



“Alphabet for you and for me” – an answer to sexual and reproductive health needs of the teenagers in Bulgaria

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Educational package “Alphabet for you and for me”



- ◆ Created in the frame of the Project BUL/00/P01 “**Strengthening of the National Program of Sexual and Reproductive Health**”. The Project was implemented by the Bulgarian Ministry of Health and the National Center for Public Health with the financial and managerial support of UNFPA

Authors' team

- ◆ The educational package 'Alphabet for you and for me' is created by a multidisciplinary and multiorganizational team of:
 - Medical specialists
 - Psychologists
 - Sexologists
- ◆ appointed by an order of the Minister of Health

Authors' team

- ◆ **Anina Chileva** – team leader, National Center of Public Health
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- ◆ **Methody Methodieff**, Bulgarian School Health Association
- ◆ **Mitko Marinov**, 3MM Consult,
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- ◆ **Julia Popova**, Bolkan College, Sofia

Philosophy of the Program

“Alphabet for you and for me” is based on the contemporary and comprehensive

BIO-PSYCHO-SOCIAL model of human sexuality.

Need Assessment among the Bulgarian Youth



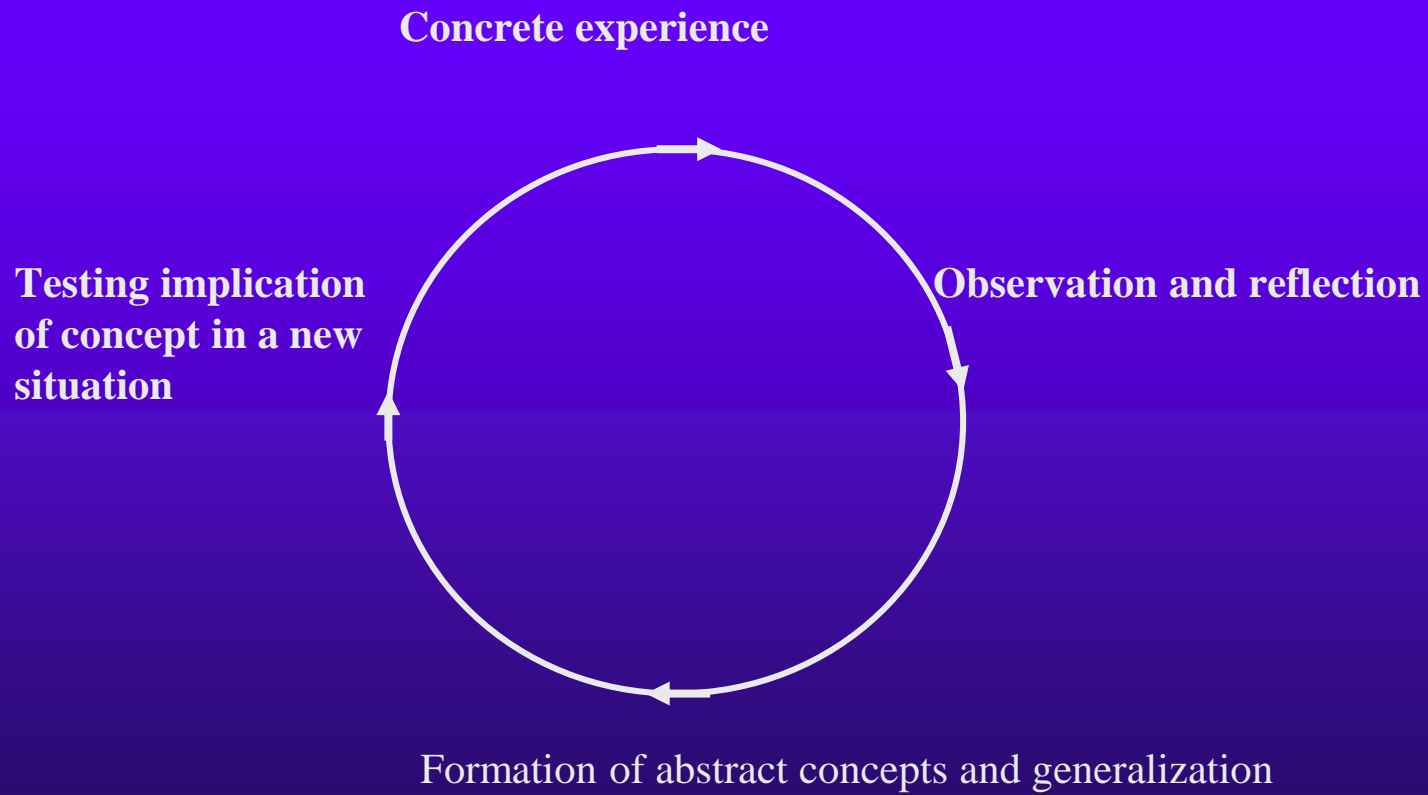
- ◆ Need assessment meeting in the frame of the project – young people, teachers, school administration, parents
- ◆ UN Youth Initiative:
 - 16 focus group
 - Nationwide quantitative research
 - Letters' initiative
 - Youth forum and Youth Charter
- ◆ 12 focus groups for program content – 3 in each grade from 5 to 8, organized in a big city and a small town before structuring the programme


Educational Approach

- ◆ Experiential teaching - learning process (participatory learning, learning by doing, active learning)
- ◆ Aimed on developing of:
 - Knowledge,
 - Attitudes and
 - Skills
- ◆ For responsible sexual behaviours, avoiding risky choices.

Educational Approach “Experiential Learning in a group”

- ◆ This approach is based on D. Kolb Cycle



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- A large, ornate metal key with a circular handle and a notched bit, lying on a textured, golden-brown surface.
- ◆ In terms of contemporary comprehensive health education we could agree that this approach is well known as “Life skills based health education”.

What is Skills based health education?

- ◆ **Skills-based health education** uses a variety of learning experiences, with an emphasis on participatory methods, and aims to develop knowledge, attitudes and *especially skills* needed to take positive actions to create or maintain healthy lifestyles and conditions.*

* UNICEF/WHO Reference paper: Skills-based Health Education, including Life Skills

Why Life skills based health education?

During the past two decades, there is growing recognition and evidence that as young people grow from their earliest years through childhood, adolescence, and into young adulthood, developing psycho-social and interpersonal skills can protect them from health threats, build competencies to adopt positive behaviours, and foster healthy relationships.*

Life skills have been tied to specific health choices, such as choosing not to use tobacco, eating a healthy diet, or making safer choices about relationships.

*UNICEF/WHO Reference paper: Skills-based Health Education, including Life Skills

Theories and principals supporting life skills based education



- ◆ Child and Adolescent Development theories (Piaget, 1972)
- ◆ Multiple intelligence (Howard Gardner, 1993)
- ◆ Social learning theory or Social cognitive theory (A. Bandura, 1977)
- ◆ Problem behaviour theory (Jessor and Jessor, 1977)
- ◆ Social Influence Theory and Social Inoculation theory (McGuire, 1968)
- ◆ Cognitive Problem solving
- ◆ Resilience Theory (Kirby, 2001)
- ◆ Theory of Reasoned Action (Ajzen and Fishbein, 1975)
- ◆ Health believe model Rosenstock (1966)
- ◆ Stage of change theory or Thanstheoretical model (Prochaska, 1979)

What are LIFE SKILLS

- ◆ **Life skills** are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (*WHO definition*).
- ◆ Life skills are a group of psychosocial competencies and interpersonal skills that help people:
 - make informed decisions,
 - solve problems,
 - think critically and creatively,
 - communicate effectively,
 - build healthy relationships,
 - empathise with others,
 - cope with and manage their livesin a healthy and productive manner.
- ◆ Life skills could be directed toward:
 - personal actions
 - actions toward others,
 - actions to change the surrounding environment to make it conducive to health.

Effective skills-based health education

- ◆ Replicates the *natural processes* by which children learn behaviour like:
 - modelling
 - observation
 - social interactions
- ◆ The role of the teacher in delivering skills-based health education is to facilitate participatory learning (natural process of learning) as well as conduct lectures or use other methods as appropriate and efficient for achieving the learning objectives.

Evidences for effectiveness

- ◆ Research has reported that skills-based health education promotes healthy lifestyles and reduces risk behaviours.
- ◆ A meta-analysis of 207 school-based drug prevention programs grouped approaches to prevention into nine categories:
 - knowledge only;
 - affective only;
 - knowledge and affective;
 - decisions, values and attitudes;
 - generic skills training;
 - social influences;
 - comprehensive life skills;
 - 'other' programs;
 - and health education K-12.
- ◆ The author found that “the most effective programs teach comprehensive life skills“.

Evidences for effectiveness

- ◆ Programs were also grouped according to whether they used interactive methods or not.
- ◆ The study concluded that “the most successful of the interactive programs are the comprehensive life skills-based education programs that incorporate the refusal skills offered in the social influences programs and add skills such as assertiveness, coping, communication skills, etc.” (Tobler, 1992).
- ◆ Meta-analyses by Kirby (1997, 1999, 2001) confirmed that active learning methods, along with other factors, were effective to reach students and to lead to positive behavioural results.

Content of “Alphabet for you and for me”

Educational package includes:

- ◆ **Manual** for teachers,
- ◆ **Individual tacks** for students and
- ◆ **Booklet** for Parents.

The Package is developed for teachers, school counselors and other pedagogical staff leading LSBHE classes in school.

Advantages of utilising participatory teaching and learning methods

- ◆ increases participants' perceptions of themselves and others
- ◆ promotes cooperation rather than competition
- ◆ provides opportunities for group members and their trainers/teachers to recognise and value individual skills and enhance self-esteem
- ◆ enables participants to get to know each other better and extend relationships
- ◆ promotes listening and communication skills
- ◆ facilitates dealing with sensitive issues
- ◆ appears to promote tolerance and understanding of individuals and their needs
- ◆ encourages innovation and creativity

(CARICOM)

Manual for Teachers



The Manual includes:

- ◆ Introduction
- ◆ Three theoretical chapters,
- ◆ „Worm up and wrap up exercises” and
- ◆ 15 topics, each of which is presented in a limited number of sessions.

Manual for teachers



Theoretical chapters are:

- ◆ „Methods of sexual health education”,
- ◆ „Group Process Skills” and
- ◆ „Evaluation”.

The topics are:

- ◆ “The others and I”

аз и групите

аз и групите

Нулева сесия
Начало на работа в една група по програмата "Азбука за теб и за мен"

Сесия 1
Светът на младите

Сесия 2
Общуване с връстниците

Сесия 3
Моите родители

Сесия 4
Промени в семейството

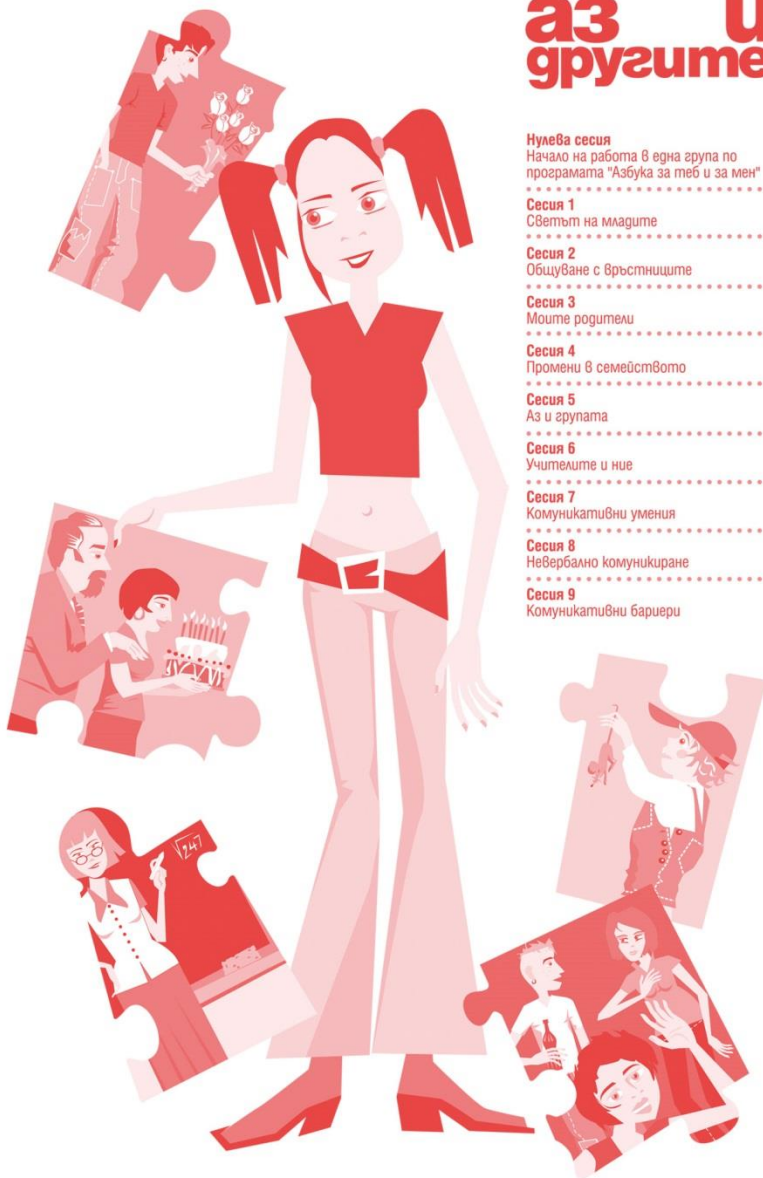
Сесия 5
Аз и групата

Сесия 6
Учителите и ние

Сесия 7
Коммуникативни умения

Сесия 8
Невербално комуникиране

Сесия 9
Коммуникативни бариери



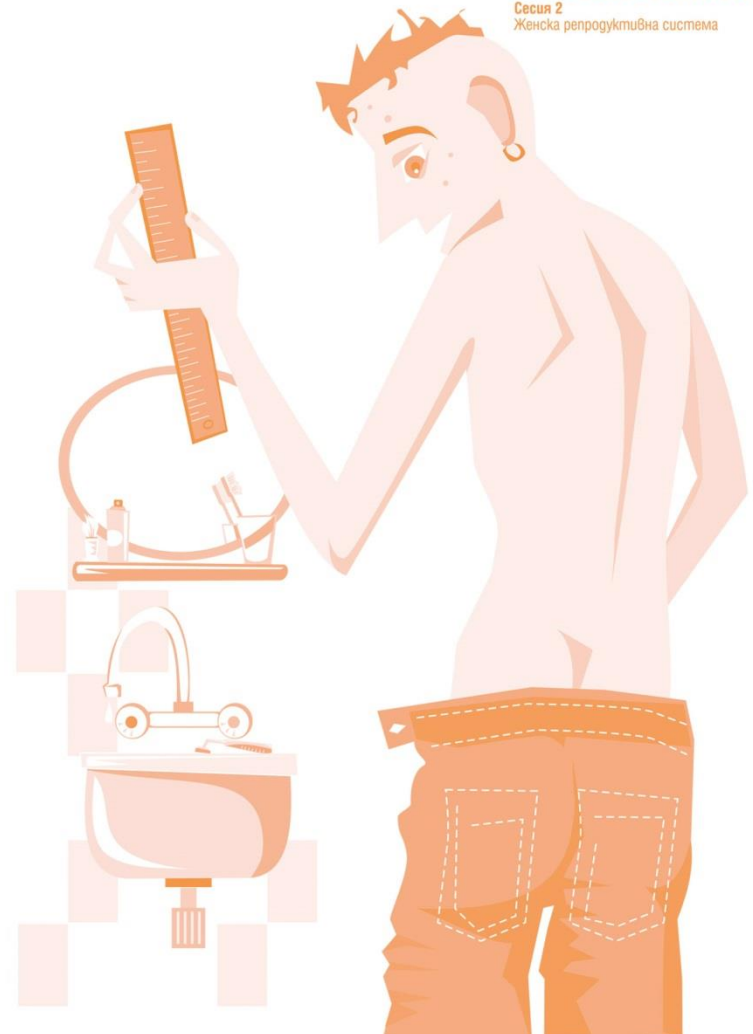
The topics are:

- ◆ “Changes of my body”

промените в моето ТЯЛО

Сесия 1
Мъжка репродуктивна система.

Сесия 2
Женска репродуктивна система





МОЯТА ЛИЧНОСТ

- Сесия 1
Психология на юношеството
- Сесия 2
Себепознание и идентичност
- Сесия 3
Личен избор. Отговорност
за взетото решение
- Сесия 4
Изясняване на ценности
- Сесия 5
Умения за емпатия и толерантност



МОЯТА ЛИЧНОСТ

◆ “My
personality”

The topics are:

- ◆ “In the world of feelings”



приятелство и Любов

Сесия 1
Приятелство
.....
Сесия 2
Близост
.....
Сесия 3
Любов



приятелство и любов

“Friendship and
love”

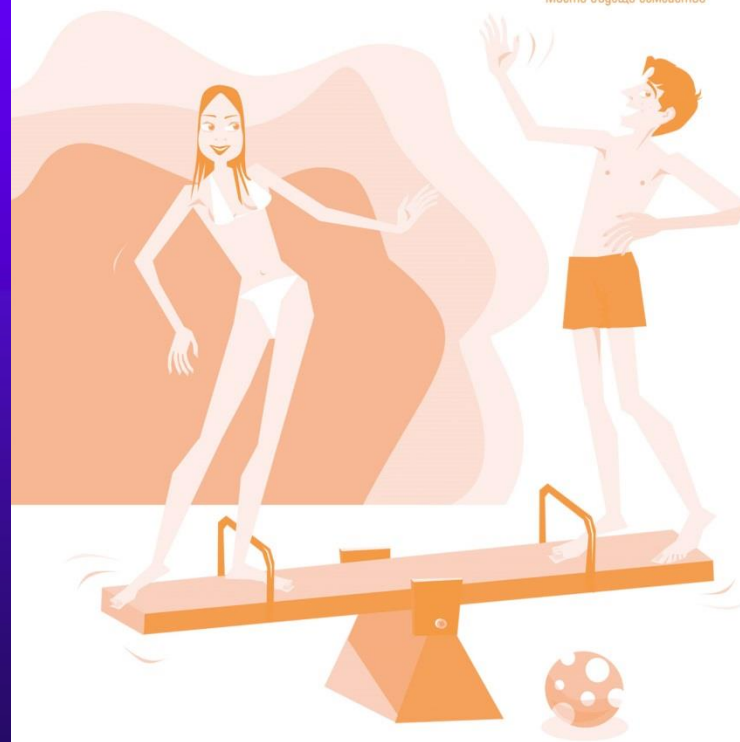
“Gender roles and relationships”



полови роли и взаимоотношения

плат. програми

- Сесия 1
Мъжественост и женственост
- Сесия 2
Социалните роли, свързани с пола
- Сесия 3
Полови роли и сексуална идентичност
- Сесия 4
Моето бъдещо семейство



ИНТИМНОСТ И ИНТИМНИ ОТНОШЕНИЯ

Сесия 1
Как да се запознаваме

Сесия 2
Интимност в отношението
към нас и към другите

Сесия 3
Интимност в сексуалните отношения

ИНТИМНОСТ



“Intimacy and intimate relationships”



“Erotic”

еротика

- Сесия 1
Сексуални фантазии
- Сесия 2
Самозадоволяване
- Сесия 3
Психофизиология на сексуалните реакции

еротика

рисково поведение и сексуално здраве

Сесия 1
Рискът – феномен на реалността
.....
Сесия 2
Умения за преценяване на риска



рисково поведение

“Risky behaviour and
sexual health”



“Unwanted pregnancy prevention”

**предпазване от
нежелана
бременност**

Сесия 1
Зачеване и бременност
.....
Сесия 2
Нежелана бременност
.....
Сесия 3
Контрацепция

шрифт: марица, в. марица

полово предавани инфекции

Сесия 1
Факти и нагласи за ППИ

Сесия 2
Търсене на помощ

полово предавани инфекции



“Sexual Transmitted
infections”



“HIV infection and AIDS”

ХИВ инфекция и СПИН

Сесия 1
Твърдения за СПИН
.....

Сесия 2
ХИВ и СПИН – какво да правим?

ХИВ инфекция и СПИН

насилие

Сесия 1
Лична неприкосновеност – право
и отговорност

Сесия 2
Насилието в училище

Сесия 3
Сексуални посегателства, насилие
и експлоатация



насилие

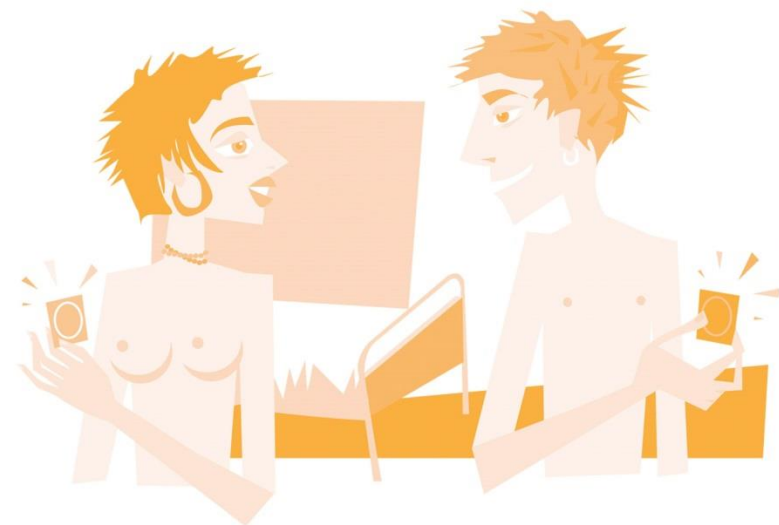
“Violence”



“Responsible sexual behaviour”

отговорно сексуално поведение

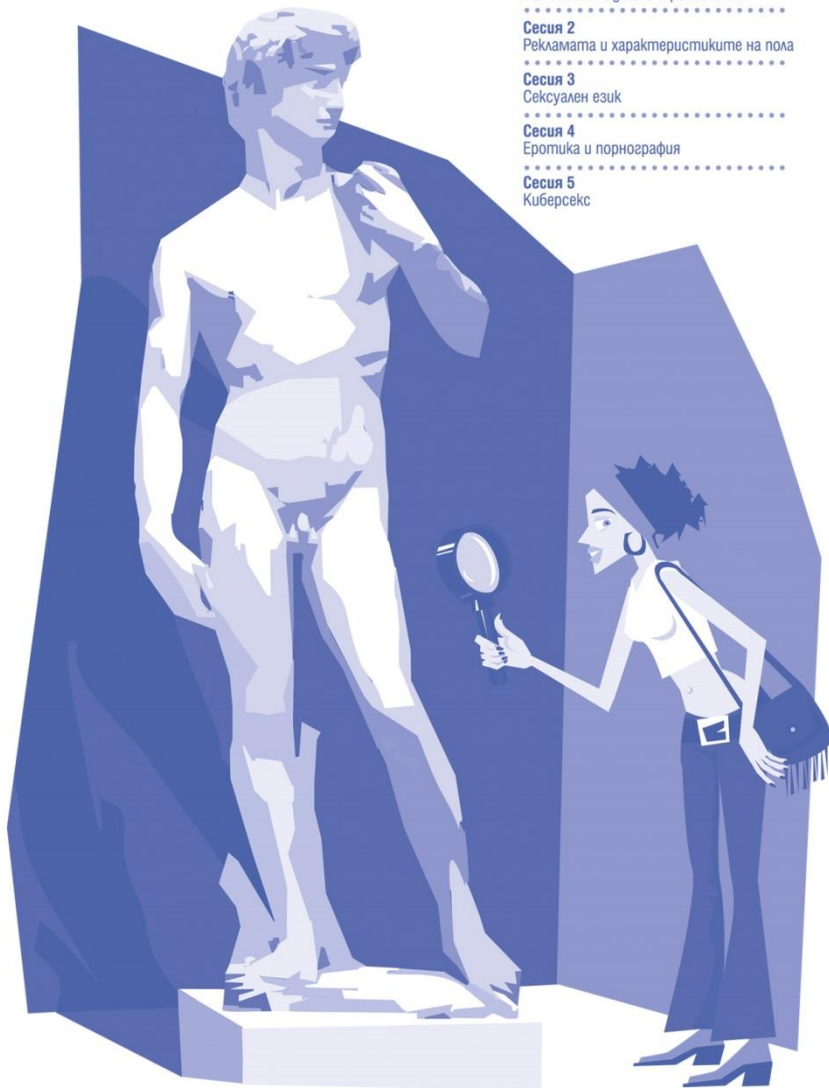
- Сесия 1
Отговорно поведение и вземане на решение
- Сесия 2
Групов натиск – влияние и преодоляване
- Сесия 3
Настойчивост. Устояване на натиск
- Сесия 4
Правене на избори, вземане на решения
- Сесия 5
Истини и митове за безопасен секс
- Сесия 6
Умения за безопасен секс
- Сесия 7
Отговорно сексуално поведение
- Сесия 8
Договаряне и вземане на решение за безопасен секс





сексуалност и култура

- Сесия 1
Ролята на медиите и рекламата
.....
- Сесия 2
Рекламата и характеристиките на пола
.....
- Сесия 3
Сексуален език
.....
- Сесия 4
Еротика и порнография
.....
- Сесия 5
Киберсекс



сексуалност и култура

“Sexuality and
Culture”

Individual tasks for students

- ◆ Created by Elena Teolova on the basis of cases developed by the authors of different topics and sessions.



Booklet for parents

Created by Emilian Kroumov by using the other authors' materials in order to give opportunity to the parents to acquire with the program and to find answers of some important questions.



Gratitude

- ◆ Development of the program and the manual become possible thanks to the systematic efforts of more than 30 teachers from 17 pilot schools all over the country leading sexual health classes. They have been given us an extremely important and valuable feedback during one school year.
- ◆ We have received remarkable support from the team of UNFPA office in Bulgaria – Marta Diavolova – Program officer and Ina Popcheva program assistant