

## **Children and Adolescents Sexual and Reproductive Health Rights Toolkit**

### ***Activities Guide for Adolescents 14-17***

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**Unit One:**  
**A Point of Entry to the Rights of Children Relating to**  
**Sexual and Reproductive Health**

**Objectives of the Unit:**

At the end of the sessions of this Unit, adolescents will be able to:

- ❖ *identify the meaning of the concept of health.*
- ❖ *describe the importance of sex education.*
- ❖ *describe the principle of rights and identify the rights and duties of children.*

**Introduction:**

In this Unit we will work with adolescents to identify health in its holistic sense, and to think about the factors affecting health. After that, the adolescents will develop their knowledge of the rights of the child. They will be able to understand the link of rights with responsibilities, and understand their role in contributing to achieving these rights. They will also understand the role of parents and others (care providers and duty officers) in availing the requirements and environment suitable for applying these rights, and in encouraging the adolescents to exercise them.

The adolescents will also be able to define sexual and reproductive health and infer the rights linked to it, and they will grasp the importance of sex education and its benefits.

There will also be a focus on advancing adolescents' understanding of the right to diversity, difference and non-discrimination, proceeding from their way of life, for respect for diversity and difference and appreciating them constitutes one of the basic principles of working with children and adolescents from the rights standpoint.

**Rights and Duties:**

*Our approach proceeds from the four principles that form the foundation of the Convention on the Rights of the Child (CRC) and reflect its spirit: participation, the best interest of the child, non-discrimination, and life and growth.*

*It is important to apply these principles with the adolescents beginning from this Unit, so that they extend to all the subsequent Units. Also, we focus on the role of children in contributing to and working for realization and enjoyment of their rights.*

**First exercise: Defining health.**

**Object of the exercise:** To enable adolescents to define health and understand its principal components.

**Duration:** 30 minutes.

**Tools:** Papers, flipboard, pens.

**Techniques:** Brainstorm session, written participation.

**Steps:**

1. We begin with the following question as starter for the work: *What is health? And how do we become in good health?* We listen to the answers, write them on the board, and explain that we will develop our knowledge of the concept of health in the steps that follow.
2. We write on the board a definition of health and ask: What does this expression mean for you, and how do you explain it?  
Health is a state of complete physical and psychosocial well-being; it is not just absence of illness.  
We explain: So that you can better answer this question, you will walk to where is hung on the wall three large papers on which are written various phrases: physical health, psychological and emotional health, social health. Each of you will write a phrase or word in each column.

3. After completing the writing we ask a volunteer to read the answers in each column. From the answers we infer together the components of health and some of its influencing factors.
4. We summarize the holistic view of health and focus on the importance of integrating the physical and psychosocial aspects of health in order for the human being to feel well.

**Key messages:**

✓ *To be well and to enjoy health means to be active and feel comfortable and be on good terms with people we care about (family, teachers, friends), and feel satisfied with ourselves.*

✓ *There are many things that make us feel good and make our health better; among these are good nutrition, making sure that we are clean, taking care of our bodies and protecting them from harm, doing activities that are fun and teach us new things, having friends that we like and they like us, and exchanging feelings of respect, confidence and affection with people we care about.*

**Second exercise: Our health and influencing factors.**

**Object of the exercise:** To enable the adolescents to ponder protection factors and risk factors affecting their health.

**Duration:** 30 minutes.

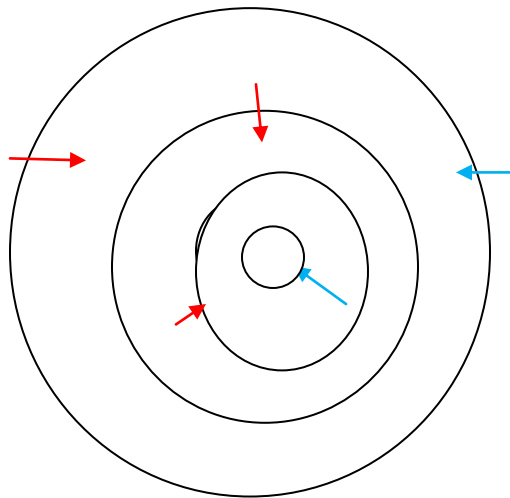
**Tools:** Papers, blue and red pens.

**Techniques:** Individual written contemplation exercise, participation, discussion.

**Steps:**

1. We ask the participants to ponder individually the factors affecting their health at this stage of their lives. We explain:

- *Draw a circle in the middle of the paper and write on it the word “me”, then add as many concentric circles around it as you wish.*
  - *Think and ponder matters that most adversely affect all aspects of your health (risk factors); write them on the circles in blue, with those with the greatest effect near the middle, those with the least effect on the outer circles.*
  - *Recall the various aspects of health that we talked about before, including sexual and reproductive health.*
2. We add the following step: *Now think and ponder matters that most positively affect your health (protection factors) and that you consider factors that protect you and support you; write them on the circles in red, with those with the great effect near the middle, those with the least effect on the outer circles.*
  3. After completion, we ask every participant to mention some pressure/risk factors or protection factors for his/her health, and we encourage discussion.
  4. We concentrate on the importance of protection factors and explain that, whenever these factors are present, the individual feels comfortable and healthy.



**Key message:** *Understanding the factors that affect our health now renders us aware of those aspects that we can give more attention to and those aspects that we should retain so as to feel well.*

**Third exercise: Let's imagine our rights on an island.<sup>1</sup>****Object of the exercise:**

- That the adolescents enhance their understanding of the rights of man and rights of the child.
- That they identify some human rights and basic rights of the child.

**Duration:** 90 minutes.

**Tools:** Board, felt pens, Handout No. 1 (document on the Universal Declaration of Human Rights).

**Techniques:** Group work and presentation, readings and pondering, discussion.

**Steps:**

1. We divide the adolescents into small groups and ask them the follow: *Imagine that you are on a remote and uninhabited island and you have on this island all that you need to stay alive (food, clothing, etc.). There are no laws on this island, for no one before you inhabited it. Try within your groups to write a list of basic rights that apply to all the inhabitants of the island. What are the things that must be present in order to live comfortably?*
2. After the groups complete their work, we ask each group to present and display their work before the ~~large~~ **entire** group.
3. We give every group a copy of Handout No. 1, and we read together the most prominent themes of the Charter of the International Agreement on the Rights of Man, giving explanations where necessary.
4. We ask each group to work once again on comparing what they wrote in rights to those included in the Agreement on Human Rights. We then direct discussion on the following questions:
  - *Did you find differences, additions? Do you want to add anything to your list?*
  - *Why is this Agreement important? Why is it important that there be agreement? What rights are agreed on internationally?*
  - *Who are responsible for making sure the rights are applied and exercised?*

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<sup>1</sup> *It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education*, **author?**, (city? : **publisher?** , **year?**), **pages?** .

**Key messages:**

- ✓ *Right is what a human being enjoys because he is a human being. Human rights are born with him/her, and they mean that he/she deserves to live with dignity and enjoy life.*
- ✓ *There are responsibilities and duties that all must share in to ensure enjoying our rights as children and adolescents.*
- ✓ *We are responsible for demanding our rights and seeking to exercise them, and it is one of the responsibilities and duties of others (our parents, society, state) to provide us with what we need to enjoy our rights.*
- ✓ *It is our duty to respect the rights of others just as we ask others to respect our rights.*

**Second Third exercise: Let's imagine our rights on an island – □ Handout No. 1****The Universal Declaration of Human Rights**

## Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

## Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

## Article 3.

Everyone has the right to life, liberty and security of person.

## Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.



## Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## Article 6.

Everyone has the right to recognition everywhere as a person before the law.

## Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

## Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

## Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

## Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

## Article 11.

- (1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
- (2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

## Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

## Article 13.

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

## Article 14.

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

## Article 15.

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality or denied the right to change his nationality.

## Article 16.

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

## Article 17.

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

## Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

## Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

## Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

## Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

## Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

## Article 23.

- (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

## Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

## Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

## Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

## Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

## Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

## Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

**Fourth exercise: Defining sexual and reproductive health.**

**Object of the exercise:** To enable the adolescents to define sexual and reproductive health.

**Duration:** 30 minutes.

**Tools:** Flipboard paper, pens.

**Techniques:** Inducement questions, explanation, group work and presentation.

**Steps:**

1. We recall with the participants the definition of health in the holistic sense; then we ask: *Do you think there is also a side to health linked to sexual and reproductive aspects?* We listen to the answers and summarize, then inform the participants that we will become better acquainted with sexual and reproductive health through group work that they will undertake.
2. We explain: *To be able to understand sexual and reproductive health it is important that we understand what we mean by "sexuality". Sexuality is not just engaging in sex. It is a part of our life that we express with feelings, thoughts, and also practices.* We present the concept of sexuality in a simplified way as follows:

**Sexuality:** It is a basic aspect of human life. It is what people think about, feel or exercise for being males or females (that is, they have a sex, and “sexuality” derives from the word sex). Sex is determined biologically, but people learn many things and are raised differently and they go through various experiences that generate for them ideas (norms and beliefs), feelings and motivations that are not necessarily similar for everyone of their sex. As a result, the expression of sexuality differs from one person to another, and this is very normal.

**Examples of feelings linked to sexuality:** Our sense of femininity or masculinity (sexual identity), interest in and attraction to other persons, etc.; meaning that the physical relationship between two persons is only one form of expression of sexuality.

3. We divide the participants into small groups and ask them to answer the following:
  - *What is reproduction? How can we define reproductive health? What are the factors that cause us to enjoy reproductive health?*
  - *What is sex? What does sexual health mean, and what is its connection to reproductive health?*
4. During the work, we encourage the groups to recall the physical and psychosocial aspects of health, so as to tie them with sexual health and reproductive health. We give examples of sexual and reproductive health, tying them to the actual situation of adolescents and the distinctive features of this age phase and its needs, and we encourage them to give examples from their lives (such as our feelings of femininity or masculinity (sexual identity), interest in and attraction to other persons, satisfaction with external appearance, acceptance of the sexual changes in adolescence – all these examples bear on sexual health and they are aspects that are either psychological or social).
5. The groups present the results of their work, and we summarize and tie together the answers. We conclude by presenting the definition of sexual health and definition of reproductive health and summarize the key messages.

**To the facilitator:** *It is important to simplify concepts by using understandable and uncomplicated language, and terms suitable for the particular culture of each group, but without departing from scientific facts.*

**Key messages:**

- ✓ *Reproductive health is a state of complete physical and psychosocial well-being in all matters relating to the reproductive system and its functions and processes.*
- ✓ *Sexual health is a state of physical, emotional (feelings and view of self and body), intellectual and social (relations with others) well-being in all aspects of sexuality.*
- ✓ *Sexual health and reproductive health are two interconnected and intertwined concepts; hence the combined term “sexual and reproductive health” incorporating all aspects of sexuality, including reproduction.*
- ✓ *Sexual and reproductive health requires a positive and respectful view of sexuality.*
- ✓ *To enjoy sound sexual and reproductive health and sustain it, there must be respect, protection and application of human sexual and reproductive rights.*

**Fifth exercise: Linking sexual and reproductive health to rights.**

**Object of the exercise:** That the adolescents develop their ability to link rights to sexual and reproductive health.

**Duration:** 30 minutes.

**Tools:** Flipboard paper, board, felt pens.

**Techniques:** Group work, presentation, discussion.

**Steps:**

1. We write the following rights on the board and divide the participants into small groups. We ask each group to take one right or more (depending on the number of the groups) and explain how this right is linked to sexual and reproductive health, proceeding from the definition of sexual and reproductive health that the group arrived at in the previous exercise.

**The expressions:**

- \* The right to health care
- \* The right to privacy
- \* The right to participate
- \* The right to protection
- \* The right to life and growth to the fullest possible extent
- \* The right to non-discrimination
- \* The right to obtain information
- \* The right to express opinion
- \* The right to learning (and education)

2. We pass by the groups and help them find one link between the right and sexual and reproductive health, then leave them to complete their work. After the work is done, every group presents what they reached. We encourage the other groups to propose additions to the results of the work of each group.
3. We ask for examples of violations of these rights, and who is responsible. We discuss in general terms and recall that we can discuss this point and expand on it in all the Units of the Guide.

**To the facilitator:** *The participants in this age group have presumably gone through additional experiences compared to participants of the younger age group. This is natural according to the stages of natural growth, and quite likely most of the participants have reached puberty. This permits us to expand on thoughts on the one hand, and the scope of terms that we might use with this group on the other.*



**Key messages:**

- ✓ *Enjoyment of sexual and reproductive health is a basic part of the right to enjoy life and health and grow to the fullest possible extent.*
- ✓ *We have the right to protection from sexual abuse, sexually transmitted infections, early betrothal, unsafe abortion, and undesired pregnancy.*
- ✓ *We have the right to express opinion and feelings on sexuality, and we have the right to participate in decisions that concern us.*
- ✓ *We have the right to knowledge and sex education and the right to obtain services in sexual and reproductive health (tests, guidance, etc.).*
- ✓ *We have a right to privacy and no discrimination because of our sexual affiliation (male/female) or because of the way we express ourselves and our way of life.*

**Sixth exercise: A debate on sex education.****Object of the exercise:**

- That the adolescents enhance their appreciation of the importance of sex education.
- That they develop their skills in critical thinking, discussion, and persuasion.

**Duration:** 45 minutes.

**Tools:** Papers, pens.

**Techniques:** Debate (for/against) between two parties, discussion.

**Steps:**

1. We divide the group into two parties and explain to them that they will undertake a debate on the subject of sex education for children and adolescents.
2. We inform which of the two parties is for and which is against, and we explain:

- *The first group will play the role of for sex education, and the second group will play the role of against. You will prepare seriously (within 15 minutes) the arguments and information that may convince the other group and change its point of view.*
  - *We may belong to a group that does not express our personal point of view. We can imagine that we are in the place of a person we know who thinks in this way, in order to do the exercise.*
  - *Every party will select a principal spokesperson to present a summary of the views of the group within three minutes. After that the door is open for discussion and questions between the two groups. Persons ask for the right to speak from the spokesperson for the party.*
3. We announce the start of the debate and inform them they have 15 minutes for this. The two parties sit facing each other. We begin with the spokesperson for the first party, then with the spokesperson for the second, and we leave them to direct the discussion. We remind of the rules of the exercise where needed, to control the course of the exercise.
  4. We end the debate and meet in a circle and discuss the following:
    - *How did you feel during the exercise?*
    - *Is the perception of the subject of sex and sex education the same in every country and society? Does this perception differ within the society itself from generation to generation? What is the difference between the generation of your parents and your generation?*

**Key messages:**

- ✓ *The perception of sex education differs from one society to another, and from generation to generation, but sex education is a need and a basic right in the life of people.*
- ✓ *We have a right to obtain suitable sex education, including information, guidance and learning life skills, in order to develop our capacities to take sound decisions and to shoulder their responsibility.*

**Seventh exercise: We are different and we respect difference and diversity.**

**Object of the exercise:** That the adolescents are able to understand that difference and diversity is something natural, and understand the right of non-discrimination.

**Duration:** 30-45 minutes.

**Tools:** Bulletin board, colored felt pens.

**Techniques:** Game and discussion.

**Steps:**

1. We ask the participants to stand in one straight line. We draw a dividing line by laying masking tape or any indicator of a dividing line.
2. We ask the participants to listen to expressions that we will say one after the other. Whoever this expression applies to is to come forward and cross the line. (If the group is difficult, we may add walking in all parts of the area between one expression and the other before returning to the line).
3. We ask everyone not to comment on anyone or anything and to keep quiet throughout the time of the exercise, because we will talk about it later.
4. We begin with the following expressions, one after the other:

**Cross the line everyone who:**

- has dark-colored eyes
- is a girl
- likes sports
- has light-colored eyes
- is a boy
- likes football
- likes swimming
- is ~~pale~~ fair in complexion
- likes to draw
- is ~~dark~~ brown [or black] in complexion
- has long hair
- likes to sing

- lives with his/**her** parents (mother and father)
- lives with one of his/**her** parents (mother or father)
- lives with relatives
- is an only child of his/**her** parents
- has an intimate boyfriend or girlfriend
- has a secret of his/**her** own
- views that love is something beautiful
- feels that he/**she** is different from others in a way.

5. We facilitate discussion of the following questions:

- *Did those of the same age or the same sex share the same characteristics, hobbies, and way of life?*
- *Why are people different from each other?*
- *Can we change some things that make a difference between us?*
- *Is there any need to change anything if that thing doesn't bother us or doesn't hurt or bother others?* (Every person has a right to be different and has a right not to be discriminated against because of any difference from others. It is the duty of every person to respect others different from himself/**herself**, so long as this difference does not hurt or harm anyone).

6. We continue and add: *Difference and diversity are connected with a number of fields in the life of the human being, such as faith, religion, methods of prayer, way of dress, way of celebrating holidays, popular art, and so on. Can you give some examples of these?*

We listen to the answers.

7. We ask every adolescent, each in turn, to write on a large sheet of paper (hung on the wall or board) a word or phrase inspired by what he learned from this exercise. They may also use symbols and drawings for expression. We hang the sheet on the wall and read it together.
8. We ask: *Would you like, after this exercise, to change something in your view and dealing with what is around you in difference and diversity? How? What would each one of you like to do?* We hear the personal participation of every child one by one. We praise the importance of the decisions taken by the adolescents on accepting difference and respecting diversity, and we conclude with the key messages.

**Key messages:**

✓ *Every person has the right to be different, and he/**she** has the right to no discrimination because of any difference from others.*

✓ *Difference and diversity in the life of people is something natural, and it is something beautiful, like the diversity of colors of the rainbow. Imagine if everything in the world was just one color! How boring it would be.*

## **Unit Two:** **The Stage of Adolescence: Our Growing Bodies**

### **Objectives of the Unit:**

At the end of the sessions of this Unit, the ~~children~~ **adolescents** will be able to:

- ❖ *describe physical changes that occur at puberty and adolescence.*
- ❖ *describe the reproductive organs and their functions.*
- ❖ *show knowledge of the sexual development accompanying the stage of adolescence.*
- ❖ *show knowledge of the rights and duties relating to obtainment by children and adolescents of information and education concerning the reproductive organs and their functions and processes.*
- ❖ *take positive stands on matters of sexual development during adolescence.*
- ❖ *show an ability to transfer suitable information to peers on some sexual and reproductive processes.*

### **Introduction:**

In this Unit adolescents will develop their knowledge of bodily changes that begin at puberty for the boy and the girl, the functions of the reproductive organs, and the development of sexual and/or reproductive processes such as the monthly cycle, wet dreams, the capacity to achieve pregnancy, and masturbation.

In addition to in-depth knowledge of sexual development and sexual and reproductive functions, it will contribute to adolescents' active participation in exercises to enhance their positive view of the body and their appreciation of its reproductive functions, such as appreciating the importance of the monthly cycle and viewing pregnancy from the human standpoint.

There will be a focus in this Unit on the right of adolescents to obtain suitable information and education concerning the body and its functions, and the right to request them. There will also be a focus on the responsibilities of adolescents and the duties of parents and society to contribute to adolescents' enjoyment of this right.

As for skills, the adolescents will develop their ability to transfer information to peers on some sexual and reproductive processes, such as the monthly cycle and how pregnancy occurs.

**First exercise: Our growing bodies.**

**Object of the exercise:** That the adolescents are able to understand the bodily changes that occur during adolescence.

**Duration:** 30 minutes.

**Tools:** Board, copies of Working Paper No. 1, pens, colored pencils.

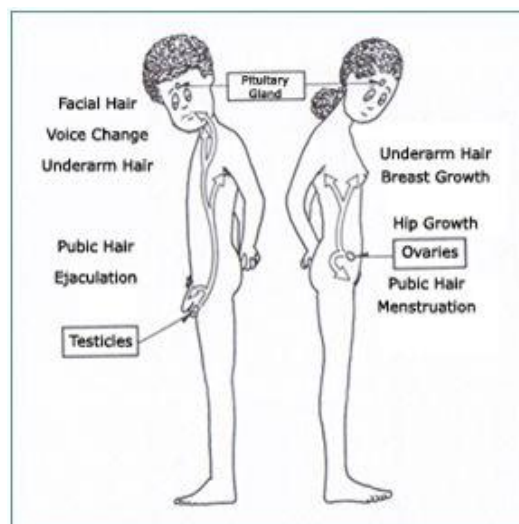
**Techniques:** Individual written exercise (or by drawing), questions that induce learning, participation.

**Steps:**

1. We begin the exercise by informing the participants that the aim of the exercise is to become acquainted with changes in the body that occur during adolescence. We ask: *What do you know about changes in the body during puberty? Remember what happened with you and what you noticed in the opposite sex.* We listen to the answers in general and clarify that we will be detailing the information during the groups' work.
2. We divide the participants into groups and hand them Working Paper No. 1 (Our Growing Bodies). We ask them to identify which changes mentioned in the paper occur in males, which in females, and which in both, by writing and/or drawing every change in the place where it occurs in the two pictures representing the body of the male and the body of the female at puberty.
3. Every group presents the results of its work. Then we correct the answers with everyone on the board.

**The changes:**

- Enlargement of the breasts (girl)
- Change in the pitch of the voice, becoming deeper (boy)
- Appearance of fuzz, then hair, on the face (boy)
- Growth in the bones of the pelvis and rounding of the hips (girl)
- Start of the monthly cycle (girl)
- Increase in the growth and strength of muscles (boy)
- Larger testicles (boy)
- Increase in the discharges of sweat glands and sebaceous glands (both)
- Appearance of hair in the pubic zone and in the armpits (both)
- Broadening of the shoulders (boy)
- Start of semen ejaculation (boy)
- Increase in height and weight (both).
- Growth in sexual sensations (both – no particular location)





4. We ask what causes these change. (*The answer: Hormones, which are substances secreted by various organs in the body, including the testicles of males and the ovaries of females. These hormones have very important functions, including physical and sexual growth. We will come to understand their role later in subsequent exercises.*) We encourage the participants to search for additional information on female hormones and male hormones outside the session and present it in a later session.
5. We explain that some of these appearances are more late in coming than others for some persons, for we are different in the way or how fast we grow, and this is very normal. We add that these changes are a good thing, because they mean we are getting older and can now do more things.
6. We ask: *Has anyone upset you because of these changes that occurred or are occurring with you? Do people around you talk about this? How do you feel when you hear these comments and chats?* We listen to the answers and show respect for the experience of every individual. We then conclude with the key messages.

**Key messages:**

✓ *Since we get older and grow, there are natural physical changes that occur during puberty, that is, between age 10 and 14 approximately. These changes occur because of hormones that are stimulated during this age phase. Some changes continue until age 18 or more, such as increase in height.*

✓ *No one has the right to upset us by talking about the changes that occur in our appearance and body. We always remember, and remind those persons, that they went through these same changes before us, or they will go through them after us (depending on their age).*

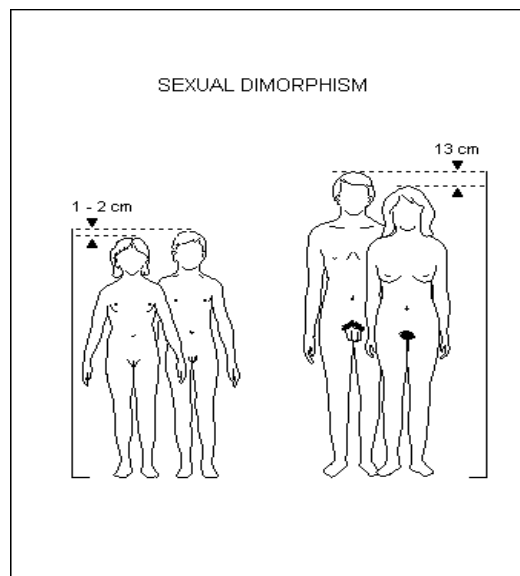
✓ *Physical changes occur at all ages, but they are more noticeable during puberty because they are quicker and appear more clearly. These changes are a good thing in our life, because they indicate that we are growing and are now able to do more things.*

**First exercise: Our growing bodies - ✍️ Working Paper No. 1**  
**Physical Changes during Puberty**

The following is a list of physical changes that occur at puberty, either in the male or in the female or in both. We write the appropriate change in the appropriate place in the drawing. We may also draw this change where it occurs.

**The changes:**

- Enlargement of the breasts
- Change in the pitch of the voice, becoming deeper
- Growth in the bones of the pelvis and rounding of the hips
- Appearance of the monthly cycle
- Increase in the growth and strength of muscles
- Larger testicles
- Increase in the discharges of sweat glands and sebaceous glands
- Appearance of hair in the pubic zone and in the armpits
- Broadening of the shoulders
- Start of semen ejaculation
- Increase in height and weight
- Appearance of fuzz, then hair, in the face
- Growth in sexual sensations



**Second exercise: We become better acquainted with the male reproductive organs.**

**Object of the exercise:** That the adolescents develop their knowledge of the male reproductive organs and their functions.

**Duration:** 45 minutes.

**Tools:** Poster of the male genitalia, Working Paper No. 2, Working Paper No. 3, pens.

**Techniques:** Induced learning competitions between groups: connecting phrases, inferring appropriate nomenclature in the appropriate place on the poster.

**Steps:**

1. We divide the participants into small groups and give each group Working Paper No. 2. We explain:  
*We will become better acquainted with the male reproductive organs. We complete the sentences by connecting the first phrase of each sentence with the second phrase that completes it in the facing list.*
2. After the groups complete the first step, we correct the sentences with the **large entire** group. We begin with the first sentence, listen to the answer of each group, and give a point to the group that answered correctly. We talk in brief about the function of every organ after correcting every sentence. At the end of correcting all the sentences, we announce the group that won.
3. We distribute Working Paper No. 3 to the groups and explain: *We return to the sentences that we completed in Working Paper No. 1 and write the name of every male reproductive organ in the appropriate place on the sketch.*
4. We show the poster of the male reproductive system, correct with the **large entire** group the names of the male reproductive organs, and open the door to questions and discussion.

**To the facilitator:** *The participation of the adolescent in discovering information renders the learning process directly pertinent to him/her. The participants may make many mistakes in this exercise, and that is good, because they will invariably learn from trial and error. We try to make this exercise an opportunity for learning – not to evaluate the knowledge of the participants and their ability to tie information, but rather to contribute to enhancing their skill by encouraging them.*

**Second exercise: We become better acquainted with the male reproductive organs - ✍️👉**  
**Working Paper No. 2**

**Names and Functions of the Male Reproductive Organs**

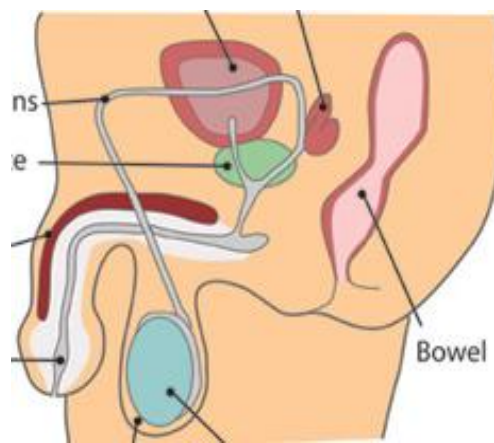
First List	Second List
The two <i>testes</i> are located below the abdomen, between the thighs. The testicle is	to form together a urogenital canal called the <i>urethra</i> . Its function is to transfer sperm cells from the <i>epididymis</i> to the <i>urethra</i> .
The <i>scrotum</i> is a flexible cutaneous pouch containing the testes and surrounding them. It helps keep the temperature suitable for production of sperm,	with the ovum (female egg cell) to form the fetus.
The <i>penis</i> is the male organ responsible for transfer of semen to outside the body or to inside the female vagina;	an oval reproductive gland that produces the seminal fluid.
At the head of the <i>penis</i> is a piece of foreskin that may lead to infections if it is not constantly cleaned;	mature sperm cells and transfers them from the <i>testes</i> to the <i>Vas deferens</i> .
The <i>epididymis</i> is a long thin tube that stores	which is less than body temperature by 3-4 degrees.
The <i>Vas deferens</i> is a tube extending around the bladder and joining with the urinary canal	it is usually removed by circumcision.
<i>Sperm</i> are male reproductive cells. They cannot be seen except under a microscope. Only one <i>sperm</i> unites	the process of ejaculation.
The <i>prostate gland</i> surrounds the bladder and is connected with the testes. Its function is to secrete part of the seminal fluid. It also helps in	urine is also discharged from it.

**Second exercise: We become better acquainted with the male reproductive organs - ✍️👉**

**Working Paper No. 3**

**Sketch of the Male Reproductive Organs**

Proceeding from what we learned in the previous exercise about the names and functions of the male reproductive organs, we infer the places of the names of these organs and write them in their place on the arrow before every organ.



**Third exercise: We become better acquainted with the female reproductive organs.****Object of the exercise:**

- That the adolescents develop their knowledge of the female reproductive organs and their functions.
- That the adolescents develop their appreciation of knowledge of the body and the reproductive organs.

**Duration:** 45-60 minutes.

**Tools:** Poster of the female genitalia (external and internal), Working Papers 4, 5, 6 and 7, pens.

**Techniques:** Induced learning competitions between groups: connecting phrases, inferring appropriate nomenclature in the appropriate place on the poster, discussion.

**Steps:**

1. We divide the participants into small groups and give each group Working Paper No. 4. We explain:  
*We will become better acquainted with the external female reproductive organs. We complete the sentences by connecting the first phrase of each sentence with the second phrase that completes it in the facing list.*
2. After the groups complete the first step, we correct the sentences with the **large entire** group. We begin with the first sentence, listen to the answer of each group, and give a point to the group that answered correctly. We talk in brief about the function of every organ after correcting every sentence. At the end of correcting all the sentences, we announce the group that won.
3. We distribute Working Paper No. 5 to the groups and explain: *We return to the sentences that we completed in Working Paper No. 3 and write the name of every external female reproductive organ in the appropriate place on the sketch.*
4. We show the poster of the female reproductive system – external organs, correct with the **large entire** group the names of the external female reproductive organs, and open the door to questions and discussion.
5. We repeat the same steps for the internal female reproductive organs, relying on Working Paper No. 6, Working Paper No. 7, and the poster on the female reproductive system – internal organs.
6. We discuss the following questions and conclude with the key messages:

- *Do you think it was useful to be acquainted with the female and male reproductive system? How will this benefit us?*
- *Did you try to discover this information before? How and where did you find this information?*

**To the facilitator:** *If members of the group are closer to the 10-13 age group, we apply the exercise “we become acquainted with the reproductive organs” in the Activities for Children Guide. This exercise is more suited for adolescents age 16-17. It is very essential to accommodate the growing abilities of children and adolescents.*

**Key messages:**

- ✓ *I have a right to be acquainted with my body and the body of the other person, including our reproductive organs, so that I can appreciate, respect, protect, and safeguard it.*
- ✓ *My knowledge about my body gives me self-confidence and makes me feel comfortable.*
- ✓ *Sexual differences between the male and female complete each other. There are no missing organs (in the girl), only different organs. Thanks to these differences and the complementary nature of their functions with the functions of the opposite sex, the ability to give birth is assured.*

**Third exercise: We become better acquainted with the female reproductive organs - ✍️👉**  
**Working Paper No. 4**

**Names and Functions of the External Female Reproductive Organs**

We connect every phrase in the first part with the phrase that completes in the second part with an arrow (→), to become better acquainted with the external female reproductive organs.

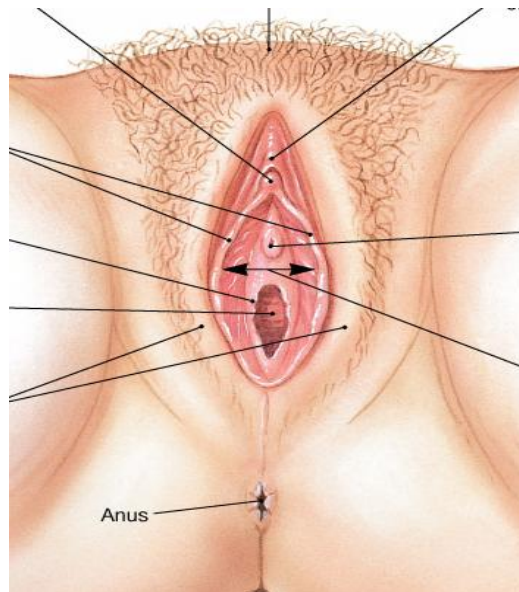
First List	Second List
The <i>mons pubis</i> is a soft fatty connective tissue	situated below the <i>labia majora</i> ; their basic function is to cover and protect the urethral and vaginal entrances.
The <i>labia majora</i> are two thick cutaneous folds of skin whose basic function is	that is covered with hair and extends above the pubic bone.
The <i>labia minora</i> are two delicate cutaneous folds that are smaller,	during sexual intercourse, and from it descends the <del>fetus</del> <b>newborn</b> during delivery.
The <i>clitoris</i> is a highly sensitive small organ, firm and rounded, located	to protect the external genitalia.
The <i>vaginal entrance</i> is the opening from which menstrual blood is discharged; it is the same opening that receives the penis of the man	a mucoid secretion helpful during intercourse.
The <i>hymen</i> is a membranous tissue covering <b>part</b> of the vagina through which the blood of monthly menses passes;	in the anterior of the <i>labia majora</i> ; its function is to lead the female to sexual satiation.
The <i>Bartholin glands</i> lie on either side of the vagina towards the back; they produce	it may tear during the first intercourse, but parts of it can remain even after repeated intercourse.



**Third exercise: We become better acquainted with the female reproductive organs - ✍️👉**  
**Working Paper No. 5**

**Sketch of the External Female Reproductive Organs**

Proceeding from what we learned in the previous exercise about the names and functions of the external female reproductive organs, we infer the places of the names of these organs and write them in their place on the arrow before every organ.



**Third exercise: We become better acquainted with the female reproductive organs - ✍️👉**  
**Working Paper No. 6**

**Names and Functions of the Internal Female Reproductive Organs**

We connect every phrase in the first part with the phrase that completes in the second part with an arrow (→), to become better acquainted with the internal female reproductive organs.

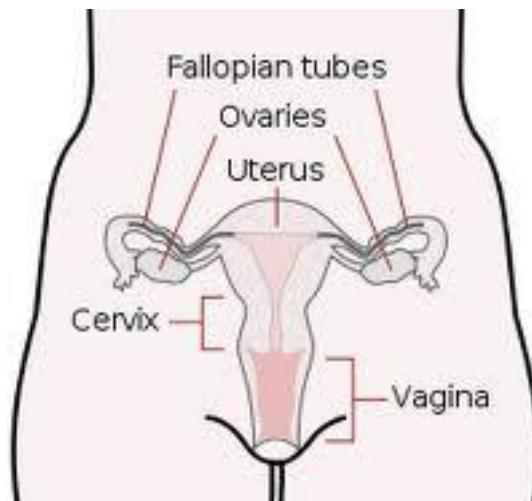
First List	Second List
The <i>vagina</i> is a hollow muscular structure connecting the outer part of the <i>vagina</i> with the <i>uterus</i> ; it is sheathed with a thick lining that can expand when necessary,	the sperm fluid to the <i>uterus</i> , and from it is discharged menstrual blood to the <i>vagina</i> .
The <i>cervix</i> is the lower part of the <i>uterus</i> connected to the <i>vagina</i> ; through it enters	a passageway that the mature <i>ovum</i> migrates through from <i>ovary</i> to <i>uterus</i> . In it occurs the meeting of <i>ovum</i> and sperm cell.
The <i>uterus</i> is a hollow, pear-shaped organ, about the size of the fist, lined with several muscular layers that can expand and enlarge,	for example, it expands during labor to permit passage of the fetus, and blood discharge during menstruation is transported through it to outside the body.
The <i>fallopian tubes</i> are two canals, one on each side of the uterus. The canal is	The <i>ovary</i> has two functions: production of a mature <i>ovum</i> each month, and secretion of female hormones.
The two <i>ovaries</i> are almond-shaped, one on each side of the <i>uterus</i> , below the <i>fallopian tubes</i> .	with the sperm cell, begins the process of conception of the fetus.
The <i>ovum</i> is the female reproductive cell which, when united	thus permitting holding the fetus for 9 months; after delivery it returns to its normal size.

**Third exercise: We become better acquainted with the female reproductive organs - ✍️👉**  
**Working Paper No. 7**

**Sketch of the Internal Female Reproductive Organs**

Proceeding from what we learned in the previous exercise about the names and functions of the internal female reproductive organs, we infer the places of the names of these organs and write them in their place on the arrow before every organ.

???????



**Fourth exercise: We become acquainted with the monthly cycle and menses.****Object of the exercise:**

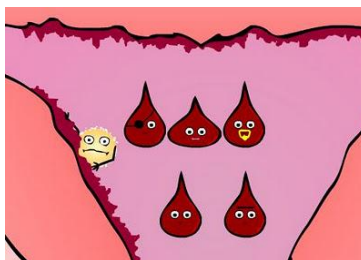
- That the adolescents develop their knowledge of the stages of the monthly cycle and how the monthly period (menses) occurs.
- That the adolescents develop their knowledge of the symptoms accompanying menses and ways to care for health and personal hygiene during menses.
- That they adopt a positive view of the monthly cycle and menses.

**Duration:** 60 minutes.

**Tools:** Board, felt pens, poster on the stages of the monthly cycle.

**Steps:**

1. We ask the participants: *What do you know about the monthly cycle? What is menses (monthly period)? What is the connection between the monthly cycle and occurrence of pregnancy?* We listen to the answers and encourage discussion, making corrections where necessary.
2. We hang up the poster “Stages of the Monthly Cycle” and explain the stages of the monthly cycle and how menses occurs, helping the participants make inferences during each stage of the explanation.



3. We encourage asking additional questions, and we make sure that everyone understood the difference between the monthly cycle and monthly period (menses).

4. We ask: *What is the importance of the monthly cycle in the life of the girl? How should boys view it?* We listen to the answers. We affirm that menses is a sign of sexual maturity that enables the girl to bear children and become a mother in future, and knowledge of the monthly cycle will help boys and girls to determine the time of fertility and plan childbearing in the future or avoid undesired pregnancy. We then inform the adolescents that we will elaborate further on how pregnancy occurs in a later exercise.
5. We ask: *Does the first menses occur in all girls at the same age?* We listen to the answers. We affirm that the time of appearance of the first menses varies from one girl to another, and one should not worry if it does not appear before the age of 16. After 16, if it still does not appear, we consult a medical specialist to help us.  
*Is the monthly cycle during puberty regular? (That is, does it always come every month and on a definite date?)* We listen to the answers, affirming that interruption of the monthly cycle or its irregularity, and therefore the interruption of menses or its irregularity, is something normal after the first appearance of menses during puberty. The monthly cycle becomes regular with time and the time of menses becomes fixed approximately.
6. We ask about the physical and psychological symptoms that accompany menses, and ways to care for health and personal hygiene during menses. We correct ways of care linked to erroneous information, should they arise, and draw on the Information Guide, paragraph on “Body Care during Menses”, p. 24.
7. We ask what did each participant learn that was new. We summarize with them the points learned and the key messages.

**A simplified explanation of the monthly cycle and menses:**

- ☑ The monthly cycle is the number of days from day 1 of menses to day 1 of the next menses. It is usually 28 days long, but it varies from one girl to the next and may range from 22 to 35 days.
- ☑ The egg cell is ejected from the ovary to the Fallopian tube, usually on day 14 of the monthly cycle, that is, about half way through it, and then reaches the uterus. The egg cell waits several days to unite with the sperm cell and pregnancy take place. If they do not meet, it is discharged with the blood that was to feed the embryo, through the vaginal entrance.
- ☑ The discharge of the egg cell, blood and fluids to outside the body occurs once each month and is called menses or the monthly period; it usually continues for about 3-7 days.

**Key messages:**

✓ *Menses is a natural and important event in the life of every girl. It is a sign indicating her sexual maturity, and this means that she is now able to bear children when she decides on this (with her partner) in future.*

✓ *The timing of the first menses varies. It appears between ages 9 and 16, depending on the different nature of the body from girl to girl.*

✓ *We have the right to understand the monthly cycle and how menses occurs so as to feel confident and comfortable with our bodies if we are girls, so as to understand what happens with the opposite sex if we are boys, and so as to understand together when is the time of fertility for the woman when we desire and decide together to become parents in future.*

**Fifth exercise: The date of the next menses.**

**Object of the exercise:** That the adolescents are able to determine the time of fertility and the date of menses (monthly cycle).

**Duration:** 20 minutes.

**Tools:** Board, felt pens, copies of Working Paper No. 8, pens.

**Techniques:** Individual calculation exercise, discussion.

**Steps:**

1. We distribute Working Paper No. 10 to each participant and explain on the flipboard the concept of the exercise. We ask each participant to do the exercise individually.
2. We sketch the table on the board and explain:  
The following is one example of calculating the monthly cycle that is regular (28 days). If we assume that the date of the last menses was on 3 August, half way through the cycle appears the time of fertility and the ability for pregnancy to occur will be after passage of 14 days. We calculate starting from 3 August. The 14<sup>th</sup> day will be 16 August. We add 14 days and obtain the date of the next menses as 30 August, that is, after 28 days have elapsed since the start of the previous menses.

Now, for our part, we will do the exercise so as to determine the next menses and time of fertility. For the girls: We remember another date of our own menses and fill a schedule of our own. For the boys: We set a hypothetical date for the previous menses of a hypothetical person and draw out on its basis the date of the next menses and time of fertility.

### Schedule of the Date of Menses (Example)

August 2011	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3 first day of menses	4	5	6	7
	8	9	10	11	12	13	14
	15	16 midpoint of monthly cycle	17	18	19	14	21
	22	23	24	25	26	27	28
	29	30 first day of next menses	31				

3. We pass by the participants and help them where necessary. This exercise is a personal exercise; so no presentations are made.
4. We ask the group about other ways or signs that indicate the girl is in a time of fertility. We present information if necessary. (Increase in vaginal exudations, increase in body temperature, feeling slight localized pain in the ovary among some girls).

**To the facilitator:** *If there are some participants unable to write for reason or another, we encourage them to do the calculation mentally or counting with their fingers.*

**Fifth exercise: The date of the next menses - ✍️ Working Paper No. 8**  
**Determining the Date of the Next Menses**

The following is one example of calculating the monthly cycle that is regular (28) days. We rely on it to determine the date of the next menses and time of fertility in the schedule that follows it.

For the girls: We remember another date of our own menses and fill a schedule of our own.

For the boys: We set a hypothetical date for the previous menses of a hypothetical person and draw out on the basis of that the date of the next menses and time of fertility.

**Schedule of the Date of Menses (Example)**

August 2011	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3 first day of menses	4	5	6	7
	8	9	10	11	12	13	14
	15	16 midpoint of monthly cycle	17	18	19	14	21
	22	23	24	25	26	27	28
	29	30 first day of next menses	31				

**Private Schedule (or Hypothetical Schedule)**

Month:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Year:							



**Sixth exercise: How can we help Selma: Selma's Story I.****Object of the exercise:**

- That the adolescents are able to appreciate the importance of obtaining information from reliable sources.
- That the adolescents develop their ability to transfer information on the monthly cycle and menses to peers and to support them.

**Duration:** 45 minutes.

**Tools:** Poster on Selma's Story I.

**Techniques:** Story and discussion, playing roles (peer-to-peer).

**Steps:**

1. We read Selma's Story I, drawing on Poster 4-A showing Selma's story.

**The story:**

Selma is an only child (she had no sisters) 11 years old. She lives with her parents in a small village. One morning, Selma woke up and went to the bathroom, as she usually does every morning. But this time, she did not leave it as she usually does. She left it terrified, trembling, and crying. Selma saw drops of blood on her underpants. She thought something bad happened to her. Selma ran quickly to her mother for help and told her what happened. Her mother cried, "congratulations", gave her a hug and kissed her. Selma did not understand anything!



2. We discuss the following questions:

- *What do you think happened with Selma? Why was she terrified?*
- *Do you know someone who had a similar experience?*
- *How could this reaction have been avoided? What did Selma need?*
- *Can you infer some rights that Selma should have enjoyed so that she would be all right in such a situation?*

3. We ask two volunteers to play roles on Selma's Story I.

First role: Selma; second role: person Selma consults to explain to her what happened with her.

We ask the person who plays the second role to identify the person who will help Selma, before starting to play the roles (her older sister or brother, relative, friend, neighbor, mother, grandmother, etc.)

4. At the end of the role playing, we ask the participants to play the roles on their feelings, and we ask the group as to the way to convey the information and its accuracy.

We listen to the answers and conclude with a summary of the key messages with the participants.

**To the facilitator:**

✓ *We encourage the adolescents to express their personal experiences during the discussion, but we do not force anyone to do so. We affirm confidentiality and privacy and respect for the experiences and feelings of every participant.*

✓ *We encourage the adolescents during the playing of roles and give them incentive.*

**Key messages:**

- ✓ *We have the right to understand things that relate to our body and our health, so that we are able to be concerned about ourselves.*
- ✓ *We have the right to understand some things before they happen, so as to be prepared for them and feel comfortable and confident.*
- ✓ *We have the right to obtain information and sex education and moral support.*
- ✓ *It is our responsibility to ask for help and to resort to persons we trust and are able to support us and provide the suitable information.*
- ✓ *We can help peers if we are sure that we know completely the suitable information, or help them ask for help and search for information from persons and reliable sources.*

**Seventh exercise: Sexual growth and wet dreams.**

**Object of the exercise:** That the adolescents understand wet dreams as a natural result of sexual maturity.

**Duration:** 30 minutes.

**Tools:** None.

**Techniques:** Conversation.

**Steps:**

**Introduction:** Just as the monthly period appears for the girl, due to growth and sexual maturity, so too there appears for the boy the ability to produce and discharge seminal fluid. In this exercise we will become acquainted with a new subject that relates to sexual growth in the phase of puberty, which is wet dreams.

1. We begin with a conversation to induce learning and explain through it.



*Now we will talk a little about the time of sleep and dreams.*

- *Who among you remembers in the morning his/her dreams?* (All people dream, but they do not always remember them and they think that they did not dream).
  - *Are the dreams usually nice or are they disturbing?* (Dreams are sometimes nice and make us feel good, but sometimes they are disturbing; for example, if we have an exam and feel worried, we may dream something disturbing).
  - *Our interest in physical changes increases during puberty, and the work of the hormones increases rapidly. We may dream of things that have to do with sex, and this is natural. Do you know what we call these dreams?* (Wet dreams). *Do you know why we call them that?* (Because the seminal fluid is discharged from the penis of the boy without his feeling it, while he is asleep, and he wets his clothing slightly. The girl also **has such** dreams, resulting in wetting in the area of the vagina, without her feeling or remembering it).
  - *Nearly everyone who is older than you went through this during puberty. Now that you know that this happens, and it is very natural because the hormones become active and we mature, how do you feel?*
2. We listen to the feelings of all the children and try to understand them and contain them. We encourage them to ask additional questions if we notice quizzical looks on their faces.
  3. The exercise ends with **an invigorating motion or ritual motion within the group session\***, as it helps to give them a breather and contain emotions.

**To the facilitator:** *It is essential that we feel confident and comfortable talking about wet dreams, to make the children feel that way and contain their distress or shyness.*

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\* Translator's note: I am not certain about my translation of this phrase.

**Sixth Eighth exercise: Why childbirth? How does pregnancy occur?****Object of the exercise:**

- That the adolescents adopt a positive view of the subject of pregnancy and childbirth and appreciate the importance of deciding on this.
- That the adolescents develop their knowledge of how pregnancy occurs.
- That the adolescents enhance their knowledge of the most prominent signs of pregnancy and most prominent methods of contraception.

**Duration:** 90 minutes.

**Tools:** Poster on “How Does Pregnancy Occur”, papers, pens, colored pencils.

**Techniques:** Questions and discussion, peer-peer participation, explanation, expression by drawing.

**Steps:**

1. We begin by asking a number of questions to start the exercise:
  - *Why do people give birth to children? Is it necessary that they love each other if they want to have children?*
  - *Can they decide to have children or does this happen by accident?*
  - *Does giving birth to children require certain responsibilities? Like what?*
2. We listen to the various participations, correct erroneous information and thoughts, then summarize the key messages about the human side of pregnancy and childbirth (love relationship, joint decision, maturity and responsibility).



3. We divide the participants into small groups (two or at most three participants **per group**). We ask them to share the information they have on how pregnancy occurs. We add: *Try also to remember what we talked about before in the exercise on the monthly cycle, about the egg cell waiting to meet the sperm cell...*

4. We ask the groups to explain to us how pregnancy occurs, but only if they want to. We then explain how pregnancy occurs, relying on the poster “How Does Pregnancy Occur” and on the Information Guide, p. 24 (“How Does Fertilization Occur? How Does Pregnancy Occur?”).



5. We discuss the following questions:
- *What are the most prominent signs of pregnancy?*
  - *What methods do you know of that can be used by people to plan childbirth and avoid unplanned pregnancy?*
  - *How can people know more about methods of planning child birth and contraception so as to take suitable decisions on their use?*
- We add information on methods of contraception, depending on need, the preparedness of the group, and the cultural frame. We encourage asking additional questions and discussion.
6. We ask the participants what is new about what they learned after the participation and explanation. We summarize with them the basic points learned and write them on the board.
7. We distribute papers and colored pencils and ask the adolescents to write what they feel, or do a free drawing inspired by the subject (if time permits). We inform them that this step is an individual personal work for pondering and expression and they are not to share it with anyone.

**A simplified explanation of how pregnancy occurs:**

- ☑ When the boy reaches puberty, his testicles produce sperm cells continuously and in large numbers, while the ovary of the girl produces one egg cell every month.
- ☑ The egg cell settles in the uterus and waits for one of the sperm cells to come. The male penis sends the sperm cells with the seminal fluid to the uterus of the female through the vaginal entrance.
- ☑ The sperm cells compete to reach the egg cell. Only one sperm cell (the strongest and quickest) reaches the egg cell and unites with it to form the embryo. This is the first moment of pregnancy. Pregnancy continues for nine months. The monthly cycle stops during this time, then returns after childbirth.
- ☑ The child descends from the uterus of his/**her** mother through the vaginal entrance, which expands during child birth to permit the child to come out. After the childbirth, it returns to its normal size.
- ☑ The sperm cell is what decides the sex of the newborn (male or female).
- ☑ How beautiful that every organ of the human body has its own functions that make it special!

**To the facilitator:** *It is essential that we use clear and simple language during the scientific explanation, and that we concentrate also on the subject of pregnancy and reproduction as a value that has human, emotional and social connotations.*

**Key messages:**

✓ *People usually give birth to children so that life goes on, and they are in a state of love and childbearing. Usually, the decision is taken together by the man and woman to have children, and the two shoulder the responsibility for them and take care of them and love them, and they assure all the material needs so that they can enjoy life and grow and develop.*

✓ *Pregnancy can occur at any time starting from the phase of puberty if egg cell and sperm cell meet halfway through the monthly cycle. But two persons do not unite with one another in order to have children, even if they love each other, except after they grow up and become mature enough to shoulder the responsibilities of having children.*

✓ *The most prominent signs of pregnancy: interruption of menses and halt to the monthly cycle, pain in the breasts and enlargement in their size, nausea and sometimes vomiting, a need to urinate more than usual, and fatigue. Any one of these symptoms may also appear in other conditions of health, so it is necessary for the woman to consult a doctor to make sure about this.*

✓ *There are various methods of planning childbirth and preventing undesired pregnancy. People can choose the method that suits them, and they can consult specialists so as to know more about the way to use them, their effectiveness, and their pros and cons.*

**Seventh Ninth exercise: How do we help Mazen: Mazen's Story.****Object of the exercise:**

- That the adolescents are able to appreciate the importance of the right to obtain information and request it from reliable sources.
- That the adolescents develop their ability to transfer information to peers on how pregnancy occurs.

**Duration:** 45 minutes.



**Tools:** Poster of Mazen's Story.

**Techniques:** Story and discussion, playing roles (peer-to-peer).

**Steps:**

1. We read Mazen's Story, drawing on the poster showing Mazen's story.

**The story:**

Mazen was 12 years old, and like his friends of the same age, he wanted to know how pregnancy occurs and how children are born. Mazen did not have a clear idea. He asked his friend Omar about this. But he could not understand anything from him, because Omar for his part did not have enough information. Mazen decided to search for himself for information on the Internet...



2. We discuss the following questions, then conclude with the key messages.

- *Do you think that Mazen was correct in his choice of sources of information? Why?*
- *In your opinion, who are the persons responsible for helping Mazen enjoy his right to knowledge and education on the subject of sexual and reproductive health?*
- *If you were in Mazen's place, who could you consult? Why?*
- *Now, after you became acquainted accurately with the information in the previous exercises, what would you say to Mazen if you wanted to explain to him how pregnancy occurs?*

3. **We** ask two volunteers to play roles on Mazen's Story.  
First role: Mazen; second role: person whom Mazen consults and is in a position of trust and knowledge to answer his question.  
We ask the person who plays the second role to identify the person who will help Mazen, before starting to play the roles (his older brother, relative, friend, neighbor, father, grandfather, social worker, activist, teacher).
4. At the end of the role playing, we ask the participants to play the roles on their feelings, and we ask the group as to the way to convey the information and its accuracy.
5. We ask: *Do you feel after this exercise that you can contribute to transferring information to children and adolescents who are younger than you about how pregnancy occurs?*  
We listen to the answers and conclude with a summary of the key messages with the participants.

**To the facilitator:** *We encourage the adolescents during the playing of roles and give them incentive.*

**Key messages:**

- ✓ *We have the right to obtain information and sex education from persons we trust and from reliable sources.*
- ✓ *It is our responsibility to request help and resort to persons we trust and are able to answer our questions about topics in sexual and reproductive health in a suitable way.*
- ✓ *We can help peers if we are sure that we know completely the suitable information, or help them ask for help and search for information from persons they trust.*

**Eighth Tenth exercise: How do we help Selma again: Selma's Story II.****Object of the exercise:**

- That the adolescents appreciate the importance of the right to obtain information from reliable sources.
- That the adolescents develop their ability to transfer information to peers on how pregnancy occurs.

**Duration:** 45 minutes.

**Tools:** Poster on Selma's Story II.

**Techniques:** Story and discussion, role playing (peer-to-peer), (additional exercise, comparable to the previous one and achieves the same objectives).

**Steps:**

1. We read Selma's Story II, drawing on the poster showing Selma's Story II.

**The story:**

Selma understood in some sort of way that what happened to her is called the "monthly period", and that it will keep happening to her from now on, once each month. But this didn't happen in the following month, not even in the following four months. Selma felt a little confused and bewildered. A natural curiosity came over her to know what is going on. She asked one of her colleagues at school, who said to her: "You're probably pregnant; the monthly cycle is interrupted for nine months for the pregnant".

Selma was shocked and felt her temperature rise. She no longer understood what is going on inside of her in reactions and feelings. She did not know anything about the matter. And she did not know how pregnancy happens. Even so, she believed her colleague and went to search for the reason that made her pregnant. She concluded that maybe she is pregnant because she saw exchanges of kisses on television. That night Selma never stopped worrying, thinking, and feeling guilty.



2. We discuss the following questions:

- *What are the psychological effects resulting from Selma not knowing the correct information?*
- *What should Selma have known so as not to have been affected by her colleague's answer?*
- *In your view, who is responsible for helping Selma enjoy her right to obtain correct information?*
- *Have you heard of similar stories to this story? What are they?*
- *If you were in the place of Selma's colleague, how would you explain to Selma interruption of the monthly cycle?*

3. **We** ask two volunteers to play roles on Selma's Story II.

First role: Selma; second role: person whom Selma consults to explain to her what happened with her.

We ask the person who plays the second role to identify the person who will help Selma, before starting to play the roles (her older sister/brother, relative, friend, neighbor, mother, grandmother, social worker, teacher, activist, etc.).

4. At the end of the role playing, we ask the participants to play the roles on their feelings, and we ask the group as to the way to convey the information and its accuracy.
5. We ask: *Do you feel after this exercise that you can contribute to transferring information to children and adolescents who are younger than you about how pregnancy occurs?*

We listen to the answers and conclude with a summary of the key messages with the participants.

**To the facilitator:**

✓ *The participants may express personal experiences during the discussion, so we affirm confidentiality and privacy and respect for the experiences and feelings of every participant.*

✓ *We encourage the adolescents during the playing of roles and give them incentive.*

**Key messages:**

✓ *We have the right to obtain information and sex education from persons we trust and from reliable sources.*

✓ *It is our responsibility to request help and resort to persons we trust and are able to answer our questions about topics in sexual and reproductive health in a suitable way.*

✓ *We can help peers if we are sure that we know completely the suitable information, or help them ask for help and search for information from persons they trust.*

**~~Ninth~~ Eleventh exercise: Crossword puzzle – sexual and reproductive functions.**

**Object of the exercise:** That the adolescents confirm their knowledge of sexual and reproductive functions.

**Duration:** 30 minutes.

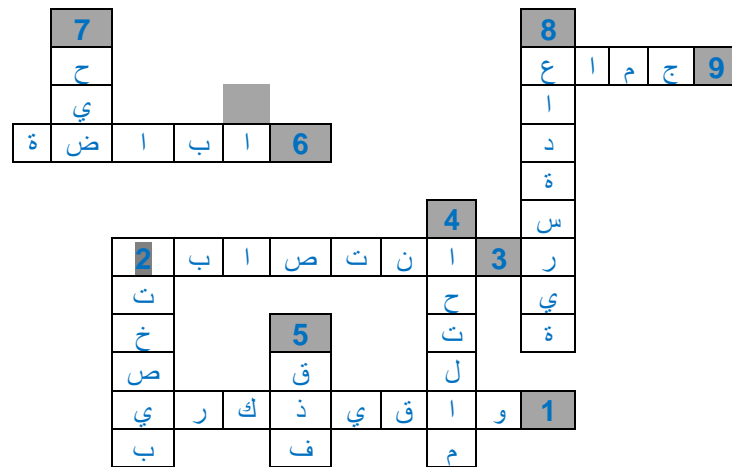
**Tools:** Working Paper No. 9, pens.

**Techniques:** Crossword puzzle contest between the groups.

**Steps:**

1. We divide the group into small groups and distribute Working Paper No. 9 and explain to the participants that they will compete as groups in recalling what they know about sexual and reproductive functions:

*When you find the suitable word, insert it in its place in the schedule.*

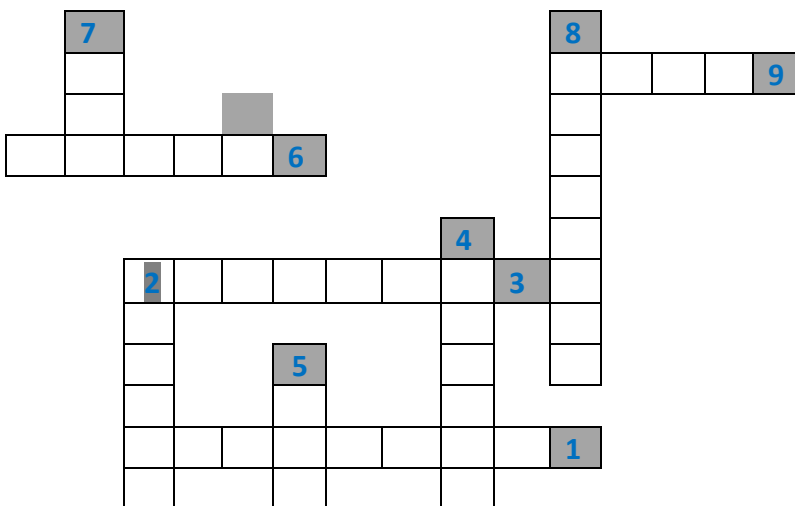
**Crossword Puzzle Schedule (Solved):****The words:**

1. What the male uses to contain his seminal fluid when discharged. [condom]
2. Union of the egg cell with the sperm cell. [fertilization]
3. When the penis becomes erect. [erection]
4. Discharge of seminal fluid during sleep. [wet dream]
5. Discharge of seminal fluid from the penis. [ejaculation]
6. Emergence of a mature egg cell from the ovary. [ovulation]
7. Discharge of blood from the vagina once each month. [menses]
8. Fondling one's sex organs (two words) [masturbation]
9. Entry of the male organ into the vagina (or anus) [sexual intercourse]

2. We bring together the groups to present the results of their work.
  - We ask: *What was word (1)?* We listen to each group in turn. We give a point to the group that gave a correct answer.
  - We repeat the process for the remaining eight words.
  - We add up the points of each group on the board and announce the group that won.

**Ninth Eleventh exercise: Crossword puzzle – sexual and reproductive functions - ✍️ 🖐️**  
**Working Paper No. 9**  
**Crossword Puzzle – Sexual and Reproductive Functions**

We find the suitable word and insert it in its place in the schedule:



The words:

1. What the male uses to contain his seminal fluid when discharged.
2. Uniting of the egg cell with the sperm cell.
3. When the penis becomes erect.
4. Discharge of seminal fluid during sleep.
5. Discharge of seminal fluid from the penis.
6. Emergence of a mature egg cell from the ovary.
7. Discharge of blood from the vagina once each month.
8. Fondling one's sex organs (two words)
9. Entry of the male organ into the vagina (or anus)

**Tenth Twelfth exercise: Important information and facts about our bodies.****Object of the exercise:**

- That the adolescents develop their knowledge of the body and some of its biological features, and enhance their appreciation of the benefits of this knowledge.
- That the adolescents develop their knowledge of masturbation.

**Duration:** 30 minutes.

**Tools:** Working Paper No. 10, pens.

**Techniques:** Individual pondering exercise, participation and discussion.

**Steps:**

1. We distribute to every participant Working Paper No. 10 – “Important Information and Facts about Our Bodies”, and we explain the following: *We read the expressions and place circles around that piece of information that we think is very important for us to know.*
2. After ending the individual work, the expression and reason for choosing it are shared with the group. We discuss within the group what information we found important and in what way it benefits us to know it.
3. We discuss the information that no one chose, **with** one person after the other, and ask: *Is this information also important? How would knowing it benefit us?*

**To the facilitator:** *This exercise achieves a number of objectives, including the adolescents knowing that masturbation is something natural. So let us be ready to discuss this topic, benefiting from step (3).*



**Key messages:**

- ✓ *The functions of the body and its biological features are many and diverse. All of them contribute to our body operating in a balanced way. Our knowledge of the biological features contributes to our feeling confident, and our adopting a sound way to taking care of the health of our bodies.*
- ✓ *Masturbation is a natural act during adolescence for the boy and the girl.*
- ✓ *The adolescent has the right to discover his/her body, and it is one of his/her duties to respect it and protect it.*
- ✓ *One can benefit from practicing activities that release sexual energy and achieve healthy results beneficial to our happiness.*

**Tenth Twelfth exercise: Important information and facts about our bodies - ✍️ Working Paper No. 10**  
**Important Information and Facts about Our Bodies**

The following are important information and facts about our bodies. I place a circle around the item or items that caught my attention and that I think it is important to know. I think about what it could be useful for.

- Many women notice that they have a greater interest in sex during the time of fertility, that is half way through the monthly cycle.
- The inability to have children may be due to the health of the woman or the health of the man.
- The seminal fluid during ejaculation usually contains about 10 million sperm cells.
- The human body produces about one and a half liters of saliva every 24 hours.
- The human body is more than 50% water.
- There is no connection between the shape of a woman's abdomen during pregnancy and the sex of the fetus.
- Most boys experience wet dreams (discharge of seminal fluid during sleep) during puberty, and this is very normal.
- The sex of the newborn is determined by the sperm (father), not the egg (mother).

- All children discover their bodies by touch since the time they were little. Most adolescents continue to discover by touch their reproductive organs. This is normal because it helps them become more acquainted with their bodies and the sensations resulting from it.
- Discovering the body by touching the reproductive organs is called masturbation, and it is something girls pass through and so do boys.
- Practicing athletic exercises and hobbies helps to release sexual energy.

### Unit Three: Personal Hygiene

#### Objectives of the Unit:

At the end of the sessions of this Unit, the ~~children~~ **adolescents** will be able to:

- ❖ *describe the importance of care for personal hygiene.*
- ❖ *identify the suitable ways of care for personal hygiene.*

#### Introduction:

In this Unit adolescents will develop their knowledge of ways to care for personal hygiene, and what may result from neglecting cleanliness. They will appreciate the importance of taking good care of their personal hygiene, which is an important protection and prevention factor for their health, including the health of their reproductive organs.

#### First exercise: Ways of caring for personal hygiene.

##### Object of the exercise:

- That the adolescents develop their knowledge of sound ways to care for personal hygiene.
- That the adolescents enhance their appreciation of the importance of caring for personal hygiene.

**Duration:** 45 minutes.

**Tools:** Flipboard, felt pens, pieces of paper or “post-it” paper on which to write phrases on cleanliness.

**Techniques:** True/false game, discussion.

**Steps:**

1. Two cards are hung up on opposite sides of the lobby, one on which is written “correct” and the other “incorrect”. The participants are asked to stand in the middle.
2. We read one of the expressions in the list below and ask the participants to choose their position according to whether they think the expression or item of information is correct or incorrect.
3. We announce the correct answer directly after the participants determine their positions.
4. We repeat the same process for all the other expressions. It is also possible to do the same exercise in the form of a contest between groups.
5. We ask: *Why is it important that we keep clean? What happens if we don't do this?* We discuss problems that might arise from neglecting cleanliness, and we summarize the key messages.

**The expressions:**

1. Using mouthwash is better than cleaning the teeth with a brush. (incorrect)
2. One should bathe at least once a day. (correct)
3. One should drink only a little water every day. (incorrect)
4. Using a deodorant keeps people from sweating. (incorrect)
5. It is better to wear cotton underwear. (correct)
6. It is better to change underwear and wash it well with water and soap once every two or three days. (incorrect)
7. It is enough to bathe whenever we feel we are dirty. (incorrect)
8. Staying clean helps us enjoy good health. (correct)
9. To take care of the face and deal with pimples, one should wash the face twice a day with warm water and soap containing natural oils. (correct)
10. Washing the hands with water and soap protects against microbes moving from the hands to the body. (correct)
11. It is not necessary to use a sponge when bathing. (incorrect)
12. It is important to change feminine napkins during the monthly cycle every five hours. (incorrect)
13. Bathing during menses (monthly period) is healthy and stimulates the circulatory system. (correct)
14. It is essential to dry the genitals well to protect against fungi. (correct)
15. To keep clean and avoid infections, the vulva is cleaned from the back to the front (vulva: external genitalia of the girl). (incorrect)
16. It is not necessary to bathe after a wet dream. (incorrect)
17. It is preferable that the soap we use to wash the reproductive organs be made of natural materials or free of colorings and scent, so as to prevent allergic reactions. (correct)
18. It is useful to do athletic exercises during menses, to reduce cramps and pain. (correct)

**Key message:** *We have a right to know suitable ways for care for our personal hygiene, because it is a factor protecting our physical health, including the health of our reproductive organs, and it is our duty to protect our body from the risks that may result from neglecting cleanliness.*

### Second exercise: Let's inform about personal hygiene.

#### Object of the exercise:

- That the adolescents enhance their knowledge of ways to care for their personal hygiene.
- That the adolescents develop their ability to express themselves and convey themes.

**Duration:** 60 minutes.

**Tools:** Papers, pens, colored pencils, water colors, scissors, colored cardboard and paper, cellophane tape.

**Techniques:** Group work, educating peers through artistic expression and innovative games, discussion.

#### Steps:

1. The participants are divided into groups and we ask each group to select one of the following subjects: Clean hair, clean body, clean feet, clean complexion, clean sex organs and care for the body during menses, clean teeth.
2. We ask the adolescents to talk within each group about sound practices for maintaining hygiene, within the topic selected by the group.
3. We ask them to choose a way for showing their work (poem, song, poster drawing, skit, etc.).
4. The groups present their work, we make corrections and convey additional information the participants did not include in their presentation, drawing on the Information Guide, the paragraph on “the importance of care for personal hygiene”, p. \_\_, Unit 3, pp. 26-28.
5. We ask and discuss ~~within the large~~ **with the entire** group: *Why is it important to care for personal hygiene? What happens if we don't? What are the risks that may afflict our health if we neglect any aspect of the aspects we dealt with?*

## **Unit Four:**

### **The Stage of Adolescence: Psychosocial Changes and Life Skills**

#### **Objectives of the Unit:**

At the end of the sessions of this Unit, the ~~children~~ **adolescents** will be able to:

- ❖ *identify the most prominent psychosocial changes that occur during puberty.*
- ❖ *show knowledge of the rights and duties relating to protection and growth.*
- ❖ *identify the features of a person who is supportive and the features of child-friendly centers.*
- ❖ *take positive stands to deal with psychosocial changes during puberty.*
- ❖ *show an ability to exercise some life skills.*
- ❖ *show an ability to transfer information and carry out activities with peers on the topics of sexual and reproductive health.*

#### **Introduction:**

In this Unit the adolescents will develop their understanding of the intellectual and psychosocial changes during puberty for the boy and girl, and their understanding of the role of social upbringing in increasing some differences between the two, which may constitute an additional pressure on adolescents. They will also think of ways that help enhance the right to non-discrimination between boys and girls.

In addition, they will recall the rights and responsibilities relating to growth and self-expression on the one hand, and the rights and responsibilities relating to protection and obtaining services on the other. They will also identify persons who support them and identify the features of child-friendly centers, so as to be encouraged to request help from reliable sources.

At the level of skills, the adolescents will ponder with their own traits and abilities enhancement of their self-confidence. The adolescents will also develop their positive perception of the image of the body and their ability to understand feelings and express themselves. We will discuss with them skills that assert the self and assert rejection, so that they feel satisfied and maintain positive relations with others, and this in order to enhance their ability to protect themselves.

**First exercise: What else has changed?**

**Object of the exercise:** That the adolescents are able to ponder the psychosocial changes that accompany puberty.

**Duration:** 30-45 minutes.

**Tools:** Pens, papers.

**Techniques:** Relaxation and pondering, individual written expression, discussion.

**Steps:**

1. We ask each participant to sit quietly by himself/herself, begin with a deep breath, then close his/her eyes and think and ponder about what we say. We speak with a quiet voice, giving every idea enough time through the sign "...".
  - *What happens when we reach adolescence?... Our bodies and appearance change... Our thoughts change... Our identities change... Our friends change... What else changed in our life?...*
  - *Do people treat us in a different way...? Has their view of us changed...? We try to see the faces of people we meet every day: Parents..., teachers..., brothers and sisters..., relatives..., other persons whose look and opinion concern us..., we remember their faces...their looks...their words... I wonder: what has changed?*
2. We ask every participant to open his/her eyes and write as points or notes what changes occurred or are occurring in his/her life as an adolescent, socially (changes in relations, taking decisions, the looks of others, responsibilities, etc.) and psychologically (changes relating to our feelings towards others and towards ourselves, our perception of our body, our perception of others, etc.). We inform them that this step of the exercise is a personal reflection; no details will be shared with the group; there will only be general discussion.

3. We facilitate discussion of the following questions:
  - *How has the treatment of parents changed? Brothers and sisters? Teachers? The opposite sex?*
  - *What do parents expect of us?*
  - *What do friends expect of us?*
  - *Is there now a bigger need to take some decisions? Why?*
  - *Do we now have additional responsibilities?*
  - *Are there things we used to like that we don't like anymore? Are there new things that interest us, and new persons who interest us?*
  - *Have our identities and activities changed? The way we dress? Going out?*

### **Second exercise: The effect of changes on us.**

#### **Object of the exercise:**

- That the adolescents identify the protection factors and life skills that contribute to dealing positively with the changes.
- That the adolescents express themselves.

**Duration:** 30 minutes.

**Tools:** Flipboard paper, felt pens, paper, water colors.

**Techniques:** Group work and presentation, discussion, artistic self-expression.

#### **Steps:**

1. We divide the participants into groups and ask: *What are the feelings that you went through because of the changes that occurred at puberty and that we discussed in the previous exercise? How has our perception of ourselves changed?*  
We ask the participants in each group to think about the effect of these changes on their life, and make a list of the positive effects and a list of the negative effects.
2. The groups present their work and we discuss with the ~~large~~ **entire** group factors of protection and support: *What supports us so as to deal with the negative effects? What are the skills needed so that we can deal with these changes?*



3. We infer with the participants some basic life skills (conflict resolution, decision-making, rejection and self-assertion, expressing feelings, dealing with feelings of anger, adjusting to psychological pressure).
4. We ask the participants to make a drawing, each individually, inspired by the subject, using water colors and free expression.

**Key messages (first and second exercises):**

✓ *There are many changes that happen in our life, and most of them are positive, because we get older and grow and our abilities to think and analyze increase, also our ambitions and thinking about the future and our abilities to do activities and hobbies. We become able to participate more in many things.*

✓ *The change that we go through may sometimes be a pressure, because of the way people look at that change. Even so, we can overcome the pressure, if we remember that there are things we can do to help ourselves, and if we remember that we have beautiful traits, and if we remember to ask for help from a person we trust.*

✓ *Feelings also change as we grow. We become more attracted to some persons and feel admiration. This is a natural feeling that everyone goes through. It is our right to feel what we feel, and that we have privacy.*

**Third exercise: We think of the differences between the boy and the girl and remember the right of non-discrimination!**

**Object of the exercise:** That the adolescents develop their understanding of *jandariyyeh* [transliteration of “gender”] differences and their ability to think of ways to curb discrimination.

**Duration:** 60 minutes.

**Tools:** Flipboard paper, felt pens.

**Techniques:** Group work and presentation, discussion.

**Steps:**

1. We divide the participants into small groups and ask the participants in the groups to recall what was pondered individually and what was discussed in the previous exercise, and make a list of what changed in the life of the girl and a list of what changed in the life of the boy.
2. The groups present their work. We discuss points shared by the boy and the girl and the differences between them and ask the reason for this difference. We clarify the importance of social upbringing and its effect on our roles as girls and boys and on our perception of the other and our expectations of him/**her**.
3. We ask the groups to think of ways to curb discrimination between the boy and the girl in matters that they see as unfair, and make a list of these.
4. The groups present their work, and we summarize the key messages.

**Key message:** *Sometimes people discriminate between boys and girls as to what is permitted and what is forbidden. We know that we have the right to no discrimination for any reason at all. If we want to change this, we need to be patient and always defend this right and work to achieve it with the help of grown-ups who believe in this right.*

**Fourth exercise: What worries us, past, present, and future.**

**Object of the exercise:**

- That the adolescents ponder problems and how they affect their psychological health.
- That the adolescents enhance their ability to think about how to deal with problems.

**Duration:** 60 minutes.

**Tools:** Papers, pens.

**Techniques:** Individual pondering, discussion, group work, playing roles.

**Steps:**

1. We clarify from the start that the exercise is an individual exercise. There will be no sharing of information with others, only a discussion later in general terms. We then ask every participant to write positions and matters that worried them during the past two or three weeks:

*Think about the different positions that you lived during the past two or three weeks, and matters that worried you. Write them in brief as points. The nature of positions and concerns may vary (how we see ourselves or our abilities, changes in feelings, annoyance with something or other, tension in relations with the family or school or friends, an annoying position that requires we take a decision on it, and so on).*

2. After completing step (1), we ask them to remember themselves how they were a year ago and ask themselves some questions about last year, about positions that they used to face, matters that used to worry them, and remember how they were so important then; then write them down as points.

*Now go back in memory to last year and remember yourselves.*

- *What were the important positions that you experienced then? What were the matters that worried you?*
- *What do you remember of them?*
- *How would you rate how important they seem to you now?*

3. We ask the participants to think about next year and positions and matters that they may face, also achievements that they may have accomplished, then write them down as points.

*Now imagine yourselves one year from now.*

- *What would you have accomplished?*
- *How might your life be like?*
- *What kind of positions and matters might you experience in that stage of your life?*

4. We use these three steps as a springboard for discussion of problems and difficult positions and matters that worry adolescents, which of them are important, which of them less important, and which of them can affect psychological health.

- *In your opinion, which matters are important and which less important? (We share examples from what we pondered in the individual exercise, but without giving the details of our private life).*
- *Which position of the present positions that worry you will you remember after a year?*

- *What is the effect of these matters and positions on our psychological health (feelings and view of ourselves, etc.), and what is their effect on our social life (relations with friends and parents, activities that we usually do, etc.)?*
  - *What are the basic life skills that can help us solve these problems? That is, what are the different things that we can develop or learn and apply and exercise so as to solve our problems and so as to deal with difficult positions and reduce their effect on our life?*
5. We divide the participants into groups and ask the participants in each group to choose a difficult problem or position that concerns them and usually faces adolescents, and to prepare to play roles to present the position.
  6. Every group presents its scene, and the participants in the remaining groups intervene, that is, one of them asks for re-play of the scene again, and he/she plays the role of the person who has a problem or is facing a difficult position, in order to find a new way of solving the position. (Along the lines of the Arena Theatre – a technique of the Theatre of the Oppressed by Augusto Boal).
  7. We ask the participants who watch the scene and interact with it by way of intervening to solve it: *Do you feel that the proposed solution is logical? Can it lead us to a conclusion?* We listen to the answers; we discuss the basic points learned and the life skills that were utilized.

**To the facilitator:**

- ✓ It is important that the participants do not know what is contained in all the steps of the exercise from the beginning. We present in stages the steps that permit the participants to experience gradually where the path is leading.
- ✓ It is important to affirm that problems are important when they upset who incurs them. We avoid referring to a given problem as unimportant if it is a cause of suffering for who incurred it.

**Key messages:**

✓ Every person at every stage of his/her life goes through different positions and circumstances, and sometimes the positions are difficult and constitute a pressure. The way we are affected by these pressuring positions and our perception of them varies. There are always various ways to work to understand the problems, solve them, and deal with difficult positions. It is important that we understand our feelings in difficult circumstances and work to solve them or ask for help to solve them.

✓ There are various skills that we can learn or develop, and they help us confront the difficulties and traverse them. These include skills in communicating in an effective way, skills in problem-solving and dealing with pressures, skills in decision-making, and the skill of decisiveness and self-assertion.

**Third Fifth exercise: I find out about feelings.****Object of the exercise:**

- That the adolescents enhance their ability to express their feelings.
- That the adolescents enhance their ability to understand feelings and sympathize with others.

**Duration:** 30 minutes.

**Tools:** Pieces of paper on which is written various feelings, a receptacle.

**Techniques:** Dramatic expression.

**Steps:**

1. We explain to the participants that each one, in turn, will draw a piece of paper that has written on it a certain feeling, and he/she will give expression to this feeling without words so that the participants infer what this feeling is.

2. We ask them not to be hasty in naming the feeling. The object is not to win but to enhance our ability to express our feelings and our ability to understand the feelings of others.
3. We clarify that it is important that we do not fabricate feelings with external motions. Rather we search from within us on how this feeling might actually be, and the feeling will appear automatically and naturally in the expressions on our face, prompting us to take a suitable physical position or motion.
4. We encourage all the participants to do the exercise, but we do not force anyone to. The same feeling may be repeated more than once.
5. After concluding the exercise, we ask: *How do you feel now? Was it difficult to express some feelings? How can we develop our ability to express our feelings? What would help us express the feelings?* We listen to the answers and summarize the basic points learned.

Additional proposal: The exercise may be undertaken collectively. We ask the participants to walk about the room and listen to the feelings that we will say one after the other. Whenever we mention a certain feeling, all the participants should give expression to the feeling as they walk. We ask them to return to normal walking and feeling after the expression of every feeling. We allow for some time before going on to the next feeling. This requires preparing an atmosphere of concentration and seriousness, and the participants remaining quiet and silent during the exercise. We help them in this through repeated guidance.

**List of possible feelings:**

Fear, alarm, love, joy, optimism, hate, anger, disgust, humiliation, sorrow, disappointment, displeasure, shyness, guilt, pride, unconcern, regret, worry, tension, vexation, longing, desire, jealousy, isolation, zeal.

Note: There are some feelings that seem similar in meaning, but there is a difference in degree, for example, between fear and alarm (alarm being stronger than fear). So it is important to help the participants during the exercise to discover the shades and distinguish between similar feelings.

**Key messages:**

- ✓ *Our ability to express varies from time to time and person to person. We can develop our ability to express our feelings.*
- ✓ *Expressing feelings is comforting for us and makes others understand and sympathize with us.*
- ✓ *We have a right to express our feelings and not only our opinions.*
- ✓ *We can listen to our feelings and understand them in order to be able to deal with them or express them to others.*

**Fourth ~~Sixth~~ exercise: I feel confident.**

**Object of the exercise:** That the adolescents appreciate their positive traits and develop self-confidence.

**Duration:** 30-45 minutes.

**Tools:** Papers, pens, drawing and coloring implements.

**Techniques:** Written expression or by drawing, participation, discussion.

**Steps:**

1. We ask the participants to write individually three qualities they like in their personality, and three qualities that others like about them. We wait until everyone finishes.
2. We then ask them to write three things that they like about how they look and their outward appearance, and three things that others like about how they look. We can also ask ~~the participants~~ **them** to draw these things and color them, thus giving an opportunity for creative self-expression.
3. We encourage everyone to participate in showing their qualities before the group.

4. We then direct discussion on the following questions:
- *Was it hard finding three qualities that we like in our personality, and three things that we like in how we look/our outward appearance?*
  - *Was it hard finding three qualities that others like in our personality and three things that they like in how we look?*
  - *How do we feel when we think about our good qualities?*

**Key messages:**

- ✓ *It is important that we remember our positive qualities and keep them and develop them.*
- ✓ *It is good to accept praise from others, and remain modest.*
- ✓ *When some people criticise us and cause us hurt, we should always remember the beautiful things that we like in ourselves and that others like in us.*

**Fifth ~~Seventh~~ exercise: I can...****Object of the exercise:**

- That the adolescents develop their ability to express self-confidence by pondering their strong points and appreciating them.
- That the adolescents develop their ability to know their weak points and desire to improve their skills.

**Duration:** 30-45 minutes.

**Tools:** Ball.

**Techniques:** Game, participation.



**Steps:**

1. We ask the participants to stand in a circle, and we toss the ball to one of them, who starts by saying: *I am \_\_\_\_\_, and I can \_\_\_\_\_*. Then the participant holding the ball tosses it to another, and the process is repeated until everyone has participated several times.
2. We repeat with a new expression: *I am \_\_\_\_\_, and I have difficulty \_\_\_\_\_*.
3. We repeat with another expression: *I am \_\_\_\_\_, and I want to develop my ability to \_\_\_\_\_*.
4. After ending, we sit down again and give a chance to express the feelings that accompanied carrying out this exercise through the following questions:
  - *How did you feel during the exercise? What are your feelings now?*
  - *Do you always remember these positive things that you enjoy?*
  - *What are the things that usually make us feel self-confident?*
  - *What is the importance of our being aware of points we find difficult and points we want to develop?*

**To the facilitator:**

✓ *We may begin with ourselves as facilitators, and in this way give an example of the exercise and encourage the participants to proceed with it.*

✓ *This exercise is supposed to show some abilities and talents of the participants, thus making them feel self-confident, so it is important that we encourage them to remember things that are special about themselves.*

**Key messages:**

✓ *It is important that we remember our talents and things that we can do, and keep them and develop them and do them.*

✓ *It is important that we know our weak points so as to work to improve them.*

✓ *It is our right to grow and learn new things and develop to the fullest possible extent. It is our right to do activities and express ourselves.*

**Sixth Eighth exercise: Image of the body and self-expression.**

**Object of the exercise:** That the adolescents express themselves and develop their positive view of the image of the body.

**Duration:** 90 minutes.

**Tools:** Paper roll sufficiently long for the drawing of the bodies of all the participants, drawing implements and water colors, collage materials (magazines, colored crepe paper, colored cardboard, cloth, etc.), cellophane tape, glue, scissors, various decoration items (glitter, beads, colored ribbons, etc.).

**Techniques:** Motion expression, artistic expression: collage drawing, participation.

**Steps:**

1. We ask every two participants to stand together. We give each a roll of paper that equals his/her size approximately, and ask him/her to choose the color of a pen he/she would like to draw himself/herself in.
2. We ask one to lie down on his/her piece of paper on the floor. We ask his/her colleague to help him/her and draw the edges of his/her body on the paper in the color he/she chose. We then reverse the roles; the second, who helped in the drawing, lies down on his/her paper, and the first gets up and helps him/her by drawing the edges of his/her body in the color he/she chose.
3. After every pair complete helping each other, each takes his/her drawing of his/her body and writes his/her name on it and hangs it on the wall.
4. We ask each participant to take whatever colors he/she wants and make the hair, details of the face, dress, and decorate his/her drawing as he/she likes by coloring or collage or a blend of both. We emphasize freedom of expression and choice, and respect for the different choices.
5. After completing this step, we ask them to add what they like in details, such as drawing accessories (handback, football, book, etc.) or a background (landscape, abstract expressions, etc.), and write words that express their hobbies, talents, and persons who love them, if they wish.
6. We sit in a circle and ask each participant in turn:
  - *How do you feel now?*
  - *What do you like in your drawing? What does this drawing look like for you?*
  - *What did you like about what others drew about themselves?*

7. We conclude and summarize the key messages.

**Key messages:**

✓ *We express in different ways who we are, and we call this expression our identity. The identity of every human being includes all that he/she is made up of in thoughts (values, beliefs), feelings, things that he/she does and things that he/she prefers, his/her appearance and sex, the way he/she looks at his/her appearance, and abilities; also, the individual's affiliation such as being affiliated with a particular group, culture, and so on. It also includes roles in life, and professions and activities practiced.*

✓ *Our image of our body is part of our image of our self; it expresses part of our identity.*

✓ *It is important that we always remember that there are many things that make us unique, including our appearance. And it is important that we appreciate all positive things in our life in abilities, opportunities, and supportive persons, and keep them and develop them.*

**Seventh Ninth exercise: Self-assertion.**

**Object of the exercise:** That the adolescents develop their awareness of the importance and benefit of the skill of self-assertion.

**Duration:** 45-60 minutes.

**Tools:** Working Paper No. 7, Working Paper No. 8, pens.

**Techniques:** Self test (appraisal), group work, collective pondering and participation.

**Steps:**

1. We select one of two methods:
  - First method: Working Paper No. 11 is distributed to the participants (measure of self-assertion<sup>2</sup>) and we ask every participant to fill his/her paper individually, and ponder and evaluate his ability in self-assertion.
  - Second method: We read and discuss the questions of the measure with the ~~large~~ **entire** group (depending on the size of the group).We inform them that there are no correct and incorrect answers. What is important is that the participants think about positions that they may face **someday** and that require they express frankly their thoughts and feelings and choices, without hurting others and without feeling guilty.
2. We divide the participants into small groups and distribute to them Working Paper No. 12 (Rights Relating to Self-Assertion) and ask each group to think of examples of these rights and share them within the group.
3. After carrying out steps (1) and (2), we ask the participants what they learned from this exercise, and we encourage them to discuss positions they may like to talk about. We affirm the importance of respecting the experiences of the other participants, for it is possible to discuss uncomfortable experiences – if any of the participants wish to do so.

**To the facilitator:** *In the event the exercise is done individually, the lower the participant's total answers the better his/her capacity to assert the self. Even so, this measure is only a tool, and the purpose of the exercise is not to evaluate the skill of self-assertion for each participant, but to probe the extent of their ability to express themselves and their views, refuse behavior that harms them, and reject and confront negative peer pressure. Remember: there are no correct or incorrect answers.*

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<sup>2</sup> From the book *The Assertive Option: Your Rights and Responsibilities*, by P. Jakubowski and A. J. Lange, (Champaign, IL: Research Press, 1978), pp. 80-81.

**Key message:** *We have the right to express our views and feelings in the way that satisfies us and does not hurt others. It is our duty to respect the right of others to express their views and feelings.*

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**Seventh ~~Ninth~~ exercise: Self-assertion - ✋✍ Working Paper No. 11**  
**Measure of Self-assertion**

I fill the Measure and place an x under the answer that applies to me.

Question	All the time 1	Most of the time 2	Sometimes 3	Never 4
1. Do you face your friends and tell them when you are upset with them?				
2. When a person you like asks you to do something you don't like and find is not suitable, do you politely decline to do it?				
3. When someone praises you, do you know what to say?				
4. Do you tell your family or one of the elders when you are upset by what's happening in your life?				
5. Do you speak and express your thoughts and ask questions about things you don't know?				
6. Can you avoid being pushed by your friends to do things you don't find are good?				
7. Do you admit making mistakes?				

Question	All the time 1	Most of the time 2	Sometimes 3	Never 4
8. Do you apologize when you do something bad?				
9. Would you ask a favor of a friend?				
10. When you don't want to lend something to a friend, can you refuse?				
11. If your friends say something that you don't agree with them on, do you say you don't agree?				
12. If you saw someone abuse a younger person, would you try to help?				
13. Do you feel confident in expressing what you are thinking about?				
14. When you are not sure about something, do you try to ask about it?				
15. Can you ask for advice from your friend?				

Total: \_\_\_\_\_

I mark every question as follows: all the time =1, most of the time = 2, sometimes = 3, never = 4, and write the total. If the total is between 15 and 30, I have a good capacity to assert self. If the total is more than this, it means that it is important I develop my capacity to assert the self, so as to feel satisfied.

**Seventh ~~Ninth~~ exercise: Self-assertion - ✋✍ Working Paper No. 12**  
**Self-assertion and Rights**

We think of examples that relate to every one of these rights, based on our life and experience, and we share them with the group.

1. I have the right to behave in a way that enhances my self-respect and dignity, so long as I do not violate the rights of others by my behavior.
2. I have the right to be treated with respect.
3. I have the right to speak without feeling guilty.
4. I have the right to feel and express my feelings.
5. I have the right to take the necessary time to calm down and think.
6. I have the right to change my opinion.
7. I have the right to ask for what I want.
8. I have the right to do less than I usually do if I am exhausted.
9. I have the right to ask for information.
10. I have the right to make mistakes unintentionally.
11. I have the right to feel good about myself.

**Eighth Tenth exercise: Different ways of expression.****Object of the exercise:**

- That the adolescents enhance their ability to distinguish between various modes of communication.
- That the adolescents enhance their ability to formulate answers so as to assert the self.

**Duration:** 45-60 minutes.

**Tools:** Board.

**Techniques:** Starter [inducement] question for the work, contest, playing roles.

**Steps:**

1. We begin with a question to the group: *What prevents us from saying our opinion or expressing our feelings frankly? What are our fears?*
2. We write the answers on the board and inform the participants that there are different ways to express and formulate what we want to say, without embarrassing or hurting others and without ourselves feeling embarrassed and guilty.
3. We distribute the participants into small groups and write three expressions on the board: aggression, surrender, self-assertion.
4. We explain to the groups that we will show them several positions that adolescents of their age go through (see table below), and they are to determine whether the mode of communication in this position shows aggression, surrender, or self-assertion. The groups compete to answer as quickly as possible. When the answer is determined, the group strikes the table to obtain right to answer. If the answer is correct, the group receives a point; if it is incorrect, we ask another group. On hearing any answer, we ask why this answer was chosen, to make sure the position was understood, and we correct where necessary.
5. The points of each group are gathered and we announce the group that won.
6. We ask every group to choose a small position and formulate the answer to the same position in three different ways (aggression, surrender, self-assertion). The group presents the same position three times by playing roles. We give every group 10 minutes to prepare and five minutes to present.
7. Every group presents its work, and we discuss with the other groups the way of formulation of the expressions in the event of self-assertion, and we evaluate if this is suitable.



**The Positions (Step 4):**

1. A young man is annoyed with a young lady accompanying him to a party because she talked with another young man. He says: *I saw you talking to him. How dare you!* (aggression)
2. A young man asks a girl to go out with him, and she doesn't want to. She answers: *All right.* (surrender)
3. A girl is annoyed with her friend Maha, because she made fun of her before another friend. She says: *Maha! I'm annoyed with you, because you made fun of me.* (self-assertion)
4. A boy is annoyed with his friend Saeed because he made fun of him in front of a group of friends. He says: *You're a fool; I will spread the news about you everywhere!* (aggressive)
5. A young man says to his schoolfriend Ahmad: *Why don't you like to watch football like everyone else? What's your problem?* Ahmad replies: *Every person is different from every other; I like reading and music.* (self-assertion)
6. Two persons want to indulge in sex, but they don't have a contraceptive. One of them wants to use a condom but he says: *It's okay.* (surrender)
7. Two persons want to indulge in sex, but they don't have a contraceptive. One of them says: *I want to indulge in sex but only if we use a contraceptive; I know where to get one.* (self-assertion)
8. Jihad proposes to his friend Samer to try with him a mild type of narcotic. Samer doesn't want to and answers: *You're unethical; I'm going to tell on you to your parents now.* (aggression)

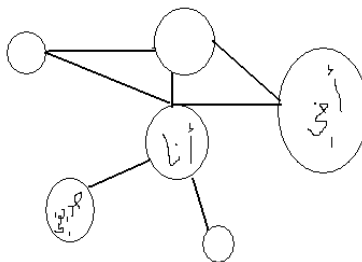
Important note: Different positions may be deleted or added according to the cultural frame and according to the group itself (its capacities, experiences, knowledge).

**Ninth Eleventh exercise: The network of supportive relations.****Object of the exercise:**

- That the adolescents are able to ponder the network of their relations.
- That the adolescents identify persons who can provide them with assistance, and identify their supportive qualities.

**Duration:** 30 minutes.**Tools:** Papers, pens, colored pencils.**Techniques:** Individual written pondering, participation and discussion.**Steps:**

1. Each participant is asked to draw a network of relations that is specifically his/her own.
2. We explain: *I draw myself in the middle and draw various circles around me, small circles and big circles, circles that are near and circles that are far. We write the names of persons in the circles. The size and nearness of every circle to me represent the extent of their influence or importance in my life. I place arrows to tie between the persons near to me and the other persons of the network of my own relations, so as to clarify their relationship to one another. We can use separate colors to write the names of the favored persons. (We give an example on the board).*



3. We ask the participants to write these persons' qualities that encourage them to trust them and talk to them about matters that concern them (feelings, questions, concerns and problems) and ask their advice.
4. After finishing the pondering and individual expression, we sit with the group and direct discussion on the following questions:

- *What are the most important qualities that encourage us to ask for help from others?*
- *What do we expect of them?*
- *Can you ask these persons questions about sexual matters and about subjects we talked about in previous meetings?*
- *Do you yourselves have some of these qualities? Do you feel you can provide support to others (children and adolescents)?*

5. We summarize the basic ideas and write them on the board.

**Key messages:**

- ✓ *There are persons close to us whom we can trust and they can help us. We have a right to ask for assistance from these persons whenever we feel the need for this.*
- ✓ *It is important that we remain on good terms with persons who can support us, and we should enhance dialogue between us.*
- ✓ *We can develop in ourselves qualities similar to the qualities we find in supportive persons; we would then become supportive persons for others.*

**Tenth Twelfth exercise: Adolescent-friendly centers and services.**

**Object of the exercise:**

- That the adolescents are able to identify the features of centers and the specifics of services that are adolescent-friendly.
- That the adolescents affirm their right to request help, obtain services, be encouraged to request the services, and search for information from reliable sources.

**Duration:** 45-90 minutes.

**Tools:** Board, flipboard papers, felt pens; as in the mode of implementation of step 5: colored cardboard, glue, coloring materials, scissors, strong cardboard, cutting blades (we help them use them so that they don't cut themselves).

**Techniques:** Group work and presentation, artistic expression, discussion.

**Steps:**

1. We divide the participants into small groups and ask them to take their time in thinking about what are the possible centers and sources they can go to when they need help on any aspect of their sexual and reproductive health (sexual, psychosocial).
2. We remind them of all the topics that we dealt with in the previous sessions on sexual and reproductive health, so that they can think in the broadest possible terms about sources of services (information, education, guidance, learning new skills, medical care).
3. We ask them to make a list of the names of these places and sources and write next to each one the factors encouraging them to resort to this source/resource, then place in a space opposite that the constraints/obstacles that prevent them from going to that source/resource
4. The groups present their work, and we discuss and summarize the basic results.
5. We ask the groups to make a list of the features of adolescent-friendly centers and another list for the features of adolescent-friendly services. They may do this step in the form of a drawing or floor plan or 3-dimensional model.
  - *How do you imagine the center? The way of being received? The equipment? The shape of the rooms and the decoration?*
  - *How do you imagine the services? The way the persons provide it, their treatment, the way they answer questions?*
6. The groups present their work.
7. We ask: *Why do you think children have the right to ask for help and obtain friendly services (education, information, tests, guidance and counseling, learning new skills, developing skills) on their health, including sexual and reproductive health?* We discuss and affirm the key messages.

**To the facilitator:**

✓ *We can also turn the exercise into an individual exercise. Each child would be asked to think about his/**her** life, home, neighbors, and school, and make a map or drawing that designates the possible places and persons for obtaining the service/information.*

✓ *It is important to invest the results of the work of the groups in this exercise. We can pass on a summary of these results to the parents and service providers during the work sessions conducted with them on the subject of providing assistance. They will benefit from the remarks of the children in appraising their performance and advancing their skills in responding to the needs of the children and their commitment to help them enjoy their rights in obtaining education and services in sexual and reproductive health.*

Additional proposal: It is possible to make a field trip with the adolescents to one of the centers that provides child and adolescent friendly services, in order to familiarize them with the center, its services, and the human resources available. This would require prior preparation and coordination with the center and with the children's parents.

**Key messages:**

✓ *Adolescent-friendly centers are centers that respect their rights and help them enjoy these rights through the type and quality of the services that they provide them with and the way they provide them.*

✓ *Adolescents have the right to life and growth to the fullest possible extent. ~~Children~~ **Adolescents** have the right to protection from anything that threatens their health, life, and happiness.*

✓ *Adolescents have the right to ask for assistance and obtain the services that relate to their health, including their sexual and reproductive health.*

**Eleventh Thirteenth exercise: What I want to change!**

**Object of the exercise:** That the adolescents develop their motivation and self-confidence to create change in their life (positions and behavior).

**Duration:** 30-45 minutes.

**Tools:** Working Paper No. 13, pens, flipboard, felt pens.

**Techniques:** Individual written pondering, participation, discussion.

**Steps:**

1. Working Paper No. 13 (Quotations on Justice and the Social Movement) is distributed to the participants. We ask them to read the sayings of some people who brought about a positive change in their lives and the lives of those around them, and each choose a saying that interests and means something for him/her.
2. We ask each participant to think about the following questions and write them as points:
  - *What does the author mean by this saying?*
  - *What does this saying mean for me personally? What does it remind me of? What is its connection with my life? Why did I choose it?*
  - *How can I apply this saying to my life? Give examples!*
3. We give sufficient time for pondering and thinking, then request the participants to share with the group the thoughts that they wish to share, keeping to themselves the details that they wish to keep.
4. We discuss:
  - Can adolescents bring about a change in issues that concern them?
  - Did you know that the Convention on the Rights of the Child consecrated the right of children and adolescents to assemble and form associations (groups)?
  - If we remember the topics that we examined during all the previous sessions, what is the cause that each one of you is thinking of changing or working for, even if by simple steps relating to his/her personal behavior?
5. We help the participants recall the topics and write them on the board. We give sufficient time for thought. Then we ask each person to place a circle around the topic that interests him/her. We encourage thinking on a position or behavior that every person wants to adopt on the subject that interested him/her.

**List of topics:**

- Social discrimination between girls and boys during adolescence
- Sexual abuse of children and adolescents
- Right to sex education
- Rights of children and adolescents relating to sexual and reproductive health
- Life skills of adolescent boys and girls

**Eleventh Thirteenth exercise: What I want to change! - ✎ Working Paper No. 13**  
**Quotations on Justice and the Social Movement<sup>3</sup>**

In this table are sayings of persons who brought about positive change in their lives and the lives of those around them. I read and choose one of the sayings that interests me and means something to me.

*Be the change you want to see in the world.* – Mahatma Ghandi

He was a source of inspiration for non-violent civil disobedience that brought India independence from Britain. He was also a source of inspiration for many movements demanding the rights of peoples and freedom in various parts of the world.

*Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.* – Paulo Freire

An important Brazilian educator and pioneer in educational practices raising critical awareness of the poor.

*Freedom is not something that one people can bestow on another as a gift. They claim it as their own and none can keep it from them.* – Kwame Nkrumah

Founder and first President of the Independent Republic of Ghana.

<sup>3</sup> The list was obtained from ~~IPPF, It's All One Curriculum~~. various sources.

*Responsibility does not only rest on leaders of states or on those entrusted with certain tasks or were elected for them. Responsibility rests on every one of us as an individual.* – 14<sup>th</sup> Dalai Lama  
Spiritual leader of the Buddhists of Tibet and an activist for the independence of Tibet.

*Never doubt that a small group of thoughtful, committed citizens can change the world.* – Margaret Mead  
Researcher in cultural anthropology.

*The world is a dangerous place to live; not because of the people who are evil, but because of the people who don't do anything about it.* – Albert Einstein

Theoretical physicist and Nobel Prize laureate, he is famous for the Theory of Relativity. He was also an activist against nuclear testing and racism.

*Injustice anywhere is a threat to justice everywhere. Whatever affects one directly, affects all indirectly.* – Martin Luther King

The most famous leader of the civil rights movement in America; he advocated non-violence. He was an activist for equality between all races, and the youngest person to receive the Nobel Peace Prize.

*It's the little things that citizens do. That's what will make the difference.* – Wangari Maathai

Kenyan environmental, political and social gender activist, she founded the Green Belt Movement and received the Nobel Peace Prize 2004 (the first African woman). She became a member of Kenya's Parliament. She died in 2011.

### **Eleventh Thirteenth exercise: What I want to change! - ✎ Working Paper No. 13 (cont.)** **Quotations on Justice and the Social Movement**

I think about the following questions and write them as points:

- What does the author mean by this saying?
- What does this saying mean for me personally? What does it remind me of? What is its connection with my life? Why did I choose it?
- How can I apply this saying to my life? Give examples!



**Twelfth Fourteenth exercise: Creativity workshop!****Object of the exercise:**

- That the adolescents develop their ability to transfer information on topics in sexual and reproductive health.
- That the adolescents develop their skills in creative expression.
- That the adolescents enhance their active participation in society.

**Duration:** Unspecified (may be divided into two meetings).

**Tools:** All tools required by the techniques presented in the exercise. (The groups may prepare beforehand a list of the tools needed so as to share in bringing them).

**Techniques:** Creative expression according to the technique selected by each group.

**Audience:** Prior invitation to the parents group or to peers.

**Steps:**

1. We may a list of the topics on the board. The participants may propose additional topics that interest them.
  - Physical and psychosocial changes during adolescence
  - Personal hygiene
  - Letters from sons and daughters to parents (topic of the letter to be determined with the adolescents; for example, rights, sex education, understanding the adolescent and his/her abilities, etc.).
2. We ask the participants to divide up according to the topics that interest them, that is, each participant chooses his/her group according to the persons interested in working on the same topic.
3. We explain:
  - Each group is to select a method for conveying the key messages about the topic chosen for children, adolescents, parents or decision-makers.
  - The method should serve our aim; therefore, it is important to select a method suitable for the topic and its themes.
  - It is important that you mention the rights associated with the health letters that you convey.

4. We write the proposed methods on the board. The participants may propose additional ways by which they can give expression.
  - Design a poster or brochure
  - Compose a song
  - Create a baby doll scene (the baby doll is very simple to make and does not require expensive materials or much time to prepare)
  - Create a drama performance
  - Write a story with drawings around it
  - Photograph a short film using simple techniques
  - Write an article for a health magazine
  - Make an animated cartoon made from putty using simple pictorial techniques
  - Make a wall drawing (in a place that helps send the message across to peers)
  - Other (depending on the abilities of the participants).
5. The groups present their work. The presentation may be attended by a group of peers or the parents.

**To the facilitator:** *It is possible to augment this activity to later become an instrument of advocacy. ~~You~~ We may propose a drama workshop that results in work in which children and adolescents present health and legal themes to peers or parents or the local community, or child- and adolescent- friendly murals in open spaces, or an exhibit of art work by the children and adolescents, or production of a CD containing songs by the children and adolescents, or production of their stories.*