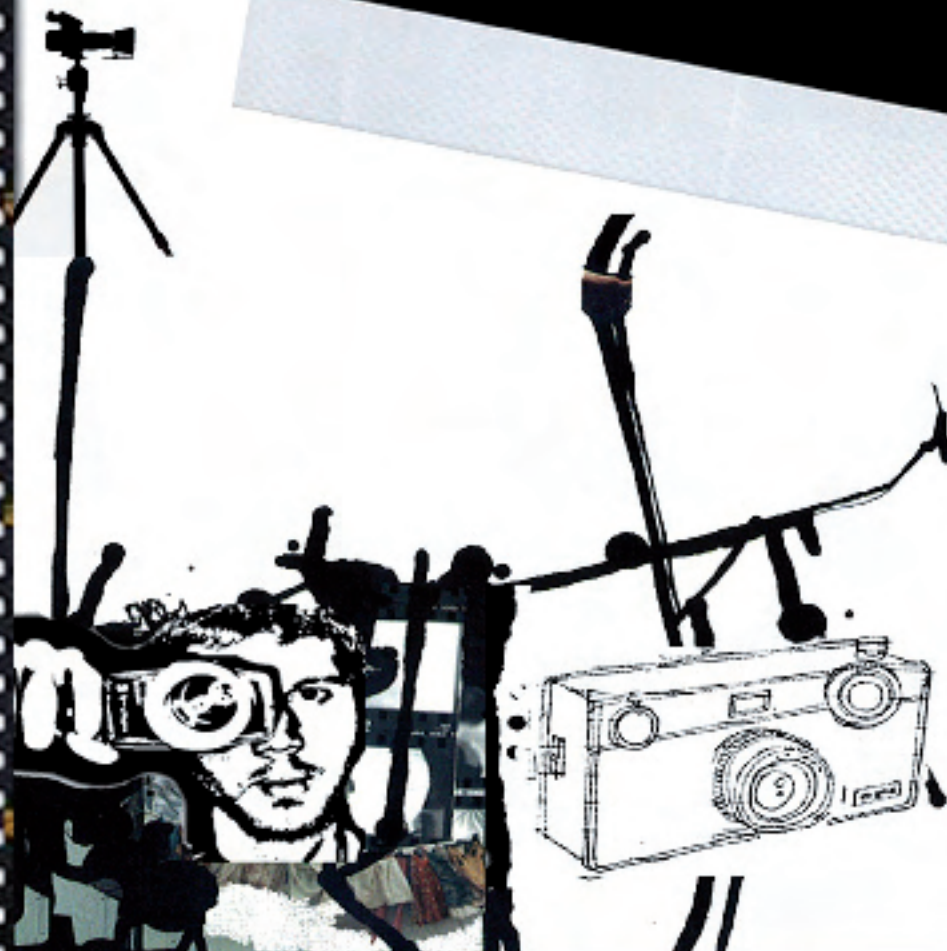




4. Teaching Suggestions





In this chapter various methods are explained which can be used by groups engaging in the Zoom in! project. Methods are suggested for introducing the process, for breaking the ice, for undertaking discussions on the issues and for facilitating the process of taking parallel pictures.

4.1 GETTING STARTED

Creation of Ground Rules

This might be useful if you are working in small groups or if you think, given the subject matter, it might help the participants feel more relaxed talking about the issues.

During the project, participants may want to share experiences and speak up for themselves on some personal or embarrassing issues. For participants to share experiences, it's important to create a safe and open space where people treat each other with respect and where everybody feels comfortable. This space will build support, stimulate discussion and build an environment of equality. It motivates young people to be active in the project. In order to reach this, it's important to establish a set of ground rules with the participants. These ground rules should remain relevant during the whole project.

Let the participants brainstorm the ground rules. Write the comments down and display them somewhere where they will be visible to everyone. The rules might be, for example:

- Respect each other
- Maintain confidentiality
- Don't make fun of each other
- Mistakes are allowed
- Be at ease
- All questions are relevant

Black Box

Talking about these issues can sometimes be overwhelming, difficult and personal. Questions can come up that participants want to have answered but don't feel comfortable asking in an open forum. Put a box somewhere in the room (a shoe box with a hole like a mail box will do fine). Explain that this box will be used for all questions/comments/concerns that participants don't want to share with the rest of the group. Participants can write their name on it if they want the facilitator to answer them personally and privately. Alternatively, the questions can be anonymous, in which case the facilitator can integrate the answer or issue into the next meeting with the group.

Breaking The Ice

Icebreakers are a good way of getting the group to relax and, if necessary, get to know one another.

Stand Up, Sit Down

Invite one person at a time to make a simple statement about themselves. Such as:

- I am a boy
- I have brothers/sisters
- I have kissed another person before
- I have a boyfriend/girlfriend
- I am hungry

In response to the statement, everyone else in the group can stand up if the statement matches themselves or stay seated if they disagree.

Answer the Question

Have everybody introduce themselves by giving their name and age and then answering a key question which can be adjusted to suit the group but might relate to issues or simply act as an icebreaker, such as:

- My first crush
- The person I most admire
- The person I'd most like to meet
- My favourite hobby/pastime

Name and Movement

Invite the group to form a circle. Have one person step forward, say his/her name and make a movement (for example a bow or a jump). The next person steps forward, repeats the name and movement of the first person and then gives his/her own name with a new movement. This continues until everybody has had a turn. The last person in the circle must repeat the names and movements of all participants!

The Story of my Name

Invite participants to come to the front of the room one at a time. Ask them to write their name or nickname on a board or flip chart and then briefly say something about it, for example what the name means, why they were given that name, if they like the name, etc...

I'm European

Give each person two post-it notes. Put two charts on the wall: one headed 'I'm glad I live in Europe because...' and one headed 'I would like to live in ...(pick one of the participating developing countries) because...'. Let each participant finish both sentences, each on a different post-it. Have them put their post-its on the flipcharts. Categorise the different answers and discuss them. What is it like to live in Europe? What would it be like to live in a developing country?

Energisers

Energisers can be used for different purposes. A good energiser should wake up a group and get them laughing and talking again, ready to participate in the activities.

They're a good way of getting everybody energised especially, for example, after a long discussion, halfway through the workshop, or after a break.

Penguins and Flamingos

All but one of the participants are flamingos. They move gracefully through the room, with swinging hands and big, slow steps. One of the participants is a penguin. Penguins move with really small steps, their arms tight to their body. The penguin should try to touch a flamingo. As soon as a flamingo is touched, it turns into a penguin and helps the other penguin to catch all the flamingos. The last flamingo left, wins.

Coin Game


Divide the group into two lines facing each other. Give each line a coin. The first person in each line starts. He/she runs the coins through his clothes, from top to bottom. When done, the coin is passed to the second person in line who does the same, etc. The person at the end of the line runs the coin through his clothes twice and passes the coin back and the process is reversed until the coin reaches the first person in line again. Once the first person has run the coin through his/her clothes and picked it up, the process is complete. The line that completes the process first, wins.

STI Basket

Form a circle of chairs. The number of chairs should be one less than there are participants. One person begins by standing in the middle of the circle with everyone else sitting on a chair. Give each person in the circle the name of a sexually transmitted infection (STI), such as chlamydia, syphilis, or gonorrhoea, etc. The person in the middle calls the name of one of the STIs. Everybody given that STI has to stand up and get to a different chair, with the person in the middle also trying to get one. The person left standing then has to start again. If the person in the middle says "STIs!", everybody has to swap chairs. To make it harder, participants should not be allowed to swap to a chair directly either side of them. The game goes on until everyone is too exhausted to continue!

The Sun Shines On...

Form a circle of chairs. The number of chairs should be one less than there are participants. One person begins by standing in the middle of the circle with everyone else sitting on a chair. The person in the middle starts by saying "the sun shines on..." adding a characteristic of their choice, e.g. "...everyone with brown hair", "...everybody who is a vegetarian", "...everybody who kissed someone last night", etc. Immediately, everybody for whom the statement is correct has to stand up and get to a different chair, with the person in the middle also trying to get one. The person left standing then has to start again. To make it harder, participants should not be allowed to swap to a chair directly either side of them. The game goes on until everyone is too exhausted to continue.



4. Teaching Suggestions

4.2 DISCUSSING SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS IN THE DEVELOPING WORLD

The following methods can be used to facilitate discussion on sexual and reproductive health and rights issues that young people in developing countries face, using their photos and stories.

a) Group discussion

Duration

Depends on the length of the discussion (approx. 15 minutes per issue)

Materials

- Chart or board
- Photos and stories
- Information sheets (for information on the themes and issues addressed in the pictures)

Process

Pick one issue to discuss with the group. Write this issue on a chart or board and let the group brainstorm on the issue.

- What are their first impressions?
- Is this an important issue for them as young Europeans? Why/why not?
- Do they think this is an important issue for their peers in other countries? What about in developing countries? Why/why not?

To supplement the discussion you can use the information sheets. After the brainstorm, you can pass round a picture and story or a couple of photos and stories that address the issue.

b) What's The Story?

Duration

1 hour (if you work with 10 pairs)

Materials

Photos and stories

Information sheets (for information on the themes and issues addressed in the pictures)

Process

Divide the group into pairs. Give each pair a different picture from a developing country or choose to give the same picture to two pairs. Give all the pairs 10 minutes to think about the story that the photo might tell, the story that the photographer had in mind when taking the picture. After 10 minutes, let each pair present their photo and story to the group. If you have two pairs with the same photo, let them present one after another so the stories can be compared. After each pair has presented their story, let one person

from the group read the actual story that belongs to the photo. Discuss the similarities and differences between the story from the pair and the actual story. Also discuss the issue(s) that the photo addresses and the message the young photographer wants to get across.

c) Role play

Duration

Depends on the number of groups (approx. 15 minutes preparation, 5 minutes per role play)

Material

- Photos and stories
- Information sheets (for information on the themes and issues the photos address)

Process

Divide the group in smaller groups of up to five persons. Give each group a photo and a story. Ask each group to present the story in a role play of no more than five minutes. Give them 15 minutes to prepare the role play. After the performance, let the rest of the group guess what the story is and the issue it addresses. Let one person from the performance group read the actual story. Discuss the story and the issue and discuss how this issue plays a role in the lives of young people in developing countries and in Europe.

d) Carousel

Duration

45 minutes

Material

- Chairs
- Photos and stories

Process

Make two circles of chairs in the room, an inner circle and an outer circle. Let each person sit on a chair, with a person in the inner circle facing a person in the outer circle. Give each person in the inner circle a photo and story. First let them discuss the photo with the person in the outer circle. What issue do they think the photo addresses? Ask them to read the actual story and discuss similarities/differences with what they themselves came up with. Have them also discuss the issue that the photo addresses and how it might affect the life of the photographer. After a few minutes, let the outer circle move one chair to the left. Let the people in the inner circle pass their photo and story one place to the right. This will create new pairs, and each pair will receive a different photo and story to discuss. Repeat this for three rounds. End the session by inviting some people to share the discussions they had and the issues they talked about.

e) Different Issues, Different Themes...

Duration

1 hour (if you work with 10 pairs)

Materials

- Photos and stories
- Chart or board with themes
- Tape or drawing-pins
- Information sheets (for information on the themes and the issues the photos address)

Process

Give each pair a photo and story from a developing country. Put each of the 10 themes associated with the photos somewhere on the wall and discuss briefly what they mean. Let each person/pair think about the theme or themes that are relevant to their photo / story and why. Let them present this to the group and put their photo underneath what they feel is the most relevant theme on the wall. At the end of this process, discuss all themes and photos/issues. If there are any themes left without a photo, discuss possible issues that could belong to that theme. Also discuss similarities/differences between the photos/issues from developing countries and issues that they themselves face as European young people. Would they have made the same photos and stories? What would be similar/different?

f) What's My Picture About?

Duration

Depends on the number of groups (approx. 10 minutes explanation, 5 minutes per presentation)

Material

- Photos and stories
- Factsheets and country information
- Various presentation materials

Process

Let all participants (or pairs/small groups) choose one photo and story from a developing country. Give them handouts of the relevant factsheets and country information. Let participants undertake their own research on the context of their chosen photo and story, the issue(s) that it addresses and the country the young photographer lives in. They can use various information channels. Let all participants/groups give a short presentation (5 minutes) at the next meeting on what they have found and how they can relate the findings to themselves and their own context. They can use various presentation materials. Make sure that there is room for discussion after each presentation so the rest of the group can give their reactions, discuss the issue(s).

g) I Agree. I Disagree.

This method does not utilise the photos/stories.

Duration

Depending on the number of statements and the length of the discussion. One statement will take about 10 minutes.

Material

- Two pieces of paper ('agree' and 'disagree')
- Statements

Process

Draw an imaginary line down the room. One end represents 100% agree, the other end is 100% disagree. Position the words 'Agree' and 'Disagree' on two pieces of paper at the either end of the line. Call out a statement. This can be about one specific issue that you just discussed with the group (for this you can make use of the pictures and information sheets), or it can be a general statement on SRHR and young people (for this you can use the information sheets). This depends on the format of the rest of the meeting. Make sure that the statements are designed to trigger people into starting a discussion. For example:

- No sex is the best strategy to prevent unwanted pregnancies, STI's and HIV
- A girl is not ready to bear and raise a child until she is at least 18
- Cultural traditions and values are more important than rights
- People who are infected with HIV should not get pregnant
- Whether or not she has an abortion is the woman's concern alone

Let each person pick a position on the line, depending the strength of his/her agreement/ disagreement with the statement. Then ask the people who have the greatest distance between them why they believe what they do (why they agree/disagree). Also ask for the point of view of a person in the middle. Then let them discuss amongst each other, keeping in mind that it is important for each to be heard and their opinion respected, etc. If a person changes his/her opinion during the discussion, he/she can change position on the line. If a person is convinced that he/she is at the right position on the line, it's up to him/her to try to convince others as well to take the same position. Therefore they have to come up with strong arguments to defend their position. They have to find allies who share their position. End each statement with a short summary of the arguments that came up and, if possible, a conclusion of the discussion.

h) I Have Rights!

This method does not utilise the photos/stories, but uses Worksheet 1.

Duration

Approx. 40 minutes

Material

- Charts or board
- Markers
- Copy of Worksheet 1 for each participant
- 'Take Action' information (see Section: **TAKE ACTION!**)

Process

Divide the group into smaller groups. Give each group a big piece of paper and ask them to divide into a chart of four sections or boxes. Give each person a copy of Worksheet 1: Young People's Sexual and Reproductive Rights. Let each group pick one Right that they think is really important, cut that Right out from the Worksheet and stick it in the middle of the paper. Then:

- In the top left box, the group writes what first occurs to them when they read this Right.
- In the top right box ask them to write how they have experienced this Right in their daily life.
- In the bottom left box they write down why they think the Right is important for young people and what the consequences are if this Right is not acknowledged.
- In the bottom right box the group re-writes the Right in simple words, aiming to make it comprehensible to, say, a 10 year old child.

When everybody is finished, all the charts should be stuck up on a wall or board, next to each other. Each group presents their own chart. After each presentation the group can ask or respond to questions and discuss the things that are on the flipchart. The following questions can help the discussion:

- Were you aware of these Rights?
- Why do you think these Rights are important to young people?
- Do you think these Rights are more important to young people in developing countries?
- What do you think you can do to make sure that these Rights will be acknowledged all over the world? (the TAKE ACTION! section might be useful here.)

(Source: Vos, A., & Vlugt, I van der (2007). Manual for a program on sexuality and relationships in reintegration tracks: for girls in vulnerable positions. Concept. Utrecht: Rutgers Nisso Groep – Dutch expert centre on sexuality)



4. Teaching Suggestions

4.3 ZOOM IN!

PHASE 1: Creating Parallel Photos/Stories

The next step in the Zoom in! project is the creative stage where young participants are invited to take their own photos and tell their own story. This should be done in parallel with one of the developing country photos/stories they have seen. They should be able to choose which photo/story they want to use. It doesn't matter if more than one person chooses the same story – it is important they are happy with their choice, however. It will certainly strengthen the outcomes of the project if a wide variety of photos/stories are selected. They may choose this photo/story for any reason: for example, the issues it deals with may have shocked them, or it may address issues they have never thought of, or they may relate to their peer's concerns in some way. It is important that they should want to share their thoughts/opinions on the issue through their own photo/story.

The following methods can be used to help facilitate the process of dividing the photos among the group and help instruct the group on taking their own photos and writing their stories.

a) What Do You Want to Say?

Duration

20 minutes

Material

- Board or chart

Process

Give a short recap, showing the pictures from developing countries and the issues that they address (regarding sex, sexual health and reproduction). Ask the group what sort of photos, as young Europeans, they might take to illustrate the issues and what stories they might write. Brainstorm with them and write their responses on a board or chart.

Afterwards, explain the next step of the project to them and let them choose the photo/story they wish to pair with. Explain when and how they should deliver their parallel photo and story. Please refer to the **APPENDIX** for photography tips.

b) Which One?

Duration


20 minutes (depending on the time they need to agree on who gets which photo)

Material

- Post-its

Process

Display all 25 photos/stories from the developing countries. Give everybody a chance to look at the photos and read the stories (and note the themes referred to in each story). Ask them to write their name on a post-it and stick it to the picture they would most like to use for their parallel picture. If there is not a very even spread selected, with some pictures over popular, try the process again, suggesting that participants now choose their second choice. Alternatively, encourage them to think more creatively and 'outside the box'. Challenge them to take on some of the more complex photos/stories. Once the process is complete, provide each person with a copy of the relevant photo/story to take away with them (it may be worth keeping the original photos/stories on display for the duration of the project if this is possible). Explain when and how they should deliver their parallel photo and story. Please refer to the **APPENDIX** for photography tips.



4. Teaching Suggestions

PHASE 2: Presentation of the Parallel Photo/Stories

The following methods can be used to help facilitate the process of presenting the parallel pictures and stories to the group and discussing the results.

c) Gallery

Duration

30 minutes

Material

- Photos and stories from developing countries
- Photos and stories from young participants

Process

Display all photos and stories from developing countries and their parallel photos and stories from young participants on the wall. Let people walk around to look at the photos and read the stories. If people want they can discuss their photo and story, but of course they may also choose to stay anonymous. End the session by asking for reactions from the group.

- What do they think of the photos and stories?
- What do they think about the issues that the photos address?
- What are the similarities/differences with their parallel photos from developing countries?

Option

It may be an option to have a practice round first, particularly if participants are using digital cameras. This can help clarify thinking and improve photography, but it may also take away the spontaneity of young people's reaction.

d) Carousel

Duration

45 minutes

Material

- Chairs
- Draft photos and stories from young participants

Process

Make two circles of chairs in the room, an inner circle and an outer circle. Let each person sit on a chair, a person in the inner circle faces a person in the outer circle. In pairs, let them discuss their pictures and stories with each other (if it's a practice round, let them share ideas on stories, ideas on how to improve the photos, etc).

After a few minutes, the outer circle moves one seat to the right. This will create new pairs for discussion. Repeat this for three rounds. End the session by letting some or all participants share their thoughts on their final pairs of photos/stories, or, if this is a practise round, what their final pairs might look like.



4. Teaching Suggestions

4.4 EVALUATION

a) Opinions of the chair

Put a chair in the middle of the room. Invite participant to stand on it and say something about the workshop/project (I had fun today, I learned a lot today, I'm tired, etc). If participants agree they come closer to the chair, if they disagree they move back from the chair. Change the person on the chair (voluntarily), until most opinions on the workshop/project are covered.

b) In one word...

Let each participants give their opinion on the project in one word. No word can be used twice.

For more methods and energisers:

- Games for adolescent reproductive health – an international handbook
www.path.org/files/gamesbook.pdf
- 100 ways to energise groups: games to use in workshops, meetings and the community:
www.aidsalliance.org/graphics/secretariat/publications/ene0502_Energiser_guide_eng.pdf.
- Games and exercises – a manual for facilitators and trainers involved in participatory group events: www.unssc.org

4. Teaching Suggestions

4.5 POSSIBLE OUTLINE FOR CARRYING OUT THE ZOOM IN! PROJECT

The following outline can help you facilitate the Zoom in! project. The outline is based on the suggested methods in 4.1 – 4.4.

Time	Activity & Method	Ideas-suggestions
5 min	Welcome	
5 min	Ground rules	Make sure, even if the Participants are familiar with each other, that you take time for the introduction. Ground rules create an open and safe space for participants to share ideas and experiences. See 4.1- Ground Rules
10 min	What is Zoom in! - Goal - Issues (SRHR) - The photos and stories from peers in developing countries	You can use the INTRODUCTION part of the pack See 4.1- Name and Movement
5 min	Let's talk about sex - Group discussion on the issues of sex and reproduction in general - Some facts on young people in developing countries (see COUNTRY INFORMATION Section)	Make sure participants feel comfortable sharing their ideas and thoughts on the issues. They should have the opportunity to keep their issues anonymous See 4.2-a

Meeting 2

Time	Activity & Method	Ideas-suggestions
5 min	Welcome and recap meeting 1	Make the link from the brainstorm on sex and reproduction and the facts on young people in Meeting 1 to the issues young people in developing countries face in their daily life and that have been captured in photos and stories.
40 min	Role play	See 4.2-c
5 min	Wrap up	

Meeting 3

Time	Activity & Method	Ideas-suggestions
5 min	Welcome and recap meeting 2	Make the link between the issues covered by the photos and stories and sexual and reproductive health and rights. See FACT SHEETS section to facilitate this process
40 min	I have rights	See 4.2-h
5 min	Wrap up	

Meeting 4

Time	Activity & Method	Ideas-suggestions
5 min	Welcome and recap meeting 3	Make the link between the issues young people face and the rights they have, and the importance of awareness and discussion of these issues.
40 min	I agree, I disagree	See 4.2-g
5 min	Wrap up	

Meeting 5

Time	Activity & Method	Ideas-suggestions
5 min	Welcome and recap meeting 4	Consider the situation for SRHR in developing countries and the situation in Europe and what similarities and differences there are. Explain that they now have the chance to capture their daily life and/or their opinion in a photo and story.
20 min	What do you want to say	See 4.3-a
20 min	Which one?	See 4.3-b
5 min	Wrap up	

Between Meetings 5 and 6

Time	Activity & Method	Ideas-suggestions
Homework	Take photos, write stories (young participants)	
Homework	Develop/collate photos/stories (teacher/facilitator)	

Meeting 6

Time	Activity & Method	Ideas-suggestions
5 min	Welcome and recap meeting 5	Recap the process just complete: taking photos, writing stories.
10 min	Looking back: how did it go?	Let the participants share their experiences and ideas during this process.
30 min	Gallery	Display the pairs of photos/stories from developing countries and from the participants. See 4.3-c
5 min	Wrap up	

Meeting 7

Time	Activity & Method	Ideas-suggestions
5 min	Welcome and recap Meeting 6	Link the experiences of participants to the possibilities they have of standing up for their rights and the rights of their peers in developing countries.
35 min	Follow-up activities	<p>Discuss and plan possible follow-up activities with the photos and stories to create more awareness of the issues, advocate for young people's rights, raise money for charity, etc. (for example an exhibition, an article in the newspaper, etc).</p> <p>See TAKE ACTION section of the pack.</p>
10 min	Evaluation and wrap up - Look back at goal of the project - is it realised? - Opinions of the chair...	Give participants the option of sharing their opinions on the project. Discuss whether they think they are more aware now of the SRHR issues their peers are facing in developing countries, etc.



4.6 YOUNG PEOPLE'S SEXUAL AND REPRODUCTIVE RIGHTS*

<p>You have the right to be free to enjoy and control your own sexual and reproductive life, without infringing on the rights of others.</p> <p><i>Only you can decide over your own body, nobody can force you to do anything you don't want.</i></p>	<p>The right to information and education related to your sexual and reproductive health, so you can make decisions of your own free will.</p> <p><i>To exercise your rights around sexual and reproductive health, you need knowledge. This includes knowledge about the male and female body, about contraceptives, about HIV/AIDS and about your rights, etc...</i></p>
<p>The right to equality and to be free from discrimination. Everybody is equal, whether you're a boy or a girl, married or unmarried, whatever your sexual orientation, religion, etc.</p>	<p>The right to be free from sexual violence and sexual abuse.</p>
<p>The right to decide if you want to have children or not.</p> <p><i>This also means that contraceptives, like condoms, need to be available and affordable.</i></p>	<p>The right to express your views freely about all matters that affect you. Particularly in relation to your health, development and wellbeing.</p>
<p>The right to choose if you want to get married or not.</p>	<p>The right to good quality health care.</p>

*Based on the IPPF Charter on Sexual and Reproductive Rights