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Acknowledgements

While it is not possible to acknowledge everyone who contributed to the development of this kit, we would like to thank in particular:

The researchers and editors—Kathy Attawell, Dr Bhagbanprakash, Rainuka Dagar, Christine Kalume, Siân Long, Mahesh Mahalingham, Lisa Oxlade, Lyahna Spencer—and the designer, Ingrid Emsden.

Those who reviewed the text and suggested ideas including:

Riet Berkvens (Royal Tropical Institute, The Netherlands), Paul Bloem (World Health Organization), Isabella Chege (ARH Clinic, Kenya), Clement Chela (Health Department, Commonwealth Secretariat), Maria de Bruyn (Ipas), Kala Dowlath (Commonwealth Youth Programme), Nike Esiet (Action Health Incorporated, Nigeria), Jane Foster (Commonwealth Youth Programme), Amaya Gillespie and Sree Gururaja (UNICEF), Andrew Hobbs (UK), Helen Jackson (formerly of Southern Africa AIDS Information Dissemination Service, Zimbabwe), David Kabiswa (AIDS Care Education and Training, Uganda), Hannah Kalume (UK), Gilbert Kamanga (Commonwealth Youth Programme), Merle Mendonça (Guyana Human Rights Association, Guyana), Jessica Nott (International Planned Parenthood Federation), Cristal de Saldanha (Commonwealth Youth Programme), Marilyn Thomson (Save the Children Fund), Peceli Viriki (Commonwealth Youth Programme), Alice Welbourne (UK).

The many people—including young people—who field-tested the materials:

Commonwealth Youth Programme, Africa Centre: Japhet Banda, Bright Chisala, Lillian Liswanisa, Mainyae Mases, Clement Mfuzi, Kalumba Mukupo, Daniel Mwale, Stembridge Mwangala, Andrew Tadeo, Emily Wong.

Commonwealth Youth Programme, Asia Centre: Disket Angmo, Mr Ajit, Ms Babita, Madhu Bala, Boipan Bansal, G S Bhatti, Arti Kalia, Sunila Kanda, Sahil Kapoor, Parneet Kaur, K L Khanna, Ann Kumari, Upneet Lalli, Arshdeep Lehal, Vidhu Mohan, Ms Mona, Sonia N, Ms Nayanika, Ms Padmini, Sonia Pal, Ms Sakshi, Mr Sandeep, Rajat Sandhir, Ms Seema, Pramod Sharma, Ms Shubra, Sukhpreet Singh, Kanwar Harkirat Singh, Kulwant Singh, Vivek Singh, Aruna Sud, Shail Sud, Gantam Thapar.

Commonwealth Youth Programme, Caribbean Centre: Mohamed Amin, Kennard Budhram, Nayasha De Freitas, Samantha Farley, Mandy Gillis, Devon Harding, Colin Haynes, Cleveland Hoades, Lynnevis Howes, Samuel Lewis, Dominic Leung, Nastasia Persaud, Jewel Rahaman, Poton Rose, Narisa Samuels, Leon Stephen, Esau Torrington, Tamika Warde, Tiffany Wharton, Annie Williams, Travis Wishart, Rehana Zayum.

Commonwealth Youth Programme, South Pacific Centre, and AIDS Task Force of Fiji: Roger Barang, Moana Fakava, Livingstone Hiram, Omitta Jorlang, Sunema Makatui, Luke Memua, Prisca Namoi, Leinasei Simon, Maria Tioti, Puletini Tuala, Robert Verebasaga.

This kit has benefited from information from a wide range of existing resources, these are listed in **Part 5 Resources**. They include resources with activities that have been included or adapted for inclusion—with kind permission—in this kit:

Choose a future, CEDPA (Activity set 3, Exercises 1, 2, 5, 7, 10; Activity set 6, Exercise 1; Activity set 8, Exercises 1, 2, 4; Activity set 14, Exercises 5, 6). *Colours of the rainbow: exploring issues of sexuality and difference*, Health Promotion Unit, Camden and Islington Health Services NHS Trust (Activity set 5, Exercise 4; Activity set 8, Exercise 3). *Handbook on sexual and reproductive health for peer motivators*, Population Concern and Planned Parenthood Association of Ghana (Activity set 1, Exercise 2; Activity set 9, Exercise 3; Activity set 13, Exercise 8). *Happy, healthy, safe*, Family Health Trust (Activity set 2, Exercise 4; Activity set 4, Exercise 5; Activity set 7, Exercise 4; Activity set 12, Exercise 7). *Facing up to sexuality* (draft version, Peter Gordon) (Activity set 7, Exercise 4 developed by the former Inner London Education Authority, Health Education Team). *Let's talk*, UNICEF Harare (Activity set 6, Exercise 3; Activity set 13, Exercise 3; Activity set 14, Exercise 2). *Life skills education for responsible behaviour among adolescents*, ACET (Activity set 9, Exercises 4, 6; Activity set 11, Exercise 4; Activity set 12, Exercises 4, 5, 6). *Men's sexual health matters*, Healthlink Worldwide (Activity set 4, Exercises 4; Activity set 10, Exercise 1). *Starting the discussion: Steps to making sex safer*, Healthlink Worldwide (Activity set 11, Exercise 5). *Stepping Stones*, Strategies for Hope (Activity set 6, Exercise 2). *The Oxfam gender training manual* (Activity set 2, Exercises 1 [original source: Focus for Change], 3 [original source: Janie Whyld, Dave Pickersgill, David Jackson, eds.]; Activity set 3, Exercises 6, 8, 9 [original source: C Moser]). *Together we can: Peer educator's manual*, Jamaica Red Cross (Activity set 9, Exercises 1, 2, 7, 8).

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Illustrations

Choices (Population Concern), Esther and Miriam (UNICEF Harare), Nyarai and the Gwanda Rock Band (UNICEF Harare), Being Placed in Risky Situations (Population Concern), Tanya's Story (UNICEF Harare), Wife Abuse (CEDPA).

Acronyms

HIV	Human Immuno-deficiency Virus
AIDS	Acquired Immune Deficiency Syndrome
STI	Sexually Transmitted Infection
WHO	World Health Organization
NGO	Non-governmental Organisation
UNICEF	United Nations Children's Fund
UNAIDS	United Nations programme for AIDS
CAFOD	Catholic Agency For Overseas Development
CERPOD	Centre d'Etudes et de Recherche sur la Populations pour le Developpement (Centre for Research on Population and Development)
UMATI	The Family Planning Association of Tanzania

Introduction

This action kit is for young people and adults who run youth programmes that are looking at issues of sexual and reproductive health, such as life skills and HIV (Human Immuno-deficiency Virus). It aims to raise awareness of the importance of gender issues in sexual and reproductive health and to provide practical ideas for introducing gender awareness into existing youth programmes. There are sections that explain what gender is and how it affects our relationships and our sexual and reproductive health.

In particular, the kit is designed to help youth leaders¹ to encourage young people to:

- ✿ think about what kind of relationships *they* want
- ✿ be aware of how male and female gender roles in their society can affect their relationships
- ✿ practise developing the life skills they need to form healthy, happy relationships and to protect them from unhealthy and unsafe ones
- ✿ work with other young people and/or other members of their community to change negative gender roles.

The first section of the kit has ideas for youth leaders on how to introduce gender issues into their youth programmes. The kit is then divided into three separate sections on gender, gender and relationships, gender and sexual and reproductive health. Each section includes background information, fact sheets and activities. The background information includes facts, figures and quotes that you may want to use with the young people you are working with, for instance as a discussion starter. The fact sheets may be photocopied or shared with the group to support awareness raising and facilitate discussion. The fact sheets are also used in some of the activities. The activities are practical ideas for things youth leaders can do with young people to get them to think about gender and how it affects their behaviour, as well as role play and practising life skills.

This kit is not a training manual to be used on its own; it is not a complete manual on HIV/AIDS (Acquired Immune Deficiency Syndrome), or on sexual and reproductive health, or on working with young people. There are already useful publications that cover these topics, and some of these are listed in **Part 5 Resources**.

The Commonwealth Youth Programme and Healthlink Worldwide hope that you find this kit useful. Please fill in the evaluation form so that we can use your feedback and suggestions to improve this kit.

This kit was developed in response to needs identified by young people, peer educators, youth leaders and teachers in Guyana, India, Malta, the Solomon Islands, Zambia and Zimbabwe, who took part in focus group discussions conducted by the Commonwealth Youth Programme. It has been produced by the Youth Programme and Health Department of the Commonwealth Secretariat, in collaboration with the Royal Tropical Institute in The Netherlands, the Southern African AIDS Information Dissemination Service (SAfAIDS) in Zimbabwe and Healthlink Worldwide in the UK, with funding from UNICEF and UNAIDS. The acknowledgement section illustrates the wide number of resources that have been drawn on to develop the kit.

¹ This kit uses the term **peer educator** for young people who are facilitating a youth programme, **facilitator** for adult facilitators and **youth leaders** for both young and adult facilitators.

Part

1



This section of the kit gives ideas about things for you (youth leaders) to think about before starting to introduce gender issues into your youth programme, including how to identify your group's needs and involve them in programme planning, and ways to involve the wider community. It also provides practical guidelines on how to run your activities.



Ideas for planning your programme

Before starting

Before starting to talk about gender and sexual and reproductive health issues with young people, it is important that you are aware of your own attitudes and beliefs about gender roles and relationships. It is very helpful if you can go for training on gender awareness. If this is not possible, **ACTIVITY SET 1, EXERCISE 1 *Thinking about ourselves*** (page 21), gives some ideas for questions that you as a peer educator or adult facilitator can ask yourself.

Talking about issues such as sexuality and relationships can be difficult. **ACTIVITY SET 1, EXERCISE 2 *Talking about sex*** (page 21), suggests questions you can ask yourself that will help you feel more comfortable talking about these issues. It can be particularly difficult talking about these issues if you are the same age as the young people in your programme, so if you are a peer educator, it is best to work with young people who are at least two or three years younger than you.

ACTIVITY SET 1, EXERCISE 3 *Working effectively with young people* (page 22), and **ACTIVITY SET 1, EXERCISE 4 *Talking to my peers*** (page 23), are specifically designed for use by adult facilitators and peer educators, but whatever your age, you also need to be aware of some of the issues that may arise during the period you work together as a group. For instance, young people being attracted to you, or you being attracted to someone in your group. Be clear about rules for the group before you start (page 10 gives you some ideas for ground rules).

Planning the programme

Who do you want to include? This kit is designed for use with young people aged 10-18, which is the World Health Organization's (WHO) definition of young people. However, this is a very wide age group with often very different needs. Young people's needs also vary greatly, for example, according to sex, culture, religion, whether they live in rural or urban areas, whether they can read and write, whether their families are rich or poor. If you are planning a new group, take time to think about who you really want to reach. For instance, do you want to reach young people in your community who are particularly vulnerable to violence and abuse and may otherwise be excluded from resources and services? This can include young mothers, street youth and other out-of-school youth, refugees and migrants, young sex workers, and gay and lesbian youth (see **FACT SHEET 2 *Sex and sexuality*** page 51 for a definition of gay and lesbian). Remember to listen to how the young people in your group define themselves, for example, young men who have sex with men may not think of themselves as gay and young women who are sexually attracted to other women may not be able to be open about their sexuality. Or do you want to ensure that as many young people as possible in your community are involved? Do you want to work with young men and women separately (see boxes on programmes with



young women, and programmes with young men)? Many gender programmes focus on young women but effective gender awareness work with young men can help challenge negative beliefs and behaviours about how ‘real’ men behave.

How will you reach them? Think about ways to reach the young people you want to attract to your programme, through, for example, visiting schools, religious institutions, youth clubs, bars, places local street youth meet and young people’s homes. You may need to make special efforts to involve young women and girls. It may be necessary to talk to parents and encourage them to allow their daughters to join the group. They often have domestic responsibilities or are shy about talking about sexual issues in mixed group activities.

How will you identify and respond to different needs? It is not possible to cover the particular needs of all young people in this kit. Rather, its aim is to give you ideas for approaches and exercises that you can use. That means that you will need to adapt the information, examples and activities that you use from this kit to suit your group’s circumstances, experience and needs. For example, you may want to collect local pictures or photographs to use with some of the activities or you may need to think about how to adapt activities if members of the group cannot read or write. You can use exercises such as ACTIVITY SET 1, EXERCISE 5 *Finding out the local situation* (page 24) and ACTIVITY SET 1, EXERCISE 6 *Identifying your group’s needs* (page 25) to help you identify what your group knows and what their needs are and to help you find out local information to support some of your work.

Involving the young people you are working with, or planning to work with, as early in the life of your programme as possible helps to make sure that the programme meets their needs, as well as helping to build their skills and sense of self-worth. You can involve them in:

- ✿ identifying the needs and priorities of the project
- ✿ deciding on what they would like to do in the project
- ✿ planning and designing activities
- ✿ organising activities
- ✿ monitoring progress and evaluating success.

ACTIVITY SET 1, EXERCISE 7 *Assessing the level of participation* (page 26) shows how you (or the young people themselves) can assess their programme using the idea of a ‘ladder of participation’.

Programmes with young women

Working with young women can allow young women the opportunity to speak up and become involved when usually they would not.

■ In 1992, the Mathare Youth Sports Association, which had previously worked only with boys, started football teams for girls. Boys scoffed at the idea of girls playing football. Parents felt that football was not a girls’ game and that their daughters were needed at home to look after younger siblings, help with cooking, fetching water and laundry—chores which their brothers were not expected to do. By 1997, as girls’ teams played boys’ teams and girls started to coach the boys, boys were changing their mind about girl’s ability to play football. The boys started to have more respect for girls and to realise that sex is not the only way they can relate to girls, and the girls became more self-confident. For boys and young men it is no longer fashionable to boast about having lots of girlfriends, and for girls and young women, having a boyfriend is no longer essential for one’s self-esteem.

■ World Vision designed a sex and family education programme for low-income adolescent girls in Bombay, India. The girls knew little about reproduction and almost nothing about HIV/STIs (Sexually Transmitted Infections). There was a culture of silence that did not allow them to voice their feelings or opinions. Parental permission had to be obtained for the girls to take part, and the programme started with community awareness for adults including a street drama showing women's status at different stages of life. Topics discussed with the girls included being a woman, puberty, sexuality, sexual exploitation and harassment, HIV/STIs and protecting oneself against infection. At first it was hard to get the girls to talk, but as they became more confident they freely expressed their views.

Programmes with young men

Working with young men gives them the chance to talk about their feelings and get answers to questions that they cannot ask in public because of expectations that they should know everything. It can also allow them the opportunity to think about what girls and young women feel and to practise communication skills.

■ In Brazil, ECOS, an NGO (Non-governmental Organisation), made videos of discussions and found there was pressure on boys to 'act like real men', including pressure from their fathers to be sexually active. Boys criticised the idea of being macho amongst themselves, but not in front of girls. Many boys wanted information but were afraid to ask questions in front of their friends. Boys were also confused about their role in society—how to be strong, brave and in control and at the same time be caring and sensitive?

■ During sexuality workshops run by an Indonesian family planning organisation, Lentera, priority male concerns included masturbation, body image, losing virginity, STIs, sexual orientation.

■ The youth education programme of the Chogoria Hospital in Kenya conducted a survey of boys coming for circumcision to find out what they knew about HIV and safer sex. There was a lot of misunderstanding and fear, and a strong feeling that after circumcision it was their right to have sex. The hospital introduced a circumcision education programme during the week that the boys stay after the operation. It encouraged the young men to consider the following topics:

Becoming a man – What does circumcision mean to you? What differences will there be in your life now? What things will stay the same? What do men do that boys cannot? What principles will you live your life by?

Substance use – What drugs are available? How do people get them? Why do young people use alcohol and drugs? How do alcohol and drugs affect behaviour? How does an addict behave? How do you say no to your friends or others who pressurise you to use alcohol and drugs?

Sex/HIV/STIs – What is risky behaviour? Why do young people take risks? Why do boys want to have sex? Is it good or bad to have lots of girlfriends? Why? How is someone infected with HIV? How does it affect them? How does it affect their family? What does a person with AIDS look like? What does a person with HIV look like? What does a person with an STI other than HIV look like?

Gender issues – How should a man treat a woman? What rights should women have? What sort of relationship would you like to have? Who is the most important person in a marriage?

Community expectations – What are you expected to do now you are circumcised? How should you behave as a man? Who are your role models? Why? What does it take to become a chief or a community leader?

Making the most of opportunities – Why is it important to continue at school? Why is it important to get a good job? What are the obstacles? What can you do if there is no money for education? How do you fill your leisure time? Look at people who have made it big. Were they any different from you? How can you achieve your goals?

Young men together – Why is it important to be part of a group? Which group do you most identify with? What happens if you find yourself in a group that is not good? How can you move out of it? What happens when your self-confidence drops? How can you build up your confidence again?

Planning the activities

It may take time for the young people in your group to feel comfortable talking about sexuality and gender issues. Introductions, warm ups and icebreakers are important to help people to get to know each other and feel comfortable about participating. This is especially true when the session is about relationships and sex. **ACTIVITY SET 1, EXERCISE 9 *Introductions*** (page 27) gives some ideas for good icebreakers.

Ground rules Before you start, ask the group to agree on rules for working together as a group. Some examples include:

- ✿ use a language or languages that everyone can understand
- ✿ agree how participants will show that they want to say something
- ✿ only one person should talk at a time—when someone is speaking others should listen and not interrupt
- ✿ participants should be honest
- ✿ participants should respect each others' feelings and ideas—no teasing or laughing at other young people in the group
- ✿ people do not have to join in if they do not want to
- ✿ encourage everyone to participate, for example, by allowing natural silences—these can provide a space for less talkative members of the group to speak as long as more talkative members do not feel that they have to fill them!
- ✿ anything people say is to be kept confidential. (Some facilitators find that this is not realistic and so prefer to explain that things will not be confidential to the group, but that they should keep to the other ground rules listed here.)

Young people in the group need to feel safe and relaxed with other members of the group. Ground rules, such as no flirting or dating with members of the group, can help make boundaries clear and protect people from unwelcome sexual advances, uncomfortable situations and feeling left out, for example, if everyone else is dating someone in the group. As group leader, it is particularly important that you do not enter into a special relationship with anyone in the group.

Encouraging participation Remember that you and the young people that you work with are the best resources for learning. The activities in this kit have been designed to encourage young people's participation and to encourage them to think, discuss and try out new ideas and ways of behaving.

For group discussions, the 'round robin' method is one way to ensure that everyone gets a chance to participate. Go round the whole group asking everyone to comment, or, after one person has made a statement, ask other participants what they think. The 'buzz' method can be used where people are shy or do not want to get something 'wrong' in front of the whole group. In the buzz method, two to three people discuss a point and one person from the group shares their ideas with the rest of the group. Where there are a number of points to be discussed and all the members of the group feel comfortable talking in 'public' each group member can have an opportunity to talk.

It is important to remember that different people in your group may need different approaches to encourage their full participation. For example, in many cultures, young men are expected to be confident and



aggressive; try to create a safe environment for them to talk about their real feelings and concerns. Young women often lack confidence and may benefit from doing some activities in a separate group to build up their confidence and self-esteem. Also, young people may feel shy and embarrassed when talking about sex in a mixed group and may participate more fully if they work in separate groups. Be aware, especially during activities such as those on sexuality and sexual abuse, if individuals appear emotional or uncomfortable. You may need to take them out of the group and talk to them on their own if activities are raising things that they have issues with (see ACTIVITY SET 14 *Talking about sexual violence and abuse* page 125).

Similarly, different activities are useful for different groups or topics. Sometimes it is good to have quite structured activities that allow time for people to discuss. Other times, activities such as quizzes can help people get new information.

It is important to think about the age of the people doing the activity as well. Generally, younger adolescents may feel more comfortable doing creative activities such as songs or games, but may not want to spend a lot of time writing things down. Older young people may enjoy the chance to air their views. If you have a group with a large age range, you may want to divide the group into smaller groups (for example, 10-13 and 14-18) focusing on activities that are appropriate for their age range. Similarly, if your group includes young men and women you may want to divide the group for some activities.

Listening survey This is a useful way to explore what people think, know and believe about gender roles, young people and HIV. Carrying out a listening survey means spending time in public places where people meet and talk, such as on the bus, markets, bars, pharmacies and shops. Start a conversation by saying something that makes them react, then listen to what they say (do not correct or interrupt them) in order to find out what people think and about what they think are problems.

Discussion groups Using open questions (What, How, When, Where, Who questions) are a good way to find out what people think they ought to say and do—but you need to be aware that sensitive issues may not be discussed.

Ranking This is a good way to find out what people think is important. It can be done individually or with a group, by selecting priorities from a list of issues. For example, ACTIVITIES SET 6, EXERCISE 4 *Diamond nines* (page 59). To introduce the idea of ranking, ask people in the group to line up according to different criteria: height, age, person born at the most northern point to the southern point.

Mapping Community or social mapping, where people draw what is going on in their area, is a useful way to help people think about problems and risky situations in the community (for example, ACTIVITY SET 13, EXERCISE 7 *Danger zones*, page 122). An alternative to community mapping is to do a structured walk around the community to find out what people do, where young people hang out, where services are located. Body mapping (drawing and labelling a picture of the body) is a good way to find out what young people know about their bodies, the words they use and how they feel about themselves. A good description of a structured work is in *Listening to young voices*, Resource No. 19

in the Resources section. Mapping can also be used to identify resources, strengths and opportunities. In this instance, people are asked to share what resources they know about.

Brainstorming This is useful for bringing out as many ideas and issues as possible. Ask the group a question and encourage everyone to call out whatever comes into their head. Accept all ideas and write them down before discussion.

Statements These are useful for finding out about values and attitudes. You can ask the group to discuss value statements, or you can get quick feedback from one or two people on each statement and then move on, or you can ask participants to move to different parts of the room if they 'agree' or 'disagree' with the statement, or are 'not sure'.

Continuums This means a line that goes from one extreme to another. For example, from least risky to most risky, or most helpful to least helpful.

Case studies and stories These are useful for prompting discussion about personal issues, problems and decision making, allowing people to think about how they might feel in a particular situation and to consider their own situation. Storytelling is particularly useful for less literate groups. Open-ended stories are where one person starts a story (or a short role play) and stops at a critical point where decisions are made. The rest of the group are asked to discuss what could happen next or to carry on the role play.

Picture codes These are pictures that show a familiar situation and can be used to start a discussion about problems, what causes them and what can be done about them. For example, ACTIVITY SET 13, EXERCISE 8 *Being placed in risky situations* (page 123).

Life lines, life stories and activity clocks These are drawings that people make to represent their lives, or a day in their life. They help people to think about their lives, the things that affect them, significant events, times when they might be at risk, future roles—and to explore differences between the work and roles of men and women. For example, ACTIVITY SET 3, EXERCISE 9 *How young men and women spend their time* (page 42).

Puppets, drama and role play These are usually very popular. They can be used for raising and addressing sensitive issues and helping people to think about problems, because they can act out characters and situations. Role play is a useful method for practising skills such as negotiation, assertiveness and communication. For example, ACTIVITY SET 9, EXERCISE 1 *Problem-page letters* (page 72) or ACTIVITY SET 9, EXERCISE 6 *Role playing negotiation and assertiveness* (page 76).

Working with the community

It is easier for young people to change their behaviour if adults in their community are aware of gender issues and can support young people to change negative gender roles. Most parents want their children to have accurate information and support sexual and reproductive health activities, provided that they are informed, involved in planning and their own needs for information are met.

'From my own experience I would say that the youth should receive sex education from as early as ten years of age. When I started having sex I knew nothing about the real dangers. Ignorance is still a problem today. Recently I learned that my 11-year-old niece is being treated for a sexually transmitted disease. What is our society coming to?' Consolata, HIV-positive woman, Kenya

This section of the kit has some ideas of approaches to working on gender awareness with adults in your community. If you are a young person, it can be difficult to do gender-awareness work with adults, so you may want to identify other programmes or adults in your community who could do some of the work suggested here.

Improving adult's information on, and awareness of, gender issues One of the most important issues is that many adults themselves lack information or the confidence to talk about sensitive subjects such as HIV. ACTIVITY SETS 10 and 11 can be used with adults to help increase their knowledge about sex, HIV, STIs and other aspects of sexuality. ACTIVITY SET 10 suggests ways to promote family communication about sex and sexuality.

■ In Tanzania, UMATI, the national Family Planning Association, found that programmes need parental support because absenteeism by girls is typically a result of household obligations.

Why advocacy in the community? As well as change in the behaviour of individuals, advocacy (that is, activities to influence or bring about change) can bring about changes in the community or society that help create an environment that promotes gender equality and support safe and healthy sexual behaviour. Such changes can include:

- ✿ increased commitment to sexual and reproductive health education, services for youth, and the introduction of sexuality education in schools
- ✿ improved educational and employment opportunities for girls and young women
- ✿ a change in negative attitudes, and traditional gender roles and stereotypes that keep women and girls in an inferior social position
- ✿ a change in attitudes about gender violence
- ✿ increased awareness of the police, criminal justice system, teachers, social services and parents about sexual exploitation and abuse of young people, especially young girls
- ✿ strengthened legal rights of women
- ✿ increased support for teenage mothers
- ✿ more respect for young people's rights
- ✿ promotion of gender awareness in the media.

'We decided to use drama to get across our message about AIDS. Our main message is for people to stay with one faithful sexual partner'. Tsitsi and another farm worker wrote and produced the play which tells a story of marital infidelity and casual sex that ends in tragedy, and which is performed by farm workers and school children aged 14-20 years. The group has performed the play at farms, mines and communal lands. 'Drama is good,' says Tsitsi. 'If we give a talk they don't listen. But with acting, people listen and they believe you. And they can also ask questions afterwards.' Tsitsi, 18-year-old woman, Zimbabwe

■ In Bangladesh, the Bangladesh Rural Advancement Committee (BRAC) set up a rural reproductive health service delivery programme, with a special focus on youth aged 10-15 years. Through monthly meetings BRAC slowly gained support from parents, influenced the community to be more supportive of girls education, and integrated gender and reproductive health issues into the curriculum of informal schools, which has built communication skills between girls and boys.

Before you start advocacy in your community

- ✿ Ask yourself: what am I trying to achieve? Whom do I need to influence and what do I know about these people?
- ✿ Wherever possible, establish partnerships and networks with other organisations—organisations working together are more effective than individual organisations.
- ✿ Build support: develop links with people who could help you achieve your objectives, including parents, policy-makers, health workers, public figures and celebrities, community leaders, youth magazine journalists.
- ✿ Do your research carefully: document the situation and think about how to package and present the information.
- ✿ Find out about policies and legislation affecting young people and their sexual and reproductive health.
- ✿ Know what rights young people, especially young women, are entitled to (see FACT SHEET 1 *The rights of young people* page 19).
- ✿ Plan your strategy: think about how to reach your target audience and what communication channels you will use—let young people speak for themselves about the issues that affect them.

■ The Sara Communication Initiative, supported by United Nations Children's Fund (UNICEF), promotes the rights of children and adolescents, particularly adolescent girls, to education and protection from sexual exploitation. The experiences of Sara, the programme's fictional character, help girls to develop life skills and articulate rights in a way that is acceptable and relevant to the local community.

■ In Thailand, the Daughters' Education Programme aims to prevent girls being sold into the sex industry by sponsoring schooling and vocational training for girls whose families cannot afford to continue their education. The Programme helps adolescent girls to develop skills for alternative employment and to become decision makers in their communities.

■ Thai Women of Tomorrow supports vocational training for girls and educates parents about the conditions and dangers their daughters face in the sex industry.

■ The National Union of Eritrean Youth and Students has organised a campaign about the health risks and negative consequences of female genital cutting.

■ In South Africa, efforts to address sexual violence include lobbying for more female police officers, specialised sexual offence courts, enforcement of rape laws.



■ The Teenage Mothers and Girls Association of Kenya provides counselling, practical support to enable girls to finish their education and loans for income-generating activities. As a result the self-esteem of many girls has improved because they have completed school, become financially independent and are more knowledgeable about HIV and STIs. They are less likely to be coerced or cajoled into unsafe sexual activity against their will, and less likely to have to sell sexual favours for economic survival.

■ The Women's Centre of Jamaica's Foundation Programme for Adolescent Mothers aims to support and encourage teenage mothers to continue their education, return to schools after the birth of their babies, delay a second pregnancy until their professional goals are achieved, and improve their employment potential so they are less dependent on men for support. Activities include tutoring for exams, skills training, nutritional educational and support, day nurseries, counselling and referral services to build self-respect, as well as special counselling and parenting programmes for young fathers. The programme has helped 22,000 young mothers to finish school, reduced negative attitudes towards teenage mothers and reduced the barriers to teenage mothers returning to school. This involved an aggressive public relations campaign targeting the public and using interest groups and parent-teacher associations to spread the message.

However, some people do not like young people addressing subjects like gender, sex and HIV. Common reasons that they give include:

- ✿ sex and sexuality is only for married couples
- ✿ talking about sex promotes promiscuity and encourages young people to be sexually active
- ✿ young people do not have the knowledge or experience to deal with these things
- ✿ young people are not sexually active.

It can be possible to overcome or reduce opposition by:

- ✿ collecting evidence to show that young people are sexually active and need to be able to protect themselves, for example, statistics about teenage pregnancy, complications of unsafe abortion, HIV infection or rates of infection with other STIs
- ✿ explaining that providing information to young people does not lead to more sexual activity and that it can in fact delay it
- ✿ enlisting the help of influential people in the community who are supportive of sex education to convince those who are opposed
- ✿ listening to people's concerns, responding to their misunderstandings and fears and promoting discussion about youth sexual behaviour, emphasising the importance of preventing disease and unwanted pregnancy. As facilitator or peer educator, you can play an important role here
- ✿ integrating gender and HIV/STI issues into youth programmes that are already established and accepted.

It is particularly important to work with men in the community. Men can feel threatened when gender issues are addressed, thinking it will undermine family and community stability or result in women 'rebellious'. Men need to be helped to think about the position of women in their communities and about the benefits to men of changing male and female roles and relationships.

■ The Thai Health Project for Tribal People trained village headmen to raise awareness in their communities of gender and HIV issues. For example, they used a picture of a young girl being sold into sex work to start discussion about trafficking and exploitation of young girls.



■ In South Africa, a project called 'the power of resilience' is working to tackle sexual violence by identifying factors common to men who are not sexually violent.

Identifying community priorities and vulnerable young people It is useful for the community to identify their own perceptions about young people's problems—their concerns and attitudes towards gender, young people and HIV/STIs and other sexual and reproductive health issues.

Identifying who is at risk (see ACTIVITY SET 13, EXERCISE 4 page 119) and discussing young people's sexual and reproductive health problems with the community can mean that communities give more support.

As a starting activity for working with the community, adult facilitators can try ACTIVITY SET 1, EXERCISE 8 *Finding out from the community* (page 27).

Using activities in this kit

Each set of activities is designed to help young people explore different aspects of gender and how gender affects their relationships with other people—especially their sexual relationships. Most of the activities are designed for working with young people aged 10-18, but can be adapted for working with other ages or with parents and communities. You will need to read through the exercises and select the ones that are appropriate for the young people you are working with. For example, some exercises are designed to be done in mixed groups of young women and young men, while some of the exercises, such as ones on assertiveness, work better in single sex groups. Also some of the exercises deal with issues that may not be applicable in your country or community. Some of the exercises may need explanation or discussion before starting. For instance, ACTIVITY SET 14, EXERCISE 6 *Eve-teasing* (PAGE 129). This is an Indian term and people in other countries might not understand it. You can introduce the term and what it means and ask your group to suggest words that describe this situation in their community or society.

If some people in your group cannot read or write easily you will need to think about other ways to share information or comment. For example, you can read out information and get people to talk about what they think. Always try and use the language that the young people use themselves, for example, using a mother tongue or street language.

You do not need to do all the activities, but if you have time, you may want to pick one or two activities from each section of the kit, or from each set—as each set covers a different aspect of gender. Timings have been suggested, but you may find activities take a little more (or a little less) time than suggested. You do not need to work through the activity sets in the order they are presented. Once you have identified what the main issues or needs of the young people you are working with are, you can start with activities that address these first. This will help keep the young people interested and motivated.

The activities have been arranged to accompany the relevant section of the kit they support, but as a general guide they can also be grouped under the following headings:



Introducing gender into youth programmes and working with the wider community

- ✿ (ACTIVITY SET 1)

Increasing knowledge and awareness about gender

- ✿ Improve understanding of what gender means, and of the difference between gender and sex (ACTIVITY SET 2)
- ✿ Increase young people's awareness of gender roles and attitudes (ACTIVITY SET 3)
- ✿ Help young people to think about how gender roles and stereotypes are created (ACTIVITY SET 4)
- ✿ Explore the impact of gender on young people's lives, especially their ideas about sex and relationships and expectations about their sexual behaviour (ACTIVITY SET 5)
- ✿ Increase awareness of the relationship between gender and sexual violence and abuse (ACTIVITY SET 14)

Increasing knowledge about sex and sexuality

- ✿ Improve young people's understanding of sexuality (FACT SHEET 2)
- ✿ Help young people to feel comfortable talking about sex (ACTIVITY SET 10)
- ✿ Improve young people's knowledge about sex, reproduction and pregnancy, about their bodies, and about HIV and STIs (ACTIVITY SET 11 AND FACT SHEETS 3, 4, 5 AND 6)

Exploring beliefs, attitudes and values

- ✿ Think about gender, relationships and sexual behaviour (ACTIVITY SETS 7 AND 2)

Increasing young people's skills

- ✿ Build self awareness and self esteem in young women and young men (ACTIVITY SET 8)
- ✿ Help young people to think about gender, relationships, taking risks and safer sex (ACTIVITY SETS 9, 12 AND 13)
- ✿ Improve skills in communication, decision making, problem solving, negotiation and assertiveness (ACTIVITY SETS 9, 10, 12, 13 AND 14)

Fact sheet

1



The rights of young people

There are a number of international conventions, which almost all governments in the world have committed themselves to, that protect the rights of youth, children, and women and girls. For example:

The Convention on the Rights of the Child states that youth have the right to information and opportunities to develop life skills, education, health and other services. They also have a right to a safe and supportive environment free from exploitation and abuse (both in their immediate environment of family, friends and service providers, and the wider environment created by social values, norms, policies and legislation) and opportunities to participate in civil society, particularly in decisions that effect their lives.

The Convention on the Rights of the Child states that girls and women have equal rights with boys and men and emphasises young people's right to health education and to seek and receive information in the context of enjoying the highest possible standard of health.

The Convention on the Elimination of All Forms of Discrimination Against Women includes the rights of girls and women to be protected from commercial sexual exploitation, to participate in decision making, to have equal access to education, training and employment opportunities, to enter into marriage only with their free and full consent, to decide on the number and spacing of their children, and to have equal access to property in marriage.

The Fourth World Conference on Women produced a platform for action that included promoting access to education about sexual and reproductive health for adolescents of both sexes and programmes to sensitise boys and young men to gender equality.

Governments have committed themselves to protecting the rights of girls, promoting their social and physical development, eliminating discrimination, violence and negative cultural attitudes and practices, and presenting positive images of girls and their potential. These include commitments to: establish policies that increase equality of status, welfare, opportunity; make literacy and numeracy programmes available to girls not attending school; ensure that girls and young women have equal access to economic resources; and invest in education and skills development for girls and women.

Governments have also targeted discriminatory attitudes and harmful practices to be addressed including: son preference, restrictions on girls' access to food, female genital mutilation, forced marriage, sexual violence. Other important targets include encouraging a more equal sharing of household work, reducing the heavy workload of women and girls, enforcing a minimum age of marriage, promoting equality, cooperation, mutual respect and shared responsibility between girls and boys and women and men.



Fact sheet

1



The rights of young people

All young people regardless of sex, religion, colour, sexual orientation, mental or physical ability have the following rights as sexual beings:

The right to be yourself – free to make decisions, express yourself, to enjoy sex, to be safe to choose to marry or not marry, to plan a family.

The right to know – about sex, contraceptives, HIV/STIs, and about your rights.

The right to protect yourself and be protected – from unplanned pregnancies, HIV/STIs and sexual abuse.

The right to have health care – which is confidential, affordable, of good quality, accessible, and given with due respect.

The right to be responsible for one's own actions and those that affect others.

The right to be involved – in planning programmes with and for youth and in decisions that affect your lives.

Source: IPPF poster

Young people demand a say

At the 1995 International Conference on STIs/AIDS, a delegation of young people aged 14-24 years from 11 African countries issued a declaration of their needs and priorities, which have been endorsed by the United Nations Programme on HIV/AIDS (UNAIDS) as essential for effective AIDS action:

- **Youth participation** – involve us in planning, implementation and evaluation and policy development in community decision-making processes.
- **Youth-friendly services** – support the provision of services, including centres where we can access information, support and referral.
- **Parental involvement** – strengthen the capacity of parents and other significant persons in our lives to better communicate with us and provide guidance to us, our brothers and sisters.
- **Education about HIV/AIDS and sexuality** – promote skill-based education on physical development, reproductive health and sexuality for both in and out of school youth.
- **Protection of girls and young women** – prevent the sexual abuse and exploitation of girls in vulnerable situations; sensitise boys, young men and elder men.
- **Partnership with people with HIV and AIDS** – build networks between young people with HIV/AIDS and other youth to promote prevention of HIV/AIDS, protection of human rights and acceptance of people with HIV/AIDS in society.
- **Young people's commitments** – commit ourselves to responsible decision making about our own sexual behaviour and positively influence our peers.

Activity set

1



Raising awareness for youth leaders



Exercise

1

Thinking about ourselves

Before encouraging discussion with other people, it is useful for a facilitator to be clear about their own views. Ask yourself:

- ✿ What are my own beliefs and assumptions about men and women?
- ✿ How well do I understand the impact of gender and the way women and men interact?

(for young people)

- ✿ What do I think about what adolescent girls and boys should do?
- ✿ How do I feel about young people who have different beliefs to my own, for example about sex before marriage or about abortion?
- ✿ How would I feel if a person in the group told me that they were gay?
- ✿ How important is it if a young person in the group has different religious views to my own?

(for adult facilitators)

- ✿ What do I think about what adolescent girls and boys should do?
- ✿ How do I feel about young people who have sex before marriage?
- ✿ Do I think they should have access to condoms?
- ✿ What age do I think young people should start having sex?
- ✿ How would I feel if my son told me he was gay? Or if my fourteen-year-old daughter was pregnant?

Exercise

2

Talking about sex

Before talking with other people about sex and other sensitive issues, it is important to feel comfortable talking about sex and gender issues yourself. Ask yourself:

- ✿ What do I like about my body?
- ✿ What words do I use to talk about sex?
- ✿ What topics do I find difficult or embarrassing to discuss?
- ✿ What messages have I picked up from my mother and father about sex?
- ✿ Do I find it more difficult talking about sensitive issues to boys or to girls? If so, what is more difficult about it?

You may find that it helps you think about the issues that might be raised if you write down your answers to questions like these.



Activity set

1



Raising awareness for youth leaders



Exercise

3

Working effectively with young people

This exercise is for adult facilitators.

1. Hand out copies of the list below (which has been written by young people) to each person in the group.

<i>listen</i>	<i>know what young people are talking about</i>
<i>have time</i>	<i>give sensible advice</i>
<i>credibility</i>	<i>treat young people as equals and with respect</i>
<i>be patient</i>	<i>take young people seriously</i>
<i>share power</i>	<i>be approachable and enthusiastic</i>
<i>be open to new ideas</i>	<i>acknowledge the realities of young people's lives</i>
<i>be unshockable</i>	<i>use words that young people are familiar with</i>
<i>have a sense of humour</i>	<i>be accessible</i>
<i>keep confidences</i>	<i>be consistent and accurate</i>
<i>be honest</i>	<i>keep information confidential</i>
<i>accept young people for what they are regardless of their behaviour</i>	<i>avoid making judgements</i>
	<i>allow young people to speak freely</i>

2. In the whole group, discuss the list. Add any items that you think are missing.
3. Put two headings at the top of a piece of paper: I am good at... and I need to improve...
4. Each person writes the items on the list under one of the two headings on their own sheet of paper. Then discuss the list in pairs, taking turns as speaker and listener, to explore ways that each person can improve the skills that they feel they are not so good at.
5. Back in the main group, write up two headings: We are good at... and We need to improve... Write up the issues that the pairs have discussed.
6. As a group, acknowledge the strengths and how these can be used in work with young people. Discuss together areas where you need to improve your skills, how these may affect project work and how to improve these skills.

This activity could also be used as part of an assessment of the facilitator or peer educator.

Activity set

1



Raising awareness for youth leaders



Exercise

4

Talking to my peers

This exercise is for peer educators.

Some of the activities in this kit may be new to you. Before using the activities, think about the issues that you may want to get more support or information on. This activity can be carried out by a group of peer educators.

1. Look through the kit on your own first. Ask yourself: *Which subjects am I comfortable discussing and which are the ones I would prefer to avoid?*
2. Discuss with your fellow peer educators how you might deal with these issues. You might:
 - ask someone else to do some of the activities with you and the other peer educators so that you can explore what you do
 - practise answering sensitive questions by asking everyone in the group to write a sensitive question on a piece of paper and then take it in turns to answer the question in pairs. Take it in turns to be the person answering the sensitive question and the person listening to the answer, who gives feedback.
3. Visit a local group that is doing work on gender, for example a men's health group or a group of women working on domestic violence, to get ideas for your group.



Activity set

1



Raising awareness for youth leaders



Exercise

5

Finding out the local situation

It is important to understand how young people are affected by gender issues and about their sexual and reproductive health problems. Try and find out for young men and for young women, about:

What is going on in your region

- ✿ What local customs and norms are related to gender roles, sexual activity, relationships, contraception in adults and in young people.
- ✿ What age young people start having sex, marry, have children.
- ✿ How many young people are affected by pregnancy, abortion, HIV/STIs.
- ✿ What young people believe and think about sex, relationships and HIV/STIs.
- ✿ What ideas young people have about gender and gender roles.
- ✿ What young people actually do and whether this differs from expectations.
- ✿ What influences young people's behaviour.
- ✿ How the community feels about providing information and services to adolescents.
- ✿ What the community thinks about young gay men and lesbians.

What the young people in the programme want to know about gender, sexual and reproductive health

- ✿ What young people know about their bodies, HIV/STIs and safer sex.
- ✿ What problems young people have and what problems most concern them.
- ✿ What problems most concern adults.
- ✿ What services and information young people need, and what is available to them.
- ✿ How easily young people can access condoms.

This information could be found out by:

- ✿ talking to young people in your group
- ✿ reviewing health service records
- ✿ talking to key people in the community
- ✿ conducting participatory activities with young people and adults
- ✿ finding out what information, technical resources and educational materials are available in your country and community and looking at some of this material
- ✿ talking to other youth and HIV/STI programmes to see what you can learn from them
- ✿ looking at the Resources Section of this kit to see if any of the resources listed might be useful or could be adapted.

Activity set

1



Raising awareness for youth leaders



Exercise

6

Identifying your group's needs

Some ways of finding out what young people know and feel about the issues before you start planning the project include:

Drawing and writing Ask young people to draw or write what they know about a particular issue.

Brainstorming Ask young people to call out all the things that come into their head when they think about a particular issue.

Identifying true/false Ask young people to think of three things they know are true and three things they know are false about a particular issue.

Asking what the group knows about... Ask young people to say everything they know about a particular issue.

Asking what the group feels about... Ask young people to share what they feel about a particular issue.

Making speech bubbles Ask young people to fill in speech bubbles above drawings of different people (their mother, father, friend, teacher, local priest etc).



Activity set

1



Raising awareness for youth leaders



Exercise

7

Assessing the level of participation

How involved are young people in planning and implementing your programme? Use the 'ladder of participation' to find out.

On the **bottom rung**, decisions are made solely by adults, and young people have no role in decision making. On the **middle rung**, decisions are made by adults with advice from young people. On the **top rung**, ideas are initiated by young people and decisions are made jointly by young people and adults.

On your own, or with your group, use these steps to look at some of the issues:

Step 1: Imagine an organisation serving young people, but run only by adults. What qualities, knowledge and skills will adults bring to the organisation and what might they lack to be able to effectively meet the needs of young people? Will the organisation be youth friendly? What are its strengths and weaknesses?

Step 2: Imagine an organisation serving young people solely run by young people. How will this organisation differ from one run only by adults? What are its strengths and weaknesses?

Step 3: Combine the strengths of both organisations and try to eliminate the weaknesses by considering an organisation run by a partnership of young people and adults. What roles will adults have? What roles will young people have? Who will make the decisions? How will they make them?

Step 4: List all the organisations serving young people in your community and place them on the ladder according to the level of participation by young people.

Step 5: How will you make your organisation attractive to young people? What qualities are you looking for? What training will young people need? Who will provide it? What incentives will young people have for working in your organisation? What roles will young people play?

Adapted from Children's participation: the theory and practice of involving young citizens in community development and environmental care, Roger Hart, 1997.

8 Original idea and setting up by young people, shared decisions between adults and young people

7 Original idea and setting up by young people, run by young people

6 Original idea and setting up by adults, shared decisions between adults and young people

5 Young people consulted by adults and informed about all aspects of project

4 Adults decide what roles young people take, but keep them informed about all aspects of the project

3 'Tokenism' – young people represented as being involved but have no decision making power

2 'Decoration' – young people only put 'on show' but no involvement in any part of project

1 Manipulation – young people are used by adults to do what adults want them to do

Activity set

1



Raising awareness for youth leaders



Exercise

8

Finding out from the community

1. Discuss with the community: *Where are we now? Where do we want to be? Can we get there? If so, how?* Or, alternatively, ask people in groups to draw pictures of the situation now and the situation they would like to see.
2. Then ask them to think about the forces that prevent change and forces that could lead to change. Add these to the sheet of paper
3. Next, ask the small groups to consider how the positive forces can be made the most of, and how the negative forces could be challenged. (It can be helpful to rank the positive and negative forces in terms of importance or ease of change.)

Use this information to discuss in more detail a plan of action and to decide who will carry it out.

Exercise

9

Introductions

This exercise suggests ways to introduce participants in your group so that they feel more relaxed and safe to share what they think and feel.

Introductions

Introductions in pairs Divide the group into pairs. Ask each pair to discuss four things about each other (name, brothers and sisters, favourite food, something he or she likes to do in their spare time). After 5-10 minutes ask each pair to introduce themselves to the rest of the group.

Throwing a ball The group stand in a circle. One person begins by throwing a ball to someone else in the group. Whoever catches the ball says their name and then throws the ball to someone else in the group to do the same. Or if people have met as a group already, they can say one good thing, or one thing that they have achieved since they last met.

Blindfold trust game Ask one or two people in the group to take turns walking across the room along an imaginary straight line, wearing a blindfold. First they do this on their own in silence. Then they do it with encouragement and guidance from the group. Ask the participants how they felt about doing this in silence and how they felt when they were receiving guidance from the group.

Group dividers

Numbering If you need six small groups, go round the large group numbering from one to six, then ask all the number ones to move together.

Animal groups Give each participant a slip of paper with the name of an animal, ask participants to find the members of their animal group by miming or making the sound of their animal.



Activity set

1



Raising awareness for youth leaders



Exercise 10

Finishing and evaluating sessions

Finishing sessions

- ✿ Sum up at the end of each activity and after each session has finished. Ask participants what, for example, they have learned, enjoyed, or found difficult.
- ✿ It is important to allow participants to come out of their roles if they have been performing role plays or dramas.
- ✿ Finish with a fun exercise or a song or simple game that makes people feel good.
- ✿ Make sure you allow time for young people to talk individually after activities have finished in case they have questions or issues they want to discuss privately. Tell participants you are available after the session.

Evaluating activities

Setting objectives After introducing the session, ask the group what they would like to get from the session—and share with them what you hope they get from it. You can come back to these objectives at the end of the session to see how far people think these have been met.

Completing the sentence (this can be done either spoken or in writing). Ask people to say *'The best thing about today was...'* *'One thing I have learned is...'* *'One thing I didn't like was...'* *'Next time I would like it if...'*

Evaluation voting Make a statement about the session, such as *'I learned something new today'*. Participants use different hand signals to show what they think—hands up for *'agree'*, thumbs down for *'disagree'*, arms folded for *'don't know/can't decide'*.

Feelings sheets Hand out pages with different words or pictures that could describe their feelings about the activity, for example, bored, interesting, learned new things, felt uncomfortable, annoyed, isolated, happy. Ask participants to individually circle the words that best describe how they feel.