

## **CHAPTER 4**

### **RESULTS**

The study is a participatory action research aimed to develop a program for educating Thai early adolescents on sexual and reproductive health. The implementation of the activities for developing the sexual and reproductive health program for Thai early adolescents was based on the participatory development process. The findings of the study are presented in five sections including: 1) background characteristics of stakeholders; 2) results from conducting needs assessment regarding the desired SRH education program; 3) the SRH education program based on participatory development process; 4) results from implementing the SRH program; and 5) Conclusion from a workshop for critiquing the SRH program and advocating policy.

#### **Background characteristics of stakeholders**

This study used the participatory approach--youth and adult partnership--to develop a SRH program for early adolescents which included early adolescents themselves and the key stakeholders in their lives- parents and teachers. This section addresses the background characteristics of all the stakeholders who committed themselves to being participants in the program development; that is schools, teachers, early adolescents, and parents.

##### **Schools**

The educational institutes willing to take part in the research amounted to 10 schools with different characteristics regarding location, type of school (public/private)

and types of education management. Half of them are located in an urban area whereas the others are in rural areas. Those located in the urban area include the Prince Royal's College School, Yupparaj Wittayalai School, Kawila Wittayalai School, Navamindrachutit Payap School and Hoh Phra School. The other five schools in the semi-urban and rural areas are the Saraphee Phittayakhom School, Chumchon Wat Srikamchompu School, Chonlaprathan Phatak School, Maerim Wittayakom School and Ban Mae Sa School. Among these 10 schools, only one is a private school, which provides both primary and secondary education. The other nine are public schools of which three offer primary education from Prathom 1-Mathayom 3 (Grade 1-9) and the remaining six are secondary schools.

The administrators of the 10 schools cooperated with the researcher by appointing their teachers to a panel for conducting the research. With each school sending 2-3 teachers, the panel had a total number of 25 members (see appendix C). The representative teachers attended a meeting with the researcher to make a joint agreement that they would participate fully in the research in terms of the characteristics and model for conducting the research, which meant cooperating in partnership and participating in making decisions as well as in the process of developing the sexual and reproductive health program for Thai early adolescents. The roles and responsibilities of the panel can be concluded as follows:

1. Identifying needs and concerns regarding sexual and reproductive health among Thai early adolescents
2. Planning the implementation with the researcher
3. Implementing the project with the researcher in terms of developing the training course for youth leaders, recruiting younger youth leaders, building the capacity of

the younger youth leaders, organizing seminars and public forums for discussion and integrating the SRH program into the school setting, conducting project evaluation, and summarizing the report.

4. Coordinating with the researcher, younger youth leaders and parents.
5. Supporting and giving guidance to younger youth leaders and parents

### Teachers

The demographic characteristics of the teachers on the panel are detailed as follows. The participants joining the project for developing the sexual and reproductive health program consisted of 21 female teachers, accounting for 84 %, and 4 male teachers or 16 %. The average age was 45.52 years with the standard deviation of 5.23 and a range of 31-53. The lowest education level of these teachers was the B.A. degree. Twenty-one teachers or 84 % held a B.A. degree while the other four teachers or 16 % held an M.A. degree. As for marital status, 88 % of the representatives, or 22 teachers, were married with 8 % single and 4 % divorced (see Table 3).

Table 3

#### *Demographic characteristics of teachers*

Characteristics	Number (n=25)	Percentage (%)
Sex		
Female	21	84
Male	4	16
Age group ( $\bar{x} = 45.52$ , SD = 5.23 in years)		
Level of education		
Bachelor Degree	21	84
Master Degree	4	16

Table 3 (cont.)

*Demographic characteristics of teachers*

Characteristics	Number (n=25)	Percentage (%)
Marital status		
Married	22	88
Single	2	8
Divorced	1	4



Nine teachers taught primary students, fifteen teachers taught junior secondary students, five taught senior secondary students and one was the school administrator. Some teachers taught both junior and senior secondary students. They also taught different subjects and some taught more than one. The majority of them were guidance teachers whereas the others taught the subjects of science, Thai language, mathematics, social science, health education, arts and craft, and only one was the school nurse. Each of them has had different and diverse working experiences related to adolescent health depending on what subject, extracurricular activities and or capacity-building programs they organized for the students. Those activities and programs included anti-drug campaigns, childrens' rights promotion, prevention of violence in schools, prevention of

abuse among girl students, knowledge of sex and HIV/AIDS prevention, building the capacity and leadership skills of the teenagers.

When asked about sex education in schools, most teachers indicated that those who are not responsible for teaching science and physical education would not have enough knowledge about sex education and proper techniques to teach the students. Some of them still lacked an understanding of today's teenagers and could not tolerate some of their behavior. Sex education in schools focused only on knowledge about human body. In addition, the teachers had problems with educational materials and wordings when teaching sex education to students. Other teachers and students opposed sex education, seeing it as a precarious way of showing a hole to a squirrel. Some teachers felt that sex education was not necessary because some students already know about it so those teachers neglected to teach it. Sex education in schools also lacked the support of the school administrators and related agencies and the understanding of peer teachers. The teaching materials and textbooks were insufficient and out of date. The number of students in a class was too high for a teacher to ensure the knowledge reached all, and the class mixed by gender, girl students in particular were embarrassed to ask questions, whereas boys saw the sex education course as amusing and funny. Moreover, the community did not take part in solving this problem as parents pushed the burden onto the schools.

#### **Early adolescents**

After receiving commitment from the teachers to participate in conducting the research, the researcher held a meeting at which the teachers recommended which schools the researcher should use for conducting the assessment of junior secondary school students' needs. The researcher gave a condition to the teachers that the suggested



schools should have diversity in context in order to get an overall picture of aspects and diversity of needs. They suggested four schools that offer education for students from 10-14 years old. They were students in Prathom 5-6 at the Prince Royal's College School (the context of private school), Chonlapathan Phatak School (the context of rural school), students in Mathayom 1 at Kawila Wittayalai School (the context of a large public school in a semi-urban area whose students live out of town) and Yupparaj Wittayalai (the context of a large public school in the municipality whose students either live in the city or come from neighboring provinces but live in a school dormitory or with their relatives). When an agreement was reached on which schools the researcher went to assess the students' needs, and the simple random sampling method was applied by the teachers and researcher to select the participant students. The sample students were 27 boys and girls from each of the 4 schools. Therefore, the total number of students participating in the development of the sexual and reproductive health program was 108 students with the following general characteristics:

55 students or 50.93 % were boys while the remaining 53, or 49.07 % were girls. They were 10-14 years old with an average age of 13.03 years. These students were from Prathom 5-Mathayom 1 (Grade 5-7). Half of them studied in Mathayom 1 while 25.93 % were in Prathom 5 and 24.07 % in Prathom 6. The majority (53 informants) or 49.07 % had an excellent school record (with a GPA average of 3.01-4.00), 37 informants or 34.26 % had a good record, 15 informants or 13.89 % had a fair record and 3 informants or 2.78 % needed improvement in their studies. Most of the students (58.33 %) lived with both parents, 19.44 % with only their mothers and 16.67 % with relatives. The incomes of the students' families ranged from an uncertain level to 200,000 baht per month. The average income was 23,350 baht per month with a standard deviation of 32355.059. The level of

the students' economic status was relatively different. Most parents were blue-collar employees while the others were civil servants, self-employed and vendors, respectively. Most parents had graduated from primary schools and the others held at the B.A. and diploma degrees (see Table 4).

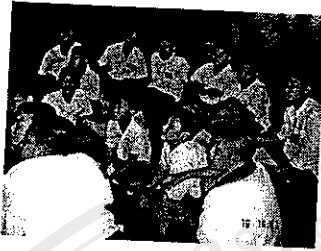
Table 4

*Demographic characteristics of early adolescents*

Characteristics	Number (n=108)	Percentage (%)
Sex		
Female	53	49.07
Male	55	50.93
Age group ( $\bar{x} = 13.03$ in years)		
Level of education		
Prathom	54	50.00
Mattayom	54	50.00
Intellectual Performance		
Excellent	53	49.07
Good	37	34.26
Fair	15	13.89
Poor	3	2.78
Living with		
Father & Mother	63	58.33
Single father	5	4.63
Single mother	21	19.44
Relatives	18	16.67
Self (in dormitory)	1	0.93
Family income ( $\bar{x} = 23,350$ bath per month)		



The Prince's Royal Collage



Cholapraton Patake School



Yupparaj Wittayalai School



Kawila Wittayalai School

### Parents

Another group of informants was the parents who are important to students and are, therefore, direct stakeholders. In this study, parents of the students from the suggested 10 schools were provided with an opportunity to participate. The teachers acting as assistant researchers contacted 30 parents who were willing to take part in this study. The demographic characteristics of the parents is shown as follows:

About 66.66% were female. Their mean age was 44.3 years, with an age range from 31 to 70 years. The majority of the participants (93.33%) were married. The incomes of the parent group ranged from an uncertain level to 70,000 baht per month. The average income was 14,428 baht per month. The lowest education level of these parents was in the lower secondary school education. More than half of the participants



were mothers and nearly half of them were employed as blue-collar employees. About 77.6% of them had taught sex education to their children. The issues they thought most important included the physical issues and how to care for sexual and reproductive health while those they thought least important were the readiness to have sex and safe and responsible sex (see Table 5).



Table 5

*Demographic characteristics of parents*

Characteristics	Number (n=30)	Percentage (%)
Sex		
Female	20	66.66
Male	10	33.34
Age group ( $\bar{x}$ = 44.3 in years)		
Marital status		
Married	28	93.33
Divorced	2	6.67
Income ( $\bar{x}$ = 14428 in baht per month)		

Table 5 (Continued)

*Demographic characteristics of parents*

Characteristics	Number (n=25)	Percentage (%)
Level of education		
Primary school	6	20.00
Secondary school	9	30.00
Diploma	6	20.00
Bachelor degree	7	23.33
Master degree or higher	2	6.67
Related to children		
Mother	20	66.67
Father	9	30.00
Cousin	1	3.33
Occupation		
Agricultural	3	10.00
Blue collars	13	43.33
Vendors	3	10.00
Government service	9	30.00
Unemployed	2	6.67

**Result from conducting the needs assessment regarding the desired SRH education program**

The researcher assessed what two groups- early adolescents and teachers- felts is needed in their desired SRH education program. The group reflection process was used

as the major method. Each group joined the needs assessment activities two times. The teacher group held a meeting by themselves while for the student group, the researcher arranged the activities during the time and day permitted by their schools. For early adolescents, after receiving the name list of students, the researcher sent letters of permission to the school administrators and contacted the head teacher of the levels. The letter explained the objectives, the needs for arranging activities to assess the needs of students from each school and steps for conducting the study. Then, the researcher submitted the plan of activities to the head teacher of the level for consideration. After obtaining approval, the activities were organized on the authorized date and time. The activities focused on group reflection, brainstorming, debate and discussion for debate and to create a new body of knowledge. To hold their attention, games were brought and combined with the activities to amuse and entertain the early adolescent participants.

The researcher and assistants organized the activities in the same format at all schools to create reliability and accuracy in the process of data collection. Most activities were held in the activity period and each took about 2-3 hours. The findings of this section are divided into three parts as follows:

- 1) Reactions to the working principles of participation and partnership
- 2) Perception of teachers and early adolescents on the current sexual and reproductive health situation
  - 2.1 Adolescent sexual behaviors
  - 2.2 Existing knowledge about sexual and reproductive health among early adolescents and sources of information
- 3) The needs and common concerns felt by teachers and early adolescents about sexual and reproductive health education

### 3.1 Core contents

### 3.2 Sources

## **Part 1: Reactions to the working principles of participation and partnership**

### Findings from teachers and early adolescents

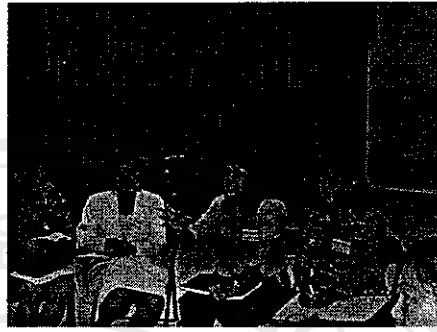
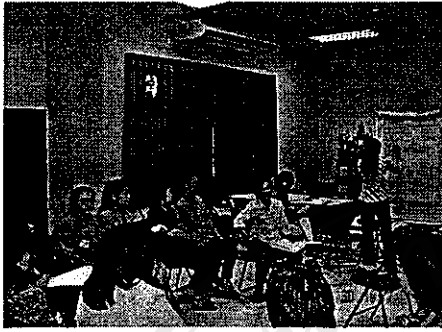
The participants demonstrated they understood the working principles by acting on them. They accepted the way of working together and did not oppose or resist when the open session was provided for them to ask questions and give opinions. Every participant agreed with the principles of participation and wanted to be a part of developing the sexual and reproductive health program. The explanation of principles and models for conducting the study was very important as it took time to work on this study which was a long and continuous effort requiring all participants to devote personal time on holidays/weekends to work for the study. Also, the teachers had to listen to and collaborate with the adolescents. Both had the same level of power to express their needs and concerns, as well as to identify the SRH education program they desired. This process established a commitment between the researcher and participants who acted as the key stakeholder and co-researcher.

## **Part 2: Perception of teachers and early adolescents on the current sexual and reproductive health situation**

### 2.1 Adolescent sexual behaviors

#### Findings from teachers

The issue raised was aimed to make the teachers aware of the problems. The teachers at both primary and secondary schools felt that Thai teenagers today face high risks, especially in sexual behaviors, which result from a variety of causes.



### *Physical development*

- 1) Children grow up fast and like to try, believing that it is normal to have sex. They have premature sex, while girls do not care about their virginity anymore.

*“From my own experience, I’ve seen a lot of children of this kind. To know what kind they are is to look at the way they talk. The girls look sexy because of make-up and trendy clothes and they always like to flirt and have cosmetics in their handbags. The boys have girlfriends, take advantage of girls and try to cop a feel.”*

- 2) The teachers felt that in adolescence, girls would have faster physical development than boys. The rapid physical changes led to early risk of sex behaviors. Children this age fall in love easily due to imitation.

*“One day I saw a Mathayom 1 girl student cry. So I rushed to ask what’s wrong with her. She said a senior student in Mathayom 5 broke her heart because he likes someone else. She said ‘I like him a lot, he’s my ideal guy but he doesn’t like me, he broke my heart’. This incident made me wonder how to make children of this type*



*know that it's just puppy love, not a sustainable love. Having girl/boyfriends is an imitation because those who don't have girl/boyfriends would be ridiculed by their classmates."*

*"Although the problem of having sex among students in Prathom 5-6 is not yet present, it's already evident among junior secondary students."*

### *Inadequate information*

- 3) Providing sex education to children was not sufficient. Some of them were quick to search for the knowledge by themselves. Some of them had more sex education than the teachers had, but they had misconceptions. Inappropriate behavior, thus, was a result.

*"After assessing the needs of students in Prathom 6, it was found that they wanted most to learn about having sex. Some drew a picture and wrote 'Sport on the bed' while some secretly saw porn magazines and media. From this, we think that we provide them sex education too late while the media has more influence."*

*"Children don't know what's right or wrong. A boy harassed his girl classmate by stretching out her body and then moving over her like riding a horse. Neither of them didn't knew that this is definitely wrong. After asking them we learned that they imitated what they saw on T.V."*

### *Family weakness*

- 4) Children's home environment today is weaker as they increasingly live in divorced families. Fathers/mothers are not good role models for them. The children do not get love and warmth, so they seek it on their own by having girl/boyfriends. That was the cause of several problems. Therefore, teachers would act as their parents to compensate for what they lacked and teach them about appropriate behavior.

The overall picture of the group reflection process showed that the teachers realize the problem. Every participant expressed opinions and exchanged experiences regarding the sexual and reproductive health problems of teenagers. When asked about the degree of the problem, all were unanimous that for early adolescents it's still moderate, but the problem is increasingly worrying. They thought that the problem is at a level among mid-adolescents. However, a good way to solve the problem would be to take action for prevention. Students in early adolescence still had a close relationship with their teachers; therefore, the teachers could play important roles in preventing sexual and reproductive health problems. Still, parents needed to take part rather than burdening teachers alone with the problem.

### *Findings from early adolescents*

Early adolescents acknowledged that nowadays they were not concerned much about virginity. Adolescent girls are more free in sexual behavior than in the past. It seems to be normal to them to have sex with a girlfriend or boyfriend. Talking about sex is fun and amusing, especially for the boys. As for gender roles, they saw gender differences in terms of appearance rather than performance of duties. Most teen girls,

especially, put emphasis on their beauty, gentleness and tidiness. A flower was used to symbolize womanhood. In contrast, teen boys placed emphasis on strength, bravery, patience, leadership and pride in being stronger than girls. However, a minority of teen boys and girls saw gender roles as including the performance of duty. From their perspective, a man must be responsible, be the family leader and take care of his family, whereas, a woman must take care of others and be responsible.

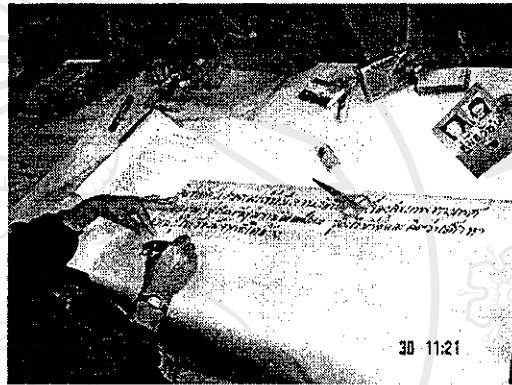
Most early adolescents considered rape as violent act of sexual harassment. Some behaviors such as lifting a girl's skirt and touching others' private organs were seen as sexual harassment. From this perspective, early adolescents felt that sexual harassment is only related to physical abuse. They did not know thoroughly the issues about sexual and reproductive health rights.

## 2.2 Existing knowledge about sexual and reproductive health among early adolescents and sources of information

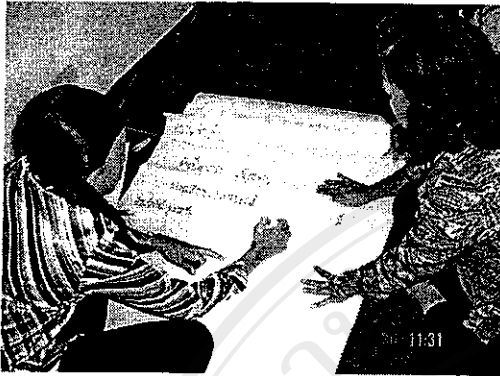
### Findings from teachers

The primary school teacher group felt that primary school students have a moderate level of knowledge about sexual and reproductive health. They said that children were aware of the changes in their bodies, knew about reproductive health and how to take care of sexual health themselves. The children already knew about their emotions, gender equality, the differences between men and women and the ways to establish a relationship with others. However, some students had misconceptions, especially about sexual relations. The older they were, the more curious they were when searching for information about sexual relations. They were more eager and had more knowledge than teachers thought. This was very dangerous for them as it might lead

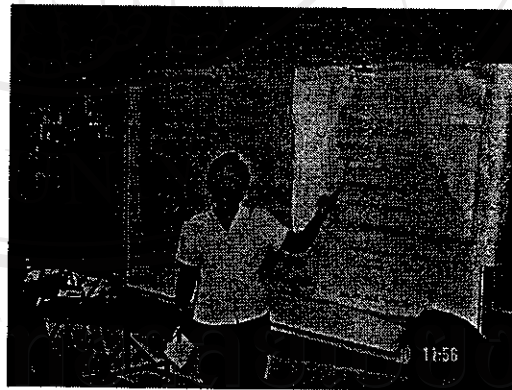
them to have premature sex. Primary school students obtained the most knowledge about sex from their teachers, secondly from the media and the least from their parents and peers. The group agreed on this issue and shared the view that early adolescents, especially primary school students, obey their teachers who are the most influential surrounding people in their surroundings.



The secondary school teacher group felt that students at this level had a great amount of knowledge about sexual and reproductive health but it was often wrong as they got the information by themselves from various sources of media. This was because sex education was targeted at Mathayom 2-3 students only and the content focused only on prevention methods, which are not sufficient to stop them from experimenting with sex. The group suggested additional subjects for the sex education class because teaching only the changes in the human body was not enough. As for sources of information, students turned to the media the most, their peers and older students second and their teachers the least. Teachers had a less important role among the secondary school students, as the time periods for sex education courses in the schools were relatively low.



The teachers at primary and secondary schools held the opinion that it is very important for children to have the right understanding about sexual and reproductive health as they have learned from inappropriate sources. Since the sex education class actually began at Mathayom 2 level, teachers thought it was taught too late and the content was not updated to keep pace with the changes in social trend in which children are at higher risky than in the past.

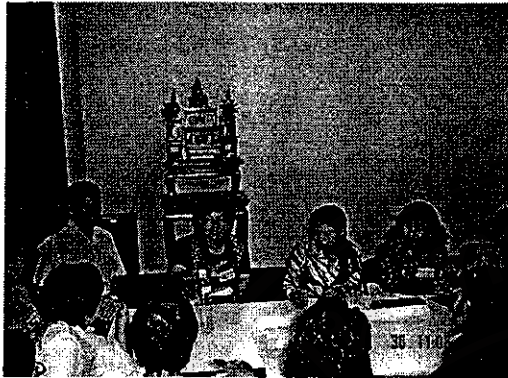


#### The primary teacher group

-Senior primary students must get sex education because they will have physical development at this age and the changes have an influence on their emotions. They must be taught how to properly make decisions and solve problems.

-Sex education for primary students would be preparation for them before entering adolescence.





### The secondary teacher group

It is very important for junior secondary students to be educated on sexual and reproductive health because of the following reasons:

- 1) There are many temptations in the rapidly changing society. Children adopt the Western culture without consideration. In their desire to be fashionable, they sometimes act in opposition to the Thai culture and customs.
- 2) Children nowadays have faster physical development and a higher level of sex hormones at an earlier age because of better nutrition, resulting in a rise in sexual drive and higher chances of risky sexual behaviors.
- 3) Families do not have enough time for children. Therefore, children have the no role models to follow and nobody to teach them.
- 4) Premature sex is on the rise.
- 5) Children do not have right knowledge about sexuality and get wrong information about sexually transmitted diseases. The only know HIV/AIDS and know nothing about other sexually transmitted diseases.
- 6) Providing sex education to children emphasizes only reproductive health knowledge and the prevention of premature sex and but does not teach cultural values and traditional customs. Abstinence or the traditional value of women

keeping their virginity until marriage is hardly found in Thai society nowadays.

The teacher group felt that today's early adolescents are no different from those in the past in terms of the characteristics of the changes in their bodies, but they develop those changes earlier. Nowadays, the gender roles for teenagers are significantly different than in the past when boys were accepted to look masculine and protect girls whereas girls were expected to respect the abstinence or the traditional value of keeping virginity until marriage. The needs of children in the past and present are also different. In the past, talk about sex was a taboo, so children were prevented from asking questions or seeking information as today's teens do. Therefore, teenagers nowadays must be educated before they learn from direct experience since as they have higher risks than those in the past. Due to their curiosity sex education must be taught to teenagers.

Seeing the problem by and knowing that the degree of the problem is likely to escalate made the teachers recognize the need for sexual and reproductive health education. After the group realized the problem, the researcher continued to assess their perception of other related issues.

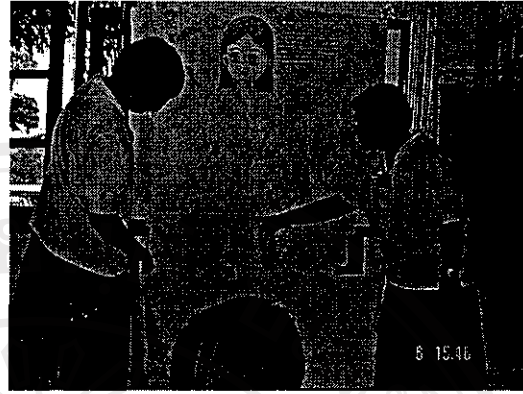
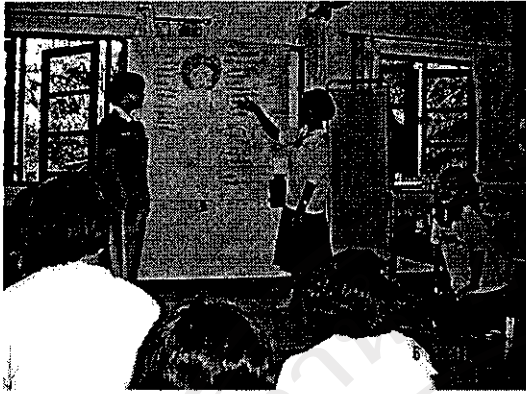
#### Findings from early adolescents

The boy students could correctly draw and explain the structure of the sex organ of a man showing the development from a child to an adult. However, they were unable to explain the functions of the male reproductive organs except in the function of reproduction. In addition, the boy students thought they would become pubescent when they began to have acne, beards and moustaches, deepening of the voice, enlarging of the Adam's apple, growth of facial and body hair, development of muscles, sexual desire and

desire for ejaculation. Some said they have masturbated. Regarding care of sex organs, they reported that they do not know how to clean themselves well. They said that cleaning the penis with soap and clean water is enough. Some never cleaned their foreskins.



As for sex education, the boy students indicated that they learnt from their friends rather than adults as they dared not ask about this topic for the fear of being scolded. They also sought sex education from both useful media such as hospital pamphlets and sex education courses at school and inappropriate sources such as porn movies like “Mae Bia”, porn comics, youth-related porn vcd movies such as “Mathayom 1 girl’ free sex” and “Mathayom 2 girl’s first sex”, Karaoke and web sites such as [www.sex.com](http://www.sex.com) and [www.women.com](http://www.women.com), etc. These students said that they watched all in fun. Sex in the eyes of children at this age is amusing, funny and humorous. When talking about sex, they would utter rude words to convey sex relations between a man and a woman. Moreover, these students sought information about sex from these sources because of curiosity and sexual desire. Some of them were told by their parents not to sleep with prostitutes and some were told to use condoms in order to protect themselves from HIV/AIDS.



The girls at this age thought that organs related to sexual and reproductive health include breasts, external and internal reproductive organs but they could not correctly explain the functions of each organ. When asked about sexual and reproductive health, they thought about the physical changes in terms of shape, pimples, and, most importantly menstruation. Most of them do not yet have a period. They get embarrassed when asked about menstruation and the use of sanitary napkins.

The teen girls learnt sex education from adults and they never used porn media. They saw their male peers look at porn magazines secretly in the classroom, but the girls rejected such media. Normally, they would spend time watching T.V. programs concerning the women's beauty, dangers to women and how to protect themselves.



### **Part 3 Needs and common concerns felt by teachers and early adolescents about sexual and reproductive health education**

#### **3.1 Core contents**

The analysis and tabulation of data to compare the similarities and differences of the needs of each group showed that the sample students shared the same needs for learning the major issues about sexual and reproductive health. However, when considering close details, children in different contexts needed to know in greater or lesser detail. Secondary students needed to know more details than primary students, and urban students were more interested than rural students in knowing about sex education. In addition, it was found that the amount of detail and number of issues teachers want their students to know were less than the those that students longed to know as shown in the following table:



**TABLE 6: DATA ANALYSIS RESULT OF THE SEXUAL AND REPRODUCTIVE HEALTH PROGRAM NEEDED BY THE REPRESENTATIVE TEACHERS FROM 10 SCHOOLS AND REPRESENTATIVE STUDENTS AT PRATHOM 5, 6 AND MATHAYOM 1 (AGE BETWEEN 10-14) FROM FOUR SCHOOLS IN CHIANGMAI PROVINCE**

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
<b>Physical Development:</b> 1. Secondary sex characteristics and changes in organs. 2. Reproductive health care, how to take care of themselves when during menstruation and wet dream 3. Birth control	1. Study of sex and reproductive organs. - functions of each organ - changes in organs when reaching adolescence - differences between men and women - acne, enlargement of breasts, chest	1. Secondary sex characteristics and sex organs when reaching adolescence -differences in sex organs and reproduction between men and women -sperms, enlargement of breasts, menstruation: at what age will a girl have her	1. Secondary sex characteristics -cause of changes in organs -acne, size of sex organs, size of breasts -menstruation: cause, period, delay (how to delay menstrual period) 2 how to take care of changing organs especially breasts and sex organs 3. weight control	1. Secondary sex characteristics -differences in growth and physical changes between men and women -acne: cause -functions of woman's womb and sexual hormones: what are sexual hormones? -enlargement of chests, breasts, functions and

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
	<p>pains, growth of pubic/facial hair, penis itch, wet dreams, completion of growth (height)</p> <p>-Menstruation</p> <p>*cause</p> <p>*importance</p> <p>*at what age will a girl have her first menstruation and when does it will cease?</p> <p>*premenstrual symptoms</p> <p>*feelings during menstrual period</p> <p>*menstrual period</p>	<p>first menstruation?, how to use sanitary napkins</p> <p>-differences between male and female</p> <p>hygiene: what do both of them have to take special care of?</p> <p>-observation and prevention of disorders</p>	<p>4. sexual health check-up</p> <p>5. pregnancy</p>	<p>growth of pubic/facial hair</p> <p>-wet dreams, erection: cause, sperm: where is sperm from? how much sperm does a man have?, what are normal sperm?, can sperm be eaten?, what are the effects of eating sperm?</p> <p>-what is leucorrhea and its cause?</p> <p>2. menstruation</p> <p>-cause</p> <p>-premenstrual symptoms</p> <p>-at what age will a girl have her first menstruation and when will it cease?</p>

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
	<p>*How is a girl's health condition when she is ready to have menses?</p> <p>*Will a girl be pregnant if she has sex before her first menstrual period?</p> <p>*Will a girl be pregnant if she is raped or has sex during menstruation?</p> <p>*What are the effects of having sex during menstrual period?</p> <p>*Is it true that growth will complete when a girl has her first</p>			<p>-what is a girl's health condition when she is ready to have menses?</p> <p>-frequency and period of each menstruation</p> <p>-what is regular menstruation?</p> <p>-is menstrual blood is bad or good? *emotional changes during menstrual period</p> <p>*how to take care of themselves during menstrual period</p> <p>*food that should be eaten and avoided during menstrual period</p>

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
<b>Emotional development:</b> 1. sexual desire and cause 2. ways of dealing with sexual desire, releasing it without dangers and removing sexual obsession 3. making understanding about sexual desire 4. understanding	woman give birth to a baby?, what is infertility and its cause? 1. sexual desire in men and women -cause -differences in sexual desire between men and women 2. Control of sexual desire -how to deal with sexual desire of men and women 3. Differences between	1. Control of sexual desire among adolescents 2. relationship between sex and love 3. Mental changes in adolescence 4. skills for helping make good decisions about sexuality	1. Sexual desire	1. Sexual desire in men and women 2. how to deal with sexual desire of men & women, menstruation 3. differences between sexual emotion and love 4. what is love? How does it happen? 5. feelings towards the opposite sex -feeling embarrassed when being with the opposite

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
adolescents' need to respond to their sexual desire -exploring their own emotional and mental needs -controlling their own emotions -opening the mind to accept physical changes -ways of dealing with the feelings of comparison, concern and self conflicts -ways of dealing with	sexual desire and love			sex -learning to understand the opposite sex 6. what is a broken heart? What should they do when they encounter this? 7. differences in emotions between adults and adolescents 8. how to suppress emotions



TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
sexual desire when being sexually aroused and enticed  <b>Social Development:</b> 1. understanding one's roles in society: role of student, role of child, role of family member -proper behavior to be accepted by others -appropriate treatment of friends of the same and opposite sex and adults 2. ways of selecting	1. making friends of the opposite sex  -how to be attractive to the opposite sex -desire to have a boy/girlfriend -why is making friends of the opposite sex seen as wrong even though it is not harmful? -what should they do	1. making friends of the opposite sex	1. making friends of the opposite sex 2. learning to understand the opposite sex 3. conducting oneself when being with the opposite sex 4. adapting to live with others in the society	1. making friends of the opposite sex 2. what should they do if their friends of the opposite sex harm them? 3. when is it appropriate to have a boy/girlfriend? 4. behaving in the society -holding hands with friends of the opposite sex -dressing -adopting attitudes to

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
<p>friends</p> <p>3. making friends of the opposite sex</p> <p>-self management when beginning to be interested in friends of the opposite sex</p> <p>-self adjustment when being friends of the opposite sex</p> <p>-reducing concerns when being with friends of the opposite sex</p> <p>-knowing social rules, knowing what is right or wrong, knowing the</p>	<p>when they want to make friends of the opposite sex in a positive way?</p> <p>2. self adjustment when being with the opposite sex. What behaviors are appropriate? Is it wrong to hold hands?</p> <p>3. Adults' attitudes towards adolescents</p>			<p>accept the differences of others; either their physical, appearance and characteristics</p>

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
<p>changing society and being able to adapt to live in the society safely and happily</p> <p><b>Behaviors and gender roles expression:</b></p> <p>1. having sex relations</p> <p>-dangers of premature sex</p> <p>-promoting a sense of responsibility among adolescents</p> <p>2. appropriate expression of sex roles in the society and how to behave appropriately with age</p>	<p>1. having sex relations</p> <p>-what are sex relations?</p> <p>-cause</p> <p>-methods</p> <p>-importance of reproduction</p> <p>-when is it appropriate to have sex?</p> <p>-advantages / disadvantages of</p>	<p>1. attitudes towards sex in Thai society: adolescents' values and attitudes towards sex</p> <p>2. having sex</p> <p>-what is a right sex relation?</p> <p>-what is a kiss, oral sex and anal sex?</p> <p>-methods</p> <p>-prevention</p>	<p>1. having sex</p> <p>-cause</p> <p>-methods</p> <p>-time</p> <p>-positions and ways to arouse sexual desire</p> <p>-when is it appropriate to have sex?</p> <p>-prevention of HIV</p> <p>-use of condoms and birth control</p>	<p>1. having sex</p> <p>-what are sex relations?</p> <p>-what are good sex relations?</p> <p>-why must people have sex?</p> <p>-when does the puberty begin?</p> <p>-what factors are considered when having sex? As most people said</p>

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
<p>3. knowing what is right or wrong and selecting what is appropriate to their age and sex</p> <p>4. roles that a man should express towards a woman and vice versa</p>	<p>having sex</p> <p>-Feeling during having sex</p> <p>-What is sex deviation?</p> <p>-Are sex relations appropriate only for those who are married?</p> <p>-how to have safe and appropriate sex, how to use condoms, benefits of condoms and how to use contraceptives</p> <p>-HIV/AIDS and sexually transmitted diseases</p>	<p>-same-sex and opposite-sex intercourse</p> <p>-result of having sex</p> <p>-sexually transmitted diseases, AIDS: prevention, infection and treatment</p> <p>-use of condoms</p> <p>-appropriate roles of men towards women</p>	<p>2. promoting right attitudes towards sex relations among adolescents</p> <p>3. sexual identity and roles appropriate with age</p>	<p>one should have sex when h/she is ready? When is it?</p> <p>-Why are they called "sex relations"? besides sexual intercourse between a man and a woman, are there any other kinds of sex relations? Is necking considered sex relations?</p> <p>-What are exciting sex relations?</p> <p>-what is a potency?</p> <p>-what are the consequences of having anal sex?</p> <p>-how does one know whether a girl is still virgin?</p>

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
	-sexual identity expression -sex change			-birth control methods -what does "losing virginity" mean? 2. promoting good attitudes and values of adolescents towards sex relations. Roles of schools in preventing sex relation in school 3. inappropriate behaviors; viewing sex as a joking, matter, dirty talk 4. gender role expression -how to express gender roles appropriately -how to dress properly



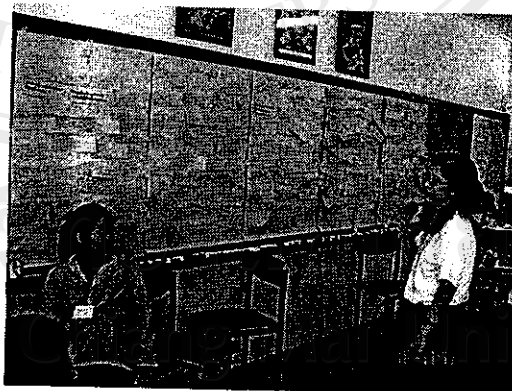
TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
<b>Reproductive health rights:</b> 1. Rights adolescents should know	1. sexual harassment -protecting themselves from being sexually offended, touched, abused and seduced -knowing when others are malicious -what behaviors are called "sexual harassment"? -what should they do if they are sexually offended by older students?	1. sexual harassment -protection -skills of refusal -knowing others to avoid being deceived or sold as a prostitute -forms of deceiving, raping, forcing by power -behaviors that are called sexual harassment -patterns of same-sex sexual harassment	1. protecting themselves from sexual harassment by both men and women	1. sexual harassment -What should they do when being sexually assaulted or harassed? -retaining their sexual rights -resources for help for adolescents -what behaviors are called sexual harassment?

TEACHERS	PRATHOM 5,6 STUDENTS AT PRINCE ROYAL'S COLLEGE	PRATHOM 5,6 STUDENTS AT CHONLAPATHAN PHATAK SCHOOL	MATHAYOM 1 STUDENTS AT KAWILA SCHOOL	MATHAYOM 1 STUDENTS AT YUPPARAJ WITTAYALAI
<p><b>Learning from the media</b></p> <p>1. principles of choosing and using the media appropriately, creatively and usefully</p> <p>2.methods of teaching students to catch up the media</p> <p>4. the media that is appropriate for teens</p> <p>5.resources for information about sexual and reproductive health for teenagers</p>	<p>1. adjusting the teenagers' attitudes towards porn media</p> <p>2. methods of learning to catch up the media</p> <p>3. how to select useful media</p> <p>4. the media and sexual arousal</p>		<p>1. use of the media among adolescents</p> <p>-good media</p> <p>-porn media</p> <p>-media that have emotional effects</p> <p>2. sources of consultants on sex problems</p> <p>-who should they turn to ask for advice when having problems?</p>	<p>1. use of the media among adolescents</p> <p>-good media</p> <p>-porn media</p> <p>-media that have emotional effects</p> <p>2. sources of consultants on sex problems</p> <p>-who should they turn to ask for advice when having problems?</p>

### 3.2 Sources

- The informations that early adolescents wanted to learn from their teachers and parents included knowledge about the physical changes, sexual and reproductive health care, pregnancy and childbirth.
- The informations that they wanted to learn from friends and senior friends included knowledge about the cause of sexual desire, how to deal with it, how to have safe sex, preparation for having sex, love and heartbreak.
- The informations that they wanted to learn from health professionals (doctors/nurses) included knowledge about sexually transmitted diseases, infections, treatments, methods to heal menstrual cramps and observation of abnormalities.

The questions they had long wanted answers to be related to sexual relations, menstruation and love. They wanted to learn about these issues mostly from their older friends with whom they thought they could talk openly and without shames.



### The SRH education program based on participatory development process

This section presents the SRH education developed from the desires and involvement of key stakeholders. The results are presented in three stages of program development including: 1) Core content of a desired SRH education program developed

by fully-trained youth leaders; 2) reflections from key stakeholders; and 3) the desired SRH education program.

Core content of a desired SRH education program developed by fully-trained youth leaders

The table of comparison together with the literature review shows the need of adolescents to learn from their peers or other near their age so they would understand and communicate well with each other. After considering the adolescents' needs, the researcher asked for collaboration from YFCD to recruit youth leaders who committed themselves to develop the program content, learning methods, educational materials and teaching aids for disseminating the sexual and reproductive health education program.

These youth leaders were late adolescents age 21-22 years old who studied in the 4<sup>th</sup> year at the Faculty of Nursing, Chiangmai University and were trained in required skills such as leadership, communication, the development and use of teaching aids and technology and required knowledge about sexual and reproductive health and rights. The researcher had an agreement with youth leaders by which the researcher would provide all facilities including personnel. The researcher contacted specialists in child development and other experts in the communication sciences to be counselors for the youth leaders. The researcher also provided textbooks and documents related to the research for them to use as information sources. To work with youth leaders, the researcher held a two-week camp for developing the sexual and reproductive health program, and the data from the table of comparison was used as the core for developing the program.

The review of data by the youth leaders produced the core content of the program which can be divided into 4 parts as follows:

1. Human and sexual development
  1. Relationships
  2. Sexual health and rights
  3. Gender

### 1. Human and sexual development

**Topic :** “Chinjung-Maruko” (Japanese cartoon characters representing a boy and a girl)

**Objectives:** to enable the students to understand sexual development, the physical changes from adolescence to adulthood. The students should also be able to take care of their sexual health correctly and appropriately.

**Contents :**

- the change of height and weight in adolescents
- the calculation of height and weight according to the standard
- characteristics of changes in shape and figure from the beginning of changes to the completion of changes, differences between a man and a woman
- growth of body and facial hair and their functions
- acne: cause and treatment with/without drugs
- body odor: cause and methods of dealing with it
- factors affecting the pace of physical changes



## 2. Relationships comprised of two topics

### 2.1 Friends: “making friends”

### 2.2 Love: “love vs desire”

#### Topic 2.1: Friends “making friends”

##### Objectives:

To learn the expectations they and others have regarding gender roles in order to develop the skills for making friends, to promote right attitudes towards making friends of the opposite sex and to enable them to behave properly with friends of the opposite sex.

##### Contents :

- developing skills essential for making friends such as how to build and maintain
- basics of making friends with the opposite sex in a manner accepted by adults, including informing adults of the relationship, seeking their advice when needed, paying attention to studies, being aware of rights and avoiding being alone with opposite sex friends.
- how to behave with the opposite sex

#### Topic 2.2 : Love: “love vs desire”

**Objectives:** This activity was aimed at teaching how to understand love properly and to know the differences between love and desire.

##### Contents :

- definition of love

-kinds and classifications of love, e.g. puppy love. For children, love is an attachment, appreciation. Puppy love is not sustainable, varies with emotions and is unreasonable.

-learning the behaviors to show love and desire

-characteristics of love that is appropriate to their age

-learning how to avoid sexual harassment

-learning desirable duties and responsibilities in terms of sexual and reproductive health rights

-learning how to get and use information intellectually

-knowing the sources of help when being sexually harassed

### **3. Sexual behavior and values comprised of five topics**

3.1 Female reproductive health “Miracle tunnel”

3.1 Male reproductive health “Male weapon”

3.2 Sexual desire

3.3 Sexual relations, sexual values and generation X

3.4 Sexual and reproductive rights: “Say no to protect rights”

#### **Topic 3.1 : Female reproductive health “Miracle tunnel”**

**Objectives:** This activity was aimed to enable students to:

-know the mechanism and functions of reproductive organs

-explain the mechanism of menstruation and leucorrhea

-know the irregularities often found in women

-know and understand the care of female reproductive health

-know and understand the important functions of the female reproductive organs

-be aware of and realize the values of womanhood

**Contents :** Reproductive organs, elements and functions of organs including outer sex organs, internal sex organs (vagina, cervix, uterus, ovaries, oviducts) menstruation, cause of menstruation, menstrual cycle, menstrual period, premenstrual symptoms, characteristics of regular and irregular menstruation, reproductive hygiene during menses, menses cramps and self-treatment, sanitary napkins, female hygienic products, leucorrhea: cause, regular and irregular leucorrhea, common disorders, treatment of disorders e.g. itch, observations of disorders e.g. breast checkup, cleaning sex organs, methods of choosing underwear and health products for women.

**Topic 3.2: Male reproductive health “Male Weapon”**

**Objectives:** This activity was aimed to enable students to :

- know the mechanism and functions of reproductive organs
- understand the mechanism of wet dreams
- have right understanding about penis size
- know the disorders commonly found in men
- have knowledge and understanding about the male reproductive health care
- have knowledge and understanding about important functions of male reproductive organ

**Contents :** Male reproductive organs (testes, genital ducts, prostate gland, penis), functions of organs, cause of wet dream, sperm, penis size, disorders commonly found in men, observation of disorders such as itch and swelling, suitable ways to take care of male reproductive health such as cleaning, checking sex organs and use of health products for men

**Topic 3.3: sexual emotions and control**

**Objectives:** This activity was aimed at enabling students to understand the cause of sexual desire and ways to control and deal with sexual feelings appropriately and safely.

**Contents :**

- meaning of sexual emotions
- sexual emotions or feelings are a natural reaction resulting from sexual hormones when the reproductive system develops.
- sexual emotions among adolescents and physical reactions of men and women
- control of sexual emotions
- appropriate behaviors in relation to sexual feelings and ways of releasing those feelings such as interest deviation and avoiding sexual arousal.

**Topic 3.4: Sexual relations, sexual values and generation X**

**Objectives:** This activity was aimed for teaching students to have right attitudes towards sex, be aware of the negative consequences of premature sex and to have a right understanding about safe sex, as well as the desirable characteristics of the next generation.

**Contents :**

- what are sexual relations? What behaviors are regarded as having sex?
- considerations about the readiness to have sex such as the healthiness, ability to take responsibility, economic status, etc.
- consequences of having premature sex without protection such as unwanted pregnancy and sexually transmitted diseases

- safe sex and birth control
- desirable characteristics of generation X such as knowing how to think and to use their knowledge, etc.

**Topic 3.5: Sexual and reproductive rights: “Say no to protect rights”**

**Objectives:** This activity was aimed at having student learn about sexual and reproductive rights in order to protect themselves from sexual harassment, suspect other people’s intentions, and to understand their own and others’ duties and responsibilities

**Contents :**

- meaning of sexual and reproductive rights
- learning about the behaviors regarded as sexual harassment
- learning how to avoid sexual harassment
- learning duties and responsibilities in terms of sexual and reproductive health
- learning how to get and use the information intellectually
- learning the sources of help when sexually harassed

#### 4. Gender

**Topic Gender roles “Who am I?”**

**Objectives:** This activity was aimed for students to gain an awareness of self-worth, pride in their own identity, acceptance of themselves and to other people and explore their own sexual identity.



### Contents :

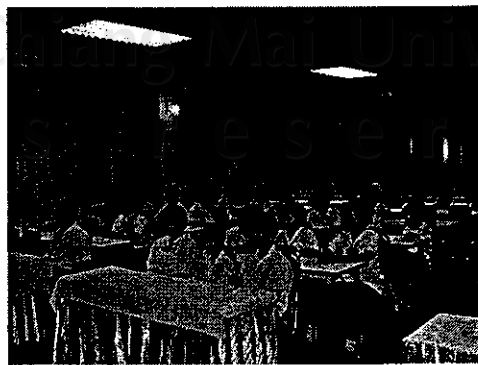
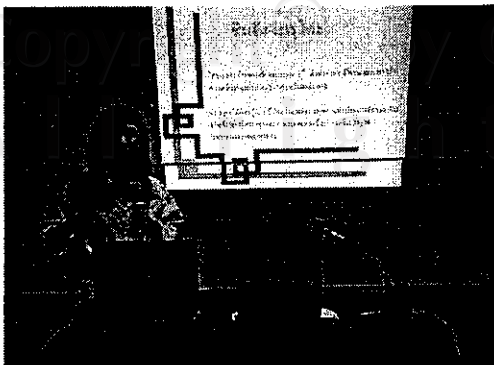
-having perspective on appropriate sexual roles not by blindly following the values, beliefs, and social norms but by careful consideration of right and wrong. Appropriate sexual roles should take inner qualities into account such as habits and abilities, not physical appearance.

-building self-esteem by reflecting on their true feeling towards themselves.

Exploring identity and understanding oneself is difficult for teenagers, however, if they can do so, they will be likely to have a more secure life in the future. Recognizing others is also important.

### Reflections of the key stakeholders

The researcher presented the sexual and reproductive health program to the informants to reflect on whether the developed program was relevant to their needs. In organizing the sessions for reflecting on the program, the researcher divided them into two groups: adults and adolescents. The adult group was comprised of 55 teachers and parents. For the adolescent group, the researcher held the reflection sessions at their schools and was able to enlist participation from 90 out of the 108 sample students, accounting for 83.33%



### **Reflections of the adolescent group**

A majority of the sample students were satisfied with the program, saying that the program is interesting and relevant to what they need and want to learn. However, they recommended some changes in the activity on “sexual development”. They recommended that the cartoon characters be changed from “Chinjung-Maruko” to “Nobita-Shisuka” who is in their age. They said the wording in this activity should be simple and easy to understand. The students indicated that the program is very useful to early adolescents since their schools do not now teach the lessons in specific enough detail. They were also proud of taking part in developing the program

### **Reflections of the adult group**

The adult group (parents and teachers) said that are satisfied with the presentation and that the contents in the program are very helpful for students, but that some titles seem inappropriate and could lead to misunderstanding, especially the title, “Male weapon”. They felt that sex education is important for children as they can apply the knowledge in real life. Most of the adults said that the presentation of the program was well-organized, topics were clearly divided and the contents covered what adults wanted children to know. Most of them concluded that students who completed this program would benefit greatly as the program emphasized solving problems in a proactive way and provided information on various situations that children would have to face on their own in real life. Given the consideration of detail in this program, not only imparted knowledge to the children but also cultivated good attitudes, values and some useful skills. After completing this fine program, children would not be more likely to cause social problems, and they would prepared to be goodrole models for their friends and for the next generation. However, there were concerns regarding some issues as follows:

- 1) Transfer of knowledge- All agreed with the concept of senior students teaching what they learnt from the program to younger students. However, sex is a sensitive topic and the trainer must be cautious when transferring the knowledge. If it is taught in the wrong way, it could lead children to a desire to experiment or it might be a hint for them as in the Thai proverb “Show a hole to a squirrel”. The transfer of such knowledge to children requires special techniques in order for them to get the full benefit and without being led to experiment for themselves.
- 2) The program should infuse them with moral principles, sexual modesty, ethics, traditions and customs for their daily lives.
- 3) The group did not agree with the activity name “Male Weapon” as it demonstrated aggressiveness and violence. The name should be changed to “Male personal essential”. In teaching about penis size, children should be clearly taught to be satisfied with what they have and should not be seduced to have an enlargement of their sex organs which is very dangerous. The educator must be very cautious when teaching about this issue.
- 4) Lessons about the law should be included in the rights session, and in the making friends session children should be taught to consider others from the standpoint of personality rather than appearance.
- 5) The appropriateness of the trainer in each activity should be taken into account. Girl and boy students should not do some activities together and the trainer should be the same sex as the students so that they can talk openly without feelings of embarrassment.

- 6) In the sex roles session, students should be taught to appreciate good role models following the natural principles of man and womanhood so that they won't be confused about their sex roles.
- 7) The teaching about masturbation was controversial among the adult group as some adults were concerned and did not want their children to know the methods and experiment with them. However, after listening to others' thoughts in the group, they accepted and supported the teaching of this topic.



#### The desired SRH education program

After getting the group reflection results from the informants, the researcher discussed them with the leading youths at the camp again to adjust the program as suggested. Then, the teaching materials were produced, arranging learning methods according to age appropriateness. The desired sexual and reproductive health program has four core concepts including nine topics and the title and sequences is prioritized as follows:

- 1) Sexual and reproductive rights: "Know to protect your rights"

Teaching materials: games and word cards

2) Sexual development: physiological and psychosocial changes associated with growing up and how to take care of your body

Teaching materials: games, word cards, base activity, information board, virtual human body model, real sample products

3) Gender “Who am I”

Teaching materials: tales, puppet show, use of equipment representing the roles of a man and a woman

4) Friendship: same sex and opposite sex friendship

Teaching materials: a radio program simulation of questions-and-answers (Q-A) by the DJ

5) Sexual feelings and control

Teaching materials: mime

6) Generation X: sexual behavior of teenagers in the contemporary world, consequences of unprotected sex and early sexual intercourse, sexual values, safe sex as a responsibility and desired characteristics of teenagers in a rapidly changing society

Teaching materials: Fruit tasting, games, interviews with teenagers who had premature sex, video tapes about the abortion “Unheard Screams”, power point presentation on sexually transmitted diseases, board of information about birth control pills, virtual male sex organ model, condoms

7) Love, desire and responsibility

Teaching materials: musical play representing various kinds of love and consequences

The SRH contents in each topic were adjusted and added to slightly as suggested. The arrangement of activities and learning styles were based on the principle of participatory learning. This principle enhanced the students' learning experience as they have a chance to reflect their own experiences. Reviewing the old experiences and applying them in the designed situations together with knowledge acquired from the trainer could help teenagers deal with their problems more correctly and efficiently.

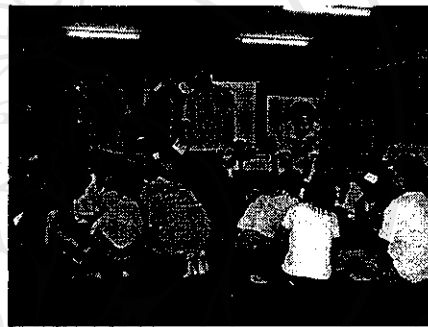
What greatly concerned the adult group was who would be the activity trainers. Even though the leading youths who took the role of activity trainers were well-prepared in terms of knowledge, they lacked real experience importing the knowledge to early adolescents. Therefore, the researcher arranged a preparation for trainers by inviting experts on content and communication arts and thesis advisors to give suggestions and recommendations to the leading youths. Trainers were prepared in the form of a micro-teaching simulation in the meeting room using the actual teaching materials. At the end of each activity, the leading youths had a chance to reflect on their own feelings before receiving the experts' advice. Then, their peers would assess their teaching performance and experts would give their suggestions.





Suggestions included :

- 1) adjusting the speaking method when making a presentation
- 2) using games and teaching materials efficiently
- 3) improving teaching materials, especially the information board which was too small and had unclear illustrations and the recorded tapes/videos which had unclear sound and therefore did not communicate the necessary information.



After being critiqued, the youth leaders applied the recommendations to adjust and improve their presentation. One week later, the researcher, experts and youth leaders met again to present the improved version. The 2<sup>nd</sup> preparation of trainers revealed that the trainers had adjusted and improved as they were recommended and they were more fluent than in the first presentation. They did not get embarrassed when talking about sex and used appropriate wording. The communication methods of the leading trainers were lighthearted and humorous as were the contents. They also focused on promoting good values and attitudes, toward important reproductive organs. When the appraisal of their presentation was complete, the youth leaders were ready to be competent youth leader trainers in disseminating the knowledge in the program in which they had participated in contents and learning activities development.

## Result from implementing the SRH education program



This section addresses the result from implementing the desired SRH education program including 1) Background characteristics of participants; 2) Interesting opinions raised by participants in training camp; and 3) Result from program evaluation

### Background characteristics of participants

The pilot sexual and reproductive health program was conducted in the form of a training camp “Leading Youths: Power of New Generation” with the title of “Because the World Needs Us”. The training was conducted in a live-in camp, taking three days and two nights in which 111 early adolescent students from 10 schools participated. The demographic characteristics of the participants was as follows:

The girls joining the pilot program outnumbered the boys- that is 64 girls, or 57.7% , and 47 boys, or 42.3%, took part in the pilot. The average age was 13.03 years with a lowest age of 10 years and a highest age of 14 years. 81 participants, 73%, studied at Mathayom 2, followed by 15.3% (17 participants) at Mathayom 1 and 11.7% (13 participants) at Prathom 6. 73 students, 74.8%, lived with their both parents and 9% lived with their single mothers and relatives. Most students evaluated themselves as having had a moderate level of sex education. Print media was the source where they sought sex education most, accounting for 50.5%, followed by T.V. and talking to others people.

Most students said that they read occasionally from various types of books related to sexuality and they never used porn media. Only 16 students revealed that they had occasionally watched porn movies. Most of them had had some discussions about topics related to sex. Moreover, they talked about sex with teachers more often than with their parents (see Table 7).

Table 7

*Demographic characteristics of early adolescents who participated in piloting program*

Characteristics	Number (n=111)	Percentage (%)
Sex		
Female	64	57.70
Male	47	42.30
Age group ( $\bar{x}$ = 13.03 in years)		
Level of education		
Prathom 6	13	11.70
Mattayom 1	17	15.30
Mattayom 2	81	73.00
Living with		
Father & Mother	83	74.77
Single father	3	2.70
Single mother	10	9.00
Relatives	10	9.00
Self (in dormitory)	5	4.50
Source of sex education		
Print media	56	50.50
Internet	4	3.60
Television	26	23.40
Other person	25	22.50

This training camp began with breaking-the-ice activities so that participants could get to know each other and feel a part of the group so as to encourage them to openly express their opinions in group activities and work together as a team. Besides the trainers who took a major role in the program, there were 20 other trainers who joined as group assistants and took the responsibility of organizing games to break the ice and conducting relationship building activities.



### **Interesting opinions raised by participants in training camp**

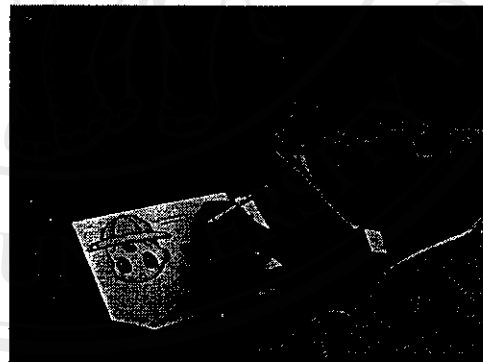
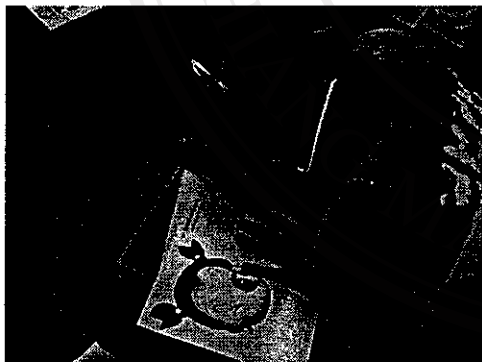
The following are some interesting issues that emerged from the brainstorming and reflection of the early adolescents who joined the training camp:

- 1) gender issues
- 2) Desired qualifications of the new generation

### Gender issue

Table 8: Comparison of number and percentage of early adolescents boys and girls about feelings toward their sex

Feelings toward own sex	Adolescent boys	Adolescent girls
	Percentage (Number) (n=47)	Percentage (Number) (n=64)
Feeling proud	95.47 (45)	73.44 (47)
Not feeling proud	4.26 (2)	14.06 (9)
Feeling proud and not proud	-	12.50 (8)



The table shows that adolescent boys feel more proud of being born their own sex more than adolescent girls do.

Reasons given by early boy adolescents who are proud of being born a man

#### 1) Masculine characteristics

-Strong, brave, resolute, tough, dedicated, patient, responsible, honest and clever, could protect weaker people, have more advantage than women in terms of physical appearance and power so that they could be family leaders who take care of wives



and children, superior to women in doing heavy jobs, work steadily, help parents with housework and carry heavy things

- Have a high level of leadership. They are smart, honorable, outstanding, independent, self-confident and realistic.

- Do not have to be concerned about beauty as they can dress easily and casually

## 2) Privileges

- Have more options for work.

- Men can do many activities as they are superior to women. They are more independent, do not have to be afraid of anything. They could do anything they want and could speak rude words. If they are too tidy and polite, they could be seen as transsexual.

Men should live their life to the fullest.

## 3) Roles & Responsibilities

- Could serve the country as a soldier.

- Can be a father who can give a new life



Reasons given by female adolescents who are proud of being born a woman

## 1) Feminine characteristics

- women have advantages over men in terms of dressing and cleanliness

- women are gentler, nicer, meeker, more sensitive, cuter, tidier and more

submissive than men.



- women are delicate; they can do hand work better than men.

- women are diligent and careful so they can do more work than men. They are also more intelligent than men.

- women are lovable and charming and make the world colorful, are opposed to violence.

## 2) Privileges

- They are appreciated more by adults than boys are and more pleasing to parents.

- They are always protected and respected by men. With the lady first value, women get more privileges than men.

- women do not have to devote themselves and work as hard as men

## 3) Roles & Responsibilities

- women have a miraculous body in that they can be pregnant, give birth to a child and create a new life.

- women are ashamed of doing wrong; dare not to do the wrong thing

- women do housework, help relieve fathers/mothers' burdens and are grateful to them.

Reasons given by adolescent boys who are not proud of being born a man

- Men are violent, quarrelsome, aggressive, and lazy. They are required by society to be dedicated to others, which is tiresome.

Reasons given by adolescent girls who are not proud of being born a woman

### 1) Physical limitations

- women have many difficulties. They have to wear bras, be concerned about the beauty and do housework while men do not have to. Men can wear anything and they still look smart.

-women have menstruation and if pregnant, they have to carry a baby for 9 months while men do not have menstruation and can't get pregnant.

## 2) Feelings of inferiority

-women are looked on the weak point of the society. They are bossy, fussy and easy to be assaulted and attacked as they are not as strong as men. They are often persecuted by men. It is difficult for women to protect and take care of themselves and they need to be protected by men because men are more powerful.

-women have a lot of disadvantages, lack independence, are not allowed to do things as men can do. They have to be tidy.

## **Desired qualification of the new generation**

In the generation X activity, the early adolescents promised to live their lives in the following ways:

1. Be healthy, avoid risk behaviors such as drugs and gambling, premature sex, avoid obsession with sex and promiscuity
2. Conserve Thai traditional way of life and values such as keeping virginity until marriage, do not be attracted to modern values and fashions, maintain Thai traditions and customs, be grateful, be polite, respect elder people respect and listen to parents and teachers avoid upsetting them, help them do housework and dress appropriately
3. Pay attention to studies, be eager to learn, diligent
4. Be responsible, do not have a relationship with a girl just for sex and dump her later

5. Choose appropriate media for information sources, keep updated the technology, surf the Internet creatively, know what is right and wrong, keep updated to the current world situations
6. Help the society, spend free time efficiently and usefully, be dedicated to people at large, be helpful, generous, merciful, selfless, sincere and be upstanding members of society
7. Love the country, the religion and the king, trust in the religion, conserve the environment, and protect public properties
8. Be courageous and self-confident, show initiative and creativity, dare to think and act, think before acting, be a good leader and follower, be patient, conscientious, disciplined, well-rounded
9. Respect others' rights, be honorable, exercise rights correctly without causing trouble to others, do not cheat and persecute others
10. Be satisfied with oneself, accept the truth, dare to deal with problems, be sensible when solving problems, realize the value of life, be a good role model for others, be economical, do not be greedy and have good human relationships
11. have ethics and morals and lead friends on a good path

After they named the expected characteristics of the new generation, all

participants made a promise to behave in this way.

In addition, participants gave their opinions on being a man and woman in the next generation (see table 10). They proposed characteristics they expected of men and women in terms of gender equality, and changing some double standard values, being leaders, being up to date with modernization and social change but conserving Thai traditional way

of lives and values, and emphasizing on knowledge development. Human rights were mentioned as a common interest and concern in daily living.

Table 10: Comparison of early adolescents' opinions towards men and women in next generation

New generation men	New generation women
<ol style="list-style-type: none"> <li>1. Be dedicated, helpful, selfless, generous</li> <li>2. Honor women, protect them in any circumstances, do not take advantage and persecute women, understand their feelings and be a good husbands.</li> <li>3. Be virtuous, avoid bad behavior, do not make friends with people low character, do not lie, do not steal, have sex only when ready, be sincere, honest, merciful, truthful</li> <li>4. Be reasonable when making decisions, dare to think and act, be a good leader and follower, have knowledge and ability, initiative and creativity, have the desire to learn</li> </ol>	<ol style="list-style-type: none"> <li>1. Conserve Thai traditional way of life and values: do not take drugs or have premature sex, keep virginity until marriage, do not drink alcohol, gamble or hang around nightclubs</li> <li>2. Be mannerly, polite, and tidy, use polite words, be merciful, gentle, caring to others, helpful and do not gossip about other people, obey parents</li> <li>3. Be diligent, conscientious, have the desire to learn, dare to think and act, be patient, have a leadership ability, be self-confident and satisfied with who one are</li> <li>4. Know how to control emotions</li> <li>5. Be economical, honest, virtuous,</li> </ol>

New generation men	New generation women
<p>5. Be grateful, help parents do housework, give priority to family</p> <p>6. Be punctual, be disciplined, be respectful of place and time, obey social laws</p> <p>7. Be diligent, responsible, reasonable, pay attention to studies and work, be a good family leader and love the family</p> <p>8. Be patient, conscientious, tough, brave, and resolute</p> <p>9. Do not be aggressive, do not misbehave, be polite, do not persecute those who are weaker, be humble and respect and listen to elder people</p> <p>10. Be economical, clean</p> <p>11. Do not violate others' rights, listen to others' opinions, know how to exercise one's own rights responsibly</p>	<p>grateful, responsible and love the family,</p> <p>6. Respect others' rights, listen to and honor others' opinions, be wise, clever, know how to protect oneself, be independent, keep updated to the current world situation</p> <p>7. Be dedicated, selfless, helpful to people at large</p> <p>8. Conserve Thai culture</p>

New generation men	New generation women
12. Keep updated to the modern world and conserve Thai culture 13. Be proud and satisfied with who one are and always improve oneself	

### Result from program evaluation

The sexual and reproductive health program “Because the World Needs Us” was introduced to 111 early adolescent students age 10-14 years from 10 schools in Chiangmai Province from June 6-8, 2003. The program was implemented in the form of an extracurricular training camp. The researcher conducted two methods of evaluation: process evaluation and outcome evaluation.

### Process evaluation

The researcher conducted three forms of process evaluation:

- 1) a participatory observation of students during the program





- 2) students were given a chance to write their feelings and what they learnt from the program activities immediately after the activities finished



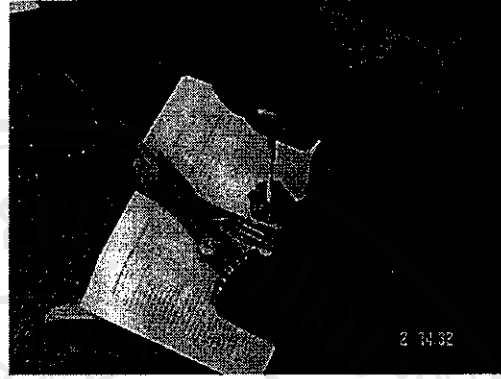
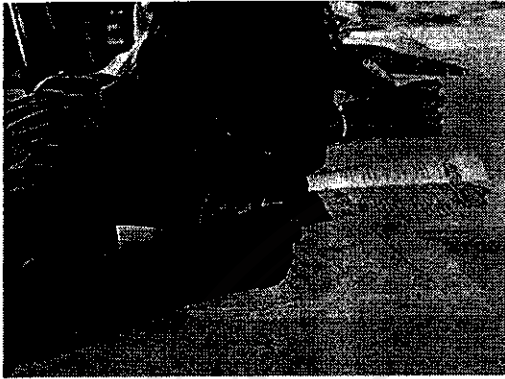
- 3) a follow-up conversation with the students one month after they had completed the program.



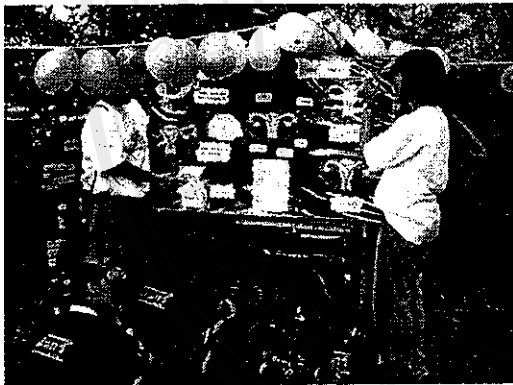
### Outcome evaluation

The researcher conducted two forms:

- 1) using a test to measure the knowledge and attitudes about sexual and reproductive health before and after the activity and comparing the average scores before and after the activity by the t-test



- 2) making a participatory observation of the younger youth leaders while they organized the peer-led activities in their schools



The evaluation results include:

- 1) participatory observation of the students during the program

The participants as a whole were willing and cooperative in doing the activities because the participatory learning method was applied in the training program. The activities in the program focused on the participation of the students in every activity by encouraging the group to think, analyze, exchange and discuss several issues to create the right knowledge, understanding and attitudes towards sexual and reproductive health. By this method, the participants paid attention and cooperated well with all the activities especially those involving movement, combination of games

and various media plus edutainment activities. The participants, thus, were amused and active throughout the activities. They responded well to the trainer and paid attention to completing assignments in an active manner and within the given time.

- 2) providing a chance at the end of the last day for participants to write what they had felt and learnt from attending the activities

### 2.1 training

They felt the lessons about sexual and reproductive health were very useful as they hadn't known about it in details. Even though the schools taught this subject, the contents were not as specific as in the program. The participants would like to have more training camps like this in the future and they wanted to take part in every time. They were impressed and glad that they had taken part in the training camp.

### 2.2 style

Most students agreed with the style of the activities but they said the activities at night should not last too long as the participants might feel sleepy and lose concentration. They also suggested that the training camp be extended beyond

3 days and 2 nights.

### 2.3 trainers

The participants were very impressed by all group assistants and trainers as they were devoted and willing in teaching the knowledge to the participants. The teaching style of the youth leader trainers was amusing and not at all boring. The participants were amused and had fun from attending the activities. They were also given a chance to do things they had never done such as playing new games, learning from various interesting media, learning how to use various media,

learning how to be part of a team, etc. All the assistants and trainers were friendly and were good role models for the participants, who felt very proud and thankful to have known and worked with the trainers.

Attending the activities enabled them to know and, improve themselves in the following ways: daring to express themselves and to think and act, adjusting to a new society, being responsible for working in a group, being dedicated and harmonious, knowing how to work with others and helping each other. The process of organizing activities allowed them to practice the skills of speaking and writing as well as discipline, perseverance, patience and punctuality. It also taught them how to work systematically, how to be a good leader and follower and encouraged them to be self-confident.

#### 2.4 lessons learned

Before attending the activities, the participants regarded talking about sex as dirty and not fun because they had the misconception that sex is a taboo topic. However, their thoughts towards sex were changed after attending the program. They gained more knowledge about sexual and reproductive health and had better right understanding and attitudes. They did not view sex education as obscene and inappropriate anymore. In contrast, they thought sex education was very useful for children at this age as some issues about sex had not been taught to children before. The informations they learnt can be applied in their daily life, especially the ways of taking care of sexual health, the information about menstruation, selecting and making friends, knowing how to refuse friends, and sexual and reproductive rights. They thought some issues were necessary for them to know

about if it is not the time yet to use the information, such as how to deal with and control sexual emotions, masturbation, pregnancy, contraceptives, condoms, love and desire, etc.

The participants also learnt about the way to protect sexually transmitted diseases, the steps of reproduction, sexual reproductive rights and not taking advantage of others. The right knowledge and understanding not only benefited the participants themselves by teaching them how to live their life on the right path, but also enabled them to disseminate the knowledge to the public to better improve their schools and the society.

### 3). follow-up one month after the activities by conducting focus group discussion

The qualitative data from discussion with the younger youth leaders revealed the following conclusions and recommendations:

3.1 The program “Because the World Needs us” was divided into 9 topics as follows:

#### 3.1.1 know how to protect rights

Contents: The participants had never learnt about sexual and reproductive rights before. They indicated that the content on this topic is comprehensive. It enabled them to know what behaviors are regarded as violation, know how to protect themselves, know what rights they have and know what they should do and should not do. The content concentrated on how they could protect themselves, and covered all necessary details of the meaning of sexual and reproductive rights. After this, they could disseminate the knowledge to others and protect themselves.

Teaching materials: Games and word cards used as teaching materials were sufficient as they were amusing and entertaining. However, some illustrations



were not clearly visible and the paper of some cards was too thin. They recommended cartoons and a play to be used as a teaching media.



Recommendations: The participants suggested that the law and penalties be included in this topic. As for the teaching materials, the word cards and illustrations on the cards were not clear and communicative. They wanted a role play or video showing harassment and presenting real experiences of those who had been sexually harassed. They wanted the trainers to give more concise explanations and have media tools like motion pictures to make his lecture more interesting and not too long. More teaching materials should be provided as the games were not enough for the number of participants. As sexual and reproductive rights are a difficult and serious topic, they wanted the trainer to teach in a humorous way.

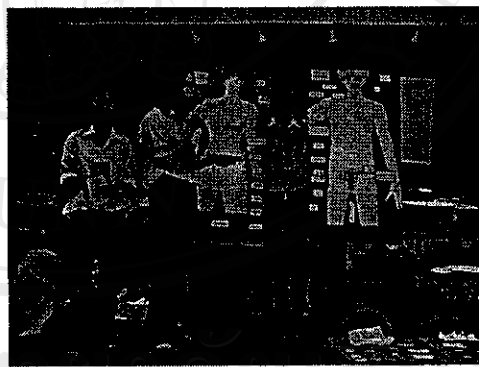
### 3.1.2 cartoon characters: Nobita-Shisuka

Content: Most of the content in this topic was new for many participants. Therefore, they learnt more details about the secondary sex characteristics, differences between males and females, inner reproductive organs, sexual development, budding of breasts, sperm, menstruation, ways of taking care of acne and body odor, etc. The contents were sufficient and comprehensive.



Teaching materials: The materials were interesting and attractive to participants of this age. They learnt in an amusing and entertaining atmosphere. The word cards were efficient and covered necessary information. However, too big a group of participants was divided for playing the game of finding word cards; therefore, some of them did not have a chance to express their opinions, played for themselves rather than the whole and took little part in the group. The illustrations revealing the answers were too small for the large of audience group.

Trainer: The trainers gave a good conclusion to this topic. The presentation was interesting and participants obtained a great deal of information. The participants were taught how to select good words by which to call the sex organs. However, some English words used by the trainers might be confusing to the participants. Teaching the participants of both sexes was a good method.



Recommendations: Game playing should be adjusted so that all the participants can take part in the activity. They also wanted more explanations about the cause of secondary sex characteristics and the functions of organs.

### 3.1.3 Miracle tunnel

Content: This topic was very useful to women and appropriate for those of this age. They learnt about the female sex organs, menstruation, use of sanitary napkins, female hygiene products, breast check-ups, leucorrhea, selection of

female reproductive products and pregnancy. After the lesson, they understood that it was very difficult to be born. The style of organization of base activities was amusing and funny. Teaching this issue to men would be very useful for them in the future. Male participants were amazed after learning about female reproductive organs. They felt love for their mothers and realized that female reproductive organs are fragile. If a man thinks only about fun when having sex with a woman, he could injure or harm that woman. As women are both physically and mentally sensitive, men should not take advantage of them. Male participants had a better understanding about women.

Teaching materials: Walking through the “Miracle Tunnel” while listening to baby cries gave the participants the sense that they were inside their mothers. They understood where they had come from. It was very impressive, as if they had gone back into the past. They missed their mothers at that moment. Knowing how difficult it was their mothers having them inside made them feel greater love for their mothers. It was as if they could feel their mothers’ pain while giving birth and it made them feel grateful. As for the knowledge board, it contained clear information in a well-organized format. Showing the virtual human body model gave clear insight. However, there were not enough games in the base activities for all participants.



**Trainer:** The teaching method of the trainer was entertaining and easy to understand and remember, especially activities at the small bases which provided the knowledge about reproductive hygiene care and selection of female hygiene products.

**Recommendations:** The participants wanted to play longer at the base activities as these activities offered knowledge useful for their daily life. Male participants wanted to have more time at the activity “Miracle Tunnel” so they could have enough time to understand about women and use the knowledge gained from the activity in the future or to advise and take care of their lovers in the future and also mothers. In addition, they wanted to learn about the growth of a baby inside a woman’s uterus, abortion and reproductive system cancers.

#### 3.1.4 Male personal essential

**Content:** They learnt about the male reproductive organs, production of sperm, ways of cleaning the sex organs and the penis size. The contents were comprehensive and offered new information such as male reproductive hygiene and selection of underpants. They got correct information after misunderstanding that wearing tight underpants would prevent them from getting a hernia. The knowledge about wet dreams was useful. The method of teaching about penis size was easy to understand and very impressive as it taught them to be satisfied with what they had. They learned that they should not enlarge their sex organ as making it larger would be very dangerous. Their misunderstanding about penis size was corrected and the contents were what they wanted to know.

**Teaching materials:** The materials which included jigsaw puzzles, shoes-taking off game, model of the steps of a wet dream and the virtual sex organs

models gave insight to the participants as they could clearly understand the important male sex organs and safe ways of taking care of sex organs without dangers.

**Trainer:** The trainer taught clearly and comprehensively about the way to take care of sex organs. The students could apply the information in their daily life.



**Recommendations:** The female participants should be divided into smaller groups as the teaching materials were not sufficient for the large number of participants and they might not hear what the trainer said. The female participants felt it would be more amusing if they were given more time to take part in the activity as women should learn about men also so they can share the knowledge with their male friends or their sons in the future. More importantly, they could protect themselves from infected men. Moreover, they wanted to learn more about the irregularities of male sex organs.

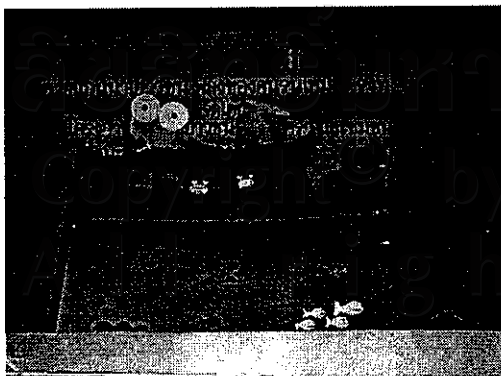
### 3.1.5 Who am I?

**Content:** This session enabled them to know themselves better, to learn how to explore themselves, their self-esteem, and sexual identity and roles. The content was appropriate and easy to understand. Afterward, they felt more

satisfied with and prouder of themselves than before. They also learnt how to express themselves appropriately within their gender.

Teaching materials: Beginning the lesson with the video movies “Harry Potter” and “The Lord of the Rings” was interesting for most participants. The story about frogs as an educational media was also very amusing and entertaining and it was creative and interesting to use story as a teaching tool. The tale taught them to know and accept themselves so the students felt more satisfied with themselves. However, teaching activities “male and female equipments” needed improvement as they did not communicate clearly what the participants should know and understand. Playing games in too large a group prevented some from taking part in the activity.

Trainer: the trainer spoke too slowly and in an unappealing manner. Asking questions about items used for male-female was not sufficient but the telling of a tale to conclude the activity was the most understandable. The period of activity was suitable as it did not take a long time.



Recommendations: The puppet show supporting the tale-telling should be replaced with a role play as the latter would be more interesting. The participants



wanted a conclusion about the characteristics that new generation women and men should possess. The video movies shown to begin the lesson should be Thai movies such as Suriyothai and Bangrajan as some of the participants might not have seen the foreign movies before so they might not be familiar with the characters in those movies and therefore not able to focus on which characters the trainer wanted them to observe. The session of showing items used for male-female should be replaced with a role play.

### 3.1.6 Friendship

**Content:** The participants learnt and came to understand about making friends, differences between friends of good and bad character and skills of refusal. It enabled them to understand clearly the difference between true and false friend; this is a topic of great interest to children in this age. The conclusion was clear and easy to understand. However, the content did not cover the section on making friends of the opposite sex as much as the students had expected.

**Teaching materials:** The radio program simulation of a DJ caught the participants' attention as it was of interest to them. The participants felt it amusing, and funny and simultaneously obtained knowledge. The DJ gave them interesting information in an appealing and friendly way. They wanted to have a radio program to be set up like this program. Giving a chance to the participants to act as the DJ was also funny. However, the power point presentation was not very interesting as it took too long and the style of presenting was quite ordinary and unappealing.

**Trainer:** The trainer spoke fast but had a sense of humor, so some jokes were also told in the lecture. He explained in an amusing, friendly and appealing



way even though the conclusion part took too long. It would be better if the lecture was more concise. However, some participants felt that it was good ,the lesson was quite detailed and covered all aspects.



Recommendations: The participants wanted to learn more about making friends of the opposite sex. This activity should focus on friends of the opposite sex as they were already accustomed to making friends of the same sex. They felt that making friends of the opposite sex is a new matter so they wanted to learn more about the possible advantages and disadvantages and how they could understand whether a person of the opposite sex wants to be their girl/boyfriend or just a friend. For the part on making friends of the same sex, there should be a comparison of the results of making friends with people of good and bad character and how to appropriately avoid meeting friends with people of poor character. Sound effects and motion pictures should be added in the power point presentation as it could stir more interest. The radio program simulation should be extended so that the participants could ask more questions. Further, they wanted to learn how to make friends understand each other.

### 3.1.7 Sexual feelings and control

Content: The participants learnt about the cause of sexual desire and methods of dealing with it. These issues are appropriate for children of this age

even though they had not yet had this kind of experience, but the lesson would teach what to do when experiencing sexual desire and how to solve related problems. They learnt that masturbation is not the only way of dealing with sexual desire. Further, the lesson was very useful in leading them to a correct understanding that talking about sexual desire is not shameful. Female participants who used to be embarrassed about sexual desire were not ashamed of this issue anymore as they realized that it is a natural feeling that happens to everyone. It is appropriate for children of this age to learn about sexual emotions so they can get correct information and understanding to protect themselves from possible dangers.

Teaching materials: Mime enabled the participants to understand clearly. However, the game was confusing as the number of players was too large. The Q-A session about sexual desire was very useful, comprehensive and satisfied the audiences' curiosity.

Trainer: The trainer made a good, concise and comprehensive conclusion. The participants could also seek new knowledge in the diaries given to them by the trainer.



Recommendations: The mime show should be longer and show examples of female sexual desire so women could know how a woman expresses herself when she has sexual desire. The methods of masturbation for women should be included. They also wanted to know about the sexual emotions of those with sexual perversion. Further, the Q-A session should be given more time.

### 3.1.8 Generation X

Content: The participants were led to an awareness of the readiness for having sex and therefore understand that they should not have premature sex. They also knew ways of protection such as condoms and birth control and the sexual values that both men and women should hold. They could apply this knowledge in the future when they are ready to have sex. However, the lesson about sexually transmitted diseases was not comprehensive. Before attending this activity, they felt that it is normal for teenagers to have sex, but after the training, they realized the consequences of premature sex among teenagers.

Teaching materials: The materials were very effective. The fruit tasting activity allowed participants to understand the importance of waiting until they are truly ready to have sex. The tape recording of interviews of teenagers who had premature sex made the participants feel sympathy for those girls and they thought that boys should not treat girls like that. Meanwhile, some participants felt that these girls deserved the negative consequences as they made the mistake themselves and broke the traditional value that a girl should keep her virginity until marriage. Some participants said they would feel deep regret if such a situation happened to them. The video tape showing the abortion frightened them. They felt regret for those babies. Some cried and thought that they would never have

sex if they were not ready. They thought abortion was bad and that the women should have kept their babies rather than aborted them. They felt that men should take responsibility for their actions and should not injure women. The students found the slides showing sexually transmitted diseases frightening and awful. The base activities about birth control and condoms were interesting.

Trainer: The lessons given by the trainer were easy to understand, clear and open. However, the explanation was too long, especially the issue about birth control pills and they got confused.



Recommendations: The video tape showing a baby in a uterus (ultrasound picture) was not visible. Additionally, information about AIDS should be included.

### 3.1.9 Love ,desire and responsibility

Content: The participants learnt the meaning of love, love at different ages and love of mother/father which is different from other kinds of love. They learnt that they should love their fathers/mothers most. They also learn about feelings of heartbreak, how to love and the differences between love and desire.

Teaching materials: Using a musical play as a teaching tool was very excellent and the players expressed their feelings so well that the audience could

really understand their feelings, and know about the different kinds of love and realize the differences between love and desire.



Trainer: The trainer provide a good conclusion about the themes of the play.

Recommendations: This activity was already interesting and excellent. No suggestions are needed.

The application of knowledge to practical use:

The younger youth leaders (students) attending the training program presented their opinions about the knowledge they had gained as follows:

1. It enabled them to apply the knowledge and skills in their daily life, especially the sexual reproductive care, ways of taking care of the body, love, sexual desire, how to control it, making friends and ways of protecting their sexual and reproductive rights.
2. They could give advice and knowledge to other people from what they had learned in the program.



3. They could share the information provided by this program with their families and friends. Some students broadcasted the informations to their villages and communities through government-provided village communication system.

#### Feelings after having attended this program

The participants felt glad to have a chance to learn about sexuality from this program. They realized that sex education is not obscene and they have the right attitude toward sex which is natural and important part of their life. They knew about procreation and physical changes. The program provided them with the knowledge that they wanted. It also enabled them to learn things not included in the textbook and know how to take care of themselves as most teenagers nowadays have love relationships early which can lead them to premature sex. The program was very useful and the teaching styles are easier to understand than reading books on your own or studying in the class. The knowledge is practical for daily life and future use. The program taught them what they did not know and helped them understand more clearly what they had learned before. The program is good as the content is suitable for children of this age, the activities are well-organized and the lessons are comprehensible. This program could be called “prevention is better than cure”

#### Suggestions for applying the knowledge in school

-The program should be implemented in the form of an extracurricular activity in school which would be more interesting and exciting. Including it in a regular class might not be effective due to the limited time and abundance of the content. However, some contents would not be appropriate to teach students of both sexes together.



-The schools should apply the teaching materials in this program to their existing course to make the class more interesting.

-Sex education should be included in the physical education subject. Examples, illustrations and media should be used to make the class more interesting. Female teachers should teach this subject as girl students might be ashamed of asking some questions if the teachers are men. The teaching style should include jokes to interest the students.

4). The researcher used a test to measure the participants' knowledge and attitudes toward sexual and reproductive health before and after attending the program and compared the average scores before and after attending the program by using the paired t-test.

Table 10: Comparison of mean scores of knowledge about sexual and reproductive health (n=111 people)

Scores	$\bar{X}$	SD	t-test
Before	5.89	1.71	-6.689*
After	8.43	2.02	

\*sig.000

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Table 11: Comparison of scores of attitudes toward sexual and reproductive health  
(n=111 people)

Scores	$\bar{X}$	SD	t-test
Before	11.25	2.44	-12.980*
After	12.95	1.91	

\*sig.000

5). The researcher conducted a participatory observation while the participants organized the extensive activities in their schools.

-The students did a good job of organizing the activities in their own schools. They use creativity in setting up the activities and showed their potential for being trainers themselves.

- The younger youth leaders conducted various forms of activities such as day camp, knowledge board, broadcasting in school and community, drama, etc.

-The contents about promoting an awareness of sexual values and readiness before having sex were too difficult for the leading students to disseminate the knowledge. Therefore, adults are needed to help them conclude the important issues correctly and appropriately.

### Conclusions from a workshop for critiquing the program and advocating policy

The researcher organized a workshop for critiquing the contents, teaching methods, and tools used to arrange the activities and evaluation of the program “Because the World Needs Us”. In addition to the critique, it was expected that a guideline would be obtained

from integrating the program into the schools as well as formulating a policy of applying this program for practical and substantive use in schools.



This section is presented in three parts including: 1) result from critiquing the program ; 2) suggestions for integrating it into the school setting; and 3) response from studentss and teachers

#### **Result from critiquing the program “Because the world needs us”**

There were 50 people attending the workshop, including the students who joined the pilot program, school administrators, teachers on the panel for developing the program, representative parents, experts from state agencies such as the Division of Reproductive Health, the Department of Health, the Ministry of Public Health, the Regional Health Information Center 10 and non-government organisations (NGOs) including the Association of Family Planning of Thailand and UNICEF. Moreover, the press from the Regional Office of Public Relations 10 and hosts from the radio program “helping hand” also joined the workshop.

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The researcher proposed policy advocacy as follows:

1. The formulation of policy and style for a sexual and reproductive health program for adolescents must take into account the actual participation of the adolescents themselves and the people who are close to and important to them, parents and their teachers. Therefore, it is essential for people involved in policy-making to be aware of this necessity and to build techniques for implementing and using a program in which all related parties must participate.
2. For promoting sexual and reproductive health among adolescents, it is necessary to create an environment favorable to steady development. Therefore, the program's activities whether in or out regular courses curriculum, needs to be integrated into within the school system in order to attain steadiness and sustainability required.
3. The development of a sexual and reproductive health program must promote an awareness in that adolescents for understanding themselves and others, so that they think and have conscientiously, speaking, acting and living their life in a way that cleverly keeps pace with the changing world situation.
4. It is necessary to have a paradigm shift among people working with teenagers by changing their thoughts from those of leading and dominating to thoughts of working with teenagers by allowing them to be their partners both in thinking and in practice. The lessons gained from this study prove that people working with

teenagers must be truly confident in the teenagers' ability and potential and they must give them a chance to fully show their potential.

5. Schools must play an important role in providing sex education to students. To support that role, schools must prepare immediate readiness by appraising and developing their existing potential and resources for maximum benefit.

The participants at the workshop expressed their opinions about the programs as follows:

#### **Process of program development**

The main feature of this program is the development process as previous programs of sex education have been developed by specialists mostly and none of the programs were developed with the participation of the three significant stakeholders: teenagers, parents and teachers. This new process is good and right as it is an integration of the three parties ideas and effect to create wholesome and interesting sex education.

This program is comprised of a clear and effective process and steps which result in a modern program that actually satisfies the needs of the adolescents. However, the communities and other groups of children should be given a chance to take part in the process of developing the program.

#### **Content:**

The program covers the main concept plan for teaching sex education as jointly set up by the Department of Curriculum and Instruction and the Reproductive Health Division. The content includes teaching about sexual behaviors, sexual roles, sexual harassment, sexual health, relationship, essential skills and society/culture which is in line

with the new curriculum of the Ministry of Education calling for inclusion of sex education in the section on essence of family life, which is a part of the subjects of health and physical education. This course will be taught to students at Prathom 1-Mathayom 6 (Grade 1-12). The details of information in this program is very useful and practical for all concerned.

However, the content of the curriculum in this program focuses on knowledge and attitudes regarding sexual health only. It should also cover skills essential to early adolescents such as skills of refusal and skills of assessing unexpected risks. The program mentions these skills briefly but does not emphasize practice of them in the activities. This should be included in the program.

Program also contains information not included in most sex education programs. The new issues covered by this program are sexual and reproductive rights and the law.

#### **Learning method**

Participation - based learning is the most appropriate and correct for teaching sex education nowadays. The use of various teaching materials is interesting and appealing, stirring the students' interests. The separation of boys and girls when teaching some specific issues is also very suitable.

The program is oriented to the wholesome development of students, the activities are fun and very enjoyable, and the learning process that integrates a variety of techniques is a good idea.

#### **Evaluation**

The evaluation of this program was conducted before, during and after the activities, and therefore it is thorough, reliable and complete.



### **Suggestions for integrating the program into the school setting**

The main suggestions are proposed as follows:

#### **1. Teacher's capabilities**

- The teachers should be capable of properly disseminating the knowledge, adjusting the teaching method and organizing the activities appropriately. They should update themselves to the current situation by seeking the best resources for students.
- The teacher's style of teaching should give assurance to the students that they have a thorough knowledge yet prevent them from wanting to -not "showing a hole to a squirrel" in other words.
- The teacher should have a good attitude towards teaching sex education and the confidence to be an advisor as needed.

#### **2. Program application**

- The objectives of the program should be specific: would it be applied curricular or supplemental activities? and would it be a ready-to-use program or would the user have to adjust it before application? Before applying the program, it is necessary to hold a training course for users, especially trainers, as participatory learning is a new method.
- There should be cooperation between various agencies in the community to provide sex education as schoolteachers might not have enough experience or skill for teaching this topic. Previously, it was found that some teachers were not confident as to whether the information in their lessons correct and sometimes they felt shy about teaching, feeling that they had less knowledge

about sex than students since nowadays students can search for information about sex on the Internet and from other abundant and accessible resources.

- This program should be discussed with parents in the teacher-parent meeting so that they can acknowledge and take part in applying it.

- When integrating this program into the schools and applying the new concepts in the educational system, it is important that the teachers not be overloaded. If under heavy burden, they might not put the program into action. It is suggested that the program be implemented in the form of activities for learner development and/ or extracurricular activities. If it is integrated into current courses, it is not necessary to include it only in the subjects of health education and physical education. It could be integrated into any subject, however, there were difficulties with this in the past when the integration of morals and ethics into other subjects was impossible. Therefore, it would be best to implement the program in the form of activities which students can easily understand. If the activities are arranged in various patterns, it would encourage student' interest and they could enjoy learning. Moreover, if the program is implemented in the form of extracurricular activities, the school could arrange an outdoor activity by taking the students to Ban Wiang Pink School, a disadvantaged childrens' school, or a center taking care of AIDS-affected children so that the students could absorb and acknowledge real problems.

- Use of the components of the program should be adapted by users to fit appropriately within different contexts.

- Supporting students who passed this program to become the younger

youth leader trainers made students more comfortable to ask questions as they would rather ask for younger youth leader trainers than the teachers.

However, the teachers are still needed to be advisors and assistants to give suggestions and make conclusions on the topics that are too difficult for children. For parents who are too shy to talk about sex with their children, they can let this program introduce the topic by allowing their children to join in the activity. The parents who participated agreed with this kind of activity and wanted it to be continued in the future.

- Various sources of the mass media are another choice for the dissemination of sex education.

### **Responses from learners and teachers**

Suggestions from the students who participated in the program

- Learning about sex is exciting and important for children who are about to become early adolescents as it is a closed topic that they rarely have the chance to learn about.

- The knowledge gained in the program enables them to protect themselves from inappropriate situations and development of wrong values. This program does not show a hole to a squirrel, rather it closes that hole.

- A class of sex education should be held outdoors and there should be activities to support the class so that the students enjoy learning more. Playing games before beginning the lesson is a good idea as the students can study by participatory learning, making a group and joining the knowledge camp. The new teaching-learning style should be developed in this way. The students should be given in-depth knowledge.

-Learning from trainers who are senior makes the students more comfortable asking questions than with their teachers, so it would be effective if the students could learn from trainers or older students and the teachers take charge of being assistants to help give the right suggestions.

#### Suggestions from the teachers

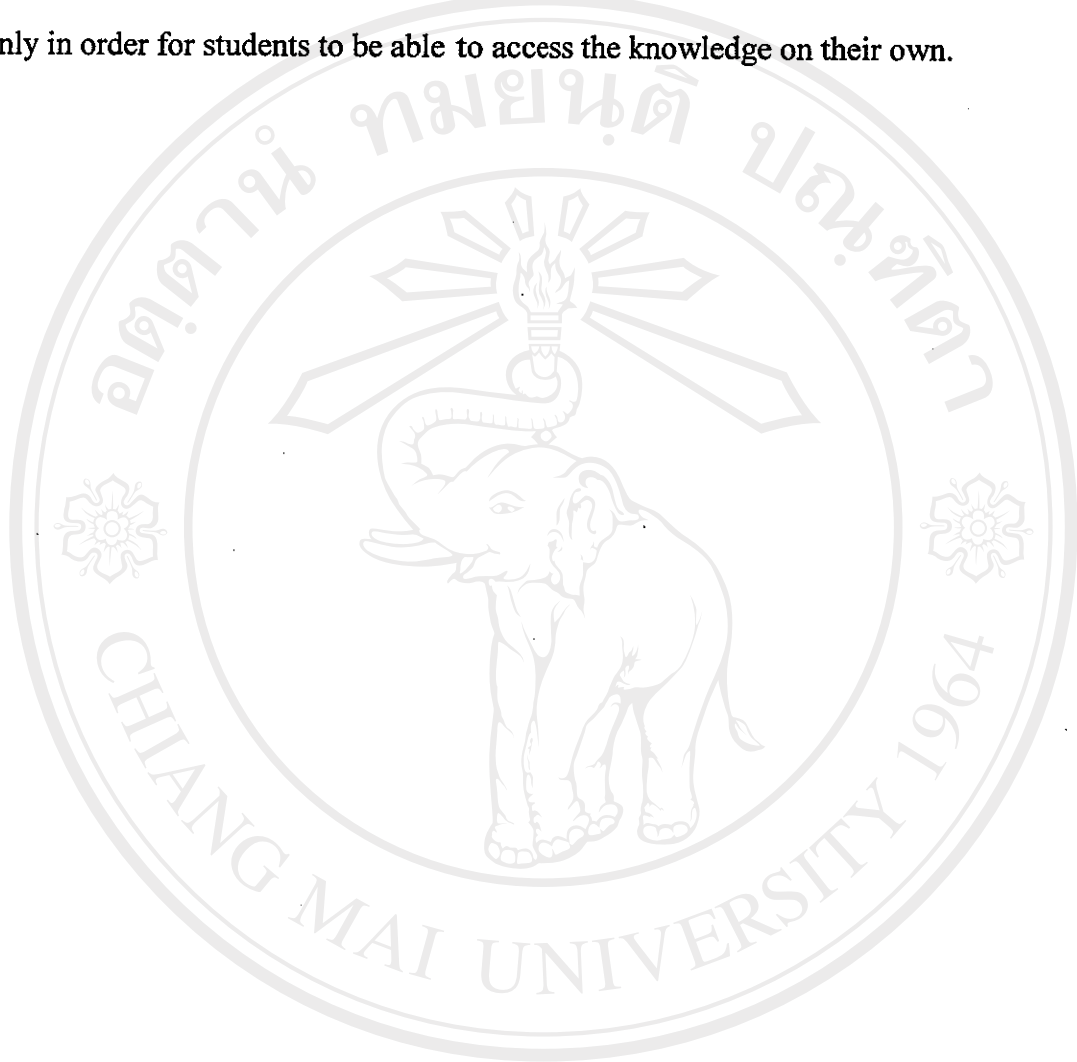
-The continuation of the program will materialize only if there is a training course for teachers because those who are directly responsible for teaching this topic at present do not have sufficient knowledge and techniques. Most teachers at the workshop agreed that it is necessary to prepare the readiness of the teachers.

-Teachers of sex education must be infused with new values. They must be led to understand why the students need sex education and they must be able to teach and promote a correct and clear understanding about sex to the students.

-The integration of this program into the school system can be conducted in various ways by which the teachers must divide the content and prioritize it case by case. The informations that can be taught in a normal class session could be given in a general period, but information teachers feel needs a longer period of teaching, could be arranged in the form of extracurricular activities or learners development activities such as electives or a special knowledge week on "sex education". Also, the students who passed the training camp could hold a gathering of those who joined the camp to impart the knowledge to their peers or they could create a web site on sex education.

-Sex education must be continually taught to students of all grades.

-The sex education class must be based on the participatory learning style by which teachers take roles of advocating, supporting, and providing media and resources to the students only in order for students to be able to access the knowledge on their own.



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