

10. GB Club – Adolescence: what happens to our emotions?

Girls and Boys Club Script template

Title of session: Adolescence: what happens to our emotions?

Adolescence: what happens to our emotions? This episode introduces students to the concept of adolescence and puberty. It discusses the emotional and physical transition from childhood to adulthood. It gives examples of feelings and emotional changes and gives students the tools to reflect on these.

Length of recording: 40 mins

Actors: 2 hosts, one guest (female doctor – around 40 yrs old, warm voice, should feel like a trusted adult who knows what she’s talking about.)

Sound effects (SFX): Intro music, transitional music, hands clapping, people cheering

Content	
Intro:	‘Girls and Boys Club Theme Song’ (for 1 min)
Awa:	Hello everyone! This is me again, Awanatu, your host for the Girls’ and Boy’s club this week! I am really looking forward to the club today and as always, I am joined by my good old friend Mohammed!
Mohamed:	Hello everyone! Mohammed here, but you already knew that... Thanks for joining our Girls’ and Boys’ Club this week. We’re very glad that you’re here!
Awa:	Now, Mohamed and I are both part of the Leh Wi Lan programme sponsored by UK Aid.
Mohamed:	And Leh Wi Lan supports the Ministry of Basic and Senior Secondary Education to deliver Free Quality School Education to <i>all</i> students in Sierra Leone.
SFX:	<i>Hands clapping, people cheering</i>
Mohammed:	Let us quickly remind ourselves that there are club rules to follow here today! Let me hear you say it! R-E-A-L! Time to keep it REAL! R is for Respect. E is for Equal participation. A is for Ask questions. L is for languages! The Languages of the club are English and Krio.
Awa:	Exactly.
Mohamed:	So, when we follow the club rules, we’re keeping it REAL.
SFX:	<i>Keeping it real song</i>
Awanatu:	Before we start with the session today, Mohammed can you still remember what we did last week?

Mohammed: Ah yes! We covered so much last week. We wrapped up all of the aspects of school safety and inclusive attitudes at school that we had been talking about before. About what it means to be part of a safe school that is free from violence, free from discrimination and welcoming to all students.

Awa: That's right! We did a lot of activities last week to figure out what makes our school SAFE or UNSAFE. We worked together in Padi-Padi time and in Group Talk to identify which areas of our school feel SAFE and which areas feel UNSAFE.

Mohammed: At the end of the session last time, we voted for three spaces we think are UNSAFE in our school and the club leaders had to submit this to the principal.

Awa: Yes indeed. And we hope that your principal will work with you to help make you schools safer. Right onto this week...

Mohammed: Girls and boys, are you ready to start today's session? If so, say 'yes!'

SFX: *A group of people shouting 'yes!' but at a quiet/low mixing level. We want to give students an idea of what they should be shouting.*

Awa: I couldn't hear you!

SFX: *People shouting 'yes!' but at a quiet/low mixing level*

Awa: Okay, let's get started!

SFX: Transition music

Mohammed: We have a special guest in the studio today, her name is Dr. Koroma.

Dr Koroma: Hello everyone!

Mohammed: Dr. Koroma has specialist medical knowledge about what happens to our bodies and minds when we get older. Welcome Dr. Koroma.

Dr Koroma: Thank you Mohammed, thank you Awanatu. Thank you for having me on the show today.

Awanatu: O, this is great! Because today we will talk about some things that happen to Girls and Boys during adolescence. Dr. Koroma, can you clarify what we mean by 'adolescence'?

Dr Koroma: Sure. 'Adolescence' is the time in everyone's life when they change from being a child into being an adult. Usually is it during our teenage years from 13 to 19. And when we develop from a child into an adult, we experience physical changes to our bodies, psychological changes in how we feel, and social changes in how we behave. Sometimes you hear the term 'puberty' and this often refers to the physical changes that happen.

Awa: And we will be focusing on puberty and these physical changes next session.

Dr Koroma: Good. So, this week we will focus on the psychological and social changes that happen when we move from childhood to adulthood. Let's start with psychological changes, or as I like to phrase it: 'changes in our emotions'. Mohammed, do you know what I mean by 'emotions'?

Mohammed: Hahaha, ohhh, yes, emotions are like 'feelings', right?! So, I can feel so happy sometimes! I can

also feel sad and feel angry or even afraid. I have many, many emotions.

Dr Koroma:

Good to hear! Yes, emotions are what we feel in our hearts and minds. And today we'll be talking about some *new* emotions or feelings that people have when they reach adolescence.

For this session we want you to think about how you can describe what you are feeling. Let's do a quick exercise! Everyone up on your feet!

Wait 2 seconds

Come on, everyone get up, stand up!

Wait 2 seconds.

Ok, now you are standing up, close your eyes and put both your hands on your chest and breathe a deep breath. Breathe in....(SFX: *Breathing sound*).....breathe out....(SFX: *Breathing sound*)..... Breathe in....(SFX: *Breathing sound*).....breathe out....(SFX: *Breathing sound*)

Think about what you are feeling right now. Do you feel happy? Do you feel sad? Do you feel worried about anything? Try to focus on how you are feeling and why you feel this way.

SFX:

Quiet Drum, Drum, Drum or heartbeat sound for 3-4 seconds

SFX:

A triangle 'ting!' to signal the exercise is over

Dr Koroma:

Good! You can open your eyes and sit down now. I hope that exercise helped you focus on how you were feeling and what made you feel that way. Today we are going to listen carefully to our own emotions and reflect on some of the new emotions that we feel during adolescence.

Awanatu:

Dr. Koroma, I really enjoyed that activity. Now, to start with, what can you tell us about emotions during our adolescence?

Dr. Koroma:

Yes Awanatu, there are many changes that happen to our body when we grow older and develop into adults. When girls and boys reach their teenage years, their bodies start to change. You said we will talk about all these physical changes next session, right?

Awa:

Yes, next session we will talk about physical changes to the body. This week we will focus on the emotions we feel.

Dr. Koroma:

Good, because when our bodies start changing we start to feel new things as well. One important change starts in our brains. Our brains start to produce new hormones during adolescence. Mohamed, do you know what a hormone is?

Mohamed:

Mmm, I think it is a chemical in the body, right?

Dr Koroma:

You're right, hormones are special chemical messengers in the body. I call them messengers because they send signals from one part of the body to another. Sometimes we are aware of these signals, like when the hormones in our stomach sends signals to let us know that we're hungry. But sometimes hormones send signals from one part of the body to another without us knowing...like after we eat, hormones produced at the top of our stomach send signals to the chemicals in our lower stomach to help us digest our food.

Mohamed:

Wow. So, during adolescence, we start developing new chemical messages in our brains?

Dr Koroma:

I know that sounds crazy, but that is exactly right. There are certain hormones that start to become more active during adolescence and these signal the body to start making the physical and psychological changes that are needed for us to develop into adults.

Awanatu: Dr Koroma, this is very interesting. So as our bodies change, we also feel new things. What are some of the new things we might feel?

Dr. Koroma: Well, next week we'll be discussing the physical changes that allow men and women to start making babies, like adults. But in order to facilitate this, we also experience psychological changes or 'new feelings', like sexual attraction.

Awa: So, when you say sexual attraction, do you mean that a girl might start feeling differently about a boy she has always been friends with? For example, during primary school she only saw the boy as a friend, but when the adolescent hormones come, she might start to find him attractive instead.

Dr Koroma: That is correct. However, sexual attraction doesn't automatically happen between everyone and if you do find someone attractive this does not mean you should start making babies with them! The point is that feeling sexually attracted to someone usually starts during adolescence and it is a feeling that is more associated with adulthood rather than childhood.

Awa: Okay, got it.

Mohamed: And Dr. Koroma, how do you know if you feel attracted to someone? is it when your heart beats faster and you feel happy or a bit nervous around them?

Dr. Koroma: Yes, those are signs of being attracted to someone. You feel aware of that person and you may feel very conscious of them being around you.

Mohammed: Is this what falling in love is?

Dr. Koroma: Well, feeling attracted to someone is usually a starting point for falling in love. Let's call attraction 'falling in like' with someone. But sometimes you might really like a person but they don't like you back. Or someone might like you but you don't like *them* back. This is okay and it happens a lot. But when two people really like each other at the same time, then falling in love is entirely possible.

Mohammed: So, if two people start to feel this attraction with each other, they have fallen in 'like'. And then eventually they might feel like they are falling in love. Should they then make babies?

Dr. Koroma: No, not necessarily, Mohamed. Just because a person's body and mind has allowed them to make babies, does not mean they are ready to raise a child! Having a baby and raising a child is a big responsibility! Both the female and male should be ready to take on that responsibility, which means finishing school, getting a job and being able to provide for the child.

Mohamed: So, you're saying that it is normal for a girl and a boy to be attracted to each other, fall in like with each other, and then even fall in love. But they should give these feelings some time before acting on them?

Dr. Koroma: Yes, it's always good to be aware of how you are feeling and why, before you act. Just like the activity we did earlier, which allowed us to be an observer of our feelings. However, many young people still become curious about sex and may want to explore it with someone they are attracted to.

Awanatu: I can understand this. When we were children we would always try and copy what adults do. And as adolescents, sometimes we want to try copying the adult act of sex, especially if we are feeling sexual attraction and love for someone.

Dr Koroma: That is correct. But we should be aware that exploring sexual activity with someone - like kissing or touching or more - requires a few important ground rules.

Awa: What are those rules?

Dr Koroma: Ground rule number 1: both people should have **mutual respect for each other**. Either person should be able to express how they feel at any time and the other should respect their opinion.

Mohamed: Respect is important – it’s one of our ground rules for this club.

Dr Koroma: Good. Ground rule number 2: Both people have the **right to say “no” or “stop” at any time**. Even if they both agree at the start or have done something before, both people have the right to change their minds and the other has to respect their opinion.

Mohamed: I agree with that!

Dr Koroma: Great. Ground rule number 3: both people should **think about the risks** that are associated with the sexual activity they’re engaging in and how to prevent them. Like unwanted pregnancy or getting a sexually transmitted infection.

Awa: We’ll be discussing risks and prevention strategies for both pregnancy and sexually transmitted infections in upcoming sessions.

Dr Koroma: Brilliant. And ground rule number 4: both people should have **a clear mind** when they decide to engage in any sexual activity, which means not being impaired by alcohol or feeling pressure by others.

Awa: You mean, feeling pressure from your partner or even feeling pressure from your friends if they are doing similar things?

Dr Koroma: Exactly.

Mohamed: Dr Koroma, our ground rules for this club are R-E-A-L: Respect, Equality, Ask Questions and Language in English or Krio. The ground rules you speak of are kind of similar: R-N-R-M: **Respect, No** at any time, know the **Risks** and have a clear **Mind**.

Dr Koroma: It doesn’t sound as good as REAL, but R-N-R-M works too. So yes, if a girl and boy are attracted to each other and become curious about sex they should follow the ground rules: **Respect** each other, say **No** at any time, know the **Risks** and prevention strategies, and have a clear **Mind**.

Awa: Dr Koroma, these are really good ground rules that students can follow to help them decide if they want to engage in sexual activities.

Dr Koroma: Yes, they are ground rules that ensure that mutual consent is given. Which means that both people fully agree to what they are doing. If both people don’t follow R-N-R-M, then one person may find themselves in a situation where they are doing something they don’t want to do and are really scared because of it.

Awa: This is what we discussed when we talked about sexual violence like sex for grades or sex for gifts – those are situations where men *do not* follow the ground rules of respect your partner, say no at any time, know the risks and have a clear mind. So many girls end up doing things they don’t want to do and feel physical and psychological pain because of it.

Dr Koroma: That’s absolutely right.

Mohamed: Dr Koroma, I think it might be helpful for our students to do a padi-padi about this. Students pick a partner you feel comfortable with and we’d like you to discuss RNRM: **Respect, No** at any time, know the **Risks** and have a clear **Mind**. Do you agree with these ground rules? If so, why? Do you disagree? If so, why? Are there any rules that are missing?

Awanatu: Ok, ready? Padi Padi starts now...You have 2 minutes to discuss...padi padi now!

SFX: Background activity music for 1 minute

Awanatu: Club Leaders, we have 1 minute left!

SFX: Background activity music for 50 seconds

Awa and Mohamed: Club Leaders, we have 10 seconds left! We will start our countdown now. 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi!

Mohamed: Thank you students, for your reflections. I hope all students agree with and will follow Respect, No, Risks, Mind – I know I will. Dr Koroma, I do have a question though...

Dr Koroma: Go ahead.

Mohamed: We've talked about sexual attraction and the ground rules for sexual activity so far. But can girls and boys have normal friendships too?

Dr. Koroma: Yes, 100% they can. Remember, not everyone is attracted to each other. But even if you are attracted to a friend who doesn't feel the same way about you, you can still manage your feelings and remain friends.

Awanatu: Dr. Koroma, I have a question too. You mentioned that our brains start to produce new hormones in adolescence. Is this a smooth process?

Dr. Koroma: No, not at all. Shifting levels of hormones in your body and other changes take place during puberty. Because of this you may experience frequent and sometimes extreme changes in your feelings.

Awanatu: So girls and boys can expect to feel many different things in one day.

Dr. Koroma: Absolutely. For example, your brain is developing and you are growing bigger and becoming an adult. You will start to think more independently and will try to make your own decisions. Sometimes you might feel frustrated by adults and you don't want their help. You want to do things on your own. But other times you might feel like you need help from an adult.

Awanatu: It can be confusing acting as an independent adult one day, and then feeling like you need support the next day.

Dr. Koroma: That is true, it can feel confusing when sometimes you feel mature and ready to do things alone and other times not. This points to some of the 'social changes' that also happen during adolescence.

Mohamed: Oh yes, I remember you talking about this. Earlier on you mentioned that in adolescence we experience physical changes, psychological changes and social changes. So this is what you mean by social changes?

Dr Koroma: Well, there are two types of social change that I refer to. First is the way that people in society view young people. Some cultures practice coming-of-age rituals for boys and girls reaching adolescence. Many of these rituals are celebrations of growing up. Some, however, may be harmful – like initiation rites that include genital cutting.

Awa: Dr Koroma, we spoke about genital cutting in a previous session because it is considered sexual violence. We also spoke about sex for grades, sex for gifts, sexual harassment and early and forced marriage.

Dr Koroma: I'm glad you spoke about all these forms of sexual violence. They are all harmful examples of how people in society view adolescent girls differently than young girls and force sexual actions onto them without their agreement or consent. Which is sexual violence.

Awa: That is correct. And what was the second type of social change that you were referring to?

Dr. Koroma: Well, the second change is the way in which young people view themselves. In adolescence, we are moving from childhood into adulthood. And sometimes we are caught between feeling like an independent adult and feeling like a child that still needs help. But a lot of the time, we want to experiment with adult activities and try to behave like adults. Sometimes this can be good, and sometimes it can be bad.

Mohammed: When can it be good?

Dr Koroma: Like when a young person starts feeling confident and independent enough to demand their rights and speak out, like an adult.

Mohamed: What do you mean?

Dr Koroma: For example, the ground rules we spoke about – Respect, No at any time, know the Risks and have a clear Mind – when both girls and boys demand that everyone follows these rules, they are advocating for their sexual rights, which is the right for every person to consent to sexual activity in an informed and voluntary way.

Awa: And when we demand that everyone follows RNRM we are also advocating for our rights against sexual violence. Because if RNRM isn't followed, any unwanted sexual activity could be considered sexual violence.

Dr Koroma: Exactly.

Awa: And Dr Koroma, when can trying to act like an adult be bad?

Dr Koroma: Well, there are many activities that adults do that aren't very good for their bodies or minds.

Mohammed: Oh, I think I know what you're talking about. I remember when I was 15, one of my friends started smoking because he thought it was cool. Now that I reflect on it, he thought it was cool because that's what some adults did. Some of our other friends started smoking too and they all kept on asking me to join. But I know smoking is not good for your lungs and I didn't want to try it. But I found it very hard to say no because I was worried they would not want to be my friends anymore.

Dr Koroma: That sounds like a very tricky situation Mohammed. What happened after you said no?

Mohammed: Well, I spoke to my older brother about it and he told me that I should stick to my beliefs and keep saying 'no thank you'. He said that if they were good friends, they would respect my opinion and not force me to try. Luckily he was right.

Dr Koroma: What you've just described Mohamed is 'peer pressure', which is when your peers or friends start to pressure you to behave a certain way. And if you don't follow them, there is a fear that they will stop being friends with you. But if everyone followed the ground rules of RNRM, peer pressure like this wouldn't be an issue.

Mohamed: Dr Koroma, you're right. We can apply those ground rules to *any* kind of activity, especially an adult activity that a peer asks us to do: there should be mutual **Respect**, I should be able to say **No** at any time, I should know the **Risks** associated with the activity and I should have a clear

Mind when making my decision. My friends respected me and my opinion to say no. I did know the risks of smoking – it's bad for my lungs. And I tried to have a clear mind – I guess that's why I spoke to my brother. He helped me think clearly.

Awanatu: Dr Koroma, what happens if we don't have a brother like Mohamed's to speak to? Like you said, it's hard to have a clear mind when you're feeling pressure from others.

Dr Koroma: That is why I like that breathing exercise we did so much. It helps us reflect on how we are feeling and helps us have a clear mind to make a decision. Students, I would like you to all close your eyes and imagine the following situation. You can stay seated. Please close your eyes and listen to the story I am going to tell.

SFX: A triangle 'ting!'

SFX: Faint background noise of a party.

Dr Koroma I want you to imagine that you are at a party. There is lots of music and people are dancing and having fun. You walk up to a group of your friends and you see that they are drinking out of a bottle. One of them tells you to take a sip. You try it and it tastes horrible – it must be alcohol. Your friends laugh and says that you should keep drinking it – it will make you relax and enjoy the party more. But you don't like the taste and you don't want to get drunk. You've seen what people are like when they drink too much alcohol...they become different people. But all your friends are drinking from the bottle and it looks like they're having a good time.

SFX: The background noise of a party dies down into silence.

Dr Koroma Students, please keep your eyes closed. I want you to put your hands on your chest and try to feel your heartbeat. Breathe in deeply and listen to your breath and your heart. (SFX: *breathing sound, soft drum-drum of heart*)

I want you to think about this situation. (SFX *soft drum-drum of the heart*)

What do you feel? (SFX *soft drum-drum of the heart*)

Are you feeling good or bad? (SFX *soft drum-drum of the heart*)

Are you feeling like you should do what your friends tell you to do? (SFX *soft drum-drum of the heart*)

What are the risks if you do it? (SFX *soft drum-drum of the heart*)

Do the risks make you feel like you shouldn't do it? (SFX *soft drum-drum of the heart*)

Do your friends respect you? (SFX *soft drum-drum of the heart*)

Will they respect you if you say no? (SFX *soft drum-drum of the heart*)

If they don't respect your choice, how will that make you feel? (SFX *soft drum-drum of the heart*)

SFX: Triangle 'ting'

Dr Koroma: Okay students, let's open our eyes again and relax.

Awa: Wow, that exercise really calms me when I reflect on my feelings. It is so helpful to think about what I am feeling.

Dr Koroma: And doing this exercise can help you make a decision with a clear mind.

Awa: But Dr Koroma, I wouldn't be able to do that exercise if I were at the party.

Dr Koroma: No, probably not. But you can maybe do it before hand – just in case it happens. Or do it afterwards when you get home. The point of the exercise is to help you reflect on how you feel and what the best decision is. Because you are responsible for the decisions that you make.

Awa: But Dr Koroma, what if I decide that the risks make me feel like I shouldn't do it, but my friends won't respect me if I say no. I wouldn't want to lose all of my friends.

Dr Koroma: Well, you can explain to your friends what the risks are and why that makes you feel like you don't want to do what they're doing. If they don't respect your opinion then they don't really respect *you*. And maybe it might be worth finding other people that respect you and feel the same way that you do.

Awa: That could be very difficult.

Dr Koroma: You're right, it is difficult. It takes a lot of bravery to stand up for what you believe. But if we *all* try to follow the RNRM ground rules, then it may not be so hard.

Awa: Dr Koroma, you're right. As we move into adulthood, we start to make our own decisions and have to grow strong and brave enough to stand up for our decisions. And if all of us followed the ground rules of **Respect, No** at any time, know the **Risks** and have a clear **Mind**- then standing up for our decisions wouldn't be so difficult.

Mohammed: You guys are right! I think we should have a group vote to see if students agree with us.

Awa: Agreed. Students, we are going to make a few statements about the ground rules we've been discussing. Remember, the rules apply for any kind of sexual activity between two people, as well as any peer pressure activity between friends. Listen to the instructions and you can vote on how you feel about the statements. Club Leaders, don't worry about counting the number of hands. This is just a quick vote.

Mohamed: Okay students – please raise your hand if you agree with ground rule number 1: people should have **mutual respect for each other**. A person should be able to express how they feel at any time and the other should respect their opinion.

Awa: Everyone who agrees with this ground rule and promises to follow it, raise your hand now!

(Pause for 3 seconds)

Mohamed: Ready students – please raise your hand if you agree with ground rule number 2: people should have the **right to say “no” or “stop” at any time**. A person should be able to say no and the other has to respect their opinion.

Awa: Everyone who agrees with this ground rule and promises to follow it, raise your hand now!

(Pause for 3 seconds)

Mohamed: Good. Students – please raise your hand if you agree with ground rule number 3: people should **think about the risks** that are associated with the activity they're engaging in.

Awa: Everyone who agrees with this ground rule and promises to follow it, raise your hand now!

(Pause for 3 seconds)

Mohamed: And finally, please raise your hand if you agree with ground rule number 4: people should have **a clear mind** when they make a decision to engage in any activity, whether it is a sexual activity or not.

Awa: Everyone who agrees with this ground rule and promises to follow it, raise your hand now!

(Pause for 3 seconds)

Mohammed:	Great. So overall, everyone who agrees with and promises to follow RNRM, raise your hand now! (Pause for 3 seconds)
SFX:	Clapping and cheering.
Dr Koroma:	I'm glad to see that so many students promised to follow the ground rules of RNRM.
Awa:	Yes, it will hopefully mean that everyone can engage in adult activities through their own choice and when they are ready. But some kids will still be very unsure of their identity and where they belong. They will try to do things that they think are "cool". But if we work together, we can raise the standard of what it is to be "cool" in our school.
Mohamed:	Awa, what do you mean?
Awanatu:	Okay, for example, when I was at school we didn't have a choir. But my friends and I loved to sing. So we started our own choir. A teacher from a school near us was willing to help us. She gave us a few lessons. We even gave a concert!
Mohammed:	A concert? Wow!
Awanatu:	And not only that... We also travelled to the District Headquarters to sing at the opening ceremony of a new office building. It was so nice! And it supported our dreams as well! We were so happy when we started the choir and people started thinking it was cool!
Mohammed: cool!	YES! That is the type of cool thing that you can do with friends! I think achieving your goals is
Awa:	Doing sports together and keeping fit is cool!
Mohamed:	Finding solutions together is cool!
Awa:	Being a leader – for both girls and boys - is cool!
Mohamed:	Helping those who need help is cool!
Awa:	Doing a good job on something is cool!
Mohamed:	Yes! Let's make our school cool!
Awa:	Students, let's do a Padi-Padi and discuss how we can help each other to do things that are cool. To do things that will help us achieve our goals. Think of a goal you would each like to achieve and then with your partner, think of ways that you can help each other achieve those goals. For example, if one of you want to get better scores in maths, you can revise together and test each other's knowledge. Do you want to be very good at running? How can your friends support you to do that?
Mohamed:	Remember, when we do Padi-Padi time, you pick a partner and talk just between the two of you. Tell your partner about things that you would like to achieve and how think of ways that you can help each other achieve those goals.
Awanatu:	Ok, ready? Padi Padi starts now...You have 3 minutes...
SFX:	Background activity music for 1 minute

Awanatu:	Club Leaders, we have 1 minute left!
SFX:	Background activity music for 50 seconds
Awanatu and Mohamed:	Club Leaders, we have 10 seconds left! We will start our countdown now. 10...9...8...7...6...5...4...3...2...1! Okay stop your Padi-Padi!
Mohammed:	Thank you everyone for sharing your goals today. Remember, helping each other to achieve their goals is cool!
Awanatu:	But even if we start changing what we mean by 'cool' at our school, there still may be students who don't agree and who will put peer pressure on others to do things. If you think this is happening you can always speak to a school mentor about it.
Mohamed:	We can speak to the school mentor about things not related to violence?
Awa:	Yes, of course, they are there to help students.
Mohamed:	Great. Well, I think that's about it for today. I'd like to thank Dr Koroma for giving us so much information and guidance – thank you Dr Koroma.
Dr Koroma:	You're welcome. It has been a pleasure to be here.
Awa:	Now Mohamed, let's try to summarise what we have learned today.
Mohammed:	Ah, let me see... where did we start... Well, Dr. Koroma helped to explain some of the changes we experience when we reach adolescence. Dr. Koroma explained that we can start experience new feelings or emotions.
Awanatu:	Then she explained how some of these new feelings happen because we are turning into adults. Feelings like sexual attraction.
Mohammed:	And then Dr Koroma explained that people who are attracted to each other may also want to start exploring sexual activity – but that there are ground rules to follow if this is the case.
Awanatu:	Exactly, and these ground rules are RNRM – Respect each other, say No at any time, know the Risks and have a clear Mind when you decide to engage in any sexual activity.
Mohamed:	Then Dr Koroma talked about other adult activities that young people may be tempted to try and the peer pressure they experience to do them.
Awanatu:	Right, and then we worked out that the ground rules also apply to feeling peer pressure to do other adult activities, like smoking or drinking – Respect each other, say No at any time, know the Risks and have a clear Mind when you decide.
Mohamed:	We tried to show you that being COOL is not just about what your friends think but also about becoming the person you dream of being, chasing your goals, staying focused on positive things.
Awa:	We asked you to think about some of the things that you can do with your friends to make sure your school is really COOL and to support each other in achieving your dreams.
Awanatu:	Thanks, Awa. I think that is everything that we covered today. Now we'd like to wrap up with some 'Reflection Time'.

SFX:	<i>Small ping or gong.</i>
Awanatu:	We're going to take 30 seconds for everyone to sit quietly and reflect on what we've discussed today. Students, please think about what you liked most about today's session. Was there anything that you found interesting or that you didn't know before? If so, think about whether you'd like to tell your friends or family about it. Was there something that you disagreed with? Something that you'd like more clarification on? Something you have a question about? If so, please write your questions down and given them to your Club Leaders.
Awanatu:	Okay everyone, please be quiet now and enjoy your 30 seconds of Reflection Time.
SFX:	Reflection Time music (30 seconds – should be different from intro/transition music)
Awanatu:	Okay, everyone, thank you for reflecting. Remember, if there was something that you liked from today's session – share what you learned with others. If there was something that you have a question about, I hope you wrote it down. Please give your questions to your Club Leaders now. We will give the club leaders some time now to discuss the questions with you. Club Leaders, we're going to play the background music for four minutes again and give you warnings when you have two minutes, one minute and 10 seconds left. During the four minutes, please read out any questions that you may have received and see if anyone from your team can help answer. If not, save the question and ask your Mentor for help. If you cannot finish answering all the questions during these four minutes, feel free to continue after the session if there is time. If there are no questions at all, then feel free to fast forward the background music to when we start counting down from 10. Ready? Club Leaders, please read out the first question!
SFX:	Background activity music for 2 minutes
Mohammed:	Club Leaders, we have 2 minutes left!
SFX:	Background activity music for 1 minute
Mohammed:	Club Leaders, we have 1 minute left!
SFX:	Background activity music for 50 seconds
Mohammed:	Club Leaders, we have 10 seconds left! We will start our countdown now. 10...9...8...7...6...5...4...3...2...1! Stop Question Time!
Awanatu:	Thanks, Mohammed. That was great. I think it is time to wrap up the session now. Did you have any other points to make?
Mohammed:	Yes, I also want to let students know that if they have any suggestions on how the sessions could be run better, please write those down and give them to the Club Leaders or the Mentor.
Awanatu:	Good point. We always want to improve the Club sessions and make sure everyone enjoys them.
Mohammed:	And I want to make sure that everyone promises to come to the next club session on time!
Awanatu:	Agreed.
Mohammed:	Club Leaders, could you please remind us of the day, time and place for our next session?

(pause for 3 seconds)

Mohammed: Thank you. Students, do you promise to be on time?
(pause for 2 seconds)

I didn't hear you!
(pause for 2 seconds)

Great. See you then!

Awanatu: Okay, thank you again for your participation and we look forward to seeing you for our next session, where we will talk about **Adolescence – what happens to our bodies?**

Mohammed: I know what happened to my body... I got fat!

Awanatu: Haha Mohammed stop it! You are being silly!

Mohammed: I will see you next week!

Awanatu: Great. Hope to see you all at the next session!

Mohammed: See you all soon! (in Krio)

SFX: Closing music (7 seconds)