



Auntie Stella

Teenagers talk about sex, life and relationships



TRAINER'S HANDBOOK



Training and Research Support Centre, Zimbabwe



Teenagers talk about sex, life and relationships

Acknowledgments

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TARSC is interested in hearing how and where you have used *Auntie Stella*, and what you think about it, so please let us know. Contact the *Auntie Stella* team at info@auntiestella.org or admin@tarsc.org.

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INTRODUCTION

In October 2005, TARSC launched the revised version of *Auntie Stella: Teenagers talk about sex, life and relationships* – a reproductive health pack for young people. Known simply as *Auntie Stella*, the pack includes question and reply cards and the *Facilitator's and Adaptation Guide*. This *Trainer's Handbook* provides additional guidelines on training *Auntie Stella* facilitators in the methodology and techniques recommended.

Training is not essential for experienced facilitators who are familiar with working with young people and are willing to take the time to read the 40 letter and reply cards in the *Auntie Stella* pack and the key sections of the *Facilitator's and Adaptation Guide*. However, our experience has shown that most facilitators benefit most from one or two days' training in *Auntie Stella* and the opportunity to become familiar with its content and the different ways it can be used.

This handbook is, therefore, designed for trainers who will be training facilitators on how to use the *Auntie Stella* toolkit. It outlines a one to one and a half day training programme and covers the sessions listed below. You can alter these sessions and their content according to the needs of your own group. Timing, too, is given only as a guideline.

- Session 1: Workshop introduction (40 minutes)
- Session 2: Helps and hinders (45 minutes – optional)
- Session 3: Basic method (80–90 minutes)
- Session 4: Objectives and context (20–40 minutes)
- Session 5: Pair reply and other methods (40 minutes)
- Session 6: The role of the facilitator (30–90 minutes)
- Session 7: Theme sessions (60–80 minutes)
- Session 8: Challenges for the facilitator (90 minutes – optional)
- Session 9: Looking ahead (40–60 minutes)
- Session 10: Evaluation and close (30 minutes)

Session guides include an overview of aims and a description of the tools required. However, there are many ways of reaching the same goal and you may wish to use your own tools and methods. Ice-breakers, energisers and concluding activities may also be added as appropriate. We suggest you use the 'Ball game' as a review energiser after lunch if you're doing a one-day workshop; or as the opening activity on the second day (see 'Tips for trainers' on page 7).

Handouts are described in each session guide. You may also want to give each participant a copy of specific pages of the *Facilitator's and Adaptation Guide* if they don't have the complete booklet. Relevant pages are suggested in each session guide.

This manual assumes that the participants attending an *Auntie Stella* training workshop are:

- Familiar with participatory training methods;
- Comfortable about exploring issues of sexuality and reproductive health with young people;
- Well-informed about these issues.

If this is not the case, extra training is recommended.

Auntie Stella in context

Since *Auntie Stella's* launch, TARSC has distributed several thousand copies of the English version to both civil society and governmental organisations, particularly within the southern and east African region. We also distribute *Auntie Stella* in several other languages, including Ndebele, Shona, Kiswahili and, from 2007, Portuguese and French.

The high demand for *Auntie Stella* in such a short period of time demonstrates a growing interest in materials generated with and for young people which reflect their real experiences and concerns. The feedback from organisations working with young people and, importantly, from young people themselves, is that the letters to Auntie Stella provide an excellent tool for generating discussion among young people, and between young people and their wider community, on important and often sensitive issues.

It is not only the material itself that has generated this positive response but also the context in which it is being used. The *Auntie Stella* pack is primarily about changing the way we – both youth and adults – interact with each other. It is about giving young people the confidence and skills to challenge assumptions, to question values and unfair social differences, and to recognise their right to participate in decisions that directly affect them.

This involves a fundamental shift in the way institutions work with young people. It is no longer enough to agree that they have a right to a safe, supportive environment, to good health care and to education. We have to go beyond this and develop those very institutions – families, schools, health centres, youth clubs, religious centres and other places where young people can congregate – in such a way that they listen and respond to the needs and priorities of young people and allow them to play a role in shaping the way these institutions function.

In this context, young people's participation is not a bonus but an essential ingredient in building a strong, articulate new generation, able to make the right decisions for a better future. Auntie Stella is a part of this much larger process of change. Auntie Stella's impact on young people's lives will not be measured by how many copies were distributed or in how many languages; it will be measured in relation to the changes it brought about, however small, in the way all of us – young and not so young – think and act, and whether it has influenced the way we relate to each other.

This *Trainer's Handbook* is written with these ideas in mind. We hope you find it useful in your work with young people.

The Auntie Stella pack is about changing the way we – both youth and adults – think and act and how we interact with each other.

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WORKSHOP INTRODUCTION

Overview

We recommend you start the workshop with an exercise which creates a relaxed atmosphere and allows participants to get to know each other. It also introduces the basic concepts underlying *Auntie Stella* – the value of young people’s full involvement in programmes and organisations intended for their benefit. We use the ‘Four-squares exercise’ described in the box below.

You then introduce the workshop programme and objectives, linking them to key points from the exercise.

TIME 40 minutes

MATERIALS

- *Auntie Stella* packs (preferably one for each participating organisation or geographic grouping)
- A handout of your workshop programme
- The objectives of the workshop written on flipchart paper. We used these:
 - To deepen our understanding of participatory approaches to working with young people and the roles of youth, facilitators and community institutions;
 - To share experiences and knowledge in youth reproductive health education and training;
 - To become familiar with the *Auntie Stella* youth reproductive health pack and the different ways it can be used;
 - To plan how *Auntie Stella* can be used in our work

PROCEDURE

- Welcome everybody, briefly describe the focus of the workshop and introduce the facilitators and administrators.
- Participants then introduce themselves round the circle, giving their name, organisation and the nature of the work they do with youth.

Four-squares exercise

- 1 Introduce the ‘Four-squares exercise’. Divide a piece of flipchart paper into four equal squares or boxes. In each of the squares, write a question, as follows:

Square 1 – *Who are we?*

Square 2 – *What excites us about working with young people?*

Square 3 – *What challenges do young people face in our community?*

Square 4 – *How can we help create a safe and healthy environment for young people?*

Explain to participants that they will be working in small groups, and that they must **draw**, not write, the answer to each of the four questions. Each group must complete all four boxes.

- 2 Divide participants into groups of 5–8 (preferably no more than five groups). Give each group some flipchart paper and let them work on the exercise. Set a time for the group work (10 minutes). When they are ready, each group comes forward to explain their squares. Display each one after it has been presented.

- 3** After all the groups have reported back, summarise the discussion and add that the points they raised lead into an important issue. For example:

'We see from Box 2 that young people are full of energy, creativity and adventurousness (use their ideas from Box 2) and we have identified in Box 4 ways to create a safe and healthy environment (again, give examples from Box 4), so why do you think the challenges for young people in Box 3 remain so strong?'

Call for and discuss any suggestions and, if not yet raised, add that the 'missing link' is that young people are rarely involved in the institutions and programmes that are intended to deal with their problems. Society seldom takes advantage of their talents, experiences and potential. This is often a major obstacle to the success of any development or health programme.

(Note that while making these points it is important not to lecture but to ask questions. As much as possible, try to get participants to make the links, rather than you. Spend no more than 5 minutes on this part of the session, otherwise it will drag.)

- 4** Conclude by saying that this is the gap *Auntie Stella* tries to bridge; its creation was determined by the stories and experiences of youth. The methods for using the cards – which the participants will be exploring through the workshop – are participatory and empowering, giving the youth themselves the tools and strength to take action to deal with their problems.

Four-squares
exercise
continued

- Show the pre-written workshop objectives. Ask for participants' views. Stress that you will not only be talking about youth learning but also changes in action and behaviour, and what makes these happen.
- Give out the workshop programme handout and go through it.

TIPS FOR TRAINERS

Energisers

As in any training programme, this workshop benefits from the use of energisers at any point where participants' energy is flagging. We suggest that you ask for volunteers to choose the energisers and then lead them but have several of your own ready to introduce when necessary.

We also recommend that at the beginning of the second day (or after lunch in a one-day workshop) you use the 'Ball game', a special 'review energiser' to remind participants about what they have learnt so far and to give you an idea of their response.

The ball game

You will need newspaper, plastic bags and elastic bands – enough for a volunteer to make a ball.

Participants and you form a circle – preferably out-of-doors. Throw the ball to someone in the circle. Before they throw it on, they must say something they learnt during the previous day's workshop. Make sure everybody in the circle gets a turn (including you).

HELPS AND HINDERS

Overview

Depending on the length of your training workshop and the experience of your facilitators, it may be useful to include an exercise that looks at some basic principles around participatory learning and action which is the key methodology underpinning *Auntie Stella*. The tool we suggest you use is called 'Helps and hinders'. This tool also explores what participants think about how young people learn, the factors that influence the way they think and act, and how these help or hinder their ability to improve their lives. This tool is particularly effective if participants come from a formal education or teaching background.

TIME 45 minutes

MATERIALS

- Pieces of paper or card (A5, four per group); marker pens, stickystuff
- Four large cards headed: 'Helps', 'Hinders', 'Both', 'Not sure'

PROCEDURE

Helps and hinders

- 1** Ask participants to get into groups of three or four, preferably with people they don't know.
Explain the task. Each group should discuss ideas about what helps and what hinders young people in learning (in all settings, not just a workshop) and also in taking action (integrating what they learn into their lives).
Ask each group to write two ideas for what helps and two for what hinders young people in learning and taking action. They use the A5 cards you gave out, putting one idea per card. Set a time for the task (10 minutes).
- 2** Stick up the four signs along a wall or board during the group work.
Ask groups to stick up their papers under the 'Helps' and 'Hinders' signs.
Go through each list, asking for volunteers to explain their ideas and commenting yourself.
Ask if there are comments, queries or disagreements. If there are differences of opinion or overlaps, move the papers to either the 'Both' or 'Not sure' signs. Encourage discussion on key issues.
- 3** If it hasn't been raised, stress the need to look not just at individual behaviour but also at the importance of the larger environment – policies on health and youth rights, the role of youth and health programmes and services, the issue of economic security. Ask them which category they'd put these elements into and add them to the list.
Discuss how we can turn the 'Hinders' and 'Both' forces into elements that help.

TIPS FOR TRAINERS

Some points to bring out

- People learn best when they draw on their own experiences, when the information is relevant to their own lives and when they are given the opportunity to debate and explore issues in a non-threatening, relaxed environment. Young people are usually most relaxed talking amongst themselves, without adult interference.
- Youth action is more likely to take place if young people are given sufficient information, skills and confidence to articulate their needs, and when they have support from their peers, family and wider community.



BASIC METHOD

Overview

In this session, participants are introduced to the *Auntie Stella* cards by direct experience, using them in small groups as if they were the target youth group. We recommend you allow at least one hour (if possible, longer) for this exercise so that each group can work through two to three cards. They then discuss the process, and how they found the experience.

TIME 90 minutes total (10 minutes introduction, 60 minutes group work, 20 minutes report back and discussion)

MATERIALS

- Copies of the *Auntie Stella* pack (if possible, one per group of 6 to 8 people)
- Copies of the *Auntie Stella* cards and Topic List, one per participant (A4 card or photocopy page 8 of the *Facilitator's and Adaptation Guide*)
- If needed, copies of pages 12 to 15 of the guide, one per participant

PROCEDURE

- Start by asking participants to remember how they felt the first time they were attracted to someone and tried to start a relationship. Elicit a few experiences, briefly – from both men and women.
- Note how much participants enjoyed telling and hearing the stories (this is usually true, irrespective of the age of the participants). Comment that young people all over the world face similar experiences, whatever their contexts and cultures. Ask who young people go to for advice.
- Find out if anyone has read letters to 'agony aunts' in the problem pages of magazines. Ask whether the ones they know are helpful.
- Explain that *Auntie Stella* is based on the same format, with youth writing letters about many aspects of their lives – their sexual, social and other relationships.

Auntie Stella basic method

- 1 Show examples of the *Auntie Stella* question and answer cards, explaining how they work. Stress the importance of the Talking Points and Action Points. Make it clear that they should read the question card and discuss the Talking Points before they look at the answer card.

Give everyone a copy of the *Auntie Stella* cards and Topic List. Give participants time to read through them.

Explain that they're going to form groups and get a taste of using *Auntie Stella*.

They choose the card (or cards) they want to work through. Tell them the time limit is an hour, so they may be able to look at two or more cards, depending on how much time their discussion takes. Stress that it's important to do the Talking Points and Action Points too.

Note: There may not be time to do some of the more involved activities, such as debates, quizzes or research projects. That's okay – instead the group can talk briefly about the activity, and move on.

- 2 Ask them to form groups of six to eight, discuss which card they want to start with, and come to fetch it. Hand out only the question cards at this stage. Give out answer cards and new cards as groups ask for them; otherwise leave them alone unless they have queries.

Group task time: 60 minutes.

- 3 In plenary, ask: *What was it like to use the cards?* Let participants call out adjectives and short statements (for example, *taught me things, fun, like real life, disagreed with Auntie Stella's reply, made me question my values*). Write them on a flipchart as they call out. Summarise – very briefly, as you can refer back to these ideas in the next session.

Make sure all the cards are returned to you. Then put them back in order, ready for Session 5.

TIPS FOR TRAINERS

Your role as a facilitator during this session

Make sure that you follow the key advice for facilitators given on pages 9–10 of the guide, being careful to leave participants to have discussions on their own. Only come in if you can see they are having a problem (not talking, using pen and paper like in a school room setting, they have a question to ask you, and so on). This is especially important if you are an adult training young people.

Using roleplay

One alternative is for participants to read the question card and then roleplay the situation in it before moving on to the Talking Points. This method, introduced by the Shingirirai group in Mabvuku, Zimbabwe, works well with people who prefer acting to reading as a form of communication. Roleplay helps less confident participants to open up, increases the level of participation and frees people to think creatively about possible solutions to the issues being addressed.



OBJECTIVES AND CONTEXT

Overview

This session introduces the objectives of *Auntie Stella* and the contexts in which we see it operating, especially our emphasis that behaviour change cannot happen at an individual level alone. We suggest that you start by discussing the objectives, and then relate them to participants' experiences in using *Auntie Stella* so far.

There is an optional activity in which participants can further explore some of the influences affecting the way young people think and behave – at individual, peer, family, community and environmental level.

Throughout this session, we suggest you emphasise the importance of the Talking Points and Action Points, though of course this will happen throughout the workshop.

The 'Tips for trainers' box gives additional ideas; these are largely for your background information.

TIME 20–40 minutes (20 minutes for Activity 1; 20 minutes for the optional Activity 2)

MATERIALS

- *Auntie Stella* packs, at least one per group
- The objectives from page 6 of the guide, written on flipchart paper
- Flipchart paper and markers
- Optional handout or flipchart sheet: How Auntie Stella helps young people (see 'Tips for trainers')

PROCEDURE

Auntie Stella objectives

ACTIVITY 1

- 1 Show participants the flipchart with the objectives from page 6 of the guide and show where they come from in the guide.

As you read through them, ask participants whether they saw any of these objectives being met when they worked with the cards in the last session – in the content, the methods or in the Talking Points and Action Points. Ask leading questions or add examples where necessary. The box opposite will give you some ideas if you need them. Set a time limit of 15 minutes – don't let this session drag on for too long.

- 2 Summarise the discussion on objectives. Tell participants that *Auntie Stella's* responsibility (and our responsibility as facilitators working with young people) is to increase young people's knowledge on a wide range of issues, to boost their confidence and to develop their skills. This will enable them to engage more effectively with their wider environment (peers, family, society, its institutions and policies) in relation to their sexual health. *Auntie Stella* does this in a number of ways which participants will encounter in the next few sessions as they continue to break up into groups and use the kit.

Objectives

- Create a relaxed atmosphere where youth can freely discuss issues relating to their bodies, feelings, relationships, sexual health and behaviour.

Refer back to the list participants generated in the previous session on how they felt using *Auntie Stella*. Were they relaxed? Was it easy to talk freely? Ask participants to reflect on the role the facilitators played while they were working on the cards (Where were we sitting? Did we listen to your discussions? What was our role?). Point out that nobody was checking on them or listening in and that this is an important factor in meeting this objective.

- Provide them with accurate information about themselves and their bodies.

Ask participants whether there were any examples in the cards they used in the previous session that fulfilled this objective. How did *Auntie Stella* respond to misinformation (myths and misconceptions)? Have some examples ready to use in case participants have missed them.

- Help them weigh up their options and support each other in making and maintaining wise decisions.
- Provide them with the skills to plan, communicate, negotiate, ask for help, say firmly what they need and want, and interact with institutions, families, partners and friends.

For the two objectives above, note that Auntie Stella rarely tells young people what they should actually do: instead, she helps them to see their options, encourages critical thinking and provides them with the information and skills needed to make responsible decisions. Again, ask for examples from the cards and make sure you can give your own. Note that the Talking Points and Action Points use a range of activities (for example, roleplays, debates, quizzes, research projects) to build up these skills.

- Encourage young people to use health and community services and play a role in ensuring these institutions meet their needs.

Again, ask for examples from the cards. One good example is to discuss how youth can make sure their clinics are youth-friendly. Emphasise that the *Auntie Stella* toolkit aims to develop skills in strengthening communication and dialogue with youth service providers.

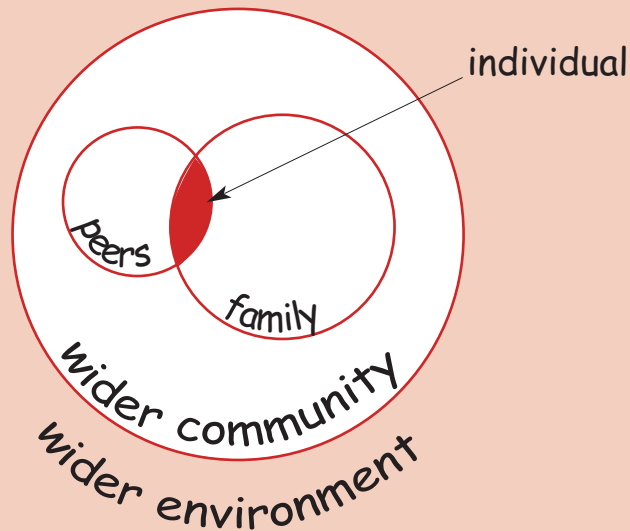


It is fine to end this session after Activity 1. However, if you want to get into more detail on the methodology underpinning *Auntie Stella*, we suggest you include Activity 2 in your programme. Experiment, and see what works best for you as a facilitator and for the group/s you work with.

The individual in context

ACTIVITY 2 (optional)

- 1 After going through the objectives in Activity 1, draw the diagram below on a piece of flipchart paper. Discuss how this diagram shows that young people don't live in isolation from their larger environment. They are influenced by their peers, family, wider community and environment.



Ask participants to look at the diagram and give examples of the various influences on what young people think and do – from peers, family, community and the laws, policies and economic climate where they live.

Participants will come up with a range of answers. Here are some points to help you facilitate this session:

A young person's way of thinking and behaving is influenced in multiple ways:

- **At the individual level** – a young person's knowledge, perceptions, confidence and skills all influence their ability to make and sustain changes in behaviour;
 - **Peers, family and community** – through the values and ideas of a society, types of role models, the opinions of friends and family, religious beliefs, relevance of community programmes and services;
 - **The wider environment** – this level relates to existing national policies (for example, on sex abuse, gender rights, orphan support), economic conditions, and availability of services and institutions.
- 2 Ask for examples of difficult situations young people face.
Note that often it isn't the individuals' behaviour that needs to change but the situation in the environment around them. For example, if a young woman is being sexually harassed and needs help, it's not enough to question her behaviour. Or when an orphan needs financial and emotional support so she

doesn't resort to sex work to support her siblings, we need to question why there are no laws or support institutions in place to assist young people in her position.

The individual in context continued

- 3** Summarise the discussion and stress that we cannot just focus on young people and ask them to change their behaviour without providing strong support structures at family, community and environmental levels. Conclude by stressing that *Auntie Stella* aims to make youth aware of the different issues that affect and influence them – culture, peers, family. They need to think critically about these influences and decide where they are helpful and where they are harmful. The pack also encourages youth to make their voice heard in areas, institutions and decisions that affect them.

TIPS FOR TRAINERS

How *Auntie Stella* can help young people

You may want to share this list of ways that *Auntie Stella* can help young people – through Auntie Stella's replies and the Talking Points and Action Points. These are the issues the *Auntie Stella* team aimed to cover when developing the pack – to make sure youth were given sufficient support in promoting positive changes in behaviour. Write this list on flipchart paper, or give it out as a handout.

Personal level – as individuals

- Increase accurate information (on safe sex, puberty, services, and so on)
- Decrease myths and misconceptions (false ideas)
- Increase young people's ability to assess the risks they face
- Increase ability to see options and weigh up pros and cons of a decision or action
- Increase self-esteem
- Increase confidence in their ability to act wisely to get what they need
- Increase their skills in accessing services
- Increase their skills in communicating and negotiating
- Increase their skills in making plans for change and working out how to carry them out successfully

Community level – social services and social action

- Increase the support given to youth by peers, family and community
- Increase young people's use of and involvement in health and community institutions
- Promote equality in attitudes and behaviour towards young men and young women
- Decrease stigma and discrimination
- Increase support for young people living with HIV and AIDS, and those affected by it

Environmental level – policy/laws

- Increase young people's motivation to create alliances with relevant institutions and authorities so they can bring about change
- Encourage youth to struggle and advocate for the rights of young people, especially their rights to reproductive health, and the rights of women and girls.

PAIR REPLY & OTHER METHODS

Overview

This session, like session 3, gives participants direct experience of using the *Auntie Stella* cards. This time they work through a pair reply session, where pairs write their own replies to a chosen *Auntie Stella* card (and only later see Auntie Stella's reply); this increases their confidence in their own problem-solving skills.

They then read briefly about two other methods of using the cards and work out the advantages of each method, reinforcing their awareness of the overall objectives of *Auntie Stella* and the importance of varying use of the cards.

TIME 40 minutes (20 minutes pair work, 20 minutes report back and discussion)

MATERIALS

- *Auntie Stella* cards
- If needed, copies of page 16 of the guide

PROCEDURE

- Explain that there are several other ways of using *Auntie Stella*. Discuss the advantages of varying the methods (for example, to stop youth getting bored and to draw on their differing interests and talents). Say you're going to use one of these methods now, called the 'Pair reply method'.

Pair reply activity

- 1 Explain the task. Participants get into pairs (or threes), look at their cards and Topic Lists, and choose a card they haven't worked on before. Tell them they will read the letter to Auntie Stella and then write their own reply. Then they will collect and read Auntie Stella's reply. (Task time: 20 minutes)
- 2 Back in plenary, ask one pair to read the letter to Auntie Stella and then their own reply. Ask someone else to read Auntie Stella's reply. Discuss these questions: *What was similar about the two answers? What was different? Why?* Briefly look at some of the Talking Points and Action Points on the card and comment on how they provide opportunities to practise skills, build up confidence and make future plans.
Do this again with one or two more pairs.
- 3 At the end, stress that, through practice, they are discovering one of the strengths of *Auntie Stella* – it empowers young people to be good decision-makers. Emphasise how this type of session (and the cards in general) help to develop young people's skills in making decisions by weighing up options.

Auntie Stella's reply does not tell young people what to do but encourages them to look at the choices available to them. This fits in with the objectives of *Auntie Stella*, as discussed in the previous session. The skills acquired here can equally be used by peer educators and counsellors – of any age – when working with young people.

- Have participants look at page 16 of the guide, or their handout copies. Ask volunteers to read the descriptions of the three other methods out aloud. After each one, make sure everyone understands the process and discuss the advantage of each session type. (See: 'Tips for trainers' below for basic ideas, but participants often come up with their own.)

TIPS FOR TRAINERS

Advantages of the various session types

Pair reply sessions

These give all participants a chance to suggest their ideas to a trusted partner. They also gain experience in working out and weighing up options, so they realise that they can be wise decision-makers.

Own letter sessions

These allow participants to raise their own concerns anonymously and discuss real problems in their lives. The facilitator also has the opportunity to find out about the group's main concerns.

Single-sex sessions

These are useful for discussing issues people may be shy to talk about in front of the opposite sex (periods, wet dreams, erections) and to share personal experiences and concerns they may not usually talk about.

They will then have more confidence if they later share their discussion with members of the opposite sex.



ROLE OF THE FACILITATOR

Overview

This session encourages participants to explore the qualities of *Auntie Stella* facilitators and the different roles they play when participants are working in small groups, in plenary or when they are doing review sessions.

We have given a long and a short version of the session, with estimated timing, so you can select what suits you best. Both versions follow the same pattern but with different activities.

To begin, participants identify the difference between formal teaching and participatory facilitating. They then read and discuss the facilitator's role section of the guide, and finally groups explore the usefulness and methodology of the three session types – small group, large group and review sessions.

TIME 30–90 minutes, depending on which version you choose

Version A : 90 minutes (30 minutes for the pin-ups; 10 minutes reading the guide; 50 minutes for group work and report backs)

Version B : 30 minutes (10 minutes each for reflection, read and discuss, and presentation)

MATERIALS

- For the Pin-ups exercise: two small slips of paper per participant; sticky-stuff
- If needed, copies of pages 9 to 11 and 21 to 22 of the guide

PROCEDURE

Version A (90 minutes)

Pin-ups exercise

ACTIVITY 1 (30 minutes)

- 1 Tell participants that you are going to explore what *Auntie Stella* facilitators must do and the qualities they need.

Ask two volunteers, a male and a female, to stand at the front of the group, facing the wall, with their arms spread out. (Alternatively, draw two lifesize people on large pieces of flipchart paper taped together, stick these pictures on the wall and use them during this exercise.)

Put participants into pairs and give each pair two slips of paper. Ask them to share ideas on what they think the difference is between facilitation and teaching. On one slip of paper they write what they think a facilitator is and on the other they write what they think a teacher is. Give participants a minute or two to write them and individually pin their papers onto the two volunteers' backs and arms.

- 2 Quickly read through the two lists, looking for common issues and differences. The facilitator then asks participants to identify:

- The similarities between the two models;
- The differences between the two models;
- The appropriate role for the *Auntie Stella* facilitator to play.

Highlight that each role – teacher and facilitator – are important but are used at different times and to meet different objectives with young people.

Read
and
discuss

ACTIVITY 2 (10 minutes)

Ask volunteers to read pages 9 and 10 of the guide out aloud (two or three people reading per page) so that participants can compare their ideas with the ones in the facilitator's guide. See 'Tips for trainers' on page 21.

Group
work

ACTIVITY 3 (50 minutes)

1 To introduce the next activity, explain that there are three methods of working with *Auntie Stella* – small groups (like the basic session) the whole large group and review sessions. Explain that the facilitator's role is different in each one.

(Note that review sessions have not been mentioned before: you may want to describe them briefly before doing the group work. Point out that, like theme sessions, they involve a mix of small-group and large-group activities.)

2 Divide participants into three groups, assign each one a session type (small, large, review) and explain the task below:

Session 6: Group work

Study the description of your type of group session in the facilitator's guide (small and large group sessions: page 11; review sessions: page 21–22).

Prepare to tell the plenary **when, why** and **how** you would do your type of session.

You can present to the plenary in any way you want.

(Time: 20 minutes)

3 At the end of each presentation, ask for questions and comments and add any missing points.



Version B (30 minutes)

Reflection

ACTIVITY 1 (10 minutes)

Tell participants that you are going to explore what *Auntie Stella* facilitators do and what qualities they need.

Ask participants to reflect on what the facilitators were doing while they were using the cards. If necessary, probe: Where were we while you were working on the cards? If you talked to us, about what? See 'Tips for trainers' on page 11.

Read and discuss

ACTIVITY 2 (10 minutes)

Ask volunteers to read pages 9 and 10 of the guide out loud (two or three people read per page) so that participants can compare their ideas with these. See 'Tips for trainers' on the next page.

Three roles

ACTIVITY 3 : (10 minutes)

1 Explain that there are three methods of working with *Auntie Stella* – small groups (like the basic session), the whole large group and review sessions. Explain that the facilitator's role is different in each one.

2 Do a short presentation highlighting the facilitators' different tasks in the various methods of working with *Auntie Stella*.

The presentation will include the following:

- The basic sessions and variations done in small groups;
- The theme and activity sessions done in small and large groups;
- The review sessions and some activities (such as debates) done in large groups.

3 The facilitator then refers participants to the relevant pages in the guide, on pages 11, 21 and 22.

WORKING WITH GROUPS

In most *Auntie Stella* sessions participants work in small groups, but the large group can also work all together. You have a different part to play in the two different kinds of sessions.

Small-group sessions

In these sessions participants look at the cards in small, private, mixed groups. In these sessions you:

- Start everything off, but then keep at a distance;
- Let groups work at their own speed;
- Hand out new cards when participants complete the card they are using;
- Encourage participants to consult you – for factual information, when they are not sure what to do, or with difficult words or ideas on the cards. The section on getting started on page 13 gives detailed instructions;
- Don't listen in to the discussions or ask what they said;
- Don't give your own opinions.

Large-group sessions

Organise some sessions where the large group works together. These may be theme sessions, review sessions – where they discuss the impact of *Auntie Stella* – and special activity sessions. (The guidelines for these are on pages 19–22.)

- Prepare and plan these sessions carefully, but be ready to make changes according to how long they take for different activities;
- Direct the discussion and activities;
- Check that the facts participants are sharing are accurate, gently correct false information or myths and tell them where they can find out more;
- Set some time limits for activities but warn groups before the time is up and change your plan if necessary.

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REVIEW SESSIONS

Review sessions (small and large groups)

In a review session, participants discuss what they have learnt so far and how it is affecting their lives. They can also ask any questions they want. It helps you assess how the programme is going and what they have gained from it. It's a good idea to do a review session every five or six sessions, especially if you have been working in small groups for a while. Your role is to supply missing information or direct them to where they can find it) and to correct wrong information and misconceptions. Write the questions below on the board or flipchart before the session.

Questions to ask in review sessions

- What do you enjoy most and least about the *Auntie Stella* cards?
- What are the most important things you've learnt or done from the cards you've looked at?
- Do you have any questions about the stories you discussed?
- What were the most helpful activities in the Action Plans?
- Are there any changes in your life – your feelings, relationships, attitudes or behaviour – as a result of doing the programme? If yes, what are they?
- How have you worked as a group or with organisations to change your lives and environment?



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You can either discuss these questions in the large group or break into small groups to start with. The small groups then report back to the whole group after their discussion. If you are working with more than 20 participants, it will be easier to start off in small groups.

During the large group discussions, summarise the feedback according to the following:

- 1 Card content
- 2 The *Auntie Stella* process
- 3 Action resulting

Any changes or decisions made – in their own lives, families and relationships, in their society or country.

Be sure to treat all comments with respect, even if they seem wrong or stupid. Never laugh at anyone. And remember to distinguish between fact and opinion.

More questions to choose from for later review sessions

- What did you discover in this part of *Auntie Stella*? What was most helpful?
- If you wrote your own letters, are there any stories you want to share, or questions you want to ask the whole group?
- What did you find out about the ideas and experiences of the opposite sex from doing the cards together?
- How has *Auntie Stella* influenced the way you think about yourself and your body, relationships with the opposite sex, relationships with your family and community?
- Has *Auntie Stella* made a difference to what you do in your life? How?
- What have you learnt about people and organisations who try to help young people in your community (including schools, clinics, community leaders and home-based care programmes)? Has *Auntie Stella* influenced your attitude to them?
- What ways have you found to work together for change?
- Have you become more involved in organisations and decisions that affect your lives? How?
- What changes would you like to work towards in the future?

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TIPS FOR TRAINERS

Reading from the facilitator's guide

It is useful to read through the *Facilitator's and Adaptation Guide* in a group so you can discuss the issues raised and help participants become more familiar with both the cards and the guide. We have found that when facilitators read the guide on their own, they tend to gain only a superficial understanding of the *Auntie Stella* process. As the volunteers read, stress the key points and, if participants did the Pin-ups exercise, relate the ideas to what they wrote on their papers.

Ask a few questions too, for example: How do you feel if the youth are very noisy? What can you do if noise is a problem in a school?

Any reading activity will be more effective if you set a task related to the reading, for example, ask them to read and reflect on these two questions:

- Is there anything you would add, remove or change?
- What are the most important ideas here?



LOOKING AT THEMES

Overview

One of the most interesting and challenging ways of using the *Auntie Stella* cards is to use them thematically – by clustering certain cards together according to a particular theme (for example, ‘growing up’, ‘sexually transmitted infections’ or ‘safer sex’). This session gives participants the opportunity to review the various themes and then develop a workplan for one identified theme. Their workplans are then critiqued by other participants and the facilitator.

TIME 60–80 minutes (Preparing for group work – 10 minutes; group work – 20 to 30 minutes; plenary discussion – 20 to 30 minutes)

MATERIALS

- Marker pens and flipchart paper; A4 paper
- Copies of the A4 card ‘Ten suggested themes’ (on the other side of the list of topics) OR page 18 from the guide
- Pages 17, 19 and 20 from the guide (optional)

PROCEDURE

- Using the ‘Ten suggested themes’ diagram (on a separate card in the pack or on page 18 of the guide), go through the suggested themes briefly so participants have an overview. Explain that the best way to use Auntie Stella thematically is when you have an established programme or a particular context in which to integrate the chosen theme.
- It is important to put the cards into the context and not the context into the cards. So, for example, if you identified sexually transmitted infections (STIs) as a key issue to address with young people, you first identify what topics need to be covered under the theme (information on symptoms and treatment of different STIs, disclosure to partners, STIs and infertility), then



you work out where you can find information about it (for example, through Ministry of Health pamphlets on STIs). The *Auntie Stella* cards and related activities under this theme (cards 7, 13 and 25) can be used to deepen discussion.

- After this short introduction, ask participants to decide what issue/s they want to focus on for the rest of this session. Relate that issue to the relevant *Auntie Stella* theme. If the *Auntie Stella* theme is divided into sub-themes, we recommend they select one sub-theme only.

Auntie Stella in themes

- 1 Explain to participants that they are going to divide up into groups to plan a 1–3 session programme on their chosen theme. Show them the task sheet (you can write the instructions on a piece of flipchart paper) and the planning guide on page 24. Emphasise that they can use or change the planning guide as they like.
- 2 Divide participants into groups of six to eight (preferably no more than four groups). If possible, give each group the relevant *Auntie Stella* cards to review. (If there are not enough cards to go round, divide up into fewer groups, or let each group work on a different theme). Give the groups 20 minutes or more to complete their task.

Group work: Looking at Auntie Stella themes

- Discuss what issues need to be addressed under your chosen theme.
- Share ideas on what resources you already have or could access related to the theme. Think about books, training materials and people.
- Go through the relevant *Auntie Stella* cards and decide which ones you want to use and how.

After going through the above points, design a 1 to 3 session programme on that theme to present to the larger group. Show the sample planning matrix on page 24 if it is helpful.



- 3 Back in plenary, groups present their workplans. After each presentation, ask for comments and questions, then give your own critique. (See ‘Tips for trainers 1’ on page 27.)
- 4 At the end of participant report backs, summarise major points arising. (Also refer to ‘Tips for trainers 2’ on page 25 for additional information on how to organise a theme session.)

Conclude by answering any questions raised, and referring participants back to the guide for detailed help with theme session preparation.

SAMPLE PLANNING GUIDE

THEME: FORCED SEX

	Timeframe	Issue/s to address	Method /Activities	Resources	Facilitator/s
Session one	2 hours	Who's to blame? Gender and power issues	<ul style="list-style-type: none"> – AS question card 16 in small groups; – Debate from Talking Points in large groups; – AS answer card 16 & Action Points in small groups; – Review statements from Action Points, discuss & summarise 	AS cards; Other training material, as appropriate	Gladys and Betty
Session two	2 hours	Forced sex and the law	AS card (question & answer) 8 to generate issues; Presentation and discussion with a community worker	AS cards; Community worker or any informed person to talk about sexual abuse and the law	Gladys and Betty
Session three	<i>And so on</i>				



TIPS FOR TRAINERS 1

Commenting on the groups' workplans

Praise the good things about the presentations and add comments and critiques yourself – these should be quite thorough. Stress the need to sum up the learning points and skills at the end of sessions and to ask young people: What do you want to change in your life as a result of doing these sessions?

Also stress the need to have a clear objective for each session, so if your goal is to encourage young people to work with community institutions in making them more youth-friendly, what skills do they need and how can they get them? Point out that a helpful way to do this is to organise follow-up sessions using specific Talking Point and Action Point activities, as well as other materials.

Depending on the skills and interests of the participants, you can leave out the workplan and just ask groups to choose a theme, read the cards and possibly use roleplay to emphasise specific points. You can discuss workplans briefly during feedback. This format is less structured than the one suggested but may suit some groups better.

TIPS FOR TRAINERS 2

Additional information on using Auntie Stella themes

- It is best to use the *Auntie Stella* cards in conjunction with other resources to deepen discussion on a chosen theme. This includes both material resources – books, pamphlets, videos, newspaper articles – and human resources – for example, inviting a representative from an AIDS organisation to talk about positive living.
- It can take one to three sessions to cover a theme. You may want to focus on a different issue in each session. For example, to focus on the theme 'Relationships with parents and elders' for three sessions, here is how you could structure them:
 - Session 1 Identify which *Auntie Stella* cards you want to use in the first session to generate discussion on both good and bad existing relationships;
 - Session 2 Use roleplay and other activities from the *Auntie Stella* cards and other resources to practise how to improve on these relationships, followed by a commitment to try out these new skills at home;
 - Session 3 Report back on experiences, possibly bringing in some respected elders to help build skills in strengthening adult–youth communication.
- Use both small and large groups, as appropriate, during theme sessions. Some of the activities in the Talking Points and Action Points may be best used in large groups, for example, the debates or true/false statement activities.
- Always ask participants what they want to do as a result of working on this theme – as individuals, in their relationships and in society.
- Link young people to institutions in their community (clinics, non-governmental and community organisations) that can give them more information or support them in any practical action they choose.

CHALLENGES FOR THE FACILITATOR

Overview

Depending on time and the needs of participants, you can include a session on challenges facilitators face when using *Auntie Stella*. This session gives participants an opportunity to raise issues that are worrying them and to share ideas about how to deal with these issues.

We recommend participants create roleplays as a way of exploring solutions to the challenges they have identified. They can also discuss relevant sections of the guide.

The objective of this session is to help participants identify clear strategies to overcome any challenges that may arise. It is important that they leave this session feeling more skilled as facilitators and more confident of their ability to deal with difficult situations.

TIME: 90 minutes: (15 minutes introduction; 30 minutes group work; approximately 30–45 minutes to view and comment on roleplays, depending on the number of groups)

MATERIALS

- Squares of paper and marker pens
- If needed, copies of pages 26 and 27 of the guide

PROCEDURE

Facing challenges

- 1** Give out squares of paper and marker pens to participants. Ask everyone to write a score out of 10 to show how confident they now feel about running *Auntie Stella* sessions and dealing with any challenges. When everyone is ready, ask them to hold up their papers. Elicit brief comments about what the scores represent. Tell them they'll have more opportunity to talk about this in their groups.
- 2** Ask participants to name their concerns or the challenges they face as *Auntie Stella* facilitators. List them on the flipchart.
- 3** Put participants into groups. Ask them to identify two of the most important challenges identified (or you can delegate one 'challenge' to each group) and to create a roleplay to show the situation and how to solve it. Emphasise that the groups must think of ways to overcome the problems identified and that this must be clearly reflected in their roleplays.
- 4** After each group has presented their play, ask the other participants to name the challenges they observed in the drama and to review how the group tried to address the problems. Ask for other suggestions for dealing with the problems. If necessary, ask the group to re-enact their roleplay so that the outcome is more constructive.
- 5** After the last drama, lead a short summary in reflection, noting common ways in which challenges can be met successfully and any other important points arising.

- 6 Point out that pages 26–27 of the guide describe some common challenges and suggested solutions – but that they have already shown themselves capable of finding solutions for their own and others’ concerns.

Point out that ongoing support groups can be helpful for facilitators to share their challenges and successes. Participants should think of making these part of their workplans in the next session.

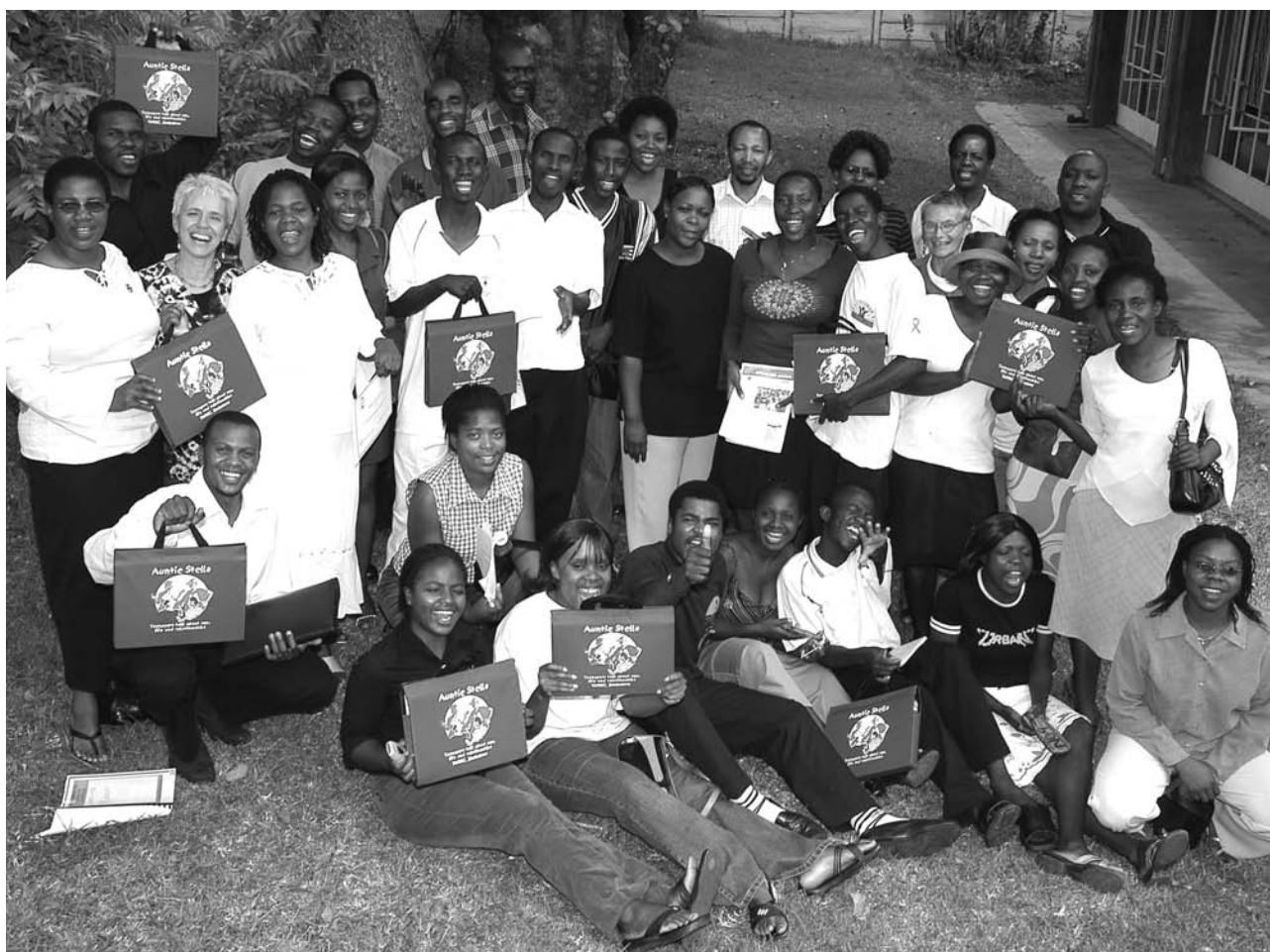
Facing
challenges
continued

TIPS FOR TRAINERS

Alternative, shorter method

Ask everyone to look at pages 26 and 27 in the *Facilitators and Adaptation Guide*. Ask volunteers to read out each problem and solution; after each one, call for comments about how they would deal with the situation described. Also ask what related challenges they have faced or envisage facing in their work.

Note: You can also do this in groups with a report back but it will take much longer.



The end of a training session held in Zimbabwe 2005

LOOKING AHEAD

Overview

In this session, participants discuss their plans and concrete strategies for using *Auntie Stella* in their work. We recommend they do this in groups that have a common focus, for example the same work or geographical area.

If you choose, you can then also discuss the possibility of liaising with the *Auntie Stella* team to monitor the impact of the *Auntie Stella* programme.

TIME 40–60 minutes

MATERIALS

- Pre-written groupwork questions on flipchart
- Marker pens and flipchart paper
- If needed, copies of pages 12, 13 and 14 of the guide

PROCEDURE

- Tell everyone that this session will focus on planning the practicalities of how they will use *Auntie Stella* in their working situations.

Making plans

- 1 Give out copies of pages 12, 13 and 14 of the guide, or refer to the pages if participants all have copies of the guide. Point out that there are clear guidelines for setting up a programme and running the first session. Ask them to read the pages silently and see if they have any questions or comments.
Point out that the 12-session example programme is not to be followed rigidly; whatever plan they make, they must be flexible and ready to change it at any point to respond to what happens in their actual sessions. Give examples – a theme session might reveal the need for special sessions based on a specific question or problem; it could even be on something not covered in the *Auntie Stella* cards and they will then need to find other means of exploring it.
Tell participants they will be working in groups and will need to discuss strategies for planning their sessions, for example, allocating the tasks and finalising the focus. (You may want to develop a set of questions beforehand to give to each group – the list of sample questions opposite will give you some ideas.). Tell participants the groups will report back afterwards.
- 2 Divide participants into groups according to whatever clustering makes sense – organisations, geographic area, focus of work. Give them 30 minutes to discuss their plans. Remind them they need to be practical and realistic.
- 3 Groups present their plans in plenary. Elicit feedback from participants on each group's workplan and give your own feedback as well.
- 4 Make a plan for when each facilitation group will meet next.

Sample questions for group planning

- Who are our target group/s? For example: in-school youth or youth at sports clubs or orphan support groups. Where will we be meeting them? How often? Over what length of time?
- What do we hope will be the outcome of using *Auntie Stella* with the target group? What change do we hope for?
- When are we going to meet to plan the programme? Who will be at that meeting? What follow-up meetings do we need?
- Do we have time now to start planning? If yes, make a plan for the first few sessions.
- What are our different roles? For example, organising the meetings, facilitating, keeping the *Auntie Stella* packs, finding additional resources.
- What additional support or assistance do we need? Do we need to do further training of peer educators? If yes, refer to the Sample Workshop Programme on page 32.
- How will we know what impact this programme is having on the young people involved?

TIPS FOR TRAINERS

Monitoring use and impact of 'Auntie Stella'

TARSC is keen for groups using *Auntie Stella* to be involved in monitoring its use and effects. If you would like to include a session on monitoring the use of *Auntie Stella* in this training workshop and you would like some ideas from TARSC, email us at: tarsc@mweb.co.zw or admin@tarsc.org.



Overview

We find it useful for participants to evaluate what went well and what could be improved in the workshop, and also to create a sense of closure. You can use any evaluation method; we use 'Ballots in the hat'.

TIME 30 minutes

MATERIALS

- Three hats/bags/baskets and three slips of paper per participant; marker pens

PROCEDURE

- Thank everyone, mentioning any special effort made by participants or organisers.

Ballots in the hat

- 1 Write the questions below on a piece of flipchart paper. Give participants each three slips of paper. Ask them to write one answer to each of the questions on each piece of paper and put them in a numbered hat in the middle of the group. They shouldn't write their names.

Hat 1 *What did you find most useful about this training?*

Hat 2 *What would you change and how?*

Hat 3 *What further training or information do you need to work effectively with young people's sexual health?*

- 2 When everyone is finished, take the first hat and ask people to each take a paper (not their own) and read out the answer. Discuss them: Which were the areas most useful to people? Why was that?

Do the same for the second and third hats. The third hat – on further training or information – is useful in assessing future needs of this group.

You may want to summarise the answers to the third question on a piece of flipchart paper.

- 3 Ask if there are any other comments people may want to make about the training and discuss these.

Circulate a contact list to be sent out to all participants. Prepare a closing activity, whatever is suitable – perhaps a prayer, a vote of thanks or a final energiser.

TIPS FOR TRAINERS

Two ways of evaluating the training, either at the end or during the workshop:

Show how you feel: Everyone stands at different heights to show how they feel about using *Auntie Stella* with peers and pupils (for example: crouch down = not keen at all; standing tall with hands in air = very keen). You can use this activity at any time during the training to assess the mood of the group.

Open forum: Ask everyone who wants to make a comment on the workshop to do so, in plenary. Comment on what you, yourself, found positive.

ADDITIONAL RESOURCES

There are many useful resources available to assist you in your work as *Auntie Stella* trainers. These include:

- Information on how to improve your skills as participatory facilitators;
- Resources on participatory approaches to young people's reproductive health;
- Resources on community participation in health.
- Organisations with experience in the field

The list that follows, although not exhaustive, lists some materials the *Auntie Stella* team found useful when preparing training sessions.

Participatory training

Arnold R. *et al.* (1991) *Educating for a change*, Doris Marshall Institute for Education and Action, Ontario, Canada.

Chambers R. (2002) *Participatory workshops: A sourcebook of 21 sets of ideas and activities*, Earthscan Publications, UK.

Hope A. and S. Timmel (2001) *Training for transformation Books 1–4*, Mambo Press, Gweru, Zimbabwe.

Pretty J. N. *et al.* (1995) *Trainer's guide for participatory learning and action*, IIED Participatory Methodology Series, UK.

Srinivasan L. (1990) *Tools for community participation. A manual for training trainers in participatory techniques*, PROWESS/UNDP Technical Series, USA

Participatory approaches to young people's reproductive health

Chezasalama, an interactive website on youth sexuality, available at www.chezalama.com.

Gordon G. (1999) *Choices: A guide for young people*, MacMillan Education, UK. (Also available from www.talcuk.org)

Kaim B. (2005) *Auntie Stella: teenagers talk about sex, life and relationship*, Facilitator's and adaptation guide, 40 question and answer cards, TARSC Zimbabwe.

Shah M.K. *et al.* (1999) *Embracing participation in development: Wisdom from the field. A worldwide experience from CARE's Reproductive Health programmes with a step-by-step field guide to participatory tools and techniques*, CARE, USA

Welbourn A. (1995) *Stepping stones: A training package on HIV/AIDS communication and relationship skills*, Strategies for Hope Training Series No. 1, ACTIONAIDS (Available from www.talcuk.org).

Community participation in health

EQUINET SC (2004) *Reclaiming the state: Advancing people's health, challenging injustice*, Policy paper 15, Hunyani printers, Zimbabwe (www.equinet africa.org)

Loewenson R. (2001) *Working with civil society in health: A training manual*, WHO/TARSC (www.tarsc.org).

Loewenson R., B. Kaim, F. Chikomo (TARSC), S. Mbuyita, A. Makemba (Ikafara) (2006) *Organising people's power for health: Participatory methods for a people-centred health system*, TARSC and Ikafara with EQUINET, Ideas Studio, Zimbabwe.

Organisations

There are many organisations both within the southern and east african region and internationally that have valuable experience in the fields of participatory training and research, health equity and youth reproductive health. Some of these are listed on the TARSC website (www.tarsc.org); others can be found through local and other contacts. We suggest you draw on this knowledge to enrich your understanding and use of the ideas addressed in this handbook.

SAMPLE WORKSHOP PROGRAMME

DAY ONE		DAY TWO	
TIME	ACTIVITY	TIME	ACTIVITY
8.00	Welcome and introductions Formal welcome Participant introductions	8.00	Energiser : Ball game Summarise lessons learnt and follow up on any questions or comments arising from Day One
8.30	Who we are and why we are here Four square exercise: group work, report back and discussion Workshop objectives and agenda	8.30	Working with themes (continued) Report back on workplans (continued) Summary of issues arising
9.15	Auntie Stella – Basic method Introduction, group work	9.00	Challenges for the facilitator Name concerns, roleplay preparation, roleplay presentation, summary, discussion
10.30	TEA	10.30	TEA
11.00	Auntie Stella – An introduction Report back on group work Guided discussion on context and objectives of <i>Auntie Stella</i>	11.00	Auntie Stella – Looking ahead Group work and report back
11.45	Pair reply and other methods Introduction, pair reply work and plenary discussion	12.00	Workshop evaluation Three hats
13.00	LUNCH	12.45	Closing remarks
14.00	Energiser	13.00	LUNCH
14.15	Role of the Auntie Stella facilitator Pinups, discussion		
15.15	TEA		
15.45	Working with themes Identify issues, choose a theme, break up into groups to prepare workplans, report back and discussion of workplans		
17.00	END OF DAY ONE Quick evaluation		
Eve	Facilitator’s meeting To review Day one and plan for Day two		