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Growing Up GREAT! Adaptation Guide



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Passages

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LIST OF ACRONYMS AND KEY PHRASES

ASRH	Adolescent Sexual and Reproductive Health
FGD	Focus Group Discussion
GREAT	Gender Roles, Equality and Transformation Project
TAG	Technical Advisory Group
TOR	Terms of Reference
VYA	Very young adolescent

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The toolkit shares tools and approaches originally tested in the Democratic Republic of Congo (DRC). We extend particular thanks to Dr. Pierrot Mbela and Blandine Aveledi of Save the Children in the DRC, for leading the adaptation and pre-test of the Growing Up GREAT! tools in Kinshasa. The pre-test tools and process were developed by Melanie Yahner with support from Chris Hook, both of Save the Children. Pre-test tools and processes were inspired by and adapted from FHI360's *How to Conduct Effective Pretests*. The puberty book development process was inspired by guidance from Marni Sommer of Columbia University.

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INTRODUCTION

Adolescents are a large and growing portion of the world's population. As of 2015, there were approximately 1.2 billion adolescents aged 10–19 in the world; of those, half were very young adolescents (VYAs) aged 10–14 years.¹ VYAs are entering a unique life stage that includes one of the most intense periods of physical, intellectual and socio-emotional development in their lives. Many lack the knowledge and skills to deal with these rapid changes of puberty, and strong norms prohibiting discussion of related topics may further isolate them from the information and support they need. Emerging evidence indicates that VYAs often enter adolescence with very limited information about their changing bodies, their potential fertility or the challenges and advantages of adopting protective health behaviors as they approach adulthood. Parents and guardians, an important source of guidance for VYAs, express feeling similarly ill-prepared to help their children understand and prepare for puberty.²

In addition to the biological changes they experience, VYAs are also learning to navigate shifting societal expectations about their roles and rights. As they grow more rapidly and take on adult characteristics, they are groomed for adult responsibilities like marriage, childbearing and work. Both girls and boys are restricted by pressure to remain within increasingly rigid gender roles. Girls may see their educational opportunities diminish or their mobility and independence decrease out of concerns for their safety, while boys are expected to begin asserting their leadership and providing for their family. Early adolescence is a critical phase during which personal gender attitudes intensify, as puberty reshapes self-perceptions with societal expectations from key influencers (e.g., family members, peers, etc.).^{3,4}

Given this reality, early adolescence offers a critical window of time to intervene with VYA to improve gender and health outcomes. Until recently, they have largely been left out of global health initiatives – having survived their earliest years, they are generally healthy and considered to have few serious health risks. Most sexual and reproductive health (SRH) programs instead focus on adolescents 15 years and older, many of whom have urgent health needs related to sex and contraception, early marriage and childbearing. These programs, however, fail to capitalize on the protective power of prevention. Early intervention with VYAs can multiply health benefits and overall impact

1 UN Population Division. (2011). World population in 2010 by region, country and age. New York, NY: Author.

2 Chong E, Hallman K, Brady M. (2006). Investing when it Counts: Generating the Evidence Base for Policies and Programmes for Very Young Adolescents: Guide and Tool Kit: UNFPA.

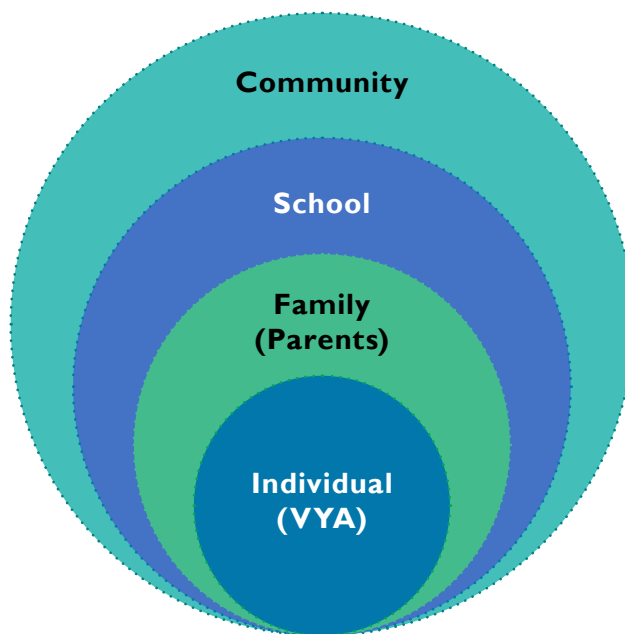
3 Kågesten, Anna, et al. Understanding factors that shape gender attitudes in early adolescence globally: A mixed-methods systematic review. *PLoS one* 11.6 (2016): e0157805.

4 Hill J, Lynch M. The Intensification of Gender-Related Role Expectations during Early Adolescence. In: Brooks-Gunn J, Petersen A, editors. *Girls at Puberty*: Springer US; 1983: pp. 201–228.

by helping young people understand and avoid risky health behaviors and seek care proactively. This in turn can decrease adverse health outcomes during early adolescence and throughout the life course.

Despite the shifting attitudes and responsibilities that puberty brings, VYA are nevertheless still dependent on caretakers and other family members. Their behavior is rarely determined solely by their own personal beliefs, knowledge and capacity. On the contrary, their choices and actions are influenced

by a number of external forces, including but not limited to their familial and other interpersonal relationships, their immediate social and physical environment, and the political and cultural norms of the countries in which they live. It is important to take into account this larger context when designing VYA programs, and to commit to intervening on multiple levels to create an enabling environment that allows VYA to adopt positive behaviors now and in the future, leading to better gender equity and improved sexual and reproductive health.



GROWING UP GREAT!

Growing Up GREAT! was designed to be a consolidated intervention package based on three other evidence-based projects:

The Gender Roles, Equality and Transformation (GREAT) Project developed and tested a package of evidence-based, scalable, life-stage tailored interventions to transform gender norms, increase contraception use, reduce gender-based violence and promote gender-equitable attitudes among adolescents (ages 10-19) in post-conflict communities in northern Uganda. GREAT was designed to align with the social-ecological model, and emphasized simple, low-cost interventions that could be taken to scale. The interventions included a dialogue-based set of interactive activities (known as the GREAT toolkit) for use by community-based groups of adolescents, as well as a serial radio program, the Community Action Cycle and linkages to Village Health Teams. All toolkit materials were specially tailored for different age groups: VYAs, older adolescents, and newly married and parenting adolescents. Growing Up GREAT! uses all elements of the GREAT toolkit, but has not integrated other components of the intervention package.

GrowUp Smart, a curriculum-based package of interactive puberty and body literacy materials developed by the Institute for Reproductive Health for VYAs and their parents. Trained facilitators led weekly educational sessions, which were supplemented by interactive materials adapted from GREAT and a set of three puberty brochures and a menstrual kit. In addition to these activities with VYAs, the curriculum included two informational sessions with parents to increase knowledge and improve communication and support skills. Several of the Growing Up GREAT! materials were inspired by GrowUp Smart content, and a simplified version of the menstrual kit was also included.

Choices, Voices, Promises, a gender norms transformative approach developed by Save the Children, uses a socio-ecological approach to engage VYAs, their parents, and their communities through three distinct approaches:

- **Choices** engages boys and girls in dialogue and reflection about social justice and gender norms, promoting gender equity through a structured nine-session curriculum
- **Voices** engages parents in dialogue and reflection on children's gender equity in families through emotion-based videos and facilitated group discussion; and
- **Promises** uses a mass media approach to catalyze community-wide normative change to promote more gender equitable behaviors and norms.

Growing Up GREAT! adapted the Voices approach to engage parents and communities in reflective discussion about gender and other social norms.

Materials from these projects, all originally implemented in rural communities, were

adapted to the urban Kinshasa context in 2016 using a rapid but inclusive process that engaged adolescents and a local stakeholder group. Several new materials were also developed and tested to accompany the adapted toolkit.

The resulting Growing Up GREAT! project is a multi-level intervention for VYAs, their parents and caregivers and other influential community members. It uses an ecological approach to provide information and address social and gender norms related to sexual and reproductive health (SRH) at each of these levels, with the goal of improving both in-school and out-of-school VYAs' sexual and reproductive health outcomes in later adolescence. Specifically, Growing Up GREAT! aims to increase:

1. VYAs' knowledge of puberty and sexuality development
2. VYAs' and parents' gender-equitable behaviors
3. Use of family planning and other sexual and reproductive health services among VYAs as they age into older adolescence.

Growing Up GREAT! was informed by other successful approaches for improving gender and SRH among adolescents, and it incorporates evidence-based recommendations for health interventions with young people. It purposefully targets VYA, a critical intervention demographic, to reach them prior to the onset of puberty. This early intervention is intended to provide an opportunity to shape the health trajectory of an adolescent's life course and proactively prevent SRH and other health problems, rather than addressing health issues as they arise. It also employs a holistic approach to VYA health interventions, acknowledging the multiple layers of influence from parents, peers, teachers and community leaders.

The intervention package consists of the following components, which reflect the levels of the socio-ecological model shown on page 2.

ACTIVITIES FOR VERY YOUNG ADOLESCENTS

Both in-school and out-of-school VYAs participate in weekly meetings of mixed sex groups using a set of interactive materials from the Growing Up GREAT! toolkit (see box on the following pages) to discuss and reflect on norms. Participating VYAs are grouped into clubs with approximately 25 of their peers. In-school VYAs participate in self-facilitated school-based clubs led by trained VYA leaders, while out-of-school VYAs participate in community-based clubs led by trained facilitators from local community-based organizations. All VYA clubs participate in one session led by a health provider trained in providing adolescent- friendly health services and a visit to the nearest facility to foster health system linkages and reduce stigma. The activity and game cards are grouped around distinct themes: equality, health, safety, and being GREAT.

GROWING UP GREAT! TOOLKIT



Puberty Books

Provide information and space for reflections on puberty, body changes, gender roles and equality, and life goals for boys and girls.



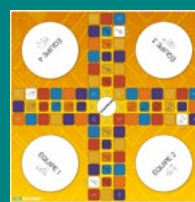
Activity Cards

Present opportunities to learn and critically reflect on topics related to puberty and sexual and reproductive health through a series of fun and dynamic activities.



Flipbooks

Explore puberty, menstruation, changing gender roles and expectations, and relationships through realistic stories that reflect the lives of project participants.



Game

Provides an opportunity for VYAs and community members to test and share their knowledge and sparks dialogue about gender and social norms in an interactive and collaborative way.

ACTIVITIES FOR PARENTS AND CAREGIVERS

Parents of VYA club members participate in a series of guided discussions prompted by six different testimonial videos featuring parents in their communities who have adopted key outcome (target) behaviors related to gender, girls' education and communication about puberty and sexuality. Discussion is led by trained facilitators from community-based organizations and focuses on the social norms underlying and driving the behavior.

SCHOOL-BASED ACTIVITIES

Teachers and other school officials are engaged in several ways. Three focal point teachers at each school are oriented to the Growing Up GREAT! toolkit and provided with a resource document to help them link activities to the national life-skills curriculum. Teachers also serve as resources for VYA school clubs and mentors for VYA club leaders. School-based activities are intended to have a whole-school reach beyond VYA club members to support diffusion of new ideas and encourage social norm change.

ACTIVITIES FOR THE COMMUNITY

Community members are invited to participate in a fun and interactive game to explore norms around very young adolescents' health and gender, and to view and reflect on the video testimonials designed for parent sessions. Teamwork and debate during collaborative gameplay and reflections following the video viewings both provide opportunities for community members to discuss how norms influence behaviors that impact VYAs. An effort is made to include traditional and religious leaders, as well as other influential persons in these activities.

SUPPORT MATERIALS



Testimonial Videos

Model supportive behaviors for VYAs and engage parents and community members in reflective dialogue about



existing norms and practices.



Health System Linkages

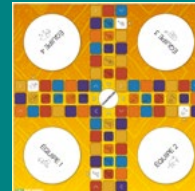
Address apprehension associated with seeking health services, provide an opportunity to ask questions, and create a link to health service

providers and service points.



Teacher Resource

A one-page handout maps the Growing Up GREAT project materials to the relevant sections of the national family life curriculum to facilitate use in the classroom.



Community Materials

Adult versions of the game cards are used to foster dialogue and reflection about social norms.

HOW TO USE THIS GUIDE

This guide provides step-by-step guidance for adapting the Growing Up GREAT! toolkit to different contexts. It also offers advice on how to build support for the intervention throughout the material design and testing phases, and helps programmers consider how to integrate the intervention approach into local health, education and social infrastructure.

Step 1 covers all the preparatory work you will need to undertake before launching adaptation activities. It includes considerations for staffing, budget, timeline and stakeholder engagement.

Step 2 explains the process for gathering initial feedback on toolkit materials to inform a first round of adaptation.

Step 3 provides guidance on how to make decisions about and manage revisions to the toolkit materials by a team of expert consultants.

Step 4 outlines how the formal pre-testing process.

Step 5 describes key actions for finalizing toolkit materials and validating them with experts and local stakeholders.

It is advisable to read the guide in its entirety before proceeding to adaptation and to review it frequently while activities are underway. Certain steps may be adjusted according to your project needs or local context, but it is important to complete all phases of adaptation to ensure a high quality final product.

STEP I: PREPARE

Preparation is vital to ensuring the success of adaptation. During this step, you will form your core team, identify the resources available for your activities, and develop a shared vision of how to roll out adaptation.

FOCUS ON SUSTAINABILITY

Growing Up GREAT! was designed to be simple and light-touch to facilitate scale-up. Engagement of key stakeholders representing government and implementing partners throughout the adaptation process is a key component of ensuring that stakeholders feel invested in the project's success. It also ensures that messages and materials are relevant to the context and align with national strategies and priorities. These stakeholders will be critical to facilitating scale-up of the tools and providing targeted support for continuation as project activities phase-out.

This Guide shares tools and suggestions for identifying and engaging key stakeholders to lay the groundwork for future scale-up beginning from the adaptation phase.

SET THE TIMELINE

Adaptation is a complex process that requires careful planning, timing and the coordinated efforts of a team of people, so it is best to begin by agreeing on high-level details. Setting a timeline achieves several useful planning objectives at once – it defines the individual activities under each adaptation phase, creates a clear, singular goal to work towards, and helps the team think through the resources and time commitment necessary for each task. Our experience in the DRC showed that a 12-month process was needed to ensure thoughtful adaptation of materials and messages in close collaboration with key stakeholders, as shown in the sample timeline below.

TABLE I – SAMPLE TIMELINE FOR GROWING UP GREAT! TOOLKIT ADAPTATION

MONTH	1	2	3	4	5	6	7	8	9	10	11	12
Step I: Prepare												
Identify project lead and support staff												
Select partners												
Select skilled consultants												
Translate materials												

MONTH	1	2	3	4	5	6	7	8	9	10	11	12
Form Technical Expert Group												
Step 2: Evaluate												
Orient the adaptation team to the toolkit												
Gather feedback from adolescents and adults												
Conduct social norms exploration												
Ask for expert input												
Step 3: Adapt												
Review and finalize new images												
Adapt content												
Film videos												
Review and edit videos (First cut)												
Step 4: Pre-test												
Focus group discussions												
Step 5: Validate												
Finalize content												
Review and edit videos (Second cut)												
Complete graphic design												
Validate final toolkit												

ENSURE ADEQUATE BUDGET

Once the timeline is confirmed, your team should draft a detailed budget to ensure adequate resources are at your disposal to complete adaptation. The budget template in Appendix A provides some estimates to help you determine what financial resources you will need. Amounts in the template are based on actual 2016 costs from the costing study completed during the original adaptation in Kinshasa, DRC. However, costs can vary widely from one location to another, so you should adjust the table to reflect costs from your specific context.

IDENTIFY STAFF TO SUPPORT ADAPTATION

DESIGNATE A PROJECT LEAD

It is important to designate a point person to lead the adaptation process. This person will manage communications with all stakeholders, including the adaptation team, partners, consultants and any other technical assistance providers, including the technical advisory groups. The project lead is expected to read the adaptation guide in full, manage activity planning and implementation, ensure staff availability and delegate responsibility to others when necessary. This staff member should have strong project management skills as well as familiarity with social norms transformative and adolescent sexual and reproductive health programming.

PROJECT LEAD RESPONSIBILITIES

- » Identify and manage adaptation team
- » Lead partner selection process (if applicable)
- » Recruit and manage skilled consultants
- » Form and regularly convene Technical Advisory Group
- » Provide oversight and quality assurance for focus group discussions
- » Lead review of preliminary feedback and decision-making about materials revisions
- » Approve final material content and design (in collaboration with adaptation team)
- » Manage overall budget and timeline for adaptation

ASSEMBLE YOUR ADAPTATION TEAM

The adaptation team should include a number of members with a diverse set of skills. For example, our team in the DRC included two full-time program management and ASRH technical staff, along with one to two individuals from each of our eight implementing partner organizations. Partner staff should expect to contribute 100% dedicated LOE for one to two individuals for approximately a one-month period. This large team worked collaboratively to complete adaptation activities in a relatively short timeframe, supported by a team of skilled consultants (see below). We made a strategic decision to engage partner staff early and this served us in several ways. In addition to significantly expanding the capacity of our adaptation team, it also helped partners become familiar with the approach and toolkit, and ensured more honest feedback from communities where those partners were already trusted actors and resources.

Ideally, your adaptation team should include a core team of 2-4 staff wholly dedicated (100% level of effort) to toolkit adaptation and other preparatory activities during the adaptation period. This team will participate in an orientation to the adaptation, organize and lead focus group discussions for initial feedback gathering and pre-testing, and conduct the social norms exploration (described below). Members of the core team will

also provide input for decisions during the Adapt phase on revisions to materials. It may be helpful to assign specific materials to certain team members to advance more efficiently, or you may find that collective review and decision-making result in higher quality materials. All team members will work with consultants, but the team lead is responsible for final approval of deliverables.

Other members of the adaptation team might include support staff, partner staff, consultants and other local experts. Projects should also consider engaging young people, such as staff of the lead or partner organizations, as members of the core adaptation team. Support staff working on logistics, procurement and finances should be considered an integral part of the adaptation team. You should include them in planning and strategic decision-making as often as possible. Partner staff, too, can be a very important source of extra manpower and can often provide unique perspective based on their existing relationships with communities. Skilled consultants can also fill gaps and provide specialized support.

PARTNER SELECTION

Though it is not required to engage partners at this stage, you may decide that it is important or useful to secure support, such as from local CBOs, during the adaptation process. Some circumstances that make early recruitment more appealing or advisable include:

- **Goals:** If you plan to scale-up Growing Up GREAT! with the help of additional partners or hand over implementation to government of local organizations after the initial implementation period, engaging partners early can help to ensure a smoother transition and better uptake.
- **Implementation approach:** If Growing Up GREAT! will be implemented with or by local partners, their involvement in the adaptation process will ensure their buy-in for project tools and approaches and may also serve as a capacity-building measure.
- **Human resources:** If your organization is small or understaffed partner staff may provide reinforcement for completion of adaptation activities.
- **Implementation sites:** If you plan to implement in unfamiliar or challenging contexts, partners who are already active and trusted in communities will produce better participation rates and more truthful responses.

If you choose to engage partners in the adaptation process, you should plan to spend two to three months recruiting, vetting and negotiating contracts with local community-based organizations. We conducted a comprehensive mapping of all organizations in our intervention zone in Kinshasa, DRC before ranking and selecting partners based on their experience in health, previous work with adolescents and level of interconnectedness with local communities. This process is described in detail in the Growing Up GREAT! Implementation Guide.

RECRUIT SKILLED CONSULTANTS

You may need to engage a number of consultants with specialized skills to adapt the toolkit. You should begin recruiting consultants as soon as you identify the adaptation team so that you have enough time to fulfill all organizational requirements for bidding and selection before engaging their services in months 3-11.

TABLE 2 – LIST OF SPECIALIZED SKILLS REQUIRED FOR ADAPTATION

SKILL	TASK	MONTH	TIME REQUIRED
Translation	Translation of toolkit into local language	1	10-15 days
	Translation of closed captions for testimonial videos		1-2 days
Illustration	Creation of new, locally appropriate illustrations for the toolkit, especially the puberty books and flipbooks	3-4	8-10 days
Videography	Filming of testimonial videos for parents	4-5	15-20 days
	Editing and production of first and second cuts	8-9	
Graphic Design	Layout and design of toolkit materials with adapted content	10-11	5-7 days

TRANSLATOR

The majority of toolkit components are available in English and French, as well as several other local languages. If you plan to adapt the toolkit in a country where these languages are not spoken, or where a vernacular language is more commonly used, you will need a professional translator to translate the toolkit for initial evaluation activities and pre-testing. The toolkit is over 150 pages in length, so you should expect translation to take a month or more.

ILLUSTRATOR

It is important that toolkit materials reflect the look and feel of people and places in your context. Characters' dress, hairstyle and the spaces they inhabit all play a role in helping VYAs feel that toolkit content is relevant to their lives. A local illustrator who can help bring these realities to life with their illustrations. The contract with the illustrator should include time for revising images based on the pre-test (Step 4) as some may prove to be unclear or distracting.

VIDEOGRAPHER

The videos used in the toolkit should be filmed in the communities where you plan to implement the project. A professional videographer or filmmaker will bring the right

skills and equipment to produce high-quality video and to weave a story out of the resulting footage.

GRAPHIC DESIGNER

The Growing Up GREAT! materials were designed and packaged as a toolkit, so all materials have the same look and feel. A standard color scheme and complementary images and layouts provide a clear visual indication that materials are linked. A professional graphic designer will know how to embrace this approach while also ensuring that your adapted toolkit reflects local preferences. The contract should specify that final materials must be received in print-ready form (digital design files) and that all design files remain the property of your organization.

ADDITIONAL GUIDANCE

Identifying and filming influential testimonies from community members for the parent videos is a unique process that you will need to complete prior to gathering feedback. Save the Children already has a Voices development manual to guide this process, which can be found [here](#).

FORM TECHNICAL ADVISORY GROUP

The Technical Advisory Group (TAG) should include key stakeholders including representatives from relevant government Ministries (including the Ministries of Education, Health, Social Affairs, Population, and/or Youth, as relevant for the country government structure); multi-lateral organizations, including UNFPA and UNESCO; international and local NGOs and CBOs; and participants, especially VYAs. Importantly, the TAG is essential for ensuring stakeholder approval of project materials, messages, and approaches. Engaging key stakeholders early in the adaptation process, and throughout the implementation of the project, helps to ensure their buy-in and facilitates long-term institutionalization and scale-up.

BRANDING & LOGOS

If feasible, we suggest avoiding the placement of donor and implementer logos on the project materials. The overall goal is to institutionalize Growing Up GREAT! materials and approaches, and logos of donors and implementing organizations may be distracting and suggest that materials are not local.

This may require obtaining a waiver of branding requirements from the donor. If so, start this process early in the adaptation process. Projects may wish to explore the possibility of using government or ministry seals through discussions with the TAG.

In the DRC, the Growing Up GREAT! team partnered with a representative of the National Program for Adolescent Health (*Programme Nationale pour la Santé des Adolescents; PNSA*) to identify key stakeholders, prepare terms of reference (TORs) for

the TAG (see box below), and to convene potential TAG members for the first meeting.

This body of experts can provide critical information and support during adaptation. It can provide government data and other background on the health and status of adolescents in your context, help to identify the most vulnerable or hard-to-reach populations, provide feedback on materials, and suggest ways to link the toolkit to existing government, civil society and/or private sector programs and services. In addition to contributing to adaptation of materials and messages, TAG members may also be involved in identifying opportunities for and facilitating institutionalization and scale-up over the life of the project.

TERMS OF REFERENCE

In the DRC, the Growing Up GREAT! team created Terms of Reference that outlined the expectations for the TAG members over the life of the project.

YEAR	PHASE	ROLE
1	Adapt	Participate in three workshops to: <ul style="list-style-type: none">• Review and discuss tools and adaptation process• Collectively analyze findings from initial pre-test of materials• Review adapted materials, recommend final changes as needed
2-3	Implement	Participate in: <ul style="list-style-type: none">• One annual meeting to discuss project progress• One annual site visit to observe implementation of activities• Ongoing discussions about project scale-up
4-5	Scale Up	Support scale-up of intervention

STEP 2: EVALUATE

ORIENT THE ADAPTATION TEAM TO THE TOOLKIT

Once you have completed strategic planning and identified key staff to support adaptation, you should orient the adaptation team to the Growing Up GREAT! project approach and tools. Growing Up GREAT! is a social and behavior change approach that puts norm change theory into practice through its intervention design and materials. This approach may be new for some members of your team, so it is important to familiarize them with project elements that may be unique – like the socio-ecological design of the project which aims to reach all the people who support and influence adolescents, and the interactive materials that aim to encourage reflection and dialogue rather than transfer of knowledge in a one-way approach. Orientation will also provide a general familiarity with the content of materials and how to implement activities. This information will prepare the team to gather useful feedback during group review sessions. A sample agenda is included in Appendix B.

Our team chose to combine this activity with a two-day meeting that officially launched the project and convened the first TAG meeting (see below). We found this allowed us to save time by introducing both implementers and key stakeholders to the approach and toolkit at the same time. This may be a good option if you have sufficient staff support to plan such a large meeting. If your staff time and resources are limited, we suggest holding shorter, separate meetings to ensure high quality conversations and output.

GATHER PRELIMINARY FEEDBACK FROM ADOLESCENTS AND ADULTS

In this activity, you will hold a series of focus group discussions with adolescents, their parents and other adults to listen to their thoughts and ideas about how to improve the toolkit materials developed for the DRC context. **The goal of this preliminary activity to gather feedback is to evaluate the target audiences' reaction to general ideas, concepts and creative elements in the materials.** See Table 3 and Table 4 below for a full list by group.

A NOTE ABOUT THE GAME

The game platform adapts Jeu de Six, a board game played widely throughout West and Central Africa. Detailed guidance for play are included in the game instructions. However, if this game format is not widely understood in your context, you may need to identify another platform that is more familiar and user-friendly.

TABLE 3 –GROUP REVIEW SESSIONS WITH ADOLESCENTS

MATERIAL	SEX	# SESSIONS	SESSION LENGTH	AGE GROUP
Puberty Books	Girls	1	2 hours	10–12 years
		1	2 hours	13–14 years
	Boys	1	2 hours	10–12 years
		1	2 hours	13–14 years
Flipbooks	Girls	3	2 hours	10–14 years
	Boys	3	2 hours	10–14 years
Activity Cards	Girls	8	2 hours	10–14 years
	Boys	8	2 hours	10–14 years
Game	Girls	1	2 hours	10–14 years
	Boys	1	2 hours	10–14 years

TABLE 4 –GROUP REVIEW SESSIONS WITH ADULTS

MATERIAL	SEX	# SESSION	SESSION LENGTH	AGE GROUP
Community Game	Women	1	2 hours	25-49 years
	Men	1	2 hours	25-49 years

PROCESS

Group review sessions should gather six (6) to eight (8) respondents to review each toolkit material, except for the puberty books, which require a larger group of twelve (12) to fifteen (15) respondents in each session. Each group will be led by a trained facilitator from the project team or partner staff, who will request consent and introduce the toolkit materials and pose specific assessment questions (Appendix C). Some questions, like those about vocabulary and images, will likely result in clear responses and easy solutions. Others, like those about characters’ personalities and interactions, culture, social structures and gender roles demonstrated throughout the materials, may result in more debate. All opinions are welcome – the objective

ADDITIONAL GUIDANCE

The list of group review sessions in Tables 3 and 4 above is comprehensive and requires a substantial time commitment and financial investment. If it is not possible to complete all suggested sessions, consider the following actions to help you reduce activities while maintaining quality:

1. Review Puberty Books with VYAs of all ages rather than holding separate sessions with 10-12 year olds and 13-14 year olds.
2. Choose only a subset of the 14 activities to review with VYAs.
3. Screen two parent videos during each session and ask them to answer discussion questions about both at once.

of the activities is to better understand adolescents' lived experience in order to reflect it in a realistic set of materials. Since you will be using translated versions of materials developed for other contexts, you should expect a lot of feedback! A separate note-taker will document group comments and suggestions using a standard form. The conversation may also be recorded if all members of the group consent.

Facilitator/note-taker pairs should debrief immediately after each session to clarify any questions and to ensure all comments and observations are adequately captured in the documentation sheet. These information check-ins will help provide quality control and consistency across different group sessions. They will also be useful when the entire adaptation team comes together for the day-long debrief and later, for the Adaptation Workshop.

All group review sessions should be held in a private space, like a classroom or church facility, that is familiar to and comfortable for participants.

TESTING MATERIALS FOR TEACHERS & HEALTH PROVIDERS

Several of the Growing Up GREAT! toolkit materials – including the teacher resource, the health provider lesson plan and the health exchange visit instructions – were developed new in the DRC through a series of collaborative planning sessions with Ministry officials, school directors and teachers and health providers. These materials can vary widely based on the education and health structures in your context. As such, your team may find it most efficient to draft new location-specific materials. This guide does not include any formal tools for reviewing or pre-testing teacher and health provider materials, but the following considerations may provide a useful starting point.

- » **Target the right people at the right level.** Our health linkage materials engaged facility-based providers to address stigma related to use of services by adolescents, but you may choose to work with community health workers or other mobile health providers.
- » **Align with any existing adolescent programming** mandated by the government, such as sexuality or life skills curricula or adolescent-friendly health services. The Growing Up GREAT! teacher resource links toolkit materials to each individual chapter of all grade levels of the national family life education curriculum.
- » **Provide clear guidance** so that teachers and health providers with minimal training and full schedules can easily follow instructions.
- » **Ensure that materials reflect the project goal** of encouraging frank, open discussions in which personal reflection, dialogue and questions are welcome. The Growing Up GREAT! health provider lesson plan includes interactive activities and several opportunities for VYA to ask questions.
- » **Keep materials simple.** Minimize text and use principles of good design to lead the user through content visually.

TOOLS

The full set of discussion guides to facilitate group review of Growing Up GREAT! toolkit materials are provided in Appendix C along with the accompanying documentation form. Each discussion guide follows a similar structure, which includes a description of the specific objectives, preparation required prior to the session, materials needed, an introduction and icebreaker, discussion questions, and a form for notes.

SELECTION OF GROUP REVIEW PARTICIPANTS

At this stage, there are no specific selection criteria for group review session participants, beyond choosing VYAs and adult participants similar to those you plan to work with during the intervention. Past or current exposure to other sexuality education materials or interventions is not problematic. In many cases, it may be easiest to recruit participants from schools in or near your planned intervention zone. If you choose to recruit this way, reach out to school principals via official letters or courtesy visits to explain the activity; they can work with teachers to identify students and broker consent/assent as necessary. Note that eligible VYAs must be between the ages of 10-14 years, regardless of grade level. If you are working with partners, you might enlist their help to identify children in the community through existing programs or door-to-door conversations. We used a convenience sample identified through schools in neighborhoods near our intervention zones.

If your project will be evaluated, take care to avoid any possible contamination by pre-testing with populations outside your target neighborhoods or districts. If your evaluation design includes a control group, be sure to avoid pre-testing in control areas as well.

TIMELINE AND PREPARATION

Group review sessions are informal and, as such, can be organized relatively quickly. However, the total time required to complete this step ultimately depends on the size of your team. Table 5 below breaks down the timeline for discrete tasks associated with this step. Community introductions and recruitment of participants should take between 1-3 days, followed by a week or more of group review sessions, depending on team size and the number of sessions that can be held each day. Generally, a single facilitator/notetaker pair can complete two 2-hour sessions or three 1-hour sessions per day. Finally, a team debrief workshop to analyze results and develop adaptation guidance should take about one full day. This debrief will help prepare the team for the Adaptation Workshop in Step 3.

TABLE 5 – TIMELINE FOR GROUP REVIEW SESSIONS

DAY	ACTIVITY	DESCRIPTION
Days 1–3	Preparation	Recruitment of participants Identification of session locations Pairing and assignment of facilitators and notetakers Organization of transport and other logistics
Days 4–13	Review Sessions	Group review sessions with VYAs, parents and community members
Day 14	Team Debrief	Half-day or full-day meeting to share observations and challenges, identify topline themes and major similarities or differences across groups

EXPLORE SOCIAL NORMS

A social norms exploration is an important step in ensuring that project design and materials address the most influential norms in your intervention community and engage the individuals and groups most responsible for maintaining those norms. It also provides a valuable opportunity to ensure that project staff understand social norms and the unique challenges and advantages of social norm change approaches.

SOCIAL NORMS EXPLORATION

We used the Passages Project Social Norm Exploration Tool developed by the Institute for Reproductive Health. This guide and toolkit includes an overview of social norms, the different types of norms, and important concepts to understanding norms and their relation to how people make decisions. It also offers examples of tools using qualitative, participatory activities and methods to explore social norms with community members. Finally, it provides guidance on how to analyze findings and use results to adjust your intervention, research tools or monitoring and evaluation system. Stages of the social norms exploration process are summarized below.

Phase 1: Plan and Prepare

This phase includes setting objectives for the activity, reviewing the information that your team already has about social norms and other drivers of behavior, developing tools for the activity, and organizing logistics for the exercises you will run in Phase 2.

Phase 2: Explore Social Norms

This phase includes execution of social norms exploration exercises with target population(s) – in this case VYAs and their parents – and their reference groups.

Phase 3: Analyze Findings

This phase includes compiling and reviewing notes from exercises in Phase 2, grouping and labelling social norms discussed during the exercises and identifying common and recurring concepts.

Phase 4: Apply Findings to Project

This phase includes making adjustments to your project design and materials and/or evaluation and research instruments based on findings from Phase 3.

Adapted from: Institute for Reproductive Health. (2018). Social Norms Exploration Tool: A Guide and Toolkit. Washington, D.C.: Institute for Reproductive Health (forthcoming)

ASK FOR EXPERT INPUT

As part of the preparations for adaptation, we suggest convening the first meeting of the Technical Advisory Group. The objectives of this meeting are to:

1. Introduce the project to build stakeholder support,
2. Discuss roles and expectations of the TAG,
3. Review the original (unadapted) Growing Up GREAT! materials to identify changes needed to messages and images based on the context,
4. Define the process for adaptation and finalization of the materials.

ADDITIONAL GUIDANCE

Note that the Growing Up GREAT! toolkit materials are in French. If French is not the working language in your setting, you will need to have all text translated before beginning. If English is the working language, you may choose to use some of the existing GREAT tools, from which Growing Up GREAT was developed, for this purpose.

During this hands-on, participatory meeting, stakeholders have an opportunity to examine each of the Growing Up GREAT! toolkit materials and share suggestions about how materials should be adapted to the local context. A sample agenda and tool for compiling recommendations for materials revisions are included in Appendix D.

Stakeholders may also voice concerns about the content of the materials or the approach. This pre-implementation phase, before adaptation of materials, is an ideal moment to begin to address such concerns, as the possibilities for institutionalization of the approach will be limited if key stakeholders feel that the materials do not align with existing priorities and strategies or that certain content is inappropriate.

STEP 3: ADAPT

Once you have collected feedback from VYAs, parents, community members and high-level stakeholders in Step 2, it is time to hold an Adaptation Workshop with your adaptation team and a core group of lead stakeholders from the TAG. The goals of this workshop are to:

1. Review, compare and discuss feedback from group review sessions, the first TAG meeting and your team's own observations
2. Determine which suggested changes it is feasible to incorporate into materials within the scope and budget of your project
3. Identify responsible persons for implementing approved recommendations
4. Draft adaptation guidance for skilled consultants, as necessary

As the adaptation team discusses potential changes, consider the following broad categories. Taken together, they will determine whether your materials resonate with local VYAs.

INSTRUCTIONS

Guidance for using materials should be easily understood. Add clarifications where necessary or provide text for facilitators to read verbatim when preciseness is necessary. Draw on local games and traditions wherever possible. We heavily adapted the VYA Game to align with the method of play for *Jeu de Six*, a popular and well-known board game in DRC.

CONTENT

Align content with priorities in the communities where you are working and ensure that it addresses the most pressing issues. In DRC, HIV rates are elevated and adolescents are at increased risk of contracting new infections, so local stakeholders asked us to develop additional content on the topic.

IMAGES

Ensure that images reflect the way that people in your intervention area look, dress and live. Hairstyles, clothing and other personal touches should reflect local fashions. Buildings and foliage should also imitate the physical environment. We made many changes to images as we adapted materials originally used in rural Uganda to the urban setting of Kinshasa.

LANGUAGE

Words greatly influence how content is received and internalized. Always use appropriate and respectful language. In many cases, this will mean scientifically accurate terms, but it may also be fitting to use slang or local vernacular that reflect the way people converse. In DRC, stakeholders insisted on the use of medically accurate terms for body parts and puberty changes.

CHARACTER DEVELOPMENT

Design characters that project participants will identify with. Ensure that characters have appropriate local names and both talk and act like adolescents in your intervention area, but are also role models. Also take care to ensure that materials reflect how and where VYAs in your community spend their time, and the people they interact with most frequently.

CULTURE & NORMS

Recall the findings of your social norm exploration, as well feedback from VYAs and expert stakeholders, to weave influential norms into your materials naturally. Also ensure that the most important people identified in those activities are featured in materials. We replaced many references to friends and aunts/uncles with siblings and parents to reflect most common non-nuclear families in our context.

ALIGN & LEVERAGE

Align with tools available from the Ministries of Education and Health to the greatest extent possible. Members of your Technical Advisory Group should be able to suggest existing materials. In DRC, we mapped topics from the National Family Life Education curriculum and created a reference guide for teachers indicating which toolkit materials can support different chapters.

TAILOR

Tailor materials to specific populations. In DRC, we created separate toolkits for in-school and out-of-school VYAs to ensure their varied realities were reflected. Materials for out-of-school VYAs were in the local language and included characters who spent their time going to the market and participating in church activities because that is where most VYAs spend their time when they are not in school.

STEP 4: PRE-TEST

Once you have adapted materials based on the results of preliminary feedback group reviews and the social norms exploration, you should hold focus group discussions (FGDs) to pre-test them with adolescents, their parents and other adults in the community. **The goal of pre-testing is to gauge the reaction of your target audience to materials to determine whether they find the components generally clear, appealing and relevant.** Materials should be evaluated according to the following criteria:

Comprehension: Vocabulary and language employed throughout materials are clear and commonly used; messages and content are understood by the target audience; characters and storylines are cohesive and realistic.

Acceptability: Materials are culturally sensitive and contextually appropriate; look and design of materials are appealing and capture the attention of the target audience; images help communicate but do not distract from the messages.

Relevance: Materials are realistic and feature issues, challenges and questions faced by the target audience in their daily life.

Motivation: Materials provide a clear call to action and inspire the target audience to act.

See Table 6 and Table 7 below for a full list of suggested focus group discussions.

TABLE 6 – SUGGESTED FOCUS GROUP DISCUSSIONS WITH ADOLESCENTS

MATERIAL	SEX	# SESSIONS	SESSION LENGTH	AGE GROUP
Puberty Books	Girls	1	2 hours	10–12 years
		1	2 hours	13–14 years
	Boys	1	2 hours	10–12 years
		1	2 hours	13–14 years
Flipbooks	Girls	3	1.5 hours	10–14 years
	Boys	3	1.5 hours	10–14 years
Activity Cards	Mixed	8	2.5–3 hours	10–14 years
Game	Mixed	2	1.5 hours	10–14 years

TABLE 7 – SUGGESTED FOCUS GROUP DISCUSSIONS WITH ADULTS

MATERIAL	SEX	# SESSION	SESSION LENGTH	AGE GROUP
Community Game	Mixed	2	1 hours	25-49 years
Videos	Mixed	6	1 hours	25-49 years

PROCESS

Similar to the procedure used for soliciting preliminary feedback group reviews, the focus group discussions for pre-testing should gather six (6) to eight (8) respondents to review each toolkit material. Each group will be led by a trained facilitator from the project team or partner staff, who will guide participants through materials just as they would be used during the intervention. This approach, which mimics the process used during preliminary feedback group reviews, also allows the project team to observe whether materials are used effectively in their intended settings and meets their intended purpose. A separate note-taker will document group discussion and add their own comments and observations on the group dynamic and activity flow. The conversation may also be recorded if all members of the group consent.

All focus group discussions should be held in a private space, like a classroom or church facility, that is familiar to and comfortable for participants. Before the focus group discussions begin, the facilitator should solicit each participant's informed consent.

TOOLS

The full set of discussion guides to facilitate pre-test of Growing Up GREAT! toolkit materials are provided in Appendix E along with the accompanying documentation form.

SELECTION OF PARTICIPANTS

The guidelines used to select participants for the group review sessions also apply here. However, you may want to pre-test with different groups of VYAs if your project will work with different

ADDITIONAL GUIDANCE

Growing Up GREAT! is designed to be implemented with VYAs in a group-based setting on an ongoing basis, with sessions taking place on at least a weekly basis over a period of several months. The toolkit materials are limited to topics related to puberty, sexuality, and gender and other social norms.

As such, we do not believe that Growing Up GREAT! is well-suited to participants whose basic housing and food needs are not being met, such as street-connected youth and those residing in an institutional setting. We suggest limiting pre-testing to in- and out-of-school VYAs who live in a home setting with their immediate or extended family.

populations. For example, you may want to convene in-school and out-of-school VYAs separately, not only because they have different perspectives and needs, but also because they are more likely to feel comfortable and speak up when they are around other adolescents like them. The same is true for different age groups. It may be worthwhile to age-disaggregate VYAs for some or all sessions to ensure they are honest and forthcoming with their concerns. Adolescents change rapidly during this transitional period, so health needs and knowledge may differ significantly between younger and older VYAs.

TIMELINE & PREPARATION

Pre-testing sessions can be organized in about a week’s time. However, the total time required to complete this step ultimately depends on the size of your team. Table 5 below breaks down the timeline for discrete tasks associated with this step. Community introductions and recruitment of participants should take between 1-5 days, followed by a week or more of focus group discussions, depending on team size and the number of sessions that can be held each day. Generally, a single facilitator/notetaker pair can complete two 2-hour sessions or three 1-hour sessions per day. Finally, a team debrief workshop to analyze results and develop adaptation guidance should take about one full day.

TABLE 8 – TIMELINE FOR PRE-TESTING

DAY	ACTIVITY	DESCRIPTION
Days 1–5	Preparation	Recruitment of participants Identification of session locations Pairing and assignment of facilitators and notetakers Organization of transport and other logistics
Days 6–15	Review Sessions	Focus group discussions with VYAs, parents and community members
Day 16	Team Debrief	Full-day meeting to share observations and challenges, identify topline themes and identify key remaining changes
Day 17–20	Reporting	Draft and share debrief report to ensure adaptation process documentation

STEP 5: VALIDATE

FINALIZE CONTENT

The Growing Up GREAT! team in the DRC convened a two-day workshop to review the feedback from the pre-test and identify changes needed to materials. A sample agenda is included as Appendix F, along with a sample table that may help project teams to compile and prioritize feedback. Not all feedback received must be incorporated into the tools; teams should prioritize changes that are needed to ensure that the materials reflect the local context, are well-understood, and align with national and local priorities and approaches. Some suggested changes may not be feasible within the project's scope or budget; others may confuse the tools' messages. Take care to ensure that the main messages of the tools remain aligned with project goals. This workshop is also a good time to brainstorm ideas and input on colors, layout, design and overall look to share with the graphic designer later.

Project staff will then need to dedicate time to incorporating the agreed-on changes into each of the materials. This may involve drafting new or revised content, changing the order or layout of information, or tasking the illustrator with re-creating certain images that were distracting or poorly received.

CONVENE STAKEHOLDERS

Following completion of the pre-test and incorporation of the changes, it is important to re-convene TAG members along with those who facilitated the FGDs in Step 4 to review the near-final materials. This step is essential to ensuring that TAG members approve of the final toolkit images and messages and feel invested in the project. Your team may need to make some additional adjustments to the materials following this meeting, but they should be minimal if you have adequately engaged stakeholders in previous steps.

GRAPHIC DESIGN

Following revision of materials and validation by the TAG, your toolkit should be ready for graphic design. Be sure that all content is completely final before you proceed to this step, as changes made by a designer can be time-consuming and expensive. Share your team's ideas about the overall look and feel for materials with the designer— you may even suggest particular colors that have significance in the local culture or those that match well with illustrations. If you are integrating Growing Up GREAT! materials into an existing project, use similar or identical branding and marking to create a visual connection. Any other guidance you can provide will also be valuable for the designer.

Think about key information you would like to draw particular attention to via layout, images or text boxes, and any content that should not be separated.

It may be helpful to plan a brief consultation with the designer to discuss design details. This will give you the chance to provide some project background, emphasize key project goals and content, and share design ideas. The designer in turn will be able to ask questions and make recommendations that ensure the product they provide meets your expectations. Be prepared to answer additional questions as the designer moves through different materials, and to carefully review all proofs that s/he sends. It is your responsibility to catch and correct any errors in the text or adjust the layout to suit your project needs. This design process can take up to a month or more.

PRINTING

Once the final design has been approved, your materials should be ready for printing. A few general considerations for printing are included below, along with specific suggestions for individual toolkit materials.

- Many printers provide a discount for bulk orders, so it may be to your advantage to wait until all materials are finalized and negotiate a lower cost per item.
- Carefully estimate the number of copies you will need for project activities. Be relatively conservative in your estimates – you may want to make small revisions to the materials after a first round of implementation so you don't want to end up with extra stock of outdated materials.
- Print some extra copies of each material to account for fluctuations in participation and requests for sample materials from donors, key stakeholders and others.
- Always request and closely review a proof of each materials before you approve printing. Printers use different equipment of varying quality, so proofs provide an important opportunity to catch any issues with quality before materials are printed in large numbers.
- Printing can take weeks, depending on the size of the order, so try to build in ample time for receiving quotes, choosing a printer, sending the order, reviewing proofs and printing.

ACTIVITY CARDS

Activity cards are designed to be printed with each card on a single page (front and back). Each card should be hole punched in the top left corner and the full set should be bound with a single binder ring that opens to allow users to remove individual cards for ease of use during a session. Lamination is strongly recommended to ensure durability.

FLIPBOOKS

Flipbooks are designed to be read as stories, with an image visible on one side of each page for participants to view and written text on the opposite side for facilitators to read. This design requires some special layout: images should be printed on odd-numbered pages while corresponding text for facilitators is printed upside-down on the following even-numbered page. This may require insertion of a blank page before content. If flipbooks are printed without following these instructions, the images may be shown upside down, or the text on the back may correspond with the preceding image, which will make the books very difficult for the facilitators to use. Therefore, we strongly recommend that you confer with your printer and review test pages before reviewing a complete proof and printing the full order.

PUBERTY BOOKS

Printing puberty books is straightforward. We printed them on regular A4 paper, but also received a suggestion to design and print them as booklets in a smaller size. Project partners thought that printing them in a smaller size would make them feel more private and portable, and increase use and sharing.

GAME

The Growing Up GREAT! game board is printed on a large plastic tarp placed on the ground. We explored several options, including an elevated wooden platform, before deciding on the tarp, which was the most economical, mobile and durable option. The large size of the tarp makes images easily visible and encourages active participation, and the material can be folded to a small size for transport. You should explore different options in your local market, including feed sacks, fabric sheets, corrugated cardboard or any other strong, durable materials that is widely available and inexpensive. Get creative!

Game cards are printed eight to a page, with the standard image repeated on the front – a group of VYAs for the VYA game cards and a group of adults for the community game cards – and different questions on the back. Game cards are also color coded to indicate the theme of each question: health, equality, staying safe, etc.

CARRYING BAG

If resources permit, we suggest procuring a simple cloth or canvas bag with a string or Velcro closure and a carrying strap to facilitate transporting the toolkit materials and to keep them together.

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APPENDIX A: BUDGET TEMPLATE⁵

ITEM	AMOUNT	CONSIDERATIONS
Step 1: Prepare		
Translation	\$6,000	
Step 2: Evaluate		
Orientation of Adaptation Team	\$3,500	
Focus Groups – VYAs	\$1,000	Puberty book (520), Flipbook (194), Game (324)
Focus Groups – Parents	\$2,500	Video (1983 field work + 496 FGD)
Reference Group Consultation	\$6,000	
Social Norms Exploration	\$1,500	
Step 3: Adapt		
Illustrator	\$4,200	
Videographer	\$13,200	
Graphic Designer	\$10,000	
Step 4: Pre-test		
Focus Group 1	\$500	
Focus Group 2		
Step 5: Validate		
Reference Group Consultation	\$850	

5 Amounts in the template are based on actual 2016 costs from the costing study completed during the original adaptation in Kinshasa, DRC. However, costs can vary widely from one location to another, so you should adjust the table to reflect costs from your specific context.

APPENDIX B: STAFF ORIENTATION AGENDA

TIME	ACTIVITY
8:30–9:00	Arrival of participants
9:00–9:15	Welcome & introductions
9:15–9:45	Background on Very Young Adolescents
9:45–10:30	Presentation on Growing Up GREAT! approach and Theory of Change
10:30–10:45	Break
10:45–11:45	Presentation of Growing Up GREAT! toolkit: Puberty Books
11:45–12:30	Presentation of Growing Up GREAT! toolkit: Activity Cards
12:30–1:30	Lunch
1:30–2:30	Presentation of Growing Up GREAT! toolkit: Flipbooks
2:30–3:15	Presentation of Growing Up GREAT! toolkit: Game
3:30–4:00	Screening of Growing Up GREAT! parent videos from Nepal or DRC
4:00–4:30	Presentation of Growing Up GREAT! toolkit: Teacher and health provider resources
4:30–5:00	Closing: Adaptation process and next steps



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GROUP REVIEW SESSIONS:

GROUP REVIEW SESSIONS WITH ADOLESCENTS

MATERIAL	SEX	# SESSIONS	SESSION LENGTH	AGE GROUP
Puberty Books	Girls	1	2 hours	10–12 years
		1	2 hours	13–14 years
	Boys	1	2 hours	10–12 years
		1	2 hours	13–14 years
Flipbooks	Girls	3	2 hours	10–14 years
	Boys	3	2 hours	10–14 years
Activity Cards	Girls	8	2 hours	10–14 years
	Boys	8	2 hours	10–14 years
Game	Girls	1	2 hours	10–14 years
	Boys	1	2 hours	10–14 years

GROUP REVIEW SESSIONS WITH ADULTS

MATERIAL	SEX	# SESSION	SESSION LENGTH	AGE GROUP
Community Game	Women	1	2 hours	25-49 years
	Men	1	2 hours	25-49 years

GROUP REVIEW SESSIONS: PUBERTY BOOKS

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt the materials to make sure they reflect the language, culture and lifestyle in your context. This tool provides advice on how to conduct a first review of Growing Up GREAT! toward adaptation and validation.

OBJECTIVE:

The purpose of these sessions is to evaluate the response of VYAs to general ideas, concepts, language and other creative elements of the materials.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should secure a private area before the beginning of the activity.
- Identify another facilitator to support this activity. He or she can lead the review of puberty books in one of the small groups (Step III).
- In cooperation with partners or other community actors, have both the consent forms (by the parents of the VYAs) and the assent forms (by the VYAs) signed for the participation in this activity.

MATERIALS

- » Puberty Books - girls and boys
- » Balloon (for the icebreaker)
- » Paper
- » Pens
- » Small snack for participants

You should hold 4 sessions on Puberty Books, 2 sessions with girls of different ages and 2 sessions with boys of different ages. It is important to hold activities with separate sex

groups to ensure that adolescents are honest and open about their concerns. In each session you will read a book with 12 to 15 VYAs (girls or boys); VYAs will be divided into three subgroups of 4 to 5 VYAs, and each subgroup will read part of the book.

The sessions are organized as follows:

	MATERIAL TO REVIEW	TIME	SEX	AGE GROUP
1	Puberty book - Girls	2 hours	Girls	10-12 years
2	Puberty book - Girls	2 hours	Girls	13-14 years
3	Puberty book - Boys	2 hours	Boys	10-12 years
4	Puberty book - Boys	2 hours	Boys	13-14 years

SELECTION OF PARTICIPANTS:

At this stage, beyond the choice of VYAs who are similar (in age and status) to those you plan to involve in the intervention, there are no specific criteria for the selection of participants. Past or current exposure to another education or sexual health intervention should not exclude VYAs from participating. In many cases, it may be easier to recruit participants from schools in your area.

INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“These puberty books include information about your changing bodies and other emotional and social changes, as well as gender equity - treating girls and boys the same. These books also include several brief stories about imaginary characters that may reflect the things you have experienced in your lives. We will test the versions that have been developed for young people in Kinshasa, DRC. After receiving your contribution, we will make revisions to produce a version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

Introduce your rapporteur and the other facilitator. Allow the facilitator to introduce himself or herself and explain that he or she will help the adolescents to read the books while working in small groups. Then, allow the rapporteur to introduce himself or herself and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Tell participants that what they say is confidential and anonymous, and that you will not use their names.



Follow the steps below for the session.

II. INTRODUCTIONS AND ICEBREAKER ACTIVITY (15 MINUTES)

Read aloud for the participants :

“Hello ! My name is _____ and I work for _____ . I will spend some time today with you in your class/club. I like talking to adolescents, but I often forget their names. So we will play a funny game around our names.”

“First, let's get in a circle. Now, I will throw the ball across the circle and when you catch the ball, you will say the name of the person who threw you the ball and then give your name. Then pass the ball to another person, who will say your name, then his name. And so on.”

Then, do the icebreaker activity with adolescents.

III. REVIEW OF PUBERTY BOOKS IN SUBGROUPS (45 MINUTES)

Divide the participant(s) into two groups. Explain that each group will view a part of the book with the help of a facilitator.

The first group should view, read, and discuss Pages 1 to 11.

The second group should view, read, and discuss Pages 12 to 22.

Explain that we want to know if they have suggestions for improving the books (images, text, etc.). Then, let the groups work for 45 minutes or until they finish with the task.

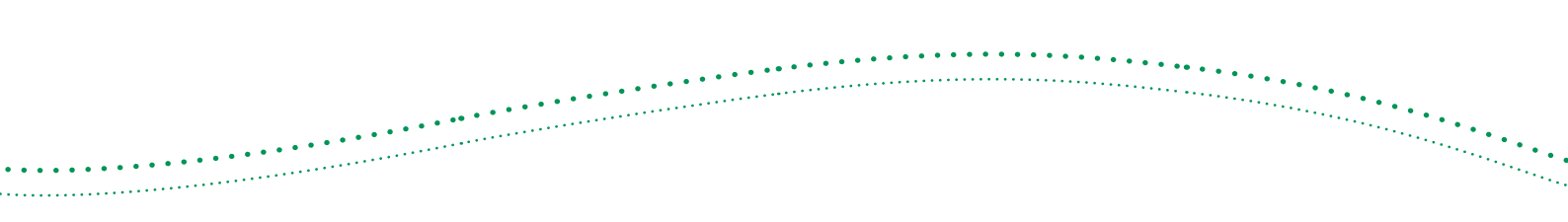
IV. DISCUSSION (45 MIN)

Next, invite participants to come back in large groups to discuss the questions in the **Facilitator Form**.

V. QUESTIONS ON PUBERTY (10 MINUTES)

Read aloud for the participants :

“Now, I would like to ask you to share your questions about puberty, that is, the phase of people's lives as they move from childhood to adulthood. If you still have questions after our time together today or if the activity has brought on new thoughts or concerns, we ask you to write them on paper. Please do not write your name on the paper. I will not ask you to read your questions or share them with anyone else here. I am the only one who will see them, and I will not know who wrote them. So, please feel free to write your questions and do not be embarrassed.”



Give several pieces of paper to each VYA and give them about 10 minutes to write any questions they might have about puberty.

After ten minutes, collect the papers in an envelope or a box for safekeeping.

Thank VYAs for their active participation in all the activities of the session and compliment them for their contributions to the development of a package of materials that will help other children of the same age.



GROUP REVIEW SESSIONS: PUBERTY BOOKS FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

COMPREHENSION

- What are the main messages of this book?
- What would you tell a friend about this book?
- Were there any words that were unclear or confusing? Which ones? How would you change the words?
- Were there questions from the facilitator that confused you? Which?

INTEREST

- What part of the book did you like the most?
- What part of the book did you like least?
- Are there other topics that should be covered in the book?
- How could the book be more interesting?

RELEVANCE

- Who do you think this book is for?
- Is the book relevant to you? Why or why not?
- Have you and your friends had experiences like what you read in the book? How is it similar or different?

CALL TO ACTION

- How do you feel after reading the book?
- Can this book inspire you to do new things or act differently? What new actions or ways of doing things?
- If you gave advice to a younger brother or sister about puberty, what would you say?



IMPROVEMENT OF THE ACTIVITY

- Do you think youth of your age would like this book? Do you think they would like to read it with brothers and sisters? With friends? With their parents? With other people?
- Is there something else we could do to improve the book?

Thank you!

After the session, discuss the notes with the rapporteur.

GROUP REVIEW SESSIONS: PUBERTY BOOKS RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	AGE :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Girls <input type="checkbox"/>	10 to 12 years <input type="checkbox"/>	
		13 to 14 years <input type="checkbox"/>	
	Boys <input type="checkbox"/>	10 to 12 years <input type="checkbox"/>	
		13 to 14 years <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Girls <input type="checkbox"/>	10 to 12 years <input type="checkbox"/>	
		13 to 14 years <input type="checkbox"/>	
	Boys <input type="checkbox"/>	10 to 12 years <input type="checkbox"/>	
		13 to 14 years <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

BOOK

- Puberty book- Girls
- Puberty book- Boys

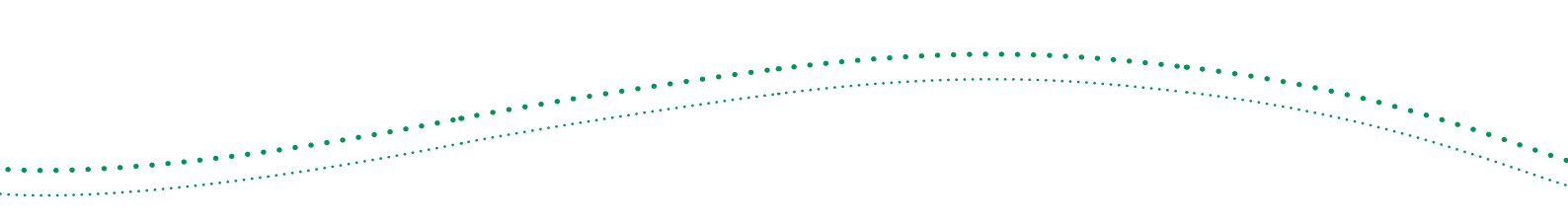
DISCUSSION QUESTIONS:

COMPREHENSION

What are the main messages of this book?

What would you tell a friend about this book?

Were there any words that were unclear or confusing? Which ones? How would you change the words?



Were there questions from the facilitator that confused you? Which ones?

INTEREST

What part of the book did you like the most?

What part of the book did you like least?

Are there other topics that should be covered in the book?

How could the book be more interesting?

RELEVANCE

Who do you think this book is for?

Is the book relevant to you? Why or why not?

Have you and your friends had experiences like what you read in the book? How is it similar or different?



CALL TO ACTION

How do you feel after reading the book?

Can this book inspire you to do new things or act differently? What new actions or ways of doing things?

If you gave advice to a younger brother or sister about puberty, what would you say?

IMPROVEMENT OF THE ACTIVITY

Do you think youth of your age would like this book? Do you think they would like to read with brothers and sisters? With friends? With their parents? With other people?

Is there something else we could do to improve the book?

GROUP REVIEW SESSIONS: FLIPBOOKS

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt the materials to make sure they reflect the language, culture and lifestyle in your context. This tool provides advices on how to conduct a first review of Growing Up GREAT! toward adaptation and validation.

OBJECTIVE:

The purpose of these sessions is to evaluate the response of VYAs to general ideas, concepts, language and other creative elements of materials.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should secure a private area before the beginning of the activity.
- In cooperation with partners or other community actors, have both the consent forms (by the parents of the VYA) and the assent forms (by the VYA) signed for the participation in this activity.

MATERIALS

- » Flipbooks - Girls and Boys
- » Small snack for participants

You should plan to hold 6 sessions on the flipbooks, 3 sessions with the girls and 3 sessions with boys. It is important to hold activities with separate sex groups to ensure that adolescents are honest and open about their concerns. In each session you will read a story with 6 to 8 VYAs (girls or boys) from 10 to 14 years old.

The sessions are organized as follows:

	MATERIAL REVIEW	TIME	SEX	AGE GROUP
1	Flipbooks – Girl (Story 1)	2 hours	Girls	10-14 years
2	Flipbooks – Girl (Story 2)	2 hours	Girls	10-14 years
3	Flipbooks – Girl (Story 3)	2 hours	Girls	10-14 years
4	Flipbooks – Boys (Story 1)	2 hours	Boys	10-14 years
5	Flipbooks – Boys (Story 2)	2 hours	Boys	10-14 years
6	Flipbooks – Boys (Story 3)	2 hours	Boys	10-14 years

SELECTION OF PARTICIPANTS:

At this stage, beyond the choice of VYAs who are similar (in age and status) to those you plan to involve in the intervention, there are no specific criteria for the selection of participants. Past or current exposure to another education or sexual health intervention should not exclude VYAs from participating. In many cases, it may be easier to recruit participants from schools in your area.

INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“These flipbooks include stories about imaginary characters that will reflect the things you have experienced in your lives. We will test versions that have been developed for young people in Kinshasa, DRC. After receiving your contribution, we will make revisions to produce a version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

Introduce your rapporteur. Allow the rapporteur to introduce themselves and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Tell participants that what they say is confidential and anonymous, and that you will not use their names.

Follow the steps below for the session.

II. INTRODUCTIONS AND ICEBREAKER ACTIVITY (15 MINUTES)

Read aloud for the participants:

“Hello! My name is _____ and I work for _____ . I will spend some time today with you in your class/club. I like talking to adolescents, but I often forget their names. We will play a funny game around our names.”

“First, let's get in a circle. Now, I will throw the ball across the circle and when you catch the ball, you will say the name of the person who threw you the ball and then say your name. Then pass the ball to another person, who will say your name, then his or her name. And so on.”

Then, do the icebreaker activity with the adolescents.

ATTENTION!

The next step - **Discussion about community and youth life** - is important to understanding the day-to-day reality of youth in your context, but it is only necessary to follow this step with one group of VYAs. For other sessions, you can continue directly to Step IV.

III. DISCUSSION ABOUT COMMUNITY AND YOUTH LIFE (40 MINUTES)

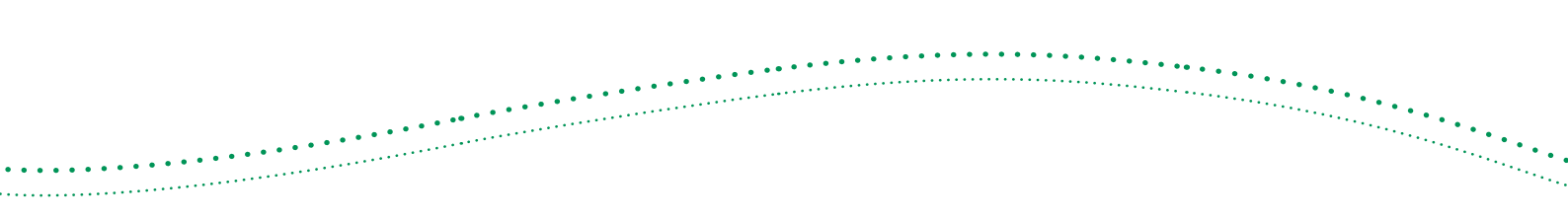
After the icebreaker activity, invite participants to come back in large groups to discuss some questions about the community and the lives of young people living in the community. Ask some (or all) questions in the **Facilitator Form** and allow participants to discuss freely. This is not a test, so it is not necessary for each participant to answer each question. Some participants speak more than others, and this is not a problem.

The rapporteur should take detailed notes on the main points of the discussion, particularly recommendations for adapting the flipbooks.

IV. READING A STORY FROM THE FLIPBOOKS (30 MINUTES)

After the icebreaker activity, explain:

“I am going to read you a story that was developed for young people of your age in a rural community in Uganda and then adapted for the urban setting. We will adapt this story once again for young people of your age over here, and we would like your ideas on necessary changes. Please share your opinions honestly.”



Then read the flipbook showing the images on each page, and then asking the discussion questions at the bottom of each page. Use the flipbook that matches the sex of the participants and read only one (of the three) stories during each session.

V. DISCUSSION ABOUT THE STORY FROM THE FLIPBOOK (30 MINUTES)

After reading and discussing the story in the flipbook, the facilitator asks several questions to learn more about the comprehension, interest and relevance of the content. Ask each question in the **Facilitator Form** and allow participants to answer.

Thank the VYAs for their active participation in all the activities of the session and compliment them for their contributions to the development of a package of materials that will help other children of the same age.



GROUP REVIEW SESSIONS: FLIPBOOKS

FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

STEP III: QUESTIONS ABOUT COMMUNITY AND YOUTH LIFE

ROLE MODELS:

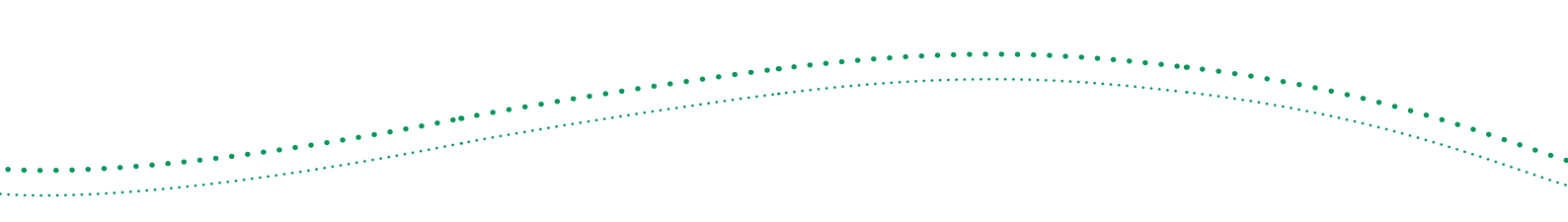
- Who do you admire? Why?
- Who do you want to be in the immediate future? Who would you like to be when you are an adult? Why?

CULTURE:

- What cultural traditions do you like?
- Which cultural traditions do you want to be more informed about?
- Are there traditional stories or proverbs that you like?
- What makes you proud to be [regional affiliation or ethnicity]?
- What makes you proud to be [nationality]?

TERMINOLOGY:

- What words are used to designate:
 - Men
 - Women
 - Penis
 - Nocturnal emissions
 - Vagina
 - Breast
 - Period/Menstruation
 - Grow
 - Transition from childhood to adulthood

- 
- Do some words seem hard?
 - Are there other words that are more polite or less polite?
 - **For girls:** What materials do girls use to protect their clothes during menstruation?

PEER PRESSURE:

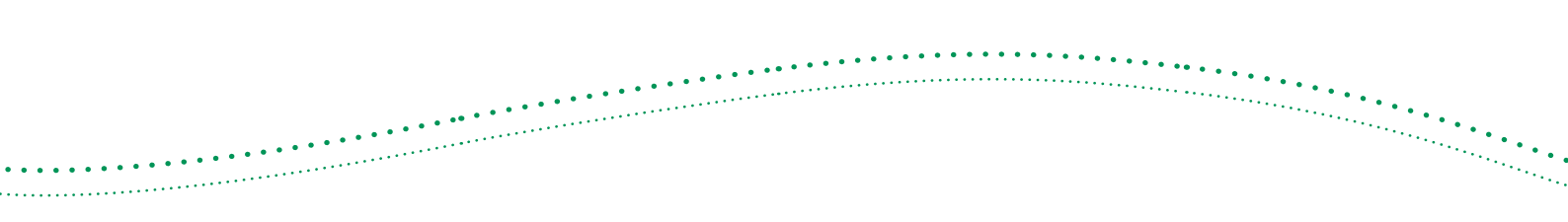
- What is the best thing someone could say about you?
- What is the worst thing someone could say about you?
- Imagine that friends wanted you to do something you do not want to do - like [give a contextual example]? What are the answers you would give to friends?
- Imagine that friends wanted you to do something you do not want to do - like having sex? What are some of the answers you could give to friends?
- At what age do young people start drinking alcohol here? Do young people seem interested in drinking alcohol?

GENDER ROLES :

- What are the things that are usually done only by girls? What would happen if a boy does these things? What would people say?
- What are the things that are usually done only by boys? What would happen if a girl does these things? What would people say?
- What work is usually done only by men?
- What work is usually done only by women?
- Do both boys and girls have the opportunity to go to school?
- Imagine that a family has a daughter and a son, but parents only have the funds to send one of them to school. Will they choose the girl or the boy?
- Are there superheroes that you like?

STEP V: QUESTIONS ABOUT THE STORY FROM THE FLIPBOOK

- What do you think of the story?
- What do you like about the story?
- What did you not like about the story? Why?
- What do you think is the main message of this story?
- Did you have the impression this story could happen in your community?
- What changes should be made to make the history similar to that of your community?
- Were there images that you did not like?

- 
- Were there new words for you? If yes, which ones?
 - Sharing stories and tips around a fire is common in some rural communities. What can be a good environment to share stories and advices in your community? Is there a place or tradition where women and girls/men and boys come together to share stories and advices?
 - Do you have any other comments?

GROUP REVIEW SESSIONS: FLIPBOOKS

RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Girls <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Boys <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

FLIPBOOKS

- Story 1
- Story 2
- Story 3

DISCUSSION QUESTIONS:

STEP III: QUESTIONS ABOUT COMMUNITY AND YOUTH LIFE

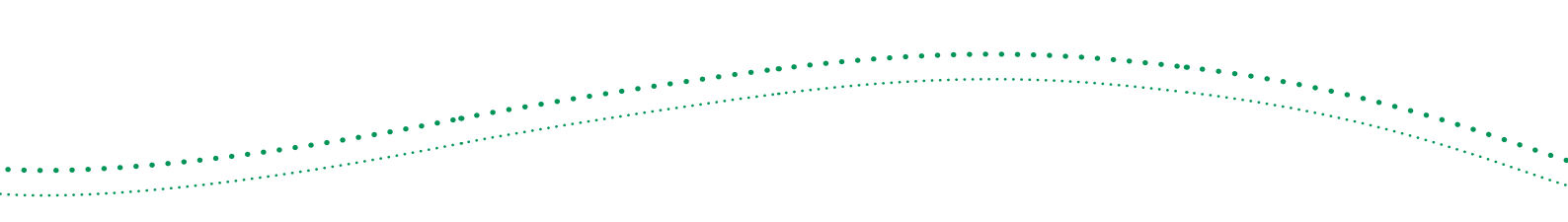
ROLE MODELS:

Who do you admire? Why?

Who do you want to be in the immediate future? Who would you like to be when you are an adult? Why?

CULTURE:

What cultural traditions do you like?



Which cultural traditions do you want to be more informed about?

Are there traditional stories or proverbs that you like?

What makes you proud to be [regional affiliation or ethnicity]?

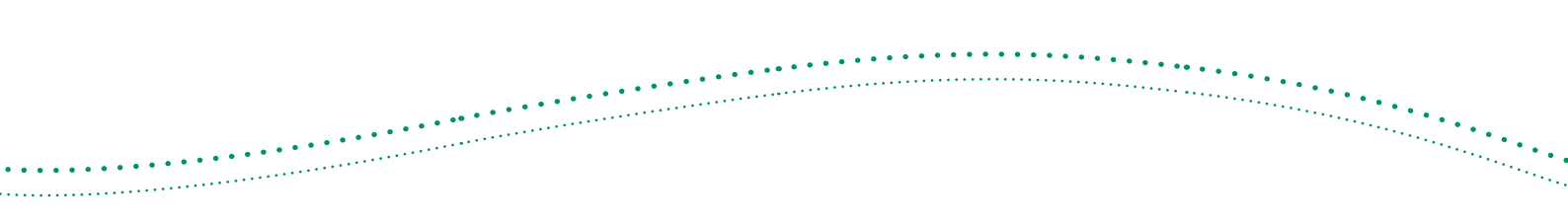
What makes you proud to be [nationality]?

TERMINOLOGY

What words are used to designate:

- Man/Men
- Woman/Women
- Penis
- Nocturnal emissions
- Vagina
- Breast
- Period/Menstruation
- Grow
- Transition from childhood to adulthood

Do some words seem hard?



Are there other words that are more polite or less polite?

For girls: What materials do girls use to protect their clothes during menstruation?

PEER PRESSURE:

What is the best thing someone could say about you?

What is the worst thing someone could say about you?

Imagine that friends wanted you to do something you do not want to do - like [give a contextual example]? What are the answers you would give to friends?

Imagine that friends wanted you to do something you do not want to do - like having sex? What are some of the answers you could give to friends?

At what age do young people start drinking alcohol here? Do young people seem interested in drinking alcohol?



GENDER ROLES:

What are the things that are usually done only by girls? What would happen if a boy does these things? What would people say?

What are the things that are usually done only by boys? What would happen if a girl does these things? What would people say?

What work is usually done only by men?

What work is usually done only by women?

Do both boys and girls have the opportunity to go to school?

Imagine that a family has a daughter and a son, but parents only have the funds to send one of them to school. Will they choose the girl or the boy?

Are there superheroes that you like?



STEP V: QUESTIONS ON THE HISTORY OF THE FLIPBOOKS

What do you think of the story?

What do you like about the story? Why?

What did you not like about the story? Why?

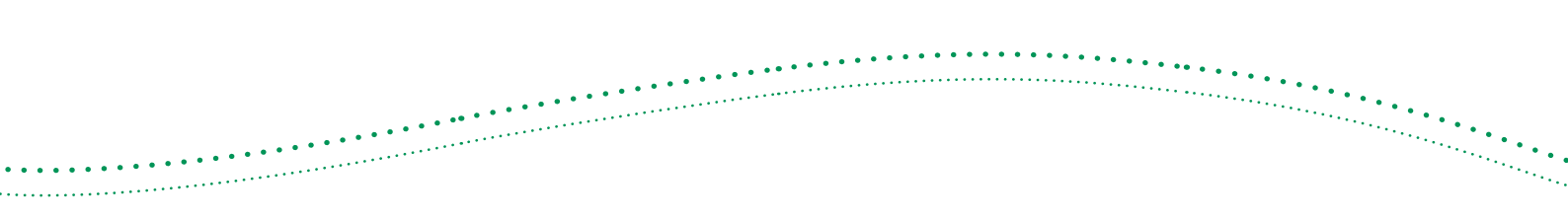
What do you think is the main message of this story?

Did you have the impression this story could happen in your community?

What changes should be made to make the history similar to that of your community?

Were there images that you did not like?

Were there new words for you? If yes, which ones?



Are the characters in the story similar to you or other young people in your community?

Sharing stories and tips around a fire is common in some rural communities. What can be a good environment to share stories and advices in your community? Is there a place or tradition where women and girls, men and boys come together to share stories and advices?

Do you have any other comments?

GROUP REVIEW SESSIONS: ACTIVITY CARDS

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt the materials to make sure they reflect the language, culture and lifestyle in your context. This tool provides advices on how to conduct a first review of Growing Up GREAT! toward adaptation and validation.

OBJECTIVE:

The purpose of these sessions is to evaluate the response of VYAs to general ideas, concepts, language and other creative elements of materials.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should secure a private area before the beginning of the activity.
- In cooperation with partners or other community actors, have both the consent forms (by the parents of the VYA) and the assent forms (by the VYA) signed for the participation in this activity.

MATERIALS

- » Activity cards
- » Dishwashing kits
- » Strips of paper
- » Paper
- » Pens
- » Small snack for participants

You should plan to hold 16 sessions on activity cards, 8 sessions with girls and 8 sessions with boys. It is important to hold activities with separate sex groups to ensure that adolescents are honest and open about their concerns. In each session you will test two activities with 6 to 8 VYAs (girls or boys) between 10 and 14 years old. At the end, you will have tested each activity with a group of girls and a group of boys.

The sessions are organized as follows:

	TESTED ACTIVITIES	TIME	SEX
1	# 1 Dish washing relay race # 9 Game: How alcohol feels	45 min 30 min	Girls
2	# 2 Discussion: How we are changing # 11 Game: Questions to the health worker	45 min 30 min	Girls
3	# 3 Drawing maps of our bodies # 10 Discussion: Solving problems	30 min 60 min	Girls
4	# 4 Game: Staying safe # 15 Game: HIV/AIDS prevention	30 min 60 min	Girls
5	# 5 Drama and song: Staying in school # 12 Story: Menstruation at school	45 min 30 min	Girls
6	# 6 Drama: When laughing is not funny # 13 Discussion: Dear Mom, Dear Dad	45 min 30 min	Girls
7	# 7 Game: Male and Female Roles # 14 Game: Sharing household chores	45 min 30 min	Girls
8	# 8 Interviews: When I grow up # 16 Game: Empathy towards those who are different	30 min 60 min	Girls
9	# 1 Dish washing relay race # 9 Game: How alcohol feels	45 min 30 min	Boys
10	# 2 Discussion: How we are changing # 11 Game: Questions to the health worker	45 min 30 min	Boys
11	# 3 Drawing maps of our bodies # 10 Discussion: Solving problems	30 min 60 min	Boys
12	# 4 Game: Staying safe # 15 Game: HIV/AIDS prevention	30 min 60 min	Boys
13	# 5 Drama and song: Staying in school # 12 Story: Menstruation at school	45 min 30 min	Boys
14	# 6 Drama: When laughing is not funny # 13 Discussion: Dear Mom, Dear Dad	45 min 30 min	Boys
15	# 7 Game: Male and Female Roles # 14 Game: Sharing household chores	45 min 30 min	Boys
16	# 8 Interviews: When I grow up # 16 Game: Empathy towards those who are different	30 min 60 min	Boys

SELECTION OF PARTICIPANTS:

At this stage, beyond the choice of VYAs who are similar (in age and status) to those you plan to involve in the intervention, there are no specific criteria for the selection of participants. Past or current exposure to another education or sexual health intervention should not exclude VYAs from participating. In many cases, it may be easier to recruit participants from schools in your area.



INSTRUCTIONS :

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“These activity cards include games, debates and other activities with questions for young people between 10 and 14 years old. The cards and questions are meant to help young people learn to grow and feel good about themselves! Trusted adults, older youth or very young adolescents can use these activity cards for youth groups in the community. We will test a version that has been developed for young people in Kinshasa, DRC. After receiving your contribution, we will make revisions to produce a version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

Introduce your rapporteur. Allow the rapporteur to introduce themselves and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Tell participants that what they say is confidential and anonymous, and that you will not use their names.

II. FOLLOW THE INSTRUCTIONS ON THE ACTIVITY CARD TO FACILITATE THE ACTIVITY (30 TO 60 MIN)

III. DISCUSSION (45 MIN)

After, invite participants to sit down and discuss the questions in the **Facilitator Form**.

At the end of the session, thank the VYAs for their active participation in all activities of the session and compliment them for their contributions to the development of a package of materials that will help other children of the same age.



GROUP REVIEW SESSIONS: ACTIVITY CARDS FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

COMPREHENSION

- In your opinion, what is the meaning of this activity?
- What is the main message?
- How would you explain this message to a friend?
- Were any words unclear or confusing? Which ones?
- Are there any words you would change? Which ones?
- Were there questions from the facilitator/group leader that confused you? Which ones?

INTEREST

- Is there something about the activity that you like the most? Which?
- Is there something you did not like? Which parts? Why?
- Is there something else other adolescents like you will not like? Why?
- How could the activity be more interesting?
- How could the questions that the facilitator/group leader ask be more interesting?

RELEVANCE

- Who do you think this activity is made for?
- Do you think this is for you? Why or why not?
- Did you and your friends have experiences like what you discussed during the activity? How is it similar or different?

CALL TO ACTION

- How do you feel after doing the activity?
- Can this activity inspire you to take new actions or act differently? What new actions or ways of doing things?
- After participating in the activity, are you trying to do these things? Why or why not?



IMPROVEMENT OF THE ACTIVITY

- Do you think that young people would like to do this activity in a mixed group with girls and boys? Why or why not?
- Is there something else we could do to improve the activity

Thank you!

After the session, discuss the notes with the rapporteur.

GROUP REVIEW SESSIONS: ACTIVITY CARDS RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Girls <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Boys <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

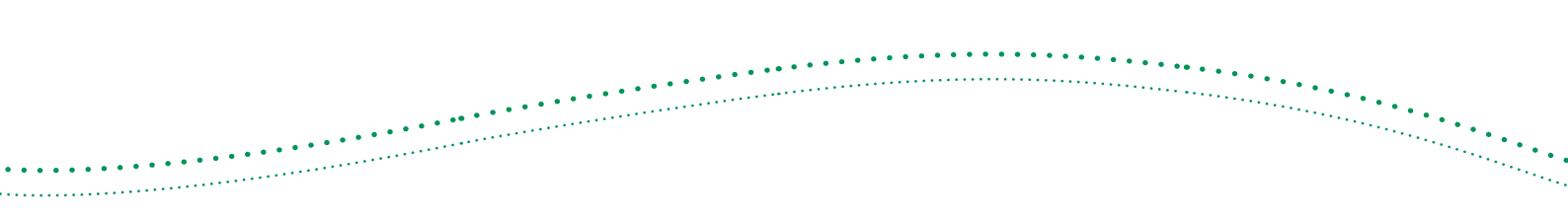
ACTIVITY

- Dish washing relay race
- Discussion: How we are changing
- Drawing maps of our bodies
- Game: Staying safe
- Drama and song: Staying at school
- Drama: When laughing is not funny
- Game: Male and Female Roles
- Interviews: When I grow up
- Game: How alcohol feels
- Discussion: Solving problems
- Game: Questions to the health worker
- Story: Menstruation and school
- Discussion: Dear Mom, Dear Dad
- Game: Sharing household chores
- Game: HIV/AIDS prevention
- Game: Empathy towards those who are different

DISCUSSION QUESTIONS:

COMPREHENSION

In your opinion, what is the meaning of this activity?



What is the main message?

How would you explain this message to a friend?

Were any words unclear or confusing? Which ones?

Are there any words you would change? Which ones?

Were there questions from the facilitator/group leader that confused you? Which ones?

INTEREST

Is there something about the activity that you like the most? Which?

Is there something you did not like? Which parts? Why?

Is there something else other adolescents like you will not like? Why?

How could the activity be more interesting?



How could the questions that the facilitator/group leader ask be more interesting?

RELEVANCE

Who do you think this activity is made for?

Do you think this is for you? Why or why not?

Did you and your friends have experiences like what you discussed during the activity?
How is it similar or different?

CALL TO ACTION

How do you feel after doing the activity?

Can this activity inspire you to take new actions or act differently? What new actions or ways of doing things?

After participating in the activity, are you trying to do these things? Why or why not?



IMPROVEMENT OF THE ACTIVITY

Do you think that young people would like to do this activity in a mixed group with girls and boys? Why or why not?

Is there something else we could do to improve the activity

GROUP REVIEW SESSIONS: GAME FOR VYAS

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt the materials to make sure they reflect the language, culture and lifestyle in your context. This tool provides advices on how to conduct a first review of Growing Up GREAT! toward adaptation and validation.

OBJECTIVE:

The purpose of these sessions is to evaluate the response of VYAs to general ideas, concepts, language and other creative elements of the materials.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should secure a private area before the beginning of the activity.
- In preparation for the session, the facilitator and the rapporteur should read the instructions for the game, which are in the document titled « **Game of Six—Growing Up GREAT! Version** ».

MATERIALS

- » Game Board
- » Die
- » Pawn (token, bottlecaps)
- » Small snack for participants

You should hold 2 sessions on the game, 1 session with girls and 1 session with boys. It is important to hold activities with separate sex groups to ensure that adolescents are honest and open about their concerns. In each session, you will play with 6 to 8 VYAs (girls or boys) from 10 to 14 years old.

The sessions are organized as follows:

	MATERIAL REVIEW	TIME	SEX	AGE GROUP
1	Community Game	2 hours	Girls	10-14 years
2	Community Game	2 hours	Boys	10-14 years

SELECTION OF PARTICIPANTS:

At this stage, beyond the choice of VYAs who are similar (in age and status) to those you plan to involve in the intervention, there are no specific criteria for the selection of participants. Past or current exposure to another education or sexual health intervention should not exclude VYAs from participating. In many cases, it may be easier to recruit participants from schools in your area.

INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“This game includes information on puberty and health, protection and relationships with family and friends, as well as gender equity - treating girls and boys the same. This game will reflect the things you have experienced in your lives. We will test versions that have been developed for young people in Kinshasa, DRC. After receiving your contribution, we will make revisions to produce a version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

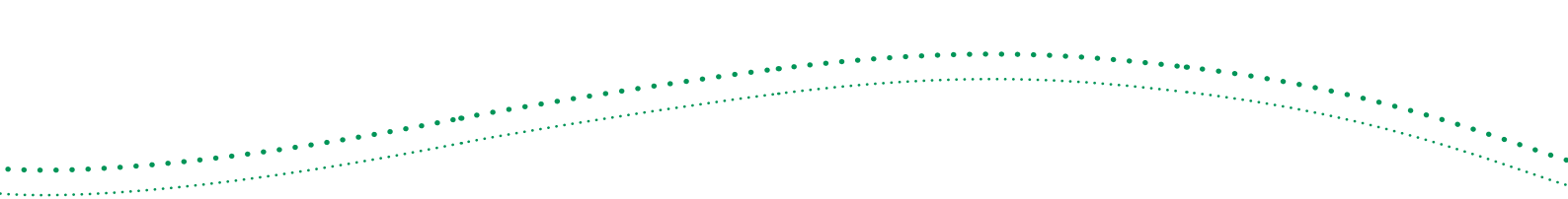
Introduce your rapporteur. Allow the rapporteur to introduce himself or herself and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Tell participants that what they say is confidential and anonymous, and that you will not use their names.

II. INTRODUCTIONS AND ICEBREAKER ACTIVITY (15 MINUTES)

Read aloud for the participants:

“Hello! My name is _____ and I work for _____ . I will spend some time today with you in your class/club. I like talking to community members, but I often forget their names. We will play a funny game around our names. »



“First, let's get in a circle. Now, I will throw the ball across the circle and when you catch the ball, you will say the name of the person who threw you the ball and then say your name. Then pass the ball to another person, who will say your name, then his or her name. And so on.”

Then, do the icebreaker activity with the members of the community.

III. FOLLOW THE INSTRUCTIONS FOR THE GAME OF SIX TO FACILITATE THE ACTIVITY (45 TO 60 MIN)

IV. DISCUSSION (45 MIN)

After, invite participants to sit down and discuss the questions in the **Facilitator Form**.

At the end of the session, thank the VYAs for their active participation in all the activities of the session and compliment them for their contributions to the development of a package of materials that will help other children of the same age.



GROUP REVIEW SESSIONS: GAME FOR VYAS FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

COMPREHENSION

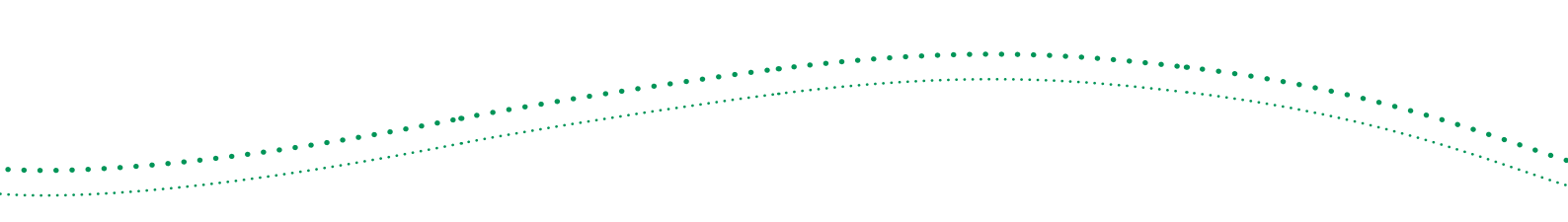
- What are the main messages of this game?
- What would you tell to a friend about this game?
- Were there words or things that were unclear or confusing? Which ones? How will you change the words?
- Were there questions from the facilitator that confused you? Which?

INTEREST

- Is there something in the game that you like most?
- Is there something you did not like? Which parts? Why?
- What do you think about the game board—is it too big or too small?
- What do you think of the stone to move the tokens/caps?
- What do you think about the role of judges?
- Are you interested in this game? Why or why not? Were you interested in the questions? Why or why not?
- What question(s) do you still remember now?
- What type of question is the most interesting?
- Were there amusing and funny questions? Which ones?
- Can you think of other questions to add to the game (related to the subject)? Which ones?
- How could the game be more interesting?

RELEVANCE

- Who do you think this game is for?
- Is the game relevant to you? Why or why not?

- 
- Have you and your friends experienced what you played in the game? How is it similar or different?
 - Do you think this is an appropriate game for this community? Why or why not?

CALL TO ACTION

- How did you feel during the game?
- How do you feel after playing the game?
- Are you going to talk later with your friends or other people? With whom? About what?
- What specific actions people can take after playing this game?
- Do you think people will try to do these actions? (Ask for each action mentioned)

IMPROVEMENT OF THE ACTIVITY

- Do you think youth of your age would like to play this game? Do you think they would like to play it with brothers and sisters? With friends? With their parents? With other people?
- Is there something else we could do to improve the game?

Thank you!

After the session, discuss the notes with the rapporteur.

GROUP REVIEW SESSIONS: GAME FOR VYAS RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Girls <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Boys <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

DISCUSSION QUESTIONS:

COMPREHENSION

What are the main messages of this game?

What would you tell a friend about this game?

Were there any words that were unclear or confusing? Which ones? How would you change the words?

Were there questions from the facilitator that confused you? Which ones?



INTEREST

Is there something in the game that you like most?

Is there something you did not like? Which parts? Why?

What do you think about the game board—is it too big or too small?

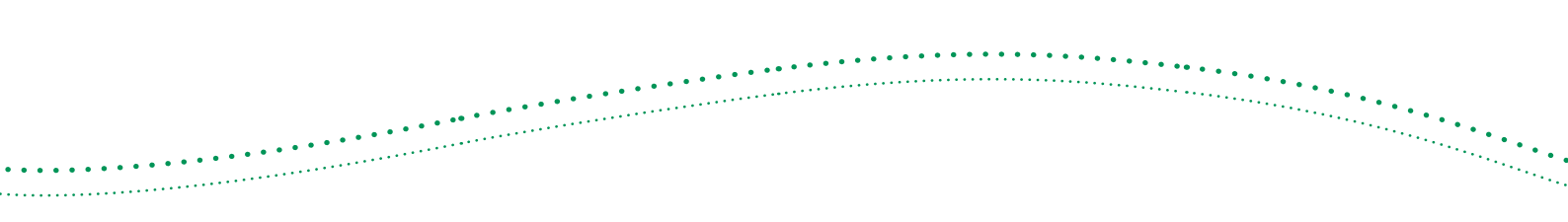
What do you think of the stone to move the tokens/caps?

What do you think about the role of judges?

Are you interested in this game? Why or why not? Were you interested in the questions? Why or why not?

What question(s) do you still remember now?

What type of question is the most interesting?



Were there amusing and funny questions? Which ones?

Can you think of other questions to add to the game (related to the subject)? Which ones?

How could the game be more interesting?

RELEVANCE

Who do you think this game is for?

Is the game relevant to you? Why or why not?

Have you and your friends experienced what you played in the game? How is it similar or different?

Do you think this is an appropriate game for this community? Why or why not?



CALL TO ACTION

How did you feel during the game?

How do you feel after playing the game?

Are you going to talk later with your friends or other people? With whom? About what?

What specific actions people can take after playing this game?

Do you think people will try to do these actions? (Ask for each action mentioned)

IMPROVEMENT OF THE ACTIVITY

Do you think youth of your age would like to play this game? Do you think they would like to play it with brothers and sisters? With friends? With their parents? With other people?

Is there something else we could do to improve the game?

GROUP REVIEW SESSIONS: COMMUNITY GAME

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt the materials to make sure they reflect the language, culture and lifestyle in your context. This tool provides advices on how to conduct a first review of Growing Up GREAT! toward adaptation and validation.

OBJECTIVE:

The purpose of these sessions is to evaluate the response of VYAs to general ideas, concepts, language and other creative elements of materials.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should secure a private area before the beginning of the activity.
- In preparation for the session, the facilitator and the rapporteur should read the instructions for the game, which are in the document titled « **Game of Six—Growing Up GREAT! Version** ».

MATERIALS

- » Game Board
- » Die
- » Pawn (token, bottlecaps)
- » Small snack for participants

You should hold 2 sessions on the Game, 1 session with women and 1 session with men. It is important to hold activities with separate sex groups to make sure they are honest and open about their concerns. In each session you will play the game with 8 to 10 adults.

The sessions are organized as follows:

	MATERIAL REVIEW	TIME	SEX	AGE GROUP
1	Community Game	2 hours	Women	25-49 years
2	Community Game	2 hours	Men	25-49 years

SELECTION OF PARTICIPANTS:

At this stage, there is no specific criterion for the selection of participants, except living in the target intervention area. Past or current exposure to another education or sexual health intervention should not exclude community members from participating.

INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“This game includes information about puberty and health, protection and relationships of VYAs with family and friends, and gender equity - treating girls and boys the same. This game will reflect things that your children or other young people in your community have experienced in their lives. We will test versions that have been developed for young people and adults in Kinshasa, DRC. After receiving your contribution, we will make revisions to produce a version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

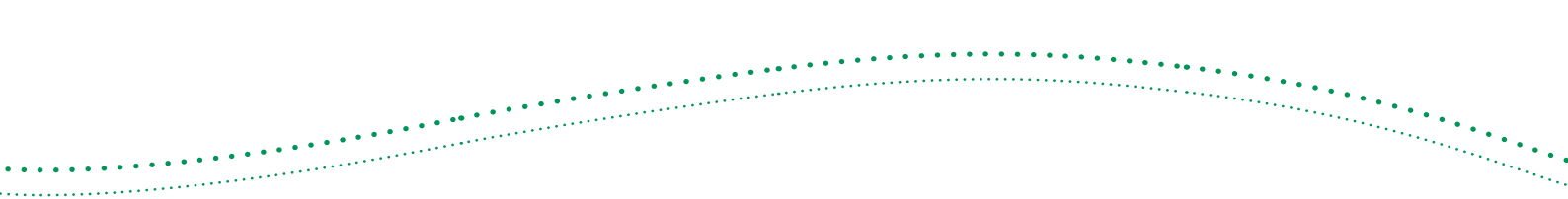
Introduce your rapporteur. Allow the rapporteur to introduce himself or herself and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Tell participants that what they say is confidential and anonymous, and that you will not use their names.

II. INTRODUCTIONS AND ICEBREAKER ACTIVITY (15 MINUTES)

Read aloud for the participants:

“Hello! My name is _____ and I work for _____ . I will spend some time today with you in your class/club. I like talking to community members, but I often forget their names. We will play a funny game around our names.”



“First, let's get in a circle. Now, I will throw the ball across the circle and when you catch the ball, you will say the name of the person who threw you the ball and then give your name. Then pass the ball to another person, who will say your name, then his name. And so on.”

Then, do the icebreaker activity with the members of the community.

III. FOLLOW THE INSTRUCTIONS FOR THE GAME OF SIX TO FACILITATE THE ACTIVITY (45 TO 60 MIN)

IV. DISCUSSION (45 MIN)

After, invite participants to sit down and discuss the questions in the **Facilitator Form**.

At the end of the session, thank the members of the community for their active participation in all the activities of the session and compliment them for their contributions to the development of a package of materials that will help children.



GROUP REVIEW SESSIONS: COMMUNITY GAME FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

COMPREHENSION

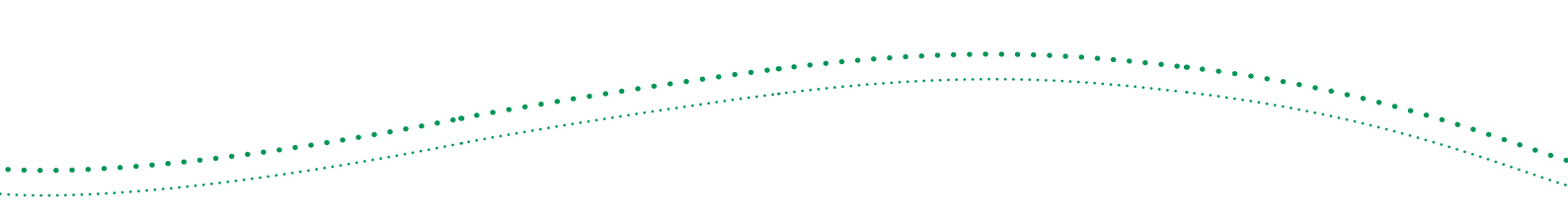
- What are the main messages of this game?
- What would you say to a friend about this game?
- Were there words or things that were unclear or confusing? Which ones? How will you change the words?
- Were there questions from the facilitator that confused you? Which?

INTEREST

- Is there something in the game that you like most?
- Is there something you did not like? Which parts? Why?
- What do you think about the game board—is it too big or too small?
- What do you think of the stone to move the token/caps?
- What do you think about the role of judges?
- Are you interested in this game? Why or why not? Were you interested in the questions? Why or why not?
- What question(s) do you still remember now?
- What type of question is the most interesting?
- Were there amusing and funny questions? Which ones?
- Can you think of other questions to add to the game (related to the subject)? Which ones?
- How could the game be more interesting?

RELEVANCE

- Who do you think this game is for?
- Is the game relevant to you? Why or why not?

- 
- Have you and your friends experienced what you played in the game? How is it similar or different?
 - Do you think this is an appropriate game for this community? Why or why not?

CALL TO ACTION

- How did you feel during the game?
- How do you feel after playing the game?
- Are you going to talk later with your friends or other people? With whom? About what?
- What specific actions can people take after playing this game?
- Do you think people will try to do these actions? (Ask for each action mentioned)

IMPROVEMENT OF THE ACTIVITY

- Do you think youth of your age would like to play this game? Do you think they would like to play it with brothers and sisters? With friends? With their parents? With other people?
- Is there anything else we could do to improve the game?

Thank you!

After the session, discuss the notes with the rapporteur.

GROUP REVIEW SESSIONS: COMMUNITY GAME RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Women <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Men <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

DISCUSSION QUESTIONS:

COMPREHENSION

What are the main messages of this game?

What would you say about this game to a friend?

Were there words or things that were unclear or confusing? Which ones? How will you change the words?

Were there questions from the facilitator that confused you? Which ones?



INTEREST

Is there something in the game that you like the most?

Is there something you did not like? Which parts? Why?

What do you think about the game board—is it too big or too small?

What do you think of the stone to move the tokens/caps?

What do you think about the role of judges?

Were you interested in this game? Why or why not? Were you interested in the questions? Why or why not?

What question(s) do you still remember now?

What type of question is most interesting?

Were there amusing or funny questions? Which ones?



Can you think of other questions to add to the game (related to the subject)? Which ones?

How could the game be more interesting?

RELEVANCE

Who do you think this game is for?

Is the game relevant to you? Why or why not?

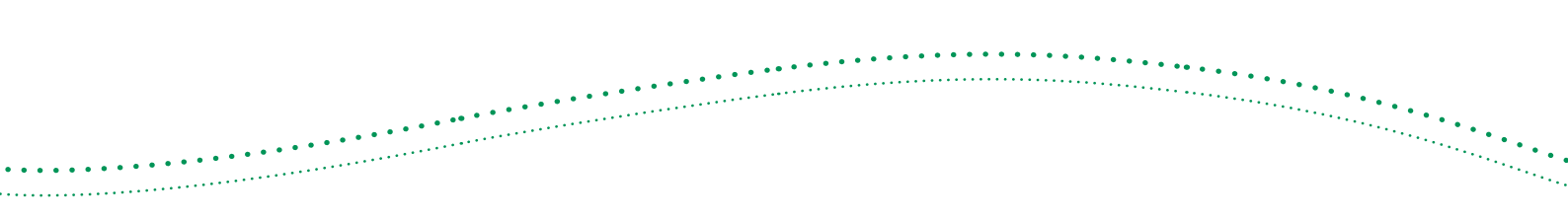
Have you and your friends experienced what you played in the game? How is it similar or different?

Do you think this is an appropriate game for this community? Why or why not?

CALL TO ACTION

How did you feel during the game?

How do you feel after playing the game?



Are you going to talk later with your friends or other people? With whom? About what?

What specific actions can people take after playing this game?

Do you think people will try to do these actions? (Ask for each action mentioned)

IMPROVEMENT OF THE ACTIVITY

Do you think youth of your age would like to play this game? Do you think they would like to play it with brothers and sisters? With friends? With their parents? With other people?

Is there something else we could do to improve the game?

APPENDIX D: TECHNICAL ADVISORY GROUP – MEETING AGENDA AND DOCUMENTATION TABLE

TECHNICAL ADVISORY GROUP MEETING AGENDA

	TIME	ACTIVITY
Day 1	8:30–9:00	Arrival of participants
	9:00–9:15	Official project launch ceremony: <ul style="list-style-type: none"> • Introductions • Welcome • Official opening
	9:15–10:15	Background on Very Young Adolescents
	10:15–10:30	Break
	10:30–12:00	Presentation on government policies or programs supportive of adolescents
	12:00–1:00	Presentation on Growing Up GREAT ! approach and Theory of Change
	1:00–2:00	Lunch
	2:00–3:30	Presentation of Growing Up GREAT ! toolkit and adaptation process
	3:30–4:30	Small Group Work: Puberty Books (2 groups) and Activity Cards (2 groups)
	4:30–5:00	Plenary Session & Closure
Day 2	9:00–9:30	Recap of Day 1
	9:30–10:30	Small Group Work: Flipbooks (2 groups) and Game (2 groups)
	10:30–10:45	Break
	10:45–11:15	Plenary Session
	11:15–12:15	Viewing : Parent Videos
	12:15–1:00	Plenary Session
	1:00–2:00	Lunch
	2:00–2:30	Small Group Work: Teacher Resource (1 group) and Health Linkages Guidance (2 groups)
	2:30–3:00	Plenary Session
	3:00–4:00	Role and TOR of Technical Advisory Group
	4:00–4:30	Presentation and adoption of recommendations for material revision

MATERIALS REVISION COMPILATION TOOL

	TOOLKIT MATERIAL	COMMENTS & RECOMMENDATIONS				RESPONSIBLE PERSON
		Instructions/ Guidance	Content	Language/ Vocabulary	Images	
YYAs	Puberty Book (Girls)					
	Puberty Book (Boys)					
	Flipbook (Girls)					
	Flipbook (Boys)					
	Activity Cards					
	Game					
Parents	Videos					
Community	Game					
	Teacher Resource					
	Provider Lesson Guide					
	Clinic Visit Guide					



APPENDIX E: PRE-TEST INSTRUCTIONS:

Pre-test Sessions: Overview	A-57
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Pre-test Instructions: Videos	A-89
Facilitator Form	A-91
Rapporteur Form	A-92

PRE-TEST SESSIONS:

SUGGESTED FOCUS GROUP DISCUSSIONS WITH ADOLESCENTS

MATERIAL	SEX	# SESSIONS	SESSION LENGTH	AGE GROUP
Puberty Books	Girls	1	2 hours	10–12 years
		1	2 hours	13–14 years
	Boys	1	2 hours	10–12 years
		1	2 hours	13–14 years
Flipbooks	Girls	3	1.5 hours	10–14 years
	Boys	3	1.5 hours	10–14 years
Activity Cards	Mixed	8	2.5–3 hours	10–14 years
Game	Mixed	2	1.5 hours	10–14 years

SUGGESTED FOCUS GROUP DISCUSSIONS WITH ADULTS

MATERIAL	SEX	# SESSION	SESSION LENGTH	AGE GROUP
Community Game	Mixed	2	1 hours	25-49 years
Videos	Mixed	6	1 hours	25-49 years

PRE-TEST INSTRUCTIONS: PUBERTY BOOKS

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt and test the materials to make sure they work in your context. At this point, you should have adapted this material with the feedback provided by the review sessions; this tool gives advice on how to test the material through the experimental implementation of each activity concerned.

OBJECTIVE:

The objective of these sessions is to evaluate implementation of the activities described in Growing Up GREAT materials and the reaction of the VYAs to the activity.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should guarantee a private area before the beginning of the activity.
- Identify another facilitator to support this activity. He or she can lead use of the puberty books in one of the small groups (Step III).
- In cooperation with partners or other community actors, have both the consent forms (by the parents of the VYAs) and the assent forms (by the VYAs) signed for the participation in this activity.

MATERIALS

- » Puberty Books - girls and boys
- » Ball (for the icebreaker)
- » Paper
- » Pens
- » Small snack for participants

You should hold 4 sessions on the Puberty Books, 2 sessions with girls of different age groups and 2 sessions with boys of different age groups. It is important to test these materials with separate sex groups to make sure adolescents can interact with the books openly and ask questions without worries. In each session, you will use a book with 6 to 8 VYAs (girls or boys).

The sessions are organized as follows:

	MATERIAL TO REVIEW	TIME	SEX	AGE GROUP
1	Puberty book - Girls	2 hours	Girls	10-11 years
2	Puberty book - Girls	2 hours	Girls	12-14 years
3	Puberty book - Boys	2 hours	Boys	10-11 years
4	Puberty book - Boys	2 hours	Boys	12-14 years

SELECTION OF PARTICIPANTS:

At this stage, beyond the choice of VYAs who are similar (in age and status) to those you plan to involve in the intervention, there are no specific criteria for the selection of participants. Past or current exposure to another education or sexual health intervention should not exclude VYAs from participating. In many cases, it may be easier to recruit participants from schools in your area.

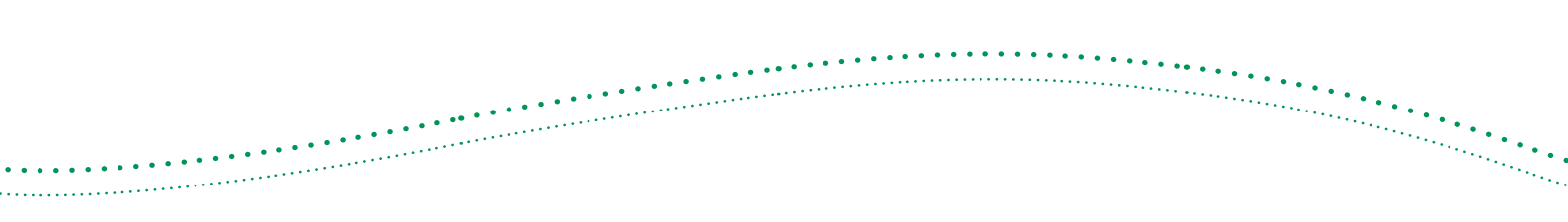
INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“These puberty books include information about your changing bodies and other emotional and social changes, as well as gender equity - treating girls and boys the same. These books also include several brief stories about imaginary characters that may reflect the things you have experienced in your lives. We will test the versions that have been developed for young people in Kinshasa, DRC. After receiving your contribution, we will make revisions to produce a version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

Introduce your rapporteur and the other facilitator. Allow the facilitator to introduce himself or herself and explain that he or she will help the adolescents to read the books while working in small groups. Then, allow the rapporteur to introduce himself or herself and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.



Tell participants that what they say is confidential and anonymous, and that you will not use their names.

Follow the steps below for the session.

II. INTRODUCTIONS AND ICEBREAKER ACTIVITY (15 MINUTES)

Read aloud for the participants:

“Hello! My name is _____ and I work for _____ . I will spend some time today with you in your class/club. I like talking to adolescents, but I often forget their names. So we will play a funny game around our names.”

“First, let’s get in a circle. Now, I will throw the ball across the circle and when you catch the ball, you will say the name of the person who threw you the ball and then give your name. Then pass the ball to another person, who will say your name, then his name. And so on.”

Then, do the icebreaker activity with adolescents.

III. REVIEW OF PUBERTY BOOKS IN SUBGROUPS (45 MINUTES)

Divide the participant(s) into two groups. Explain that each group will view a part of the book with the help of a facilitator.

The first group should view, read, and discuss Pages 1 to 11.

The second group should view, read, and discuss Pages 12 to 22

Explain that we want to know if they have suggestions for improving the books (images, text, etc.). Then, let the groups work for 45 minutes or until they finish with the task.

IV. DISCUSSION (45 MIN)

Next, invite participants to comeback in large groups to discuss the questions on the **Facilitator Form**.



PRE-TEST: PUBERTY BOOKS

FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

GENERAL:

- What do you like about the book? Why?
- What did you not like about the book? Why?
- What did you learn?
- What do you think is the main message of this book?
- Who do you think this book is for? (Ask about age, scope).

IMAGES:

- Do people in the images remind you of your friends or are they different from your friends? Why?
- Were there images that you did not like?
- Was there an image that was difficult to understand or that seemed strange?
If yes, where?

TEXT:

- In your opinion, will your peers be able to read this book?
- Were there new words for you? If yes, which ones?
- Was there something that was difficult to understand or that seemed strange?
If yes, where?
- Do you have any other comments?

PRE-TEST: PUBERTY BOOKS

RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	AGE :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Girls <input type="checkbox"/>	10 to 12 years <input type="checkbox"/>	
		13 to 14 years <input type="checkbox"/>	
	Boys <input type="checkbox"/>	10 to 12 years <input type="checkbox"/>	
		13 to 14 years <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Girls <input type="checkbox"/>	10 to 12 years <input type="checkbox"/>	
		13 to 14 years <input type="checkbox"/>	
	Boys <input type="checkbox"/>	10 to 12 years <input type="checkbox"/>	
		13 to 14 years <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

BOOK

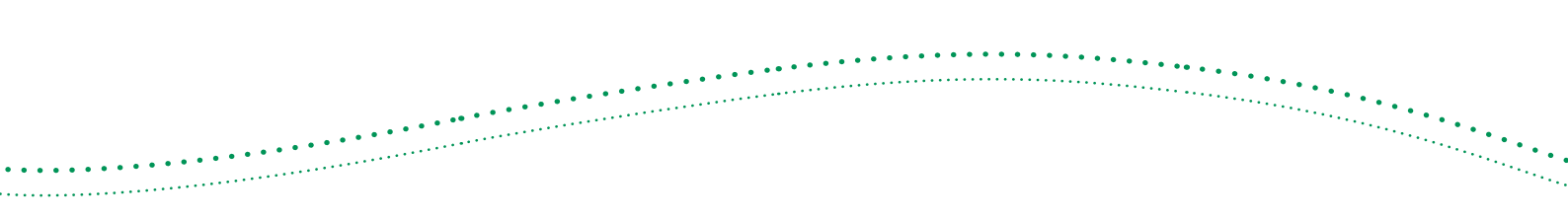
- Puberty book- Girls
- Puberty book- Boys

DISCUSSION QUESTIONS:

What do you like about the book? Why?

What did you learn?

What did you not like about the book? Why?



What do you think is the main message of this book?

Who do you think this book is for? (Ask about age, context).

Do the people in the images remind you of your friends or are they different from your friends? Why?

Were there images that you did not like?

Was there an image that was difficult to understand or that seemed strange? If yes, where?

In your opinion, will your peers be able to read this book?

Were there new words for you? If yes, which ones?

Was there anything that was difficult to understand or that seemed strange? If yes, where?

Do you have any other comments?

PRE-TEST INSTRUCTIONS: FLIPBOOKS

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt and test the materials to make sure they work in your context. At this point, you should have adapted this material with the feedback provided by the review sessions; this tool gives advice on how to test the material through the experimental implementation of the activity concerned.

OBJECTIVE:

The objective of these sessions is to evaluate implementation of the activities described in Growing Up GREAT! materials and the reaction of the VYAs to the activity.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should secure a private area before the beginning of the activity.
- In cooperation with partners or other stakeholders in the community, have both the consent forms (by the parents of the VYAs) and the assent forms (by the VYAs) signed for the participation in this activity.

MATERIALS

- » Flipbooks – girls and boys
- » Small snack for participants

You should hold 6 sessions on the flipbooks, 3 sessions with the girls and 3 sessions with boys. It is important to hold activities with separate sex groups to ensure that adolescents are honest and open to their concerns. In each session, you will read a story with 6 to 8 VYAs (girls or boys) from 10 to 14 years old.

The sessions are organized as follows:

	REVIEW MATERIAL	TIME	SEX	AGE GROUP
1	Flipbooks – Girl (Story 1)	1.5 hour	Girls	10-14 years
2	Flipbooks – Girl (Story 2)	1.5 hour	Girls	10-14 years
3	Flipbooks – Girl (Story 3)	1.5 hour	Girls	10-14 years
4	Flipbooks – Boys (Story 1)	1.5 hour	Boys	10-14 years
5	Flipbooks – Boys (Story 2)	1.5 hour	Boys	10-14 years
6	Flipbooks – Boys (Story 3)	1.5 hour	Boys	10-14 years

SELECTION OF PARTICIPANTS:

At this stage, beyond the choice of VYAs who are similar (in age and status) to those you plan to involve in the intervention, there are no specific criteria for the selection of participants. Past or current exposure to another education or sexual health intervention should not exclude VYAs from participating. In many cases, it may be easier to recruit participants from schools in your area.

INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“These flipbooks include stories about imaginary characters that can reflect the things you have experienced in your lives. We will test versions that have been developed for young people in Kinshasa, DRC. After receiving your contribution, we will make revisions to produce a version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

Introduce your rapporteur. Allow the rapporteur to introduce him/herself and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Tell participants that what they say remains confidential and anonymous and that you will not use their names.



Follow the steps below for the session.

II. INTRODUCTIONS AND ICEBREAKER ACTIVITY (15 MINUTES)

Read aloud for the participants:

“Hello! My name is _____ and I work for _____ . I will spend some time today with you in your class/ club. I like talking to adolescents, but I often forget their names. So we will play a funny game around our names.”

“First, let’s get in a circle. Now, I will throw the ball across the circle and when you catch the ball, you will say the name of the person who threw you the ball and then say your name. Then pass the ball to another person, who will say your name, then his/her name. And so on.”

Then, do the icebreaker activity with the adolescents.

IV. READING A STORY FROM THE FLIPBOOKS (35 MINUTES)

After the icebreaker activity, explain:

“I am going to read you a story that was developed for young people of your age in a rural community in Uganda and then adapted for the urban setting. We will adapt this story once again for the young people of your age here and we would like your ideas about essential changes. Please share your opinions honestly.”

Then read the flipbook, showing the images on each page, then asking the discussion questions at the bottom of each page. Use the flipbook that matches the participants' gender and read only one (of the three) stories during each session.

V. DISCUSSION ON THE HISTORY OF THE FLIPBOOKS (35 MINUTES)

After reading and discussing a story in the flipbooks, the facilitator asks several questions to learn more about the comprehension, interest and relevance of the content. Ask each question in the **Facilitator Form** and allow participants to answer.

Thank the VYAs for their active participation in all the activities of the session and compliment them for their contributions to the development of a package of materials that will help other children of the same age.



PRE-TEST: FLIPBOOKS FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

- What do you think of the story?
- Did you have the impression of hearing a story that could happen in your community?
- What did you like about the story? Why?
- What did you not like about the story? Why?
- What do you think is the main message of this story?
- Do people in the images remind you of your friends or are they different from your friends? Why?
- Was there something that was difficult to understand or that seemed strange? If so, where?
- Were there images that you did not like? Are there images that were difficult to understand or that seemed strange? If so, which ones?
- Were there new words for you? If yes, which ones?
- Do you have any other comments?

PRE-TEST: FLIPBOOKS

RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Girls <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Boys <input type="checkbox"/>	

Start time: _____:_____

End time: _____:_____

FLIPBOOKS

- Story 1
- Story 2
- Story 3

DISCUSSION QUESTIONS:

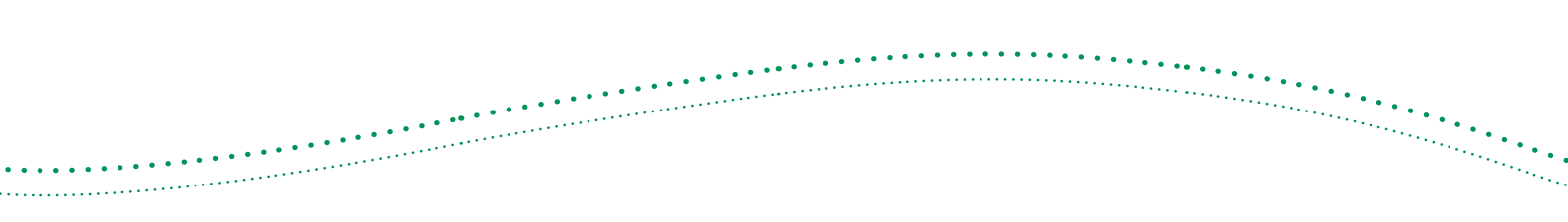
What do you think of the story?

Did you feel like you heard a story that could happen in your community? Why or why not?

What did you like about the story? Why?

What did you not like about the story? Why?

What do you think is the main message of this story?



Do the people in the images remind you of your friends or are they different from your friends? Why?

Was there anything that was difficult to understand or that seemed strange? If yes, where?

Were there images that you did not like? Are there images that were difficult to understand or that seemed strange? If so, which ones?

Were there new words for you? If yes, which ones?

Was there anything that was difficult to understand or that seemed strange? If yes, where?

Do you have any other comments?

PRE-TEST INSTRUCTIONS: ACTIVITY CARDS

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Grow Up GREAT! you must also adapt and test the materials to make sure they work in your context. At this point, you should have adapted this material with the feedback provided by the review sessions; this tool gives advice on how to test the material through the experimental implementation of the activity concerned.

OBJECTIVE:

The objective of these sessions is to evaluate implementation of the activities described in Growing Up GREAT! materials and the reaction of the VYAs to the activity.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should secure a private area before the beginning of the activity.
- In cooperation with partners or other community actors, have both the consent forms (by the parents of the VYAs) and the assent forms (by the VYAs) signed for the participation in this activity.

MATERIALS

- » Activity cards
- » Dishwashing kits
- » Strips of paper
- » Paper
- » Pens
- » Small snack for participants

You should hold 8 sessions on the Activity Cards. For the pre-test, it is important to implement the activity with mixed groups (girls and boys) to reflect the real programmatic context; when you implement the program, children will be in mixed

groups if they use Activity Cards. In each session you will test two activities with 6 to 8 VYAs between 10 to 14 years old.

The sessions are organized as follows:

	TESTED ACTIVITIES	TIME
1	# 1 Dish washing relay race # 9 Game: How alcohol feels	45 min 30 min
2	# 2 Discussion: How we are changing # 11 Game: Questions to the health worker	45 min 30 min
3	# 3 Drawing maps of our bodies # 10 Discussion: Solving problems	30 min 60 min
4	# 4 Game: Staying safe # 15 Game: HIV/AIDS prevention	30 min 60 min
5	# 5 Drama and song: Staying in school # 12 Story: Menstruation at school	45 min 30 min
6	# 6 Drama: When laughing is not funny # 13 Discussion: Dear Mom, Dear Dad	45 min 30 min
7	# 7 Game: Male and Female Roles # 14 Game: Sharing household chores	45 min 30 min
8	# 8 Interviews: When I grow up # 16 Game: Empathy towards those who are different	30 min 60 min

SELECTION OF PARTICIPANTS:

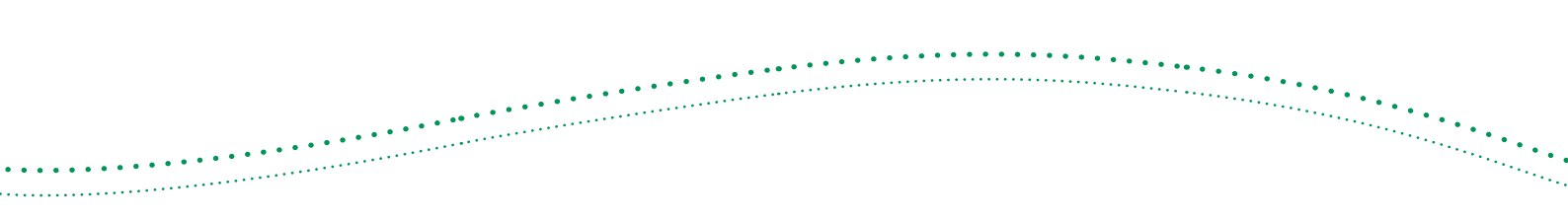
At this stage, beyond the choice of VYAs who are similar (in age and status) to those you plan to involve in the intervention, there are no specific criteria for the selection of participants. Past or current exposure to another education or sexual health intervention should not exclude VYAs from participating. In many cases, it may be easier to recruit participants from schools in your area.

INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“These activity cards include games, debates and other activities with questions for young people between 10 and 14 years old. The cards and questions are meant to help young people learn to grow and feel good about themselves! Trusted adults, older youth or very young adolescents can use these activity cards for youth groups in the community. We will test a version that has been developed for young people in Kinshasa, DRC and then adapted with feedback from some of your peers over here. After observing the activity



today and getting your reflection, we will still do small revisions to get an improved version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

Introduce your rapporteur. Allow the rapporteur to introduce him or herself and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Tell participants that what they say remains confidential and anonymous and that you will not use their names.

II. FOLLOW THE INSTRUCTIONS ON THE ACTIVITY CARD TO FACILITATE THE ACTIVITY (30 TO 60 MIN)

IV. DISCUSSION (15 TO 30 MIN)

After each activity, invite participants to sit down and discuss the questions in the **Facilitator Form**.

At the end of the session, thank the VYAs for their active participation in all the activities of the session and compliment them for their contributions to the development of a package of materials that will help other children of the same age.



PRE-TEST: ACTIVITY CARDS FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

- In your opinion, what is the meaning of this activity?
- Were any words unclear or confusing? Which ones?
- Are there any words you would change? Which ones?
- Were there questions from the facilitator/group leader that confused you? Which ones?
- Do people in the images remind you of your friends or are they different from your friends? Why?
- Were there images that you did not like?
- Was there an image that was difficult to understand or that seemed strange? If so, where?
- Is there anything about the activity that you like the most? Which?
- Is there anything you did not like? Which parts? Why?
- How could the activity be more interesting?
- Is there anything else we could do to improve the activity?

Thank you!

After the session, discuss the notes with the rapporteur.

PRE-TEST: ACTIVITY CARDS

RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Girls <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Boys <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

ACTIVITY

- Dish washing relay race
- Discussion: How we are changing
- Drawing maps of our bodies
- Game: Staying safe
- Drama and song: Staying at school
- Drama: When laughing is not funny
- Game: Male and Female Roles
- Interviews: When I grow up
- Game: How alcohol feels
- Discussion: Solving problems
- Game: Questions to the health worker
- Story: Menstruation and school
- Discussion: Dear Mom, Dear Dad
- Game: Sharing household chores
- Game: HIV/AIDS prevention
- Game: Empathy towards those who are different



DISCUSSION QUESTIONS:

The rapporteur must take good notes. You can also note the recommended changes in the activity cards themselves.

In your opinion, what is the meaning of this activity?

Were any words unclear or confusing? Which ones?

Are there any words you would change? Which ones?

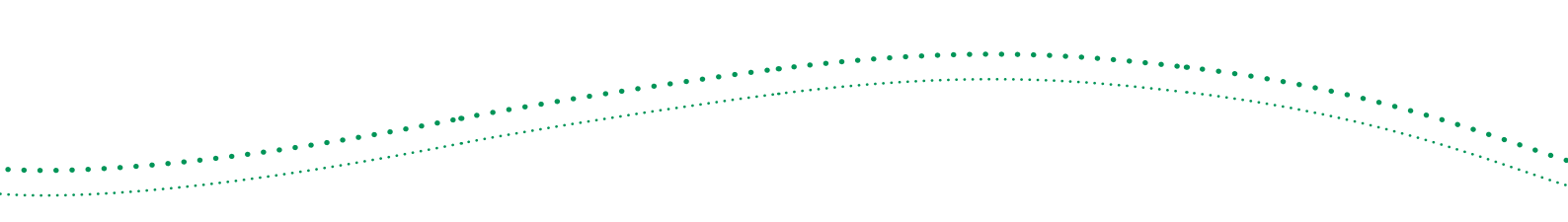
Were there questions from the facilitator/group leader that confused you? Which ones?

Do people in the images remind you of your friends or are they different from your friends? Why?

Were there images that you did not like?

Was there an image that was difficult to understand or that seemed strange? If yes, where?

Is there something about the activity that you like the most? Which one?



Is there something you did not like? Which parts? Why?

How could the activity be more interesting?

Is there anything else we could do to improve the activity?

PRE-TEST INSTRUCTIONS: GAME FOR VYAS

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt and test the materials to make sure they work in your context. At this point, you should have adapted this material with the feedback provided by the review sessions; this tool gives advice on how to test the material through the experimental implementation of the activity concerned.

OBJECTIVE:

The objective of these sessions is to evaluate implementation of the activities described in Growing Up GREAT! materials and the reaction of the VYAs to the activity.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should secure a private area before the beginning of the activity.
- In preparation for the session, the facilitator and the rapporteur should read the instructions of the game, which are in the document titled « **Game of Six – Growing Up GREAT! version** ».

MATERIALS

- » Game Board
- » Die
- » Pawn (token, bottlecaps)
- » Small snack for participants

You should hold 2 sessions on the game. For the pre-test, it is important to implement the activity with the mixed groups (girls and boys) to reflect the real programmatic context; when you implement the program, the children will be in mixed groups for this activity. In each session, you will play the game with 6 to 8 VYAs (girls or boys) aged from 10 to 14 years.

The sessions are organized as follows:

	MATERIAL REVIEW	TIME	SEX	AGE GROUP
1	Community Game	2 hours	Mixed	10-14 years
2	Community Game	2 hours	Mixed	10-14 years

SELECTION OF PARTICIPANTS:

At this stage, beyond the choice of VYAs who are similar (in age and status) to those you plan to involve in the intervention, there are no specific criteria for the selection of participants. Past or current exposure to another education or sexual health intervention should not exclude VYAs from participating. In many cases, it may be easier to recruit participants from schools in your area.

INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“This game includes information on puberty and health, protection and relationships with family and friends, as well as gender equity - treating girls and boys the same. This game will reflect the things you have experienced in your lives. We will test versions that have been developed for young people in Kinshasa, DRC. After receiving your contribution, we will make revisions to produce a version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

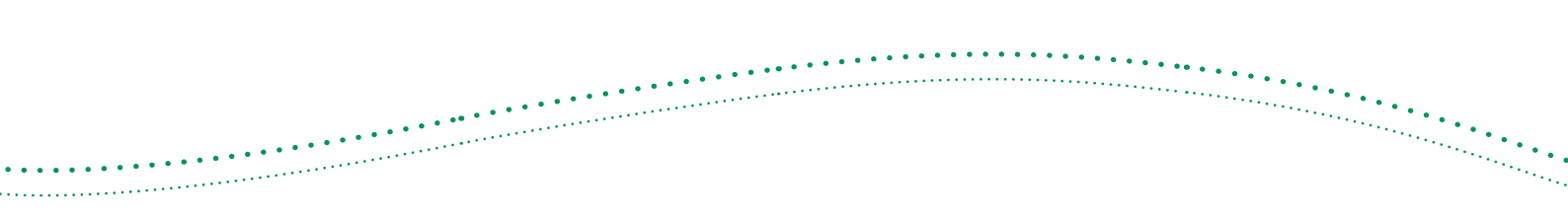
Introduce your rapporteur. Allow the rapporteur to introduce themselves and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Tell participants that what they say is confidential and anonymous, and that you will not use their names.

II. INTRODUCTIONS AND ICEBREAKER ACTIVITY (15 MIN)

Read aloud for the participants:

“Hello! My name is _____ and I work for _____ . I will spend some time today with you in your class/club. I like talking to community members, but I often forget their names. We will play a funny game around our names.”



“First, let's get in a circle. Now, I will throw the ball across the circle and when you catch the ball, you will say the name of the person who threw you the ball and then say your name. Then pass the ball to another person, who will say your name, then his or her name. And so on.”

Then, do the activity of icebreaker with the young people.

III. FOLLOW THE INSTRUCTIONS FOR THE GAME OF SIX TO FACILITATE THE ACTIVITY (45 TO 60 MIN)

IV. DISCUSSION (45 MIN)

After, invite participants to sit down and discuss the questions in the **Facilitator Form**.

At the end of the session, thank the VYAs for their active participation in all the activities of the session and compliment them for their contributions to the development of a package of materials that will help other children of the same age.



PRE-TEST: GAME FOR VYAS **FACILITATOR FORM**

DISCUSSION QUESTIONS: *Read aloud for participants*

- What do you think of this game?
- What did you like about the game?
- What did you not like about the game?
- Now that you have played the game, what do you think are the main messages of the game?
- Was there something unclear or confusing for you about how the game is played?
- Do you want to change any of the questions? Which ones?
- Who do you think would like to play the game?
- Do you think this is an appropriate game for very young adolescents? Why or why not?
- Would you ever want to play this game again? Why or why not?
- Is there something else we could do to improve the game?

Thank you!

After the session, discuss the notes with the rapporteur.

PRE-TEST: GAME FOR VYAS RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Girls <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Boys <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

DISCUSSION QUESTIONS:

What do you think of this game?

What did you like about the game?

What did you not like about the game?

Now that you have played the game, what do you think are the main messages of the game?

Was there something unclear or confusing for you about how the game is played?

Do you want to change any of the questions? Which ones?



Who do you think would like to play the game?

Do you think this is an appropriate game for very young adolescents? Why or why not?

Would you like to play this game again? Why or why not?

Is there something else we could do to improve the game?

PRE-TEST INSTRUCTIONS: COMMUNITY GAME

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt and test the materials to make sure they work in your context. At this point, you should have adapted this material with the feedback provided by the review sessions; this tool gives advice on how to test the material through the experimental implementation of the activity concerned.

OBJECTIVE:

The objective of these sessions is to evaluate implementation of the activities described in Growing Up GREAT! materials and the reaction of community members to the activity.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church.

The facilitator and the rapporteur should secure a private area before the start of the activity.

- In preparation for the session, the facilitator and the rapporteur should read the instructions of the game, which are in the document titled « **Game of Six – Growing Up GREAT! version!** »

You should hold 2 mixed sessions (women and men) on the game. For the pre-test, it is important to hold the activity with the mixed groups to reflect the real programmatic context ; when you implement the program, community members will be in mixed groups for this activity. But, you must also ensure that everyone - women and men, young and

MATERIALS

- » Game Board
- » Die
- » Pawn (token, bottlecaps)
- » Small snack for participants

old - have the opportunity to share their thoughts and reflections after the activity. In each session you will play the game with 8 to 10 adults.

The sessions are organized as follows:

	MATERIAL REVIEW	TIME	SEX	AGE GROUP
I	Community Game	2 hours	Women	24-49 years

SELECTION OF PARTICIPANTS:

At this stage, there is no specific criterion for the selection of participants, except living in the target intervention area. Past or current exposure to another education or sexual health intervention should not prevent community members from participating.

INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“This game includes information about puberty and health, protection and relationships of VYAs with family and friends, and gender equity - treating girls and boys the same. This game will reflect things that your children or other young people in your community have experienced in their lives. We will test versions that have been developed for young people and adults in Kinshasa, DRC. After receiving your contribution, we will make revisions to produce a version that can be used here. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

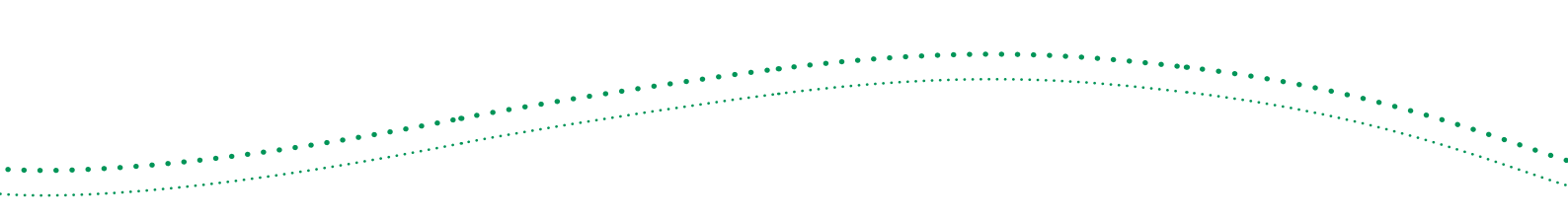
Introduce your rapporteur. Allow the rapporteur to introduce himself or herself and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Tell participants that what they say is confidential and anonymous, and that you will not use their names.

II. INTRODUCTIONS AND ICEBREAKER ACTIVITY (15 MINUTES)

Read aloud for the participants:

“Hello! My name is _____ and I work for _____ . I will spend some time today with you in your class/club. I like talking to community members, but I often forget their names. We will play a funny game around our names.”



“First, let's get in a circle. Now, I will throw the ball across the circle and when you catch the ball, you will say the name of the person who threw you the ball and then give your name. Then pass the ball to another person, who will say your name, then his or her name. And so on.”

Then, do the icebreaker activity with the members of the community.

III. FOLLOW THE INSTRUCTIONS FOR THE GAME OF SIX TO FACILITATE THE ACTIVITY (45 TO 60 MIN)

IV. DISCUSSION (45 MIN)

Next, invite participants to sit down and discuss the questions in the **Facilitator Form**.

At the end of the session, thank the members of the community for their active participation in all the activities of the session and compliment them for their contributions to the development of a package of materials that will help children.



PRE-TEST: COMMUNITY GAME FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

- What do you think about the game?
- What did you like about the game?
- What did you not like about the game?
- Now that you have played the game, what do you think are the main messages?
- Was there anything unclear or confusing for you about how the game is played?
- Was there a question or questions of clarity or confusion? Which ones?
- Do you want to change any of the questions? Which ones?
- Who do you think would like to play the game?
- Do you think this is an appropriate game for this community? Why or why not?
- Would you ever want to play this game again? Why or why not?
- Is there anything else we could do to improve the game?

Thank you!

After the session, discuss the notes with the rapporteur.

PRE-TEST: COMMUNITY GAME RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Women <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Men <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

DISCUSSION QUESTIONS:

What do you think about the game?

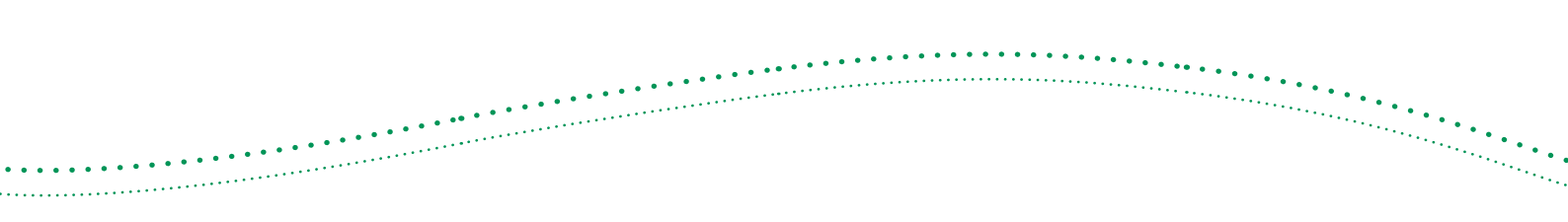
What did you like about the game?

What did you not like about the game?

Now that you have played the game, what do you think are the main messages?

Was there anything unclear or confusing for you about how the game is played?

Was there a question or questions of clarity or confusion? Which ones?



Do you want to change any of the questions? Which ones?

Who do you think he would like to play the game?

Do you think this is an appropriate game for this community? Why or why not?

Would you like to play this game again? Why or why not?

Is there something else we could do to improve the game?

PRE-TEST INSTRUCTIONS: VIDEOS

CONTEXT:

Growing Up GREAT! is a multi-level intervention for very young adolescents (VYAs), their parents and caregivers, and other influential members of the community. The goal of Growing Up GREAT! is to provide information and address social norms related to sexual and reproductive health (SRH) in order to improve SRH and gender equity among VYAs during adolescence. The tools used in Growing Up GREAT! have been adapted from other successful interventions in different contexts. If you plan to implement Growing Up GREAT! you must also adapt and test the materials to make sure they work in your context. At this point, you should have adapted this material with the feedback provided by the review sessions; this tool gives advice on how to test the material through the experimental implementation of the activity concerned.

OBJECTIVE:

The objective of these sessions is to evaluate implementation of the activities described in Growing Up GREAT! materials and the reaction of the community members to the activity.

PREPARATION:

In preparation for the session, read this orientation sheet and all instructions for the activity. Then:

- Make sure all materials in the box on the right are available for the activity.
- Find a suitable location for the sessions. Sessions must take place in a private area, such as a classroom or church. The facilitator and the rapporteur should secure a private area before the beginning of the activity.
- In preparation for the session, the facilitator and the rapporteur should read the instructions for the video sessions, which are in the document titled « **Game of Six – Growing Up GREAT! Version** ».

MATERIALS

- » Videos (on flash disk)
- » Television or projector with a white canvas to screen the videos
- » Speakers
- » Generator
- » Extension cord(s)
- » Small snack for participants

You should hold 6 mixed sessions (women and men), one session for each of the 6 video testimonials on the different behaviors. These videos can be used for groups of parents consisting only of men, groups consisting only of women or groups of both men and women. For the pre-test, it is advisable to use mixed groups to have free and frank discussion among both sexes.

The sessions are organized as follows:

	MATERIAL REVIEW	TIME	SEX	AGE GROUP
I	Community Game	2 hours	Women	24-49 years

SELECTION OF PARTICIPANTS:

At this stage, there is no specific criterion for the selection of participants, except living in the target intervention area. Past or current exposure to another education or sexual health intervention should not prevent community members from participating.

INSTRUCTIONS:

I. INTRODUCE YOURSELF AND ANNOUNCE THE PURPOSE OF THE SESSION (5 MIN)

Explain:

“These videos include information on puberty and health, violence, education and relationships with family and friends, as well as gender equity - treating girls and boys the same. The videos will reflect the things that you, your children or other young people in your community have experienced in their lives. We will test versions that have been developed for members of this community. After obtaining your contribution, we will make revisions to produce a version that is contextualized. We would like your honest feedback about what you like and do not like to help us determine how to improve this material.”

Introduce your rapporteur. Allow the rapporteur to introduce himself or herself and explain that he or she will write the suggestions of the participants so that nothing is forgotten. Ask permission for the rapporteur to take notes.

Finally, point out also that you are testing the material, not the person. Tell the participants that what they say is confidential and anonymous, and that you will not use their names.

III. FOLLOW THE INSTRUCTIONS TO SCREEN THE VIDEOS (60 MIN)

Screen videos one by one, asking the discussion questions in the **Facilitator Form** after each video.



PRE-TEST: VIDEOS FACILITATOR FORM

DISCUSSION QUESTIONS: *Read aloud for participants*

- Who are the people in this video?
- Can you hear and understand what they say?
- In your own words, what do you think is the message of this video?
- Does the video say anything that might offend someone in your community? If yes, what? (Probe if necessary: Can you tell me more about why this might be offensive?)
- Who do you think this video is for? Why? (Probe if necessary: Is it for people in this community? or for someone else?)
- Is there something in this video that you particularly like?
- Is there something in this video that you do not like?
- Is there anything confusing about this video?
- How did you feel when you watched the video?
- Do you think this video may prompt participants to take certain actions? If yes, which ones? If no, why not?
- What do you think about the behavior of different people interviewed in the video?

After viewing the last video, ask also:

What are your thoughts on the videos as a whole?

Thank you!

After the session, discuss the notes with the rapporteur.

PRE-TEST: VIDEOS RAPPORTEUR FORM

Use a different form for each activity, even if it's done in the same session.

LOCATION	SEX :	NUMBER OF PARTICIPANTS
Location 1 <input type="checkbox"/>	Women <input type="checkbox"/>	
Location 2 <input type="checkbox"/>	Men <input type="checkbox"/>	

Start time: _____:_____ End time: _____:_____

DISCUSSION QUESTIONS:

Who are the people in this video?

Can you hear and understand what they say?

In your own words, what do you think is the message of this video?

Does the video say something that might offend anyone in your community? If yes, what?
(Probe if necessary: Can you tell me more about why this might be offensive?)

Who do you think this video is for? Why? (Probe if necessary: Is it for the people of this community? Or for someone else ?)



Is there something in this video that you particularly like?

Is there something in this video that you do not like?

Is there anything confusing about this video?

How did you feel when you watched the video?

Do you think this video may prompt participants to do certain things? If so why? If not why not?

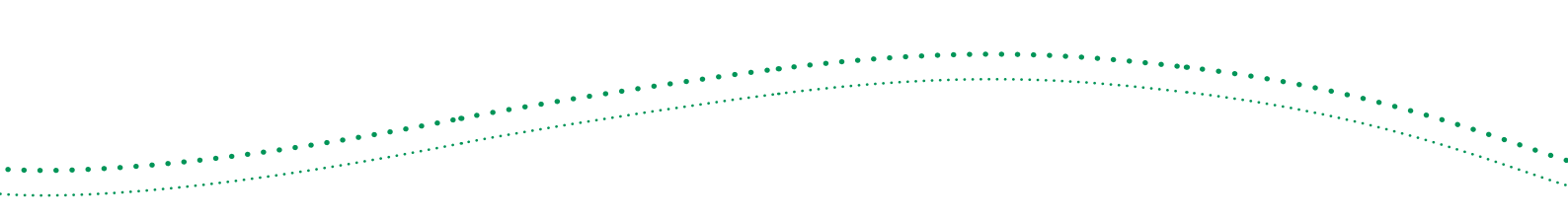
What do you think of the behavior of different people interviewed in the video?

What are your thoughts on the videos as a whole?

APPENDIX F: MATERIALS ADAPTATION WORKSHOP – AGENDA AND DOCUMENTATION TABLE

MATERIALS ADAPTATION WORKSHOP AGENDA

	TIME	ACTIVITY
Day 1	8:30–9:00	Arrival of participants
	9:00–9:30	Welcome & introductions
	9:30–10:30	Presentation of Group Review Sessions – process and results
	10:30–11:00	Break
	11:00–12:00	Presentation of Pre-test – process and results
	12:00–1:30	Small group work: Puberty books <i>Review and revise girls and boys puberty books based on all feedback from group review sessions, pre-test and TAG input</i>
	1:30–2:30	Lunch
	2:30–3:30	Small group work: Puberty books <i>Review and revise girls and boys puberty books based on all feedback from group review sessions, pre-test and TAG input</i>
	3:30–4:30	Plenary session: Puberty Books <i>Agree upon and adopt changes proposed by small groups</i>
Day 2	9:00–9:30	Recap of Day 1
	9:30–10:30	Small Group Work: Flipbooks <i>Review and revise girls and boys flipbooks based on all feedback from group review sessions, pre-test and TAG input</i>
	10:30–11:00	Break
	11:00–12:00	Plenary session: Flipbooks <i>Agree upon and adopt changes proposed by small groups</i>
	12:00–1:00	Plenary Session: Flipbooks
	1:00–2:00	Lunch
	2:00–3:30	Small Group Work: Activity Cards <i>Review and revise activity cards based on all feedback from group review sessions, pre-test and TAG input</i>
	3:30–4:30	Plenary Session



	TIME	ACTIVITY
Day 3	9:00–9:30	Recap of Day 2
	9:30–10:15	Small Group Work: Game Cards for VYA <i>Review and revise game cards for VYAs based on all feedback from group review sessions, pre-test and TAG input</i>
	10:15–10:30	Break
	10:30–11:15	Small Group Work: Game Cards for Adults <i>Review and revise game cards for adult community members based on all feedback from group review sessions, pre-test and TAG input</i>
	11:15–12:00	Plenary session: Game Cards <i>Agree upon and adopt changes proposed by small groups</i>
	12:00–1:00	Lunch
	1:00–2:30	Small Group Work: Parent Videos <i>Propose changes to parent testimonial videos based on all feedback from group review sessions, pre-test and TAG input</i>
	2:30–3:30	Plenary session: Parent Videos <i>Agree upon and adopt changes proposed by small groups</i>
	3:30–4:00	Next steps & Closing

MATERIALS REVISION COMPILATION TOOL

	TOOLKIT MATERIAL	COMMENTS & RECOMMENDATIONS				RESPONSIBLE PERSON
		Instructions/ Guidance	Content	Language/ Vocabulary	Images	
YYAs	Puberty Book (Girls)					
	Puberty Book (Boys)					
	Flipbook (Girls)					
	Flipbook (Boys)					
	Activity Cards					
	Game					
Parents	Videos					
Community	Game					
	Teacher Resource					
	Provider Lesson Guide					
	Clinic Visit Guide					



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