attraction rests in the brain, not in the genitalia.
- ✓ Fantasy—The brain also gives people the capacity to have fantasies about sexual behaviors and experiences. Adolescents often need help understanding that sexual fantasy is normal and that one does not have to act upon sexual fantasies.

² Adapted from: *Life Planning Education, a comprehensive sex education curriculum*. Washington, DC: Advocates for Youth, 2007

Circle #2—Sexual Intimacy

Sexual intimacy is the ability to be emotionally close to another human being and to accept closeness in return. Several aspects of intimacy include:

- ✓ **Sharing**—Sharing intimacy is what makes personal relationships rich. While sensuality is about physical closeness, intimacy focuses on emotional closeness.
- ✓ **Caring**—Caring about others means feeling their joy and their pain. It means being open to emotions that may not be comfortable or convenient. Nevertheless, an intimate relationship is possible only when we care.
- ✓ **Liking or loving another person**—Having emotional attachment or connection to others is a manifestation of intimacy.
- ✓ **Emotional risk-taking**—To have true intimacy with others, a person must open up and share feelings and personal information. Sharing personal thoughts and feelings with someone else is risky, because the other person may not feel the same way. But it is not possible to be really close with another person without being honest and open with her/him.
- ✓ **Vulnerability**—To have intimacy means that we share and care, like or love, and take emotional risks. That makes us vulnerable—the person with whom we share, about whom we care, and whom we like or love, has the power to hurt us emotionally. Intimacy requires vulnerability, on the part of each person in the relationship.

Circle #3—Sexual Identity

Sexual identity is a person's understanding of who she/he is sexually, including the sense of being male or of being female. Sexual identity consists of three "interlocking pieces" that, together, affect how each person sees him/herself. Each "piece" is important.

- ✓ **Gender identity**—Knowing whether one is male or female. Most young children determine their own gender identity by age two. Sometime, a person's biological gender is not the same as his/her gender identity—this is called being transgender.
- ✓ **Gender role**—Identifying actions and/or behaviors for each gender. Some things are determined by the way male and female bodies are built or function. For example, only women menstruate and only men produce sperm. Other gender roles are culturally determined. In the United States, it is considered appropriate for only women to wear dresses to work in the business world. In other cultures, men may wear skirt-like outfits everywhere.

There are many "rules" about what men and women can/should do that have nothing to do with the way their bodies are built or function. This aspect of sexuality is especially important for young adolescents to understand, since peer, parent, and cultural pressures to be "masculine" or "feminine" increase during the adolescent years. Both young men and young women need help sorting out how perceptions about gender roles affect whether they feel encouraged or discouraged in their choices about relationships, leisure activities, education, and career.

Gender bias means holding stereotyped opinions about people according to their gender. Gender bias might include believing that women are less intelligent or less capable than men, that men suffer from "testosterone poisoning," that men cannot raise children without the help of women, that women cannot be analytical, that men cannot be sensitive. Many times, people hold fast to these stereotyped opinions without giving rational thought to the subject of gender.

- ✓ Sexual orientation—Whether a person's primary attraction is to people of the other gender (heterosexuality) or to the same gender (homosexuality) or to both genders (bisexuality) defines his/her sexual orientation. Sexual orientation begins to emerge by adolescence. Between three and 10—percent of the general population is probably exclusively homosexual in orientation. Perhaps another 10 percent of the general population feel attracted to both genders.

Heterosexual, gay, lesbian, and bisexual youth can all experience same-gender sexual attraction and/or activity around puberty. Such behavior, including sexual play with same-gender peers, crushes on same-gender adults, or sexual fantasies about same-gender people are normal for preteens and young teens and are not necessarily related to sexual orientation. Negative social messages and homophobia in the wider culture can mean that young adolescents who are experiencing sexual attraction to and romantic feelings for someone of their own gender need support so they can clarify their feelings and accept their sexuality.

Circle #4—Reproduction and Sexual Health

These are a person's capacity to reproduce and the behaviors and attitudes that make sexual relationships healthy and enjoyable.

- ✓ Factual information about reproduction—Is necessary so youth will understand how male and female reproductive systems function and how conception and/or STD infection occur. Adolescents often have inadequate information about their own and/or their partner's body. Teens need this information so they can make informed decisions about sexual expression and protect their health. Youth need to understand anatomy and physiology because every adolescent needs the knowledge and understanding to help him/her appreciate the ways in which his/her body functions.
- ✓ Feelings and attitudes—Are wide-ranging when it comes to sexual expression and reproduction and to sexual health-related topics such as STD infection, HIV and AIDS, contraceptive use, abortion, pregnancy, and childbirth.
- ✓ Sexual intercourse—Is one of the most common behaviors among humans. Sexual intercourse is a behavior that may produce sexual pleasure that often culminates in orgasm in females and in males. Sexual intercourse may also result in pregnancy and/or STDs. In programs for youth, discussion of sexual intercourse is often limited to the bare mention of male-female (penile-vaginal) intercourse. However, youth need accurate health information about sexual intercourse—vaginal, oral, and anal.
- ✓ Reproductive and sexual anatomy—The male and female body and the ways in which they actually function is a part of sexual health. Youth can learn to protect their reproductive and sexual health. This means that teens need information about all the effective methods of

contraception currently available, how they work, where to obtain them, their effectiveness, and their side effects. This means that youth also need to know how to use latex condoms to prevent STD infection. Even if youth are not currently engaging in sexual intercourse, they probably will do so at some point in the future. They must know how to prevent pregnancy and/or disease.

Finally, youth also need to know that traditional methods of preventing pregnancy (that may be common in that particular community and/or culture) may be ineffective in preventing pregnancy and may, depending on the method, even increase susceptibility to STDs. The leader will need to determine what those traditional methods are, their effectiveness, and their side effects before he/she can discuss traditional methods of contraception in a culturally appropriate and informative way.

- ✓ Sexual reproduction—The actual processes of conception, pregnancy, delivery, and recovery following childbirth are important parts of sexuality. Youth need information about sexual reproduction—the process whereby two different individuals each contribute half of the genetic material to their child. The child is, therefore, not identical to either parent. [Asexual reproduction is a process whereby simple one-celled organisms reproduce by splitting, creating two separate one-celled organisms identical to the original [female] organism before it split.] Too many programs focus exclusively on sexual reproduction when providing sexuality education and ignore all the other aspects of human sexuality.

Circle #5—Sexualization

Sexualization is that aspect of sexuality in which people behave sexually to influence, manipulate, or control other people. Often called the "shadowy" side of human sexuality, sexualization spans behaviors that range from the relatively harmless to the sadistically violent, cruel, and criminal. These sexual behaviors include flirting, seduction, withholding sex from an intimate partner to punish her/him or to get something, sexual harassment, sexual abuse, and rape. Teens need to know that no one has the right to exploit them sexually and that they do not have the right to exploit anyone else sexually.

- ✓ Flirting—Is a relatively harmless sexualization behavior. Nevertheless, upon occasion it is an attempt to manipulate someone else, and it can cause the person manipulated to feel hurt, humiliation, and shame.
- ✓ Seduction—Is the act of enticing someone to engage in sexual activity. The act of seduction implies manipulation that at times may prove harmful for the one who is seduced.
- ✓ Sexual harassment—Is an illegal behavior. Sexual harassment means harassing someone else because of her/his gender. It could mean making personal, embarrassing remarks about someone's appearance, especially characteristics associated with sexual maturity, such as the size of a woman's breasts or of a man's testicles and penis. It could mean unwanted touching, such as hugging a subordinate or patting someone's bottom. It could mean demands by a teacher, supervisor, or other person in authority for sexual intercourse in exchange for grades, promotion, hiring, raises, etc. All these behaviors are manipulative. The laws of the United States provide protection against sexual harassment. Youth should be aware of local sexual harassment laws

and how to file a complaint with appropriate authorities if they are sexually harassed. They should also know that others may complain of their behavior if they sexually harass someone else.

- ✓ Rape—Means coercing or forcing someone else to have genital contact with another. Sexual assault can include forced petting as well as forced sexual intercourse. Force, in the case of rape, can include use of overpowering strength, threats, and/or implied threats that arouse fear in the person raped. Youth need to know that rape is illegal and cruel. Youth should know that they are legally entitled to the protection of the criminal justice system if they are the victims of rape and that they may be prosecuted if they force anyone else to have genital contact with them for any reason. Refusing to accept no and forcing the other person to have sexual intercourse always means rape.
- ✓ Forced incest—Forcing sexual contact on any minor who is related to the perpetrator by birth or marriage. Forced incest is extremely cruel because it betrays the trust that children and youth give to their families. Moreover, because the older person knows that incest is illegal and tries to hide the crime, he/she often blames the child/youth. The triple burden of forced sexual contact, betrayed trust, and self-blame makes incest particularly damaging to survivors of incest.

Parent Session II, Activity IV

Supporting Protective Behaviors

Time: 30 minutes

Materials: Line drawings to color during discussion (one per parent)

Objective: Parents will discuss resiliency-building skills and what they can do to support protective behaviors among their children during puberty and beyond.

Steps

1. In the large group tell parents we will talk about some of the risks girls and boys face today in this community, during their growing up years. Ask parents to share any concerns they have for their adolescent children in the community where they live. Record responses on flipchart paper. Possible responses may include:

- Exposure and access to cigarettes, alcohol and illicit drugs
- Older men and women enticing girls and boys with money, other costly items or school fees (locally called sugar daddies and sugar mummies)
- Classmates encouraging others to follow unsafe behaviors
- Unsafe places or destinations
- Unsafe latrines at school
- Teasing and bullying by other girls and boys
- Girls and boys experimenting with sexual activities at an early age
- Future risk of pregnancy or STIs
- Negative influences of the internet and social media (including pornographic movies)
- Sexual abuse and violence in the community or in the home
- Cost of menstrual products and care
- Other

2. Give all parents a blank copy of the line drawings in the participant handouts to color while everyone discusses issues that are important and concerning to the group. You may also tape large pieces of flipchart paper to the wall and encourage parents to draw their ideas as they discuss these issues. Ask questions like the following to encourage conversation on this topic.

- ✓ *Which topic(s) concerns you most?*
- ✓ *How do you help your son or daughter stay safe and protected from these dangers?*
- ✓ *How do you talk with him or her about this? How do others feel? How else can you support your son or daughter to keep healthy and safe?*
- ✓ *Look at the picture of the girl running away from the man. Does this happen in your community? How do you talk with your daughters about this? Do you talk with your sons*

about this problem? What do you say to them? How can we encourage girls and boys to support one another to avoid these situations and stay healthy and safe?

- ✓ *What resources are available in your community for help with these issues?*
- ✓ *What can we do to be “askable” parents, a parent that a child feels comfortable asking about sensitive and confidential topics?*

3. Tape all the drawings to the wall and summarize the main points of the discussion. Conclude with tips that parents can share and practice with their children regarding how to deal with pressure to engage in risky behaviors:

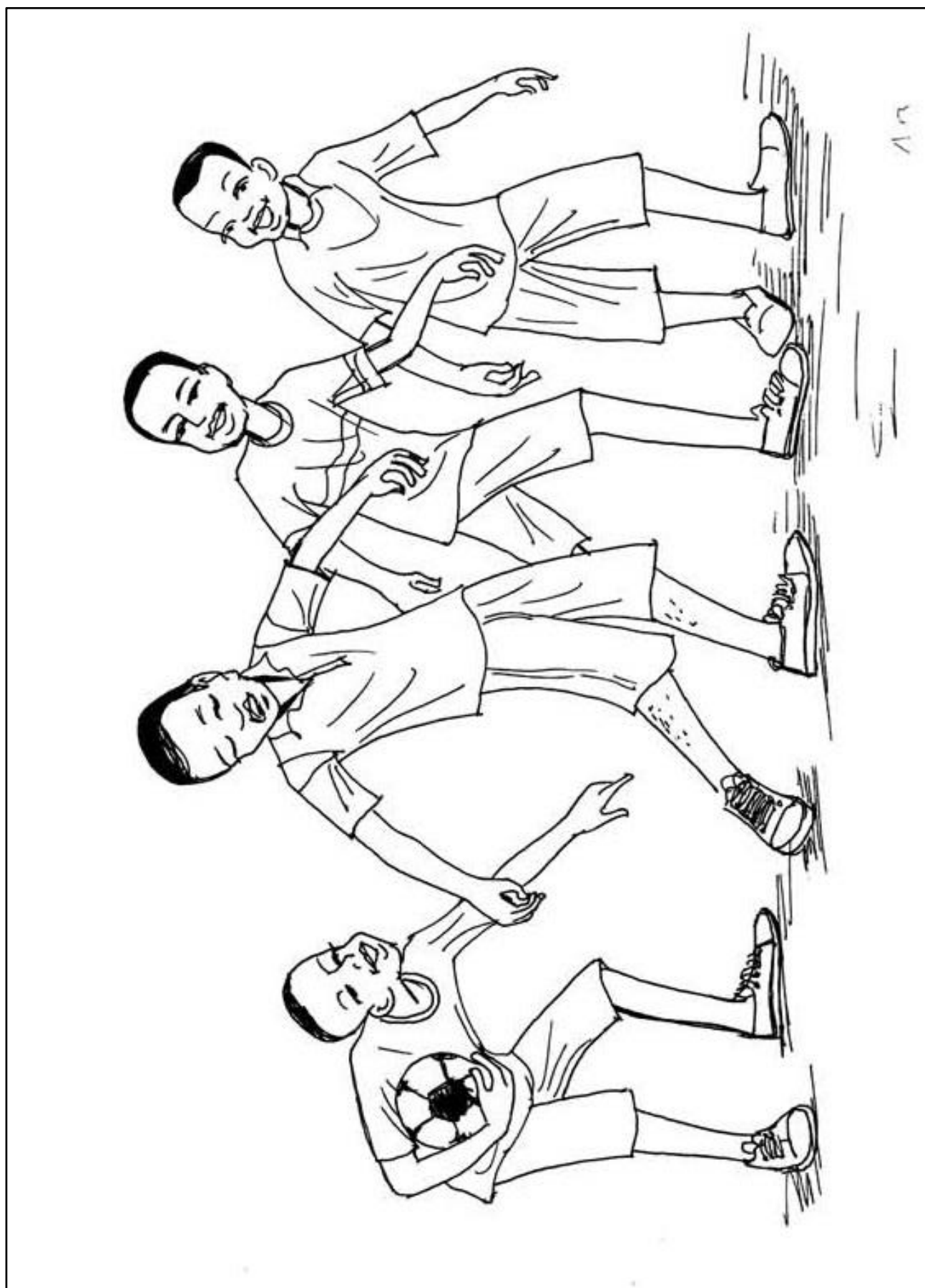
Possible strategies include:

- ✓ Change the subject, or suggested a different activity
- ✓ Say, “No,” clearly and with conviction.
- ✓ Say no, and keep repeating it.
- ✓ Use a firm tone and use body language to emphasize saying “No”
- ✓ Walk (or run) away, if you can
- ✓ Walk in groups, not alone
- ✓ Find someone to help and support you in saying, “No,” or in getting away
- ✓ Know the risks in your community. Avoid unsafe situations, places, or people in the future
- ✓ Tell a trusted adult (or trusted peer) if you feel pressured or unsafe. Ask for help or advice.
- ✓ Keep talking to, and asking as many people as necessary, until someone takes action.
- ✓ Go to a safe place
- ✓ Remember, no one should touch you in a way that feels uncomfortable, wrong or bad

4. If time, ask a few parents to role-play how to communicate with their son or daughter about one of the important topics just discussed. Use the communication skills and gender awareness strategies previously discussed in this session to help inform the role-play practice.

**Pictures for Parents to Color While Discussing:
Concerns about Risks to Adolescent Health and Well-Being
and How to Support Protective Behaviors**







Parent Session II

Closing and Next Steps

Time: 10 minutes

Materials: List of local resources

Objective: Parents will be able to identify resources for possible future needs and identify next steps, including participation in the community sensitization session.

Steps

1. **In the large group, ask if there are any questions about the topics** discussed during the GrowUp Smart program. Address questions from the question box and provide additional information and resources, as needed.
2. **Remind parents about the community sensitization session** that is planned on _____ date and time. Invite them to attend and/or participate.
3. **Confirm available resources and local contacts** for the future. Hand out and discuss a locally-specific community resource page. See a template for this on page 181.
4. **Thank parents for their active participation** in the program. Encourage them to continue their dedicated involvement in their child's sexual and reproductive health education.

Local Resources

For Girls, Boys and their Parents or Caregivers

(Note: This template may be completed with local-context details, and a map if appropriate.)

Educational Facilities

Name, location, contact information

Names of youth-friendly providers

Clinics & Medical Services

(including family planning, STI services and other sexual and reproductive health services)

Name, location, contact information

Names of youth-friendly providers

Youth Serving Organizations

Name, location, contact information

Names of youth-friendly providers

Faith-based Programs & Resources

Name, location, contact information

Names of youth-friendly providers

Library & General Information Resources

Name, location, contact information

Names of youth-friendly providers

Police, Legal Information & Violence Prevention/Intervention and Support

Name, location, contact information

Names of youth-friendly providers

PARENT SESSION
More Information

Are You an Askable Parent?

As a parents or caregiver, it is very important for you to be *askable*. What does that mean? How do adults become *askable*?

To be *askable* means that young people see you as approachable and open to questions. Being *askable* about sexuality is something that most parents and caregivers want but that many find very difficult.

Adults may have received little or no information about sex when they were children. Sex may not have been discussed in their childhood home, whether from fear or out of embarrassment. Or, adults may worry about:

- ✓ Not knowing the *right* words or the *right* answers;
- ✓ Being *out of it* in the eyes of their young people;
- ✓ Giving too much or too little information; or
- ✓ Giving information at the wrong time.

Being *askable* is important. Research shows that youth with the least accurate information^{1,2,3,4,5} about sexuality and sexual risk behaviors may experiment more and at earlier ages compared to youth who have more information. Research also shows that, when teens are able to talk with a parent or other significant adult about sex and about protection, they are less likely to engage in early and/or unprotected sexual intercourse than are teens who haven't talked with a trusted adult.^{6,7,8,9} Finally, youth often say that they want to discuss sex, relationships, and sexual health with their parents—parents are their preferred source of information on these subjects.^{10, 11}

Because being *askable* is so important and because so many adults have difficulty initiating discussions about sex with their children, adults may need to learn new skills and become more confident about their ability to discuss sexuality. Here are some tips from experts in the field of sex education.

Talking with Young People about Sexuality

1. **Acquire a broad foundation of factual information from reliable sources.** Remember that sexuality is a much larger topic than sexual intercourse. It includes biology and gender, of course, but it also includes emotions, intimacy, caring, sharing, and loving, attitudes, flirtation, and sexual orientation as well as reproduction and sexual intercourse.
2. **Learn and use the correct terms for body parts and functions.** If you have difficulty saying some words without embarrassment, practice saying these words, in private and with a mirror, until you are as comfortable with them as with non-sexual words. For example, you want to be able to say “penis” as easily as you say “elbow.”
3. **Think through your own feelings and values about love and sex.** Include your childhood memories, your first infatuation, your values, and how you feel about current sex-related issues, such as contraceptives, reproductive rights, and equality with regard to sex, gender, and sexual orientation. You must be aware of how you feel before you can effectively talk with youth.

- 4. Talk *with* your child.** Listen more than you speak. Make sure you and your child have open, *two-way* communication—as it forms the basis for a positive relationship between you and your child. Only by listening to each other can you understand one another, especially regarding love and sexuality, for adults and youth often perceive these things differently.

Don't worry about—

- ✓ Being “with it.” Youth have that with their peers. From you, they want to know what you believe, who you are, and how you feel.
- ✓ Being embarrassed. Your kids will feel embarrassed, too. That's okay, because love and many aspects of sexuality, including sexual intercourse, are highly personal. Young people understand this.
- ✓ Deciding which parent should have this talk. Any loving parent or caregiver can be an effective sex educator for his/her children.
- ✓ Missing some of the answers. It's fine to say that you don't know. Just follow up by offering to find the answer or to work with your child to find the answer. Then do so.

B-Talking with Young Children

- 1. Remember that if someone is old enough to ask, she/he is old enough to hear the correct answer and to learn the correct word(s).**
- 2. Be sure you understand what a young child is asking.** Check back. For example, you might say, “I'm not certain that I understand exactly what you are asking. Are you asking if it's okay to do this or why people do this?” What you don't want is to launch into a long explanation that doesn't answer the child's question.
- 3. Answer the question when it is asked.** It is usually better to risk embarrassing a few adults (at the supermarket, for example) than to embarrass your child or to waste a teachable moment. Besides, your child would usually prefer it if you answer right then and softly. If you cannot answer at the time, assure the child that you are glad he/she asked and set a time when you will answer fully. “I'm glad you asked that. Let's talk about it on the way home.”
- 4. Answer *slightly* above the level you think your child will understand,** both because you may be underestimating him/her and because it will create an opening for future questions. But, don't forget that you are talking with a young child. For example, when asked about the differences between girls and boys, don't get out a textbook and show drawings of the reproductive organs. A young child wants to know what is on the *outside*. So, simply say, “A boy has a penis, and a girl has a vulva.”
- 5. Remember that, even with young children, you must set limits.** You can refuse to answer personal questions. “What happens between your father and me is personal, and I don't talk about it with anyone else.” Also, make sure your child understands the difference between values and standards relating to his/her question. For example, if a child asks whether it is bad to masturbate, you could say, “Masturbation is not bad; however, we never masturbate in public. It is a *private* behavior.” [Values *versus* standards] You should also warn your child that other adults may have different *values* about this subject while they will hold to the same *standard*; that is, they may believe it is wrong and a private behavior.

C-Talking with Teens

1. **Recall how you felt when you were a teen.** Remember that adolescence is a difficult time. One moment, a teen is striving for separate identity and independence, and the next moment urgently needs an adult's support.
2. **Remember that teens want mutually respectful conversations.** Avoid dictating. Share your feelings, values, and attitudes *and* listen to and learn about theirs. Remember that you cannot dictate anyone else's feelings, attitudes, or values.
3. **Don't assume that a teen is sexually experienced or inexperienced, knowledgeable or naive.** Listen carefully to what your teen is saying and/or asking. Respond to the teen's actual or tacit question, not to your own fears or worries.
4. **Don't underestimate your teen's ability to weigh the advantages and disadvantages of various options.** Teens have values, and they are capable of making mature, responsible decisions, especially when they have all the needed facts and the opportunity to discuss options with a supportive adult. If you give your teen misinformation she/he may lose trust in you, just as he/she will trust you if you are a consistent source of clear and accurate information. Of course, a teen's decisions may be different from ones you would make; but that goes with the territory.

Being *askable* is a lifelong component of relationships. It opens doors to closer relationships and to family connections. It's never too late to begin!

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4 Alford S *et al.* *Science & Success: Sex Education & Other Programs that Work to Prevent Teen Pregnancy, HIV & Sexually Transmitted Infections*. Washington, DC: Advocates for Youth, 2003.

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What is Sexuality?³

Sexuality is often misunderstood, and can be a difficult concept to fully articulate. We understand it to some degree on an intuitive level, but we do not often discuss it.

There are many different ideas about what sexuality is and what it means. The **World Health Organization (WHO)** defines sexuality (2002) as follows:

- ✓ Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.
- ✓ Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationships.
- ✓ While sexuality can include all of these dimensions, not all of them are always experienced or expressed.
- ✓ Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical and religious and spiritual factors.

The nature of one's sexuality is created by a unique combination of biological and social factors and is constantly changing. Because it's socially constructed and not entirely innate in us, there are huge variations across generations, cultures, ethnic groups, etc. Sexuality can have a different meaning for people in various stages of life, and there are differences with regard to age, gender, culture and sexual orientation.

Often when people see the words 'sex' or 'sexuality,' they think of sexual intercourse or other sexual activity. **Sexuality is much more than sexual feelings or sexual intercourse.** It is an important part of who every person is. It includes all the feelings, thoughts, and behaviors of being female or male, being attracted and attractive to others, and being in love, as well as being in relationships that include sexual intimacy. It also includes enjoyment of the world as we know it through the five senses: taste, touch, smell, hearing, and sight.

Gender and sexuality are both closely linked to identity and self-expression. The way we express our sexuality is often determined by our gender; often men are expected to be sexually promiscuous, while women are expected to protect their virginity and reputation for chastity, and deny that they feel sexual pleasure. In many places, there is an assumption that a woman's or a man's sexuality is uncontrollable. For example, if a man rapes a woman, it is assumed he could not control his sexual urges.

Sexuality is part of life. Whether for physical, emotional and psychological well-being, livelihoods or reproduction, **sexuality is central to human existence.** Choices available to men and women with regard to sexuality are often related to giving and taking power.

³ Adapted from: Inner Faces, Outer Spaces Initiative Toolkit- Tools for Learning and Action on Gender and Sexuality. International Center for Research on Women (ICRW). 2007.

Sexuality is a human right. Sexual rights include your right to express and satisfy yourself, while not discriminating against others or having fear of discrimination against you. Sexual rights guarantee that people can express their sexuality free of coercion, discrimination and violence, and encompass mutual consent and respect.

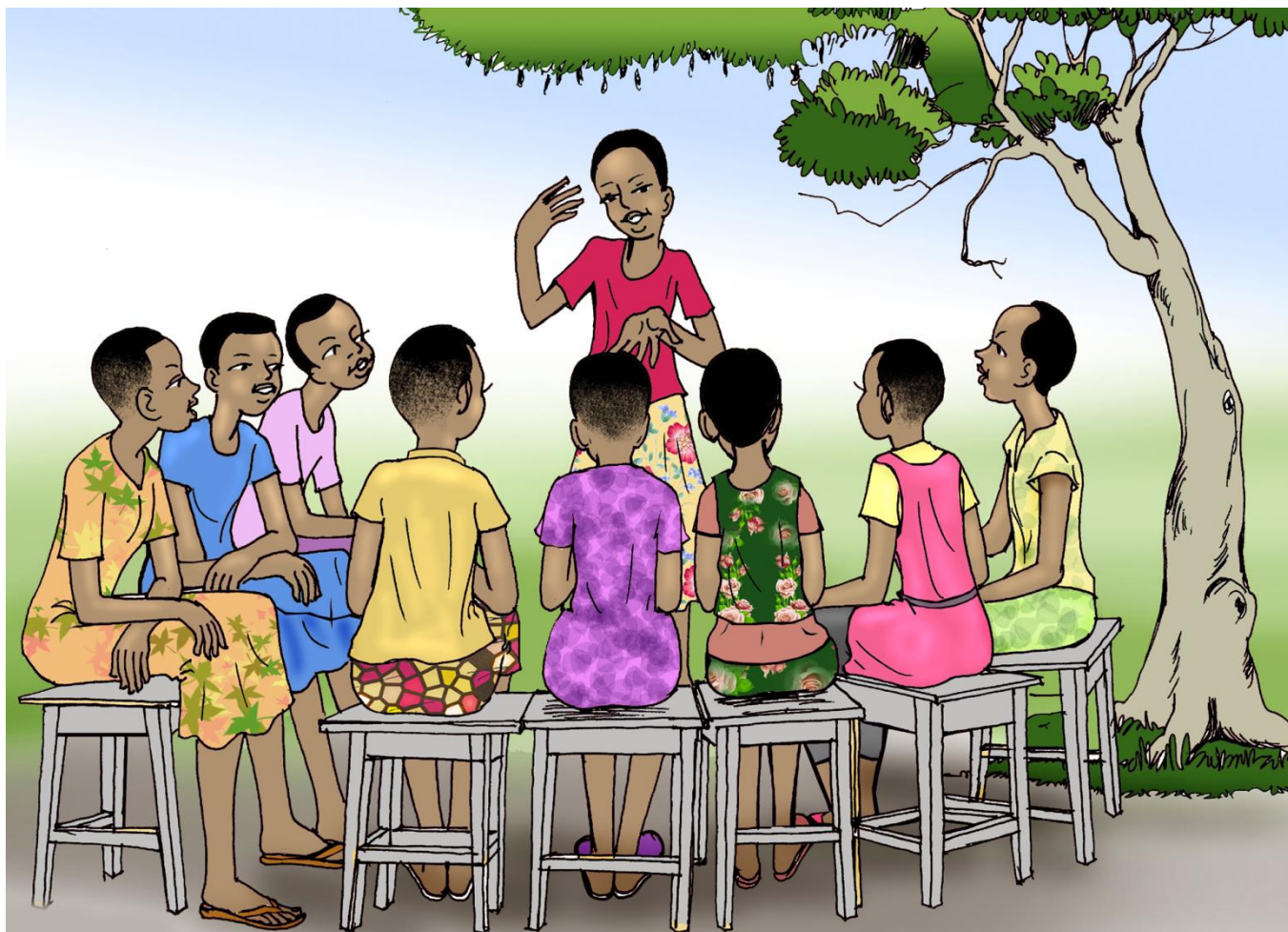
Many people participating in or working on development or humanitarian aid projects understand that **sexuality is very important to achieving personal, community or even national economic development goals.** Our cultural understanding and norms related to sexuality influence age of marriage, whether people are allowed to leave their homes freely, a nation's policies on access to information about contraception and family size, and whether certain kinds of people experience work-related discrimination, such as people who work in sex work, or who are living with HIV.

The Institute for Development Studies (IDS Policy Briefing No. 29, 2006) provides context to the concept of **sexuality in development.** "Development policy and practice has tended to ignore sexuality, or deal with it only as a problem in relation to population, family planning, disease and violence. However, sexuality has far broader impacts on people's well-being and ill-being. The need to respond to HIV/AIDS and the adoption of human rights approaches have created openings for a franker debate on sexuality and more resources in this area. Social and legal norms and economic structures based on sexuality have a huge impact on people's physical security, bodily integrity, health education, mobility and economic status. In turn, these factors impact on their opportunities to live out happier, healthier sexualities."

As with gender, we need to explore and comprehend our values, attitudes and beliefs relating to sexuality. This is particularly important because:

- ✓ Lack of information can lead to risky and even violent, coercive behavior.
- ✓ Fear about sexuality can negate possibly pleasurable aspects of sex.
- ✓ Acceptance of sexual minorities can affirm otherwise hidden people (such as homosexuals, sex workers, etc.).
- ✓ Narrow programming needs expansion beyond individual behavioral change to influence social and cultural meanings of sex.

Community Sensitization



Sample Activities

Objective: After participating in the GrowUp Smart program, girls and boys (and interested parents) will participate in one or more activities to inform and engage the community with lessons learned from GrowUp Smart.

These community activities are context-specific and the details will depend upon the local community realities, participant availability and other factors. Below are a few steps to consider when planning the community activities:

Steps

- 1. Decide which community activity or activities to conduct.** It may be important to meet with select staff at the youth-serving organization to help determine and plan the community-focused activity that would be most relevant and doable for your group. For example, there may be a skit, rap song, dramatization, competition, peer education, community dialogue and/or other type of creative activity.
- 2. Help the girls and boys who participated in GrowUp Smart to practice** what that will do for the community sensitization. These youth-created activities or lessons learned can be developed and practiced during Session VIII, Activity 2: *Safety and Well-Being: Drama, Song, Art, Dance* page 120.
- 3. Conduct the community activity,** inviting and planning for the active participation of the parents as well as youth who participated in the GrowUp Smart program. After the community session, reflect on how it went and plan any next steps.

Parents involved in the development of GrowUp Smart suggested the following strategies to elicit support, disseminate information about the program, and encourage participation of parents and community members:

- ✓ Inform local authorities and gain their buy-in and support, encouraging them to communicate with the communities to which they are assigned.
- ✓ Identify and inform the most influential people in the community as a channel to communicate to parents and other community members.
- ✓ Use media channels such as radio and television.
- ✓ Collaborate with existing, established “evenings for parents.”
- ✓ Print copies of any needed materials for wide dissemination throughout the community

A few examples of community sensitization activities that were conducted during the CycleSmart pilot project are described below:

Community Dialogue

Large or small groups that gather for assemblies, meetings or volunteer days are a perfect opportunity for youth to perform a GrowUp Smart dramatization on one or more of the topics, or to present a poem, song or display of artwork.



Peer Education and Mentoring of Younger Children

Through role-plays and classroom demonstrations, girls and boys who participated in GrowUp Smart can reach out to other youth. As leaders and knowledgeable peers they can provide accurate information, and be approachable and open to talking with other youth about how to stay healthy and safe during the growing up years. The peer education and mentoring system already in place by teachers makes this very feasible for in-school children.



School Health Clubs

Existing health clubs in most schools in Rwanda, which already include a component of adolescent and sexual reproductive health, are an excellent venue for conducting school-wide sensitization activities.

Youth Competitions & Assemblies

In some communities these gatherings for competitions and assemblies are an attractive option as many community members come together to watch and participate.

Community Safe Space

This mixed group of 20 to 25 people living in the same community may be a very good opportunity for reaching out-of-school adolescents.

Umuganda

These evenings for parents and community members are additional options to share GrowUp Smart experiences, parent teachings and lessons learned as well as foster support for adolescent sexual and reproductive health education for very young adolescents during puberty and beyond.

Music, Poetry, Dance, Theatre and More

In other programs integrating the CycleSmart Kit, boys performed a rap song, and girls recited poetry inspired by their puberty and fertility awareness program experiences. Other girls created a fertility awareness dance.

Facilitators, together with youth and the youth-serving organization, choose the GrowUp Smart community activity or activities that are most relevant and doable for your community.

The sky's the limit!

Ultimately, the goal of the community sensitization activities is to share meaningful lessons learned with the community in fun and creative ways. This component of the GrowUp Smart program increases community-wide interest and support through fostering cross-generational dialogue and conversation. It also helps create community buy-in, and a more enabling environment for puberty and fertility education for adolescents in the area.

Teaching Methodology

Telling youth about the process of growing up takes courage. In many societies, people are taught not to talk about intimate things, including our so-called “private parts.” But, *not* talking only leads to more myths and misinformation.

The methodology of this facilitator guide is based on engaging girls and boys in very interactive games as learning activities. These activities are meant to be fun for youth, but as the facilitator be sure to draw out the lessons learned from each activity and from the overall session. It is important to not get lost in the excitement of the activity. Always process the most important points and lessons learned together with the girls and boys, building on what they know.

To make GrowUp Smart a success, it is important to reach beyond discomforts about discussing sexuality and the human body. This will help you create an atmosphere of openness and trust for all participating. Below are some recommendations to help you prepare and successfully conduct the GrowUp Smart program.

Read the entire facilitator guide.

A preliminary reading of the guide will give you a holistic view of what you will be teaching, an idea about the material you need to gather, and how you should prepare yourself to conduct the GrowUp Smart program.

Identify and understand the beliefs and values of youth participants and of yourself.

Do you remember how it felt to be a young person? Do you remember what it was like to have your first period or wet dream? Think about what girls and boys may be feeling as they grow up. Pay attention to your own beliefs and values. Doing so will make you a much more effective facilitator. Understand how girls and boys define potential issues and concerns.

Create a nonjudgmental and inclusive environment where participants’ values are respected.

Accept and respect all participants’ comments and questions. Let them know that their concerns and opinions are valid and worthwhile. Make sure that quieter, younger and out-of-school participants feel welcome and free to share their ideas, experiences and questions. Maintain a respectful and inclusive environment for all and tailor the content to the needs of the participants.

Promote gender-sensitive language, images and examples.

Encourage the use of non-sexist, non-judgmental words (for example, sex-workers rather than prostitutes). Avoid using the male pronoun (he/his/him) to connote a general reference and instead use gender-neutral terms (anyone, their, those). Consider words such as chairperson instead of chairman, artisan or worker instead of craftsman. Be alert to language that assumes that men are exclusively in positions of power and out in the community while women are subordinate and stay in the home. Find materials in the newspaper, in health education and other materials that show girls and boys and women and men participating equally in the lives of their families, at schools, in healthcare service and communities.

When participants use biased or sexist language or make gender stereotypic assumptions, gently call their attention to the assumption, question whether that is always true for all girls/boys or women/men and then move on. Avoid shaming the participant while encouraging a shift in peer norms related to gender role assumptions. Over time participants will correct themselves and each other.

Be enthusiastic!

Help young people develop attitudes about human development by setting the tone of the learning experience. Maintain a positive approach to the normal, healthy process of growing up. No matter how objective adults are trying to be, youth notice negative feelings and attitudes. How something is presented can be more powerful than what is said.

Always be prepared.

Before each session, *read all the session steps, facilitator notes and additional content information*. Review the suggested discussion questions to help actively engage youth in the session. Be prepared for any questions participants might ask about that particular topic. Do not be afraid to say you do not know something, and offer to check it out and get back to the group.

Make participants feel comfortable.

Avoid causing anyone potential embarrassment. Do not make participants answer a question they feel uncomfortable answering.

Provide opportunities for participants to ask questions anonymously.

For some participants, asking questions is the easiest way to express their concerns. Give participants time to write down questions and deposit them in a “Question Box.” Then answer the questions later for the entire group.

Identify resource persons and sites.

If you are not comfortable facilitating a topic, or feel you do not have adequate information, invite someone (such as a health expert or fellow educator) who can.

Utilize brainstorming.

Participants will likely know more about puberty and fertility than they or you might realize. Brainstorming helps to bring out this information and to identify if their information is incorrect or incomplete.

Help participants make their own rules.

Helping young people to develop and follow a clear set of rules to govern their discussions will make them feel comfortable sharing their thoughts and feelings. Ground rules also make clear what type of language and behavior is considered acceptable and appropriate. Once ground rules have been clearly stated, refer to them throughout the course and when dealing with difficult situations.

Conduct large group discussions.

The more participants are able to debate and talk with each other, the more they grow. After creating an atmosphere of openness and trust, you will still need to stimulate participation and involvement. Much of the guide shows how to involve participants in large group and small group interactive activities.

Use small group activities.

Participants will take ownership of their work when working alone or in small groups. Small group work can also help to encourage young people to speak up more, especially those who may be shy or reluctant to speak in larger groups.

Engage parents.

Parents need information in order to support their children in early adolescence. Increasingly, youth programs engage parents in a variety of roles as educators of their children but also as advocates in their communities to ensure that all young people have access to appropriate sexual and reproductive health information. Consider forming a Parent-Youth Advisory Committee to organize outreach to parents (See the “Group Sessions for Parents” for more details.)

Glossary

Adolescence: The time between puberty and adulthood.

Cervix: The lower portion of the uterus, which protrudes into the vagina.

Circumcision: For males, it is the removal of all or part of the foreskin of the penis. For females, it is the removal of the clitoris or removal of the clitoris and labia at birth, during childhood, or at puberty.

Clitoris: A small organ at the upper part of the labia that is sensitive to stimulation.

Egg: A female sex cell.

Ejaculation: Forceful release of seminal fluid from the penis.

Epididymis: Organ where sperm mature after they are produced in the testicles.

Erection: Hardening of the penis.

Fallopian tubes: Tubes that carry eggs from the ovaries to the uterus.

Fertility: Ability to produce offspring (children).

Fertilization: Union of the egg with the sperm.

Fetus: The product of conception from the end of the eighth week of pregnancy to the moment of birth.

Foreskin: Loose skin covering the end of the penis.

Genitals: Reproductive organs.

Glans: The end, or head, of the penis.

Growth spurt: A rapid increase in height and weight, which typically occurs during puberty.

Hormones: Special chemicals secreted by endocrine glands that cause changes in specific areas of the body.

Labia majora (outer lips): Two folds of skin (one on either side of the vaginal opening) that cover and protect the genital structures, including the vestibule.

Labia minora (inner lips): Two folds of skin between the labia majora and the vestibule that extend from the clitoris on each side of the urethral and vaginal openings.

Masturbation: Touching yourself for sexual pleasure.

Menopause: The stage at which menstrual activity ends.

Menstrual cycle: The period of time measured from the first day of the menstrual period through the series of regularly occurring changes in the ovaries and uterus to the first day of the next menstrual period.

Menstruation: The monthly discharge of blood and tissue from the lining of the uterus.

Nocturnal emission (wet dream): The passing of semen from the urethra during sleep.

Ovaries: Two glands that contain thousands of immature egg cells. Each month an egg ripens and breaks out of its sac, a process called ovulation.

Ovulation: The periodic release of a mature egg from an ovary.

Penis: External male organ through which semen or urine leave the body.

Premenstrual syndrome (PMS): Symptoms such as cramps, tension, anxiety, breast tenderness, and bloating, which begin several days prior to the onset of menstruation and subside when menstruation begins.

Prostate gland: This gland produces a thin, milky fluid that becomes part of the semen.

Puberty: The period of life during which an individual becomes capable of reproduction.

Pubic hair: Hair over the pubic bone, which appears at the onset of sexual maturity.

Reproduction: The process of conceiving and bearing children.

Scrotum: The pouch of skin behind the penis that holds the testicles.

Secretion: The process by which glands release certain materials into the bloodstream or outside the body.

Semen: The fluid that leaves a man's penis when he ejaculates.

Seminal vesicles: Small glands that produce a thick, sticky fluid that carries the sperm.

Sexual intercourse: The erect penis of the male entering the vagina of the female.

Sperm: A male sex cell.

Testicles (testes): Male reproductive glands that produce sperm.

Uterus: The small, hollow, muscular female organ where the fetus is held and nourished, from the time of implantation until birth.

Urethra: A canal that carries urine from the bladder to the urinary opening in both males and females. In males, the urethra also carries semen.

Urethral or urinary opening: The spot from which a man or woman urinates.

Vagina: The canal that forms the passageway from the uterus to the outside of the body.

Vaginal discharge (secretion): A normal, white or yellowish fluid from the cervical canal or vagina.

Vaginal opening: Opening from the vagina where menstrual blood leaves the body.

Vas deferens: The long, thin tubes that transport sperm away from the epididymis.

Vestibule: The area of the external female genitalia that includes the vaginal and urethral opening.

Virgin: A person who has not had sexual intercourse.

Vulva: The external genital organs of the female, including the labia majora, labia minora, clitoris, and vestibule of the vagina.

Wet dream (nocturnal emission): The passing of semen from the urethra during sleep.