



**YOUTH SEXUALITY,  
REPRODUCTIVE HEALTH  
AND ENVIRONMENTAL EDUCATION**

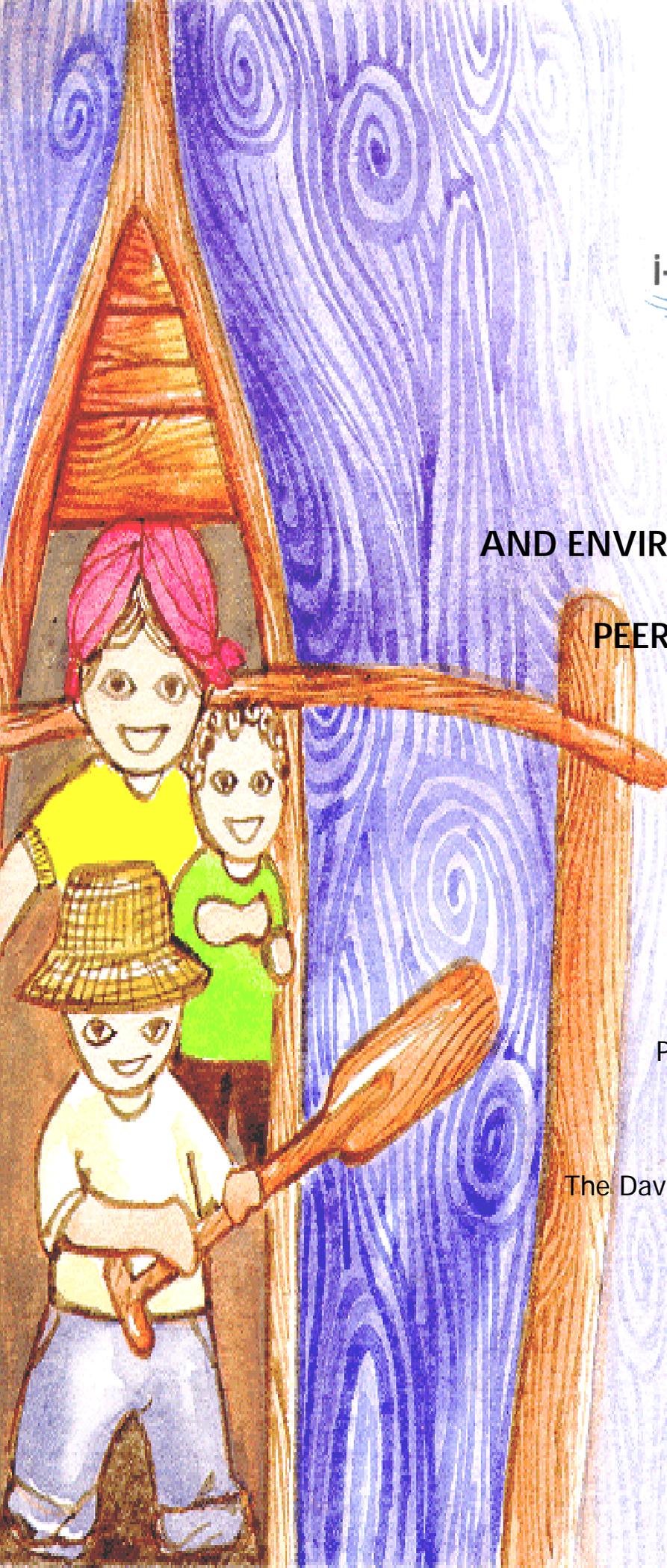
**PEER EDUCATORS' TRAINING**

**TRAINING MANUAL**

Produced by  
PATH Foundation Philippines, Inc.

Supported by  
The David and Lucile Packard Foundation  
Grant No. 2000-14805

March 2003



PATH Foundation Philippines, Inc. (PFPI) is a private, non-profit, non-stock corporation registered with the Philippines Securities and Exchange Commission in 1992. PFPI is also a 501 (c) (3) registered charitable organization with the U.S. Internal Revenue Service. Our mission is to improve health and environmentally sustainable development, particularly in under-served areas of the Philippines and the Asia Pacific region. We accomplish results by designing and implementing operations research activities and field-based projects that work through cross-sectoral partnership arrangements with government and private sector organizations, including the commercial sector.

This manual was produced by PATH Foundation Philippines, Inc., with pretest assistance from partner NGOs and participating youth in the provinces of Palawan, Bohol, Cebu, Negros Oriental, Siquijor and Camiguin.

The views, expressions, and opinions contained in this manual are the authors' and are not intended as statement of policy of either The David and Lucile Packard Foundation or PFPI or the authors' present institution.

Any part of this publication may be reproduced without permission for educational and non-profit uses as long as the source, PATH Foundation Philippines, Inc., is acknowledged.



## PREFACE

For teenagers and young adults, sexuality education can provide a welcome opportunity to get correct answers to burning questions. Research among teens has shown that young people want and need more information about reproductive health, sexuality and the environment. Information usually comes “too late” and does not include enough detail. In addition, teens want help with social and sexual relationship topics too. Many teens are abstinent, yet still want to be able to discuss issues with a knowledgeable, caring adult, without the adult assuming that asking questions means that the teen is sexually active.

The Training of Trainers manual is designed for use among Community Health Outreach Workers (CHOWs) who will in turn train selected 17-19 year old Youth Peer Educators (YPEs) using the Peer Education Training Manual. It contains information about physiology, gender, sexuality, fertility, contraception, safer sex, sexually transmitted infections, HIV/AIDS, and related reproductive health topics. It also contains information about the linkages between population and the environment and the role of youth in protecting and conserving the environment. Information gained from the workshop is supplemented with skills exercises, such as: facilitating group activities; postponing/safer sex; communicating with adolescents; and identifying networks and support services.





## **Integrated Population and Coastal Resource Management Initiative (IPOPCORM)**

The Integrated Population and Coastal Resource Management initiative (IPOPCORM) is a project designed to improve the quality of life of communities that depend on coastal resources while maintaining biological diversity and productivity of coastal ecosystems. The purpose of the project is to encourage support integration of Reproductive Health (RH)/Family Planning (FP) strategies into coastal resource management agendas, plans, and models in selected areas in Palawan, Bohol, Cebu, Negros Oriental, Siquijor and Camiguin where population pressures are threatening critical marine habitats. The rationale is based on the fact that the Department of Environment and Natural Resources (DENR) identified that FP is an intervention to reduce fishing efforts and population pressures to sustainable levels. The developmental framework of the IPOPCORM initiative dwells more specifically on the food security of the community, with the Local Government Units (LGUs), private organization, peoples organization, non-government organizations (NGOs) and PFPI working together to implement strategies that address the threats to the food security of the community namely: habitat protection, stop illegal fishing and reduce fishing efforts.

The three objectives of the project are: 1.) to improve RH outcomes among people living in coastal communities, 2.) to enhance management of coastal resources at the community level and 3.) to increase public and policy makers awareness of population-consumption-environment linkages and solutions to inter-related problems.

The beneficiaries are the fisherfolks and members of their sexual network, the youth and the entrepreneurs specifically to address the unmet needs on human sexuality information, education and communication and reproductive health services including STDs and AIDS prevention education, contraceptives management and FP. Similarly, the youth are assisted to become future stewards of the environment and to encourage the entrepreneurs who profit from the natural resources to create economic livelihood that are environmentally friendly.

The IPOPCORM initiative is a community-based initiative. It builds upon the strengths of the community in partnership with the local non-government and government organization. The thrust is towards being aware and able to take care of their personal reproductive health needs and the environment that provides their needs. The strategic step of integrating population and CRM systems aims to maximize the synergy of those working together in partnership for the greater good of the community.

The project is implemented by PATH Foundation Philippines in collaboration with the Local government Units (LGUs) and Non-government organizations (NGOs) with support from David and Lucile Packard Foundation, PATH Foundation Philippines, Inc. and other contributors.

The following manual was developed for the use of trained program implementors about responsible sexuality and reproductive health, as well as emphasizing the major role of the youth in managing and preserving coastal resources. As such, the manual aims to assist program implementors/facilitators create an environment for the transfer and exchange of appropriate information and use these to facilitate opportunities for practical application through various participative methods of learning.

The training manual contains topics that would allow learning involving three major important information and practical needs of the youth in coastal communities. The first part is composed of activities on self-awareness and enhancing confidence and social skills that aim to prepare participants for the interactive nature of the training course.

The second part of the course involves various exercises to discuss the physical, socio-emotional, and cognitive aspects that go with human sexual development. This section aims to provide appropriate information on the processes of human fertility and reproduction such as sexual developmental changes, courtship, fertilization, and pregnancy. It also aims to facilitate discussions on the consequences of unprotected sexual intercourse and practical exercises on how these could be prevented: saying no to sex and making sex safe. Topics include fertility regulation, STDs and HIV infection/AIDS, and safer sex.

The last part allows participants to gain and practice necessary skills that would be useful for peer and outreach education. Armed with the appropriate information, knowledge and self-confidence to discuss these, the skills part of the manual hopes to enable the participants to use practical applications of the concepts of sexuality, reproductive health and environmental awareness.

An overall objective of the exercises in this manual is the effort to put across the links of population growth to coastal resources and food security by integrating CRM concepts into discussions on youth sexuality and reproductive health. An important feature of the manual is the development of the "Hop the Isles" game board as a concluding activity. The game, adopted from the "Safari of Life Sexuality Game" allows both facilitators and participants to recall and summarize key learning and emphasize the role of the youth as stewards for responsible sexual behavior and management of coastal resources in their communities. It also attempts to promote messages of pride about the participants' own coastal resources.

To make the manual more useful in rural communities, print ready training materials and aids are included. Materials needed for the exercises are included in this package and all the trainers have to do is to cut these out and paste these on cardboards. It will also be noted that the organization of the topics was such that it could be used independently to address very specific training objectives and could be useful for refresher courses. Trainers can pick a topic or an exercise as appropriate and need not necessarily use the whole manual.



# Table of Contents

TRAINING CURRICULUM.....	1
INTRODUCTION AND WELCOME .....	7
WARM-UP EXERCISE: GETTING ACQUAINTED.....	7
BUILDING CONFIDENCE .....	8
EXERCISE: HOUSE RULES.....	8
HUMAN REPRODUCTION AND COASTAL RESOURCE MANAGEMENT .....	9
EXERCISE: TOO MANY MOUTHS TO FEED .....	9
BELIEFS AND VALUES CLARIFICATION .....	11
EXERCISE: OPINION POLL .....	11
DEFINING GENDER AND SEX .....	14
EXERCISE: WHAT DO THEY MEAN ABOUT SEX? .....	14
ADOLESCENT SEXUAL AND ENVIRONMENTAL AWARENESS DEVELOPMENT .....	15
EXERCISE: CHANGES IN THE LIFE SPAN .....	15
THE COURTSHIP PROCESS .....	19
ROLE PLAYING EXERCISE: UNFINISHED STORY.....	19
HUMAN FERTILITY AND REPRODUCTION.....	20
SMALL GROUP DISCUSSIONS: THE HUMAN VOYAGE.....	20
FERTILITY REGULATION.....	22
SMALL GROUP DISCUSSIONS: HOW DOES IT WORK?.....	22
SEXUALLY TRANSMITTED DISEASES/HIV INFECTION AND AIDS.....	24
EXERCISE: STD TRANSMISSION AND BEHAVIORAL RISK FACTORS GAME .....	24
SAFER SEX.....	26
EXERCISE: SAYING NO TO SEX .....	26
SAFER SEX.....	28
EXERCISE: THE RIGHT STEPS TO CONDOM USE .....	28
EFFECTIVE PEER COMMUNICATION SKILLS.....	30
EXERCISE: YOUTH CULTURE AND LANGUAGE .....	30
EFFECTIVE PEER COMMUNICATION SKILLS.....	32
ROLE PLAY: TALKING ABOUT SEX WITH ADOLESCENT PEERS .....	32
ROLES OF PEER EDUCATORS .....	35
EXERCISE: IDENTIFYING PEER EDUCATOR ROLES.....	35
YOUTH PEER EDUCATOR REFERRAL AND SUPPORT NETWORKS.....	39
EXERCISE: IDENTIFYING REFERRAL AND SUPPORT NETWORKS .....	39

WORKSHOP CONCLUSION ..... 41

EXERCISE: HOP THE ISLES GAME (ADOPTED FROM THE SAFARI OF LIFE SEXUALITY GAME) ..... 41

PARTICIPANTS' FEEDBACK..... 42

    PRE-TEST QUESTIONNAIRE..... 43

    POST-TEST QUESTIONNAIRE..... 45

    WORKSHOP EVALUATION ..... 47

REFERENCES ..... 48

# Training Curriculum

**PARTICIPANTS:** The course is designed for 17-19 year old selected Youth Peer Educators who will provide information and service related sexuality, reproductive health and environmental awareness to their adolescent peers. The ideal number of participants is 20.

**OBJECTIVES:** The course attempts to serve more purposes than being specialized. However, in general, the course should be able to have participants:

1. Reproductive Health and Sexuality
  - a. understand the concept of sexuality and gender including its physical, cognitive, emotional and social aspects;
  - b. understand the various processes involved in human reproduction, such as courtship, fertilization and conception, pregnancy and birth;
  - c. understand methods of contraception and STD prevention, how each one works, and identify methods appropriate for adolescents;
  - d. understand the modes of transmission and prevention of sexually transmitted diseases, including HIV infection, and how these knowledge could be used in practical situations;
  - e. identify how gender can affect their lives in the area of sexual and reproductive health;
2. Coastal Resources Management and Integrated RH and CRM
  - a. describe the conditions existing in coastal communities and identify ways these could be managed;
  - b. identify the links between sexuality/reproductive health and coastal resource management;
  - c. identify their roles and make personal decisions about issues on sexuality/reproductive health and coastal resources management.

**METHODOLOGY:** The training workshop consists of various participative methods of learning. It employs small group discussions to encourage sharing and exchange of ideas between the participants, games and role plays to enhance understanding of related issues and facilitate opportunities for practical application of knowledge gained.

**LANGUAGE:** The workshop is to be conducted in the local dialect or Tagalog . Some major workshop topics and activities have Tagalog translations.

**FACILITATORS:** The workshop discussions would be addressing the many aspects of sexuality/reproductive health and coastal resources management thus it would be best to consider facilitators who are Community Health Outreach Workers (CHOWs) and have attended the Integrated Community-Based Reproductive Health and Coastal Resource Management Training and the YSRH Training of Trainers. Trained CHOWs could effectively address sexuality and reproductive health questions and provide necessary inputs. An orientation or training on gender or coastal/marine protection and management could also enable facilitators to discuss gender/CRM-related issues.

**EVALUATION:** The workshop includes various forms of assessing the impact of the training on the participants' levels of knowledge and skills. It employs pre and post test questionnaires to assess current levels and changes in knowledge, participant evaluation questionnaire to assess the effectiveness of workshop topics and individual participant feedback to assess the effect of workshop activities on the participants' understanding of the workshop topics.

**WORKSHOP CONTENT:** The following table outlines the course content, including the purposes and duration of each of the exercises:

Code/Topic	Activity/Purpose	Duration
A1. Introductions, welcome and building confidence	<u>Exercise: Pre Test Questionnaire</u> <u>Purpose:</u> To determine participants' levels of knowledge	15 (min)
	<u>Warm-up Exercise: Getting Acquainted</u> <u>Purpose:</u> To establish rapport between trainers and participants and the tone for the type of learning that will take place.	30
	<u>Group Discussions: House Rules</u> <u>Purpose:</u> To respond to the needs and expectations expressed by participants about the training and to establish an atmosphere that will enhance the learning experience and build a sense of community.	30
B. Human Reproduction and Coastal Resource Management	<u>Exercise: Too Many Mouths To Feed</u> <u>Purpose:</u> To dramatically illustrate the effect on marine resources of rapid human population growth	45

<b>Code/Topic</b>	<b>Activity/Purpose</b>	<b>Duration</b>
C. Beliefs and Values Clarification	<i><u>Exercise: Opinion Poll</u></i> <u>Purpose:</u> To help participants examine their assumptions about other people's own beliefs of critical issues involved with Adolescent Sexuality/ Reproductive Health and Coastal Resources.	45
D. Gender And Sex	<i><u>Exercise: What Do They Mean About Sex?</u></i> <u>Purpose:</u> To break the ice and allow participants to begin thinking about the concepts that will be addressed in the workshop.	45
E. Adolescent Sexual Development	<i><u>Exercise: Changes in the Life Span</u></i> <u>Purpose:</u> To help participants go through normative life events during adolescence.	45
F. The Courtship Process	<i><u>Role Playing Exercise: Unfinished Story</u></i> <u>Purpose:</u> To help participants identify the typical stages of courtship and the consequent actions that adolescents make during the stages	60
G. Human Fertility And Reproduction	<i><u>Small Group Discussions: The Human Voyage</u></i> <u>Purpose:</u> To help participants understand the various events that take place during the process of human fertility and reproduction	45
H. Fertility Regulation	<i><u>Small Group Discussions: How Does it Work?</u></i> <u>Purpose:</u> To help participants identify and understand the various modern methods of contraception; to be aware of the many issues surrounding the use of contraceptives; to help participants identify appropriate contraceptive modern methods for adolescents.	45
I. STDs and HIV Infection/AIDS	<i><u>Exercise: STD Transmission and Behavioral Risk Factors Game</u></i> <u>Purpose:</u> To help participants understand the basic facts on the causes, transmission, common signs and symptoms, and prevention of STDs.	60

<b>Code/Topic</b>	<b>Activity/Purpose</b>	<b>Duration</b>
J. Safer sex	<u>Exercise:</u> <i>Saying No to Sex</i> <u>Purpose:</u> To enable participants to practice resistance skills and to be assertive about their decisions.	45
	<u>Exercise:</u> <i>The Right Steps to Condom Use</i> <u>Purpose:</u> To make participants understand the correct use of condoms and to demonstrate the correct use of condoms	45
K. Effective Peer Communication Skills	<u>Exercise:</u> <i>Youth Culture and Language</i> <u>Purpose:</u> To create awareness of participants' levels of comfort/discomfort with sexual acts/body parts and words; To provide a forum for discussing sexuality with adolescents; To identify the various issues that words may create for the professionals and the youth	45
	<u>Role Play:</u> <i>Talking About Sex with Adolescents</i> <u>Purpose:</u> To help participants identify useful and effective techniques in communicating sexuality to a group of adolescents	60
	<u>Exercise:</u> <i>Identifying Peer Educator Roles</i> <u>Purpose:</u> To engage participants in identifying and clarifying roles of peer educators	45
L. Referral and Support Network	<u>Small Group Exercise:</u> <i>Identifying Referral and Support Network</i> <u>Purpose:</u> To assist participants identify and build useful networks for reaching out to the youth in the communities	45
M. Workshop Conclusion	<u>Exercise:</u> <i>Hop the Isles Game</i> <u>Purpose:</u> To help participants remember important points taken up during the workshop	60
A2. Wrap Up and Feedback	<u>Exercise:</u> <i>Impressions of the Day's Sessions</i> <u>Purpose:</u> To encourage participants to share learning gained and provide feedback on specific workshop activities	20 (daily)
	<u>Exercise:</u> <i>Post-Test Questionnaire</i> <u>Purpose:</u> To measure changes in levels of knowledge and skills of participants	15

Code/Topic	Activity/Purpose	Duration
	<u>Exercise:</u> Workshop Evaluation Questionnaire <u>Purpose:</u> To assess impact of training workshop on the participants	10
	Breaks (lunch and snacks for 2 days)	150
	Total Workshop Time	1,025 min (17.08 hrs)

**TRAINING SCHEDULE AND DURATION:** The whole workshop would take more than 17 hours which is good for 2 days with a little more than 8 hours spent each day. The training days could be scheduled on a weekend for the convenience of participants currently enrolled in school. The following schedule is suggested for a two-day workshop.

	Day 1	Day 2
AM	Introductions Integrated Population and CRM Addressing Discomforts about Sexuality Beliefs and Values Clarification Defining Gender and Sex	Start-up STDs and HIV infection Resistance Skills and Safer Sex Effective Peer Communication Referral and Support Network
PM	Adolescent Sexual Development The Courtship Process Human Fertility and Reproduction Fertility Regulation Wrap-up	Workshop Conclusion Wrap-up

**HANDOUTS and REFERENCES:** Apart from this manual, this training package includes the following:

1. Trainers' Reference Handout and Facilitators' Notes
2. Glossary of related terms used in the manual
3. Hop the Isles game board including a Facilitator's Guide
4. "ready to print" training aids for the use of facilitators when conducting each of the exercises.
5. Other PATH publications:
  - Expanding the Range of Contraceptive Methods, A Manual for Health Service Providers
  - Preventing Pregnancy and Sexually Transmitted Diseases among High Risk Female Adolescents, A guide for program planners in the Philippines
  - IEC materials to be distributed to peer educators and the youth

**MATERIALS AND ROOM ARRANGEMENT:** The basic materials needed for the workshop are a black/white board, newsprint and writing pens. Workshop activities would require a lot of movement by the participants and it is suggested that the workshop room be large enough to allow small group discussions.

# Introduction and Welcome

## *Warm-up Exercise: Getting Acquainted*

**Time Required:** 30 minutes

**Purposes:**

1. To establish rapport between trainers and participants.
2. To establish the tone for the type of learning which will take place.
3. To introduce the objectives of the training workshop.

**Materials:**

Heart shapes, one inch in size, cut into two in various ways. The number of hearts is half the total number of participants and facilitators.

**Procedure:**

1. Participants and facilitators are requested to look for an object around the workshop site that would best represent them. Give them three minutes to do this.
2. When everyone has found an object, tell participants that you will pass around an envelope containing half hearts. Each one is asked to pick one from the envelope and look for the participant or facilitator who has the exact half of the heart that they had picked. When everyone has found their partners, ask them to introduce themselves by telling their partners the following about themselves:
  - a. *Their names and how they would like to be called during the workshop*
  - b. *The object they chose to describe themselves and why they chose this*
  - c. *What they do during their leisure time*
  - d. *What they hope to get from the workshop*
3. The participants then introduce their partners to the group.
4. Expectations expressed by participants are written on the board or on a flipchart.

**Activity Processing:** The facilitators begin the workshop by explaining that it is an introduction to the subject of gender and sexual/reproductive health and its links to coastal resources management. As such, facilitators need to keep in mind that sexual development may be influenced by the coastal environment where the adolescent participants grew up. The activity allows participants to explore their environment by identifying objects found in their surroundings that would represent themselves, and identify activities that may relate to their coastal communities. After the warm-up exercise, the facilitators then introduce the workshop objectives and relate these to what the participants have expressed as their expectations from the workshop.

# Building Confidence

## *Exercise: House Rules*

**Time Required:** 30 minutes

**Purposes:**

1. To establish a commonly held set of behavioral expectations.
2. To involve participants in developing a “contract” which will enhance the learning experience and build a sense of community.
3. To encourage the expression of fears and concerns that may inhibit learning and create guidelines that may help alleviate those concerns.
4. To build connections between participants who may recognize shared feelings.
5. To build the sense of ownership of the learning experience.

**Materials:** newsprint labeled Group Contract, markers

**Procedure:**

1. Explain to the group that establishing a group contract creates an environment where the most learning and participation can take place. Therefore we need to think about and develop a set of guidelines which will guide our sessions together.
2. On newsprint labeled “Group Contract” or group guidelines as the group to generate ideas or suggestions which will encourage the most learning during the workshop.
3. Record these ideas on the newsprint
4. Examples of guidelines may be:
  - a. express ourselves honestly
  - b. respect differences of opinion
  - c. state our own opinions and feelings, not those of others
  - d. we have a right to pass
  - e. listen to others and not dominate conversations

**Activity Processing:**

Post the contract and encourage all participants to help in meeting the contract. Discuss any issues that seem to be in conflict for members of the group. Ask if there any issues we still need to talk about and clarify these.

# Human Reproduction and Coastal Resource Management

## *Exercise: Too Many Mouths To Feed*

**Time Required:** 45 minutes

**Purpose:** Dramatically illustrate to participants the effect on marine resources of rapid human population growth by understanding the effect of population increase on marine resources, taking action on how to protect marine resources and starting to think about planning their future families.

**Materials:** a map (3ft X 3ft) showing a piece of land near the coast. Paper cuts of fishes, shells, and other marine life forms.

**Procedure:**

1. Ask for two persons to volunteer to be a young couple. Have the volunteers to come forward to the front of the group.
2. Explain to the group that you will tell a story about the life of a young couple living near the coast. Ask the volunteer couple to get inside the map. Start by introducing Danny and Lisa to the group. Danny and Lisa are a happily married couple with one child (get another volunteer to be the child). The couple is part of a fishing community whose only source of income comes from the sea (Ask Danny to get the paper cuts of fishes and other marine life). Resources are abundant, so Danny is confident that plates in the household are always full of fish.
3. In three years, the fishing community has grown and his wife has just given birth to twins (get volunteers to join the family inside the map). Danny is still confident that his family won't starve since he believes that resources from the sea are still plentiful.
4. After four more years, his community grew bigger that he has to double his efforts in fishing (Danny gets all the paper cuts of fishes). Too many fishermen are already using the coastal waters and again, the couple is expecting their fourth child (ask for another volunteer).
5. In ten years, Danny is forced to fish in offshore waters since the coastal resources in his community have been depleted. He uses dynamite to catch more fish. Lisa is expecting their seventh child and the children are complaining that the food on their plate is getting lesser.
6. Danny and Lisa are worried and scared. There are too many mouths to feed and there may not be enough resources from the sea to sustain them.

**Activity Processing:** Ask the group what they learned from the story. Is that something that would happen in their own villages? Why or why not? Ask the group to think of two things that young people can do to help maintain and protect marine resources. Ask them also of two things that adolescents could do to help maintain the growth of the population. Summarize the recommendations and the positive things we can do about more and more people relying on natural resources that are not increasing.

# Beliefs and Values Clarification

## *Exercise: Opinion Poll*

**Time Required:** 45 minutes

### **Purposes:**

1. To help participants examine their own assumptions and beliefs about other people's beliefs of critical issues involved in Youth Sexuality, Reproduction and Reproductive Health, and experience how other people may feel when assumptions are made.
2. To engage participants in a discussion of commonly held beliefs about the culture surrounding issues of sexuality and gender in relation to youth reproductive health.
3. To encourage participants to examine the impact of their attitudes about sexuality and gender on their ability to manage personal issues regarding their sexuality and reproductive health as well as management of coastal resources.

### **Materials:**

1. Statements read aloud (Use Tagalog, in italics, when necessary. Depending on the time available, read all statements or just choose from the list)
  - a. Men should be the ones responsible for managing the coastal resources.  
*Ang mga kalalakihan lamang ang dapat mangasiwa sa karagatan.*
  - b. Teenaged girls can go out on dates with a married man.  
*Okey lang makipag-date ang mga babaeng tinedyer sa isang lalaking may-asawa.*
  - c. Adolescents should have access to contraceptive methods.  
*Dapat payagan ang mga tinedyer sa paggamit ng mga paraang pag-iwas sa pagbubuntis.*
  - d. Masturbation is healthy.  
*Ang pagbabate/pagsasalsal ay nakakabuti sa kalusugan.*
  - e. Population growth will affect our marine resources.  
*Ang pagdami ng tao ay makaka-apekto sa ating yamang dagat.*
  - f. Teen aged girls should start wearing make-up to look more attractive.  
*Dapat matutong mag-make-up ang mga nagdadalaga upang lalong mapaganda nila ang sarili.*

- g. It is normal to kiss and pet during dates.  
Normal lang ang mag-halikan at magyakapan sa mga pag-de-date.
  - h. Adolescents who identify as gay or lesbian should be encouraged to become heterosexuals.  
Ang mga tinedyer na bakla o tomboy ay dapat pagsabihang magbago at maging tunay na lalaki o babae.
  - i. Adolescents can be good parents.  
Ang mga tinedyer ay maaaring maging mabuting mga magulang.
  - j. The more sexual experiences a boy has, the better lover he becomes.  
Mas magaling mag-romansa ang lalaking meron nang karanasan sa pagtatalik.
  - k. Sex and love are the same thing for women but not for men.  
Sa tingin ng mga babae, ang sex at pagibig ay pareho, pero hindi ito ang paniwala ng mga lalaki.
  - l. The youth should be the ones to educate the community about the importance of preserving the community's coastal resources.  
Ang mga kabataan ang siyang dapat magpangaral sa komunidad tungkol sa kahalagahan ng pagpapanatili ng yamang dagat.
2. Agree and Disagree labels posted in opposite corners of the room.

**Procedure:**

1. Before starting, explain that this is a game and that they have to express their own opinion regarding some statements by asking them to go to the respective corner (agree, disagree) which they think is appropriate. Make sure that the participants understand that there are no right or wrong opinions.
2. For every statement, ask some participants why they agree or disagree with the statement, making sure that all participants have a chance to express their own opinions. If participants seem to respond because of social expectations, the facilitator could vary the exercise by widening the range of responses. This could include responses such as strongly agree, neutral or strongly disagree.
3. The facilitator need not exhaust all of the opinion statements and can choose a number of statements most appropriate for the participants. After most of the participants have expressed their opinions, ask participants to stop and explain that the exercise is over.

**Activity Processing:**

All people hold their own beliefs and attitudes, and it is important to keep an open mind about these individual differences. Such beliefs and attitudes impact on how people develop an understanding of their own sexuality. In most cases, these

attitudes and beliefs are products of people's tendency to explain events that take place within their environments, and that sometimes these are encouraged by their society. The activity allows participants to listen to the reasons why other people think and behave differently with regards to their own sexuality. The activity also should be able to facilitate a better understanding of the role of adolescents in the community in terms of dissemination of factual information about sexuality and coastal resources.

To conclude the activity, the facilitator could ask participants the following:

- a. What did you learn from the exercise?
- b. What did you learn about the condition of your coastal community?
- c. How can you use the learning you have gained as a member of your community?

At the end of the exercise, discussions would have touched on the role of the youth in their communities and/or what they can do to manage personal and community issues regarding their sexual behavior and marine life preservation.

# Defining Gender and Sex

## *Exercise: What Do They Mean About Sex?*

**Time Required:** 45 minutes

**Purpose:** To break the ice and allow participants to begin thinking about the concepts that will be addressed in the workshop.

**Materials:** labels of man (*lalaki*) and woman (*babae*), meta cards (6" X 2")

**Procedure:**

1. Divide the group according to sex.
2. Ask the group composed of girls to write on the cards what other words they think of when they hear the word "*babae*". Then do the same thing for the boy's group for the word "*lalaki*".
3. When everyone has written down their thoughts, ask them to pin the cards under the corresponding labels.
4. Tell the group that this time they would write words describing the opposite sex, that is the girls' group write other words they think of when they hear the word *lalaki*, and the boys for the word "*babae*".
5. Tell them to pin the cards under the corresponding labels.

**Activity Processing:** After everybody has had a turn, discuss whether the judgements are true – can the characteristics, personality traits and occupational roles really pertain only to a man or to a woman, or could they belong to both? The sexual characteristics (which define sex) are the only ones that clearly define man and woman.

For additional reading, refer to the facilitator's notes and reference handout.

# Adolescent Sexual and Environmental Awareness Development

## *Exercise: Changes in the Life Span*

**Time Required:** 45 minutes

### **Purposes:**

1. To assist participants in identifying physiological, physical and emotional development among adolescents.
2. To clarify issues associated with developmental changes among adolescents.
3. To have participants share and understand the common concerns about adolescence by taking note and reflecting on their feelings, thinking and social interactions as brought about by the body changes that they undergo during adolescence.
4. To identify common problems and issues faced by adolescents.

**Materials:** tape, markers, colored paper with biological and developmental characteristics written, long piece of paper posted on wall with a horizontal line drawn across the entire 10 feet distance of the paper (or ages written on individual pieces of paper). On this horizontal line are dividing marks indicating years of life going from birth to death.

---

Birth      5      10      15      20      25      30      40      50      60      70+

Oblong pieces of colored paper should have the characteristics written below one per piece of paper:

### **Socio-Emotional**

- Has a strong sense of being male or female (3 years)  
Nakakaintindi kung ano ang pagkalalaki o pagkababae
- Starts to go out fishing with their father (14 years)  
Mag-umpisang samahan ang tatay sa pangingisda
- Engages in sex play and masturbation (birth and onwards)  
Mag-umpisang subukan ang paglalaro sa ari
- Maybe able to use contraceptives (as soon as she has menstruated and thus can get pregnant)  
Mag-umpisang gumamit ng contraceptives o mag-family planning
- Develop romantic crushes on friends/older idols (puberty)  
Mag-umpisang magkaroon ng crush sa mga kaibigan o sa isang hinahangaan
- May masturbate to orgasm (puberty)  
Maglaro sa ari o magsalsal

- Starts to visit the Health Center (anytime)  
Maaari nang bumisita sa Health Center
- Experience erotic/sexual fantasies (puberty)  
Nakakaramdam ng pagkalibog sa pamamagitan ng imagination
- May initiate sexual intercourse (puberty)  
Mag-umpisang makipagtalik
- May experiment with different sexual behaviors (birth and onwards)  
Subukang mag-eksperimento sa sex
- Most frequent age to begin dating (14 years)  
Mag-umpisang makipag-date
- Most frequent age to start having boy/girlfriend (14 years)  
Mag-umpisang magkaroon ng kasintahan
- Starts to notice trends in fashion (12 years)  
Nagiging mapamuna sa uso ng pananamit, gupit ng buhok at ayos
- Maybe able to help in environmental conservation (5 years)  
Maaari nang tumulong upang makatipid sa paggamit ng kalikasan
- Maybe able to stop illegal fishing (10 years)  
Maaari nang pumigil sa paggamit ng mga panghuli ng isda na illegal

### **Physical/Physiological**

- Wet dreams begin (10-15 years)  
Umpisang labasan ng tamod o basang pakiramdam sa palibot ng ari lalo na sa pagkagising kinaumagahan
- Male begins to produce sperm (10-15 years)  
Umpisa ng pagkakaroon ng semilya ang isang lalaki
- Female able to get pregnant (10-13 years)  
Maaari nang mabuntis ang isang babae
- Has first erection (birth and early infancy)  
Unang pagtigas ng titi
- Girls begin to menstruate (10-15 years)  
Umpisa ng pagrereglá
- Females have vaginal secretions and can have erect clitoris (birth and childhood)  
Pagkakaroon ng mga likido sa ari ng mga babae at ang pagtigas ng tinggil
- Body shape changes become more defined (10-15 years)  
Umpisa ng paghubog ng katawan ng babae
- Men become more muscular (12-15 years)  
Nagiging maskulado ang mga lalaki
- Pimples appear (10-15 years)  
Pagkakaroon ng tighiyawat
- Pubic hair grows (10-15 years)  
Pagtubo ng bulbol

- Voice breaks (10-15 years)  
Madalas na pag-piyok ng boses ng mga lalaki
- Menopause (45-55 years)  
Katapusan ng pagreregla
- Masturbation may begin (birth and early infancy)  
Umpisa ng paglalaro sa ari
- May be orgasmic (puberty and onwards)  
Umpisang labasan ng tamod/semilya/punlay ang lalaki o pagkabasa sa babae
- Able to get STDs (birth and onwards)
- Maaaring mahawahan ng sakit na nakukuha sa pakikipagtalik o STD (12 years)
- Is physically able to fish (12 years)  
Makakaya na ng katawang mangisda
- Is able to plant mangroves (7 years)  
Kaya nang magtanim ng mangroves

### **Cognitive/Mental representations**

- Knows that the natural environment is a source of food and livelihood ((10 years)  
Nakakaintindi na ang natural na kalikasan ay pinagkukuhanan ng pagkain at kabuhayan
- Knows that coral reefs are the nesting places of marine life (10 years)  
Alam na ang coral reef ay pinangingitlugan ng mga isda
- Starts to think that s/he is ready for sex (14 for boys, 18 for girls)  
Mag-umpisang mag-isip na siya ay handa nang makipagtalik
- Start to equate falling in love with sex (14 years)  
Mag-umpisang bigyang kahulugan ang pag-ibig sa pakikipagtalik
- Starts to keep a list of ideal partner for a date (14 years)  
Mag-umpisang mag-lista ng mga katangiang hahanapin sa magiging ka-date
- Understands that sexual intercourse could lead to pregnancy (13 years)  
Nakakaintindi na ang pagtatalik ay maaaring magbunga ng pagbubuntis
- Understand the many differences in the feelings between boys and girls (12 years)  
Nauunawaan ang mga pagkakaiba ng pakiramdam ng mga lalaki sa mga babae
- Starts to relate good physique as sexy (13 years)  
Mag-umpisang mag-isip na sexy ang taong may magandang pangangatawan

**Personal Circumstances:** In this section/aspect, participants are asked about their own personal aspirations (i.e., to complete a degree in fisheries), write these on coupon bonds and posted on the development life span.

### **Procedure:**

1. Divide participants into three groups
2. Each group is given some of the cards. The facilitator need not use all of the developmental characteristics, rather choose those that are most appropriate for the participants. The participants' job is to discuss where on the life-span sexuality and environmental awareness development continuum the cards should fall.

3. Placing themselves where the groups can see the continuum and taking turns, each small group posts one of their cards on the continuum giving reasons why it was placed there. The other groups can disagree and suggest the movement of the card, also providing reasons for the move.
4. For the personal aspect, ask participants to write in blank cards their own aspirations and dreams. These personal cards are also placed on the life span continuum. If at all possible have them stick or post the cards up so after they are all up they can see the vast amount of change which occurs early in a child's life, much even before puberty.

**Activity Processing:** When all of the cards have been posted, ask the group if there are questions about any of the information thus far. Then ask them to observe the entire continuum and describe what they notice. Discuss as follows:

- a. What do they notice in the continuum?
- b. What are the emotional/psychological/cognitive changes they observed in the continuum?
- c. What personal and social issues accompany these changes along the continuum?

For additional reading, refer to the facilitator's notes and reference handout.

# The Courtship Process

## *Role Playing Exercise: Unfinished Story*

**Time Required:** 60 minutes

**Purpose:** To help participants identify the typical stages of courtship and the consequent decisions and actions that the youth makes during these stages.

**Materials:**

1. An unfinished story of a teen-aged couple, Sandra (15) and Paolo (16), who met two weeks ago and has started to go out dating.
2. Keywords to be used to finish the story
  - Kissing and petting (*halikan at hapusan*)
  - Look for ideal partner
  - Finish school and get a degree
  - Resists sexual intercourse
  - Live-in
  - Non-penetrative sexual intercourse
  - Mutual understanding
  - Have a baby
  - Infection with STD
  - Elopement (*pagtatanan*)
  - Lovers quarrel
  - Work abroad
  - Separation
  - Use of contraceptives
  - Exchange expectations from the relationship

**Procedure:**

1. Divide participants into three groups.
2. Each small group will discuss how to continue the story using the keywords. They need not necessarily use all the keywords.
3. Instruct the groups to decide how they will present their finished stories to the bigger group (role play, compose a song and sing/rap it, narration, etc).

**Activity Processing and Facilitator's Notes:** After the groups have presented their finished stories, the facilitator summarizes the stages of courtship by asking the participants the following questions:

- a. How did they feel about the exercise
- b. What were the different stages that the couples undergo during the courtship process
- c. What possible actions do adolescents make during these stages

For additional reading, refer to the facilitator's notes and reference handout

# Human Fertility and Reproduction

## *Small Group Discussions: The Human Voyage*

**Time Required:** 45 minutes

### **Purposes:**

1. To help participants understand the various events that take place during the process of human fertility and reproduction.
2. To correct myths about fertility and human reproduction that are common in their communities.

### **Materials:**

1. Illustration of the internal and external Male Reproductive System without labels
2. Illustration of the internal and external Female Reproductive System without labels
3. Anatomy List written on meta cards (separate parts and functions)

### **Procedure:**

1. Post the illustrations of the male and female reproductive system at the front.
2. Divide participants into three groups.
3. Distribute the meta cards equally to the three groups and instruct the participants to discuss and identify in their groups the parts of the reproductive system. Allow 10 minutes for this task.
4. Ask them to post the labels of the parts into the illustrations at the front.
5. Go over the parts one by one, making sure that the parts are labeled correctly. Encourage participants to mention local terms used to describe the parts.
6. Ask the group to discuss the functions of each of the parts and post the functions under the labels in front (allow 10 minutes for this task).
7. Go over the functions one by one making sure that the functions are posted in the correct parts. Facilitator should be able to discuss the parts and functions necessary for the following events leading to human fertility and reproduction: menstrual cycle (*pagrereglá*); development, maturation and ejaculation of sperm cells (*paglaki at paglabas ng punlay sa katawan*); fertilization (*pagsasanib ng itlog at punlay*); and, pregnancy (*pagbubuntis*).

**Activity processing:** Facilitator summarizes the important roles of the parts of the human reproductive system in human reproduction by discussing the important events that determine fertility and how these relate to conception and eventual pregnancy. The facilitator could do this by guiding the participants through the biological processes that occur in our bodies, using the illustrations of the male and female reproductive systems. Participants are encouraged to ask questions about their bodies and to clarify the various processes.

For additional reading, refer to the facilitator's notes and reference handout.

## **Anatomy list:**

### Male:

- Testis: Part where sperm cells are produced and developed
- Epididymis: Part where sperm cells are held for as long as six weeks while they ripen to maturity
- Vas deferens: Duct that serves as a passageway for sperm cells
- Seminal vesicle: structure that provides nourishment to mature sperm cells
- Prostate gland and Cowper's gland: responsible for the secretion of seminal fluid that serves to neutralize the acidity of the urethra, thus protecting the sperm cells as they pass through.
- Urethra: passageway of both urine and seminal fluid out of the body
- Penis: organ through which semen is discharged

### Female:

- Ovaries: part where egg cells are stored and when matured are released
- Fimbriae: hair-like projections that help lead a ripe egg cell released by the ovaries to pass through the fallopian tube
- Fallopian tubes: Passageway of matured egg cells from the ovaries to the uterus
- Uterus: muscular, thick walled hollow structure where a fetus develops after conception
- Endometrium: lining of the uterus where an embryo attaches for nourishment
- Cervix: opening of the uterus towards the vaginal canal
- Vagina: leads from the cervix to the outside of the body and serves as an outlet for menstrual flow

# Fertility Regulation

## *Small Group Discussions: How Does It Work?*

**Time Required:** 45 minutes

**Purposes:**

1. To help participants understand how the various methods of contraception prevent pregnancy and identify appropriate contraceptives for use among adolescents.
2. To help participants understand the consequences of unprotected sexual intercourse

**Materials:**

1. Prepare two drawings, one that shows an ovary with a slanting bar or X across it and the other, which shows a barrier or bar with a sperm on one side and an egg on the other.
2. Three pieces of manila paper posted at the front of the room
3. Samples or drawings of the different methods of contraception

**Procedure:**

1. Ask participants what methods can prevent pregnancy. As the participants answer, write the methods mentioned on each manila paper at the front of the room, making sure that there are equal numbers of methods in each of the three manila papers and that no method are written more than once
2. When there are no more methods to be mentioned, post the two drawings and explain to the group each method
3. Divide the group into three and distribute each of the manila paper to every group
4. Give a sample of a method or drawing of a method written in the manila paper that was assigned to each of the groups
5. Allow them two minutes to decide how their assigned methods prevent pregnancy
6. When the groups are ready, ask for volunteers to come forward and place their method in front of the symbol that represents how the method prevents pregnancy. As each volunteer comes forward, ask the whole group if they agree with the placement of the method. If not, why not? Clarify any doubts. Continue until all methods have been categorized.

**Activity Processing:** Summarize, emphasizing that hormonal methods prevent the ovary from releasing eggs, while barrier methods act as a deterrent to the meeting of the sperm and egg. In order to generate discussions of contraceptives recommended for adolescents, the facilitator can ask:

- a. which method(s) would benefit the youth and why they think so

The following are expected answers:

<b>Method</b>	<b>Why it is appropriate for adolescents?</b>
<i>Abstain/postpone sex</i>	<i>Reproductive organ not yet fully matured Physically but not emotionally ready</i>
<i>Condom use</i>	<i>No side effects Can protect from HIV/STD/unwanted pregnancy Easily available</i>
<i>Condom Plus</i>	<i>Provides greater protection against HIV/STD/unwanted pregnancy</i>
<i>Paraan Dos</i>	<i>Convenient for a first sexual encounter/forced sexual intercourse</i>

b. What are the consequences of unprotected sex?

Some of the expected answers include unplanned/unwanted pregnancy, abortion, getting infected with STD/HIV/AIDS, high risk pregnancy, dropping out of school, having larger families with more dependence on coastal resources, etc.

For additional reading, refer to the trainer's handout.

# Sexually Transmitted Diseases/HIV Infection and AIDS

## *Exercise: STD Transmission and Behavioral Risk Factors Game*

**Time Required:** 60 minutes

### **Purposes:**

1. To help participants understand the risk of HIV (or STD) transmission.
2. To experience how it may feel to be infected with HIV (or STD).
3. To help them realize how the disease may impact on their future.

### **Materials:**

1. One bag for each person with 30 colored sweets (can use other snack, such as nuts or dried mango, or rolled up pieces of paper marked + and -).
2. In two of the bags put 10-15 green sweets. Mark the bottom of these two bags with an **X**. Do not put green sweets in the other bags.
3. One small card and a pencil for each person. Mark three of these cards with a small "**c**".

### **Procedure:**

1. Give each person a small card, a pencil and a bag that was prepared earlier but do not explain to the group what is inside
2. Explain to the group that this is only a game to help them understand how it may feel to be infected with an STD, including HIV
3. Ask people to walk around the room and exchange sweets with other people in the group if they want to. Explain that they do not have to exchange sweets if they do not want but if they do they must get a signature or a symbol on their card from each person they have exchanged sweets with. And tell them not to eat the sweets yet!
4. After about 5 minutes ask people to sit down again. Find out who has the most signatures on their card. Explain that in this game exchanging sweets with someone means having sex with them.
5. People who chose not to exchange sweets and who have no signatures on their card have chosen to abstain from sex
6. Tell the group that two people have an **X** marked on the bottom of their bag. Ask them to stand up. Explain that these two people were the only people to have green sweets and that in this game this represents an STD
7. Now ask anyone else with a green sweet in his or her bag to stand up. Explain that because they exchanged sweets with someone with STD they too have become infected.

8. Next ask people still sitting whose card has been signed by someone who is standing up to stand up too. They could also have become infected with STD though this time they were not.
9. If anyone has a "c" on their card they can sit down. In this game the "c" means that they used condoms and were protected from being infected with STD. (*Note:* If in case one of those with green sweets has a "c" on his/her card, mention that he/she got infected because the condom burst.)

**Activity Processing:** The game is now over. Remind everyone that it was only a game and that the "STD" has been "removed". Ask everyone to say what s/he felt about the game in a few words. Questions for discussion could include:

1. *Did anyone choose not to exchange sweets and if so, how did it feel?*
2. *If you did exchanged sweets, how well did you know the other person beforehand?*
3. *How did the people who used condoms feel at the end of the game?*
4. *If you were infected, what are the things that you will do? What changes will you make in your plans for the future?*
5. *How would you prevent yourself from getting infected with STD?*
6. *What could be the hazards of STDs for young people?*

Wrap up the activity by providing a brief lecture about the modes of transmission of STD, signs and symptoms and preventive measures.

For additional reading, refer to the facilitator's notes and reference handout

# Safer Sex

## *Exercise: Saying No to Sex*

**Time:** 45 minutes

**Purpose:** This exercise aims to enable young men and women to practice negotiation skills, including resisting/postponing sex and to be assertive about their decisions. It gives the participants the opportunity to experience possible real-life situations.

**Materials:** two situation cards per role play with the two characters described on them

### **Procedure:**

1. The group divides into two rows, standing opposite each other
2. Explain that the purpose of the activity is to explore negotiating safer sex but that is up to them whether their role play results in this
3. Each row is given a situation card with their character on it. For example:  
*Row A is Sam and row B is Rita. The situation is: Sam and Rita have started going out together. Sam's friends have been exerting pressure for him to take Rita to bed. Sam starts selling the idea to Rita . . .*
4. The person at the top row A begins a conversation as if they were Sam. The person opposite replies as if they were Rita. Then the second person in row A replies in character. The person opposite replies, and so on taking turns until the last person in row B has spoken, then back to the first person in row A.
5. When the conversation comes to a conclusion you can discuss the following points:
  - a. *How long did it take the characters to talk about safer sex?*
  - b. *What made it difficult for the characters to talk about safer sex?*
  - c. *What else might make it difficult to talk about sex?*
  - d. *Was it different for boys and girls?*
  - e. *What do you think are the advantages and disadvantages of discussing safer sex?*
  - f. *What are the difficulties in discussing and negotiating sex or saying "no" when you do not want to have sex?*
6. If you have a mixed group try getting the girls to play a boy and the boys to play a girl and think of all the phrases that they have heard of that people use to persuade someone to have sex. *I'll be very careful ... If you really loved me you would... I'll leave you if you don't ... There are names for people like you and who lead men on ...*

**Activity processing and Facilitator's Notes:** Try and draw out the differences between the pressures that young men and young women face. Point out that some issues are a result of cultural beliefs and sometimes these are very difficult to overcome. The exercise can allow participants to become aware of these issues and can prepare arguments for condom use when presented with a similar situation in the future.

# Safer Sex

## *Exercise: The Right Steps to Condom Use*

**Time:** 45 minutes

**Purpose:** To make participants know and be able to demonstrate the correct use of condoms.

**Materials:** Penis model, cards the size of a short bond paper with condom use steps written on them.

The following are the main steps for condom use, facilitator can add some more steps as necessary (i.e., birds humming/music playing/lapping of the waves in the background, intimate talk, cuddling, etc):

1. discuss and agree to use condom (*pag-usapan at sang-ayunan ang paggamit ng kondom*)
2. excitement and erection (*pagkaramdam ng libog at paninigas ng ari*)
3. check expiry date on condom package (*suriin ang expiration ng kondom*)
4. tear open condom carefully (*dahan-dahang buksan ang kondom*)
5. pinch tip of condom (*pisilin ang dulo ng kondom*)
6. unroll condom onto erect penis (*isuot ang condom sa matigas na ari*)
7. add water based lubricant (*dagdagan ng pampadulas*)
8. sexual intercourse (*pagtatalik*)
9. male orgasm (*paglabas ng punlay ng lalaki*)
10. withdraw penis after ejaculation carefully holding the condom (*hugutin ang ari matapos labasan na tangay ang kondom*)
11. slide condom off penis (*hubarin ang condom sa ari*)
12. throw away used condom carefully (*itapon ng maayos ang ginamit na kondom*)

### **Procedure:**

1. Divide the participants into two groups.
2. Explain to the groups that they have to place the cards in the right order of using a condom. Distribute the cards among the group.
3. Follow this game by asking the group members to demonstrate how to put on a condom using a penis model.

**Activity Processing and Facilitator's Notes:** The facilitator wraps up the activity by summarizing the options to make unsafe sex safer. For adolescents, postponing sex provides the best alternative. When adolescents have started sexual relations with somebody, mutual monogamy is the next alternative. The use of condoms is the third option for adolescents who would like to consider avoiding infection with a STD or preventing getting pregnant. Asking all participants to demonstrate the correct use of condoms could be the final activity.

# Effective Peer Communication Skills

## *Exercise: Youth Culture and Language*

**Time Required:** 45 minutes

**Purposes:**

1. To create awareness of participants' levels of comfort/discomfort with sexual acts/body parts and words used to describe them.
2. To provide a forum for discussing sexuality with relative strangers and begin the process of hearing or saying words which may infrequently be discussed.
3. To identify the various issues that words may create for the professionals and the youth.

**Materials:** coupon bonds, markers, several pieces of newsprint each with one of the following words on it: intercourse, oral sex, masturbation, homosexual, vagina, penis

**Procedure:**

1. Divide into groups of three or four.
2. Give each group one of the pieces of newsprint, bond papers and some markers.
3. Ask the group to generate and write down all the words used by adolescents that they know would mean the same thing as the word on the newsprint. Vernacular, slang, medical, children's words are all acceptable.
4. Pass the newsprint lists around so that each group gets a new list. Someone in the group is to read the words out loud, then the group should generate other words that this group knows that hasn't been put on the list yet.
5. Pass this newsprint around so that each group gets a new list. Someone in the group who has not read before is to read the words in the list out loud before new words are added.
6. Repeat until every group has had each list.
7. Post the lists in front of the room.

**Activity Processing:** Facilitator goes back to the lists, and discusses the responses by asking the following:

- a. What was this experience like for you?
- b. Are there any words that make you uncomfortable? What are they?
- c. Why would we have you do this exercise?
- d. How can language help/hinder our discussions of sexuality?
- e. What do you notice about the words in the lists?
- f. What words may be comfortable for the youth where you work?
- g. How do we manage these words as outreach workers?

# Effective Peer Communication Skills

## *Role Play: Talking About Sex with Adolescent Peers*

**Time Required:** 60 minutes

**Purpose:** To help participants identify useful and effective techniques in communicating sexuality to adolescent peers.

**Materials:** Role Play Instructions

**Procedure:**

1. Ask participants to form triads by asking them to count off.
2. Once the participants have formed a triad, tell them to forget that they are CHOWs and that they will play the various roles of a Youth Peer Educator, an adolescent and an observer.
3. Give each group the instructions for the role play.
4. Ask participants to play their corresponding roles for 15 minutes. After 15 minutes, the triad changes roles and role play another situation, until everyone has had a chance to role play all three roles.

**Activity Processing:**

Wrap up the activity by asking the participants how they felt about the exercise. The following questions could be useful:

- a. Were there any unspoken feelings as the talk went on? What could be the reason for these?
- b. What suggestions seemed to be helpful? Why? Which were not helpful? Why?
- c. What did the Youth Peer Educator do that seemed to bring insight? What did (s)he do that seemed unproductive?
- d. Did the Youth Peer Educator and adolescent communicate well with each other? Were there blocks in communication? Did the Youth Peer Educator really listen fully to the problem or did (s)he jump to unwarranted conclusions?

List down on manila paper or on the board, techniques that proved useful, as well as, barriers that hampered effective communication. Summarize the session by emphasizing that it is necessary to practice some techniques of effective communication in order to get adolescents involved with their problems or concerns about sexuality, reproductive health and environmental conservation.

## Role Specifications:

- A. **Youth Peer Educator:** First, your task is to help your adolescent peer understand his/her problem. Refrain from giving advice. Keep the responsibility for the answers on the adolescent. You will have succeeded if you have helped him/her redefine his/her problem. A pitfall in helping is short-circuiting the process from problem to action. Alternatives often emerge after the problem is more clearly understood. Second, after the adolescent has clearly defined his/her problem to your and his/her satisfaction, then help in whatever way you can. This might be in helping him/her explore his/her problem further, perhaps just listening and helping him/her think aloud would be most helpful. Whatever you do, be as helpful as you can. Above all, your stance should be objective, non-judgmental and supportive.
- B. **Adolescent:** You are to select a concern or dilemma from the role play situation. Present the concern as simply as possible. Be as open and responsive to the Youth Peer Educator as possible.

## Role Play Situations

### Case 1

An 18 year old female had unprotected sexual intercourse 5 days ago. She asked the Youth Peer Educator if there any drugs that can prevent pregnancy. She does not want to get pregnant because her father would "kill" her.

### Case 2

A 15 year old boy tells the Youth Peer Educator, with embarrassment, that he does not see and feel the body changes that his friends are currently experiencing and talking about. He thinks he is abnormal and might not "grow up" to be a man.

### Case 3

A 16 year old confesses that she dates with her boyfriend. She admits they engage in kissing, petting and touching each other's genitals. On one occasion, her boyfriend forced her to have sex but she managed to convince her boyfriend to postpone sex. She is worried she might get pregnant as a result of their sexual activities.

### Case 4

A 19 year old boy feels pain whenever he urinates. He admits that he had engaged in unprotected sexual intercourse with a casual girl friend. He is ashamed to go to a doctor and asks the Youth Peer Educator what medicine he can take.

Case 5

A group of boys found out that their neighbor has been fishing using cyanide. They wanted to tell their neighbor the effects of such a fishing method to the coastal resources, but are afraid that they might be scolded by the neighbor. They ask the Youth Peer Educator how they could convince their neighbor to change his fishing method.

- C. **Observer:** You are to be a silent participant to the role-play. Your role is to observe how the conversation takes place, taking note of how the Youth Peer Educator and adolescent interacted with each other. You might want to take note of techniques/skills used by the Youth Peer Educator in facilitating discussions of the adolescent's concern, or words/actions that may have hampered communication. You are to give feedback of your observations to your group mates after the role play. Use the following checklist/rating matrix and discuss this with your group:

<b>Characteristics</b>	<b>Evident</b>	<b>Needs Improvement</b>	<b>Not Evident</b>
Speaks clearly and uses words that are simple and easy to understand			
Is knowledgeable about the subject			
Talks at moderate pace and appropriate volume			
Asks questions to make sure client understands			
Encourages questions and comments			
Listens attentively to client			
Makes client feel comfortable and interested			
Provides information for follow up			

# Roles of Peer Educators

## Exercise: Identifying Peer Educator Roles

**Time Required:** 45 minutes

**Purposes:**

1. To engage participants in identifying and clarifying roles of peer educators.
2. To realize and understand the importance of the role of a Peer Educator in making adolescents stewards for responsible sexuality and environmental preservation.

**Materials:** Illustration of Peer Educator Role

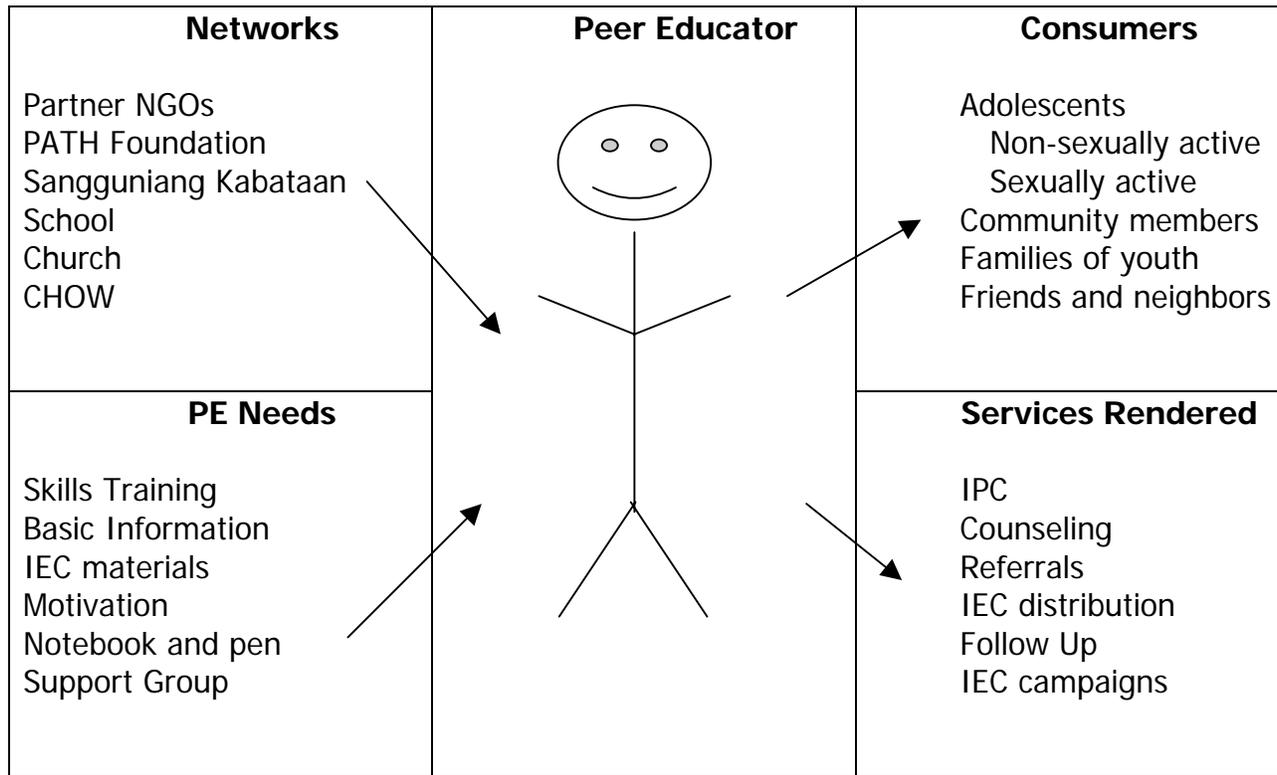
**Procedure:**

1. Ask participants what they understand by the term "Peer Educator". Write their answers on the board.
2. After everyone has answered the question, tell the participants that they seem to have differing views about the term and it is important that they should come up with one complete definition.
3. Write their definition on the board after they have agreed on one complete definition of the term Peer Educator.
4. Using the illustration of peer educator role, ask the group to fill up the boxes in the following order:
  - a. services rendered by a peer educator
  - b. consumers of the services rendered by a peer educator
  - c. needs of peer educators so they can effectively provide services
  - d. agencies or networks who could provide the needs of peer educators

As the participants answer, tell them to write their answers in the corresponding boxes on the illustration.

5. When the illustration has been completed, ask participants that they could now identify the roles of an effective Peer Educator. Write their answers on the board.

### Illustration of Peer Educator Role



**Activity Processing:** Review and summarize the responses of the participants on the illustration. Wrap up the activity by presenting the expected tasks of Youth Peer Educators.

# Youth Peer Educator

**Youth Peer Educator (YPE):** An individual who has established a social network and interaction with fellow adolescents and is influential to changes in the peers' behaviors (knowledge, practices, beliefs, culture).

**Guidelines for Recruitment:** Potential Youth Peer Educators should possess the following qualities:

1. with age range of 17-19 years (either in-school or out of school youth)
2. resident of the project site
3. has no reservations about family planning or modern contraceptives
4. no history of juvenile misdemeanors or crimes
5. has good interpersonal skills and relations with other youth in the project site
6. has potential leadership skills
7. willing to undergo training in Youth Sexual, Reproductive Health and Environmental Education
8. committed; be willing to work without expecting monetary payment
9. willing to motivate peers to become involved in IPOPCORM

## Tasks of Youth Peer Educator

1. Motivate and educate youth (15-24 years) to practice responsible sexuality.
2. Conduct one-on-one interpersonal communications and counseling (IPC) sessions with youth in the community using skills learned in the training; assist youth to assess their risk behavior particularly behaviors that put them at risk of unintended pregnancy and STD and HIV infection/AIDS.
3. Conduct IPC with at least one youth per month (at least 12 new contacts each year).
4. At least once a year, follow up each youth previously educated (repeat contact) to reinforce behavior change and to augment motivational efforts (at least 12 repeat contacts each year).
5. Educate youth in the project site on life skills and YSRH and encourage them to delay first sex and resist unwanted sex (for non-sexually active youth) or practice "safe sex" (for sexually active youth). Refer youth that engage in "high risk behaviors" to CHOW for risk reduction counseling and RH needs.

6. Clarify myths and misconceptions regarding YSRH, RH/FP particularly with regard to pregnancy prevention and modern contraceptive use.
7. Distribute IEC materials about YSRH, RH/FP etc., to youth and other target audiences in the community.
8. Maintain PE daily logbook of IPC sessions conducted and other activities.
9. Attend training conducted by NGO partners.
10. Assist the CHOW to develop and implement IEC campaigns at the level of the barangay to increase community awareness of the benefits of RH/FP and where services are available.
11. Assist the CHOW to recruit youth respondents for annual behavioral monitoring surveys (BMS).
12. Set an example for other youth by being a steward of your sexuality and your environment.
13. Assist with the dissemination of IEC messages and materials about 3 critical results. Participate in community IEC campaign activities.
14. Educate and motivate community members to practice sustainable use of coastal resources.

# Referral and Support Networks

## Exercise: Identifying Referral and Support Networks

**Time Required:** 45 minutes

**Purpose:** To assist participants identify useful referral and support networks within the community for adolescents.

**Materials:** pieces of bond papers, rulers, pencils

**Procedure:**

1. Ask them to identify actual needs of adolescents related to their sexuality, reproductive health and environmental concerns. Write their answers on the board.
2. Ask them what referral and support network means. Write their answers on the board.
3. Divide the participants according to their project sites.
4. Distribute bond papers, rulers, pencils to each group
5. Tell them to discuss and identify in their small groups the existing referral and support networks in their communities that serve the actual needs of adolescents. They could include existing institutions that they are currently working with and potential organizations that they could explore.
6. Tell them to illustrate the referral and support network that they have identified using a spot map. Tell them to be creative in their maps.

**Activity Processing:** When every group has completed their referral and support network maps, ask participants the following questions:

- a. What difficulties have you encountered in your discussions while identifying networks?
- b. What sort of guide could be useful in identifying networks that could address the needs of adolescents?

Tell everyone to keep a copy of their maps and use it when they go back to their communities, updating it when necessary.

**Facilitator's Notes:** Networks are informal patterns of relationships organized to influence change in the broader environment. Networks can be linkages between families, communities and institutions and they could be very useful referral systems. Networks increase access to programs and services by combining resources and can promote supportive activities.

# Workshop Conclusion

## Exercise: Hop The Isles Game

(Adapted from The Safari Of Life Sexuality Game)

**Time:** 60 minutes

**Purpose:** This exercise summarizes the major concepts of human sexuality/reproductive health and coastal resources management learned from the Adolescent Sexuality and Reproductive Health in Coastal Communities Training Workshop. Players discuss “facts” about coastal resources and marine protection, food security, gender, adolescent sexual development, courtship, fertility, contraception, STDs and safer sex. Participants also share their “feelings” about these topics.

**Materials:** Hop the Isles Game Board (3), three pieces of dice, pegs for each of the participants, cards with questions.

### **Procedure:**

1. Facilitator divides the participants into three groups.
2. Each group would be assigned a facilitator that would assist the group during the game
3. Each participant is given a peg that will be used as their marks while hopping the isles.
4. Participants play the GAME by using the following rules:
  - a. Each player rolls a die. The one with the highest die plays first.
  - b. First player draws a card, reads and answers the question. If the answer is correct, the player rolls the die and “hops the isles” using their pegs corresponding to the number of the rolled die. If the answer is wrong the player loses the chance to roll the die. Players who land in a numbered isle will follow the instructions as prompted.
  - c. Play the game until everybody has completed the island hop. The first player who ends the island hopping wins the game.

**Activity Processing:** Facilitator provides inputs and clarifies facts and feelings answers given by the players based on discussions during the training workshop. The facilitator can make this more participative by asking the group if the answers provided by their group mates are correct. Facilitator needs to emphasize that sexuality and reproductive health is a multi-dimensional concept that involves important processes during human growth and development. Environmental awareness and management of coastal resources are equally important because these could affect human reproductive health.

For additional reading, refer to the portion on Q&A of the game’s instruction manual.

# Participants' Feedback

## Pre- and Post-Test Questionnaires

**Time:** 15 minutes

**Purpose:** To determine levels of knowledge and skills of participants about sexuality and reproductive health and coastal resource management and to measure changes in these levels of knowledge and skills.

**Procedure:** Each of the participants is asked to answer the test questionnaire before the start and at the end of the training workshop.

### Workshop Evaluation

**Time:** 10 minutes

**Purpose:** To assess impact of training-workshop on the participants

**Procedure:** Each of the participants is asked to fill out the workshop evaluation questionnaire after the training workshop.

### Impressions of the Day's Sessions

**Time:** 20 minutes

**Purpose:** To encourage participants to share learning gained and provide feedback on specific workshop activities.

**Materials:** cards, question box, newsprint with questions

**Procedure:**

1. Hand out several cards to each participant
2. Ask them to take one card and complete the following sentences anonymously, one statement on each side of the card
  - a. Today I learned/realized . . .
  - b. Tomorrow I hope we will . . .
3. On the other card/s write any questions that may have been triggered by the day's discussions and which you would like addressed
4. Drop the completed cards in the question box.

This exercise will be done at the end of each training day. These impressions will be read and addressed to the group the morning of the following day.

**Youth Sexuality, Reproductive Health, and Environmental Education  
Peer Educator's Training Workshop  
Pre-Test Questionnaire**

**A. Bilugan ang wastong sagot sa mga sumusunod na katanungan:**

1. Ilan sa mga tanda ng pagdadalaga ay ang pagkakaroon ng regla, paghubog ng katawan at:
  - a. pagtatagyawat
  - b. pagkalagas ng buhok
  - c. pagtubo ng bigote
  - d. pagkulubot ng balat
2. Ang pinakamabuting paraan upang makaiwas sa pagbubuntis ay:
  - a. withdrawal
  - b. paggamit ng condom
  - c. pag-inom ng coke
  - d. pag-inom ng antibiotics
3. Ang AIDS ay sanhi ng:
  - a. pakikipag-sex
  - b. HIV
  - c. dugo
  - d. mga bakla
4. Ang isa sa mga paraan ng pagkahawa ng HIV ay:
  - a. paghiram ng damit ng iba
  - b. pagsasalin ng dugo
  - c. kung magkasalo sa pagkain
  - d. kagat ng lamok
5. Ang isang paraan upang maiwasan ang STD ay:
  - a. pag-inom ng antibiotics bago o matapos makipag-sex
  - b. walang sex
  - c. pagpili ng partner na malinis at disente ang itsura
6. Ilang mga tanda ng pagbibinata ay ang paglaki ng boses, pagtubo ng buhok sa kili-kili at:
  - a. paglapad ng balakang
  - b. paglaki ng suso
  - c. pagkakaroon ng Adam's apple
  - d. paggamit ng make-up
7. Ang yamang dagat ay binubuo ng 3 pangunahing *ecosystem*: coral reef, sea grass at:
  - a. isda
  - b. pagong
  - c. barko
  - d. mangrove

**B. TAMA o MALI: Isulat sa patlang ang T kung Tama at M kung Mali ang mga sumusunod na pangungusap:**

- \_\_\_ 1. Walang kaugnayan ang usaping populasyon sa pangangasiwa ng karagatan.
- \_\_\_ 2. Ang tunay na lalaki ay nakikita sa tapang at lakas niya.
- \_\_\_ 3. Nakikita sa itsura ng tao kung siya ay may impeksyon ng HIV.
- \_\_\_ 4. Ang mga taong may STD o AIDS ay mga taong iba-iba ang kapareha.
- \_\_\_ 5. Dapat munang hintayin ng isang binata o dalaga ang edad na 17 bago makipag-*date*.
- \_\_\_ 6. 59% ng mga Filipino ay naninirahan sa may baybaying dagat.
- \_\_\_ 7. 45% ng mga Filipino ay nasa grupong edad na 15 at pababa.
- \_\_\_ 8. Importante na mabigyan ang mga kabataan ng kaalaman sa kalusugang sekswal.
- \_\_\_ 9. Ang pangangasiwa ng dagat ay responsibilidad ng kalalakihan at hindi ng kababaihan.
- \_\_\_ 10. Malaki ang responsibilidad ng mga kabataan na pangalagaan ang yamang dagat.

**K. Enumeration. Sagutin ang mga sumusunod. Isulat ang kasagutan sa likod.**

- 1. Magbigay ng 3 mahalagang tungkulin ng isang Youth Peer Educator.
- 2. Magbigay ng 2 epekto ng pagdami ng tao sa ating yamang dagat.
- 3. Magbigay ng 3 benepisyo kung ipagpapaliban muna ng isang kabataan ang pakikipag-sex.

**ANSWER KEY**

<b>A</b>	<b>B</b>	
1. a	1. M	6. T
2. b	2. M	7. T
3. b	3. M	8. T
4. b	4. M	9. M
5. b	5. M	10. T
6. c		
7. d		

**Youth Sexuality, Reproductive Health, and Environmental Education  
Peer Educator's Training Workshop  
Post-Test Questionnaire**

**A. Bilugan ang wastong sagot sa mga sumusunod na katanungan:**

1. Ilan sa mga tanda ng pagdadalaga ay ang pagkakaroon ng regla, paghubog ng katawan at:
  - a. pagtatagyawat
  - b. pagkalagas ng buhok
  - c. pagtubo ng bigote
  - d. pagkulubot ng balat
  
2. Ang pinakamabuting paraan upang makaiwas sa pagbubuntis ay:
  - a. withdrawal
  - b. paggamit ng condom
  - c. pag-inom ng coke
  - d. pag-inom ng antibiotics
  
3. Ang AIDS ay sanhi ng:
  - a. pakikipag-sex
  - b. HIV
  - c. dugo
  - d. mga bakla
  
4. Ang isa sa mga paraan ng pagkahawa ng HIV ay:
  - a. paghiram ng damit ng iba
  - b. pagsasalin ng dugo
  - c. kung magkasalo sa pagkain
  - d. kagat ng lamok
  
5. Ang isang paraan upang maiwasan ang STD ay:
  - a. pag-inom ng antibiotics bago o matapos makipag-sex
  - b. walang sex
  - c. pagpili ng partner na malinis at disente ang itsura
  
6. Ilang mga tanda ng pagbibinata ay ang paglaki ng boses, pagtubo ng buhok sa kili-kili at:
  - a. paglapad ng balakang
  - b. paglaki ng suso
  - c. pagkakaroon ng Adam's apple
  - d. paggamit ng make-up
  
7. Ang yamang dagat ay binubuo ng 3 pangunahing *ecosystem*: coral reef, sea grass at:
  - a. isda
  - b. pagong
  - c. barko
  - d. mangrove

**B. TAMA o MALI: Isulat sa patlang ang T kung Tama at M kung Mali ang mga sumusunod na pangungusap:**

- \_\_\_ 1. Walang kaugnayan ang usaping populasyon sa pangangasiwa ng karagatan.
- \_\_\_ 2. Ang tunay na lalaki ay nakikita sa tapang at lakas niya.
- \_\_\_ 3. Nakikita sa itsura ng tao kung siya ay may impeksyon ng HIV.
- \_\_\_ 4. Ang mga taong may STD o AIDS ay mga taong iba-iba ang kapareha.
- \_\_\_ 5. Dapat munang hintayin ng isang binata o dalaga ang edad na 17 bago makipag-*date*.
- \_\_\_ 6. 59% ng mga Filipino ay naninirahan sa may baybaying dagat.
- \_\_\_ 7. 45% ng mga Filipino ay nasa grupong edad na 15 at pababa.
- \_\_\_ 8. Importante na mabigyan ang mga kabataan ng kaalaman sa kalusugang sekswal.
- \_\_\_ 9. Ang pangangasiwa ng dagat ay responsibilidad ng kalalakihan at hindi ng kababaihan.
- \_\_\_ 10. Malaki ang responsibilidad ng mga kabataan na pangalagaan ang yamang dagat.

**K. Enumeration. Sagutin ang mga sumusunod. Isulat ang kasagutan sa likod.**

- 1. Magbigay ng 3 mahalagang tungkulin ng isang Peer Educator.
- 2. Magbigay ng 2 epekto ng pagdami ng tao sa ating yamang dagat.
- 3. Magbigay ng 3 benepisyo kung ipagpaliban muna ng isang kabataan ang pakikipag-sex.

**ANSWER KEY**

<b>A</b>	<b>B</b>	
1. a	1. M	6. T
2. b	2. M	7. T
3. b	3. M	8. T
4. b	4. M	9. M
5. b	5. M	10. T
6. c		
7. d		

**Youth Sexuality, Reproductive Health, and Environmental Education  
Peer Educator's Training Workshop  
Workshop Evaluation**

1. Meron ka bang nagustuhan sa workshop? Pakibanggit ang mga ito.
2. Meron ka bang hindi nagustuhan sa workshop? Pakibanggit ang mga ito.
3. Ano ang suhestiyon mo upang mapabuti ang workshop?
4. Pakilagyan ng tsek ang mga sumusunod na topic sa workshop ayon sa inyong pagkakaintindi sa mga nilalaman nito.

<b>TOPICS</b>	<b>Naintindihan lahat</b>	<b>Naintindihan ang ilan</b>	<b>Hindi naintindihan</b>
Too Many Mouths To Feed			
Opinion Poll			
What Do They Mean About Sex?			
Changes in the Life Span			
Unfinished Story			
The Human Voyage			
How Does It Work?			
STD Transmission Game			
Saying No to Sex/Safer Sex Skills			
The Right Steps to Condom Use			
Youth Culture and Language			
Identifying Peer Educator Roles			
Talking about Sex with Adolescents			
Identifying Referral and Support Network			
Hop the Isles Game			

5. Pakisulat sa mga patlang ang anupamang komento tungkol sa workshop.

---



---



---



---

Maraming salamat! 😊

# References

AHRTAG. Working With Young People on Sexual Health and HIV/AIDS. AHRTAG, London, UK. 1996

APROFAM. When your Trainees Don't Read, A Manual for Reproductive Health Trainers. Development Associates, Inc. VA, USA. 1996

Coastal Resource Management Project. Coastal Resource Management for Food Security. Bookmark, Inc. Makati City, Philippines. 1999

Hurlock, Elizabeth. Developmental Psychology. McGraw Hill, Inc. NY, USA. 1992

IPAS. Gender, Adolescents and Reproductive Health Skills Building Workshop. IPAS, NC, USA. 2000

Margaret Sanger Center International. Human Sexuality Training for PO7-NGOs. Department of Health, UNFPA, Manila. 1997

Schamberg, Laurence. Human Development. McMillan Publishing Co. NY, USA. 1990

University of the Philippines Population Institute. Young Adult Fertility and Sexuality Study II. UPPI, Quezon City, Philippines. 1995

WHO. Counseling Skills Training in Adolescent Sexuality and Reproductive Health, A Facilitator's Guide. WHO, Geneva, Switzerland. 1993