

About the Project

The Sexual Violence Awareness Project in Selected Secondary Schools is conceived to encourage a conversation among students and build their awareness level on the issues relating to Sexual Violence and immediate response available to them. The objective is 'To raise early awareness on the existence, forms and effects of sexual violence among 750 Senior Secondary School students using selected schools in Lagos and Ogun States in its pilot phase

At the end of the awareness raising phase, students will be able to identify basic human rights as defined by The Universal Declaration of Human Rights also known as the 'bill of rights', the Nigeria Constitution, African Charter on Human and People's Rights. They will understand the meaning of sexual violence, its forms, effects and practical steps to prevent occurrence.

Interested students will be further trained as Champions who will in return train other students, creating an opportunity for volunteering and one-one mentoring for the students.

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Part 1 - Understanding Basic Human Rights

'The rights of every man are diminished when the rights of one man are threatened' - John F. Kennedy

'All children should be taught to unconditionally accept, approve, admire, appreciate, forgive, trust and ultimately, love their own person' -Asa Don Brown

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Right #5 - No Torture

Nobody has any right to hurt us or to torture us.

Right #6 - You Have Rights no Matter Where You Go

I am a person just like you!

Right #7 - We're All Equal before the Law

The law is the same for everyone. It must treat us all fairly.

Right #8 - Your Human Rights Are Protected by the Law

We can all ask for the law to help us when we are not treated fairly.

Right #9 -No Unfair Detainment

Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

Right #10 -The right to Trial

If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do

Right #11 - We're Always Innocent Till Proven Guilty

Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

Right #12 - The Right to Privacy

Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

Right #13 - Freedom to Move

We all have the right to go where we want in our own country and to travel as we wish.

Right #14 - The Right to Seek a Safe Place to Live

If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

Right #15 - Right to Nationality

We all have the right to belong to a country.

Right #16 - Marriage and Family

Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

Right #17 - The Right to Your Own Things

Everyone has the right to own things or share them.
Nobody should take our things from us without a good reason.

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Right #24 - Right to Play

We all have the right to rest from work and to relax.

Right #25 - Food and Shelter for All

We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

Right #26 - The Right to Education

Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

Right #27 - Copyright

Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

Right #28 - A Fair and Free World

There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

Right #29 - Responsibility

We have a duty to other people, and we should protect their rights and freedoms.

Right #30 - No One Can Take Away Your Human Rights

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Part 2 – Understanding Sexual Violence (SV)

"For every woman and girl violently attacked, we reduce our humanity. For every woman forced into unprotected sex because men demand this, we destroy dignity and pride. Every woman who has to sell her life for sex we condemn to a lifetime in prison. For every moment we remain silent, we conspire against our women. For every woman infected by HIV, we destroy a generation...." - Nelson Mandela

“We must be honest and open about the power relationships between men and women in our society, and we must help build a more enabling and supportive environment that puts the role of women center stage in this struggle...” Nelson Mandela

What is Sexual Violence (SV)?

- SV refers to any form of sexual activity where consent is not obtained or freely given
- It is a sexual act that is forced against a person's will.
- This is violence of a sexual nature, and can also occur in private and public.
- These acts can be physical, verbal, and psychological
- It is the abuse of women's bodily integrity, and includes *incest, indecent assault of young girls and boys, rape, sexual harassment in the motor parks and bus stops, neighborhood or at School.*

Sexual violence can be said to have occurred if the following takes place:

- A completed sex act i.e. there is penetration (penis and vulva or anus)
- An attempted (but not completed) sex act.
- An abusive sexual contact i.e. intentional touching/fondling of genitalia, breasts, buttocks etc.
- Non-contact sexual abuse. This is not physical but verbal and behavioural in nature, including threats of sexual violence, exposure to pornographic materials

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A. Forms of Sexual Violence

This includes:

- *Incest: Sexual relations among and between relatives e.g. brother and sister; father and daughter; mother and son; uncle and niece etc.*
- Indecent Assault is the sexual exploitation (seduction or prostitution) of a young girl below the age of sixteen years.
- Rape is having sex with a girl or boy without her / his agreement, which in law is called *Consent*.
- Sexual Assault: *This is unconsented abusive sexual contact such as intentional touching/fondling of genitalia, breasts, buttocks etc*
- Sexual Harassments/sex discrimination. It means unwanted and unwelcomed sexual advances. These includes: unwanted, sexual chats/speeches, touches, looks, gestures etc
- Child Pornography is the use of children, mostly females for pornographic purposes.
- Trafficking in women and young girls for sexual exploitation (prostitution).

B. Common Myths about SV

- It is a crime of passion
- Women/girls lie about rape because they feel guilty about having sex.
- Women/girls who are careful don't get raped
- Women/girls secretly want to be raped/sexually assaulted.
- The rapist is usually a stranger
- Rape/sexual assault cannot happen to me/my child
- Indecent dressing is the main cause of rape/sexual harassment
- Only young, unmarried, attractive women get raped.
- Only uneducated, lowly men/boys rape women/girls
- Men who rape are either mentally sick or sex starved
- Rape is not a big deal – after all it's just sex.
- Unless she is physically hurt, a rape victim suffers no long term effects.
- The best way a woman can protect herself is not to be outside alone at night.
- Women secretly fantasize rape i.e. yearn to be raped
- Girls cannot be sexually assaulted/raped by their boyfriends

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- When a woman/girl says NO she actually means YES.
- Only women/girls get sexually assaulted

C. Fact About SV

- Rape is not SEX, it is a crime motivated by a need to control, humiliate, and harm. Rape is a weapon to hurt and dominate others.
- Many young boys are also assaulted before they reach age 18
- The way you look, act or dress does not invite sexual assault. Victims are selected because they appear vulnerable
- A woman is ten times more likely to be raped or sexually assaulted than die in a car crash.
- There are several ways a woman/girl can protect herself from rape.

D. Circumstances of Occurrence

Sexual violence can occur in any of the following circumstances

- i. **During a Date:** *Acquaintance/date rape account for most of the rape among young people. Most rapists are known to their victims. They are acquaintances, and the rape may occur during dates.*

Some basic facts about acquaintance/date rape are as follows:

- ▶ Sexual coercion/aggression can occur at any stage in a relationship.

- ▶ *Tends to occur during weekends at parties, in cars, rapist apartment etc.*
 - ▶ *It often involves verbal & physical force*
 - ▶ *You need to set limits (including no sexual activity) and express that clearly to your partner.*
- i. **After Excessive Consumption of Alcohol:** *Youths are known to have a high consumption rate. This is a recipe for different forms of SV in schools e.g. rape, sexual assault.*
 - ii. **Cultism:** *Several incidences of rape (individual & gang) in schools and neighbourhoods are cult-related or as means of proving strength to gang members*
 - iii. **Peer Pressure/Peer Group Influence:** *by teachers or fellow students already involved in the act of sexual harassment or sexual assault.*
 - iv. **Indecent Dressing:** *Though not the main cause of sexual violence, indecent dressing is a contributory factor. The way you dress is the way you will be addressed. This also applies to boys and the “sagging” dress code.*
 - v. **Not Being Security Conscious:** *Walking alone through a dark, not well lit road, passage or uncompleted building.*
 - vi. **Stalking:** *This is unwanted pursuit that is threatening and induces fear in the victim. Stalking involves sending unwanted signed or un-signed letters/e-mails, text messages, whatsapp message or BBM,*

[illegible]

Scenarios to read out to students (Note: these scenarios do not have to be read in order):

1. A teacher “friends” a student on Facebook and discusses personal things with them. (Legal but breach of professional conduct)
2. A teacher interacts with students using email for school-related matters. (Legal)
3. A teacher flirts sexually with a student on a social media site. (Breach of professional conduct. Illegal if student under 18)
4. A 16 year old girl sends a naked image of herself to her 17 year old boyfriend. (Illegal under current laws)
5. A 22 year old woman sends a naked image of herself to her 24 year old boyfriend. (Legal)
6. A 19 year old guy sends a naked image of himself to a 19 year old girl whom he likes. (Legal, but if she didn't want this, it might be sexual harassment depending on circumstances).
7. A 16 year old girl takes a picture of her two 16 year old friends in their bikinis down at the beach and posts the photo up on Facebook tagging them as being at the beach. (Legal, they are not showing any of their private areas, although always check with your friends before posting their pictures)

threatening gifts, to the victim. Also known and unknown phone calls; and willful damage to property. Stalking can be obsessional or vengeful.

E. Risk Factors for Perpetration of SV

These can be divided into 4 levels:

➤ **Individual Risk factors**

- ▶ Alcohol and Drug Abuse
- ▶ Hypermasculinity
- ▶ Hostility/no respect for women/ girls
- ▶ Coercive Sexual Fantasies
- ▶ Childhood history of sexual/ physical violence\
- ▶ Lack of self-control

➤ **Relationship Risk factors**

- ▶ Association with sexually aggressive & delinquent peers
- ▶ Family environment characterized by physical and sexual violence, with few resources
- ▶ Strong patriarchal relationship and familial environment
- ▶ Emotionally unsupportive familial environment

➤ **Community Factors**

- ▶ High level of tolerance of SV within the community (in this case schools), evident by inaction/passive response to reported cases.
- ▶ Lack of policies/weak community sanctions against SV perpetrators
- ▶ Poor response/lack of sensitivity by the criminal justice system (police, courts)
- ▶ Lack of employment opportunities

➤ **Societal Factors**

- ▶ Poverty
- ▶ Societal norms that support male aggressiveness and superiority
- ▶ Societal norms that maintain women's inferiority and sexual submissiveness
- ▶ Weak laws and policies
- ▶ High tolerance levels of crimes, and other forms of violence, evidenced by perpetrators not being brought to book.

Appendix D Example of an Ice-Breaker

Time: 5 - 20 mins depending on how many questions used	
Aim: To identify issues around sexting	
1.	Ask students to stand.
2.	Designate 3 areas of the room as: "Legal", "Not Sure", and "Illegal".
3.	Read out the first scenario.
4.	Ask students to move to "Legal", "Not Sure" or "Illegal".
5.	Ask students why they chose that option and tease out their thoughts. Don't seek to deliver facts – summarize the issues students have raised.
6.	Repeat with other questions.
7.	Recap the issues that students have raised, so they can be addressed later.

Appendix C - Training Day Material Checklist

Facilitator (F) or School (S) Responsibility?	Training Materials	Purpose
	Banners (Flex, Fabric or roll-up)	Identification and Introduction
	Electronic Copy of Presentation (if needed)	Presentation
	Presentation slides and speakers note	Presentation
	Post-it Notes, Pens, Pencils, Markers, Erasers, Note pads	Note-Taking and activities
	Name badges (if required)	Introduction
	Card Board Papers	Parking Lot and activities
	Flip Chart Board and Papers	Presentation / Group activities
	Participant Training materials (where necessary) 1. Hand-outs – printed agenda; worksheets 2. Note pad 3. Pen 4. Handbook 5. Folder (where applicable)	Participant Resources
	Evaluation Form	Evaluation

E. Protective and Preventive Factors

- ▶ These are the very opposites of the risk factors, as they help reduce incidences of sexual violence.
- ▶ Prevention strategies should ultimately reduce risk factors, and promote protective factors. They should also address the 4 levels that influence SV i.e.
- ▶ *Individual*
- ▶ *Relationship*
- ▶ *Community*
- ▶ *Society*

F. What to do to reduce risk of SV

- ▶ Trust your instincts. If you feel uncomfortable, remove yourself from the situation immediately
- ▶ Set limits on sexual activity.
- ▶ Be aware of intrusion in your personal space. It may be a sign of not respecting your boundaries
- ▶ Go out on group dates if possible, and avoid being alone with someone you are not very sure off.

- ▶ Clearly communicate what you want or don't want. YES or NO with the right body language
- ▶ DRESS DECENTLY
- ▶ Be observant and aware of your surroundings. Avoid dark places.

Appendix B - Recommended Technology Checklist

Facilitator (F) or School (S) Responsibility?	Technology Requirement	Purpose
	Laptop Computer	Presentation
	LCD Projector	Presentation
	Large Screen (Optional) or White Wall	Presentation
	Microphones (2) Facilitator and Participants	Presentation/ Questions
	Loud Speaker	Presentation/ Videos
	Remote Control clicker	Presentation
	Timer	Activities
	Internet Connection	Videos/ Multimedia

Appendix A: Training Checklist...continued

	Test videos and microphone to ensure the audio is functioning appropriately (depending on the mode of delivery).
	Place supplies (e.g., markers, sticky notes) in the centre of each table.
	Check that all participant materials and sign-in sheets are available
	Ensure participant tables are positioned to maximize team discussion and view slide content
	If desired, set up "Parking Lots" for audience questions
	Introduce yourself to participants
	Gather completed training evaluation forms (see Appendix D for an example)
Complete?	Soon After Session
	Analyse participant training evaluation data and compile results
	Schedule meeting with training organizers to debrief
	Share evaluation results and discuss next steps
	Follow up to answer any unanswered audience questions

Part 3 – Self Defence

'Self defense is the inherent right of an individual to repel any unwarranted attack.

Governments are not individuals and should not have the power to restrict or invalidate a person's ability to defend him/her'. – GunFreeZone.net

A. What is Self Defence?

- ✓ Self defence is protecting one's self from being hurt physically or sexually by another person/persons.
- ✓ Self defence is concerned with survival.
- ✓ Self defence is not about learning the martial arts.
- ✓ Self defence is not about being macho.

B. Elements of Self Defence

These are known as **A P A P**

✓ Awareness

Be aware of your surroundings (what is going on around you). Be it on the streets, in school, at the park etc, you should be aware but relaxed.

Be aware of your own self, and what your own body is telling you. DO NOT IGNORE YOUR INSTINCT

✓ Psychology

Psychology and awareness are closely linked. Once you are aware of a situation, you must think through of what you need to do and how.

Remember there are two psychologies in any given situation – yours and the attacker.

Remain calm and never give indication of weakness, though you are scared.

Appendix A - Training Checklist

Complete?	Weeks Prior to Training
	Seek approval from schools board
	Schedule meetings with school head, principal and head teacher or any other person of authority
	Determine participants need, priorities and prior knowledge
	Verify training outcomes and final agenda.
	Determine final number of teams/participants.
	Confirm training location and room setup (round tables for teams are recommended).
	Provide host with technology requirements (see Appendix B).
	If needed, customize training materials to match audience needs, priorities, and prior knowledge.
	Ensure training materials will be printed and ready (see Appendix C).
Complete?	Training Day Arrive at least 30–60 minutes early to set up
	Ensure presentation and technology are available and working properly (e.g., LCD projector, laptop).

participants identify the main lessons of the training and also can be used to quickly assess the knowledge that participants have gained from the training. Multiple strategies can be used, such as these:

● ● Exit Ticket: Ask participants to answer one or two reflection questions using a post-it note and to hand their reflection to you as they leave.

● ● 3-2-1: Ask participants to write down three new things they have learned during the learning event, two things they have reaffirmed, and one burning question

✓ Avoidance

When you are aware of a situation, then you decide whether to avoid it or confront it.

In any given situation you must evaluate it quickly in your mind and decide

If you decide on avoidance (which is not cowardly), then try and extricate yourself quickly.

Avoid dangerous places or situations as much as you can

✓ Physical

This aspect of self defence should be avoided as much as possible. Exhaust the first three and when they all fail, then physical is a must.

Quickly decide the technique you want to use and execute it with ability, speed and determination.

Do not consider the size and weight of your attacker, as this will make you passive, and give your attacker a dominant role.

Be mentally convinced that size does not matter.

A. Importance for Young People

✓ *Women/young girls are often the targets for physical and sexual violence/assaults*

✓ *It makes them aware of their surroundings and immediately identify risky areas*

✓ *It makes them avoid potentially dangerous situations and places*

- ✓ *They become aware of their body language*
- ✓ *They are able to physically protect themselves if necessary.*

Practical Steps to be taken by Victims or a Third Party

In the event of an attack or attempted attack, do the following:

- Leave the environment and get to safe space such as a police station, hospital, a friend's house or better still **JUST GO HOME**
- Contact a trusted friend or relative for support
- In the case of rape, do not use the toilet, and DO NOT wash up after the act
- In the company of a trusted adult, report the incident to the nearest police station
- Go to the nearest government hospital for medical examination and or treatment
- Seek counselling from your school counsellor.

facilitators communicate how they will bring the group back together. For example, a facilitator might say,

“When I raise my hand, it is time to pause conversations and come back together as a group.” Several other strategies are as follows:

- Use a bell, tone, or sound
- Use a clapping pattern
- Flick the lights
- Use a countdown (could be a timer on your computer)

Dealing with Disruptive Talking

In large groups, people occasionally get distracted and talk among themselves. It is necessary to take action against disruptive or side talks. A pre agreed penalty may be useful to deter participants from side and disruptive talking.

Increase proximity to the talkers. This might mean walking near them. This method allows the facilitator to indicate that they are disrupting without making a scene and asking them to be quiet. If disruptive behaviour continues, invoke the pre agreed rule.

Closing a session:

At the close of training, it can be helpful to conduct an activity for participants to synthesize the content they have learned. These activities can help

answers and setting limits have not deterred interruptions, facilitators can acknowledge the question but delay the answer.

Bridging techniques, words, or phrases allow presenters to acknowledge and move on without being considered rude or dismissive. An example of a bridge is

“I understand what you are asking. Lots of people are concerned about that, but they need to know... [give important points].”

Confrontational Questions

When dealing with a confrontational question, it is important for presenters to separate the attitude of the questioner and tone of the question from the content of the question. Participants who have had bad experiences previously or are struggling with difficult issues related to the training may come to the session with some level of scepticism or frustration. Facilitators should understand the mood and address the concerns in a way that does not sound confrontational or defensive as well as show sensitivity to the participants.

Comments Instead of Questions

Sometimes participants will provide comments or personal examples instead of asking questions. In these situations, facilitators should thank them for making the point and, if necessary, restate what was said in the presentation and move on to the next question.

Strategies for Gaining Attention

There are many strategies for gaining participants' attention. A strategy will be most effective if it is used consistently throughout the presentation. At the beginning of the training, it is recommended that

If you are not sure of what to do, contact the following organisations and groups:

Initiative for Sustaining family Unity – IforSFU

16, Harvey Road, Yaba, Lagos

Tel: +234 (1)2145767 2145768; 2145769; Mon – Fri 9am -5pm; (0) 808 980 4868; 8069839295 (Whatsapp only)

info@iforsfu.org

www.iforsfu.org

Facebook: IforSFU Nigeria

twitter: @Iforsfu1

Ministry of Women Affairs and Poverty Alleviation (WAPA)

Block 18, 2nd Floor, Lagos Secretariat,

Alausa Ikeja

+234 (0) 808575 2446, 810 267 8443,

709 873 3734, 808 575 4226

www.wapa@lagosstate.gov.ng

Mirabel Centre LASUTH - Rape Victim Centre

+234 (0) 701 349 1769, 815 577 0000

sarc@pjnigeria.org

Media Concern Initiative for Women and Children

15A, Bolodeoku Crescent, Dideolu Estate,

B/w Sweet Sensation and First Bank/KFC Ijaiye Road, Ogba

+234(0) 802 333 1036, 805 820 7164, 809 952 2487

princess@mediaconcern.net.org

Facilitators Guide

Initiative for Sustaining Family Unity – IforSFU has developed this guide for trainers, facilitators and volunteers who are involved in training young people on Human rights, sexual violence and self-defence. This guide is to be used with this handbook to facilitate trainings and awareness creation for teenagers and young people in general. This material is designed to be used in schools, religious organisations and in youth camps and clubs.

Objectives

Objective for each part is listed at the beginning of the section. Facilitators should adapt the objectives to suit the audience to ensure that every participant is on the same level of understanding at the start of session.

Training Module Facilitators Guide

This document presents information for the facilitators to train groups of 20 and above.

Facilitators should review the guide and become familiar with all content before session.

This guide includes several resources that may be useful for delivering trainings to young people. The training checklist included in this guide provides, facilitators with a list of actions to take before, during and after training sessions. This guide contains a sample pre and post assessment form that will be used in designing and strengthening future engagements.

questions. The following are specific types of difficult questions that facilitators may encounter, along with strategies for addressing them.

Off-Topic Questions

Off-topic questions may include questions asked about material that will be covered later in the presentation, questions that pertain only to a particular school or situation, or questions about the topic that is outside the coverage of the training.

If the question relates to material that will be addressed later in the presentation, facilitator can provide a brief response, if appropriate, and let the participant know that the topic will be discussed in more detail later. If the question is about a specific example (e.g., “At my school... in my neighbourhood...”), facilitators should try to restate the question more broadly so that it is relevant to everyone. If the question cannot be broadened, facilitators may recommend that the participant find them after the session to discuss more. If the question is not related to the material being presented, remind the audience of the focus of the session and direct the participant to a relevant resource to learn more.

Questions That Never End

There are times when young participants (or a single participant) ask a barrage of questions. One way for facilitators to address this without being confrontational is to answer each question as briefly as possible. By being brief, facilitators limit the information available to prevent additional questions. After giving a brief response, facilitators should move to the next topic. If short

4. After the break, read (or paraphrase) each question out loud to the group, followed by your answer.

Share Personal Experiences: Using personal examples is an excellent strategy for answering questions and explaining material.

Strategies for Responding to difficult or Inappropriate Questions

Young people may ask question out of genuine interest to know or for the simple purpose of disrupting the group. This may come in the form of difficult questions or inappropriate questions or even out rightly unrelated questions. To keep the focus facilitators should focus on the topic by:

1. Communicating clear expectations,
2. Providing the agenda and goals for the day at the beginning of the session, and
3. Providing basic guidelines for when and how questions will be addressed throughout the training.

As a general rule, acknowledge all questions, be sure that everyone has heard the question by repeating it, and be honest and answer questions directly.

Feel comfortable to admit that you do not know/have the answers to questions asked with “I don't know, but I can try to find out” if the answer is unknown.

It may be helpful to guide participants through the process of answering their own question instead of automatically providing an answer. Challenge participants to think through their questions by asking them prompting

Training Modules:

May include but not limited to the following:

PowerPoint Presentation: This can be developed using themes from the handbook depending on the audience, time and space.

Hand-outs: Flyers, Posters, Leaflets, Brochures, Newsletters and Electronic resource may be developed and given to the participants at the end of the sessions as per the context.

Short Videos *(to be reviewed and discussed as part of the training):*

This needs to be in line with the specific component of the session the facilitator is leading. Some short videos have been embedded in the handbook for use.

Training Manual:

The Handbook serves as the training manual for this purpose.

Delivery

Depending on the capability of the facilitator, one or more persons may deliver the entire training. Again this is dependent on the audience. For all-female audiences, the preference is for a female to deliver the training. Same applies to all-male audiences.

- All facilitators should possess the following:
- Strong knowledge of Human Rights and Sexual Violence issues

- Experience working with diverse groups
- Effective communication and presentation skills which includes but is not limited to use of electronic media; flip charts, pictures, and other modes of presentation.

Who Should Attend?

This training is designed for teenagers and young adults aged 13 – 25. Other participants may include teachers, counsellors, volunteers and others who may have authority to influence policies.

Customizing for Different Audiences and Contexts

The training may be tailored to meet the needs of the audience and participants and can be applied to different contexts for a wide range of trainers and participants including school teachers, Sunday school instructors, school administrators, camp leaders and peer mentors.

As a rule, the different parts can be customised by altering the following:

- Order of Sections/parts
- Time spent and emphasise placed on each section
- Time spent on examples, hand-out activities, group work, games and icebreakers
- Removal of Sections or activities that may not be relevant to the audience.

Helpful Strategies for Addressing Questions

Note: Young people can be very inquisitive and may lead to distraction during question time.

It is important to give participants a chance to ask questions on the information presented, but this must be coordinated to avoid rowdiness and disruption of the session. It should also serve to allow as many people as the allotted time will permit to ask questions.

Here are some suggestions on how to conduct a question and answer session:

Parking Lot: Consider using a “parking lot” to store questions during the presentation. This strategy allows participants to ask questions without disrupting the flow of the presentation. It also gives the facilitator a chance to sift through potentially difficult questions and think about the best way to address them.

To use a Parking Lot:

1. Place a few large pieces of chart paper around the room. Label each “Parking Lot.”
2. At the beginning of the presentation, tell participants that if they have a question at any time, they should write it on a sticky note and post it to one of the parking lots.
3. At the end of a section or during a break, collect questions from the parking lots and think about how to respond to each question.

5. Communicate technical requirements and provide a list of materials needed. The training checklists and sample evaluation in Appendixes A–D can assist facilitators in preparing for and completing training activities.

Presentation Strategies

Presenting to groups of young people can be very exciting, and it can also create challenges for some facilitators. The following strategies can help both inexperienced and experienced facilitators effectively manage audience questions, gain audience attention, and deal with disruptions.

Note: Young people are full of energy; they have many questions and are very inquisitive. There is need for facilitators to understand the mood and energy and appropriate it rightly without hurting their fragile egos.

It will be easier to meet the needs of participants if the facilitator knows their roles and familiarity level with the theme. It can be helpful to have a discussion with the session organizers prior to the day of the presentation about who will be attending. Using this information, the facilitator can tailor the presentation to meet the needs of participants.

During the training, ensure that participants introduce themselves by giving their names and class.

Find out what they know and understand about the topics to be treated. This can be done systematically by administering short questionnaire or by random questioning.

- Mode of delivery which could one or more of the following:

- PowerPoint presentation
- Video streaming
- Role Play
- Games
- Question and Answers

When planning a session, think about the audience's priorities, needs, time and space. The focus may be modified by spending more or less time on certain sections using different methods of delivery.

Note: For trainings in schools, there is the need to find out the following details:

- Number of participants
- Time allotted

Participant Engagement is vital as this encourages cooperation and better understanding of the issues. Use games, group activities, shared opportunities to speak to engage with participants.

The following activities will be useful in fostering participants' cooperation, concentration and involvement during sessions:

Touch Each Page: Participants will use sticky notes / post-it notes for at least one question or comment on each page of the resource or handbook. They can

write follow-up questions or notes about insights, fresh information and take-away they have noted based on the content of the page. This activity works best with multi-page documents.

Gallery Walk: A “gallery walk” is a larger-group activity that provides participants an opportunity to work as teams to process information and then walk around and learn from the work of other groups. There are many ways to use this process to allow each group to display key ideas (to be determined by the facilitator) on large chart paper, which is then displayed around the room. Ask participants to break into groups, and provide a prompt or topic for each group. The prompt can be the same for every group, or different for each group.

Each group discusses the prompt and writes or draws its response on chart paper. The facilitator then gives groups time to walk around the room, look at the other groups' responses, and take notes. The facilitator may provide groups with guiding questions to reflect on during this time. After groups have reviewed the responses posted around the room debrief with the entire group about key concepts and ask them to share what they have learned.

Think-Pair-Share: This strategy enables participants to relate to a topic, formulate their own ideas, and then share these with other participants. Think-Pair-Share encourages participation, and can help keep participants on task. Think-Pair-Share helps participants become actively involved in thinking about the concepts presented in the training. When participants discuss new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage. Participants need time to process new ideas in order to store them in long-term memory. When facilitators present too

much information in a single block, much of that information is lost. If participants are given time to “Think-Pair-Share” at selective points throughout the training, more of the critical information is retained.

To facilitate a Think-Pair-Share, ask participants to follow these three steps:

1. **Think** about a particular topic. Give participants approximately 20 seconds.
2. **Pair** with your neighbour or table.
3. **Share** with your neighbour or table. Give participants approximately 2–3 minutes. If time allows, have two or three pairs or tables orally share their ideas with the entire group.

Note: Please ensure that all participants understand the question or concept being thought about. Use a timer to coordinate this activity.

Preparing for the Day

Successful delivery of any activity requires detailed planning. It is recommended that facilitators meet with the organizers prior to the training in order to—

1. Gather more information about the audience members' needs and priorities and past experiences with the content,
2. Identify related tools or procedures currently being implemented,
3. Verify the agenda and training outcomes,
4. Confirm training logistics, and