

ACCESS TO INFORMATION

Objectives:

After this lesson, the students:

- Understand the importance of access to information
- Know where they have access to the information they need

Lesson Outline (1 hour sample lesson plan)

Use this outline as an example of a good and complete learning process which includes: new knowledge, skill building and changing attitudes.

<i>0.00 – 0.05 Introduction:</i>	<i>Introduce the topic, by making a link to existing knowledge and make it real – connect to real life.</i>
<i>0.05 – 0.15 Warm up:</i>	<i>Get the energy going with an interactive exercise. This should create a good atmosphere and make sure everyone feels at ease.</i>
<i>0.15 – 0.30 Information:</i>	<i>Share the information with the students. The information should be presented clearly without difficult terms. Make sure to keep it factual and present without judgement.</i>
<i>0.30 – 0.40 Discuss:</i>	<i>Give students time to reflect on the information and form their own opinions.</i>
<i>0.40 – 0.55 Practice:</i>	<i>Let students practice the skills they need to use the new information in their own lives.</i>
<i>0.55 – 1.00 Take action:</i>	<i>Come up with a plan on what the students can do in their own time to use the new information.</i>

Introduction

Start by introducing the topic. When you introduce new information it is important to link it to existing knowledge the students already have. This can be done by:

- Referring to previous lessons when this topic builds on what was discussed in those lessons. For example the information on sexuality: how would you be able to get that information without access to the right information?
- Introducing the lesson by asking the opinion of the students. Do you think you have the right to all information? Are there people in your family or community who feel that information can be dangerous? How can you make sure you get information?
- Using the videos that are on the platform. Share a story from one of the videos and ask the students some reflective questions like: do you recognise this situation, can you relate to the person in the story?
- Using the quote to start the lesson and ask the students what they feel it means and if they agree.

YOUTH DO IT! TRAINER'S GUIDE

ACCESS TO INFORMATION

Quote: "Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family." – Kofi Annan

Warm-up

Example 1 - Accessing reproductive health services

Goal: Make students aware that access to information on reproductive and sexual health is not always easy.

Step 1. Explain students to write on a piece of paper what obstacles are for young people to access information or/and services on reproductive health issues such as STIs, contraception, sexuality, etc. **Don't** let them write their name on the paper.

Step 2. Collect the papers and put them in a box or bag. Then redistribute the papers by letting the students pick one from the box with their eyes closed. Each student should read what is written on the paper.

Step 3. Explain students to reflect on what they have written and what they have read.

Step 4. Ask them to discuss in plenary if they agree with the reasons that are mentioned by others.

Example 2 – Find your match

Goal: Get students to move around and interact with each other. This warm up is more appropriate for shy groups who have trouble opening up.

Step 1. Prepare papers with words and papers with the definition of these words. You can use the information library of the platform. On each paper there is either a word or a definition. Make sure you have one paper per student

Step 2. Each student has to find their partner. So the words have to find their definitions and vice versa.

Note: you can make it a competition or add rules like "no talking"

Information

Share the information from the platform with the students.

- If they have access to the platform you can ask them to read it on their own.
- You can create a PowerPoint presentation where you create slides with images and the most important information
- You can present the information to the whole group. Use keywords for yourself and if possible also write the keywords on a board as reminders for the listeners.
- You could make handouts with the key information.

Make sure that you take enough time to present everything clearly and that you build in moments where the students can reflect on the information and ask questions. The information has already been written in paragraphs – after each paragraph you can ask a reflective question.

YOUTH DO IT! TRAINER'S GUIDE

ACCESS TO INFORMATION

You can use these questions to engage the group:

- What do you think happens when youth gets all the information they are looking for?
- Can you remember a situation where you needed information on sexual reproductive health?
- Where would you get information on Sexual Reproductive Health?
- How would you judge if the information is correct?

Access to information is very important for youth to manage their sexual and reproductive health. Only when young people are informed and have correct information, can they make informed and responsible decisions.

Having accurate information empowers youth, but also protects them from unwanted pregnancies, sexually transmitted infections, harmful practices etc. It is therefore important to have access to comprehensive sexuality education in schools, to better promote and protect the rights and needs of young people.

But sometimes it is hard to know where you can get this information about your sexual and reproductive health. Click on the online map to know where you can access information in your neighborhood! If you prefer not to go to a health center, clinic or youth center for more information, you can talk to a peer educator, trusted adult or look up information on the internet!

These are some of the barriers you might have experienced when trying to access information about Sexual and Reproductive Health;

- Limited knowledge of where to access information
- Misconceptions
- Fear, shame and stigma
- Cultural beliefs in a community
- Financial obstacles to travel to health center

Don't be intimidated by the barriers you might face! Everyone has the right to information to make their own informed choices about their bodies and sexual and reproductive health. You can easily overcome these barriers by asking support from friends who also want access to information, get support from family members or trusted adults...

Discuss

Allow some time to reflect on the information and to form their own opinion. This is important because it helps the students to process the information by reflecting on how this information is related to their own situation. You can use the following activities:

- You can facilitate a discussion by using the reflective questions. Or use the story as a starting point for a debate.
 - Do you know where you can access information on sexual and reproductive health rights?
 - How important is access to information to you? Why (not)?
- Use the story as a starting point for the students to come up with their own story based on their realities. This can be in the form of a roleplay, comic, story etc.

YOUTH DO IT! TRAINER'S GUIDE

ACCESS TO INFORMATION

Story

Khadiza Begum – Bangladesh

Six children in 16 years of marriage and Khadiza Begum had little knowledge of family planning. But she was interested in finding out because of her frail and weak condition. A community health worker in her village in the Sylhet district of Bangladesh brought her the information she needed thanks to an initiative funded by the U.S. Agency for International Development and supported by Jhpiego and partners. After the birth of her youngest child, Khadiza successfully practiced the Lactational Amenorrhea Method (LAM) for five months. Then, she became interested in learning about permanent FP methods. With counseling, she chose one. “After giving birth to six children, I got very weak. Now I feel better,” she explains. Her husband Mortuza Ahmed concurs: “Taking the permanent family planning method is a blessing for our family. Now we can concentrate on our children in a better way.”

- Use the quiz on the platform to reflect on Myths or facts. Read out the statements and ask the group if they think it is a myth or a fact. Make sure you provide the correct answer without judging those who gave a wrong answer.

Quiz

This quiz is a True or False game. The students are presented to various statements. For each statement, the student needs to decide if it is true or false. At the end of the game, the student gets to know how well he or she did.

1. Access to information is important to empower youth – **true**

Feedback: When youth have access to the information they need on their sexual and reproductive health and rights, they are able to manage their lives and make informed decisions.

2. Cultural beliefs in a community can form a barrier for youth to access information – **true**

Feedback: Sometimes cultural beliefs and traditions lead people to believe that access to information is dangerous or promotes unwanted behaviour, and therefore they form an obstacle for youth to have access to this information. These are myths or false beliefs, and result from a lack of knowledge about the importance of adequate information.

3. Youth should not have access to information on the internet – **false**

Feedback: False. It is good that young people look for information on the internet, because they can do so without shame or fear for stigma. It is important to be critical about information on the internet and check trustworthy sites.

4. Shame can be a barrier for youth to access information – **true**

Feedback: Sometimes young people feel ashamed about their questions and don't dare to access information and services. It is important to know that everyone has questions and that there is no reason to be ashamed!

5. Accurate information can protect youth from unwanted pregnancies – **true**

Feedback: When youth are informed and have correct information about family planning, they have the knowledge to protect themselves from unwanted pregnancies.

YOUTH DO IT! TRAINER'S GUIDE

ACCESS TO INFORMATION

Tip: In this game you learned that access to information is important to empower youth! You yourself are getting this access right now! So write down 5 ways in how you feel empowered by this access to new information. Share your 5 ways with friends to show them how important this is.

Practice

Use the outcomes from the discussion to ask the students come up with a plan on how to do something in their own community, peer group or family.

Since such an activity requires skills, make sure you practice these first. Some of the skills you could practice for this lesson are:

Communication:

This is one of the most important skills there is. When you are a good communicator you can get very far.

Read the tips on communication and practice your skills by writing a short message on the right to information and sharing it with the group. Share the message in 3 different ways and see which one is the most effective:

- Speak loud and clearly, stand up straight and look the others straight in the eye
- Speak enthusiastically, Use a lot of intonation and smile
- Speak with a warm and understanding voice. Ask questions and engage with the audience

Afterwards you reflect with the group on what worked best. It is good to think about your audience and the aim of your message before you decide on the tone of voice.

Communication txt

Negotiation:

This is a good skill when convincing community members about the right to information.

Read the tips on good negation and practice on each other. Take an example and try to convince the other. For example:

- Talk to someone at the health center to give youth information sessions on sexual reproductive health or try and convince a teacher to give lessons on what happens during pregnancy etc.

Negotiation txt

Take action

Wrap up todays lesson by asking what the students have learnt, liked, found difficult etc.

Give an assignment to put the new knowledge and skills into action:

YOUTH DO IT! TRAINER'S GUIDE

ACCESS TO INFORMATION

- *Identify the places where you can get information on sexual reproductive health and investigate them. Is it easy to get information there? Are the people friendly and willing? Is the information correct?*
- *If there are no places come up with a plan for establishing such a place and discuss this with peers and adults you feel can help you reach your goal.*