

Smart choices

Building an AIDS Free Generation



Guide for Peer Facilitators and Youth Leaders

10 - 14

DRAFT COPY

Smart choices

Building an AIDS Free Generation

An HIV/AIDS Prevention Gender and Life Skills Based Curriculum with
Comprehensive Information for Youth Ages 10-14

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Dedication

To all the young people who bravely choose abstinence and
faithfulness to help build an AIDS free generation.

Table of Contents

<u>Acknowledgements:</u>	<u>07</u>
<u>Introduction:</u>	<u>08</u>
<u>Session 1: Self-Awareness and Self Worth</u>	<u>16</u>
<u>Session 2: Communication Skills</u>	<u>27</u>
<u>Session 3: My New Body, My New Feelings</u>	<u>38</u>
<u>Session 4: Family and Friends</u>	<u>50</u>
<u>Session 5: Play Now, Pay Later</u>	<u>61</u>
<u>Session 6: Sexually Transmitted Infections</u>	<u>75</u>
<u>Session 7: HIV / AIDS</u>	<u>85</u>
<u>Session 8: Sex and Gender Roles</u>	<u>98</u>
<u>Session 9: Drugs, Alcohol and the Influence of Media</u>	<u>104</u>
<u>Session 10: Goals and Dreams</u>	<u>113</u>
<u>Session 11: Why Wait</u>	<u>123</u>
<u>Session 12: Making Smart Choices</u>	<u>130</u>

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→ Introduction to Smart Choices

Young people are at the centre of the global HIV/AIDS epidemic. Of over 1 billion youth worldwide, about 5.4 million are living¹ with HIV (UNAIDS, 2007). Representing about 40 percent of new infections worldwide, youth aged 15 to 24² are affected most in the HIV pandemic. This age group also experienced the highest rates (over 500,000 infections daily) of sexually transmitted infections, excluding HIV. They are particularly vulnerable to HIV infection for social, political, cultural, biological, and economic reasons.

Young people bear the brunt of the economic and social impact of HIV/AIDS on families, communities, and nations. As such, they remain at the center of prevention regardless of the circumstances and shortcomings of the last 25 years of the epidemic. However, they are the greatest hope for turning the tide of HIV transmission because they have grown up in a world changed by AIDS. Still, many lack comprehensive and correct knowledge about how to prevent HIV infection. This situation persists even though the world has agreed that young people have the right to education, information and services that could protect them from harm.

Efforts to increase young people's HIV knowledge remain inadequate largely because they lead diverse lives in varying environments. Youth need interventions tailored to meet their individual circumstances.

The **Smart Choices** curriculum for youth ages 10-14 has specifically been designed to address the needs of vulnerable community members and risk groups whose adventurous and experimental nature during this developmental stage, makes them a vulnerable risk group.

Smart Choices provides age-appropriate knowledge and tools to help youth make informed choices. The curriculum emphasizes abstinence or delay in sexual debut as an important protective practice. It also aims to encourage the youth who are in need, to access key sexual and reproductive health services as well as HIV care, treatments and support services.

¹ UNFPA HIV/AIDS and Young People: Hope for tomorrow. www.unfpa.org

² UNAIDS: 2007 AIDS Epidemic up date. www.unaids.org/en/hiv_data/

³ Moving Toward Universal Access: Uganda's National HIV and AIDS Strategic Plan 2007/8 – 2011/12

Smart Choices utilizes highly interactive and participatory methodologies such as role-play, case studies and group discussions to help youth explore the risks associated with premarital sex.

The curriculum emphasizes the importance of effective communication, decision making, goal setting and critical thinking skills. Youth are empowered to clearly express their feelings, to assert themselves, to clarify their aspirations and dreams and to become aware of the messages that they are unintentionally communicating to others about themselves.

It is our hope that the epidemic will abate as fewer youth engage in premarital sex. We believe abstinence is the best strategy because it provides 100% protection against sexually transmitted infections and HIV. This will enable our youth to remain healthy as they mature into young adults. Only then will they be fully equipped to make smart choices and possess the necessary discipline and self-control to be faithful in a marriage relationship. Until that time, “saved sex” is the only “safe sex”.

Note to the Peer Facilitator

Building an AIDS Free Generation

Today's young people are afforded many new and exciting opportunities but they also face a multitude of difficult choices. The consequences of these decisions could either lead to life and the fulfillment of their dreams or to the loss of their dreams, their health and even their lives.

As a role model to youth, you are being asked to help your peers, students or other youth to make wise choices, especially in the areas of relationships and sexuality. This is not an easy task. This guide will help you to help them make smart choices!

Smart Choices, Building an AIDS Free Generation Curriculum Guide for Peer Facilitators and Youth Leaders provides detailed lesson plans for 12 interactive learning sessions. Using an easy-to-follow format with many helpful reminders and notes, the activities are designed to make learning fun. They include stories and role plays as well as learning games and activities.

Who is the target audience?

The information in this guide is focused on male and female youth ages 10-14.

Characteristics of the target audiences

In any group, the youth collectively represent a variety of life experiences. Some have never experienced sex; others will have been sexually active by choice or by force. Unfortunately, there may be youth who are HIV-positive or have a sexually transmitted infection. For some, abstinence may be a new consideration, while others may have previously chosen to wait to have sex. Some may be considering abstinence, but are not ready to make a commitment. Regardless of their situation, this guide promotes positive communication and encourages the youth to stay safe by making the right choices.

Planning your Outreach Session

To enable participants to practice, organize and conduct successful training sessions/meetings in their communities, Facilitators need to take note of the following:

Creating a Positive Learning Environment

Meetings and learning sessions should always be held in a place where the youth feel physically safe and free to say what they think and feel.

Remember that you are a "Facilitator" who is helping the youth discover things for themselves. You are not a "lecturer" telling them what to do. You are there for the youth and the issues that concern them. Do not give orders or force your opinion. Be flexible if more time and attention is required for certain topics.

Listen first. Ask questions before you give answers.

Create an atmosphere of openness, trust, and excitement, where the youth will not be made to feel small or ignorant.

Clearly explain what you want the group to do and how long they have to do it.

Even when youth give incorrect answers or have trouble understanding or applying what they are learning, do not make them feel as though they have failed. Always encourage the youth in a positive and truthful way.

Location and Room Arrangement

Arrive at least 30 minutes before the session begins to prepare the room or space.

Wherever the sessions take place (e.g. Classroom, Community Hall, or open space), do NOT set up the room to feel like a school classroom.

If possible, arrange chairs so that the youth sit in a circle or semi-circle and the entire group can see each other. You should also sit or stand in the circle, not up front.

The meeting space should be healthy with adequate ventilation and protection from harsh weather like hot sun, wind, rain and insects.

Youth should face away from things that may distract their attention from the learning session, like a busy street or playing field.

You might want to try changing the set up of the room or even the location from session to session to keep the youth interested and see what works best.

Key Things to Remember While Facilitating

- Reflect on your own life and seek to be a positive example for the youth.
- Be prepared. Give yourself enough time to prepare.
- Be familiar with the lesson for that day. Follow the curriculum provided but be natural (don't read it word for word).
- Do not lecture or dictate to the youth. Teenagers get bored easily and need to be actively involved.
- Let the youth discover important lessons on their own rather than giving them all the answers. You can help them by asking good questions and challenging them to try new things.
- Keep the energy up. The flow between activities should be quick and without delay. Leaders should always be prepared with the next activity.

- Encourage youth participation whenever possible and involve as many different youth as possible. The young people should talk and DO more than the leader.
- Use small groups for discussions and other activities. Small groups help to build a sense of teamwork, and encourage more openness, and involve youth who are not as comfortable in larger groups. The learning sessions offer suggestions about when to use small groups.
- Teach from your heart. The youth will know if you are being sincere.
- Encourage and praise the youth for their efforts.
- Be humble. Let the youth know that you are learning with them.
- Show respect by listening and valuing their ideas and contributions.
- Be consistent and fair to everyone. Show equal love to all, especially those who might be difficult to love.
- Make learning fun. Have a sense of humor and make the sessions fun and exciting so that the youth do not want to miss anything and want to return.

Structure of the Learning Sessions

Sessions are organized in the following general format:

Building an AIDS Free Generation

Introduction

Each new session opens with an 'Introduction' section to assist the Facilitator in preparing for the session. It includes background information and the overall aim to be achieved.

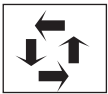
Objectives

The objectives tell what the participants should achieve by the end of the session.



Duration

This estimates the anticipated length of the session.



Methodology

This section gives an overview of the training methods to be utilized in the session. Always cross check this section with the Materials list to be certain you have everything you will need.



Materials

The Materials list identifies the items needed to carry out the activities. They should be prepared before the session begins.

Preparation Tips

These are provided for some of the sessions, and offer tips on how best to effectively conduct the session.



Activities

This symbol identifies the collective list of activities on the first page of the session, as well as the individual activities within the session. Always read through each activity so that you are comfortable with facilitating them and have gathered the materials needed. The recommended duration of each activity is indicated.



Note to Facilitator

The 'Note to Facilitator' section provides additional information for the Facilitator to assist in preparing for the lesson and point out what skills or lessons should be emphasized. They should not be read to the youth.



Steps

These provide "step-by-step" instructions for teaching the lesson.

Session Evaluation/Summary/Review

This involves an activity or set of questions for evaluating whether the intended message was understood by the participants.

Take Home Message/Assignment

At the end of each session, there is a take home assignment or activity for each youth to complete on their own. These assignments will challenge them to think about and apply what they are learning. At the beginning of the next meeting, there will be a time to share what they have done or learned through these experiences.



The Question Box

Youth often have questions about sex or other issues that they may find embarrassing to ask in a large group. One way to help them get their questions answered is to encourage them to write their question and place it in a box. Make sure the box is located where the youth can access it, but where it is secure. Do not require youth to include their name.

At the beginning of each session, you can spend some time answering the questions that were submitted since the last meeting. If you are not sure of an answer, do not make one up. Tell the youth you will try to find answers from someone who knows. Other times, a group discussion may be appropriate.

Stories

In our communities, stories are shared to pass information and teach important lessons. People can relate to stories in a very personal way. This curriculum incorporates story telling into many of the sessions. The Facilitator should take full advantage of this medium to communicate with participants.

Games

Learning games and activities help the youth learn by “doing” rather than just “listening”. As they laugh and have fun, they feel freer to express their thoughts and feelings. The Facilitator should always make sure that while the participants have fun, they still retain the message.

Introductory Activity

Objectives:

During this session, the Facilitator will:

1. Promote a healthy environment that encourages respect for each other, participation and interaction.
2. Define expectations and encourage a sense of belonging.

1 Step 1

? Ask the participants to brainstorm and establish rules or guidelines so that everyone feels safe and comfortable during the session. These might include:

Respectful/safe environment – no question is stupid and no nasty comments are allowed.

No put downs – be respectful to people of all genders, races, religions, and cultures.

2 Step 2

? Ask the participants to select the rules or guidelines that they feel are essential for an effective session. Write each rule/guideline on the board. Ask the following questions for each:

- a) Why is this rule/guideline important?
- b) Do you think it is necessary to have this rule/guideline written down or is it something that all people should already know?
- c) Is this a rule/guideline that you normally use when talking to your friends?

1

Session One:



Self-Awareness and Self-Worth

Introduction

Building an AIDS Free Generation

Between the ages of 10 and 14, youth experience many physical, emotional and mental changes. These changes occur at different times in boys and girls and vary from child to child. As a result, youth often compare themselves to others, are easily embarrassed, and feel insecure.

Typically, adolescents are not happy with themselves or their situation. They want to be taller or shorter, to have better marks at school, to have more money, to live in a different house, be more popular, be older, and so on. They are vulnerable to pressures from others (especially from older youths) to try things that could harm them. They also begin to challenge authority and assert themselves. Youth who value themselves and feel confident and positive, are more likely to make good choices and to seek the best for the future. For this reasons, it is important to help young people build healthy views of themselves. This can protect them from negative influences and those who try to harm or take advantage of them.

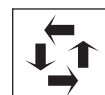
Objectives:

During this session, the youth will:

1. Discover that they are unique and have value
2. Identify the benefits of self-confidence and self-acceptance



Duration: 1 Hour



Methodology:

Games, Case Study Discussion
Group Activity, Role Play



Materials:

Pen or Pencil for each participant,
Question Box: a box with a slotted lid
or a bag with a drawstring, where the
youth can put their questions, Ball,
Paper



Activities:

Activity 1:

Introduction of Smart Choices (5 min)

Activity 2:

Ball Name Game (10 min)

Activity 3:

Natongo's Story (20 min)

Activity 4:

The Fisherman and the Doctor (20 min)

Activity 5:

Why I like you (30 min)

Activity 6:

Review (5 min)

Facilitator Reference Information

The important terms in this session are **self-awareness and self-worth**, and are conceptually linked to self-image and self-confidence. The links between the terms are in logical sequence; one first becomes self-aware which in turn leads to development of a self-image. This encourages a feeling of self-worth which ultimately builds self-confidence and self-esteem.

Most individuals are often shocked by an introspective look at themselves because they think they already know who they are. For this reason, it is important to have people talk and write about each other early in the session. When people discover what others like about them, they are often surprised and unaware that they possessed those qualities.

As the Facilitator digs deeper into Nantongo's story, the youth will recognize that it required the help of another person for Nantongo to gain a new perspective of herself. This will plant the seed in their mind for later sessions regarding the importance of effective communication between friends and family.

Lastly, many of us feel that it is difficult to shout out that we are special. It can sound arrogant and egotistical. It is the belief however of the authors, that by the last activity the youth will be ready to proclaim, "I am special!"



Note to Facilitator

This session focuses on how the youth (adolescents) feel about themselves. Are they proud of who they are (self-confident)? Do they know who they are (self-awareness)? Do they know how or care what others think of them (self-image)? Do they appreciate how they are physically, emotionally, financially and socially (self-acceptance)?



Activity 1: Introduction of Smart Choices

① Step 1

Introduce yourself to the group and welcome them to the session.
Then introduce the series.

② Step 2



Ask the participants:

- Have any of you been on a journey?
- What was it like?

Answers might include: fun, interesting, long, difficult, and full of new experiences.

③ Step 3

Explain to the participants that:

Today we are starting a journey together. We will discuss and explore things that young people are facing today. I will tell you some things, but I will also ask what you think.

This will not be like your regular school classes. There will be no tests, and you don't need to take notes unless you want to. I hope we will have lots of fun learning together as well.

The important thing is that you feel free to say what is on your mind and in your heart. In the coming weeks, we will talk about your dreams for the future. We will talk about your friends and families, choices you must make, and bodily changes you are experiencing. We'll also talk about the changes in your heart and mind.

Many of you may have questions that you are afraid or embarrassed to ask. Write your question without putting your name on it and put it in the question box. Your questions will stay private; I will not embarrass you in front of each other. The next time we meet I will answer them.



Note to Facilitator

Depending upon the security of the box, you can emphasize that their questions will be kept secure and their privacy respected.



Activity 2: The Ball Name Game



Note to Facilitator

This game will equip youth with good listening and memorization skills since they will be required to remember details about other participants. The ability to remember people's names and their personal details is a very useful skill in making friends.

① Step 1

Instructions for the Ball Name Game:

The participants stand in a circle. One person holds the ball, says his/her name and what she/he likes about his/her village or school then throws the ball (or something like a ball) to someone of their choice.

The person who catches the ball says his/her name and what he/she likes about his/her village or school and throws it to someone else. This continues until everybody has had the chance to introduce themselves.

After they have done this a few times, ask them to say the name of the person whom they are throwing the ball to.

Emphasize that it is very important to remember people's names as this will help them cultivate many valuable friendships throughout life. We feel special when someone calls us by our name!

② Step 2



Ask the participants if they have any nicknames.

- Spend some time talking about their nicknames (what they mean, how they got them).

Ask them if they feel the nicknames really reflect who they are.

- Do the nicknames make them feel better or worse about themselves?

Ask them what they want to be called and why.

Nantongo's Story



Nantongo was 14 years old on her last birthday. She had a good relationship with her parents and was well thought of in her community. She enjoyed school, although she wasn't the most popular girl in her class. Since she was born, Nantongo had a problem with her right foot. She walked with a limp and couldn't run as fast as the other children.

One day, as she was working hard in class, her teacher went to the front of the room.

"Students, I have an announcement. This week we are forming volleyball teams," he said.

Everyone smiled and began talking with excitement. Nantongo slumped lower in her chair. Because of her foot, she could never play volleyball.

At break, all the others rushed out to begin practicing for volleyball. Nantongo sat under a tree. She looked up and saw her best friend Namutebi rushing by, "Namutebi, come and sit with me! I have something to tell you," Nantongo called.

"Sorry, Nantongo. I have to get in line to play volleyball!" Namutebi replied. Nantongo sat under the tree alone.

After school she went home with a heavy heart. She could not stop the hurtful thoughts in her mind. "If I could run fast, then I would be popular," she thought bitterly. She thought about her family. They had enough to eat but lived in a small house. They did not often have new clothes. "If my family were rich, then others would like me more," Nantongo thought. "I could have nice clothes and look beautiful."

"Nantongo, wait for me!" a voice called behind her. It was Namutebi. She came up and put her arm around Nantongo. Nantongo did not look at her friend.

"Nantongo, what's wrong?" Namutebi asked. Nantongo was silent for a long time, and then

she finally burst out, “I can’t help it that I can’t play volleyball! It’s not fair. No one likes me. The others tease me because I can’t run. It is not worth being in school when I am so lonely!”

Namutebi listened to her friend. Then she said quietly, “Nantongo, I am sorry you cannot play volleyball. I am sorry if I made you feel left out. But it is not true that you have no friends. I am your friend, and think of the other girls—they are your friends too. When we were little, others used to tease you because of your foot—but now almost no one does that. Do you know why?” Nantongo shook her head. Namutebi continued, “It is because you never say anything mean about anyone. The whole class respects you. You are clever, too—you are always at the top of the class! And your family is so kind, even to me. They love you very much.”

Nantongo thought for a moment and said, “That’s true. There are some good things in my life. And I have dreams for my future—I want to finish school and attend university.” Namutebi smiled. “You can reach your dream!” Nantongo smiled more. “You are right. I do not need to play volleyball to reach my dream—and I have many good things in my life.”



Questions for discussion:

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If you were in this situation, how would you feel?

How did Nantongo's good friend make her feel better?

Remind the youths that they can encourage their friends too.

Why did Nantongo's classmates like and respect her?

What could cause Nantongo's classmates to like and respect her even more?



Activity 4: The Fisherman and the Doctor



Note to Facilitator

This activity will help the participants realize that no matter who you are, you are unique and special. The goal is to combat the notion that those who are highly educated or paid are better than those who are uneducated and poor.

1 Step 1



Ask for two volunteers who are outgoing and energetic.

2 Step 2

Tell them that they are going to act out the following scenario:

A doctor boards a boat and asks the fisherman to take him across a river. During the trip the doctor abuses the fisherman. He laughs at the poor fisherman and brags that he is a rich doctor with many degrees. Halfway across the river, the fisherman stops rowing the boat. The doctor panics and starts crying and begging the fisherman to take him to the other side.

3 Step 3



Discussion Questions

Why did the fisherman stop rowing the boat?

In the boat, who is more important, the fisherman or the doctor?

What are the disadvantages of thinking you are more important than someone else?



Activity 5: Why I Like You



Note to Facilitator

This activity is aimed at helping participants value their unique qualities. It will also enhance self respect and mutual respect for each other as they will be asked to publicly acknowledge their respect and appreciation for their peers. This will also improve their self image and help them realize that they are special.

① Step 1



- Give each participant a piece of paper.
- **Ask them to write three strengths and three weaknesses about themselves.**
- Encourage them to be honest.
- They should write their names on the paper.

② Step 2



Ask participants to stand in a circle.

- Tell them to exchange the paper with their neighbors.
- **Ask one of them to call out the name of the person on their paper.**
- When the person is called, they come to the centre of the circle.
- The person reads out loud.

The format of reading should be:

“James (or whoever is in the centre), we recognize that you are good in mathematics but weak in history, a good footballer, etc. (or whatever is on the list). With your strengths and weaknesses we respect and value you.”

The whole group then says in chorus, “James, (or whoever is in the centre), “You are special. You are of great value to us.”

③ Step 3

 Repeat this for 5 participants. **Ask each participant to turn to another and say, “You are unique and different.”**

Ask participants to stand up, with both hands rested on their chests. Tell them to repeat after you at the top of their voices, “ I am a special person. I am fearfully and wonderfully made. There is a reason why I am here. I must live. I must make smart choices.”



Activity 6: Review

① Step 1

 Ask participants to discuss the advantages of being self-confident.

② Step 2

 Ask participants to discuss if there are any disadvantages to being self-confident.

Remind participants to use the Question Box.

Take Home Message

It is important to help young people build healthy views about their physical appearances. This can protect them from negative influences and those persons who try to harm or take advantage of them.

Personal Challenge

Participants should identify someone who has been teased because of their physical appearance. They should tell that person three or more positive statements. When they return for the next session they should be prepared to describe what happened and how the person reacted.

Session Two:

2



Communication Skills



Duration: 1 Hour



Methodology

Group discussion, Case Study,
Role Play



Materials

Question Box
Flip Charts
Markers



Activities:

Activity 1:

Review and Questions (10 min)

Activity 2:

Defining Verbal and Non Verbal
Communication (15 min)

Activity 3:

Namatovu and Mirembe's Story
(15 min)

Activity 4:

Assertiveness vs. Aggressiveness
(20 min)

Introduction

The ability to communicate thoughts, feelings, needs and desires is a skill that can help youth build self-confidence, solve problems, resolve conflict and protect themselves from unwanted sexual advances.

Youth are often afraid to ask questions about their own sexual development or feelings, and instead obtain false information from their peers or from the media. Many youth who are sexually abused by adults or other youth never tell anyone about their experience because they are afraid that they have done something wrong and will be punished.

Healthy relationships and effective communication involve having confidence and good verbal and non-verbal communication skills, including listening skills.

The purpose of this session is to help develop these skills and to encourage healthy communication between the youths and their friends, families and other members in their community.

Positive communication will be invaluable in helping youth make and stick to healthy, responsible and smart choices.

Objectives:

During this session, the youth will:

1. Consider the importance of clear communication when they are solving a problem
2. Understand the difference between verbal and non-verbal communication

Facilitator Reference Information

The importance of effective communication cannot be overstated. Youth in this age group are experiencing a tremendous amount of change. Their brains and bodies are bursting with new information and their brains are not only trying to keep up, they are trying to communicate these changes to each other, and to their parents, mentors or guardians.

The Facilitator must remember that the goal of this session is not just to provide communication skills, but to connect those skills to abstinence and HIV/AIDS.

To assist the youth in abstaining from premarital sex and remaining faithful in their relationships, participants will learn to distinguish between assertive and aggressive behaviour. With this in mind, the role play scenario in Activity 4 can be altered to suit the needs of each group. The goal of the activity is to provide practice for the youth in getting what they want without becoming hostile or seeming inconsiderate. Make sure the girls are engaged in this activity, as it is most relevant to them. For cultural reasons, many girls find it difficult to assert themselves, especially when the conversation/situation involves a male.



Activity 1 : Review and Questions

① Step 1



Ask the participants:

- What do you remember from the last time we met?
- What did you do recently to encourage one of your friends to feel good about him or herself?

② Step 2

Explain to the participants that:

Today we're going to think about good communication, what it means and why it is important.



Ask the participants why we need to talk to one another:

Listen to several responses.

These could include: to express our needs, what we think, what we want from others.

Ask the group to think about an adult who is easy to talk to:

Why is this adult easy to talk to?

③ Step 3

Listen to responses. These could include: they listen to us, use humor, don't judge or lecture us, ask us questions, act like they care about what we think and feel.

④ Step 4



In pairs, ask the youth to discuss:

What things do you talk about with your parents?

Then ask the group:

What one thing would you like to say to your parents that you have never said before?

Listen to several responses and list them. Encourage participation.



Activity 2: Defining Verbal and Non Verbal Communication



Note to Facilitator

Explain to the participants that communication skills will help them to stay focused on their goal. They will be able to say YES to what will help them reach their goal and NO to what would prohibit them from attaining their goal.

① Step 1

Introduce the concept that there are two types of communication -- verbal and non-verbal.

② Step 2

Ask for three volunteers.

Ask the first volunteer to show the group that she/he respects a friend without using any words.

Ask the second volunteer to use words to show the group that she/he respects a friend.

Ask the third volunteer to show the group that he/she respects a friend using both verbal and non-verbal communication.

③ Step 3

Explain the following to the participants:

When you are speaking, writing, sending sms, etc. you are using verbal communication. Even though we call it verbal, it does not mean just speaking. It means any time actual words are used.

On the other hand, if you don't use actual words, you are communicating non-verbally. This would be like body gestures, facial expressions, dress code, actions, signals.

Think about it like this; if I write a question on the board, it is verbal. When you raise your hand, it is non-verbal. When I nod at you, it is non-verbal. When you answer, it is verbal.

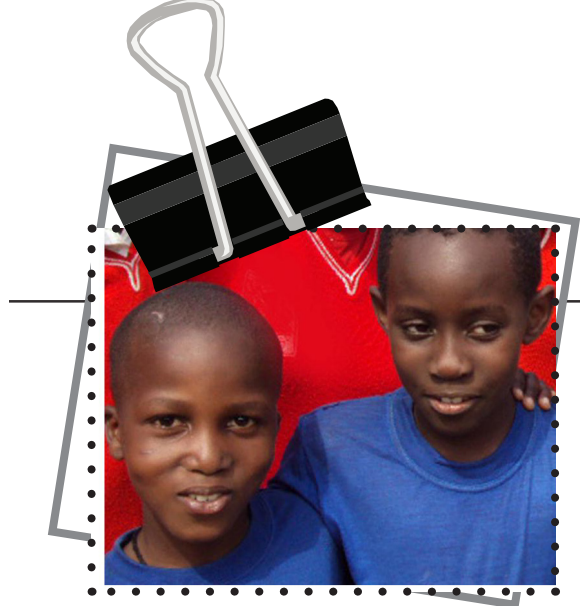


Ask participants to complete the following table:

Non-Verbal Action	Verbal Meaning
Wink (Single blink of the eye)	"I am interested in you"
Tickling the palm	"I want to sleep with you."
Tickling the waist	"I like you"

④ Step 4

Introduce the concept that for a message to be clear, the sender must ensure that the verbal and non-verbal messages are the same. How you say something is just as important as what you are saying. Explain that it is possible to say something, but send a different message with your actions.



Namatovu and Mirembé

Namatovu and Mirembé were great friends and lived near the city. They had been going to school together since primary 1 and were now in primary 7. One Friday, when they were coming home from school, they went to a park to play. The weather was so nice and they were having such a good time that they forgot their books and went home without them. When they remembered them later that night, it was too late to go back for them. The next day was Saturday and the two friends went out very early to look for their books. They couldn't find them anywhere and realized with great dismay that their school books were lost. How would they study for their upcoming exams? How would they explain their lost books to their parents?

Mirembé was afraid to tell her parents about the books and kept silent, fearing her parents would punish her. Once, when she had torn her new school uniform, they had been very angry. But Namatovu didn't have any fear of her parents and simply explained what happened.

She admitted she had been having such a good time playing that she had forgotten her school books. Namatovu's parents were disappointed that she had been so forgetful, but they said they would try to help her solve the problem. Mirembé worried all weekend about the lost books, but kept it to herself and did not mention it to her parents.

When Monday came, Mirembé and Namatovu's teacher noticed that they did not have their books. "Go home and get your books or come back with your parents," the teacher said to the two girls. Namatovu went home and came back with her parents. They spoke together with the teacher. Namatovu explained what had happened and the teacher gave her new books so that she could continue with her studies, since final exams were due the following week.

But Mirembé didn't go home. She stayed away until school was out, fearing her parents would be angry with her. She thought to herself, "I will stay away from school and hide in the bush every day until exams are finished." Mirembé missed all her classes that week.

Namatovu noticed that Mirembe was absent and went to her house on Friday to find out what had happened. When she didn't find her, she told Mirembe's parents the story of the lost books. They were surprised. "We thought she was going to school all this time! Why didn't she speak with us about this? We would have gone with her to the school, just like your parents did." At that moment, Mirembe came in the door. When she saw the look on her parents' faces, she knew that Namatovu had told them what had happened. "I was afraid to tell you," said Mirembe. "I'm sorry; I see now that not telling you was worse than losing my books."

Namatovu passed her exams and went on to the next class, but it was too late for Mirembe. She had to repeat that year and from that day was always a year behind her friend Namatovu in school.

Share the above story with the participants.



Questions for discussion:

Divide the participants into small groups and ask the following questions.

Why do you think Mirembe was afraid to speak openly with her parents?

How did the fear to talk with her parents affect Mirembe's life?

How did Namatovu benefit from speaking openly with her parents?

What are the benefits of being open and honest with your teachers and parents?



Activity 4: Assertiveness vs. Aggressiveness

1 Step 1



Ask the entire group to list the differences between assertive and aggressive behaviour. They may create a table like this:

Assertiveness	Aggressiveness
Polite	Rude
Positive	Negative
Considerate	Inconsiderate

Discuss the differences for a short time. Next have them complete the following table:



Note to Facilitator

The students will practice making one-sentence assertive and aggressive statements based on the scenarios provided. Ensure that they understand that the assertive voice is more useful and persuasive than the aggressive voice.

SCENARIO	AGGRESSIVE	ASSERTIVE
Your boyfriend/girlfriend wants to go to a party but you really don't want to go.	"I am not going!"	"I think it would be better if we went to the beach tomorrow, don't you"
You want your good friend to go to a Voluntary Testing Centre.		
You don't want your parents to leave you alone with an adult you don't trust.		
You want to warn your best friend about their risky behaviour.		

② Step 2

Divide the participants into four groups. Give two groups one of the following scenarios to act out.

Scenario One

James is the best footballer in school, and is tall, strong and handsome. He has a girlfriend, but they have been abstaining. One night at a party at a friend's place, his girlfriend whispered in his ear and asked if he wanted to go up to the bedroom. He said that he would prefer to be around their friends. She agreed and was not hurt at all.

Scenario Two

Sarah has a boyfriend named John who has asked her to go to a party with him. She is afraid to go. She loves John, but doesn't want to be at the party with him. Sarah tells John that she doesn't want to go and he is not at all upset.

③ Step 3

Discuss the scenarios with the entire group.

Take Home Message

Remember that how you send your message is almost as important as the message itself. “The medium is the message” so don’t use an sms to ask your parents about sex and don’t write a letter to ask your friends if they want to play soccer over the weekend. The message and the medium should match.

Personal Challenge

Participants should practice being assertive, instead of aggressive. Every time they hear someone saying something in an aggressive manner, they should try to say it in an assertive way instead. If they are brave, they can correct the person (but this is not advised). They should keep a record of statements corrected and bring it to the next session.

3

Session Three:



My New Body, My New Feelings

Introduction

Building an AIDS Free Generation

Puberty is a season of change for young people. Because the changes may occur quickly, it is often a confusing time. Sometimes due to fear and shame, the youth may be unsure who to confide in about what they are experiencing. In the absence of proper guidance, they are challenged with many myths which further complicate the matter. This session creates a forum for the youth to discuss these bodily changes, how they feel about them, and to distinguish myths from facts.

To facilitate discussion, the groups have been divided by gender-- girls alone and boys alone. It is very important that the Facilitator encourages the participants to be completely open.

Objectives:

During this session, the youth will:

1. Identify the physical changes that occur during puberty and separate fact from myth
2. Explore how these changes affect their feelings about the opposite sex

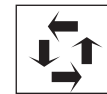
Facilitator Reference Information

It is important that the Facilitator demystify the developmental changes youth are experiencing. They are vulnerable to misinformation obtained from their peers, so it is essential to provide them with facts about the human growth and development process.

The best results will occur when the information has been well-researched and the learning environment is open and relaxed. Therefore, it may be beneficial to first divide the groups by sex so that they can speak freely, then (by Activity 4) integrate them. This will allow you to debunk the myths with both sexes present. For example, the girls may be shocked to learn that some boys believe girls should not be touched when menstruating!



Duration: 1 Hour



Methodology:

Case Study, Games,
Group Discussion



Materials:

Question Box, Flip Charts,
Paper and pens (optional),
Question Box, Signs for game,
Copies of story & questions (2)



Activities:

Activity 1:

Review (5 min)

Activity 2:

Understanding Puberty (15 min)

Activity 3:

Case Study: Nakato and Wasswa
(20 min)

Activity 4:

Myths about Puberty (15 min)

Activity 5:

Session Review (5 min)



Activity 1: Review and Answer Questions

① Step 1



Ask the participants to take a moment to reflect on the last session on effective communication. Tell them that we are going to discuss a sensitive topic and that they all need to use the communication skills they learnt in the previous session to communicate clearly.

Answer any questions that were dropped in the Question Box.

② Step 2

Explain to the participants:

Today we are going to talk about a phase in your life called “puberty.” Puberty is the time when the bodies of boys and girls change in many ways. Your body grows taller and wider, hair starts growing in new places, and your sexual organs start to mature. These changes are completely normal. They are caused by chemicals called “hormones” that your body produces.



Activity 2: Understanding Puberty

① Step 1

Divide the larger group into two groups, one of boys and one of girls. Sub-divide further into groups of two to three.

② Step 2



Ask each group to define “puberty” and write at least five changes affecting their gender during this time of their life (puberty).

If time allows, also ask them to draw a picture showing those changes. Remain in gender groups for this presentation and discussion if possible.

③ Step 3



Ask what physical changes they identified in the discussions and drawings.

④ Step 4

Listen to responses and then give the following information:

Puberty usually starts between ages 8 and 13 in girls, and ages 10 and 15 in boys, although each person is a little different. In other words, everyone starts and goes through puberty at their own pace.

You can use illustrations to show these changes.

Emphasize that:

For girls:

Puberty usually starts between the ages of 8 and 13.

They grow taller and may have “growing pains” in their legs or arms.

They gain weight, especially on the hips and thighs, and become rounder in general.

Breasts develop; nipples also become more noticeable. Sometimes one breast will grow more quickly than the other, but they should even out over time. Breasts may be sore or tender as they grow.

Pimples may appear on the face, chest and back.

Hair starts to grow in the armpits and between the legs (around the vulva) and sweat from these areas can cause a strong smell.

The folds of skin (labia) around the entrance to a girl’s vagina grow larger.

One or two years after her breasts start to develop, a girl’s monthly periods (menstruation) begin.

Menstrual Periods

About every 28 days, the lining of the womb (uterus) breaks down, causing menstrual fluid which is mainly blood, to flow from her vagina. The bleeding lasts a few days each month. Between periods, the ovaries begin to release an egg (ovum) each month in preparation for having babies in the coming years. Girls usually don’t feel anything when this happens. At first, a girl’s periods might not be regular — they might come one month but then not for several months. With time, periods will become more regular.

For boys:

Puberty usually starts between ages 10 and 15.

They grow taller, gain weight and muscle, and their shoulders become wider. Some body parts (especially hands and legs) may grow faster than others. Some boys have uncomfortable growing pains in their legs and arms.

A boy's penis will lengthen and widen, and his testicles will become larger.

Boys grow hair on the chin, upper lip, chest, armpits and around the sex organs.

Sweat from the armpits can cause a strong odor unless boys wash more often.

Some boys develop swelling underneath their nipples, which looks like the start of breasts. This will usually go away with time. It is caused by the different hormones that are moving through the body.

The voice starts to become deeper - it may be scratchy at first as the voice box (larynx) begins to change.

Pimples may appear on the face, chest and back.

During sleep, a boy may experience "wet dreams," where his penis becomes long and hard and passes a white substance (semen) before returning to normal size. He often does not know it has happened until he wakes up to find the bed sheets are wet. This is normal and not controllable.



Note to Facilitator

As time allows, ask for questions to clear up any confusion about the information they have heard. If time is short or youths are too shy to ask, suggest that they write their questions on a piece of paper and put them in the Question Box. Assure them you will answer them the next time you meet.

Emphasize that:

Not everyone will go through these changes in the same way or at the same time.

Typically, girls' bodies begin to change two years earlier than boys. Some girls will begin their periods at age 11 and others will not begin until age 15. The size of the breasts will differ from one girl to another.

Some boys will not notice a change in their voice until after age 13, while for others it will change at age 11 or 12. Contrary to what some people say, the size of the penis has no relation to a person's value as a man or his future sexual pleasure.

Do not worry if you feel you are not changing as quickly or in the same ways as those around you. Remember that everyone has been created to be unique and develops differently.

These changes do not mean that a girl's body is ready to have babies or a boy is ready to father children and support a family. In fact, a woman's body is not ready to carry a baby until she is at least 18-20 years old. At that age, she has finished developing physically and is also more mature emotionally. Just like a young tree is not ready to bear fruit, a young girl's body is not ready for pregnancy. Later, we will discuss how these body changes relate to sex, marriage and having babies.



Activity 3: Case Study – Nakato and Wasswa's Story

Note to Facilitator

This activity explores the changes a young girl and boy experience as they reach puberty. It forms the basis for the discussion on how these changes impact the young people's physical body and emotions. Some of the youth may not have encountered any of these changes.

Explain that the information shared in the discussion will equip them to better understand the changes they will experience during puberty.

① Step 1

Divide the participants into two groups--one for males and one for females. Give them each a copy of the following story and the questions that follow.

 **Ask them to read the story in their group, discuss the questions and choose a leader to present answers to the entire group.**



Nakato and Wasswa

Nakato and Wasswa were twins and the first born in their family. When Nakato was 12 years old she started to have pimples, and she noticed her hips had begun to get wider. She sometimes wondered if these two new things were related. After she turned 13, she had her first monthly period and was shocked to see blood in her panties. She ran crying to her mother. “Why am I bleeding?” she asked, “Am I sick?” Nakato’s mother explained, “This is natural, my dear. You will have this every month for many years.”

Nakato relaxed a bit and stopped crying. “It is also natural that you might feel differently about boys,” her mother continued. “You may start having feelings about having sex. But if these feelings come, don’t think it is time to have sex. That is for after you are married,” her mother explained. “Now that you have started your monthly bleeding, you could become pregnant if you have sex.” Nakato’s mother also explained that it was normal to start growing hair around her private parts and her armpits, and that she may have a strong smell if she didn’t take more care to stay clean. Nakato’s mother told her it was important to bathe everyday and to change the cloth or sanitary pad when soiled. This information was very helpful to Nakato.

Wasswa, Nakato’s brother, was nearly 14 when he had his first wet dream. He was surprised when this happened. After worrying about it for a few weeks, he finally decided to talk to his uncle. Wasswa’s uncle was very kind and did not laugh at him. Instead, he said that the same thing had happened to him when he was Wasswa’s age.

He explained that it was a natural thing that happens to most boys at that age, and that it should stop in a year or so. Anyway, said the uncle, there wasn’t much Wasswa could do about it, since it happened when he was asleep! His uncle also told him a few more things that Wasswa had not known about – that his sexual organs would become larger, his voice would change and that he should wash more frequently, especially under his arms.

② Step 2

Discussion Questions for males:

- What are some of the puberty changes that Wasswa experienced in the story?
- What are some of the changes you are experiencing as you go through puberty?
- What information do you get from your peers about these changes?
- What do the changes mean to you?
- Now that you are going through these changes, what are your thoughts about sex?
- What emotions do you feel about the opposite sex?
- What are the possible consequences you would face if you had sex at this age?
- Knowing these consequences and responsibilities that come with sex, are you really ready to have sex?
- When is the right time to have sex?
- What advantages do married people have over unmarried people regarding sex?

Discussion Questions for females:

- What are some of the puberty changes that Nakato experienced in the story?
- Why was Nakato surprised when she started her monthly periods?
- What are some of the changes you are experiencing as you go through puberty?
- What would have happened if Nakato went to her father instead?
- What information do you get from your peers about these changes?
- What do the changes mean to you?
- Now that you are going through these changes, what are your thoughts about sex?
- What emotions do you feel about the opposite sex?
- What are the possible consequences you would face if you had sex at this age?
- Knowing these consequences and responsibilities that come with sex, are you really ready to have sex?
- When is the right time to have sex?
- What advantages do married people have over unmarried people regarding sex?

③ Step 3

Have group leaders present answers to participants for discussion.



Activity 4: Myths about Puberty



Note to Facilitator

This activity helps the participants confront many of the myths that surround the bodily changes that occur during puberty. Some of the myths are related to actual physical changes while others relate to the gender expectations that young people suddenly think they must live up to. These myths often place the youth in vulnerable situations putting them at the risk of getting HIV and also of being abused.

① Step 1

Choose three different positions of the training area and label them 'True', 'False' and 'I don't know'.



Ask the participants to come up to the front.

② Step 2

Explain that you are going to read several statements. If they think a statement is true, they should walk quickly and stand in the area marked 'true'. If they think it is false, they should walk quickly to the area marked 'false', and if they don't know the answer, they should walk quickly to the area marked 'I don't know'.

When they have arrived at their chosen area, select one or two people to explain why they chose that answer. After their explanation, ask the rest of the group if they agree with their explanation. To save time, get a maximum of two opinions. Correct any misconceptions if they are not solved by the two opinions, and then ask them to quickly move back to the centre.

STATEMENTS ABOUT PUBERTY

1. If you are older when you begin to menstruate, it means you are barren.	1. False: There is no exact time when menstruation is set to begin. It will happen early in some cases and later in others. The delay is not a sign of being barren.
2. Having wet dreams shows that you have immoral thoughts.	2. False: Wet dreams are a normal occurrence for all males during puberty.
3. When you have too many wet dreams, you may run out of sperm.	3. False: Your sperm will not run out as a result of wet dreams. Sperm is produced in your testicles and will continue to be produced for the rest of your life.
4. You should not touch a girl when she is menstruating.	4. False: Nothing will happen to a person who touches a girl who is menstruating. Menstruation is not a disease and there are no ill-effects from contact with a person who is menstruating.
5. Since your body undergoes biological changes during puberty, it means it is the right time for you to have sex.	5. False: Simply because you are physically capable of having sex does not mean that you are emotionally, spiritually or mentally ready for it.
6. If you don't have sex, the sperm collects in the brain and this can lead to madness.	6. False: Sperms are produced in the testicles and travel only via the sperm duct to the penis. There is no other vessel through which they travel, and they cannot reach the brain.
7. If a girl doesn't have sex at an early age, her vagina will harden.	7. False: The vagina is made of flesh, not bone or other material that becomes stiff. It is always naturally moistened and these fluids increase with age. The softness will always be naturally maintained with or without sex.



Activity 5: Session Review

① Step 1

This session will probably have raised quite a number of questions. Let the participants know that they are free to ask you any question about puberty and the changes they experience. Answer them as best as you can.

② Step 2

Many of the students will have questions that they may not feel comfortable asking out loud. Tell them to put those questions in the Question Box and you will answer them during the next session.

Take Home Message

The bodily changes you experience are normal. Even though your body may be physically capable of producing children, it does not mean that you are ready for sexual activity. Sex comes with many responsibilities that you are not yet ready to accept. Save sex until marriage.

You are not ready for sex until you are ready for marriage and able to care for yourself and a child.

Along with the changes in your body will come changes in your feelings.

Here are some things others have experienced:

New feelings about the opposite sex (attraction, sexual arousal or desire)

Emotions going up and down (mood swings)

Feeling insecure and needing more encouragement

Being more sensitive to criticism and more easily embarrassed

You should talk to your parents or trusted adults about your feelings, especially if you are feeling confused.

It is normal to become more aware of the opposite sex and to feel more sexual. You could mention that, in boys, the main sign is the penis becoming long and hard; in girls, it is a warm feeling or wetness of the private parts.

Having sexual feelings is normal, but acting on such feelings can bring unwanted consequences.

Personal Challenges

Participants should talk to a sibling or a friend who has not yet gone through puberty and share with them what they learned during the session.

Session Four:

4



Family and Friends

Introduction

Building an AIDS Free Generation

The way youth relate to their parents and friends begins to change between the ages of 10 and 14 years. Their anxiety level usually increases due to the transition from childhood to adulthood. They may experience an identity crisis because of the tension between adult authority and an increasing sense of their own autonomy and abilities. From ages 10 to 12, boys and girls usually prefer same-sex groups and are still quite dependent on their parents. After age 13, they are generally more willing to associate in mixed groups and begin to seek independence from their parents.

During adolescence, youth also become more sensitive and self-conscious and tend to be critical of themselves and others. They have a heightened awareness of gender and may appear confused about their emerging sexuality. For girls, their growing bodies and increased self-consciousness may bring a desire to have new clothes that fit and are fashionable. Socially, youth are able to identify themselves with a group and develop deep friendships.

Objectives:

During this session, the youth will:

1. Identify the qualities and traits of a good friend and a bad friend
2. Learn to choose friends who will support them

Facilitator Reference Information

“The triumph of values shall only come about by the triumph of understanding over the confusion of the few who mislead the many.” In this session, the youth are encouraged to reach out to others, confident that the information they receive is worth maintaining, contemplating and sustaining.



Duration: 1 Hour



Methodology:

Group Discussion,
Case Study, Game,
Small Group Activity



Materials:

Question Box
Flip Chart
Paper



Activities:

Activity 1:

Review (5 min)

Activity 2:

Case Study: Nalubega's Story 1
and 2 (35 min) (Choose one)

Activity 3:

Good Friend or Bad Friend
(35 min)

Activity 4:

Who Do I Talk to?
(15 min)

Activity 5:

Review (5 min)

The first question to ask is not if they should talk to their parents, mentors or guardians, but if they do. This is primarily because the youth must be aware (self-awareness) of their past choices. Who have they confided in and why? It is only after they have a grasp of their biological surroundings (the people they communicate with) that they can determine if they listened to the advice of the right voices.

The youth should not differentiate between the love they feel for their family and the love they feel for their friends. They must learn to recognize that each has a different role in their lives and while some people can be relied upon, others may have limited exposure to truth.

In this session we look at the influences (positive and negative) of adults in the lives of the youth. We are not yet talking about chemical influences; rather we will focus on what others can do to help and whom you can depend on to help you.



Note to Facilitator

This session will introduce the youth to the concept of peer pressure. Peer pressure is basically the pressure the youth sometimes feel from their friends to do something. It is very hard for the youth to resist this influence because they are terribly afraid of losing their friends. This session is designed to help them choose better friends and shun pressure from the bad friends. The participants will also learn to select better role models. Role models are individuals that the youth can look up to and try to emulate. An example of a good role model would be an individual of high morals and ethics, a pillar of the community. An example of a bad role model would be a musician who is known for promiscuity, taking marijuana and drinking alcohol.



Activity 1: Review and Answer Questions

① Step 1

Lead the participants through a discussion on what transpired in the previous session.

Answer questions from the Question Box or from the group.

② Step 2

Explain that today we are going to talk about the people you relate to most often in your lives – your family and your friends.



Ask them to think about their best friends. What makes him or her a good friend?

Listen to several responses. Encourage participation. Make a list of ideas on a flip chart if possible.

It is also important to explain that unfortunately, it is usually close relatives or friends that seek to exploit young people sexually.

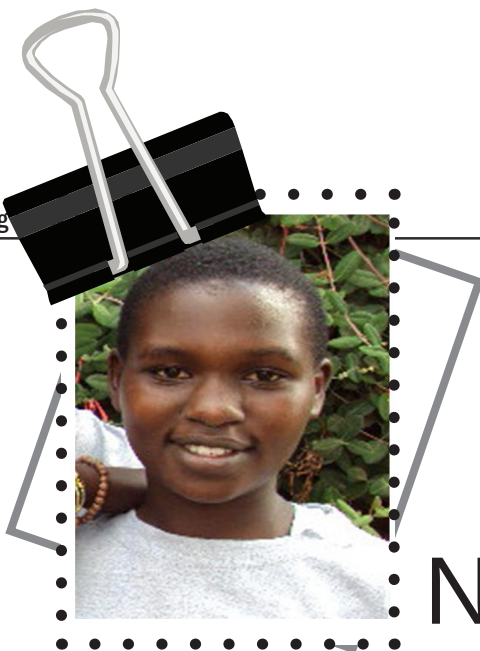


Activity 2: Nalubega's Story 1 & Nalubega's Story 2

① Step 1

Choose one story (or both if time permits) to read to the youth. Have them answer the questions that follow.

Give examples of the peer pressure that apply mostly to girls in your community.



Nalubega (Part 1)

Nalubega covered her head with the bed sheets and began to cry. She felt frustrated, convinced that the world was a difficult place where nobody really cared. The events happening in her life were the source of her sadness.

At home, she was referred to as “angel.” Her whole family perceived her as an innocent little girl ignorant of anything concerning boys. When they watched a movie on TV and a romantic scene came on, they told her to look at the wall or they quickly forwarded that part. Little did they know that she knew a lot about what was happening in those scenes. When she asked about sex, they still gave her the childish explanation that God put the baby in mummy’s stomach. All this might have been okay if only she were as innocent as they thought. Her parents didn’t know that she had already kissed four boys. Kissing produced funny feelings in her that she didn’t understand.

At school, life was the exact opposite. Nalubega was a very pretty girl, and all the boys showed a lot of interest in her. In the girl’s dormitory, her friends brought many magazines of nude men and women and they had very long conversations about sex.

Nalubega was confused. All her upbringing told her that what she was doing was wrong. In reality though, the attention she received caused her to feel really felt good. It was also nice to know that her friends thought she was very pretty. On the other hand, she had heard about the dangerous consequences of her behavior. She wondered whether she would get pregnant, and was scared about the STIs she had heard about in class. Recently, she had begun menstruating and knew that she could give birth. Since her friends looked up to her, she could not let them know that she was ignorant of such things. What would she tell Tom who was meeting her after school the next day? He was pressuring her to show her love by having sex with him. She thought she loved him, but she was afraid to have sex. The worst part was that she could not discuss this with her parents because she feared they would be shocked and angry. Nalubega didn’t want to spoil the “angel image”, yet she really needed someone to talk to. Who could she turn to for help? She felt all alone in the world. It was too much for her and that is why she cried.



Questions for discussion:

What experiences in this story are similar to what young people go through in your community?

What were some of the things Nalubega did with her friends that could put her life in danger?

Why did she feel that she had to do the things her peers expected her to do?

Why couldn't Nalubega talk to her parents about her problem?
In your own lives, are there things that you cannot discuss with your parents ?
Share a few examples.

When it comes to sex, who do you think is the best person to talk to, your parents or your peers? Give reasons for your answers.

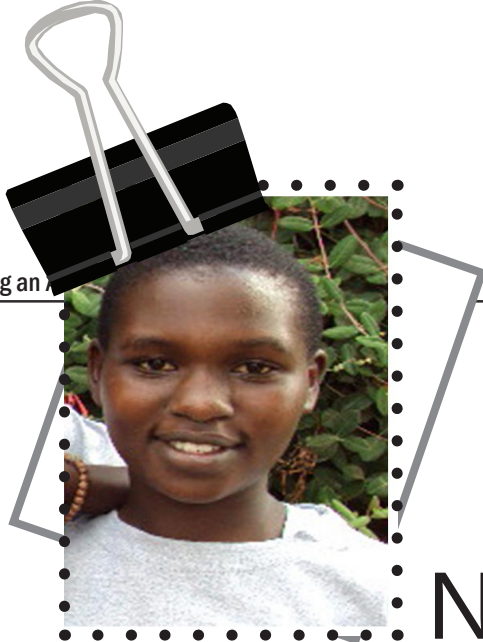
How could parents and adults make it easier to talk to them about sex and other problems you face?

How could you make it easier to talk to your parents about sex and other problems you face?

How can you avoid peer pressure?

If you were in Nalubega's situation, what would you have done differently?

If you were in Nalubega's situation, what would you tell Tom?



Nalubega (Part 2)

This story is about Nalubega, who is 13 and lives with her parents and brother. Her parents like to help others with problems in their community. Most evenings, after supper, the family discusses what happened that day. Nalubega's parents encourage their children to lead a good and honest life, and they are always willing to listen to their questions.

This nurturing home life didn't deter Nalubega's ambition to be popular and to wear beautiful, fashionable clothes. One day after school, she was playing with her friends when her classmate Nakabugo walked up to them. Nakabugo was wearing revealing clothing, usually worn by much older women who want to attract men at a disco. The clothes seemed to transform her into a different, glamorous woman.

Nalubega dropped the ball that she was about to toss and stood staring at Nakabugo. All her friends ran up to Nakabugo to admire her. "Oh, you look so beautiful!" they said. Nalubega felt jealous. "Nalubega, you would look great in this dress," said Nakabugo. "If you wore clothes like this, you could go with me to a party tonight. It will be lots of fun."

Nalubega wanted to be like Nakabugo, but she knew her parents would never agree to buy her clothes like that. "Come on, I'll loan you a dress," said Nakabugo. "Come to my house, and then we'll go to the party." Nalubega ran home and asked her mother permission to go to Nakabugo's house. Her mother agreed, and Nalubega hurried to meet Nakabugo. Nalubega put on a tight dress that made her look "sexy" and much older than she was.

The party was a new experience for Nalubega. It was dark, there was loud music, and everyone seemed older than her. She felt very glamorous to be there with Nakabugo. She noticed men staring at her. No one had ever looked at her that way before and it gave her many different feelings. At first, she felt very beautiful and enjoyed the attention. But it also made her feel embarrassed, as if she were naked!

One of the men began talking to her and then guided her towards a dark corner of the house. The man asked Nalubega to have sex with him. She felt scared. She wanted to leave the party and give the dress back to Nakabugo. But if she did, Nakabugo would not want to be her friend any more. What should she do?



Questions for discussion:

What is your opinion of Nalubega being led into a dark corner by a big man?

Who were the positive and negative role models in Nalubega's life?

What decisions did Nalubega make in this story?

Has something like this ever happened to you or someone you know?

How can adults support you if you were in this situation?

Why did Nalubega want to wear sexy clothes?

What happened when she wore them?

What advice would you give to Nalubega—what should she do? Why?



Activity 3: Good Friend or Bad Friend



Note to Facilitator

In this activity, the youth will identify the qualities they would look for in a good friend, compared to undesirable traits or behaviors of a bad friend. After identifying these qualities, challenge them to look at their own character to decide whether they are good friends. In the end, the participants will be required to decide which kind of friends they should listen to.

① Step 1

Ask the participants to come to the front of the room or training area.

Explain that they are going to play a game that will help them identify the desired traits of a good friend and those traits that are undesirable.

Examples might include:

- Listener
- Encouraging
- Humorous
- A good friend is a person I am happy to introduce to my parents or grandparents.
- Trust worthy
- God fearing
- Down to earth
- Apologetic
- Not involved in sex or “something for something love”
- Respects his/her parents
- Loves working with young people and respects their views
- Willing to advise young people
- Approachable

Explain that they must think of a trait and raise their hand when one comes to mind. Choose a person with their hand raised and ask them to say the trait out loud.

Those who think it is a desirable trait of a good friend will squat, while those who feel it is the trait of a bad friend will remain standing.

2 Step 2

Start the game.

Questions to ask during the game:

Mention any trait or characteristic that they normally find in people around them.



Ask those who think a certain trait is undesirable, if there are any occasions or situations when a good friend might display that characteristic. For example, remind them of friends they like to be around because they always have the latest gossip, despite hating it when the gossip is about them.

Ask those who think a certain trait is desirable, if there are times when they don't like their friends to display that characteristic. For example, ask if anyone has a friend who always tells them the truth, even when they know it will hurt.

**Activity 4: Who do I talk to? Who should I talk to?****1 Step 1**

Divide the participants into groups of five or six. **Ask them who they would talk to in the following situations:**

SITUATION	PEERS	PARENTS	NO ONE
Trouble with school teachers			
Having a friend who is using drugs and alcohol			
Having problems with girlfriend/boyfriend			
Need to talk to someone about sex			
Tested HIV positive			



Activity 5: Session Review

① Step 1

Distribute small pieces of paper to each participant. Ask them to write two practical actions to control effects of puberty and other bodily changes. After all participants finish with the assignment, collect the papers and read them aloud as someone takes notes on a flip chart.

Some of the responses may include:

Always consult your parent/trusted adult when any bodily changes occur.

Visit a teenage counseling center for advice.

Open up to your teacher for advice.

Talk to a trusted religious leader within your community.

Take Home Message

It is easy for you to label other people as a good or bad friend, but the real question to ask yourself is, “Am I a good friend?” You should also ask yourself, “Among my peers, whose advice should I listen to...my good friends or my bad friends?”

Personal Challenge



Ask the youth to choose a desirable trait of a good friend. Then tell them to put that trait into action with EVERYONE they meet. For example, they could try being humble with everyone they talk to (even if it is a little brother or sister). When they return for the next session, they should be ready to discuss the experience.

5

Session Five:



Play Now, Pay Later

Introduction

Curiosity and peer pressure are very real forces in the lives of the youth. How can girls and boys avoid sex before marriage in the face of such challenges? They need to understand that their sexuality is more than simply the physical act of sex, but that it also involves mental, emotional and spiritual expressions of what it means to be male and female.

Objectives:

During this session, the youth will:

1. Discuss and reflect on the value and purpose of sex
2. Learn about transactional and cross generational love and identify the dangers surrounding them

Facilitator Reference Information

This session will help participants understand that there can be negative consequences – physical, emotional, spiritual and mental – to premarital sex, and that while decision about their sexual behavior made today may seem very simple, they will have a long-term impact. Participants will recognize and evaluate sexual relationships in terms of what is healthy for their long-term health and well-being; that acting on their own beliefs is what will bring them self respect, not succumbing to peer pressure or being persuaded into actions by others who do not share their personal values.



Duration: 1 Hour



Methodology:

Case Study, Game
Group Discussion
Role Plays



Materials:

Question Box, Flip Chart,
Paper, Paper Currency,
Signs for Game



Activities:

Activity 1:

Explaining Sex (10 min)

Activity 2:

Choices and Ideas (5 min)

Activity 3:

Something for Something
Love (15 min)

Activity 4:

Case Study: Lukyamuzi's Story
(10 min)

Activity 5:

Life Skills Game (10 min)

Activity 6:

It's Never Too Late to Tell
(10 min)

Activity 7:

Play Now, Pay Later (10 min)

Play now, Pay later



Activity 1: Explaining Sex

① Step 1

Write the questions below on a Flip Chart:

1. What is sex?
2. What have you heard about sex?

Encourage participation and affirm correct responses.

Their answers might include a description of the sex act or the pressure to have sex. For example:

For boys: Some say you should have sex to prove you are a man; some say you will go mad if you don't have sex.

For girls: Older boys and men say they want to teach us, to show us what it's all about; some say if you're dating it's good to practice before you get married.

② Step 2

Depending on their responses and the age of the group, you could give the following description/definition of sex. It may be helpful to use pictures to demonstrate the location and names of the sexual organs.

Sex is a physical act between two people when a man's private part (penis) enters a woman's private (vagina).

As a man and woman begin touching and kissing, their bodies begin to respond in preparation for sex. The man's private part (penis) becomes hard and long, and the woman's private part (vagina) becomes moist to help the penis to enter. During sex, when the man rubs his private part (penis) inside the woman's private part (vagina) and becomes fully aroused, his private part (penis) expels white liquid called semen. The semen contains millions of tiny cells that you can't see, called sperms. One of the sperm might unite with (fertilize) the woman's egg. If the timing is right in the woman's menstrual cycle for this to happen, the woman becomes pregnant and a child begins to develop inside her womb.

Further explain that:

Each person experiences life not just physically (pain, fatigue, hunger), but also emotionally, spiritually and mentally. The physical, emotional, spiritual, and mental aspects of a person combine to make the complete male or female. Sex is more than a physical act.

Our life experiences affect our whole person. Having sex before you are ready affects more than just your physical body – it affects the emotional, mental and spiritual parts of your life, too.



Ask the following questions:

- Why do young people engage in sex at an early age?
- What are the consequences of early sex?



Activity 2: Choices and Ideas



Note to Facilitator

This activity will help the youth understand the meaning of “Something for Something Love”. It will also explain types of transactional love like cross-generational relationships and challenge the youth to explore the dangers in these relationships.

To assess participants’ understanding and perception about sex and the concept of “Something for Something Love,” play the following game. Show the group the 3 signs, (Agree, Disagree and Not Sure). Explain that you will read a statement. Each person should decide whether they agree, disagree or are not sure. They should stand by the sign indicating their choice. Assure them that all answers are OK. The exercise helps us talk about “Something for Something Love”.

Read the following statement aloud to the group:
“Young people should never accept favors or gifts.”

Wait for every person in the group to stand next to a sign. Then, ask each group to present their ideas to the other groups. Repeat the activity by reading each of the following statements:

- When a girl says no to sex, she means yes.
- If an adult gives a young person a favor, it is OK for s/he to ask for anything in response.

- It is acceptable for an adult man to desire more than a friendship with a girl your age?
- It is appropriate for a teacher to spend time alone with a student?
- To truly be a respectable man in society, is it necessary to have multiple concurrent partners?
- It is unjustifiable for a woman to accept invitations to various functions without returning the favour to the man?

Explain to the group that:

The influence of society and culture sometimes causes people to look at love and sex in a negative way. Many people believe the above statements are true, BUT no one should let other's beliefs force them to do what they know to be wrong.



Activity 3: Something for Something Love

① Step 1



Ask group members to pair up and discuss “Something for Something Love” and to give real life examples of young people in their community. Remind everyone to be open and honest, but that people's names should not be used. Give them paper and ask them to write their examples in large letters. Go around the group and ask each pair to share their examples.

As each example is given, ask the group if they think it is a good example of “Something for Something Love”. Ask them why they agree or disagree.

Ask the group if the following actions are examples of “Something for Something Love”:

- A sugar daddy pays a girl's school fees and then says she should pay him back with sex.
- A teacher offers to help a student and then asks for sex.

- A man pays a woman at a bar to have sex with him.
- A boda-boda rider offers a young woman free lifts in return for sex.

Definition of “Something for Something Love”

“Something for Something Love” refers to a relationship between a man and a woman in which gifts, favors and other material items are exchanged for sex. This kind of sexual relationship is also known as **Transactional Sex** since a transaction (an exchange) has occurred as a condition for the sex.

② Step 2

Write ‘Cross-Generational Sex’ on a chart .



Ask the participants what it means to them. Tell a volunteer to note their answers on the chart.

After a few answers, share the definition of **Cross-Generational Sex**.

Definition of Cross-Generational Sex

Cross-generational sex occurs when a man and a woman have sex, and one of them is ten or more years older than the other. This is the kind of sex common with sugar daddies and sugar mummies.

③ Step 3

Definition of Prostitution

Prostitution means giving sexual services for money under clear terms and conditions understood by both the prostitute and client. Usually the price of the services and the situation are agreed in advance (for example, the type of sexual act performed and whether a condom is used).



Note to Facilitator

When differentiating between prostitution and ‘Something for Something Love’ it is important to emphasize that whether it is “Something for Something Love” or “prostitution”, both are unhealthy behaviors.

④ Step 4

In groups of 4-5 youths, have them discuss causes and consequences of “Something for Something Love.” Possible responses are:

Causes:

Desire to have luxuries such as cosmetics, nice clothing, unattainable favors like grade changes, etc.

The list can grow as long as there are participant responses.

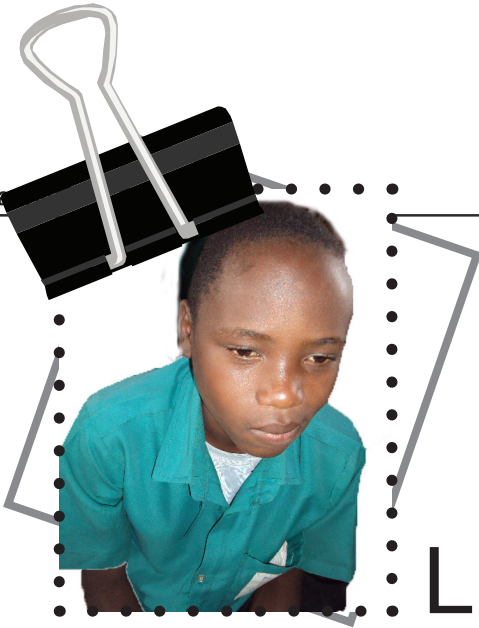
Consequences:

Early school drop out

Early pregnancy

STIs

HIV/AIDS



Lukyamuzi's Story

Lukyamuzi was 14 years old and attending school when he decided it was time to start having sex. He was handsome and clever, and had many girlfriends. Soon Lukyamuzi was having sex with several of them—but without letting any of them know about the others. One day, one of his girlfriends, Nanyonjo, appeared at his home with her parents. She was pregnant and her parents insisted that since he was the father, he must look after her. Lukyamuzi agreed reluctantly. His parents were disappointed in him and said that now that he had a family, he must make his own living.

It was difficult for Lukyamuzi to find work, and there was not enough money for food or school fees. He had to stop going to school and gave up his dream of becoming a doctor. He also stopped attending the church where he and Nanyonjo had been active when he was younger. Nanyonjo gave birth to their baby, and Lukyamuzi worked hard to provide for them both. When he came home, tired from work, the baby would be crying and sometimes Nanyonjo would cry too. This was very depressing, and there were times he thought about running away.

Lukyamuzi went out a lot and continued to have sex with other girls. One of his girlfriends, Nabukeera, was very popular and had several boyfriends. She got an infection from one of her other boyfriends, but she hid this from Lukyamuzi and continued to have sex with him.

When Lukyamuzi noticed the symptoms, he went to the clinic. After the exam, the nurse told Lukyamuzi he had an infection called an STI – sexually transmitted infection. She said that he must tell any of his sexual partners to come to the clinic. Lukyamuzi wasn't sure which of his girlfriends had given him the STI, although he suspected it was Nabukeera. One thing he knew for sure – it wasn't Nanyonjo. He knew that she loved him and was faithful to him.

Lukyamuzi worried that he might have passed the sickness to Nanyonjo, so he had to tell her to go to the clinic to be tested. When she found out about Lukyamuzi's unfaithfulness, she was very sad and angry. Although her test at the clinic showed that she hadn't caught the infection, she was very upset and worried about Lukyamuzi's behaviour. Nanyonjo asked him to go with her to talk to the youth leader at the church who explained how to have a strong and healthy relationship. After all this, Lukyamuzi realized he had made many mistakes and would start to live differently. By remaining faithful to Nanyonjo, life would be much easier for them.



Questions for discussion:

What choices did Lukyamuzi make that changed his life?

How did having a child at such a young age affect Lukyamuzi's plans and dreams?

Why did Lukyamuzi go for the test?

What are the consequences of early sex?



Note to Facilitator

You could distribute cards and ask participants to respond to the previous questions.

Please write the responses to each question.

For example, some of the consequences of premarital sex could be:

- Unwanted pregnancy
- STIs
- HIV/AIDS
- Dropping out of school
- Loss of respect
- Emotional (such as being broken-hearted if the relationship ends)
- Mental (such as worry about parents finding out or pregnancy)
- Spiritual (conflict with religious values related to marriage)

Why is being tested important?

Responses may include:

- Knowing each other's status supports safer relationships and fosters trust and faithfulness.
- If HIV positive, a couple will learn to prevent re-infection and live positively.
- If HIV negative, the couple will learn how to maintain that status.
- If one partner is positive and the other negative, the couple will learn how to support each other and protect the uninfected partner from infection.
- Sexual partners need to know each others' status before making important decisions in their lives such as sex, marriage, and starting a family.
- Testing enhances prevention through partner notification and testing and prevention of mother to child transmission (PMTCT).
- Thru counseling, people receive information about HIV prevention, care, and behaviour change.
- Knowing one's status enables the family to provide care to the infected individual.
- It reduces stigma and discrimination.



Activity 5: Life Skills Game

① Step 1

Ask for 4 volunteers, preferably 2 girls and 2 boys.

Privately explain that you want them to dramatize consequences of making unhealthy decisions.

The other participants should try to guess what is being acted out.

② Step 2

Use the situations below or make up your own. (Situations should include consequences of making poor decisions.)

A broken-hearted girl who discovers that her boyfriend has left her after she had sex with him.

A boy or girl who regrets having had sex.

A boy or girl who is avoiding his/her parents because he/she lied to them.

A boy who gets caught cheating on a test.

③ Step 3

Allow each player only one minute to act out their situation while the audience observes and tries to guess. If they cannot, the player should explain the situation.



Ask the players:

- If these were real situations, how could you have prevented them?
Listen to responses and affirm positive actions.

Ask the group:

- If you were this person's friend, what could you do to help him/her?

Listen to responses and list them.

Remind youth that everyone makes mistakes and sometimes bad things can happen against your will, but that doesn't mean that you are of less value as a person.

④ Step 4



To illustrate the following, hold up paper currency.

Ask the youth to identify what you are holding and what it represents. After they have answered, ask a volunteer to crumple it, step on it, spit on it, etc.

After each action, ask if the note lost its worth. Then ask what has changed about the note. Say that, despite the degradation in appearance, the value does not change. You can still spend it in a shop.



Activity 6: It's Never Too Late To Tell

① Step 1



Ask the following question:

- If your brother or sister had annoyed you three years ago, would you tell your parents now?
- If you stole five hundred shilling eight years ago, would you confess now?

Listen to their responses, most would say no. Then explain:

There are some crimes that may be forgotten, but there are others that will last forever even if there are no visible scars. You must deal with those and confront them because it is never too late.

② Step 2

Tell them to get into their groups.

Present the following situation to the participants:

Mr. Odera Patrick has risen from the slums to become one of the most powerful men in his district. He has openly confessed to having a troubled past, but says that it is all behind him, and now he is dedicated to the people. The people love and respect him, hanging on his every word. One day, a woman named Janet came forward and said that he had defiled her when she was younger. This news devastated the community; some said the past is the past and she should have come forward earlier; others said it took great courage to come forward.

Whose side are you on and why? Discuss in your small group, and then have the group leader present your reasoning to the rest of the participants.



Activity 7: Play Now, Pay Later



Note to Facilitator

It is important to remember that the youth are aware of their economic, educational and social limitations. Therefore, a discussion of transactional sex must include their perspective. If someone has a loved one who is dying in a hospital and a doctor offers treatment in exchange for sex, it is more than just a simple dilemma. The discussion should make them think about abstaining in light of those serious situations, not sex for the sake of chips and chicken.

① Step 1

Divide the group in half. Instruct one group to write a list of all reasons they would engage in transactional sex.

Possible reasons may include:

- For treatment of a dying loved one
- For payment of school/university fees
- For food
- For survival/protection

② Step 2

Instruct the other group to write the possible consequences next to each reason given by the first group. For example, next to 'For treatment of a dying loved one' they may write, 'Doctor was deceiving and does not treat loved one.'

Discuss each reason and each possible consequence with the entire group.

③ Step 3



Ask the entire group to look at the list of reasons again. Are there other ways to solve the problem without engaging in transactional sex.



Note to Facilitator

Point out that although there may be quick solutions to problems, there are consequences that may be far worse than the problem at hand.