

GENDER or SEX: WHO CARES?

Skills-Building Resource Pack
on Gender and Reproductive Health
for Adolescents and Youth Workers

Notes for training of trainers

November 2002



Ipas works globally to improve women's lives through a focus on reproductive health. Our work is based on the principle that every woman has a right to the highest available standard of health, to safe reproductive choices and to high-quality health care. We concentrate on preventing unsafe abortion, improving treatment of its complications and reducing its consequences. We strive to empower women by increasing access to services that enhance their reproductive and sexual health.

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PREFACE

In 2001, Ipas and Health & Development Networks (HDN) produced a training resource called *Gender or sex: who cares? Skills-building resource pack on gender and reproductive health for adolescents and youth workers* (abbreviated as **GoS** in this document). The resource pack centres on a curriculum that examines how gender can affect adolescents' sexual and reproductive health. Although individual exercises from the curriculum can be incorporated into other training workshops and courses, Ipas and HDN recommend that all the **GoS** exercises be offered as a comprehensive workshop because they build upon one another.

These notes were developed for people who wish to train facilitators to carry out workshops based on the **GoS** curriculum. They contain ideas and materials that can be used for training-of-trainers (TOT) workshops, as well as materials that TOT trainees can incorporate into workshops for adolescents and youth workers based on *Gender or sex: who cares?* This document was first written for a TOT workshop organized by the AIDS Society of the Philippines, Ipas and HDN in Hanoi, Vietnam, in October 2002; it was subsequently revised, taking into account experience from that workshop.

HOW TO USE THIS DOCUMENT

This document is not a TOT manual. Rather, these trainers' notes are intended to serve as a resource for training experienced facilitators to carry out workshops based on **GoS**. The first four sections address aspects of workshop organization. This information will also be useful for TOT trainees when they implement a **GoS** workshop with adolescents or youth workers. The next four sections provide introductory information and sample exercises related to the content of a **GoS**-TOT workshop.

The final four sections contain extra workshop tools and handouts for TOT trainees or participants in a **GoS** workshop. We present a variety of ice-breaker and energizer exercises, as well as different types of evaluation forms, so that trainers can choose those which they feel would work best during a particular workshop. Being able to use different exercises and evaluation methods from workshop to workshop can also make workshops more interesting for the trainers. We suggest that a copy of this entire document be given to trainees upon completion of a **GoS**-TOT workshop.

Hyperlinks have been incorporated into this document so that readers can move from the main text to examples and sample handouts. Click on underlined words to see the examples and handouts; return to the main text by clicking on the back arrow symbol in the web toolbar. The document is organized as follows:

Workshop organization

- ◆ Section 1 provides a sample workshop schedule, which can be adapted to your organization's needs.
- ◆ Section 2 includes a sample planning checklist; TOT trainees can also use this in planning their own workshops.
- ◆ Section 3 provides suggestions on work that TOT trainees can be asked to complete in preparation for a TOT workshop.
- ◆ Section 4 gives information related to workshop evaluation, as well as ways to conclude a workshop and prepare trainees for applying the skills gained and reviewed.

Workshop topics

- ◆ Section 5 provides background information on teaching and learning as well as related exercises.
- ◆ Section 6 addresses training facilitation skills, providing information to introduce the subject and exercises to refresh TOT trainees' skills.
- ◆ Section 7 briefly reviews the importance of addressing both positive and negative aspects of adolescent sexual and reproductive health, including some exercises.
- ◆ Section 8 addresses exercise methodologies used in the [GoS](#) curriculum. This information can be given to trainees as a handout.
- ◆ Section 9 contains sample workshop objectives and ground rules for a [GoS](#)-TOT workshop and sample ice-breaker and other exercises.
- ◆ Section 10 provides tools that can be used for monitoring and evaluating a [GoS](#)-TOT workshop.
- ◆ Section 11 offers handouts that can be given to TOT trainees when discussing various topics in Sections 5-7.
- ◆ Section 12 includes bibliographic references for materials that were adapted for this document, as well as online and published resources that TOT trainees can consult for further information.

1. SAMPLE WORKSHOP SCHEDULE

We recommend that any **GoS**-TOT workshop include a practice session in which participants actually facilitate a **GoS** workshop with adolescents or adults who work with youth. The practice session should not be on the last day of the training course because participants will need time to provide one another with feedback and insights gained from the practice. Following is a sample schedule for a **GoS**-TOT workshop. You may choose to substitute different content from other parts of the document (for example, training style instead of trainer's role).

MONDAY, DAY 1

- 8:00–8:30 Welcome, [objectives](#) and [ground rules](#)
- 8:30–9:00 Participant introductions: [ice-breaker exercise](#) (choose one)
- 9:00–10:30 The [trainer's role](#) and [experiential learning](#)
- 10:30–12:30 [Facilitation skills](#)
- 12:30–1:30 Lunch/dinner
- 1:30–2:30 [Adolescents](#) and healthy sexuality
- 2:30–6:00 [Practice of GoS exercises](#) 1–3

TUESDAY, DAY 2

- 8:00–8:30 Feedback on day 1
- 8:30–12:30 [Practice of GoS exercises](#) 4–7
- 12:30–1:30 Lunch/dinner
- 1:30–5:00 [Practice of GoS exercises](#) 8–11

WEDNESDAY, DAY 3

- 8:00–8:30 Feedback on day 2
- 8:30–12:30 [Practice of GoS exercises](#) 12–13
- 12:30–1:30 Lunch/dinner
- 1:30–5:00 Visit to reproductive-health project or afternoon free

THURSDAY, DAY 4

- 8:00–6:00 Practice workshop for adolescent students by workshop participants

FRIDAY, DAY 5

- 8:00–10:00 Evaluation by workshop participants of practice workshop
- 10:00–12:00 Development of [work plans](#) to carry out the workshops with adolescents
- 12:00–1:30 Lunch/dinner
- 1:30–2:00 Development of a plan to monitor trainees' implementation of work plans
- 2:00–3:00 [Evaluation of the TOT workshop](#)
- 3:00–3:30 [Closing ceremony](#)

2. WORKSHOP PLANNING CHECKLIST

When planning any workshop, it is important to have a checklist handy to ensure that you have taken care of all logistical considerations. The sample list below can be discussed during the TOT workshop with participants, asking them if they want to add any items, or you can give them the checklist as a handout [1, 2].

One to two months prior to training

1. Create a budget for the workshop.
2. Select and contract a training location, ensuring that the space will be sufficiently large. There should be enough room for small groups to work without disturbing one another.
3. Ensure that the training location has enough working electrical outlets for training equipment (for example, an overhead transparency projector, slide projector, audio cassette/CD player and music cassettes or CDs) and that there is sufficient light and ventilation.
4. Check the training location to ensure that it has movable chairs so that space can be made for small-group work.
5. Make sure that food services are available or that arrangements have been made for refreshment breaks and lunch.
6. Send invitations to invited speakers (for example, for opening and closing ceremonies), including the dates, location, information on the subject matter of the workshop, their roles and contact details in case they have questions.
7. Ensure that the trainees have a copy of the *Gender or sex: who cares?* resource pack.
8. Send the TOT trainees any pre-workshop questionnaires or preparatory homework assignments, asking them to return the work at least two weeks before the workshop.
9. Give the trainees the training location's address and telephone number so that others can reach them in case of an emergency during the workshop.

One week before the training

10. Decide which evaluation methods you will be using during the workshop.
11. Review all the training exercises and the workshop plan to make sure that you have all needed materials and supplies, such as:
 - ___ pre- and post-workshop questionnaires
 - ___ materials needed for any ice-breaker, energizing or concluding ceremony exercises (see Section 9)

- ___ handouts (and folders for participants to put these in)
 - ___ evaluation forms
 - ___ graduation certificates
 - ___ flipchart easel or blackboard
 - ___ flipchart paper
 - ___ coloured paper or cards
 - ___ marker pens
 - ___ adhesive to hang up large sheets of paper
 - ___ envelopes, paper, pencils
 - ___ paper for participants to write on
 - ___ name-tags
 - ___ a suggestion box
 - ___ overhead transparencies (and flipcharts with important points from the overheads in case of power failures)
 - ___ overhead or slide projector
 - ___ audio cassette/CD player and music cassettes or CDs
 - ___ extension cords
 - ___ extra batteries
 - ___ a camera and film in case you want to take a group photograph
 - ___ extra small gifts in case participants forget or lose the gifts they were asked to bring for presentation at the graduation ceremony.
12. Test any electrical equipment that you will be using.
 13. Ensure that you have a contact telephone number for someone you can call in case of an emergency, loss of keys, difficulties gaining access to the workshop venue; know where the nearest phone to the venue is and how to use it.

Day of the training

14. Arrive at least 1.5–2 hours prior to the start of the workshop to set up the room and organize required materials and resources.
15. Set up the room so that there is an informal atmosphere. Rows of chairs are not appropriate for a **GoS**–TOT workshop. Try to seat participants in a semi-circle facing a flipchart or blackboard and overhead projector at the front.
16. Make sure you know where the bathrooms are.
17. Arrange handouts and resource materials so that they can be used easily at the appropriate time.

3. PRE-WORKSHOP TRAINEE PREPARATION

We assume that you will choose the TOT trainees according to pre-established criteria and that you will know something about their backgrounds. It can be helpful to do a needs assessment after recruiting the trainees, so that you can focus additional attention on training aspects in which they wish to further their skills.

You should provide the trainees with a copy of the **GoS** resource pack at least six weeks before the workshop, stressing that they need to read it completely. Four weeks before the TOT workshop, ask the trainees to complete and return an information questionnaire to you so that you have their answers at least two weeks before the workshop. One part should ask about their expectations for the workshop, while the other should give them some homework assignments. The homework assignments can help motivate them to prepare for the workshop and will provide you with useful information during the workshop itself. A sample questionnaire is presented below.

Pre-workshop questionnaire for *Gender or sex: who cares?* TOT workshop

1. Name:
2. Please list your expectations for the TOT workshop:
3. Please note any specific **GoS** exercises about which you have questions and describe your concerns:
4. Please note which specific **GoS** exercises you would like to facilitate during the practice workshop with students:

Pre-workshop GoS-TOT homework assignments

1. Please answer the following questions, which have been excerpted from the **GoS** exercise "What are our attitudes and values?" (page 77 of the manual). Type or write your answers legibly on a sheet of paper without your name on it.
 - Do you think that adolescents should be taught about the pleasurable aspects of sexuality, in addition to the risks and precautions to take? Why or why not?
 - If you had a 13-year-old daughter or niece who became pregnant, what would your reaction and response be?
 - If you had a 16-year-old son or nephew who caused a teenage pregnancy, what would your reaction be?

Send your answers with the pre-workshop questionnaire to the workshop organizers at least four weeks before the first day of the workshop. Also bring a copy to the workshop.

2. If there are any **GoS** exercises that you think you would adapt for workshops with your target groups, write down how you would adapt them and bring the notes to the workshop. Examples of adaptations could include different ways of presenting information or new scenarios for role-plays.
3. Make or buy a small inexpensive gift that you can give to one of the other trainees at the conclusion of the workshop. It could be something like a souvenir from your city or region or a small item such as a nice piece of soap.

4. EVALUATION AND ACKNOWLEDGEMENTS

EVALUATION

You can ask the TOT trainees why they think it is important to evaluate a training workshop. Possible reasons include:

- ◆ to indicate how much learning is taking place or has taken place
- ◆ to be able to inform community leaders and/or parents about the need for youth-friendly sexual and reproductive-health services as illustrated by the GoS workshop participants' presentations
- ◆ to provide useful information for improving the next GoS-TOT workshop
- ◆ to persuade donors to fund future workshops and activities
- ◆ to show a donor that the workshop is producing measurable results. In this regard, it may be important to stress to donors that learning content matter may not be the only purpose fulfilled by a workshop. The chance for trainees to network and exchange experiences may be equally important during a GoS-TOT workshop. The chance for adolescents to interact with gender-sensitive adult role models may be an important achievement for the GoS workshops themselves.

The reason(s) why you evaluate a workshop will help determine your evaluation methods and questions. For example, if the purpose of the evaluation is to improve a future TOT workshop, you may want to focus on “inputs”, such as trainers, participant selection, training materials and training site. If the results of your evaluation will be used to persuade a donor to fund future activities, you may want to focus on “outputs”, such as number of adolescents trained, objectives met, changed attitudes and behaviours among workshop participants, and design of follow-up activities.

During a workshop, trainers should debrief daily, for example, for 30 minutes to an hour. This provides an opportunity to exchange views on what went well, what could be improved, needed adaptations to the workshop schedule, and possible ways to incorporate issues brought up by participants in the next day's workshop sessions.

There are several ways in which a TOT workshop can be evaluated [2]. They include:

- ◆ suggestion boxes
- ◆ flipcharts left up during the workshop on which trainees can write suggestions
- ◆ daily feedback sheets about participation
- ◆ morning reflections on the previous day's work
- ◆ interviews or informal conversations with trainees
- ◆ feedback cards
- ◆ a workshop evaluation questionnaire
- ◆ written pre- and post-workshop content matter questionnaires.

Evaluations may also be carried out after completion of a workshop. Some possible methods include:

- ◆ feedback forms regarding application of the workshop content after participants return home
- ◆ reports on participants' progress in achieving their work plans to implement the training.

Section 9 includes [examples of forms](#) that may be used for evaluation.

CONCLUDING THE WORKSHOP

When people attend a workshop, their learning takes place in an environment different from that in which they will actually apply their skills. It can therefore be useful to end the TOT workshop by consciously talking about how the knowledge gained can be implemented in trainees' work routines and by symbolically shifting from "in here" to "out there". Some ways to mark the transition from "workshop" to "taking the skills home":

- ◆ Ask the trainees to spend 30 minutes making a work plan on how they will apply the workshop contents in their own training programmes; when they are done, ask if some of them would like to tell the others about their plans.
- ◆ If you used the ["Breaking the ice indeed!"](#) exercise to open the workshop, conclude with the ["Shifting the sands of time"](#) exercise.
- ◆ If you have access to a digital camera (or polaroid camera and computer scanner), take photos of the TOT trainees during the workshop and then present a surprise slide show of the workshop, with appropriate music (for example, well-known songs played for winners of sporting events, such as Queen's "We are the champions!").

It can be fun to present the TOT trainees with a certificate in a participatory way. Give each trainee a [certificate](#) belonging to another trainee. Then ask the first person to go to the front of the room, call out the name of the person whose certificate she or he has, and present that person with the certificate while saying something about qualities the recipient has displayed that will contribute to being a successful **GoS** trainer. If the trainees have brought along a small [gift](#) (see Section 3, preparatory homework assignments), they can present the gift at this time as well.

5. TEACHING AND LEARNING

One session in a TOT workshop can focus on the trainer's role and the importance of participatory experiential learning in working with young people. The following exercises can be used to structure such a session.

Exercise: The trainer's role

Expected results

Trainees reflect on their role as trainers for adolescent workshops [3]

Materials needed

Flipchart, marker pen

Instructions

- ◆ Ask the trainees to list the roles workshop facilitators play during a workshop with adolescents.
- ◆ Ask them to describe what each role entails.
- ◆ Compare their answers with the roles and tasks defined below.
 - Expert: the trainer transmits knowledge and skills, answers questions (or promises to obtain information for participants later), clears up misconceptions
 - Socializing agent: the trainer strives to share values and ideals with trainees, for example, adolescents and adults should treat both female and male peers as equals and take responsibility for promoting healthy sexuality
 - Facilitator: the trainer helps learning take place on the basis of the participants' experience.
- ◆ Mention that trainers have the responsibility to facilitate different types of learning during a workshop. These can be summarized as:
 - Learning about subject matter, for example, what is gender?
 - Learning about the relationship between the subject matter and real life, for example, how does gender affect adolescent boys' and girls' relationships?
 - Learning how to apply knowledge learned, for example, how can adolescents use their gender sensitivity to recognize and avoid health risks?

TRAINING AS A TEAM

Workshops based on the **GoS** resource pack involve many participatory activities that are done with small groups of participants. For that reason, we recommend that at least two people serve as trainers for any given workshop. This type of teamwork, known as "co-training" [4, 5], has several advantages:

- ◆ Having more than one trainer provides variety for workshop participants, who might more easily become bored with only one trainer.

- ◆ The trainers can take turns carrying out different tasks, such as giving instructions, guiding group discussions and plenary feedback sessions, and taking notes on important points during participant presentations that can be highlighted in exercise summaries.
- ◆ By sharing the more active presentation work, trainers' fatigue may be reduced.
- ◆ The trainers can receive on-the-spot feedback about their presentations and can "let off steam" caused by possible problems during the workshop.

Trainers who work in a team can avoid possible disadvantages of co-training by paying attention to the following points:

- ◆ If co-trainers have very different perspectives on some aspect of the workshop content matter, they should find a way to acknowledge these differences without confusing participants. For example, if one trainer believes that abstinence is the best way to avoid HIV/STIs while another favours education about condom use, they should ensure that participants understand there are different options for prevention and that they are not competing to promote their views.
- ◆ Every trainer has preferences for types of activities that they like to lead during workshops. Discuss these before a workshop so that each co-trainer carries out the tasks with which s/he feels most comfortable.
- ◆ Trainers have individual rhythms for pacing the timing of sessions. To cope with this, co-trainers can agree on hand signals that they will use to warn one another when the pacing is too fast or too slow.
- ◆ Co-trainers may find themselves wanting to intervene during each other's presentations and this could disrupt the flow of an exercise. They should agree to let one another finish giving instructions or guiding an aspect of a discussion before adding points that they think might have been missed. Trainers should also avoid repeating points that have already been made.
- ◆ Co-trainers may sometimes let their attention wander when they are not presenting themselves. It is important to avoid distracting behaviours such as doodling pictures, nodding off or leaving the room without informing the presenting trainer beforehand. By staying alert, co-trainers who are not presenting will not be caught off-guard if the presenting trainer asks for their input during a discussion!
- ◆ It can be useful for the training team to decide before the workshop how they will deal with the following possible problems:
 - how to intervene if a trainer forgets an important point when giving instructions for an exercise
 - participants who dominate discussions
 - participants who upset other participants by making negative comments
 - participants who become upset for a personal reason during a particular exercise.

TEACHING STYLE

More and more trainers find that both adolescents and adults respond more favourably to training when it is participatory in nature. The traditional didactic format in which trainers lecture and answer students' questions has value, particularly in transmitting factual knowledge, such as how HIV is transmitted or how contraceptive methods work. However, training formats in which participants are invited to contribute their ideas and knowledge and build upon their own experience seem to generate more enthusiastic participation and, hopefully, greater retention of the subject matter.

One way to assess the factors that trainees find useful in training is to encourage them to think about training courses and workshops in which they have participated.

Exercise: What makes learning enjoyable?

Expected results

Trainees are able to identify factors that made learning enjoyable [2]

Materials needed

Sheets of paper, pencils or markers, grid on large sheet of paper posted at the front of the room

Instructions

- ◆ Ask participants to draw two pictures: one showing how they learned during primary school and one showing how they learned during an enjoyable workshop later in life.
- ◆ Draw a grid on a flipchart or blackboard as shown on the next page, leaving the boxes under the second and third column headings blank.
- ◆ Invite some participants to show their pictures and tell what they represent; ask them to tell what they liked and did not like about the experiences they pictured.
- ◆ Fill in the grid by placing participants' statements about what they liked and did not like in the appropriate boxes.
- ◆ Summarize the results, mentioning points shown in the grid on the next page.
- ◆ If there is time, ask small groups to answer the following questions about an enjoyable learning experience in which they participated:
 - What were your reasons for learning?
 - What was your role in the learning experience?
 - How would you describe the learning environment?
 - How did you know that learning had occurred?
- ◆ Ask each group to prepare a "training tip" for the others based on their answers.
- ◆ Type out the "training tips" and give them to all participants the next day.

Questions	Primary school learning	Other learning
What is the learner's role?	Passive; receive information; follow instructions	Active; participatory; responsibility for learning; interdependent
What is the motivation for learning?	Good grades; don't get in trouble; punishment; no immediate benefit seen; <i>external: society dictates</i>	Learning from within oneself; learner sees immediate benefit; <i>internal motivation</i>
Who chooses content?	Teacher or school board; no learner choice	Own interests; life issues
What is the method focus?	Rote learning; one-way communication; individual	Experiential; teams or groups share knowledge

EXPERIENTIAL LEARNING

In daily life, we all learn new knowledge in different ways: we may read about something, listen to other people talk about a subject or watch other people doing something. Training workshops may also involve such ways of learning: for example, participants read case studies, listen to trainers give lectures or watch other participants practise a skill, such as negotiating condom use during a role-play. These learning methods are somewhat abstract in nature.

What we hear we forget in time; what we hear and see we remember; what we see, hear and do we can apply [6].

A fourth way that we learn new knowledge and skills is “learning by doing” — we try something out ourselves and gain experience in using new knowledge or skills. To help trainers understand how the process of “learning by doing” takes place in training situations, David Kolb developed a model of [experiential learning](#). The process he describes includes four elements: direct experience (an activity in which learners create an experience), reflection on the experience, generalization (lessons learned) and applying lessons learned [7]. Kolb visualized the process as a recurring cycle that proceeds from direct experience to application of lessons learned. Others have pointed out that in different cultures, adults may prefer to start at different places in the cycle. For example, it has been observed that Americans prefer to begin with experience, while Europeans may prefer to start by examining theory and generalizations and then work towards concrete experience. As we all know, adolescents find it more difficult than adults to learn new knowledge and skills when we start teaching them with more

abstract methods; they will often respond well when you begin with direct experience rather than theory.

The exercises in the *Gender or sex* workshop curriculum follow a pathway similar to the experiential learning cycle. In each exercise, the participants create an experience — the activity of the exercise — and then reflect upon that activity by answering questions about it. The training facilitator then draws out lessons learned from the reflection, using summary statements to make important points. The trainer and participants talk about how the knowledge gained can be helpful in daily life; the following exercises in the workshop curriculum also build upon this knowledge.

Exercise: How does experiential learning take place in GoS?

Expected results

Trainees can identify how different stages of experiential learning are reflected in the **GoS** curriculum and individual exercises

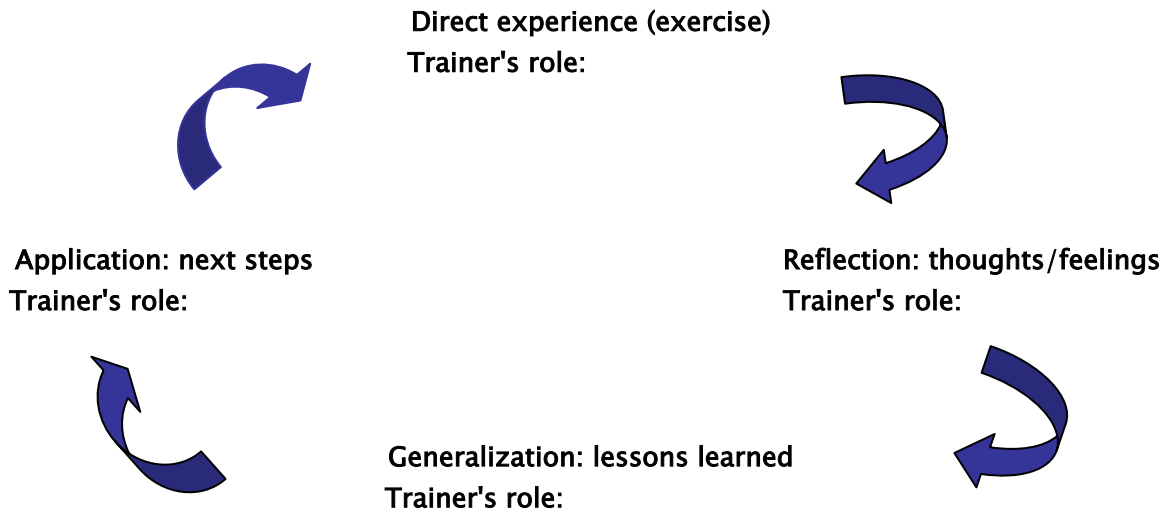
Materials needed

Flipchart with outline of experiential learning cycle (see below), marker pen, handout ["The experiential learning cycle in a workshop"](#)

Instructions

- ◆ Introduce the exercise by summarizing different ways that people learn, ending with an explanation of the experiential learning cycle.
- ◆ Using the diagram of the experiential learning cycle below, ask the participants to offer ideas about how an experience can be created in a training situation by using different activities. Write their answers on the flipchart.
- ◆ Ask them to offer ideas about the trainer's role during the "direct experience" part of the cycle and write their answers on the flipchart.
- ◆ Next ask participants to offer ideas on how reflection takes place during training activities and how the trainer facilitates this. Write their answers on the flipchart.
- ◆ Ask the group to now offer ideas about how lessons are drawn from exercises and activities and what role the trainer plays in drawing out the lessons. Write their answers on the flipchart.
- ◆ Finally, ask the participants to offer ideas about how the trainer can help workshop participants apply knowledge gained in the exercise or activity.
- ◆ Give the trainees the handout ["The experiential learning cycle in a workshop"](#) and ask if they wish to make any further comments or share their experiences with regard to experiential learning.

The experiential learning cycle in a workshop



PROMOTING TRANSFER OF LEARNING

In adult training, especially regarding skills such as those used in clinical practice, the concept "transfer of learning" refers to "the full application of new knowledge and skills by learners to effective performance [8]". Some studies have shown that a 20–40% transfer of training knowledge is typical — probably much lower than many trainers would have guessed [9]!

To improve transfer of learning, some training evaluators focus on factors such as:

- ◆ trainee characteristics: ability, aptitude, personality
- ◆ trainee motivation: confidence, desire for success, belief in the value of training
- ◆ the work environment where training knowledge will be applied: supportive organizational climate, opportunities to use new skills, post-training goal-setting.

Their recommendations for improving transfer of learning often relate to pre- and post-training measures, such as ensuring that trainees have the time and supplies needed to put their new skills into practice.

Other training evaluators focus on barriers that may be addressed, at least to a certain extent, during training itself. One such factor is the "inert knowledge problem", that is, a situation in which a trainee has demonstrated use of knowledge during training but does not use that same knowledge elsewhere because of barriers encountered in bridging the gap between the training situation and daily life [9]. These evaluators stress the importance of follow-up after training to ensure that trainees are supported in using

their knowledge. For example, if a trainee has learned that it is important to counsel adolescents about different contraceptive options but does not have access to supplies of different contraceptives, she or he cannot use all the knowledge learned during training.

A small group of trainers is now beginning to pay attention to a concept called "pattern language"; this refers to how connections are made between different training elements (patterns) such as training objectives, visual stimuli, the training location's layout and comfort, the trainers' demeanour and the ways in which participants are led into learning [10]. These trainers stress, for example, that it is important to use bright colours in flipcharts, posters and room decorations to create a stimulating atmosphere for training to take place.

Some recommendations made in relation to the inert knowledge problem and pattern language may be especially useful for adolescent and adult participants in workshops that address attitudes and behaviours such as those covered in **GoS**:

- ◆ **Include participants' prior knowledge [9].** "Unlearning" appears to be more difficult than learning, so if new knowledge competes with old knowledge, participants may find it difficult to apply the new ideas and skills. It can be helpful to make participants more consciously aware of their pre-existing ideas concerning an important topic — once their theories are acknowledged, it may be easier to "dismantle" them if they are factually incorrect.

For example, a trainer might ask trainees how they think HIV is transmitted. If they state that it can be passed on through mosquito bites, their theory can be examined and reasons offered as to why they might want to change it. In **GoS**, this technique is used, for example, in exercise 3 – "Gender not sex" – when participants define what it means to be a man or woman.

- ◆ **Provide participants with "cues" that will help them access new knowledge more easily [9, 10].** The places where participants first learn new knowledge affect how easily they will retain that knowledge because they tend to associate situational cues with the learning. Cues that trainees may associate with new knowledge include the training location, training materials and tools, and smells, colours and people that were present.

One training tool that people can access easily outside the training situation is story-telling. People tend to remember stories more easily than facts learned through rote learning. This technique is used in **GoS** exercises, such as "When we were young" and "Lifeline history". Another helpful technique is the use of pictures, since people absorb more information visually than in any other way. For example,

trainers can keep an eye out for cartoons or drawings that illustrate key points in the **GoS** workshop and insert them at appropriate moments.

- ◆ **Them + us = new us [10]**. Adults, but especially adolescents, tend to associate with people they know during a training workshop; they will sit beside them and keep the same seat if at all possible and perhaps manoeuvre in order to be allocated to small groups with their friends and acquaintances. Nevertheless, when trainers change the composition of small groups, participants have the chance to shift their perspectives, test their biases and redefine who "us" is.
- ◆ **Acknowledge power differentials between trainers and trainees [10]**. No matter how much trainers may favour a participatory approach, they will always have more power and authority than workshop participants, especially at the start of a workshop. Since trainers also serve as experts and role models, especially for adolescent workshop participants, possessing some authority is not a bad thing. However, trainers should be conscious of how power differentials may help or hinder participants' reception of information and knowledge.

6. FACILITATION SKILLS

This section provides a brief review of some basic facilitation skills; resources with more information are mentioned in [Section 1.2](#).

COMMUNICATION SKILLS

You can introduce the subject of communication skills by noting that the way in which trainers communicate with workshop participants is vital to ensuring success. The creation of an informal atmosphere is particularly conducive to ensuring that young people feel at ease and are willing to participate.

It is also very important for trainers to create a “safe space” for communication, especially with adolescents. Establishing [ground rules](#) can be one step in this process. Trainers may also ask participants how they believe an environment can be created in which they will feel comfortable sharing their ideas and expressing their feelings.

Exercise: What contributes to successful communication?

Expected results

Trainees review communication skills and share experiences [2]

Materials needed

Slips of paper naming an emotion

Instructions

- ◆ Ask the trainees to name ways in which we communicate with other people.
- ◆ Write their responses on a flipchart, adding the following information, if necessary:
 - voice: tone, volume, speed at which we speak
 - body language: eye contact, facial expressions, posture, body movement, touch
 - words/expressions: language used, what is said or left unsaid.
- ◆ Give a number of participants a slip of paper with an emotion that they should express while saying the sentence: "The Prime Minister is making a speech." The emotions can include: confusion, fear, anger, indifference, happiness, anxiety, disinterest, disapproval, surprise.
- ◆ Ask other trainees to guess what emotion they portrayed, mentioning what made them think of that emotion (for example, tone of voice, voice volume, facial expression, body language).
- ◆ Next give some participants a slip of paper with an emotion and ask them to express it without using any words; examples may include: happiness, approval, pride, pain, disgust, boredom, nervousness, love, rage, grief, amusement, excitement.

- ◆ Again ask the other trainees to guess what emotion they portrayed, mentioning what made them think of that emotion (for example, facial expression, body language).
- ◆ Summarize by saying that the clues we use to interpret verbal and non-verbal communication may differ according to culture and age group. For example, in some cultures, adolescents may feel threatened by direct eye contact because they interpret it as staring or they have been taught that it is rude.
- ◆ Give the participants the handout "[Verbal and non-verbal communication skills](#)" and ask if they want to add any items to the list.

Exercise: Judging body language and appearance

This exercise can be done in two ways, using photos or having participants pose.

Expected results

Trainees become aware of how we all make judgements about people based on their body language and appearance [11]

Option 1: Using photos

Materials needed

Photos of men and women in different kinds of postures and clothes (for example, from magazine advertisements)

Instructions

- ◆ Divide the trainees into small groups of 4–6 people and give each group member one photo.
- ◆ Ask the trainees to look at their photos and answer the following questions:
 1. Do the people portrayed look: very uncertain, uncertain, confident, very confident?
 2. Do the people portrayed seem to have: no control over their lives, some control, a great deal of control?
 3. Do the people portrayed seem: uncaring, indifferent, interested, caring?
 4. Do the people shown seem: unapproachable, neutral, approachable?
- ◆ Ask the trainees to show their photos to one another, presenting their answers and mentioning what aspects of the persons shown influenced their decisions (for example, posture, clothing, facial expression, age).
- ◆ After each group member has had his or her turn, point to various people in the group and ask the others to imagine what they would think about the person if they were adolescents. Would they find the person approachable, enthusiastic, caring, authoritarian, shy? Ask them to explain why they would feel that way.
- ◆ Summarize by pointing out that awareness of such non-verbal clues can help us become more conscious of how we present ourselves as trainers.

- ◆ Note that adolescents tend to make judgements about people very quickly so it is important what trainers wear and how they present themselves. Facilitators should be conscious of the potential messages given by their clothing, hand gestures, eye contact, facial expressions and posture.
- ◆ Open and approachable body language is necessary when working with adolescents and talking about issues regarding sexual and reproductive health.

Option 2: Having participants pose

Materials needed

Slips of paper, envelopes, marker pens, chair (can include other props such as eye glasses, scarf, book)

Instructions:

- ◆ Divide the trainees into small groups of 4–6 people. Give each group an envelope containing slips of paper on which one of the following words has been written:
 - Disapproving
 - Indifferent
 - Interested
 - Enthusiastic
 - Supportive/caring
 - Authoritative
- ◆ Ask each trainee to withdraw one slip of paper from the envelope.
- ◆ Ask the trainees to take turns adopting a pose that portrays the word they have been given; they should not speak or show their word to anyone else.
- ◆ Ask the other trainees to look at each pose and answer the questions below. They should explain their answers in each case (for example, he looks confident because....)
 1. Does this person look: very uncertain, uncertain, confident, very confident?
 2. Does this person seem to have: no control over his or her life, some control, a great deal of control?
 3. Does this person seem: uncaring, indifferent, interested, caring?
 4. Does this person seem: unapproachable, neutral, authoritative?
- ◆ After each set of questions is answered, point out the different aspects of body language that may give a particular message.
- ◆ After each group member has had his or her turn, point to various people in the group and ask the others to imagine what they would think about the person if they were adolescents. Would they find the person approachable, enthusiastic, caring, authoritarian, shy? Ask them to explain why they would feel that way.
- ◆ Summarize by pointing out that awareness of such non-verbal clues can help us become more conscious of how we present ourselves as trainers.
- ◆ Note that adolescents tend to make judgements about people very quickly so it is important what trainers wear and how they present themselves. Facilitators should

be conscious of the potential messages given by their clothing, hand gestures, eye contact, facial expressions and posture.

- ◆ Open and approachable body language is necessary when working with adolescents and talking about issues regarding sexual and reproductive health.

INSUFFICIENT TIME FOR ALL PARTICIPANT CONCERNS

The subject matter covered in the **GoS** exercises often arouses a great deal of interest and there may not be enough time to address each workshop participant's concerns or questions. One way to handle this is by taking measures to ensure that participants will get information or answers after the workshop.

Exercise: Burning questions flipchart

Expected results

Trainees have a way to pose questions for which there is not enough time during the workshop and receive feedback [2]

Materials needed

Flipchart posted on wall, marker pens, envelopes, pieces of paper with tape

Instructions

- ◆ Give each trainee an envelope; ask them to write their names on the flap.
- ◆ Tell the trainees that they can write a question on the outside of their envelope to which they want an answer; they should then tape the envelope to the "Burning questions flipchart" with the question showing.
- ◆ Ask other trainees to read the questions during breaks and to put their written answers in the appropriate envelopes.
- ◆ Collect the answers and suggestions at the end of the workshop; type them out and give the answers to the questioners.
- ◆ If you have time during the workshop, you can choose one question from time to time to discuss with the entire group.
- ◆ During the daily co-trainer evaluation debriefing, you can also discuss creative ways to address some of the questions during the next day's session.

“CHALLENGING” PARTICIPANTS

Thinking ahead about how to deal with disruptions can help make a workshop go more smoothly.

Exercise: dealing with disruption

Expected results

Trainees learn possible methods for handling workshop disruptions by exchanging information about their experiences

Materials needed

Large sheet of flipchart paper, marker pen, handout ["Dealing with disruption"](#)

Instructions

- ◆ Ask the trainees to list what adolescents or adults do that may disrupt a workshop.
- ◆ After the list is complete, ask them for suggestions on how they deal with such disruptions.
- ◆ If you have sufficient time, ask the participants whether they would like to do role-plays about some of the more difficult situations as a way to stimulate brainstorming on possible solutions.
- ◆ Give trainees the handout ["Dealing with disruption"](#) with suggested solutions to some problems and discuss whether any additional points should be added.

7. ADOLESCENTS AND HEALTHY SEXUALITY

From time to time, it can be useful to review our assumptions regarding adolescents. For example, we may tend to speak about adolescents as a homogeneous group, but there are many differences among them based on sex, socio-economic background, marital status, ethnicity and race. Adolescents who are already sexually active may have different concerns than those who abstain from sex; young women and young men living with HIV/AIDS will have different needs and concerns from youths who are HIV-negative or who do not know their HIV status.

Another factor that causes differences among adolescents is related to age and developmental stage. These differences are important to take into account when considering whether a workshop will include younger or older adolescents.

Exercise: What is important at different ages?

Expected results

The trainees review adolescent characteristics at different ages that may have an impact on their response to workshop exercises[1 2]

Materials needed

Flipchart, marker pen, handout ["Stages of adolescent development"](#)

Instructions

- ◆ Post a flipchart with the grid shown on the next page.
- ◆ Ask the trainees to make suggestions regarding how adolescents in the different age groups respond to each developmental task.
- ◆ Point out how these different responses can affect participation in the **GoS** workshop. For instance, the workshop may be less suitable for adolescents younger than 13 years because it progresses from more concrete to considerably abstract thinking.
- ◆ Give the participants the handout ["Stages of adolescent development"](#) and discuss with them how the characteristics listed may differ between cultures and target groups. For example, the author of these trainers' notes found that 11- and 12-year-old girls from a lower socio-economic background in the United States were already beginning to rebel by testing programme facilitators for limits on their behaviour.
- ◆ Explain that reviewing such a chart can help trainers adapt exercises when necessary. For example, questions for various exercises may need to be simplified or explained before participants answer them. Boys and girls in middle adolescence

may find it more difficult to make up stories about imaginary people but could be asked to tell a story about someone they know (for example, in completing a problem tree).

Developmental task	Early adolescence 10–14 years	Middle adolescence 13–17 years	Late adolescence 16–19 years
Achieving independence			
Establishing an identity			
Developing a more adult-like intellect			
Establishing intimacy with others			
Establishing a sense of integrity or morality			

ASSESSING OUR OWN VALUES AND EXPECTATIONS

Many workshops on sexual and reproductive health focus on the risks that adolescents face. This is also the case for *Gender or sex: who cares?*, although training facilitators are expected to address how adolescents can promote healthy sexuality when summarizing the various exercises. Some trainers may feel uncomfortable, however, with the concept of promoting healthy sexuality for adolescents and this should be acknowledged.

It is important to understand that "sexuality" does not refer to "sexual intercourse". Sexuality is the total expression of who we are as human beings. It encompasses values, attitudes, beliefs, behaviours, physical aspects, emotions and personality. It includes socialization related to gender, relationships and sexual orientation. When we speak about promoting healthy sexuality, we refer to a process that reinforces respect for adolescents' right to:

- ◆ gain comprehensive and factual information concerning puberty and the body's sexual and reproductive functions
- ◆ choose freely and voluntarily whether and when to engage in sexual activity
- ◆ explore and be comfortable with their sexual orientation
- ◆ take measures to protect their sexual and reproductive health.

If we are to promote healthy adolescent sexuality, we need to examine our own values and perceptions first; when we are aware of these, we can more consciously avoid judging the young people in our workshops who may express beliefs or values that are different from our own. We have the right — and responsibility — to ensure that adolescents learn responsible behaviour that protects their own and others' health, but we do not have the right to make judgements about their moral status if they make choices that we do not think we would make.

Exercise: Do I agree or disagree?

Expected results

Trainees become more aware of their own values and expectations concerning adolescents and sexuality [2]

Materials needed

Summary of pre-workshop ["homework assignment"](#) from **GoS** exercise "What are our values and attitudes?", list of statements below

Instructions

- ◆ Provide the trainees with a summary of their pre-workshop responses to the questions from the ["What are our values and attitudes?"](#) exercise, pointing out similarities and differences in their reactions. Explain that it is normal to have strong opinions regarding sexual and reproductive health issues for adolescents; we should also recognize that it is possible to change our opinions.
- ◆ Read one of the statements below and ask participants who agree to stand on one side of the room and those who disagree on the other side of the room. If some participants say they do not know or feel uncertain, ask them to stand on the side of the room that comes closest to their opinion.
- ◆ Ask participants on the agree side to explain why they agree.
- ◆ Ask participants on the disagree side to explain why they do not agree.
- ◆ Allow some discussion back and forth between the sides (10 minutes at most) and then tell people that they can switch sides if they wish.
- ◆ Read another statement and follow the same procedure.
- ◆ Summarize the exercise by pointing out that this exercise helps us recognize:
 - our own biases regarding gender issues
 - how our ideas about gender might change depending on the age of those to whom we apply a gender perspective
 - there are no absolutely right or wrong answers.

Statements:

1. Girls are naturally better at caring for young children than boys.
2. Because it is more acceptable for boys to experiment sexually than for girls, boys need more sex education than girls.
3. Even if a pregnancy may endanger the lives of girls aged 11–13 years, it is wrong for them or their parents to terminate a pregnancy.
4. It is better to tell adolescents about masturbation than to simply tell them they must abstain from sex.

Exercise: What elements should learning about healthy sexuality involve?

Expected results

Trainees identify topics besides health risks that need to be addressed with adolescents

Materials needed

Flipchart, marker pen, handout ["Healthy sexuality topics"](#)

Instructions

- ◆ Divide the flipchart into two columns: mark one "SRH risks" and the other "Positive aspects of sexuality".
- ◆ Ask the trainees to brainstorm what topics should be covered in training adolescents regarding sexual and reproductive health risks.
- ◆ Ask the trainees to brainstorm what topics should be covered in training adolescents on positive aspects of sexuality.
- ◆ Ask the trainees if they want to assign age categories to the topics mentioned and, if so, to explain why if they wish to do this.
- ◆ Give each trainee the handout ["Healthy sexuality topics"](#) and stress that adolescents who feel free to express their concerns and questions will not only want to talk about negative aspects of sexuality. Ask the trainees if any of them have experiences they want to share in this regard.

8. GoS EXERCISE METHODOLOGIES

This section does not cover each **GoS** exercise separately but provides some background information on methods used for the exercises that can be discussed with TOT trainees during exercise practice sessions. It ends with ideas on how to provide feedback to trainees after they practise individual **GoS** exercises.

BRAINSTORMING

Brainstorming is a process in which people are asked to offer ideas and suggestions related to a particular theme or topic spontaneously and without a lot of thought about how they will present the ideas. The trainer indicates that no rules govern the contributions: they can be serious, funny, unusual or controversial — as long as they pertain to the subject matter at hand. It is also important to tell workshop participants that they should not comment on whether another person's contribution is right or wrong, or good or bad.

Brainstorming can help:

- ◆ stimulate adolescents' creativity and sense of contribution
- ◆ workshop participants learn about one another's ideas
- ◆ generate data that a group of participants can analyse
- ◆ set the stage for a group discussion.

In traditional brainstorming, once a list of ideas has been generated, they will often be categorized in some way. Alternatively, a trainer may give participants pre-determined categories for the brainstorming exercise. The trainer then helps the participants make links between the categories. This process has been called "Interactive Mind Mapping" [13].

Interactive mind mapping		
Brainstorming	Categorizing	Linking
A list of words is made related to a "seed" word	Items are grouped into categories with pre-determined names	The categories are linked together in order to illustrate a concept

For example, in **GoS** exercise 3 – “Gender not sex”, the trainer gives pre-determined categories (Man, Woman) and writes the ideas participants suggest under those labels. When the labels are switched, a new categorization takes place. When the trainer labels the middle column “Sex”, she or he links the brainstormed ideas to the categories and the important point that few personality characteristics, attitudes, behaviours and

roles are inherent to one sex only. This interactive mind mapping process is also used in **GoS** exercises: 1A – "Sex and gender: what do they mean?"; 5 – "The language of sex"; 6 – "Learning about sex"; 8 – "What is violence?"; and 13 – "Designing youth-friendly SRH services".

Some important points to keep in mind when asking participants to brainstorm [13]:

- ◆ Accept all contributions — do not reject or criticize suggestions.
- ◆ Try to move the brainstorming along quickly so that people give their "gut reactions". It can be helpful if one trainer — or a volunteer participant — writes responses on a flipchart or blackboard while another trainer stimulates the participants to respond.
- ◆ Give examples if suggestions start to lag before a sufficiently long list is made.
- ◆ Use some prompting questions if participants seem unable to get started, for example, what do you think the school headmaster would say? What do you think your parents would say? What do you think the president would say? What would the president's wife say?
- ◆ Be sure to ask participants to explain words that you or other participants might not understand.

GAMES

Incorporating games into a training workshop can offer participants a change of pace and another way of acquiring information. For example, **GoS** exercise 1B – "Match the proverbs and sayings" – can stimulate participants to use both their knowledge and imagination.

Games that have an element of competition and an emphasis on "getting the right answer" provide participants with a chance to use their skills of logic and analysis. Some games can help participants test how well they have absorbed information provided in previous activities, such as **GoS** exercise 4 – "The gender game", a true-or-false activity that may be familiar to school-going youth.

Some points to keep in mind when using games:

- ◆ To increase the sense of competition, you might want to keep score of individual participants' answers. For example, the participant who guesses the most right matches for exercise 1B could receive a small prize.
- ◆ Although the competitive element will encourage some adolescents to participate more than they might do otherwise, it is important to acknowledge everyone's efforts in answering the questions. For example, you might give the winner of a competition a prize such as a book or some beads, and all the participants a piece of candy to reward their efforts.

VISUALIZATION AND VISUAL AIDS

Visualization is a technique in which workshop participants are stimulated to use the creative and imaginative part of their brains. The trainer helps them recall and interpret past and present relationships, situations and events so that they can relate these to their current behaviour or attitudes [5].

Usually, the trainer sets the scene for visualization by asking participants to participate in a relaxation exercise with their eyes closed. After they appear relaxed, the trainer guides them into thinking about a particular situation, person or event, giving instructions and asking questions to help them think about different details.

When carrying out a visualization exercise, such as **GoS** exercise 2 – "When we were young", it is helpful to keep the following points in mind:

- ◆ Do not remark out loud if any participants keep their eyes open. Singling out a participant who is not following your instructions completely will create a negative atmosphere for that person and may affect his or her willingness to participate in other exercises.
- ◆ Maintain a relatively slow pace in guiding the visualization. Do not rush through the instructions but leave silent moments at intervals so that the participants have time to remember and reflect quietly without having to listen to what you are saying at the same time.
- ◆ Some trainers have played music during this exercise but it may be more effective to carry out the exercise in a quiet room. What you consider soothing or relaxing music may be irritating to other people; some participants may also just listen to the music and not your instructions. You can suggest that they think about some music that they like while introducing the exercise (after they have closed their eyes).

Visual aids can help adolescents and adults tap into their creativity when carrying out a problem-solving activity. Several **GoS** exercises incorporate visual aids. Exercise 7 – "Media images analysis" – uses images from magazines or newspapers. Exercises 10 – "Lifeline history" and 12 – "Problem tree analysis" – involve participants in collectively completing a drawing to tell a story and brainstorm on factors that lead to, and can help solve, sexual and reproductive-health problems.

Some points to keep in mind when working with visual aids such as photos and drawings:

- ◆ If you mount photos and images from magazines and newspapers on sturdier cardboard paper, they will not be so easily damaged from one workshop to the next.
- ◆ If you have access to lamination facilities, consider laminating the photos and images. Alternatively, you could cover them with plastic wrap.
- ◆ Keep the photos and images in a folder so that they are not lost or damaged.

- ◆ Update your collection of images from time to time; for example, you could ask friends and co-workers to keep an eye out for the kinds of images that you would like to use.

Some points to keep in mind for exercises involving drawings:

- ◆ It can save time if you have already drawn a lifeline and tree on flipcharts before a **GoS** workshop; however, the activity becomes more fun if the workshop participants can be involved in making the drawings themselves. You can have a sample on hand to show them what kind of drawing they should produce.
- ◆ Try to make sure that small groups working with drawings have several marker pens of different colours since these will brighten the drawings — bright colours are known to help stimulate the senses and creativity.
- ◆ If you have a lot of time for these exercises, you could provide the participants with old magazines and newspapers from which they can cut out images to affix to the lifeline and problem tree to illustrate different points they are making.

ROLE-PLAYS

In role-plays, two or more people are asked to take on the role of a certain character and then act out a scene focusing on a predetermined situation. The role-play instructions may be more or less detailed. In the **GoS** exercises, only the roles of the main character(s) and brief descriptions of situations are given (exercise 9 – "Experiencing violence" and exercise 11 – "Role-play: why?"). In other cases, more details might be given about how a situation unfolds, only asking the role-players to create an ending.

Role-plays may be used for several purposes. They can help adolescents [2, 14]:

- ◆ translate more abstract ideas into concrete experience
- ◆ explore problems that they might feel uncomfortable discussing in real life
- ◆ practise their communication skills
- ◆ identify with and feel sympathy for other people
- ◆ develop strategies for effective interactions with others
- ◆ analyse how people affect one another by seeing the consequences of their actions on others
- ◆ generate different perspectives on what may work or not work in "real-life situations"
- ◆ take steps towards changing their attitudes.

When setting up a role-play for plenary presentation, it is important that you take the following steps:

- ◆ Make sure that no one is bullied or forced to act in the role-play by other small group members; some adolescents may not feel comfortable acting. However, if a

group member only seems to be a little shy and therefore reluctant, encourage her or him — gently not forcefully — to try acting a role.

- ◆ Visit the small group creating a role-play to make sure that they are developing a scene that is no longer than 5–7 minutes in length and to ensure that all the small-group members are involved in some way.
- ◆ Make sure that the small group does not spend all the exercise time devising a script — they need to practise their role-play as well!
- ◆ Create sufficient space for the role-play performance so that all other participants can watch it easily when it is presented during a plenary session.
- ◆ Ask the role-players to explain to the audience what situation they will be portraying.
- ◆ Encourage the role-players to speak loudly so that the whole audience can hear their dialogue.
- ◆ If the role-play goes on too long or seems to get "stuck", invite the role-players to stop so that everyone can discuss the situation.
- ◆ Allow the other participants to offer their observations after the small group has performed the play and answered the exercise questions. For example, you might ask the audience what they saw and then ask the role-play participants whether they intended to portray that.
- ◆ If you have sufficient time, ask the participants how the role-play relates to their own lives.

SMALL-GROUP DISCUSSIONS

All of the **GoS** exercises involve some small-group discussion. Small-group discussions help adolescents:

- ◆ enhance their problem-solving skills
- ◆ learn from one another by hearing about different experiences and views
- ◆ gain a sense of responsibility for the learning process
- ◆ gain experience in team work
- ◆ clarify their personal values
- ◆ develop their presentation skills when they prepare their results for plenary feedback.

Trainers should watch for personality clashes within small groups, for example, when there is one person who is very dominant and other group members start to feel resentful or hostile. In such cases, the trainer can take part in the small group to “dilute” the dominance of the person and move the group along. If possible, change the membership of the small groups for the next exercise. If it is impossible to change the small groups, consider using the [“Toothpicks in a bowl”](#) exercise from the handout “Dealing with disruption”.

Be sure that you always inform the small groups how much time they have for their exercise and be prepared to give them at least two warnings that their time for discussion is nearing its end. Also make sure that small groups choose someone to present their work during the plenary feedback session.

GIVING FEEDBACK DURING PRACTICE OF GOS EXERCISES

When TOT trainees practise carrying out the **GoS** exercises, it is important that they receive feedback from both the other trainees and the trainers. Before any feedback is given, each performance should be acknowledged by a round of hearty applause. To make this fun, participants can be asked before the practice sessions start what kind of applause they would like, for example: a special clapping rhythm, stamping of the feet, people standing up and doing a "wave" (as sometimes seen among spectators at sports arenas). The different applause acknowledgements can be listed on a flipchart; practice trainers can call for a particular type of applause when their exercise is over.

Before the other trainees offer suggestions on how to improve the presentation of an exercise, the trainers should ask the "practice trainers" the following questions [1]:

1. What insights did you gain from conducting this exercise?
2. What did you like about presenting this exercise?
3. In what ways did you feel uncomfortable presenting this exercise?
4. What considerations do you think facilitators should be sensitive to when carrying out this exercise, for example, regarding content or the process?
5. Would you adapt this exercise in any way when you carry it out back home?
6. Do you have any other comments about the exercise?

Then ask the other trainees to offer their comments, following up with your own observations. If few comments are forthcoming, you might prompt the observers to mention what they liked about the practice trainers' use of non-verbal and verbal communication techniques.

When giving feedback, it is important for trainers and trainees to remember to [1, 2]:

- ◆ offer praise before offering negative comments, for example, "Great job!" — "Well done!" — "That was a good demonstration of the exercise."
- ◆ give feedback in the form of "I observed..."; "I think..."; "I feel..."
- ◆ limit comments to only two or three aspects of good or bad performance rather than give a list of 5–10 observations
- ◆ direct comments towards behaviours over which the presenters had control
- ◆ ensure that the comments are constructive, offering the presenters ideas for how to improve their performance: criticize the performance, not the performer!

9. WORKSHOP ACTIVITIES & EXERCISES

This section includes sample workshop objectives, ground rules and exercises for a TOT workshop.

WORKSHOP OBJECTIVES

1. Review the training facilitator's role
2. Review and enhance basic training facilitation skills
3. Gain experience in implementing the *Gender or sex: who cares?* workshop curriculum
4. Exchange experiences in training adolescents and youth workers
5. Develop a [work plan](#) for offering *Gender or sex: who cares?* workshops

GROUND RULES

- ◆ Agree to participate actively so as to enhance your own and other participants' learning
- ◆ Listen with respect to every person's opinion even if you don't agree with him/her
- ◆ Speak in 'I' statements (I think..., I believe..., I like/dislike..., etc.) rather than 'you' statements (You are wrong when you say that...; you shouldn't think that way, etc.)
- ◆ Respect confidentiality — if someone shares something personal don't repeat it outside the room in a way that can identify him/her
- ◆ Agree to allow the use of sensitive or 'taboo' words and terms during the workshop; when we talk about sexuality, we may need to use such phrases
- ◆ Be prepared to ask questions — no question will be considered "stupid"!
- ◆ Take responsibility for your own learning: if someone is speaking too softly or quickly, for example, ask them to speak up or slow down.
- ◆ Come back from small-group work and breaks on time!

SAMPLE EXERCISES

The exercises presented in this section can be used both with TOT participants and with adolescents or youth workers who take part in **GoS** workshops.

ICE-BREAKER EXERCISES

These activities are appropriate as "ice-breaker exercises" that help participants introduce themselves to one another. Some of the activities can be adapted for use as energizing exercises between topic sessions to give participants a break.

Breaking the ice indeed!

Expected results

Participants learn something about each other's experience and expectations for the workshop

Materials needed

block of ice, plastic on which to place the ice, hammer

Instructions

- ◆ Ask each participant to chip off a piece of the ice block while saying his or her name, country, and a gender-based dilemma he or she faced and solved.
- ◆ Ask each participant to chip off another piece while naming his or her personal expectations during the workshop.
- ◆ Ask each participant to chip off a third piece of the ice block while saying what his or her expectations are of other participants during the workshop.

What do we like?

Expected results

Participants learn something about each other and a comfortable, informal atmosphere is created

Instructions

- ◆ Give the participants 5 minutes to ask as many other participants as possible the following information about themselves: name, nickname, something unique about them and one of the following: hobbies, favourite food, what they usually have for breakfast, an achievement of which they are proud, a prized possession.

- ◆ When this exercise is done during a TOT, ask participants not to talk about their work but to concentrate on more personal things; this promotes “breaking the ice”.
- ◆ Point to one of the participants and ask someone who spoke to that person to reveal the information that was given. Ask whether any other participants have information to add about the person being introduced.
- ◆ Proceed with the next participant in the same manner until all participants have been introduced.
- ◆ If your participants come from different countries or ethnic groups, you can point out how cultural differences are expressed in some of the things we like, such as what we usually have for breakfast. You could also ask if participants would want to eat some of the things others have for breakfast and how easy or difficult it would be for them to adapt to such a cultural difference.

Toilet-roll or candy-bowl introductions

Expected results

Participants learn something about each other and a comfortable, informal atmosphere is created

Materials needed

Roll of toilet paper or two bags of candy (sweets)

Instructions

- ◆ Pass around a roll of toilet paper and ask all the participants to take as many sheets of toilet paper as they think they might need. Do not explain what it is for!
- ◆ Alternatively, pass around a bowl of sweets and ask all participants to take as many pieces as they want for the morning.
- ◆ Ask each person to reveal one piece of personal information for each sheet of toilet paper or candy that she or he took.
- ◆ If there are striking differences in the kinds of information that men and women revealed about themselves, point out the possible gender-based influences.

Human scavenger hunt

Expected results

Participants get to know one another better and an enjoyable atmosphere is created [15, 16]

Materials needed

Scavenger hunt handout, pens or pencils

Instructions

- ◆ Give the participants a "Human Scavenger Hunt" handout that you have prepared in advance (see sample list below). It should include at least 10 statements about things people may have done or experienced in their lives.
- ◆ Ask them to roam around the room and find as many other participants as possible to whom the listed things apply; they should write each person's name on the line next to something that applies to him or her.
- ◆ After 10 minutes, ask the participants to sit down again.
- ◆ Ask participants to introduce themselves in turn, mentioning the listed item for which they found the most participants, and say telling interesting thing they learned about another member of the group.

Human Scavenger Hunt: find someone who:

1. has an older sister _____
2. has not watched TV in the last month _____
3. has a birthday in the same month as you _____
4. wants to be older _____
5. takes a bus to school _____
6. has more than six siblings _____
7. is learning another language _____
8. was born in another city or village _____
9. has a grandparent living at home _____
10. has planted a tree _____
11. is the youngest child in his/her family _____
12. recently read a good book _____
13. knows how to ride a bicycle _____
14. has travelled to another city or province _____

15. likes to dance _____
16. grows a garden _____
17. has a new baby in his or her home _____
18. woke up with a smile this morning _____
19. helps cook meals at home _____
20. can tell a good joke _____
21. listened to the radio last week _____
22. plays some kind of sport _____
23. helps with the housework at home _____
24. knows how to swim _____
25. has worked for pay _____

My mother says

Expected results

Participants get to know one another a bit and also see how culture may affect health beliefs [15]

Instructions

- ◆ Explain that throughout our lifetimes, we receive lots of advice and folk wisdom about how to stay healthy and what we should do if we get sick.
- ◆ Ask the participants to try to remember some health-related messages they heard as a child from parents, grandparents, aunts, uncles, teachers, etc.
- ◆ Ask them to stand, turn to a person nearby, and reach out and shake hands. Ask them to introduce themselves to one another, while sharing a piece of wisdom from one of their childhood “experts” on health. For example, someone might say, “Hi, I’m Chandra and my mother always told me that if I didn’t wash my ears mushrooms would grow in them.”
- ◆ Ask the participants to exchange introductions and wisdom with at least two more participants, trying to recall a different health-related message each time they introduce themselves.

- ◆ After the participants return to their seats, ask them the following questions:
 - What are some of the most interesting pieces of advice you heard?
 - How many of you could relate those pieces of advice to a particular culture?
 - How were the messages given to women the same or different from those given to men?

ENERGIZER EXERCISES

The activities in this section can be used between exercises during TOT or **GoS** workshops when participants have been sitting for a long time or appear to be becoming tired.

Writing our names or numbers from 1–10

Expected results

Participants move around and have some fun

Instructions

- ◆ Ask the participants to stand up, making sure they are not too close together.
- ◆ Ask them to pretend that their right or left hands are pens and ask them to use their hands to write their first names or the numbers 1 through 10 in the air.
- ◆ Next ask them to switch to their other hands and write their names or numbers in the air again.
- ◆ Ask the participants to now use one of their feet to write their names or numbers in the air.
- ◆ Ask them to use their heads to write their names or numbers in the air.
- ◆ Finally, ask the participants to use their stomachs to write their names or numbers in the air.

This is not a rope!

Expected results

Participants move around and have some fun [15]

Materials needed

A rope or cord that is 3–4 feet (1 metre) long

Instructions

- ◆ Ask the participants to stand in a circle and put the rope in the middle of the circle.

- ◆ Explain that each person will transform the rope into something other than what it is and give the following instructions.
 - A participant will go into the middle of the circle, take the rope, and say, "This is not a rope, it is a..." As she or he names it, she or he demonstrates its new use. Show the participants what you mean: for example, you might say, "This is not a rope, it is a snake" and you get down on the floor and slither the rope around.
 - When the first person is through with the demonstration, she or he replaces the rope on the floor and returns to the circle.
 - Another person then picks up the rope and says, "This is not a rope, it is a..." and demonstrates. For example, "This is not a rope, it is a fishing line."
 - If two people reach for the rope at the same time and one has already had a chance to be in the middle, the person who has not yet participated gets a turn.
 - Continue until all participants who want to participate have done so or until the time is up.

Let's do this!

Expected results

Participants move around and have fun [15]

Instructions

- ◆ Ask the participants to start wandering around the room.
- ◆ After a few minutes, explain that you will shout a physical activity in a loud, enthusiastic voice. For example, "Let's go skating!"
- ◆ After you announce the activity, everyone in the room should immediately, enthusiastically and loudly say "yes!" while acting out the activity.
- ◆ Ask the participants to then take turns offering other activities by calling them out. Each time, the group responds by shouting "yes!" and acting out the new activity. Any group member can make a suggestion at any time.
- ◆ Continue until no more suggestions are offered or the time is up.

Get to the other side

Expected results

Participants move around and have fun [15]

Instructions

- ◆ Ask participants to line up on one side of the room.
- ◆ Tell them that the object of this exercise is to move one by one to the other side of the room while making a unique movement.

- ◆ Explain that no one may repeat a movement or way of moving that anyone before them used to get to the other side of the room.
- ◆ Give an example. “For example, I might walk to the other side of the room with both hands on my head. The next person might hop on one foot to the other side. Use your creativity and think of innovative ways to get to the other side.”
- ◆ Continue until all the participants have crossed the room.

Dance to the music!

Expected results

Participants move around and have fun

Materials needed

Audio cassette or CD–player, music cassette or CD, a variety of percussion instruments such as rattles, chimes and drums

Instructions

- ◆ Ask the participants to gather in a circle.
- ◆ Tell them that we are going to move around to loosen up a bit, using music to inspire us.
- ◆ If the participants will be using percussion instruments, ask one person to begin a rhythmic beat and then ask other participants with instruments to join in.
- ◆ If you are using pre–recorded music, start the tape or CD playing.
- ◆ Ask one participant to enter the middle of the circle and to make one dance movement. (You may want to start off this activity by demonstrating it yourself.) Ask the other participants to then copy the movement.
- ◆ Ask the next participant to enter the circle and to demonstrate another dance move. Ask the other participants to copy this movement and repeat the first dance move.
- ◆ Ask a third participant to enter the circle, demonstrate another dance move and have the other participants copy this and the first two dance moves.
- ◆ Continue the exercise until everyone who has wanted to enter the circle to demonstrate a dance movement has done so.

CONCLUDING EXERCISE

This exercise could be used as part of the closing ceremonies that end a TOT workshop.

Shifting the sands of time

Expected results

Participants consciously shift their focus from the workshop to their work and lives back home and express their expectations now that they have completed the **GoS**-TOT workshop

Materials needed

A table, sand that can be used to build a sand castle or moulding clay

Instructions

- ◆ Explain to the participants that they will now, as a group, construct a small building (for example, a sand castle) to house their expectations after having completed the TOT workshop.
- ◆ Invite a participant to come to the front of the room and begin forming the foundation for the building while naming one of her or his expectations about how she or he will apply the experience gained during the workshop. Write the expectation on a flipchart.
- ◆ Ask the other participants to add a piece to the foundation while naming one of their expectations; include these goals on the flipchart.
- ◆ Mention that their expectations will be recorded by the trainers; in two months, they will be contacted to find out whether they have progressed towards meeting their goals. The information will then be shared in a report to all the TOT trainees.

A certificate of participation form with a decorative border. The border has rounded corners and a grey circular element at the top left and bottom left. The text is centered and includes a title, a line for a name, a paragraph of text, a line for a signature, and a line for a date and venue.

CERTIFICATE OF PARTICIPATION

This is to certify that

has completed a TOT training on using the
Gender or sex: who cares? curriculum and has
demonstrated that s/he has acquired skills needed to
successfully carry out workshops using the curriculum with
adolescents and youth workers.

(Signed by TOT facilitators)

(Date and venue)

10. MONITORING AND EVALUATION TOOLS

PRE- AND POST-WORKSHOP KNOWLEDGE QUESTIONNAIRE

We are asking all **GoS**-TOT workshop trainees to complete this questionnaire before and after the workshop. Comparing possible changes in your answers will help us determine the workshop's impact. We will not share the questionnaire results in a way that identifies you. Thanks for your cooperation. **Please circle the appropriate answers.**

Name _____

- | | | | |
|-----|---|------|-------|
| 1. | Participatory training requires trainers to refrain from teaching | True | False |
| 2. | Verbal communication is more important than non-verbal communication in a training setting | True | False |
| 3. | Co-trainers must share the same perspectives on all content in order not to confuse participants | True | False |
| 4. | Participant networking is a valid objective for training | True | False |
| 5. | Experiential training refers to training done in the field (in-service training) | True | False |
| 6. | Adolescents of different ages mature physically at different rates, but all have trouble handling abstract information | True | False |
| 7. | Brainstorming and games are training methods that focus more on fun and giving the participants a "time-out" than on transmitting knowledge | True | False |
| 8. | A good trainer can maintain control over workshop participants and prevent any disruptions | True | False |
| 9. | Participant learning depends primarily on whether the training content is new | True | False |
| 10. | It is difficult for trainees to give feedback on their own performance after practising GoS exercises | True | False |

CO-TRAINER DAILY DEBRIEFING QUESTIONS

To improve presentations during a TOT workshop, co-trainers can discuss the following questions during daily debriefing sessions at the end of each day [4].

1. How well did we meet the goals of our workshop sessions today?
2. What did we do today that was not effective?
3. What did we do today that was effective?
4. How well did we handle problems that arose during the workshop today?
5. How well are we working together as co-trainers? Is there anything that we need to improve?
6. Is there anything we would like feedback on during the sessions tomorrow?

MORNING REFLECTION SESSION

When a TOT workshop takes place over several days, an evaluation method that can help trainers improve sessions as the workshop progresses is morning reflection sessions. Before a day's activities begin, trainees gather to answer a series of questions that are recorded by the trainers as part of a training monitoring system. Examples of questions that can be discussed during such a 30-minute session include:

1. What part of yesterday's sessions did you find most interesting?
2. What part of yesterday's sessions did you find least interesting?
3. If you were to tell a co-worker about one useful piece of information or skill that you learned yesterday, what would it be?
4. How would you describe the training atmosphere yesterday?
5. What would you have done differently during yesterday's sessions if you were leading a TOT workshop?

DAILY TRAINEE PARTICIPATION ASSESSMENT

This assessment sheet will help us, your trainers, evaluate how well we are doing in stimulating trainee participation [17]. You can fill this in anonymously and leave it in the place we have designated. Thank you!

Date _____

Please circle the answer that best reflects your feeling for each question.

1. I listened actively to what the trainers said.
No Somewhat Yes

2. I listened actively to what other participants said.
No Somewhat Yes

3. I considered others' ideas carefully even when they differed from my own.
No Somewhat Yes

4. I worked as a team member.
No Somewhat Yes

5. I participated actively in the exercises.
No Somewhat Yes

6. I took responsibility for my own learning.
No Somewhat Yes

7. I felt that I contributed to other participants' learning.
No Somewhat Yes

8. I managed to say things I felt were important to the trainers and other participants.
No Somewhat Yes

DAILY FEEDBACK SHEETS

Please complete the following sentences with the best word or phrase to describe your reactions to the workshop [15].

In the workshop today...

I felt like I most wanted to participate when:

The key lesson I took away was:

The trainers were:

The atmosphere can be described as:

The sequence/flow of activities was:

If I were leading the TOT workshop, I would have done this differently:

I would rate today's session as (circle your answer):

Very poor poor average good very good

Thank you for your input!

FEEDBACK CARDS

This type of evaluation can be done during a closing session of the TOT workshop [15].

- ◆ Pass around two stacks of index cards. Each stack should be a different colour, for example white and blue.
- ◆ Ask each participant to take one card of each colour. Explain that they will be writing something on each card but that they do not need to write their names on the cards.
- ◆ Ask the participants to write down one thing they really liked or appreciated about this training on the (white) card.
- ◆ Next ask the participants to write down one thing they wished had been different about this training on the (blue) card.
- ◆ When all participants have completed writing their cards, collect them.
- ◆ Thank the participants for their input and assure them that the trainers will carefully consider their feedback.

GENDER OR SEX: WHO CARES? TOT EVALUATION FORM

You do not need to write your name on this evaluation form.

Trainer name(s): _____ Date: _____

1. Overall I would rate this workshop as (circle the answer that best reflects your feelings):

Very poor poor average good very good

2. How would you rate the trainers' responsiveness to trainees? (Circle your answer)

Very poor poor average good very good

3. How would you rate the trainers' knowledge of the subject matter? (Circle your answer)

Very poor poor average good very good

4. What did you like most about the workshop?

5. What did you like least about the workshop?

6. What benefits did you gain from participating in this workshop?

7. What do you feel more confident about as a result of the workshop?

8. What aspects would need to be improved in the next **GoS**-TOT workshop?

9. What other comments would you like to make about the workshop? (Use the back of this sheet to answer)

11. WORKSHOP TOPIC HANDOUTS

The following pages include handouts that can be given to trainees when discussing different topics in Sections 5, 6 and 7.

THE EXPERIENTIAL LEARNING CYCLE IN A WORKSHOP

Direct experience (exercise or activity)
(trainer introduces the activity and explains how to do it)

Trainees participate in:

- brainstorming
- role-play
- small-group discussion
- story-telling
- case study
- games
- drawing pictures



Application: next steps
(trainer gives suggestions)

Trainees discuss:

- how the knowledge can be useful in their lives
- how to overcome difficulties in using knowledge
- plan follow-up to use the knowledge

Reflection: thoughts/feelings
(trainer guides discussion)

Trainees:

- answer questions
- share reactions to activity
- identify key results



Generalization: lessons learned
(trainer gives information; draws out similarities and differences, summarizes)

Trainees participate in:

- presenting their exercise results
- summarizing key points
- drawing general conclusions

Direct experience [18, 19]

- ◆ The workshop participants "experience" an activity that is relevant to the workshop's goals and gain or review information or skills; this might involve brainstorming, role-play, drawing and story-telling, games or group problem-solving.
- ◆ The participants use this experience to generate data for discussion during the next step.
- ◆ The trainer guides the activity, explaining why participants will do it (objectives) and giving clear instructions on how to carry out the exercise. After explaining the exercise, the trainer should ask: "Are there any questions about the exercise? Is there anything else you need to know?" From time to time, the trainer should visit small groups working on an exercise to ask: "Is everything going all right? Do you have any questions now?" The trainer also tells the group when they have about 15 minutes left so that they can be sure to answer the exercise questions.

Reflection

- ◆ The participants think about the feelings and thoughts the activity evoked.
- ◆ They share their reactions to the exercise.
- ◆ They answer questions related to the activity.
- ◆ If the activity was done during small-group work, the participants identify key results to present in a plenary session.
- ◆ The trainer helps the participants by explaining the exercise questions and reminding the small group about how much time they have left to prepare their answers for presentation to the plenary group.

Generalization

- ◆ The participants present their work during a plenary session and receive feedback from other participants.
- ◆ The participants identify key points that have come out of the activity and their discussion.
- ◆ The trainer helps the participants draw general conclusions from the experience and reflection, adding important points mentioned in the curriculum. It is here that the trainers' content knowledge is especially important.

Application

- ◆ The participants think about how the knowledge and skills learned relate to their own lives.
- ◆ The trainer helps the group think about how they might overcome difficulties in applying knowledge and skills and prepares them for the next experience/activity.
- ◆ At the end of the exercise, or the end of the workshop, the trainer can help the group think about how to plan follow-up activities to use the new knowledge and skills.

VERBAL AND NON-VERBAL COMMUNICATION SKILLS [1, 18]

Verbal communication

Verbal communication includes tone and volume of voice, the speed with which we speak, the language and terminology we use.

In order to capture and maintain workshop participants' interest, trainers can pay attention to how they use their voice, how they present issues and how they interact with participants.

USE OF THE VOICE

- ◆ Change the tone and volume of your voice to emphasize important points. It is important to avoid monotone speech as this may cause boredom no matter how important or interesting the content is.
- ◆ Change your pace and delivery: make important points more slowly and cover less important material more quickly.

PRESENTATION

- ◆ Begin each topic and session with a strong introduction to capture interest.
- ◆ Present topics in a non-judgemental manner. For example, if you personally disapprove of abortion, do not express your moral judgements about it when discussing the need for adolescents who have had unsafe abortions to seek postabortion care or their right to seek abortions where these are legal.
- ◆ Use terminology that is easily understood by participants. This may necessitate using slang words with which adolescents are familiar or explaining more difficult words and asking participants what words they would use to describe a certain concept.
- ◆ You can practise using simple terminology before a workshop in the following way. Ask a young person you know to listen to you tell the following information: ***"Gender is a social construction that determines how people structure their interaction with people of the same or opposite sex and assume socially-acceptable roles."*** Then ask him/her to explain what you just said. Afterwards, try explaining the same information in simpler language, for example: ***"Gender is a word we use to describe how people react differently to women and men, and boys and girls, in different situations. Gender also includes reasons why people think women and girls should act in certain ways so that others find them acceptable and why they think men and boys should act in other ways to be accepted socially."*** Ask the young person to again explain what you just said and see if she or he has better understood your point [11].
- ◆ Try to incorporate "real-life" examples to illustrate important points, particularly if they relate to experiences with/of other adolescents or your own experience. If you

are reluctant to share one of your own experiences, you can tell about it as if it happened to one of your friends or acquaintances. In this way you can talk about an embarrassing or difficult personal experience without having to reveal more about yourself than you want.

- ◆ Try to make logical and smooth transitions between exercises. Link the current exercise with the previous one.
- ◆ Make sure that you print words on flipcharts in letters that are legible and big enough to be read by the participants sitting farthest from the flipchart.
- ◆ Don't stand in front of visual aids such as flipcharts or overheads.
- ◆ If you are using an overhead projector, switch it off when you are not showing anything on it.

INTERACTION WITH PARTICIPANTS

- ◆ Remember the importance of first impressions. How you greet participants and the initial message you convey can set the tone for the workshop. Indicate your enthusiasm and pleasure because they are attending the workshop.
- ◆ Ask participants how they want to be addressed (for example, nicknames, first names) and then use those names during the workshop to show personal interest in participants.
- ◆ Make sure that you give clear directions for all activities so that participants do not become confused and lose interest.
- ◆ Ask the adolescents from time to time if they have understood the point you are trying to make, for example, by asking one of them to repeat your point in other words. If a participant looks puzzled, ask if s/he has any questions about the topic you are discussing.
- ◆ Make sure you understand what participants are saying, for example, by paraphrasing what they have said so that they can correct you if you have misunderstood.
- ◆ Acknowledge the participants' contributions; this does not mean that you must agree or disagree with them, but you should show appreciation and interest, for example by using expressions to show you are listening such as "aha", "I see", "go on" or "um hum".
- ◆ Try to avoid mumbling or whispering comments to other trainers, looking bored, gazing around the room, rolling your eyes or looking at your watch while an adolescent is speaking; s/he may interpret this as unspoken criticism.
- ◆ Do not interrupt a speaker unless time is an issue. If you must interrupt or cut a speaker off, apologize and explain why you must go on to something else.
- ◆ If a young person uses a slang word for the first time, it can sometimes be helpful to ask him/her to explain what s/he means (even if you know): this gives him/her the chance to show that s/he can teach you something!

- ◆ Try to incorporate the participants' ideas and examples into the training. Remembering a participant's comments from a previous discussion will encourage interest and further participation.
- ◆ Involve the participants by not immediately answering all questions yourself – ask if any of the other young people would like to respond to a question. However, be sure to offer correct information if they say something factually wrong. For example, a young person might ask: "Can you become pregnant if you have sex while menstruating?", and another may say "My mother said no!" Don't immediately say "That is wrong", because the young person might ask if you are saying that her mother is a liar. Respond along these lines: "There are many people who believe that you cannot become pregnant when you menstruate and it is not as likely then as during other times of the menstrual cycle. However, not all people have the latest information and doctors now say that it is possible."
- ◆ When using overheads, face the participants rather than the overhead — use the curriculum cards from the [GoS](#) resource pack if you need reminders of what is on the overhead or important key points that you want to stress.

Non-verbal communication

Non-verbal communication includes: eye contact, facial expressions, posture (crossed arms or sitting sideways instead of facing a speaker may signal doubt or disinterest in what s/he is saying), body movement, touch, clothing (e.g., dressing in a suit is probably less appropriate than wearing more casual clothing in a workshop with adolescents because more formal attire implies a more formal, rather than relaxed, atmosphere).

Examples of non-verbal communication that may help facilitate learning include:

- ◆ appearing relaxed
- ◆ smiling
- ◆ making eye contact with participants (where culturally appropriate)
- ◆ showing interest in what participants say (nodding)
- ◆ appearing thoughtful
- ◆ showing approval for the participants' willingness to participate (not agreement with what they said).

The next page gives some ideas on how to communicate effectively in a non-verbal way.

- ◆ Create a learning environment that contributes to a positive mood among participants. This includes ensuring that there is sufficient light in the room, a pleasing and non-cluttered workspace, perhaps some bright colours (for example, in flipcharts listing ground rules, decorations). You might also want to have some cheerful music playing when participants enter the workshop and during breaks.

- ◆ Use positive facial expressions to aid communication. Avoid frowning, showing impatience or scepticism, and expressions of disapproval; instead, nod your head or smile to indicate that you are listening with interest.
- ◆ Make sure that you not only pay attention to your own facial expression, but also the participants' facial expressions and body language (for example, resting their heads on their arms). This will help you detect boredom, confusion, enthusiasm, etc.
- ◆ Avoid distracting gestures or body language, such as fidgeting, excessive pacing, jiggling keys or coins in your pocket, or playing with chalk or marker pens.
- ◆ Try to avoid sitting down when making presentations and standing behind lecterns or tables; walk around the room as you make your points.
- ◆ Walking towards participants may indicate interest in what they are saying. Some adolescents may feel threatened or uncomfortable with this, however — use your best judgement to decide whether this is appropriate or not.
- ◆ Do not appear to favour certain people in the group by talking with them more. Adolescents pick up quickly on favouritism and those who feel left out may rebel by becoming more passive or aggressive participants.
- ◆ Display enthusiasm about the exercises and the participants' presentations of their work. Energy and excitement are contagious.

DEALING WITH DISRUPTION [3]

Problem	Possible solutions
Workshop participants do distracting things (for example, whispering, throwing objects, wandering around the room)	<ul style="list-style-type: none"> <input type="checkbox"/> Give them a role to play: writing ideas or answers on a flipchart, helping with time-keeping <input type="checkbox"/> Avoid eye contact with them, but go and stand right beside or behind them <input type="checkbox"/> Ask them to stop! <input type="checkbox"/> Have one trainer take them outside for a time-out <input type="checkbox"/> Institute a warning system: after three warnings, the participant must leave the workshop
Workshop participants come in late	<ul style="list-style-type: none"> <input type="checkbox"/> Start on time, even if everyone is not present <input type="checkbox"/> Designate a few workshop participants to be responsible for updating latecomers
One workshop participant is dominating the discussion	<ul style="list-style-type: none"> <input type="checkbox"/> Ask him/her to help take notes on the discussion or write important points on a flipchart <input type="checkbox"/> Ask him/her to be responsible for ensuring that everyone gets to contribute (for example, encouraging shy people) <input type="checkbox"/> Point out when a person is repeating him/herself or ask participants only to contribute if they want to make a new point <input type="checkbox"/> Offer every participant a certain number of toothpicks, stones or beans; each time a person contributes, s/he puts a toothpick in a bowl; when s/he is out of toothpicks, s/he must refrain from contributing at that time
Participants are reluctant to do an exercise	<ul style="list-style-type: none"> <input type="checkbox"/> Start out the exercise by giving sample answers yourself <input type="checkbox"/> Use humour!

STAGES OF ADOLESCENT DEVELOPMENT: MAJOR CHARACTERISTICS

This chart was developed in the United States [12]. The characteristics listed will not necessarily apply to all adolescents but will be influenced by factors such as socio-economic background, religion, marital status and culture. However, you can prepare a similar chart with regard to adolescents with whom you often work.

Developmental task	Early adolescence 10–14 years	Middle adolescence 13–17 years	Late adolescence 16–19 years
Achieving independence	<ul style="list-style-type: none"> - is beginning to separate from family - is still emotionally close to parent(s) - has mixed feelings about growing up and becoming independent - trusts and likes adults 	<ul style="list-style-type: none"> - wants independence: shifts from dependence on parent(s) to dependence on peers - rebels, often resulting in conflict - tests parent(s) for limits on behaviour 	<ul style="list-style-type: none"> - is becoming less dependent on peers and family - has greater sense of self-confidence and of being in charge - begins to feel close to parent(s) again
Establishing an identity	<ul style="list-style-type: none"> - sees self as a member of family, feels secure - is more aware of what it means to be male or female - is aware of changing body, resulting in self-consciousness - worries about being "normal" 	<ul style="list-style-type: none"> - sees self as member of peer group, needs to belong - experiments with different roles (friend, girlfriend or boyfriend, leader at school) 	<ul style="list-style-type: none"> - has more mature concept of self - has self-concept that includes parts of parent(s) and peers - has more mature body image and greater acceptance of physical self
Developing a more adult-like intellect	<ul style="list-style-type: none"> - is "concrete thinker": focuses on the "here and now" - is unable to think abstractly or deal with world of possibilities - the future is abstract and unrealistic 	<ul style="list-style-type: none"> - goes back and forth between concrete thought and abstract thought but has some capacity for thinking more about ideas, values and goals - is idealistic - is egocentric feels invulnerable and takes risks because of new intellectual 	<ul style="list-style-type: none"> - is better able to deal with abstract concepts and the future - has personal concepts that are more abstract (for example, love, faith, family)

Developmental task	Early adolescence 10–14 years	Middle adolescence 13–17 years	Late adolescence 16–19 years
		abilities - has limited ability to consider the future	
Establishing intimacy with others	<ul style="list-style-type: none"> - may be beginning to establish new relationships with friends or boy/girlfriends - has crushes on peers and adults - is beginning to experience feelings of attraction - same-sex experiences are normal 	<ul style="list-style-type: none"> - Becomes interested in dating; wants a relationship - Experiments with adult sexual behaviour - Intense love relationships are often short-lived - "love" is very self-centred (what can she or he do for me?) 	<ul style="list-style-type: none"> - has love relationships that are more mature and realistic - is better able to give of self to others - begins to establish intimate relationships with others; some may become permanent - love is becoming other-centred (what can I do for him/her?)
Establishing a sense of integrity or morality	<ul style="list-style-type: none"> - has sense of right and wrong based on what others do (parent(s), teachers, other role models) and on what is rewarded or punished - has very "black and white" sense of morality 	<ul style="list-style-type: none"> - realizes that what is right and wrong may be based on the situation at hand - is struggling to sort out personal values, often feels confused - may temporarily reject family values - often adopts peers' values, even if the conflict with own 	<ul style="list-style-type: none"> - is establishing sense of own integrity - is basing ideas of what is right and wrong on personal values or morals

HEALTHY SEXUALITY LEARNING TOPICS

Various groups, including young people, have identified the following topics as desirable and necessary in addressing healthy sexuality with adolescents [20–22].

- ◆ Normal physical and emotional changes during puberty
- ◆ Exercise and nutritional needs
- ◆ Psycho–social issues related to adolescence such as developing self–identity, the importance and influence of peers, rebellion against adult guidance, changing family dynamics as the young people mature
- ◆ Emerging sexuality and sexual orientation
- ◆ Sexual roles and responsibilities, including the influence of peer pressure, drugs and alcohol
- ◆ Reasons for engaging in sexual activity and reasons for not doing so
- ◆ Social and personal alternatives to sexual activity
- ◆ Ways to express sexual feelings without having intercourse such as holding hands, hugging, dry kissing, masturbation
- ◆ Psychological and social consequences of early sexual activity (for example, pleasure, effects on reputation, self–esteem, guilt, shame)
- ◆ Physical consequences of early and unwanted sexual activity (risks of violence, unwanted pregnancy, unsafe abortion, HIV/STIs, cervical cancer)
- ◆ Contraceptive methods, including emergency contraception
- ◆ Physical consequences of early pregnancy (the younger the adolescent, the greater the risks; higher risks of miscarriage, stillbirths, pre–term delivery, babies of low birthweight, difficult labour)
- ◆ Psychological and social consequences of early pregnancy
- ◆ Responsible parenthood
- ◆ Physical, psychological and social consequences of HIV/STI infection

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