# LIFE PLANNING SKILLS

## A CURRICULUM FOR YOUNG PEOPLE IN AFRICA
## TANZANIA VERSION



For more information contact:

| **PATH** | **African Youth Alliance (AYA)** |
|---|---|
| 1800 K Street NW, Suite 800 | AYA/UNFPA Tanzania |
| Washington, D.C. 20006 USA | Plot 11 Ocean Road |
| | P.O. Box 78593 |
| Tel: (1) 202-822-0033 | Dar Es Salaam, Tanzania |
| Fax: (1) 202-457-1466 | Tel: 255 22 2128685/6 |
| Email: info@path-dc.org | Fax: 255 22 2128690 |
| World Wide Web: www.path.org | World Wide Web: www.ayaonline.org |

This document was made possible through the support of the Bill & Melinda Gates Foundation.

PATH creates sustainable, culturally relevant solutions that enable communities worldwide to break longstanding cycles of poor health. By collaborating with diverse public- and private-sector partners, we help provide appropriate health technologies and vital strategies that change the way people think and act. Our work improves global health and well-being. PATH has 19 program offices in 13 countries.

**Recommended Citation**
PATH. *Life Planning Skills: A Curriculum for Young People in Africa, Tanzania Version. Facilitator's Manual.* Washington, D.C.: PATH (2004).

Cover photographs: top left by Jorgen Schytte, other three by Mark Edwards.

# ACKNOWLEDGEMENTS

AYA focuses on reducing the spread of sexually transmitted infections (STIs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), and reducing the rate of teenage pregnancy and unsafe abortions, as well as increasing the age of an adolescent's first sexual encounter.

The project focuses on youth between the ages of 10 and 24, a time when young people begin to make potentially life-altering decisions that affect their sexual behaviour and reproductive health. A key AYA strategy is to work with young people to build the knowledge and skills they need for positive behaviour change, through LIFE PLANNING SKILLS education and other behaviour change communication methods.

Other AYA strategies include:
- Advocating with policymakers and community leaders to ensure support for adolescent sexual and reproductive health (ASRH).
- Developing and expanding youth-friendly services to ensure youth have access to quality health care that meets their needs and respects their concerns.
- Networking, lobbying, and integrating ASRH into livelihood programmes.
- Coordinating with existing initiatives at district and national levels to maximize overall impact.
- Building national capacity and expertise to address ASRH and sustain successful programmes.

# ACRONYMS

| | |
|---|---|
| AIDS | acquired immune deficiency syndrome |
| ARV | antiretroviral |
| ASRH | adolescent sexual and reproductive health |
| CV | curriculum vitae |
| EEV | employment, entrepreneurship, and volunteerism |
| HIV | human immunodeficiency virus |
| IUD | intrauterine device |
| LPS | life planning skills |
| NTF | notes to the facilitator |
| STI | sexually transmitted infection |
| TB | tuberculosis |
| VCT | voluntary counselling and testing |

# TABLE OF CONTENTS

# INTRODUCTION FOR FACILITATORS

Welcome to the LIFE PLANNING SKILLS curriculum! This curriculum is designed to help youth in Tanzania face the challenges of growing up, to help them make decisions about their sexual health, and to prepare them for work in the future.

The challenges affecting youth today are all too visible. The growing numbers of teenage pregnancies, school dropouts, drug use, and social, sexual, and reproductive health problems like date rape, sexually transmitted infections (STIs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), are all indicators that many youth are simply unable to cope. Youth leaders can help young people by providing them with correct information and skills to adopt healthy behaviours and to stay safe through the ever changing and challenging time of adolescence.

For young men and women, adolescence is a time filled with excitement, new feelings, many unanswered questions, changes, and difficult choices. Young people must also begin to think about the skills needed for their future work. They will need to know the facts about their own sexuality and learn skills to help them plan for happy futures and healthy lives.

During this time, they will have relationships with peers of the same and opposite sex. At the same time, they will need to have respectful, loving relationships with family members and will need to learn about making decisions on their own. Young people must also learn to deal with new feelings about sexuality, their physical and emotional changes, and how to make responsible decisions about reproduction and parenthood.

The LIFE PLANNING SKILLS curriculum is a simple guide that focuses on three important issues young people face:

- Recognizing the importance of adhering to personal values.

- Learning more about how bodies function and dealing with sexual and reproductive changes, feelings, and behaviours.

- Thinking about and planning for the future.

The LIFE PLANNING SKILLS curriculum helps young people find out who they are now, where they are heading, who they hope to become, and how to get to where they want to be.

The LIFE PLANNING SKILLS curriculum provides many activities that facilitators can use to help young people:

- Gain information about themselves and their sexuality, including how to prevent pregnancy and avoid STIs, including HIV, and AIDS, and to learn more about preparing for the work world.

- Better understand their feelings about growing up, gender roles, risk taking, sexual behaviour, and friendship.

- Practise making decisions, setting goals, communicating clearly, negotiating for their own health, and not giving into negative peer pressure.

## Some Assumptions

The LIFE PLANNING SKILLS curriculum is based on certain assumptions such as:

- Young people can learn to be safe. They can learn how to avoid unplanned pregnancy and STIs, including HIV, by choosing abstinence, which means deciding not to have any sex, or postponing sex for moral, religious, ethical, or health reasons.

- Young people who choose not to practise abstinence can also stay safe. They can use birth control/contraception methods properly and responsibly. They need to know that condoms can be used with other methods of contraception, and if used correctly, they can prevent unplanned pregnancy and STIs, including HIV.

- Young people in Tanzania can learn to make good choices and decisions if they have complete accurate information, healthy attitudes, and good decision-making, communication, and life planning skills.

Using this manual, adults and experienced youth leaders can work with young people and help them develop the skills they need to make healthy decisions and clearly communicate responsible life choices. This curriculum provides "experiential learning"—learning by doing—methods to help young people gain new information and skills through participation in practical exercises and real-life scenarios.

Existing programmes for young people could incorporate any or all parts of these LIFE PLANNING SKILLS exercises into their ongoing activities.

It is important to recognize that facilitators leading the training activities play an important role, and can directly affect the success of the programme. Since topics that are hard to deal with may come up for discussion (including sexuality, rape, violence, or values), facilitators should first ensure that they:

- Really enjoy working with young people.

- Have good communication and group facilitation skills.

- Can use a range of different teaching techniques.

- Are informed about human sexuality, basic health issues, and local job training opportunities.

- Respect the views of young people, even if these views are very different from their own.

- Enjoy helping others grow, and are enthusiastic about the learning process.

- Are non-judgemental.

- Are comfortable discussing sexuality and other issues that deal with human relationships.

- Have a sense of humour!

It is assumed that facilitators may want to add or change questions in exercises and spontaneously explore other issues as they arise, depending on the needs of the group.

## Curriculum Objectives

The full LIFE PLANNING SKILLS curriculum is designed as a series of units, each between three-and-three-quarters to nine hours long. The main curriculum objectives are to provide Tanzanian youth with a chance to:

- Learn more about themselves; what they like to do, what they are good at doing, how they feel about key issues (such as family and personal values), and identify what influences their developing feelings and choices.

- Identify what they want to happen in their lives; help them work towards building good futures by planning for work and deciding about parenthood, and help them to meet their goals.

- Strengthen their knowledge and skills in three areas; sexuality, planning a family, and communication.

The LIFE PLANNING SKILLS curriculum is produced in two parts: a Facilitator's Manual and a Participant's Workbook.

**Facilitator's Manual**

The Facilitator's Manual is made up of three sections to make it easier to use in the field. Each section contains the following elements:

- Units
- Activities
- Purpose/Objectives
- Time Required
- Materials Needed
- Procedure: Steps to Follow (within each activity)
- Key Points
- Linking Sentences/Concluding Notes

## SECTION ONE: WHO AM I?

Section one looks at the young person as an individual. It examines the different aspects of growth and development that an adolescent goes through and aimes to help young people understand themselves.

## SECTION TWO: WHERE AM I GOING?

In this section, the focus is on the young person as a male or female and how he or she relates to others.

## SECTION THREE: HOW AM I GOING TO GET THERE?

This section deals with a range of issues that affect the plans that young people make. It looks at how adolescents should prepare to cope with these issues in a way that allows them to have a better chance of achieving their plans and goals.

Throughout the curriculum, the words "participants," "adolescents," "teens," "youth," and "young people" are used at different times, each meaning the same thing. Each activity includes a list of materials that facilitators will need. A few activities require advance preparation.

In some cases activities reappear in different units, for example, "Good Decision Making." This is because facilitators may be doing different units with different groups. However, if you are working with the same group of participants and have covered the activity in a previous unit there is no need to repeat it in subsequent units; just refer participants to it and refresh their memories through discussion.

The Presentation Notes section included in some units contains facts that participants need to know. The facilitator is not expected to copy this word for word on the chalkboard or flipchart, but should know it well enough to give the information to the participants, using whatever method is most appropriate.

Each activity has a set of Key Points at the end that is used to summarize the activity. These are the main points that participants should take away from the workshop.

Linking Sentences are also provided at the end of each activity to connect related activities. As with the presentation notes, the facilitator is not expected to learn or use these word for word, but to use them as a guide to wrap up each activity properly before moving on to a new one.

Each unit has Concluding Notes at the end. As with the presentation notes and linking sentences, the facilitator is not expected to learn and repeat this word for word, but to understand the context well enough to give appropriate summaries and closures.

Some activities include Posters. These should be prepared in advance, either on a flipchart page or blackboard, or by making an overhead transparency. This facilitator's manual includes full pages of the posters so that they can easily be enlarged and reproduced.

Notes to the Facilitator (NTF):

> **NTF:**
> **From time to time you will see bold and boxed text that looks like this. This is to draw your attention to special information pertaining to a particular activity.**

This facilitator's manual also contains the workbook activities. Many of them can be adapted for use with participants who have little experience reading and writing.

## Participant's Workbook
This is an activity book that is used by participants throughout the training. There are three sections to correspond with the facilitator's manual. Each section consists of:
- Purpose and Objectives
- Units
- Activities
- Lessons Learnt
- My Commitment

The workbook contains facts and exercises on the different activities and issues addressed in the Facilitator's Manual. The workbook is designed for use with literate and in-school groups, as it requires a lot of reading, writing, and analysis skills. Each participant gets to keep her or his workbook.

## GUIDELINES FOR FACILITATORS

## How to Use This Curriculum

This curriculum is for use with youth ages 10 to 24. You can change activities to adapt to the needs of youth of different ages, or different ethnic or educational backgrounds. If you are using this curriculum with young people who are out of school or with youth who have a lower literacy level, try to cover the whole curriculum from start to finish. Some guidelines for working with out-of-school or semi-literate youth are included below.

It is always useful to give the participants a pre-training questionnaire to see what they think the training will be about or to assess their level of knowledge and skills. A sample of a pre- and post-test questionnaire is included on page 25. During the final evaluation of the workshop, find out if the workshop was what they had expected it to be.

Ideally, the same group of youth should be taken through the entire curriculum, but if this is not possible, be sure to choose activities you feel are the most relevant for the group based on your needs assessment.

**It is advisable to complete an entire unit and not select specific activities at random**.

On the first day of the programme, write the curriculum objectives on a chalkboard or flipchart to share with the participants. Discuss these with participants and ask them how they feel about these objectives.

### *Tips for Planning Your Workshop*
To design and conduct a programme that meets youth needs, you need to do the following:

- Be very familiar with the entire curriculum, including suggested participatory techniques.

- Determine the amount of time you will need for your activity. The amount of time given for each activity is only an estimate; use more or less time as needed.

- Collect pictures or articles from local magazines and newspapers to use during the workshop. These can be used to illustrate gender roles, peer pressure, and sexuality as presented in local media.

- Before the activity begins, prepare any handouts or other materials that may be needed.

- Introduce each unit of the curriculum and each activity by talking about the objectives and what you hope to achieve during that activity.

- Have a **Question Box** or **Anonymous Wall** available throughout the training for participants to post their anonymous questions. These are questions that they may be embarrassed to ask in front of the group. Make sure, however, that any posted questions are addressed within the workshop or responded to accordingly.

*Background Information*

It is not expected that each facilitator will be knowledgeable in all areas of LIFE PLANNING SKILLS. Information continues to change and develop rapidly, hence trainers continue to be challenged to improve their knowledge and skills base.

In recognition of this, the curriculum includes some background information at the end of **Unit 9: HIV and AIDS**. This is to enable the facilitator to have a better understanding of HIV and AIDS so that s/he feels competent and confident to discuss different aspects of the disease and respond to the questions that participants may raise.

The background information does <u>not</u> cover everything about HIV and AIDS, hence the facilitator is challenged to continue improving her or his knowledge and skills base about the disease and its social implications.

## Setting the Stage: Ground Rules

Before you start the activities in the LIFE PLANNING SKILLS curriculum, it is important to create a "safe space" for participants to speak freely and openly about sensitive issues and personal experiences. Developing a set of rules, called **ground rules**, will help set up a model of acceptable group behaviour and help youth feel more comfortable sharing with each other. This activity is done once at the start of the workshop with a new group, if the group is going through the entire curriculum. If the group changes, ground rules should be set with each new group.

It is useful to write the list of ground rules on flipchart paper and hang the list where participants can see it during the entire workshop.

Ground rules may include:

| | |
|---|---|
| **Confidentiality** | What we share in this group will remain in this group and will not be told to or dicussed with others outside of the group. |
| **Respect** | We should respect others' opinions and experiences, even if they are different from our own or if we do not agree with them. |
| **Openness** | We should be open and honest, but never talk about someone else's private life. Give an example or talk more generally, without identifying the person in your story. |

**Non-Judgmental Approach**    It is OK to disagree with another person's point of view, but not to judge or put down another person because s/he does not think or feel the same as you do.

**Use "I" Statements**    Using an "I" statement makes sure that the view you are expressing comes from you and only you, and that you are speaking for yourself, and not for the group. For example: "I do not want to marry before I have a job."

**Right to Pass**    Although this programme encourages participation, individuals do have the right to "pass" on a particular issue if they do not wish to take part in the discussion or share their views. It is OK to say: "I'd rather not do this particular activity" or "I don't think I want to answer that question."

**Anonymity**    It is OK to ask a question, without having to identify yourself. (Tell the participants about the Question Box/Anonymous Wall.)

**Acceptance**    It is OK to feel shy or embarrassed; even adults feel uncomfortable when they talk about sensitive topics like values or sexuality. Accepting these feelings is part of the process towards overcoming them.

There may be other ground rules the group may want to develop. Try to encourage the group to come up with their own set of ground rules. You can always start them off by giving them an example.


## GUIDELINES FOR WORKING WITH OUT-OF-SCHOOL OR SEMI-LITERATE YOUTH

Each group of youth is different. It is important that the facilitator takes time to assess the group's needs so that the most effective ways of meeting these needs are adopted. To adapt the activities in this manual for young people with limited reading and writing experience, follow the principles and guidelines below.

**Key principles:**

**Be creative**. You can find fun and exciting ways to implement the same activity or a completely new activity to achieve the objectives.

**Involve the group**. Invite the participants as much as possible to help with any preparation that needs to be done, including getting the room set up, preparing materials, etc.

**Use audio-visuals** as much as possible. This includes posters, pictures, drawings, models, local materials identified by the group, etc.

**Guidelines:**
- Use simple and local language and terms as much as possible.

- Use group work and sharing a lot.

- Let members of the group answer questions and summarize as much as possible, using their own vernacular and terms.

- Use real-life examples when trying to make a factual point.

- Use normal, everyday things as part of the training resources where possible (e.g., paper, tins, buttons, sticks, etc.). Get the group to collect these if and when needed.

- Ask a person from the group to repeat or copy what you have said or done to check that the group understands.

- Use youth interactive activities such as:

  - Playing games; card games are good. These may need to be developed from scratch depending on the issue. Let the group help with this, if possible, by letting them:
    - Identify the activity.
    - Collect and cut up pictures.
    - Cut or paste/glue cards.

  - Making collages (pictures made from cutting up small pieces of paper and sticking them on a board or other solid backing).

  - Making up songs and poems using facts. This makes the facts easier to remember, especially if the participants make up their own songs or poems and teach the group.

- Encourage and allow the group to share experiences so they can learn from each other.

- Use local folklore, stories, and proverbs that relate to life experiences of value formation, teaching, and learning.

- Encourage demonstrations where applicable. Be guided by the group's needs.

## FACILITATION TECHNIQUES

### Experiential Learning

Learning by actively doing an activity is called "experiential" education because those involved are experiencing part of what they are learning. Experiential activities in the LIFE PLANNING SKILLS curriculum are designed to help young people gain information, examine attitudes, and practise skills.

In experiential learning, participants do something and then talk about the experience together. They make some general statements about what they learnt and try to relate the new information to how they could use it in the future. Experiential learning is participant centred—focused on participants. Your role as facilitator is to:

- Monitor and manage the environment to make sure that each person in the group gets the chance to actively participate.

- Keep discussions on track so as to achieve the activity's objectives.

- Clarify, summarize, and conclude discussions and activities, making sure that facts are appropriately shared.

- Assess participants' acquisition of knowledge and skills.

### Role of a Facilitator

**A facilitator should:**
- ✓ Be patient.
- ✓ Show that s/he is a learner too.
- ✓ Build on participants' experience.
- ✓ Be sensitive to what is happening in the group.
- ✓ Deal with issues raised in the group.
- ✓ Encourage participation.
- ✓ Use simple language.
- ✓ Keep the group on the topic.
- ✓ Be a good listener.
- ✓ Be aware of all the members of the group.
- ✓ Keep eye contact with group members.
- ✓ Be enthusiastic.
- ✓ Plan the sessions in advance.
- ✓ Be empathetic.
- ✓ Have a sense of humour.
- ✓ Act responsibly.

**A facilitator should not:**
- ✗ Dominate the group.
- ✗ Intimidate people.
- ✗ Take sides.
- ✗ Jump to conclusions.
- ✗ Be prejudiced.
- ✗ See her/himself as the expert.
- ✗ Put participants on the spot.
- ✗ Create a long dialogue with one participant.
- ✗ Lose her/his temper with a participant.
- ✗ Be biased.
- ✗ Facilitate discussion if s/he is uncomfortable with the topic.
- ✗ Criticise a participant's personal beliefs.
- ✗ Allow participants to dominate the discussion or intimidate each other.

# Specific Techniques

The LIFE PLANNING SKILLS curriculum uses several techniques, and you may be more comfortable with some than with others. Feel free to modify any of the techniques presented to suit your audience, but do not be afraid to try new techniques described here.

## 1. Warm up/Ice-breaker/Energizers

**Using quick games (five to ten minutes) to relax or energize a group**

Warm ups generate a lot of energy and laughter in a group. They can be an easy, fun, and informal way to learn each other's names. Sometimes participants think warm-up games are childish and are at first reluctant to join in. However, after overcoming initial reluctance, participants usually enjoy taking part in these games.

As well as being used at the start of a workshop, warm ups can be used as energizers when the group's energy is low, for example after a meal or after a difficult session.

## 2. Brainstorming

**Generating a large number of ideas in the shortest possible time, with total group participation**

For example, a group could brainstorm on their "expectations of the workshop," calling out all the expectations they have of the whole workshop or just the unit being covered at that time. These could then be written down on a flipchart or chalkboard and referred to at the end.

**Procedure:**

    a.  Decide on a topic.
    b.  State the topic and time limit for the exercise clearly to the group.
    c.  Appoint a recorder to list all the ideas as they are mentioned.
    d.  State the rules clearly and enforce them as the brainstorm proceeds.
    e.  Restate the topic and time limit to keep the group on track.
    f.  Indicate when the time is up.

Note that in brainstorming, the points raised by participants are listed **without discussion.** When all the points have been given, it is useful to have a general discussion about the issues that were raised.

## 3. Working Around the Circle/Round Robin

**Making sure that everyone in the group gets a chance to speak**

When working with groups, it is important that the group leader, although taking responsibility for the exercises, not be seen as the expert handing out information. Everyone in the group should get a chance to speak; dialogue is critical to the learning process.

The circle is a useful way of ensuring that everyone gets a chance to speak. It is important to establish this early on; an appropriate time for this could be while establishing the ground rules for working together. If something is being discussed "in a round," this means that everyone has something to say in turn and that nobody should speak or interrupt while someone else is talking.

Working around the circle is not a good exercise for groups of more than 12 people as it can take a long time. However, with large groups the circle technique can be used for smaller breakout groups reporting back to the main group.

### 4. Working in Pairs

**Allowing pairs to discuss their opinions about a topic before sharing them with a larger group**

Participants can "buzz" (talk) in pairs prior to brainstorming. This is another useful way of making sure that everyone participates in the discussion.

Another way of using this technique is to divide the group into pairs and allocate a set time, usually five minutes per person. This means that each member of the pair should talk for five minutes about the given subject. While one person is talking the other listens but does not talk, except when seeking clarification. The idea is for both members of the pair to have a chance to talk and to listen. The facilitator keeps check of the time and tells participants when to start, when to change over, and when to stop.

This technique is especially useful for participants to get to know each other at the start of a new workshop. Pairs can be asked to find out the name, place of birth, and one interesting thing about the other person. In this instance, it is a good idea to let the group know before they begin the exercise that each person will have to report back on what his or her partner has said. Pairs can agree on what they do and do not want to have repeated in the group.

When participants have worked in pairs, the information gained from that paired work can be reported to the large group by working around the circle (round robin).

When using this method, each pair may be asked to contribute one piece of information, from which a list is created for debriefing in the large group. However, sometimes reporting back may not be necessary.

### 5. Small Group Discussion

**Working in small groups of no more than eight people**

Group discussion is a technique often used in training. The skills needed by the facilitator will include the ability to question, explain, clarify, draw out, and sum up information. If these skills are used effectively, the group will be able to discuss the issues and reach conclusions themselves. Small group work can increase involvement and participation, and reduce dependence on the group leader.

In group discussions, the participants work together for a longer period than when working in pairs. The facilitator can move from group to group providing assistance if this is appropriate.

The facilitator can present an issue, for example, "telling my spouse that I am HIV-positive," and small groups can look at the advantages and disadvantages of this, i.e., participants in the small groups can draw on their own knowledge. The smaller group's findings can then be reported back to the large group either verbally or on a flipchart. Again, group members can say what they do and do not want to be reported to the larger group.

The facilitator can then sum up and draw out the common threads. By referring to the group and drawing on their understanding the facilitator can clear up any misconceptions.

## 6. Questionnaires/Quizzes

**Using a wide range of questionnaires as a basis for group discussion**

A wide range of questions can be used as a basis for group discussion or to enable individuals to reflect on their attitudes towards a given topic. Multiple choice, true or false, or open-ended questionnaires can be used.

## 7. Case Studies

**Designing a very brief story/situation relevant to the issue being explored by the group**

This is a useful and non-threatening way to illustrate and bring to life very important issues. Case studies can generate discussion on sensitive topics and can also provide an opening for participants to talk about their own situation if they want to.

**Procedure:**

a. Develop or locate a case study relevant to the issue that is being explored by the group.
b. Divide the group into smaller groups.
c. Give each small group the same case study. If you have more than three groups, different case studies around the same issue can be discussed.
d. Distribute the case studies to the groups.
e. Provide questions for the group to discuss. Each group should write their responses on a flipchart.
f. Ask each small group to present their findings to the large group.

g. Facilitate a large group discussion on the outcomes, making sure that all the members have the same information.

## 8. Role-Play

Giving participants parts of a story to act out, often unrehearsed

**Procedure:**

a. Introduce the issue and clarify the objectives of the role-play.
b. Ask for volunteers or choose persons you think will act the parts well.
c. Give the actors their roles or let them discuss the role-play before actually doing it. This can take about ten minutes.

Observers should reserve their comments/questions for discussion at the end of the role-play.

## 9. Drama

Using drama as a learning tool

Drama is a useful technique for large groups and is also a useful learning process for those actually involved in creating the drama. Actors are given a topic or issue to work with, and they create a drama, based on that particular issue, to perform for the large group. General discussion should be encouraged at the end of the drama. Specific questions can be designed to keep the group focused.

## 10. Songs

Spreading and reinforcing key messages in a creative way

Songs can be used in a number of different settings, for example:
- At the beginning and end of a drama.
- At the start of a workshop.
- As an introduction to an educational topic.

Groups can also make up their own songs.

## 11. Videos

Showing participants a story or documentary illustrating the issue being explored

As with any other training method, the use of videos needs input from the facilitator and discussion with the participants. Before showing the video, the facilitator should have already looked at it and be able to give a brief outline of what is to be shown. Participants are encouraged to note any points they would like to raise for discussion at the end.

## 12. Continuums

**Finding out how people feel about a topic based on their knowledge about that topic**

When examining people's feelings about an issue, values, attitudes, and information are continually changing. Very few questions can be answered with a straight yes or no response.

Continuums involve placing people or cards along a line. For example, when considering risks associated with different sexual practices, particular activities can be placed along a line from "most risky" to "least risky" depending on the relative safety of each.

Participants are then invited to physically place themselves at that point on the line where they are in terms of their understanding or belief about the issue. Sometimes it is useful to have an "undecided" or "unsure" card along the line as this allows people the chance to share their concerns and reach some understanding or clarity.

### SOME EXAMPLES OF CONTINUUMS

*Most risky* ⟷ *Least risky*

*Disagree* ⟷ *Agree*

*No* ⟷ *Yes*
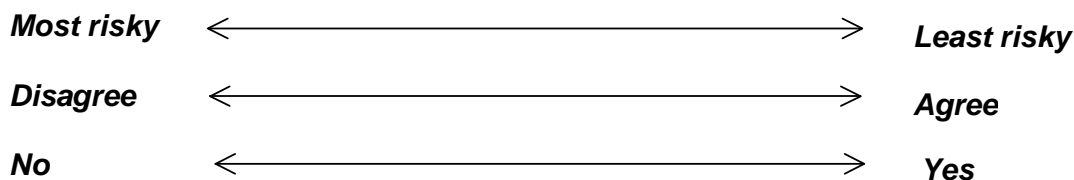
## 13. Story Telling

**Using stories to evoke responses, feelings, values, and attitudes of participants**

**Procedure:**

a. Tell the story. When you are finished, ask participants to discuss their understanding and feelings about the story. This can be done through pair work or small group work.
b. After five to ten minutes of discussion, ask participants to comment (if the group is large, comments can be taken from selected pairs).
c. Discuss each comment as it is raised.

Stories should be developed for each particular situation and setting.

## 14. Picture Codes

**Using a set of pictures to tell a story about a particular community problem or issue**

A picture code is a poster-sized illustration that presents one familiar problem or issue that a community or a group has strong feelings about. It is used in a group

setting to raise questions and generate discussion. A picture code always illustrates the problem or issue and is used at the beginning of a problem solving activity to focus the attention of the group.

## 15. Story Board

**Using a sequence of pictures to tell a story about a particular problem**

Whereas picture codes are used to highlight one particular problem or issue facing a community or group of people, a storyboard is used to raise questions of how one situation leads to another.

## 16. Cycling Around the Newsprint/Flipchart Paper

**Asking participants to share their views on more than one issue**

When working with large groups there are occasions when facilitators may want to find out a group's level of knowledge, beliefs, or attitudes about various aspects of a subject or their experiences on certain issues. On such occasions, a large group discussion can be difficult to handle.

An alternative is to use a technique called "cycling around the newsprint or flipchart paper."

**Procedure:**

a. Write each aspect of an issue on a separate piece of flipchart paper and place the papers where each participant can see them and read them.
b. Each participant then moves around, reads the different headings, and writes her or his personal feeling or belief about the issue.
c. Each participant does this until s/he has written on each piece of flipchart paper.
d. When using this exercise, note that participants usually need less time at each piece of paper towards the end of the cycling, because by this time most of the points have already been written down.

## 17. Debate/Panel Discussion

**Asking participants to present advantages and disadvantages of an issue or several points of view relating to it**

Debate and panel discussion are two similar techniques that provide a forum for discussion. In a debate, the advantages and disadvantages of an issue are presented, while in a panel discussion several viewpoints on an issue, and not necessarily conflicting viewpoints, are presented.

**Debate**
A question, issue, or problem is presented. The issue should have a strong positive and negative aspect that the debaters can argue for and against. There are two teams, each of which argues for a different side of the issue.

**Panel Discussion**
In front of an audience, a number of panellists speak about their viewpoints on a chosen subject . The audience is given an opportunity to ask the panellists questions after their presentations.

The debaters or panellists should think about their input beforehand, so they can offer useful insights. The comments of the speakers may spark off a discussion among the participants.

Competition should <u>not</u> be encouraged. There should be no winner or loser, as there are arguments for and against every issue; participants should accept that everyone has the right to her or his own opinion.

## 18. Devil's Advocate

Deliberately putting forward an undesirable or unpopular point of view to stimulate discussion

This technique involves a participant who acts as a "devil" and advocates risky behaviour or undesirable attitudes. The other participants question and argue in an attempt to defeat the devil's argument, unaware of the deliberate intention of the "devil." The person who takes the role of the devil must be a capable speaker and have the necessary strength of character to raise an unpopular position.

The devil's advocate technique is most often used when dealing with areas of behaviour and temptation. This method helps participants assess some of the behaviour choices they have to make, and think up alternatives where necessary. In arguing with the devil, participants develop skills to help them reason why they do or do not want to behave in a particular fashion. After using this technique, the facilitator must point out to participants that the person taking the role of the devil is not necessarily presenting her or his own opinion, but is only playing a role. Otherwise, participants may be reluctant to volunteer for the role.

The technique of devil's advocate is not restricted to one devil arguing with a large group. The devil's advocate method could also be used to illustrate a peer group asserting pressure on an individual.

## 19. Poetry

Using poetry to allow the participants to reflect and share their views on related issues

A facilitator may use existing poems about a topic to provoke discussion, or may encourage participants to express their own thoughts and feelings by writing a poem.

When using an extract from an existing poem, the facilitator should design a list of questions for the group to answer. These can be reviewed in small groups.

In summing up, ask participants to identify the most important lesson they learnt from the poem.

**20. Letter to the Editor**

Using anonymous letters to address similar problems that participants may have, but do not want to talk openly about

A variation on the case study technique is the use of actual letters that appear on "problem pages" in local magazines and newspapers. These pages are very popular, and relevant letters from these sections can be used as case studies. People generally write to "problem pages" because they cannot, or prefer not to approach anyone about their problem, or because they find it easier to write their problem down than to talk about.

**21. Lecture/Presentation**

Making a formal presentation to a group by an individual speaker

A lecture is a structured and orderly presentation of information, opinion, theory, or fact delivered by an individual speaker or panel. However, lectures can involve audience interaction and participation by allowing time for comments, questions, and feedback. The creative use of visual aids can help capture audience attention.

These are just some of the many different participatory techniques that are used in experiential learning workshops. The facilitator is free to use other techniques, especially if they are geared to bring out maximum participation from the youth.

# THE WORKSHOP P.I.E.

Each LIFE PLANNING SKILLS workshop or training programme consists of three processes: **P**lanning, **I**mplementation, and **E**valuation. Together, these processes make up the workshop P.I.E.

## Planning

There are three main components to every planning workshop:

1. The Participants
2. The Workshop
3. The Facilitators

For each component, the following should be considered:

## 1. The Participants

- What are the attitudes, understandings, and skills that participants are likely to bring to the workshop?
- What expectations will the participants have of the workshop? How much exposure have the participants had on the topic?
- What do you want the participants to have discussed, know, or be able to do by the end of the workshop?
- Do you think there will be conflict in the workshop and have you thought of mechanisms to deal with this?
- How will you deal with participants who arrive late?
- How will you ensure that individuals do not dominate group discussions?

## 2. The Workshop

> **Workshop checklist:**
> ✓ Venue booked, have keys
> ✓ Participants know where to go
> ✓ Familiar with venue—know where power sources and light switches are
> ✓ Child caretaker available if needed
> ✓ Support material and equipment prepared, checked, and functioning
> ✓ Registration forms and name tags prepared
> ✓ Appropriate seating arranged
> ✓ Reference material prepared
> ✓ Adaptors and extension cords available

- Preparation and planning are important, however, be flexible, relaxed, and creative.
- If the workshop is to include a Saturday, check if most of the participants are prepared to work on a Saturday. Allow enough time for people to travel to and from the workshop.
- If the workshop is residential, find out if participants are prepared to stay and whether they will be prepared to work in the evening. Be sure to find out if provisions for childcare at the workshop venue are needed.
- Make sure that your budget will cover the number of participants expected and other workshop costs.

Other key points to consider are:
- Is the venue easy to get to or will transport have to be provided?
- Is the venue booked?
- Will you register people when they arrive? Do you need registration forms?
- Will participants be given materials—a folder, programme, pen, etc.? If you are not giving them materials, do they know what to bring?
- If you are using electrical equipment such as overhead projectors, videos, etc., have you checked that the equipment is working and whether you need to bring extension leads or adaptors?

**Making Workshops Work**
*Welcome and Introductions*
Spend some time getting to know each other. Begin the activity by welcoming the participants and introducing yourself and any co-facilitators. Briefly describe your own background, where you are from, why you are there, your education and training in the field of youth development and ASRH, and what you plan to do in the workshop.

Give participants a chance to introduce themselves, and depending on the size of the group and time available, you may ask them to briefly share some personal information as well. These are activities that are very helpful with new groups.

Start on time and if refreshments are served, make sure they do not infringe on the workshop time. This should be the case in all the workshop activities, not just the first one.

*Aims of the Workshop*
State the objectives of the curriculum as described in the Introduction. Remember to write these on flipchart paper and leave them up for the duration of the workshop.

## 3. The Facilitators
Some important questions to ask:
- Will more than one facilitator be needed for the workshop?
- Do you need to include other facilitators in the programme planning or make them aware of specific information before the workshop?
- Will facilitators who are not leading a particular activity take part in that activity?
- Is there a need for a balance of male and female facilitators?
- Have provisions been made to record the workshop proceedings if need be?
- What are the facilitators' expectations concerning pay, transport, accommodation, food, etc.?

# Implementation
The LIFE PLANNING SKILLS curriculum gives a detailed plan of activities that address different issues and objectives. Remember that you have the flexibility to adapt any of these to suit your group and the resources available to you, including time. The important thing is that learning should take place in a way that can influence and change behaviour of the group.

**REMEMBER:**
It is likely that while discussing sensitive issues such as HIV and AIDS, some of the participants may have emotional responses, which they may need to talk about. These should not be dealt within the context of the group, but individually. Sometimes information may be required that you can provide. However, if the problem is highly emotional it would be best to refer the person to an experienced counsellor.

# Evaluation
The purpose of an evaluation is to assess if:
- Objectives of the programme or activity were met.
- Information imparted was understood.
- The curriculum met the stated participant expectations.
- Any new information was learnt.
- The facilitator was effective in conducting the programme.

Evaluation of the LIFE PLANNING SKILLS curriculum is done mainly at the end of each activity, as well as at the end of each unit and at the end of the entire curriculum. The **Conversation Circle** technique is used at the end of each unit, as it works well with young people and is easy to implement. Note that this is effective with groups of 12 or less. Instructions for working with larger numbers are included in the activity. Make sure to give each group the questions to answer or write them where the entire group can see them.

Here is a list of evaluation techniques that you can choose to use during the workshop.

### 1. Mood Meter
At the beginning of the workshop, prepare a chart called the "mood meter." The mood meter is an instrument for the group's own daily measurement of the mood and atmosphere of the activity. It may, or may not, be directly related to the content of the workshop.

Prepare a chart on newsprint with the total number of activities for that day, or the morning or afternoon, depending on what you are measuring. Write these in a vertical column. In the horizontal rows for each training activity, draw at least three different mood symbols, for example, faces showing happiness, indifference, or frustration/anger.

Participants should place an X or a dot in line with the emotion they are feeling at the end of each activity. This mood meter can be used to discuss the energy level of the group and/or the reasons for success or failure as the programme progresses.

**Example of Mood Meter**

| UNIT | MOODS | PARTICIPANTS' RESPONSES (X) |
|---|---|---|
| Personal, family, and community values | ☺ Happy/Satisfied | |
| | ☹ Frustrated/Upset | |
| | 😐 Bored/ Indifferent | |
| Sexual abuse and family violence | ☺ Happy/Satisfied | |
| | ☹ Frustrated/Upset | |
| | 😐 Bored/Indifferent | |

**2. Flash Feedback**
Participants and facilitators should sit in a circle. Ask the group a direct question, such as, "How did you feel about the day today?" or "What two new things did you learn today?" Each person gives a personal opinion in a very short statement, going around the circle. It is called "flash" feedback because of the speed of the response time. It should not take more than 30 seconds for each person to answer the question. No discussion is allowed as the "flash" is going on.

**3. Evaluation Committee**
At the beginning of each day, two or three participants are chosen, or volunteer, to evaluate the day's events. They may use any technique to gather information from the other participants. Normally, facilitators and the evaluation committee meet immediately following the day's activities to assess evaluation findings, and prepare findings to present before the next day's activities begin.

When using any evaluation technique, you should always ask the group for comments and respond to any issues that arise.

**4. Questionnaires**
Another form of evaluation is a questionnaire to be completed by participants. This can be used to measure a range of knowledge, skills, and experience or to determine participants' expectations of the course. Questionnaires can be given at different stages of the workshop, depending on what you want to measure.

Samples of different workshop questionnaires are included at the end of this section on evaluation. Each can be adapted to meet programme-specific situations.

The facilitator's role is always to ask the opinion of the participants and permit a variety of ideas to be stated during the evaluation process. Remind the group to be constructive in their criticism and to look for ways to improve the programme.

For groups with little experience reading and writing, questionnaires can be administered verbally by the facilitator. Participants can form teams of three to five people, and answer questions verbally as a group. For pre- and post-tests of knowledge, teams can score points for correct answers.

**5. Scaling**
A scale from 1 to 10 is used to measure how participants feel about specific issues, for example, in a final evaluation to assess any expectations and fears that were raised at the beginning of the workshop. In this example, the questions to be asked might be:
- Were we able to avoid the following fears?
- Were we able to meet our expectations?

To answer these questions, each participant places an answer for each question on a scale from 1 (the poorest) to 10 (the best). The points are then added up and discussed. This can also be used to assess other factors of the workshop such as:
- Workshop venue and facilities.
- Content of activities.

- Knowledge and skills gained (pre-/post-test for these).
- Daily schedule.
- Duration of activities and training.

## Sample Questionnaires

### A. PRE-WORKSHOP QUESTIONNAIRE

Name _____

Address _____

1. What do you do? Circle one.
   a. Student
   b. Employed
   c. Other _____

*Note: For low-literate groups the following may be written up on newsprint, and collective answers taken in an open session.*

2. Why do you think you were invited to attend this training?

_____

3. What do you understand life planning skills to mean?

_____

_____

4. What do you expect to learn during this workshop?

_____

_____

5. What fears, if any, do you have about participating in this workshop?

_____

_____

6. Have you ever participated in a workshop on life planning skills before? Circle one.                    Yes                    No

   If yes, where? _____

   When?          _____

7. What did you learn during that workshop?

_____

_____

## B. PRE-/POST-TEST EVALUATION

Here is a sample of a questionnaire that can be used as both a pre- and post-test evaluation. It can be modified to suit the respective group. Photocopy enough copies to give to the participants before you begin the training and again after you have completed the training. Be sure to discuss the results with the participants so that they can see their own growth or improvement.

**INSTRUCTIONS:**        Circle the letter of the one correct response.

1.  Three of the following are body fluids known to spread the virus that causes AIDS. Which one is NOT?

      a.  Blood.
      b.  Sweat.
      c.  Semen.
      d.  Vaginal secretions.

2.  Three of the following are important things to know about before using a condom. Which thing is NOT so important?

      a.  Whether it is made of lambskin or latex rubber.
      b.  Expiration date or date of manufacture.
      c.  Size.
      d.  Whether it has a tip to catch semen.

3.  What is the MOST COMMON way of transmitting HIV?

      a.  Sharing needles.
      b.  Breast feeding.
      c.  Having unprotected sex with an HIV-infected person.
      d.  Receiving a transfusion of HIV-infected blood.

4.  Which is the BEST way to protect yourself from sexually transmitted infections (STIs) and other infections?

      a.  Reduce number of sexual partners to no more than two.
      b.  Have only one sexual partner.
      c.  Use a condom.
      d.  Abstain from sex.

5.  Being assertive means all of the following EXCEPT:

      a.  Standing up for your own rights.
      b.  Dominating others by telling them what they should or should not do.
      c.  Expressing feelings in a positive way.
      d.  Respecting yourself.

6. The MOST COMMONLY abused substance amongst youth is:

    a. Alcohol.
    b. Weed (marijuana).
    c. Tobacco.
    d. Cocaine.

7. Three of the following are things you can do to prevent sexual threats and violence. Which one is NOT very helpful?

    a. Avoid secluded places.
    b. Decide sexual limits and tell them to your partner.
    c. Cry and plead for your life.
    d. Do not accept gifts.

8. Which of the following contraceptive method or methods are MOST effective to prevent unwanted pregnancy and STIs?

    a. Oral contraceptives (the pill) and condom.
    b. The condom alone.
    c. Spermicide and condom.
    d. An intrauterine device (IUD) and condom.

9. The MOST LIKELY time a girl/woman can get pregnant is:

    a. Around the fifth day of her period.
    b. Immediately after her period.
    c. Just before her period.
    d. Around 14 days before her next period.

## C. FINAL WORKSHOP EVALUATION

Please answer the questions below as honestly as possible. You do not have to write your name on the sheet.

1. What one thing about the workshop did you like?

2. What one thing about the workshop were you not happy with?

3. What new knowledge did you learn through this workshop?

4. How are you going to use this knowledge/information?

5.  What new skills did you learn through this workshop?

6.  How are you going to use these skills?

7.  How does what you learnt in this workshop influence you to change your behaviour?

THANK YOU!!