

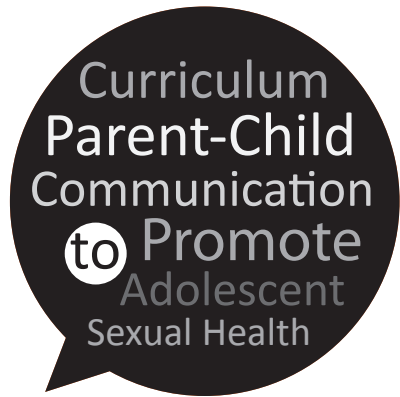


Curriculum

Parent-Child Communication

to Promote Adolescent Sexual Health





Curriculum: Parent-Child Communication to Promote Adolescent Sexual Health

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Introduction

PATH has been implementing comprehensive sexuality education (CSE) for adolescents in the school setting through the TeenPATH Project, funded by the Global Fund to Fight AIDS, Tuberculosis and Malaria (GFATM). TeenPATH has been ongoing since October 2004 and is currently operating in 43 provinces of Thailand.

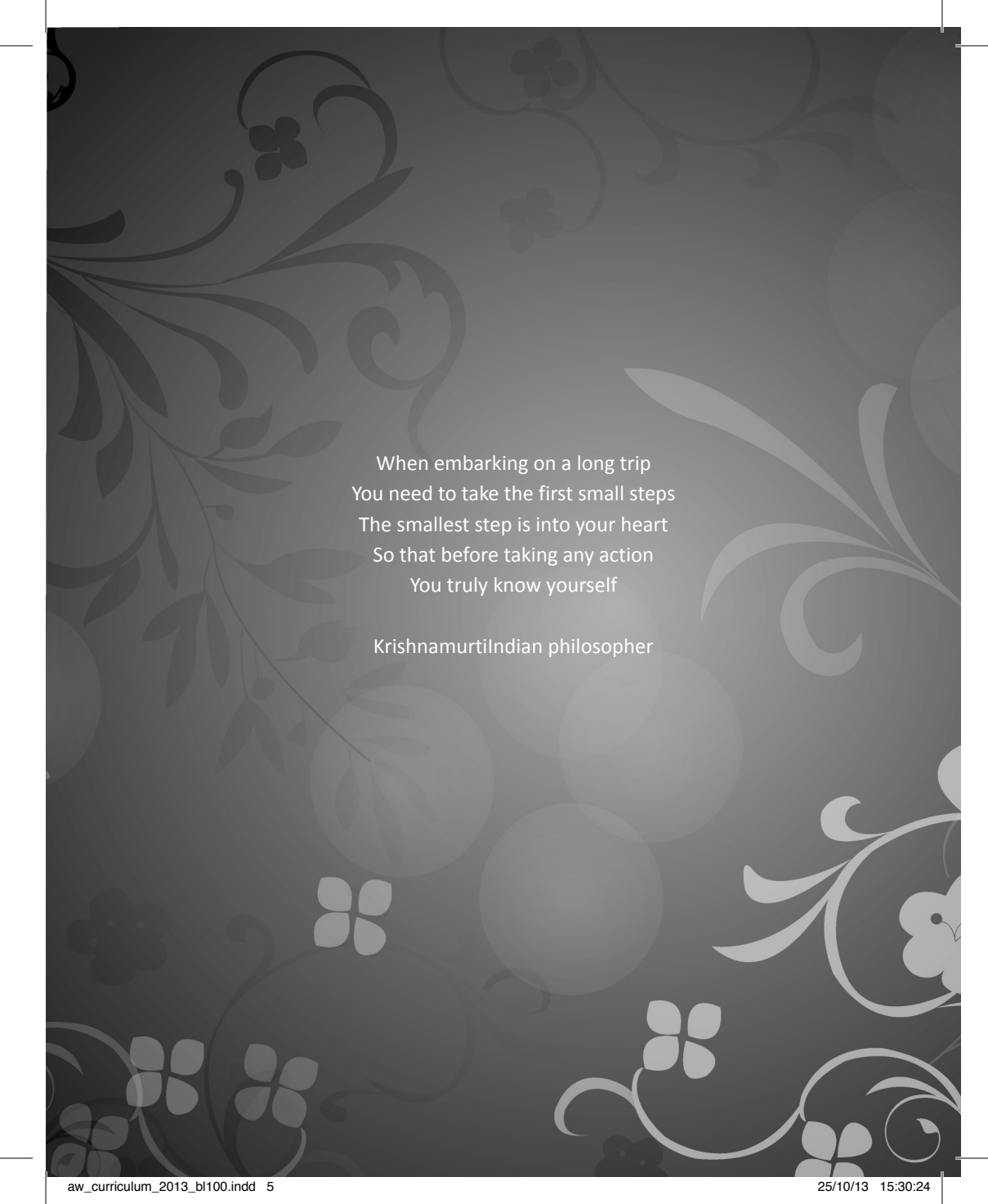
As part of TeenPATH, PATH developed a training curriculum on CSE for students in high schools, vocational schools and colleges, as well as a curriculum for CSE instructors to help institutionalize CSE into the formal educational system. In addition, PATH developed a curriculum to build the capacity of parents and guardians to communicate with their children and youths under their care so that they can lead sexually healthy lives during their transition through adolescence. The training of parents is implemented in tandem with the school-based program to reinforce CSE at home. The objective is also to improve the knowledge, understanding and attitudes of parents about sex and to impart sex communication skills for constructive application in the family.

This parent curriculum for better sex communication in the family was developed in conjunction with the creation of a team of master trainers to implement the curriculum with groups of parents and child guardians. TeenPATH tried to recruit trainers who are

local educators who can implement the training in the community setting in the context of public health strengthening and youth development. In this way, the intervention can be sustained with new cohorts of parents and youths. The project is implemented through networking, genuine community participation, and linkages with related agencies that provide counterpart funding and support to improve the sustainability of the project interventions.

If you have any recommendations for improvement based on actual implementation of the content, please send your recommendations to the project for consideration in future revisions.

Thank you,
TeenPATH
March 2011



When embarking on a long trip
You need to take the first small steps
The smallest step is into your heart
So that before taking any action
You truly know yourself

Krishnamurti Indian philosopher

Curriculum Parent-Child Communication to Promote Adolescent Sexual Health

Objectives of the training

After completing the two days of training, the participant will be able to do the following:

1. Analyze the current situation and environment, and how it affects adolescents;
2. Identify different ways of thinking by different generations and how this creates communication gaps that impact relationships;
3. Survey attitudes and values about one's sexuality and being open to the diversity of others;
4. Analyze the impact of value-based decisions or actions of others, which are contrary to one's own beliefs;

5. Identify the obstacles that adults face in talking about sex with adolescents and how to communicate constructively about sex;
6. Practice skills in communicating efficiently with adolescents and practice initiating conversations about sex with adolescents.

Expected benefits of the training

The parents/guardians will:

1. Be able to analyze themselves and their environment, and identify communication gaps with their children, and the consequences of those gaps and different ways of thinking;
2. Develop broader viewpoints about sexuality and listening skills by trying to understand those with different viewpoints from one's own, and reducing value judgments of others who have different values;
3. Develop skills in communicating, listening and learning with others - including adolescents - and feeling more comfortable about discussing sex.

Curriculum: Parent-Child Communication to Promote Adolescent Sexual Health

Day 1

08.30-09.00 hrs	Registration
09.00-10.00 hrs	Introduction, objectives, expectations and ground rules of the training
10.00-10.45 hrs	Introducing oneself with pictures
10.45-11.00 hrs	Break
11.00-12.00 hrs	Community survey
12.00-13.00 hrs	Lunch
13.00-14.00 hrs	Lifeline exercise
14.00-15.00 hrs	Choosing sides
15.00-15.15 hrs	Break
15.15-16.15 hrs	Retracing adolescence
16.15-16.30 hrs	Summary of the day's learning

Day 2

09.00-09.30 hrs	Review of learning from Day 1
09.30-10.30 hrs	Questions about sex
10.30-10.45 hrs	Break
10.45-12.00 hrs	How often do we do this with our children?
12.00-13.00 hrs	Lunch
13.00-14.30 hrs	Focused listening
14.30-14.45 hrs	Break
14.45-16.00 hrs	What would you do in this situation?
16.00-16.30 hrs	Summary of learning and evaluation
16.30 hrs	Closing session

Day 1

- Introducing the training
- Personal introduction
- Icebreaking activity
- Objectives of the training and methods
- Expectations of the training
- Ground rules of the training

Activity 1	Introducing oneself with pictures
Activity 2	Community survey
Activity 3	Lifeline
Activity 4	Choosing sides
Activity 5	Retracing adolescence



Introducing the training

Objective To enable the participants to meet each other and understand the training objectives

Duration 60 minutes

Props Name tags, flip chart paper, marker pens and blank sheets of paper

Procedures

1. Welcome the participants
2. Ask the trainers and participants to tell their name, nickname, number and age of children (30 minutes)
3. Conduct icebreaking activities (10 minutes)
4. Define the training objectives and procedures, and invite participants to express their expectations for the training (10 minutes)
5. Define the ground rules of the training (10 minutes)
 - The trainer explains that the two days of training stresses the importances of free exchange of opinion, experience and feelings about sex in order to develop communication skills with adolescents under their care.
 - Participants are asked **what type of atmosphere works best for learning, conversation, exchange and free expression of opinion**

- Organize the suggestions of participants into categories to inform them of the ground rules
- Encourage the participants to engage in group discussions about the key factors that influence learning, and encourage free expression of opinion
- Add key factors for group consideration such as focused listening, being open-minded with others, protecting confidentialities, not imposing value judgments, not teasing others, and not expressing an emotional reaction to the comments of others.
- Review the draft ground rules and ensure there is a group consensus for adhering to the rules for the duration of the training, and post these rules on the wall of the training room.



Activity 1 Introducing oneself through pictures

Objective	To help the participants: <ol style="list-style-type: none">1. To get to know fellow trainees and gain confidence in expressing themselves2. To survey one's feelings about being a parent
Duration	30 minutes
Props	Different pictures, one for each participant

Procedures

1. Place all the pictures on the floor so that participants can view them all
2. Invite participants to choose a picture that they think is similar to their role as a parent. For example, a picture of the sun may denote the parent as a source of light and warmth for their child. A picture of a tree may denote the parent as a source of shade and coolness for their child. A picture of a purse or wallet may denote the parent as a source of support and financial security for their child.
3. After each person has selected a picture, invite each participant to explain why they chose their picture and what it represents as the image of a parent.
4. The trainer records (on a flip chart) the attributes of the parent described by participants.

5. After all persons have discussed their picture, the trainer asks the participants to express their feelings about the proper role of the parent.
6. Summarize key points from the activity.
 - All parents want the best for their child and to provide for them. This can be seen from the many activities and sacrifices they make for their children. Being the optimal parent depends on many factors.
 - This training is an alternate way of learning the role of being a parent. What methods are there to optimize the relationship with our adolescent child so that we can communicate more openly and freely on a full range of topics, including sex?



Activity 2 Community Survey

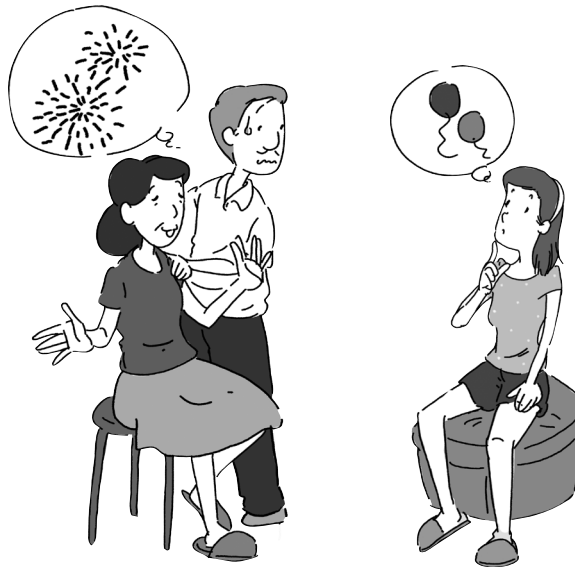
- Objective** To enable the participants to:
1. Review the situation of adolescents in their community
 2. Be more concerned about the problematic environment for adolescents, especially in matters of sex, which parents may not be fully aware of
- Duration** 45 minutes
- Props**
1. Enlarged community survey form with 17 items
 2. Stickers or marker pens for each participant

Procedures

1. Place the enlarged survey form on the floor so that all participants can clearly see it, and distribute the stickers or marker pens;
2. Invite the participants to read all 17 items in the survey and express their opinion by placing a sticker or writing a symbol in the box indicated (yes/no/not sure) and ask the participants to comment on all 17 items. Emphasize that this is a group evaluation exercise for assessing their community and there is no right or wrong answer;
3. After each person has responded to each item, total the opinions for each item and enter the total next to the item;

4. Invite participants to reflect on the results of the group opinion poll and identify those items with the most “yes” responses, the most “no” responses and the most “not sure” responses;
5. Invite the group to continue the analysis with the following probes:
 - How do these responses reflect the situation in the community?
 - For “no” answers, are the participants sure that their community does not have this?
 - When comparing problems of sex with other problems in the community, it would appear that sex is less of a problem; why is that?
 - The data show that youths face many different challenges. Do the participants feel that the youths are receiving enough support from the adults in the community?
 - Is it possible that your adolescent child is one of the youths in the community facing these problems, and why?
 - Who could help prevent adolescents from experiencing these problems and through what actions?
6. Summarize key findings of the activity
 - Sex problems are one group of problems that adolescents face, but they may not be as obvious as other challenges, such as addiction to video games, gambling or drinking. Society still views open discussion of sex as a taboo.

- If youths are experiencing some problems related to sex they do not want to open up about it or consult with parents or other adults. They are concerned that adults will not accept them or will scold them.
- Nevertheless, sexual problems can be prevented and managed if the parents can talk with their child frankly and constructively. The activities in these two days of training will help parents who are not yet comfortable about discussing sex to learn ways of talking with their adolescent child about sex so that they lead healthy and trouble-free lives in this area.



Results of the survey on key roles of the parent

An ABAC poll conducted in February 2010 found that **youths look up to parents and guardians for knowledge** and understanding about sex. The characteristic of a good counselor is someone who is open to discussing any topic without being judgemental or blaming if the topic is sex, and they will protect the confidentiality of the youth.

Thai adolescents believe that the **most credible information on contraception is from a doctor or their mother**. However, in practice, they consult mostly with their lover or peers because they are too shy to consult with adults (Source: Taylor Nelson Sofres, Global research services, October 3, 2009).

Community Survey

In my community in the past year	Yes	No	Not sure
1. ...There was a case of unplanned pregnancy.			
2. ...There was fighting among adolescents resulting in injury.			
3. ...There was fighting over a girlfriend resulting in injury.			
4. ...I think there was a case of adolescent STI.			
5. ...I think there was an adolescent HIV infection.			
6. ...There was a youth under age 15 who had sex.			
7. ...There was a case of sexual abuse of a child or youth by a family/household member.			
8. ...There was a married couple that fought, causing injury.			
9. ...A parent(s) physically abused and caused injury to their child.			
10. ...A youth became addicted to drugs or gaming in ways that harmed the community.			
11. ...I think there was a youth who considered suicide.			
12. ...A male youth raped a girl or took photos of them having sex in order to threaten the girl.			
13. ...A girl was raped or made a nude video clip.			

In my community in the past year	Yes	No	Not sure
14. ...An adolescent fled his/her household.			
15. ...An adolescent committed a violent crime, trafficked amphetamines or killed someone.			
16. ...An adolescent became addicted to drugs.			
17. ...An adolescent became addicted to alcohol, causing harm to himself or the community.			



Activity 3 Lifeline

Objective

To enable the participants to:

1. Understand that issues of sex are part of life from birth until death, and that these issues develop naturally in the different stages of the life cycle;
2. Understand that sex means more than sexual intercourse;
3. Be aware that the society and culture play a role in defining roles and aspirations about sex among people at different ages;
4. Understand the importance of parents in communicating more about sex with their child and that the earlier this begins the better it will be for the child.

Duration

60 minutes

Props

1. Sex statement cards (2 sets, each a different color); cut them up so that there is one statement per card (one-half the size of an A4 sheet)
2. Labels for different age groups (newborn, 5 years, 10, 20, 30, 40, 50, 60, 70 years and up)
3. Blank white paper

Set 1: Sexual development

- ✔ Starting to having a sexual response
- ✔ First exploration and contact with genitals
- ✔ Showing one's sexual characteristics
- ✔ Understanding gender roles
- ✔ Knowing one's sexual preferences
- ✔ First questions about sex
- ✔ Interested in an intimate relationship
- ✔ First production of semen
- ✔ First menses
- ✔ First expression of love or special feelings
- ✔ Sex drive
- ✔ Pregnancy
- ✔ Menopause
- ✔ Reduced sex drive
- ✔ Initial loss of sex drive
- ✔ Loss of sexual functioning

Set 2: Sexual behavior

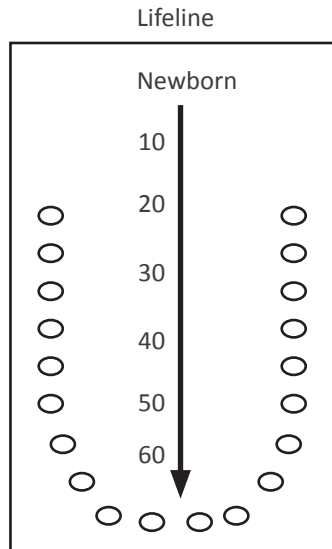
- ✎ First intimate relationship
- ✎ Heartbreak
- ✎ First sex
- ✎ Having a sex partner other than one's primary partner
- ✎ Marriage
- ✎ Childbearing
- ✎ Starting a new relationship
- ✎ Knowledge of contraception
- ✎ Becoming HIV-infected
- ✎ Having an STI
- ✎ Unplanned pregnancy
- ✎ Unsafe sex
- ✎ Use of contraception
- ✎ Use of HIV prevention
- ✎ First sexual health check up
- ✎ First consultation about sex
- ✎ Worried about one's size or appearance
- ✎ Abortion

Procedures: Preparation

Trainer places a long strip of paper or rope dividing the middle of the training room and labels the mid-line with age groups (as in the “lifeline” figure on the right).

Procedures: Implementation

1. Participants brainstorm the following:
 - a. **What do you think of when hearing the word “sex”?**
 - b. Write all answers on the flipchart
2. After enough brainstorming, invite the trainees to look at the responses and try to summarize what the overall impression is;
3. Trainer summarizes that sex covers more than sexual intercourse and lists some of those other areas.
4. Tell participants they will receive a statement card and ask them to indicate at which stage in life that statement is relevant, so that it can be posted at the appropriate place on the “lifeline.” Separate the colored statements by placing them on the left and right sides of the line;



5. Hand out one statement card to each trainee (though some may receive more than one);
6. Participants read the statement to their group members before placing it on the lifeline;
7. After all cards have been placed, open the discussion with the following prompts:
 - How are the two cards different?
 - What time of life do most of the cards appear, and why?
 - When looking at the issue of sex at the different stages of life, do you think that your children or youth in your care are sufficiently informed to deal with these issues, and where did they learn that information?
 - If they don't have sufficient or correct knowledge, what are the possible negative consequences?
 - From this exercise, what would you now consider the topic of sex to cover?
 - At what age of the child/youth in our care should we begin the discussion of sex?
 - What are the easier/more difficult sex topics to discuss with one's child/youth?
8. Invite participants to conclude with the following:
 - How do you feel about discussing sex with your child after conducting the lifeline exercise?
 - What would help parents to more easily discuss sex with their child?

9 Trainer adds to the summary as follows:

- Sex relates to life, from birth to death, and does not just refer to sexual intercourse. Sexual development is natural for all humans. At the same time, sex involves emotions, feelings, relationships, behavioral expression, health, sexual orientation, as well as dimensions of society, culture, values, and laws;
- There are both individual and group dimensions of sex;
- The lifeline also shows us how we acquired values about sex from society through admonishments or rules as to what behavior is appropriate for what age, including sexual aspirations and sexual behavior. Thus, one's social environment plays a key role in transmitting knowledge and understanding about sex.



Remarks for the trainer

The lifeline activity was designed to help adjust the conceptual thinking and understanding of trainees about sex and sex education. When the topic of sex comes up, most people think it is about sexual intercourse, something embarrassing, taboo, or otherwise not fit for open discussion. This leads to the common misunderstanding that sex education for youths will encourage them to experiment more with sex. Another false belief is that the understanding of sex is innate and will appear on its own when the time comes.

The lifeline exercise helps to show that:

- The topic of sex is natural and relevant at each stage of the life cycle from birth to death;
- Sex covers many dimensions, not just sexual intercourse;
- Society and culture plays a role in defining concepts, beliefs, roles, and expression/behavior of members of society;
- Thus, it is essential that people learn about sex so that they can better care for themselves, better care for others, and prevent negative consequences of sex.

Activity 4 Choosing sides

- Objective** To enable the participants to:
1. Survey one's values, attitudes and beliefs about sex;
 2. Practice focused listening, and recognize that other trainees may have different beliefs and values about sex than oneself;
 3. Analyze the results of thoughts and beliefs about sex and the implications for sex communication with one's child.

Duration 60 minutes

Props Signs with the words "agree" and "disagree"

Procedures

1. The trainer tells the group that s/he will read a statement that they may agree or disagree with. The trainer emphasizes that there is no correct answer. Once a statement is read, the participants then stand on the side of the room with the sign "agree" or "disagree."

1. I can accept it if my son, who is a student in middle school is sexually active.

Ask participants to explain their choice, and then probe with the following:

- ▶ I can accept it if my daughter, who is a middle school student, has sex.

2. I can accept it if I notice my son, who is in high school, is carrying condoms.

Ask participants to explain their choice, and then probe with the following:

- ▶ If my child is going to a party and asks for condoms I will give it to them.

3. I can accept it if my adolescent daughter, who is still in school, goes to have an abortion.

Ask participants to explain their choice, and then probe with the following:

- ▶ I can accept it if my adolescent son, who is still in school, takes his girlfriend to have an abortion.

4. I am ready to teach my child about contraception when they reach adolescence.

2. After the participants have grouped themselves in “agree” or “disagree” groups, ask a few sample respondents to explain their opinion; try to include those with different rationales.
 - You might begin with the group with fewer participants to give the minority opinion a chance to be defended and to improve listening skills.
 - Do not devote too much time to explaining reasons for choices since you may lose the attention of some participants.
3. Note on the flip chart or mark key aspects of rationales for further discussion at the end.
4. After completing all statements and rationales, the trainer review responses and reasons and opens the floor for additional points and observations from the participants with the following probes:



Probing questions

Adolescent sex

- Do you notice any difference of opinion when it is the son or the daughter who is sexually active?
- Do you think your child would know how you responded, and why?
- How will our attitude toward adolescent sex affect our ability to discuss sex with our child?

Carrying condoms

- What is the general opinion about condoms?
- Do you think it is a difficult decision for adolescents on whether or not to use condoms?
- At what age of your child should you have a discussion about condoms?

Abortion

- Is there a different standard for sons or daughters regarding abortion?
- What are the options for a girl who has an unwanted pregnancy and wants to continue her schooling?
- How can we ensure that our daughter will consult us if she has an unplanned pregnancy?

Contraceptive education

- How comfortable are parents in discussing contraception with their child?
- At what age should parents first discuss contraception with their child?

5. Trainer invites participants to summarize the session with the following prompts:
 - From this exercise what feelings or opinions have we observed about parents regarding adolescent sex?
 - Do you think your adolescent child would agree with your opinions about these statements –why or why not?
 - How will a difference of opinion affect the parent-child discussion?
 - If you want to discuss a sex issue that your child and you disagree on, what are the ways to approach this?
6. Trainers provides the following additional summary points:
 - Regarding sex and sexual behavior, people probably have different opinions and values based on their experience, learning and social influences. No one opinion is right or wrong.
 - Most people use their social construct, values or culture in specifying or judging the behavior of others, without understanding where their standards originated from. Thus, as a first step, we need to carefully examine our own values and beliefs, and their origins before entering into discussions about sex with others.
 - People of different generations probably have different opinions, beliefs and values about sex, since they grew up in different social environments. Therefore listening to others without making judgments is an important way to promote two-way communication with one’s child, in

order to help them practice preventing and resolving problems effectively.

- It is hard for adolescents to initiate conversations with their parents about sex. Thus, the parents must be the ones to start and show that they are willing to listen to their child.

Remarks for the trainer

- The “choosing sides” exercise should help participants explore their attitudes and beliefs about sex while also listening to different opinions from other participants. This includes exploring different standards for males and females, and the consequences;
- When asking questions, the trainer should be careful not to reveal their personal attitudes or be biased. Otherwise, some participants might be inhibited from expressing an opinion that is contrary to the trainer’s.
- The trainer should encourage participants to feel comfortable in choosing either ‘agree’ or ‘disagree,’ depending on their actual opinion, even if it is a minority opinion.

Activity 5 Retracing adolescence

- Objective** To enable the participants to:
1. Review their feelings when they were adolescents and analyze the feelings to compare them with what today's adolescents are probably feeling;
 2. Analyze gaps between adults and adolescents and define methods to reduce communication gaps between the two generations.

Duration 45 minutes

- Props**
1. Flip chart paper, marker pens and blank sheets of paper
 2. Topics for break-out groups
 3. Video on the topic:
"Voice of Today's Adolescents"
 4. DVD player and speakers

Procedures

1. Divide participants into four groups and tell them they will each receive a brainstorming topic;
2. Pass out the question/topic to each group with flip chart paper. Allow 10 minutes for discussion.

Topic for Groups 1 and 2

“Try to think about things that you did as an adolescent that your parents or elders did not approve of.”

Topic for Groups 3 and 4

“Try to think of things that adolescents do these days that their parents would disapprove of.”

3. After some discussion, have Group 1 present their points, and then have Group 2 add additional points from their discussion;
4. Next, have Group 3 present, and then have Group 4 add additional points from their discussion;
5. Trainer then opens the floor for discussion using the following probes:
 - How are adolescents in your day and today’s adolescents similar or different?
 - How are the social environments today and in the past different?
 - What makes us disapprove of certain behaviors by today’s adolescents when we may have practiced similar behaviors at their age?

- What have we learned from this exercise?
- How will a better understanding of adolescence and today's social environment help us communicate with our child about sex?

6. The trainer adds the following summary points:

- The basic nature of adolescents does not differ much across generations. Universally, adolescents want to explore, experiment, try new challenges, etc. Trying to stop them from this will only cause them to try harder. Their interest in sex and changes during adolescence are also natural and universal across all societies and eras.
- What has changed is the social environment, including modern technology, electronic communications, and the speed of connectivity. Today's adolescents learn faster and adapt more quickly to keep pace with the changing environment. If we think in the same way as today's adolescents, we might behave the same way as they do.
- The key point is how we can help prepare our child to navigate these social influences and changes skillfully so that they can feel confident, happy, and safe, as well as act responsibly toward themselves and those around them. Simply blaming society or the media, or viewing today's youth as bad, will not help solve anything.

- 7 The trainer then prepares to show a 5-minute video to allow participants to hear the views of adolescents in their own voices, what they want to express to their parents, and how they feel when their parents respond in different ways.
- 8 After finishing the video, ask participants the following:
 - How do you feel about the video content?
 - Do you think that your child will express themselves to you in the same way – why or why not?
 - As a parent what can you do to promote parent-child understanding?
- 9 Trainer summarizes key points and may add some information about the situation of sexual behavior among youths in the local area or in Thai society, in order to emphasize the urgent need for parents to communicate more effectively with their adolescent child.

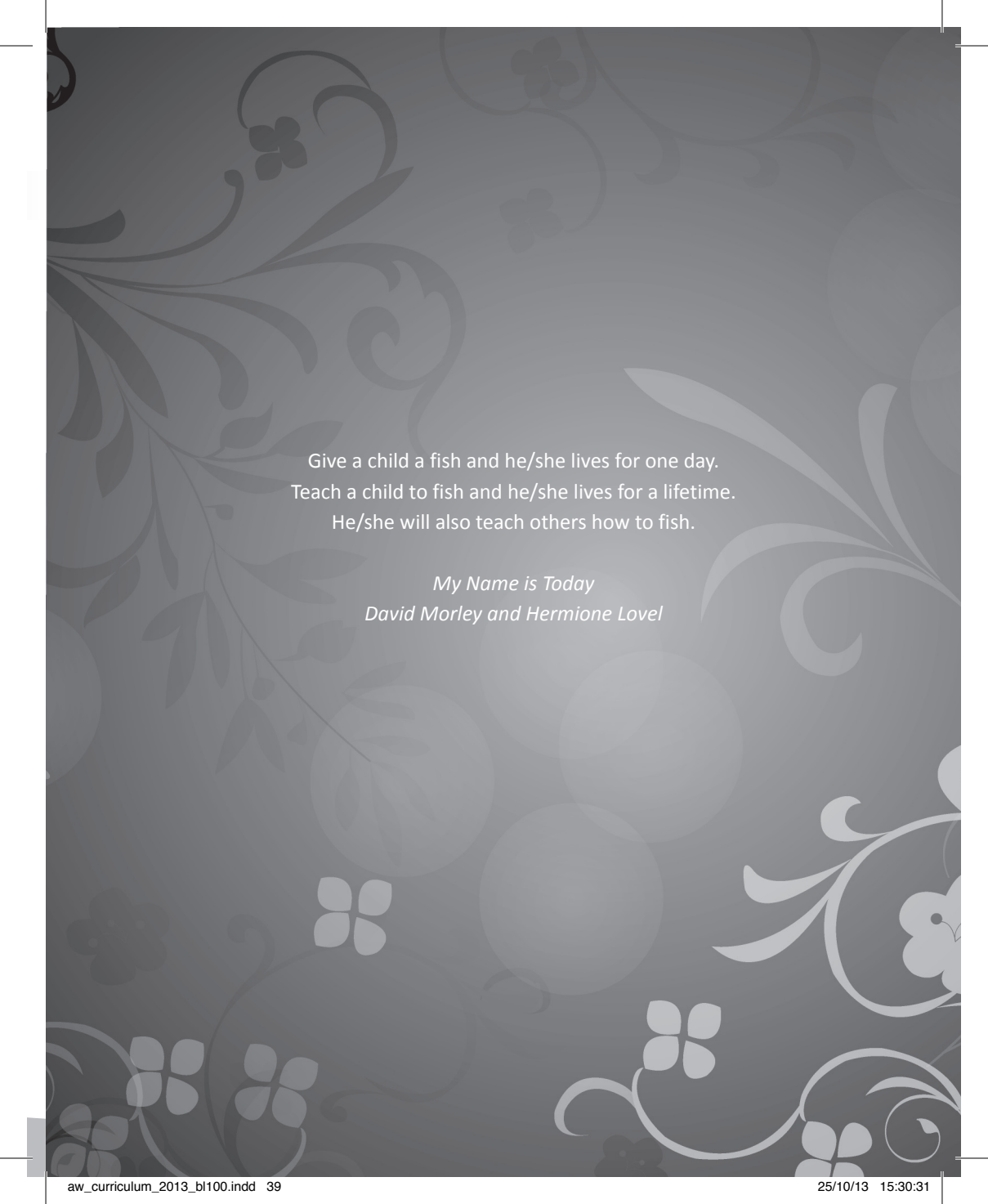


Activity Summary of Day 1

Duration 15 minutes

1. Ask the participants:
 - How do they feel about the day's activities and about sharing opinions with others?
 - Which parts would they like to try at home with their child?
 - Do they have any recommendations about the day's training or for inclusion in Day 2 of the training?
2. Hand out the document **"Breaking the Ice in Parent-Child Sexual Communication"** to participants and ask them to read it in preparation for discussions on Day 2.





Give a child a fish and he/she lives for one day.
Teach a child to fish and he/she lives for a lifetime.
He/she will also teach others how to fish.

My Name is Today
David Morley and Hermione Lovel

Day 2

Lessons learned from Day 1

Activity 6	Adolescent sex
Activity 6.1	The story of Ann
Activity 6.2	Questions about sex
Activity 7	How often do we do this with our child?
Activity 8	Focused listening
Activity 9	What would you do in this situation?
Activity 10	Summary of learning

Evaluation of the training



Activity Review of lessons learned from Day 1

Objective To enable the participants to:
Review the lessons learned from Day 1 and what they can apply at home

Duration 20 minutes

Props Flip chart paper, marker pens and blank white paper

Procedures

1. Invite the participants to discuss the activities from Day 1 and write down the lessons learned on the flip chart
2. Split into three groups and spend 10 minutes discussing what lessons can be applied at home
3. Have a volunteer from each group summarize their discussion points and note these on the flip chart
 - If any of the lessons learned are inconsistent or contrary to the educational objectives, then the trainer should review them and clarify before proceeding with Day 2 activities
4. Ask the participants if they have read **“Breaking the Ice in Parent-Child Communication”** and whether they would like to share any parts of it with their friends
5. Then explain to the trainees that Day 2 will focus on building skills for communicating with an adolescent child about sex

Activity 6

Adolescent sex

Activity 6.1

The story of Ann

Objective

To enable the participants to recognize the complexity of situations and problems related to adolescent sex

Duration

20 minutes

Props

1. Documents containing the Story of Ann and interview forms
2. Song: “Life of Ann” (5 minutes)
3. CD player and speakers

Procedures

1. Trainer explains that the participants are to listen to the interview with an adolescent with the pseudonym “Ann.” Pass out the document “Story of Ann” and interview form;
2. Give participants time to read the “Story of Ann” or ask for a volunteer to read it to the group;
3. Play the audio tape of the interview with Ann and ask participants to examine their feelings and think of additional questions they have;
4. Use the following prompts to stimulate discussion:
 - How do you feel about the story of Ann?
 - What additional questions do you have about her situation?

- What topics did Ann refuse to discuss with her parents and why?
- Based on this case study, what are the consequences of not discussing problems with one's parents?
- Do you think Ann's situation could happen to your child? Why and how?
- If you want your child to discuss sex with you, what can you do to initiate the discussion?

5. Trainer highlights the following points from Ann's story:

- Parents may think they can discuss any topic with their child, but are unsure about how to discuss sex;
- A good child in the eyes of the parents may be someone who does well in school, returns home on time, and speaks politely with parents, but this does not mean they may not experience problems with sex;
- Children know that their parents have high expectations for them, especially in the area of sex. Thus, it is important that parents let their child know they can discuss their problems and that they will not be scolded or blamed.

The Story of Ann

Ann is a female adolescent who has just graduated from university in a province of Thailand. While studying for her bachelor's degree she discovered that she had contracted gonorrhea from her boyfriend. Ann was surprised because she didn't have any symptoms, but the doctor said the examination showed that she was infected.

This wasn't the first time that Ann encountered a problem from having unsafe sex. Ann had had two sexual relationships before meeting her boyfriend. Her first relationship was with a boy from her home village when she was in Mathayom 4. During that time, Ann changed from being a conscientious student to someone who wanted to spend all her time with her boyfriend. She would tell her parents she was going to study with a tutor in the evening when she was actually going to see her boyfriend. But she made sure to come home on time each day so that her parents would not suspect anything.

During her first relationship, her boyfriend used condoms, but not for every sexual episode. The relationship ended after they finished high school and went to college in different provinces. There were no adverse consequences from this sexual relationship. Ann earned a scholarship to attend university and this made her parents proud. Living away from her parents and being on her own,

Ann got involved in the college nightlife, and her grades suffered. She also started a new sexual relationship with another student.

Ann decided to move in with her college boyfriend (without telling her parents) but because his family was not well-off Ann found that she was often short of money. She didn't want to ask her parents for money because her father was often ill and her family had medical expenses. Thus, Ann decided to become a sex worker based on the advice of another student who said it was the easiest way to get money quickly. Ann did not tell her boyfriend what she was doing.

Ann and her boyfriend were using the withdrawal method and safe period to prevent pregnancy. They did not use condoms. Ann became pregnant and decided to try to abort the pregnancy by drinking an abortifacient she bought from a drugstore. However, the abortifacient caused her to hemorrhage and she had to be admitted to the hospital. That was when her mother found out about her sex problems because the hospital called her parents to tell them about what happened to their daughter. Ann admitted that she was too embarrassed to tell her parents about her sex life, even though she felt close to her parents. She said that she was afraid of disappointing her parents and that prevented her from opening up to them.

Transcript of the interview with Ann

- Interviewer** Do you only do coursework at college or are you involved in extracurricular activities too?
- Ann** I am a cheerleader and a representative for my department major.
- Interviewer** How are your grades?
- Ann** I was a good student when I was younger - always number 1 in the class. Then I had a boyfriend when I was in Mathayom 4 and my grades went down a little. After coming to college I started to party a lot and had boyfriends. So my grades suffered.
- Interviewer** So you had your first serious boyfriend in high school?
- Ann** Yes.
- Interviewer** A fellow student?
- Ann** No, a neighbor.
- Interviewer** You knew each other from a young age?
- Ann** He went to another high school. But he passed by my house every day on the way to school. He asked me out on a movie date, and one thing led to another.
- Interviewer** Where did you go for sex?
- Ann** A dorm room. He was going to school in a nearby province and I would go to visit him. But I would always get back home without staying overnight.

I would tell my parents that I was studying with a tutor and would be back late.

Interviewer Didn't you feel close enough to your parents to tell them about your private life?

Ann It would have been too hard to tell them.

Interviewer Why didn't you feel close enough to your parents?

Ann After my accident I had to tell my mother what was going on. Otherwise I couldn't have told her on my own because I know she would have been disappointed with me.



Activity 6.2 Questions about sex

Objective	To enable the participants to: <ol style="list-style-type: none">1. Examine their own emotions when hearing adolescents' questions about sex;2. Listen and respond to questions about sex in a friendly way.
Duration	60 minutes
Props	<ol style="list-style-type: none">1. Sheet with ten questions about sex2. Flip chart sheet with ten questions about sex3. Answer sheets, one for each participant4. Booklet: "Things parents should consider when answering their child's questions about sex" (one copy for each participant)

Procedures

1. Begin by reminding participants that it is agreed that it is best to start talking with your child about sex from a young age. At the same time, the manner in which parents discuss sex is important too in order to build trust. Parents have to build familiarity with their child.
2. Ask participants what questions they had about sex when they were an adolescent and note these on the flip chart.
3. Ask them where they sought answers to their questions.
4. Describe this activity as a survey about sex questions raised by today's youth based on questions posted on the TeenPATH Internet website (www.teenpath.net). This

website provides information about sex education and there is a question and answer page on the website.

5. Present the ten most common questions and ask the participants about their reaction.
6. Then have participants pair up and ask them to roleplay as follows:
 - One person plays the role of parent, and one person plays the role of the child
 - Pass out the sheet with sex questions to the person playing the role of the child
 - Have the person playing the child ask the question to the person playing the parent, who then tries to answer
 - Allow seven minutes for this activity
7. Trainer invites the group to discuss, using the following prompts:
 - Ask the persons roleplaying the parent how they felt about the question and the response
 - Ask the persons roleplaying the child how they felt about the question and the response
8. Then spend five minutes for each pair to consider proper responses to the questions
9. Allow 3 minutes for each pair to present the question and response to the group
10. Trainer leads discussion with the following prompts:
 - Did you find this exercise difficult or easy?
 - If you had to answer questions like this from your child,

- could you adopt the manner and deliver the response as you did in the role play? Why or why not?
- If you could not answer a question, what other options do you have?
11. Distribute the answer sheet for the ten questions to each participant. Allow participants to read the suggested responses and have them compare these with their own responses during the role play.
 12. Trainer asks the group **“What does a parent need to keep in mind when answering a question about sex from their child?”**
 13. Trainer may raise the following issues:
 - It is important to provide accurate and comprehensive information.
 - The parent needs to employ focused listening for their child’s question or comment and answer questions in a relaxed mood without displaying shock or fear.
 - The parent should answer the question immediately, avoid placing blame, not be evasive in giving a response, and not change the subject. The parent should not laugh at the child’s question, tease them, or make it seem like a joking matter.
 14. Pass out the booklet to each participant titled: “What parents need to consider when answering their child’s questions about sex.”

Recommended response to questions about sex– 1

How should an adolescent girl manage her sex drive?

Adolescent girls may be sexually aroused by seeing nude pictures, being in close proximity to an adolescent male, or from physical contact with a male peer. This sexual response is normal and will dissipate if there is no further stimulation. A significant percent of girls masturbate and this is a way for a girl to explore her sexual response. Masturbation is conducted by gently massaging the genitals or erogenous zones around the breasts, lower stomach, arms, legs, cheeks, and back. A girl can stimulate her clitoris with her fingers by gently pressing in a circular motion around the tip of the clitoris. She can also insert and remove her finger from her vagina in a repetitive motion. It is important to do this gently in order to not bruise or tear the skin in/around the genitals.

Why does a boy's penis become erect?

When an adolescent boy is aroused his penis will enlarge from a flaccid state to an erect state. The enlargement and stiffness of the erect penis is caused by increased blood flow to the penis and reduced blood flow out of the penis. Accordingly, the color of the penis may become slightly pink during an erection.

What is leucorrhea?

This is a thick yellow or whitish vaginal discharge. It may occur at different times during the menstrual cycle. Leucorrhea after the end of menses is slightly thick and sticky, and then becomes clear about two weeks later around the time of ovulation. The consistency may resemble raw egg white at that time. This is part of the natural menstrual cycle.

Does frequent masturbation increase the size of the genitals?

Masturbation merely releases the sexual energy that has built up inside a person. It has no effect on the size of the genitals.



Recommended response to questions about sex – 2

What is normal pubic hair for a girl? Should it be soft?

Mine is coarse – why is that?

Pubic hair has special features. Pubic hair is beneficial by acting as a barrier to infection, reducing friction during sex, and masking odors from perspiration. Pubic hair is natural and beneficial for everyone.

What is orgasm?

Orgasm is the peak sexual feeling that results from masturbation or sexual intercourse. There will be a burst of sexual feeling and one's heart beats rapidly. The muscles flex. In males, there will be ejaculation of semen at the point of orgasm. In females, the vagina will contract and there will be release of vaginal lubricant.

How can you tell if a girl is a virgin or not?

If a girl bleeds or not as a result of sexual intercourse is not necessarily an indication of virginity since the hymen may be ruptured during other activities such as riding a bicycle or playing sports. A more important indicator of virginity or lack of virginity is the emotional feeling between the couple, in which there is mutual attraction and consideration. That shared emotion is more valuable than one's virgin status at the time.

If I'm pregnant, can I take a medicine to abort it?

The liquid abortifacients that you drink tend to have high alcohol content and stimulate blood circulation. This causes a strain on the heart and dilation of peripheral blood vessels. The face may become flushed. Taking this type of medicine will not necessarily cause an abortion and may result in fetal deformity. In some cases, this medicine may cause severe hemorrhaging that can be life-threatening.

Recommended response to questions about sex – 3

Is it safer to wear two layers of condoms?

One male condom is enough to prevent pregnancy and STI if used correctly. You need to squeeze the tip of the condom before applying it to the penis so that it will not break during use. Make sure that the condom package is not expired or damaged. Wearing two layers of condoms is not necessary and may actually increase friction which might cause the condoms to tear.

I find myself talking more frequently with a certain guy. The more we talk, the more I like him. He makes my heart beat fast. Is this love?

Love and having a crush can be hard to separate. You have to consider how well you know the other person. These feelings of attraction can occur often with any person who is pleasing to us. It could be their appearance, personality, or other attractive feature. But love takes longer to develop and is a deeper emotion.

**Things parents should consider
when answering their child's questions about sex**

Areas for caution	Recommended actions
<p>Try not to be evasive, non-responsive, or change the subject</p>	<ul style="list-style-type: none">• Be attentive when listening to your child's question and encourage more discussion by raising different examples from the current activity, such as while watching television dramas, walking in department stores, traveling in the car, etc..• Provide short answers if you feel awkward talking about the topic, such as when you're in a public place or during an inappropriate moment. You might say "Let's wait until we get home to discuss that" or "Let me finish this task first and then we can chat."
<p>Try not to refer you child to the other parent for an answer</p>	<ul style="list-style-type: none">• Tell your child frankly when you don't know the answer to a question and tell them you will find out the answer and report back.• If you are feeling awkward or embarrassed tell your child you need some time to collect your thoughts and you will provide them with an answer soon.

Areas for caution	Recommended actions
<p>Try not to laugh, tease or make your child feel that their question is irrelevant. This will confuse your child and could cause them to feel anxiety in the future when they have a problem involving sex; they may not know what the appropriate action is under those circumstances.</p>	<p>Try to be supportive with an encouraging tone of voice that sends the message to your child that their questions about sex are welcome.</p>
<p>Try not to use a disapproving tone of voice when your child has a question about sex.</p>	<p>Be open to your child's question. Show your child that you are interested in their thoughts and experiences. Let them feel that sex is natural and not abnormal.</p>
<p>Avoid using a disparaging tone of voice when referring to the genitals.</p>	<p>Use the proper terms when referring to the genitals</p>
<p>Do not provide more information than your child can absorb from one conversation.</p>	<p>When talking with your child about sex try to use terms that are age-appropriate and not overly technical.</p>

Activity 7 Do you do this with your child?

Objective

To enable the participants to:

1. Review the way you communicate with your child or young relatives in the household
2. Develop awareness about the impact of negative communication or scolding
3. Practice positive communication, which shows care and concern for the listener
4. Recognize the importance of two-way communication and advantages over lecturing

Duration

60 minutes

Props

1. A4 sheets with statements
2. Large flip chart sheet with the ten statements
3. Flip chart paper, marker pens and white blank paper
4. Video “Statements which adolescents do not like”
5. DVD player and projection screen

How would you feel if someone said the following to you?

1. If you do this, and get into trouble, don't come running to your parents to get you out of it.
2. Why are you so lazy? How many times have I told you to clean your room?
3. How dare you take the allowance we give you and spend it on your lover? You can't even earn your own income yet.
4. Don't ask. When the time comes, you will know the answer.
5. Are you crazy or what? How can you go out in public wearing such a short skirt?
6. You act like you have all the answers, always arguing with us.
7. Why are you just getting home? Where have you been? You never tell us where you are going.
8. You never stay at home or help out with the house work.
9. Don't let me find out that you are lying to me.
10. I don't care if your friends do it – I am telling you not to do it.

**Work together to rephrase
the statements so that they are more positive**

Procedures

1. Introduce the activity by asking: **Based on your experience as an adolescent, did your parents ever speak to you in a way you did not like?**
2. Invite 3 or 4 participants to give examples of how their parents spoke with them and how they felt at the time.
3. Ask participants **if they know what words or manner of speech they use that their children do not like.** Ask 3 or 4 participants to give an example.
4. Trainer asks participants to discuss the difference between scolding and loving admonition.
5. Introduce the 4-minute video on “Statements which adolescents do not like.”
6. Ask participants how they feel after watching the video.
 - What are possible consequences if a child feels their parent is not listening to them?
7. Trainer reads the ten statements and asks participants how they would feel if someone said those statements to them.
8. Divide participants into 10 groups and distribute one statement to each group and ask them to change the statement into a more positive communication by the following method:

- Consider what the objective of the parent is in making this statement.
- Consider how you would feel if you were the child and were spoken to like this.
- Which part of the statement sounds like blame, discourages dialogue, or makes the listener feel depressed?
- Work together to rephrase the statement so that it is conversational or expresses an admonition in a loving way so the listener feels good and the speaker still conveys the intended message.

9. Each small group then presents to the entire group by reading the original statement followed by their modified version. Encourage participants to discuss each group's work and how the modified statement makes them feel, whether more positive or not.
10. After all ten groups have presented their statements ask them how they feel about positive communication, whether positive communication by parents is easy or difficult, and why. Also ask them how positive communication promotes a better two-way dialogue.

11. The trainer can add the following if not yet discussed:

Positive communication

- Does not begin with blame
- Involves loving concern from parents
- Informs the child of how parent want them to behave, and gives him/her constructive options
- Use questions to encourage discussion by the child, and to continue the dialogue



Additional information for the trainer

When speaking with an adolescent it is important to encourage two-way communication and build trust.

- It is natural for adolescents to want to be independent. Try to put yourself in their position in trying to understand their actions and remind yourself to first listen to them.
- Parents generally feel two emotions when hearing about a child's problem: anger and love.
- Love and care from parents are positive feelings that need to be communicated to the child to help reinforce the behavior you want them to adopt. You must avoid conveying the impression that you view your child as a slacker or irresponsible person.
- Before showing any negative emotion, first consider what effect that might have on your relationship with your child. Being close and feeling mutual trust is very important and will help protect your child from risk behavior. Conversely, constant scolding and threats will only push the adolescent child away. Also, encourage your child to figure out solutions by themselves. For example, if your child comes home from school with a poor report card, ask them what they can do to improve. Show them that you have confidence in them.

- Accept the fact that sometimes parents can overreact. Give yourself time to calm down and then resume the conversation with your child calmly, and apologize if needed.
- Family life will be much more enjoyable if you have a shared understanding without arguments. If there was a discussion about the poor report card, once the discussion is finished do not raise the topic again such as at the dinner table later on.
- Allow your child to have time by themselves so that they can reconsider what has happened.
- Find a friend or relative who is understanding to help console you when you are discouraged or frustrated with your child's behavior. Try to learn from their experience and advice in how to manage stress.

Additional information for the trainer

Definition of scolding

Scolding is reflected by use of harsh words, manner and tone of voice or emotion that creates a negative feeling in the listener or makes them feel that you have already passed judgment on them without hearing an explanation, such as in the following examples:

- Finding fault, interrupting, or using phrases such as “Tell me now...” or “I don’t want to hear that...”
- Not giving your child a chance to explain their side of the story by cutting them off with leading statements such “You did....am I right or wrong?”
- Showing a manner of behavior or speech that sends the message that you do not want to listen.

This type of communication closes off any chance of constructive dialogue since the adult only wants to speak by themselves. This discourages the adolescent from talking or may encourage them to lie.

Definition of warning

In this context, a warning is a response to your child’s problem that is expressed in a way to encourage dialogue and is a positive communication. It should have the following aspects:

- Shows care and love such as by saying “I am sad and hurt that...” or “I am uncomfortable that...”
- Use open-ended questions to encourage dialogue such as “Don’t you understand about what I’ve just said?” or “Try to explain your reason for doing this” or “What made you think this way?”
- Make it clear to your child what the expected behavior is, for example “If you are going to be late you must call and tell me in advance.”
- Explain clearly why you disagree with your child, such as “I do not like the fact that you are coming home this late because....”
- Give your child an opportunity to express their desire for a solution such as “Tell us what you want us to do as parents if you come back late without telling us in advance” or “Let’s clean up your room together, okay?”
- Control your tone of voice so that it is pleasant to listen to, and display an expression that encourages conversation.

Activity 8 Focused listening

- Objective** To enable the participants to:
1. Define the components of focused listening
 2. Practice focused listening
 3. Be aware that listening skills are an important component in two-way communication and make conversations flow smoothly
- Duration** 60 minutes
- Props** Hypothetical situation

Child Role

Your child loaned their allowance to a friend, and decided to replace it by taking money out of your drawer with the intention to return it when their friend pays them back. Your child does not want to tell you because you disapprove of this friend, who was arrested for drug use in the past.

Parent Role

You notice that some money is gone from your drawer and ask your child about it. Your child says they don't know what happened to it. However, you discover a 500 baht bill in your child's wallet that resembles the bill that was in the drawer. You are sad that your child has lied and worry that he/she is buying drugs with their allowance since he/she was once friends with a drug abuser.

Procedures

1. Explain that this activity is to practice focused listening
2. Ask participants what they think the difference is between focused and regular listening
3. Trainer identifies the following characteristics of focused listening:
 - Readiness and intention to listen carefully
 - Display of interest in the other person by expression and manner
 - Understands what the other person is saying and can empathize with them
4. Participants pair off and practice three rounds of focused listening

5. Round 1:

- One person in the pair is the speaker, the other is the listener.
 - The speaker reads the section on “Pride in one’s child.”
 - Trainer explains the need to understand what the section is about, what the source of parents’ pride is, and how that affects parents.
 - The listener just listens without interrupting.
 - The speaker speaks for 3 minutes and then the roles are switched.
6. After both participants have played both roles, the trainer asks how it feels to be the speaker when the other person is listening carefully. What did the listener do to indicate they were listening carefully and were focused on the speaker? How did the listener feel about having to remain silent?

7. Round 2:

- In this round, the listener can ask questions of the speaker.
- The speaker reads the section on **“Feeling concern about one’s child that needs to be resolved.”**
 - Trainer advise participants to note what the issue of concern is, the reason for concern, how it should be resolved, and feelings about the resolution and possible repercussions.

- The listener listens intently and reflects on what they hear back to the speaker (content and feelings) and ask questions to clarify or raise another viewpoint or alternative to resolving the issue of concern.
 - Allow five minutes of discussion and then switch roles.
8. Trainer then asks the group whether the speaker felt different in this round compared to Round 1, and how they felt when the listener reflected their thoughts back to the speaker.
- Trainer asks the listeners what difference they felt between rounds.
 - Do the participants feel they can listen to their child in the same way that they did during this role play? Why or why not?

9. Round 3

- Invite two volunteers to leave the room with the trainer and assign roles of parent or child to each volunteer.
- ✦ Describe the situation to the volunteers separately and provide instructions for the role play.
- ✦ **The parent role:**
 - Instruct the volunteer playing the parent that they should initiate the conversation with a question before proceeding to the issue, express concern that their child has taken family money to buy drugs, and that they know their child took the parents' money.

✧ The child role

- Instruct the volunteer playing the child not to speak at first and wait for the “parent” to speak. Then ask the volunteer to try to deny the accusations of the parent out of fear of being punished.
 - While the volunteers are out of the training room, a second trainer describes the scenario to the remaining group of trainees. The large group is instructed to observe the interaction between parent and child, how they speak and listen, and their manner of conversation.
10. Then the two volunteers return and conduct the role play.
 11. Trainer notes key points of the conversation on the flip chart for further discussion.
 12. Trainer opens the floor for general discussion using these prompts:

Questions for the observers

- What was the atmosphere of the conversation?
- What could you observe during the conversation?

Questions for the parent role-player

- How did you feel as a parent speaking to your child?
- Did you listen to your child?
- Were you uncomfortable about any part of the conversation?

Questions for the child role-player

- How did you feel in the conversation with your parent?
- What listening skills did you use?
- Were you uncomfortable about any part of the conversation?

13. Trainer then summarizes the activity using the following prompts:

- What is the benefit of focused listening?
- How can you prepare yourself to be a focused listener?
- How can you apply focused listening with your child?

14. Trainer can add the following tips on focused listening:

- Listening well is the most important skill in communication because it gives the speaker confidence and trust to express themselves fully and to open up about their problem;
- A key aspect of effective communication with your child is to give them the opportunity to speak more than the parent does. This requires an appropriate setting, speech, manner, and expression. It is important to use open-ended questions to elicit truthful response.
- Key components of focused listening:
 - ✦ Always set your goal to listen fully to your child until they've said all they want to say.
 - ✦ Show interest when they are talking by making eye contact, nodding periodically, and being receptive to show your child that you are paying attention.

- ✦ Do not interrupt your child.
- ✦ Reflect back on what your child has said at intervals to show comprehension and empathy.
- ✦ Use open-ended questions to expand responses and clarification.



Activity 9 What would you do in the following situations?

Objective	To enable the participants to: <ol style="list-style-type: none">1. Practice skills in managing different situations in discussing sex with one's child2. Practice using lead-in questions to give an opportunity to explain and practice friendly listening
Duration	45 minutes
Props	3 sets of sheets describing two situations for 3 break-out groups

Situation 1

You are informed by a neighbor that your 15 year-old son invited a girlfriend to spend the night at the house when you were away.

Situation 2

Your 15 year-old daughter asks you if she can spend the night at a friend's house in town during the weekend. When she returns you find a porn video in the overnight bag she took to her friend's house.

Procedures

1. Explain that this activity attempts to apply what has been learned during the entire training up to this point;
2. Ask participants to think about situations with their child that require an intervention;
3. Instruct participants to practice finding a solution in the two hypothetical scenarios;
4. Divide participants into six groups and distribute Situation 1 to Groups 1, 2, and 3, and Situation 2 to Groups 4, 5, and 6.
5. Allow five minutes for the groups to review the situations and assign roles to group members. Remind the participants to consider the following:
 - How to present themselves to ensure constructive, two-way communication
 - What listening skills to use
 - What phrases to use to show concern and good faith
 - What sex-related topic needs to be discussed in this situation
6. After the group discussion, have each group roleplay, starting with Situation 1. Instruct the other group members to observe and compare the role players' manner, speech and listening behavior and how these differ among groups.

7. Open the floor for general discussion using the following prompts:
 - What communication skills are needed by the parents in each situation?
 - If this situation happened to you, do you think your and your child's reaction would be the same or different?
 - What have you learned from the two situations?
 - What would contribute to effective communication between parent and child?
8. Trainer adds the following key points:
 - Parents usually exaggerate their adolescent child's issues with sex. Thus, parents need to be calm and composed, and consider their own feelings and what they can/cannot accept.
 - It is very important to give your child an opportunity to explain their behavior so that you can show that you understand adolescent issues and your child's curiosity about sex.
 - At the same time, parents need to show appropriate concern by explaining the possible negative consequences of certain sexual behavior. They should help their child learn how to protect themselves and practice safe sex. They need to ensure their child knows that he/she can discuss any issue with them, even issues about sex.

- Allow your child to finish what they have to say before speaking. Keep comments short, concise and on topic. If you need more information to answer a question then invite your child to find the answer together. Agree to speak more often about this without the need to have a lengthy discussion each time.



Additional information for the trainer

Key points for Situation 1

- Parents can provide additional information for their child regarding laws related to minors that can alert them to possible consequences of irresponsible behavior.

Criminal Code 318

Any person who abducts a youth between the age of 15 and 18 by removing them from their parents, guardian or care provider without that youth's consent is subject to imprisonment from 2 to 10 years and a fine of 4,000 to 20,000 baht.

Any person who procures, pays for, or takes into their custody a youth defined in the first paragraph is subject to the same punishment and fine.

In the case that any crime in this category is committed for the purpose of gaining profit or subjecting the victim to immorality, the punishment is imprisonment for 3 to 15 years and a fine of 6,000 to 30,000 baht.

Criminal Code 319

Any person who abducts a youth between the age of 15 and 18 by removing them from their parents, guardian or care provider for the purpose of gaining profit or

subjecting the victim to immorality – with the victim’s consent - the punishment is 2 to 10 years imprisonment and a fine of 4,000 to 20,000 baht.

Any person who procures, pays for, or takes into their custody a youth defined in the first paragraph is subject to the same punishment and fine.

- Regardless of the standpoint of the child, the parent should use this opportunity to discuss safe and responsible sex, and the consequences of not practicing said behavior.

Key points regarding Situation 2

That one’s daughter is interested in pornographic media is an indication that she is curious about sex. This presents an opportunity for the parent to talk with their daughter about sexual feelings and emotions of adolescents, as well as potential consequences of reading or viewing pornographic media, using the following prompts:

- After watching/reading the pornography how did it make you feel?
- Have you ever had those feelings before? How did you manage those feelings?
- If you viewed pornographic media with a guy what do you think would happen?

Activity 10

Training summary

Objective

To enable the participants to:

1. Review and list the essential features of effective sex communication
2. Exchange opinions and feelings about participating in the training

Duration

30 minutes

Props

1. Survey Form: “Are you a parent who your child feels comfortable talking with?”
2. Pens

Procedures

1. Distribute two copies of the survey form and a pen to each participant
2. Explain that there is no right or wrong answer, and for participants to be as honest as possible. Allow 10 minutes for participants to fill out the form.
3. Instruct participants to keep their survey form and to take the other copy of the form back with them for their adolescent child to fill out to answer how they think their parent should be scored.
4. Trainer invites participants to express their opinions of the training. Attempt to elicit comments from all participants on any part of the two days of activities using the following prompts:

- Things that you will practice more of
 - Things that you will practice less of
5. Distribute the training evaluation form and collect completed forms in order to consider ways to improve future training. Thank the participants for sacrificing their time to attend the training.

Survey Form

Are you a parent who your child feels comfortable talking with?

Scoring

Often	= 4
Not often	= 3
Seldom	= 2
Never	= 1

Do you think you will now do the following with your child?	Score
1. Show respect for your child's decisions	
2. You reassure your child that there is a solution for every problem	
3. You show your child that you are willing to listen to anything that's on their mind, even if it is something they think you disapprove of	
4. You show your child the importance of each person listening to each other in a conversation	
5. You do not rush to express your opinion about what your child has told you, but ask what their opinion is first	
6. You answer your child's questions directly without making them feel that their questions are silly or irrelevant	
7. You tell your child directly why you disapprove of their behavior without going into a long diatribe about the past	
8. You reassure your child that making mistakes is part of lifelong learning experience and that no one is perfect	
9. When you feel uncomfortable or awkward in answering your child's question you tell them frankly that you feel this way	
10. You share in the enjoyment or humor of the things that your child tells you	