

# Smart choices

*Building an AIDS Free Generation*



Guide for Peer Facilitators and Youth Leaders  
15 - 24

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# Smart choices

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## *Building an AIDS Free Generation*

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An HIV/AIDS Prevention Gender and Life Skills Based Curriculum  
with Comprehensive Information for Youth Ages 15-24

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## Dedication

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

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Young Empowered And Healthy Initiative, Be a Man, 2004.

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## → Introduction to Smart Choices

For many years, AIDS has been and continues to be a leading cause of disease in Uganda and the entire world. It is the fourth leading cause of death for children under five years of age, directly influencing the realization of Millennium Development Goals (MDG) goals. AIDS is cited among the leading causes of poverty in the country. For 26 years HIV/AIDS has plagued Uganda; it is estimated that 0.2 a Ugandan is infected with HIV every 5 hours, totaling 130,000 new infections per year (source MOH 2009).

The Ministry of Health also estimated the national HIV prevalence rate (pooled antenatal figures) at an average of 6.2% of the total Ugandan population by the end of 2002, while new infections were estimated at 10,170 cases and new AIDS cases at 73,830. Prevalence among adults ages 15-49 yrs was estimated at 6.4%, 0.7% among children less than five years, and 5.8% among those ages 50-59. There has been little change in this data through 2010.

The Uganda progress report to the United Nations Global AIDS Special Session (UNGASS) in 2009, reported an increase in multiple concurrent partnerships, as well as a shift in concentration of the epidemic from younger to older individuals with the highest prevalence for men (9.9%) being among 35-39 year olds, and for women (12.1%), among 30-34 year olds. Women continue to be more highly affected at younger ages compared with men to age 50-59, when the pattern reverses, and prevalence is slightly higher among men than women.

According to the Uganda 2006 Demographic and Health Survey, median age of sexual debut for women is 16.6 years, over one year before marriage. In contrast, men become sexually active at 18.1 years, four years before their median age at first marriage. This is critical to understanding core prevention messages which are relevant to the youth population.

The UNGASS report highlights the percentage of young women and men aged 15-24 who have had sex before the age of 15 as follows:

Gender	Age 15-19	Age 20-24
Female	12%	17%
Male	16.3%	10.8%

The earlier an individual initiates first sex, the more lifetime partners that individual has, and consequently the greater the risk of HIV and other STI infections. Efforts to delay sexual debut continue to be a key to programs promoting healthy and AIDS-free futures for youth.

Based on this and other HIV related research, Children's AIDS Fund realized that the task of confronting the HIV/AIDS epidemic lay in strengthening youth capacity for healthy behaviour by fostering adoption of abstinence and faithfulness. To successfully prevent HIV transmission, the Children's AIDS Fund realized that the most effective strategy was through a multi-pronged guide that encouraged youth to make **Smart Choices**.

The resulting **Smart Choices** curriculum utilizes a highly interactive youth or learner based approach that incorporates games, stories, pictures, role plays and other creative learning methods to help youth explore the complex issues that lead to early sexual debut. It tackles the problem by exploring topics ranging from goal setting, self-worth and self-awareness, HIV/AIDS and STIs, family and friends, peer pressure, influence of drugs, alcohol and media, and life planning skills.

The goal of **Smart Choices** is to strengthen capacity among young people ages 15-24 to adopt and sustain behaviors/practices for preventing HIV and other related risks through activities that enhance relevant knowledge, attitudes, life planning skills and self efficacy. This is achieved by engaging and equipping adults and peer facilitators. The Peer Facilitators guide the youth in their community through the Smart Choices curriculum and assist them on a one-on-one basis through referrals and counseling. The adults in the community are also approached and empowered through capacity building that allows them to influence the youths to make healthy choices through abstinence and fidelity in order to remain HIV free. These adults and peers will also emphasize sexual and civil responsibility of male youth and adults through other appropriate activities (sports, literary competitions, clubs, etc). The goal is to reduce the incidence of coercive, cross-generational and transactional sex, and to increase the number of males who practice abstinence before marriage and fidelity within marriage.

**Smart Choices** is a highly interactive and participatory curriculum designed to encourage youth to make a healthy choice to choose abstinence until marriage and faithfulness within marriage. **Smart Choices'** creative methodologies, like role-play, case studies and group discussions, help the youth explore the risks associated with premarital sex. The youth are guided through these activities by a Peer Facilitator or Youth Leader chosen for his or her ability to work in an energetic and effective manner with the youth. The Peer Facilitators have also been trained in the various skills necessary for communicating successfully with youth about HIV/AIDS and other helpful resources such as sexual abuse counselors and community service providers.

The interactive learning methods in **Smart Choices** are carefully designed to teach life skills, i.e. effective communication, decision making, goal setting and critical thinking, in a fun and enjoyable, yet highly memorable, way. These skills empower youth to clearly communicate their feelings, to assert themselves, to clarify their aspirations and dreams, and to recognize the gender norms within their community and how these roles impact their lives.

**The Children's AIDS Fund** hopes HIV infection rates will plummet as more and more youth embrace abstinence. We believe abstinence is the healthiest strategy because it provides 100% protection against sexually transmitted infections and HIV infection. This will enable 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 then, "saved sex" is the only "safe sex".

## Note to the Peer Facilitator

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**Y**oung people today are afforded many new and exciting opportunities, yet they also face a multitude of difficult choices. The consequences of these choices 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 assist 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 and interactive. They include stories and drama as well as learning games and activities.

### Who Is the Target Audience?

This guide focuses on male and female youth, ages 15-24.

### Characteristics of the Target Audience

In any group, the youth will represent a variety of life experiences. Some have never experienced sex; others will have been sexually active by choice or by force. Unfortunately, some youth may be HIV-positive or have a sexually transmitted infection. Abstinence will be a new consideration for some participants, while others may already have chosen to wait to have sex. Some may be considering abstinence but are not ready to make a commitment. In other words, it is impossible to be certain about their experiences or intentions. Regardless of their situation, this guide promotes positive communication and encourages the participants to stay safe by making the right choices. Remember that because they are between the ages of 15-24, they may be more skeptical and less tolerant of mistakes or lack of facilitation skills.

### 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 giving 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.

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## 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, 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

The learning sessions are organized in the following general format:

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## 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.

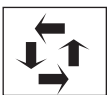
## Objectives

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



## Duration

This tells you the anticipated length of a session.



## Methodology

This section gives you 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. They give you 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 also indicated.



## Note to Facilitator

The "Note to Facilitator" sections provide additional information for the Facilitator. They help the Facilitator prepare for the session, and point out what skills or lessons to emphasize. 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 question for evaluating whether the intended message was understood by the participants.

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## **Take Home Message/Assignment**

At the end of each session, there is a take home assignment or activity for each youth to do 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. At the beginning of each session, you can spend some time answering the questions that were put in the box since the last session.

Make sure the box is in a place where the youth can reach it, but that is very secure. Do not require youth to include their name. If you are not sure of an answer, do not attempt to make one up. Tell the youth you will try to find answers from someone who knows. Other times it may be appropriate to let the group discuss a question together.

## **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 has endeavoured to make story telling a part of most sessions. The Facilitator should take full advantage of this medium to communicate with participants.

## **Games**

Learning games and activities help youth learn by doing rather than just listening. As youth 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:

## Setting Norms and Expectations

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### 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 rules or guidelines so that the sessions will run smoothly and 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 and 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

**A**t the age of fifteen and above, the youth desire to be independent and strive to display that in many different ways. They begin to challenge authority and assert themselves. Typically, adolescents are not happy with who they are 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. Youth who value themselves and who feel confident and positive are more likely to make good choices and see the best for their future. For these 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 participants will:

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



**Duration:** 1 Hour



## Methodology:

Games, Case Study, Discussion



## Materials:

Pen or Pencil for each participant, Question Box: a box with slotted lid or a bag with a drawstring, where youths can put their questions.



## Activities:

### Activity 1:

Introduction of Smart Choices (10 min)

### Activity 2:

"I Know You" Game (15 min)

### Activity 3:

Case Study (10 min)

### Activity 4:

One of a Kind (15 min)

### Activity 5:

Role Play (10 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 leads to development of a self-image. This encourages a feeling of self-worth and self-respect which ultimately builds self-confidence and self-esteem.

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 as they were unaware that they possessed those qualities.

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

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 or care what others think of them (self-image)? Do they appreciate their physical, emotional, financial, and social aspects (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 you 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.

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 norms that you will have to confront.

Many of you may have questions that you are afraid or embarrassed to ask. Write your question on a slip of paper (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: “I Know You” Game**



### **Note to Facilitator**

In this game, each participant will secretly write something positive about another participant. Next, they will write positive things about themselves that they think no one else knows and compare them to what the others have written about them. This exercise will increase their self-esteem and help them to discover their talents and abilities.

### **① Step 1**

Give the participants a blank sheet of paper. Tell them to write their names on small pieces of paper, fold them into smaller pieces, and throw them into the basket or container.

### **② Step 2**

Shake the basket and ask each participant to choose one paper at random. Ask each participant to write a few positive attributes, talents or skills about the person whose name they have selected. Encourage them to be honest and to keep their identity hidden.

### **③ Step 3**

When they have finished, ask them to throw the papers back in the basket. Give each of them another blank sheet of paper and tell them to each write a few positive attributes, talents, and skills about themselves that they think nobody knows. After writing, they should set these papers aside.

### **④ Step 4**

After they have all written about themselves, tell them to select a paper from the basket, read the name on it and ask the owner to come for it. After everyone has gotten their papers, the Facilitator then asks them to compare the list written by someone in the group to the list they wrote themselves to see if there are any differences.

**Select volunteers to answer the following questions:**

- Did other people write positive things about you that you did not write about yourself?
- Are there things you wrote about yourself that the secret writer did not write about you?
- How does this make you feel?

**5 Step 5****Ask each participant to write something positive they have observed.**

Explain that sometimes people recognize positive traits in us that we are unaware of.

**Activity 3: Case Study: Rebecca and Peter's Story****1 Step 1**

Read "Rebecca and Peter's Stories" to the participants:

**2 Step 2**

Divide the participants into groups of 3 or 4 and ask them to discuss the following questions:

**1. How does Rebecca view herself?**

Responses could include:

- She is unsure of herself.
- She is shy in front of boys.
- She doesn't like the way she looks.

**2. How does Peter view himself?**

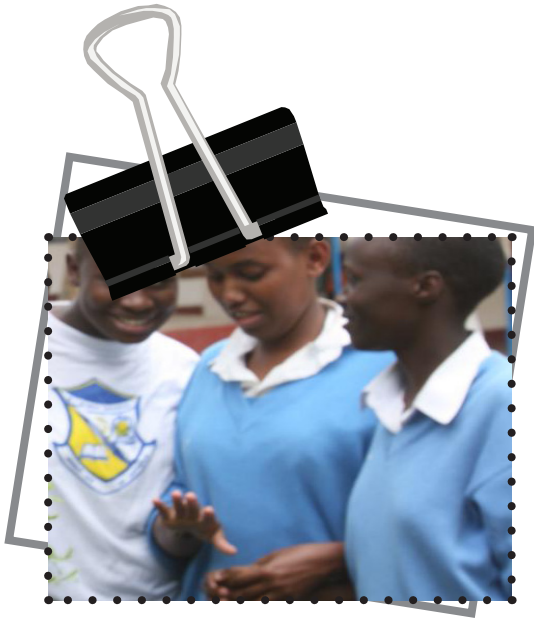
Responses could include:

- He feels inferior to his brother.
- He wants to do something different.

**3. What advice would you give Peter or Rebecca?**

Responses could include:

- Tell them to assert themselves.
- Advise them to be more concerned with who they are rather than what others think of them.



## Rebecca and Peter's Stories

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Rebecca is 17 years old and in secondary school. She has always felt that she should be someone else-- someone better. At her school, no one notices her or cares about her. It is as though she were invisible. She is not sure what she lacks, but she wants to be someone that everyone pays attention to. That is why Rebecca is doing what she is doing. That is why she is sleeping with a rich old man. When he stopped his Benz in front of her as she walked to school, she thought he was waiting for someone else. When he called to her and asked her to come for a ride, she was in shock. She was taken aback by the mere fact that he noticed her. Even though Rebecca is with the rich old man, she still feels that something is missing. She continues to feel invisible at school; she still feels like she should be someone else, someone better.

Peter is 18 years old and a student at the same school as Rebecca. His older brother David is in Rebecca's class. Peter has always looked up to his older brother and tries to be seen with him and his friends, even though they often tease him. He always compares himself to them and wants to prove himself. Peter decided to give his girlfriend five thousand shillings and asked her to join him at a bar. He knew that if he got her drunk, he would be able to sleep with her and prove that he is a man. Now Peter has a problem; it hurts when he urinates. He has to raise the money to go to a doctor and get a diagnosis of his ailment. He only wanted to feel significant to his brother's friends. He only wanted to prove that he was someone.

### **③ Step 3**

Ask group leaders to share their findings.

### **④ Step 4**

Emphasize to participants that there are things about yourself that you can change now, things you can change later, and things you cannot change.

Tell them to return to their groups and discuss the following:

1. What are some things in your life that can never be changed?
2. What are some things that you can change now?
3. What are some things that could change later?
4. What are some things you don't like about yourself that others might view as positive?

### **⑤ Step 5**

After the groups have had time to discuss, ask if they would like to share. Listen to several responses.

**Some of the responses may include:**

- Each one of us is special.
- We are all created for a special purpose.
- Often we are not happy with ourselves and want to be like someone else.
- Sometimes, we do things not because we want to, but for the acceptance of others.

### **⑥ Step 6**



**Ask the groups:**

- What are the benefits of being content with yourself, just as you are?
- What does it mean to have respect for yourself?
- What are some of the hindrances to self-confidence and how can we address them?



## Activity 4: One of a Kind

### ① Step 1

Tell participants to quickly form groups of three with their closest neighbours. In their groups, ask them to each list their talents, hobbies, favourite colors, best friends, favourite foods, and what profession they plan to pursue in the future. Each one should write on their own paper.

### ② Step 2



**Ask each group to quickly share their lists with their group mates.**

Choose three groups at random and ask if any of the lists were exactly the same. Ask them to quickly share their list.

### ③ Step 3



**Ask, “Is anyone superior to the other simply because you have different and unique characteristics?”**

Discuss responses.

### ④ Step

**Tell them to discuss the following briefly in their groups:**

They should share experiences of at least two occasions when they felt inferior to another person. Why did they feel inferior?

Do they think the people they view as superior could have problems or negative traits that they may be unaware of? What could they be?

Since no one is perfect and everyone has problems or negative traits, how will that affect their feelings towards people who act superior to them?

**Choose 3 groups at random to present their findings.**

**5 Step 5****Ask them to get back into their groups.**

Tell them to choose a person they all admire. It may be a famous person, a family member, etc. Tell them to list qualities they admire about that person. (Note: The person they select must be a real person and not a fictitious character)

After they have listed the qualities they admire, they should ask themselves the following questions about the person:

Do they have the same blood as you? Do they all go to the toilet like you do? Do they all cry? Fall in love? Get heartbroken? Fear dying? Eat food? Sleep at night?

**Ask them to answer the following question:**

“When you really think about it, are they better than you? Are they that different from you?”

**Ask one group to share its discoveries.**

**6 Step 6**

**Ask everyone to stand in a circle. Choose any letter of the alphabet and ask someone whose name begins with that letter to come to the centre of the circle and answer one of the following questions.**

**Note to Facilitator**

You can ask the same question more than once. Repeat this until each question has been answered.

- What two things have you learnt today about what others think of you?
- What two aspects of yourself were different from your group mates?
- What two aspects of yourself do you think cannot be changed?
- What two aspects of yourself would you like to change?

What two realities have you learnt about some people you considered superior to you because they are different?

From now on, how will you handle anyone who tries to make you feel inferior?

### **7 Step 7**

Affirmation



**Ask them to read out the following words as loudly as they can:**

- I am special.
- I am fearfully and wonderfully made.
- This I know to be true.



## **Activity 5: Role Play: The Fisherman and the Doctor**



### **Note to Facilitator**

The goal of this activity is to enhance the perception that each person is uniquely valuable and useful in his/her way despite social or economic differences.

### **1 Step 1**

Ask for two volunteers who are outgoing and energetic.

### **2 Step 2**

Explain 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 poor fisherman. He laughs at him 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?
- Who is more important, the fisherman or the doctor?
- What are the disadvantages of thinking you are better than someone else?

**④ Step 4****Introduce the Question Box**

Remind participants that they can ask any question privately by writing their questions on a piece of paper and putting it in the Question Box. They should not write their name or any other identifying feature on the paper. Assure them that you will try to answer all the questions at the beginning of the next session.

**Take Home Message**

Every person has unique qualities that make them special in their own way. However, we are similar in that we are all human beings, and have fears and concerns and experience the same funny biological processes. We should not envy or feel inferior to anyone else, as we are all equal.

There are some things we can change about ourselves, and other things we cannot. We should not be upset about the things we can't change; instead we should focus on those that can be changed.

Everyone has many positive attributes, some of which are unknown to the people around us. Oftentimes, others recognize positive qualities in us that we have not seen in ourselves. We should stop worrying that people only see our faults, because in reality, they also appreciate our positive traits.

### **Personal Challenge**

Participants should identify someone who has been teased because of their physical appearance. They should compliment that person, commenting on three or more positive qualities. When they return for the next session they should be ready to describe what happened.

Session Two:

2

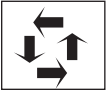


**Goals and Dreams**

# Introduction



**Duration:** 1 hour



## Methodology:

Touch the Money Game,  
Goal Setting Exercise,  
Group Discussion



## Materials:

One note, Goal setting sheet,  
Flip Chart, Markers



## Activities:

### Activity 1:

Review of previous session  
(5 min)

### Activity 2:

Touch the Money Game  
(20 min)

### Activity 3:

Goal Setting exercise (20 min)

### Activity 4:

Good Habits (15min)

The human mind always needs a goal or target to work towards. When we are inspired by an ambitious goal, we place all our concentration on achieving it, and are cautious not to let anything distract us. On the other hand, without a goal we wander through life making careless decisions, doing things we would not otherwise have done.

Exciting, clearly defined, and achievable goals are critical in helping youth shape their behaviour by making positive choices that lead to success, and avoiding behaviors that threaten to sabotage their dreams. The goal setting process also teaches decision-making by weighing them against what we really want for our future.

Premarital sex, with its negative consequences, is a behavior choice that can destroy the lives and goals of the youth. In this session, the goal is that they will realize that danger and choose to avoid it. The session will assist them in many areas of life, and confirm that any obstacles encountered while pursuing their goals can actually be turned into opportunities.

## Objectives:

During this session, the participants will:

1. Identify their dreams, set goals for the future, and learn positive, result-oriented, decision making skills.
2. Identify obstacles that could destroy their goals and dreams.
3. Start the habit of making only decisions that will move them toward achieving their goals and avoiding those that threaten them.

## Facilitator Reference Information

Remember to connect participants' goals and dreams to HIV/AIDS prevention by continually stressing how achieving their dreams becomes (depending on their dream) almost impossible with the burden of AIDS. They may give examples of those who have succeeded despite being infected. However, this debate must end with two simple questions, "How much easier would it have been had they not been infected?" and "Don't you think that every day they wish they were not infected?"

Activity 2, the Touch the Money game, introduces them to the idea of visualization. Remember, it is not enough to 'KNOW' your goal, you have to be able to 'SEE' it. Visualization can be further demonstrated by the Facilitator through the questions that follow. It is important to select one participant who seems to have a firm grasp of their goals. Choose that participant and have him/her describe them in as much detail as possible. If no participant is able, then the Facilitator should handle the task.



## Activity 1: Review of Previous Session



### Note to Facilitator

The review should excite participants about their value and potential. This session will build on that by encouraging them to realize that they are special, have an exciting destiny, and should therefore set **AMBITIOUS AND EXCITING GOALS** to achieve their dreams.

### 1 Step 1

Answer questions from the Question Box.

### 2 Step 2



**Ask the participants to stand in a circle.** Explain that they are going to sing a song as they move in their circle either left or right. They could keep chanting "I am fearfully and wonderfully made."

As they do, they will quickly pass a pen to each other. When you say stop, the person holding the pen will come to the centre and answer one of the following questions:

"What positive things did you learn about yourself from the previous session?"

"What words can you use to describe yourself?"

“What did you learn about the reality of some of the people you previously thought were superior to you?”

“What things have you committed to improve about yourself?”



## Activity 2: Touch the Money Game



### **Note to Facilitator**

This activity aims to show the participants the importance of focusing on a goal. It also demonstrates how life is filled with obstacles that may prevent us from attaining our goal.

### **① Step 1**



#### **Ask for a volunteer.**

Place a one thousand shilling note on a wall. Tell participants that whoever touches the face of the man on the note can keep the money. The catch is that they are blindfolded!

### **② Step 2**

After letting them attempt to touch the note, allow the other participants to shout out helpful (or unhelpful) directions.

### **③ Step 3**



#### **Ask the following questions:**

What is the main target of the game? (Probe for “trying to hit the face in the note”)

How many of you have goals for your life? (Ask two or three participants to share a goal.)

Introduce the idea that you are going to use the money game to discuss goal

setting in their own lives. Ask the following questions:

1. What happened when the participants were blindfolded?
2. How did this affect achieving their goal?
3. In your personal life, are you moving forward in “the game of life” without considering your goals? (Refer to those who haven’t set goals).
4. How many have posted your goals where you can SEE them?
  - a) For those who have not, could we say they are playing “the game of life” blindfolded?
  - b) What is likely to happen? Will they win the game?
5. In life, what are some external things that require energy that could be used towards meeting your goals?
6. What happened when the others started shouting out directions?
7. Are there people who watch you play your game of life, sometimes cheering and sometimes jeering?
8. How do they affect how you play your game of life?  
From what you observed in the game, what is the best way of handling such people?
9. What obstacles do you face while pursuing your goals?
10. How can premarital sex be an obstacle to achieving your goals?
11. How can having an STD be an obstacle?



## Activity 3: Goal Setting Exercise

Introduce the idea that they have all seen the importance of having goals in the game of life. With this in mind, tell them it is time for them to set their goals. Remind them of what happens when we don't SEE our goals as we go through life.

### ① Step 1

Distribute sheets of paper to the participants and ask them to follow the instructions as you read them:

Close your eyes. Imagine you could never fail and that all the resources you need will appear at the right moment. Think about all the things you want to achieve in life...the house, car, job, relationships, contributions to society, education, etc. Imagine them in as much detail as possible...the size of house, name of car, qualities of wife/husband and friends, the nature of your job, the income you want to earn and the educational courses you want to pursue.

List all the things you have always dreamt of doing. This could range from material possessions, relationships you desire, places you would like to visit, etc. Write everything. Do not limit your dream just because you don't yet know how to achieve it. Just write everything.

### ② Step 2

Now, review your list and ask yourself when you would like to achieve each goal. Assign the goals time limits like 6 months, 1 year, 2 years, etc. Remind them that if they don't know when they want to achieve something, it may take forever to achieve it.

### ③ Step 3

They should summarize the goals with the target time in three words or one very short sentence. Be as specific as possible (For example, pass S.6 with four A's in six months time; or build a five-bedroom house on two acres of land a few kilometers outside the city in five years).

**Read the following to them:**

“Beginning today, post this list in as many places you can and look at it every day. Place it above your bed, in your pocket, at the back of books you carry, etc. Every time you look at it, say to yourself with excitement, ‘This is my assured future!’”

Before you make any decision, ask yourself, “Will this move me closer to my goals or possibly destroy them?” This is a very simple decision-making technique that will enable you to achieve your goals and ensure that you spend your time and resources only on those things that will benefit your future.

Share your goal with your close friend, parents or relative. Choose someone who you are sure will encourage you to stick to your goals.

**Note to Facilitator**

Let them know that as time goes on, their goals may change. Feel free to change them, BUT ALWAYS WRITE YOUR NEW GOALS ON THIS LIST AND LOOK AT THEM EVERYDAY, saying with excitement, “This is my assured future!”

**Activity 4: Good Habits****Note to Facilitator**

It is important that the participants discover the habits for themselves. This will really be a group discussion and each habit should be discussed and clearly explained; don’t assume they all understand the concepts!

**① Step 1****Ask the following questions:**

1) Can you think of anyone who is very successful? Someone who has achieved their goals?

[Celebrities may first come to mind, but encourage them to think of successful students or excellent farmers.]

2) Think about this person’s character. What qualities do they have?

[They may say honest, hardworking, determined, purpose-driven, hopeful etc.]

Create a table to record their answers:

Character Trait	What it means to have it
Time Keeping	People can rely on them.
Budgeting	They never overspend and always know how much they have.
Purpose-driven	They do everything for a specific reason.
Polite	Everyone wants to work with them because they treat everyone so well.

## ② Step 2

**?** The Facilitator should review each trait to be certain the concepts are understood. **Ask them to write the traits they will need to achieve their goals.**

## ③ Step 3

**?** Ask for volunteers to share their lists.

## Take Home Message

To achieve their goals, they must have identified them, know what it will take to reach them, and aim for them. (Calculate, consider and aim.)

A goal is a dream with a time line assigned to it!

## Personal Challenge

Ask participants to share their goals and dreams with their parents, mentors or guardians. They can also ask their parents about the traits they think are needed to achieve those goals and dreams. If the traits they wrote were different from the traits that were suggested, they should write them down and bring them to the next session

Session Three:

3

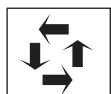


**Key Life Planning Skills**

# Introduction



**Duration:** 1 hour



**Methodology:**

Picture analysis, Role play



**Materials:**

Flip Chart, Markers, Pictures showing the following situations



**Activities:**

**Activity 1:** Review of Previous session (10 min)

**Activity 2:** Introducing Communication (10 min)

**Activity 3:** The Human Knot Game (5 min)

**Activity 4:** Picture Analysis (5 min)

**Activity 5:** Role plays (15 min)

**Activity 6:** Assertiveness/Peer Resistance (5 min)

**Activity 7:** Value Clarification (5 min)

**Activity 8:** Session Evaluation (5 min)

**K**ey Life Planning Skills (LPS) include Communication Skills, Assertiveness and Value Clarification. In this session, we will focus primarily on the communication aspects of LPS.

Good communication is a vital part of teaching health and sexuality to the youth. Young people should be able to clearly express themselves on sexual matters, feel free to ask questions, learn how to refuse sexual advances, and avoid being manipulated into premarital sex. Effective communication increases the likelihood that they will correctly interpret information about sex and ask the right questions about it.

The participants will also distinguish between verbal and non-verbal communication. It is important to know that the misuse of words can send a wrong message to the listener. Actions sometimes speak louder than words and are an excellent aid in communicating who a person is to the outside world.

These skills can be applied to communicating with both adults and peers. The youth need to learn how to discuss their problems with their parents and teachers; many problems could be avoided if the youth shared them with the adults in their lives.

It is also important that the youth use their communication skills to assist the upcoming generations. They are keenly aware of the gaps they experienced at certain moments in their lives and will now be able to 'be there' for those who have a similar needs.

**Objectives:**

During this session, the participants will:

1. Explore ways that will enable them to clearly express themselves
2. Identify key life planning skills for preventing HIV/AIDS and other risk behaviors
3. Identify the difference between verbal and non-verbal communication and the importance of using both to communicate clearly
4. Explore the different ways to communicate with adults (like parents and teachers) and with peers or age mates

## Facilitator Reference Information

The importance of good communication skills cannot be overstated. At this age, youth are constantly bombarded with information and ideas. The Facilitator must remember that the goal of this session is not just to provide communication skills, but to connect those skills to abstinence, faithfulness and HIV/AIDS.

To make it easier to abstain and be faithful, the youth will learn to distinguish between assertive and aggressive behavior. The Human Knot Game will provide practice in obtaining the desired response without becoming hostile or seeming inconsiderate.



## Activity 1: Review of Previous Session

Answer any questions from the Question Box.

Check to see if any of the participants brought their goals.



### Ask the following questions:

How many brought your goals today?

How many have looked at your goals today?

For those who did not, how will the decision not to carry your goals and reflect on them daily affect your achieving them?

What decision can you make today that will help you stay focused on your goals?

What three decisions could prevent you from achieving your goals?



## Activity 2: Introducing Communication

### ① Step 1

Ask the participants how they normally communicate with people.

Possible responses:

Talking to them  
E-mail  
Telephone  
Letter  
Signals, etc.

## ② Step 2

Introduce the idea that communication normally falls in two general categories- verbal and non-verbal.



### **Ask the participants:**

“What is verbal communication?”

“What is non-verbal communication?”

**Ask a volunteer to write their answers on a chart.**

## ③ Step 3

Share the definition of verbal and non-verbal communication:

### **Verbal Communication**

This refers to any form of communication where actual words are used. This includes conversations, letters, emails, etc.

### **Non-Verbal Communication**

This refers to any form of communication where no actual words are used. People use actions, symbols and signals. This include facial expressions, body gestures, dress code, accent etc.

### **Explain the following to the participants:**

Communication is an interaction between two or more people where information, ideas or experiences are shared. Effective communication occurs when the other person or people responds in the desired manner. We should be able to use communication to express our views, opinions, our stand and protect our values and interests. We however need to respect other people's rights.

### **TIPS for effective communication:**

- Eye contact
- Body language (Let your physical presentation convey the same message with your voice and your mind)
- Communicate your bottom line in any interaction

- Negotiate as an equal partner because you believe in yourself
- Be honest about your stand regarding the issue at hand
- Seek help from a trusted source whenever you are not sure
- Check your values to be sure the interaction does not violate them

#### **④ Step 4**

Introduce the concept that for a message to be clear, the sender must ensure that both the verbal and non-verbal message is the same. How you say something is just as important as what you are saying.



**Ask what the phrase “Actions speak louder than words” means.**

Note their answers. Explain that it is possible to say something, but send a different message with your actions.



### **Activity 3: The Human Knot Game**

#### **① Step 1**

Make several circles of 5-10 participants each. All participants should stand in their respective circles, with shoulders touching. This game has three rules:

Each player should grab the hand of another player. They can grab anyone's hand EXCEPT the hand of the players standing next to them on either side.

They must use both hands, but CANNOT hold two hands of the SAME person. Each person should be holding hands with two different people. Everyone must listen to each other and try to coordinate what they are doing rather than just doing their own thing.

#### **② Step 2**

Let the group members grab hands and then say to them:

Now that you are all tangled in a knot, it looks as though it could never be untied, but try it! You can move in any direction, as long as no one lets go of the others' hands. You may need to lift arms over shoulders several times

and step over each other's clasped hands. If you all work together, and listen to each other's suggestions about your movements, you should end up in a single joined circle except that some of you may be facing out, rather than in.

### ③ Step 3



**After the knot is untangled, ask the following questions:**

- What do you think this game is teaching us?
- What was the importance of listening in this game?



## Activity 4: Picture Analysis

### ① Step 1

Explain that they are going to look at pictures where both verbal and non-verbal communication is used. They must decide which of the pictures communicates the clearest message.

### ② Step 2

Divide participants into four groups. Give each group one set of pictures and ask them to decide which of the two pictures shows a situation where both the verbal communication and non-verbal communication say the same thing.

### ③ Step 3

**Ask the groups to choose a leader to present their answers.** The leader brings their pictures and pins them up, side by side on the chart. He/she then explains their answer.



## Activity 5: Role plays

### ① Step 1



#### Ask the participants:

1. How many of you communicate your problems to adults like your parents and teachers?
2. How many of you communicate your problems to peers or age mates?
3. What challenges do you find in communicating topics such as sex to adults such as your parents?

### ② Step 2

Explain that to improve communication with adults and peers, they are going to practice their verbal and non-verbal skills by acting out the following scenarios.

Divide the participants into 3 groups and ask them to choose one of the following sets of scenarios to role play in a 5 min skit.

#### Scenario 1

Stella is 17 years old and has developed feelings for Richard, a 20 year old boy. Richard asked Stella out on a date and told her they would do something special. Stella does not want to look ignorant among her peers and yet in reality, she does not know how to handle the date. How can she tell her parents about it? Will they get angry? Will they give her advice? She finally makes up her mind to tell them after supper. How will she communicate to Richard after that?

#### Scenario 2

Brenda finally gave in and had sex for the first time with her boyfriend James. She had promised herself to wait until marriage, but after a romantic dinner and a few glasses of wine, she ended up breaking her abstinence pledge. Today is the day after and she is feeling terrible. She is in pain and bleeding slightly. She realizes that she may have actually been in her unsafe days. She begins to question the wisdom of her choice. She remembers all the girls James is rumoured to have slept with. Is she HIV positive now? Did she get an STD? Is she pregnant? If she is, will she abort? She breaks down in tears and wonders what to do. Her mother notices that she is sad and asks her what is wrong. How does she tell her?

### **Scenario 3**

Sheila and Derrick have been moving out for 3 months, and are in their second year at the university. Lately, Derrick has been trying to convince Sheila to spend the night in his room by using all kinds of excuses to persuade her to stay. He is constantly pressuring her to cement their commitment to their relationship by having sex. Sheila does not want to have sex yet, but she does not want to lose Derrick. How does she convince him to wait until marriage? Will he stay? Is there any way of breaking bad news? Can she make him understand her commitment to abstinence? How does she go about it?

### **Scenario 4**

John has been moving out with Julia for one year. They are both committed to abstaining and being faithful. John's friends constantly tease him about being the only virgin in the group. Instead of telling them that he is committed to abstinence and faithfulness, he tells them that it is only because Julia will not let him go that far. One day, his friends surprise him by introducing him to a young lady. They tell him she is easy and will sleep with him after one date. How can he tell them he wants nothing to do with the young lady? How can he tell them about his commitment to abstinence and faithfulness? How can he keep his pride as a man and stand firm on his principles?

### **Scenario 5**

Mike comes from a poor family. His school fees are paid by his mother's best friend, Jermaine. In return, Mike stops by her house every weekend and helps with chores. One day, Jermaine took Mike into her bedroom and began to undress slowly. He was so scared he turned and ran the entire way home. Upon reaching home, he ran into his mother who noticed his disturbed state and asked him what was wrong. Mike was immediately tongue-tied. How can he tell his mother about her best friend? What about his school fees?

### ③ Step 3



#### **Ask the participants:**

1. From the scenarios above, what have you learnt about communicating with adults?
2. What have you learnt about saying “no” in a relationship?
3. What difference did you notice between communication with peers and communication with adults?
4. What could you have done differently?
5. Now that you have explored how to communicate with adults, how are you going to handle a particular issue you want to share with your parents?



## **Activity 6: Assertiveness/Peer Resistance**

### ① Step 1



#### **Ask the participants to define assertiveness.**

Assertiveness: Being able to effectively protect one’s values, views, and opinions even when they are different from those around us.

### ② Step 2

#### **Present the following information to the participants:**

TIPS for assertiveness:

- Honesty
- Establishing a bottom line
- Consistency to one’s values and principles
- Viewing yourself as an equal partner in the communication relationship

Benefits of assertive behavior:

- You are more likely to realize life ambitions
- Not likely to be a victim of negative peer pressure
- Not likely to share in the mistakes and consequences associated with bad groups
- Earn respect from other people



## Activity 7: Value Clarification

### ① Step 1

**Explain the following to participants:**

#### **Values Clarification:**

Being able to sort one's values from others around us. Our personalities are determined by our values.

#### **Why have values?**

- To guide efforts for achieving life goals or ambitions
- To resist negative peer influence

#### **Examples of values:**

Honesty, Education, Fairness, Morality, Human Dignity

- How do we protect our values?  
By developing principles which will guide us
- What are principles?  
These are standards of behavior we embrace in our everyday life to prevent us from abusing our values.



## Activity 8: Session Evaluation

### ① Step 1



**Ask the participants the following questions:**

If you learned that you were HIV positive, who would you tell?

- If a former boyfriend or girlfriend discovered that they were HIV positive, would you want to know?
- How should they tell you?
- How do you think you would react?
- What are some of the benefits of good communication?

**Responses could include:**

It can help us know the facts, improves our relationships, keeps us from making mistakes.

**② Step 2**

Remind participants to put questions in the Question Box.

**Take Home Message**

To achieve their goals, they must have identified them, know what will be necessary to reach them, and aim for them. (Calculate, consider and aim. )  
A goal is a dream with a set timetable!

**Personal Challenge**

Ask participants to discuss their goals and dreams with their parents, mentors or guardians. They can also ask their parents what traits they think are needed to achieve those goals and dreams. If the traits they wrote were different from their parents' suggestions, they should write them down and bring the list to the next session.

4

Session Four:



**Understanding Sexuality**

# Introduction

Building an AIDS Free Generation

**Y**oung people's choices related to their sexuality greatly determine their level of risk to HIV and other related risk behaviors. They experience many pressures due to physical and psychological changes, as well as social environments filled with contradicting values and limitations. These pressures make it very challenging to make healthy decisions and avoid risk. Later in life, the majority of youth do understand and appreciate their sexuality in spite of minimal support from the social environment. This session is intended to help youth understand and appreciate their sexuality so that they are motivated to handle it in a responsible and safe manner.

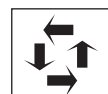
## Objectives:

During this session, the participants will:

1. Identify the 3 components of their sexuality
2. Identify factors that influence their sexuality
3. Identify values and skills for responding positively and enjoying their sexuality.



**Duration:** 1 1/2 hour



## Methodology:

Experience sharing, Group discussion,



## Materials:

Flip charts, Markers



## Activities:

**Activity 1:** Review of Previous Session (5 min)

**Activity 2:** Exploring the Changes in Adolescence (15 min)

**Activity 3:** Group Discussion: What is Sexuality? (15 min)

**Activity 4:** The True Nature of sex: "The Sex Circle" (20 min)

**Activity 5:** The Psychology of Sexuality (10 min)

**Activity 6:** The Social Component of Sexuality (10 min)

**Activity 7:** Identifying Values and Skills... (10 min)

### Facilitator Reference Information

A list of the changes that males and females experience during puberty has been provided for the Facilitator. This list may be useful during discussions, but may be more useful in private. Since the youth are at various developmental stages, they will not have experienced the same changes. Some girls begin menstruating later, and the growth of pubic hair and beards is not the same for all boys. The Facilitator should anticipate this by including some of that information during discussions, even if it seems like they already know it.

The issue of sex will be more complicated. While the participants can talk for hours about sex (the physical act), the goal is to get them talking about what it really means to have sexual intimacy (physical, emotional, spiritual, mental) and the consequences of sex (whether positive or negative).



## Activity 1: Review of Previous Session

### 1 Step 1



#### Ask the participants:

Who remembered to write the list of traits that will be needed to achieve their goals. Select volunteers to read their lists.

Discuss



## Activity 2: Exploring the Changes in Adolescence

### 1 Step 1

Divide the participants into males and females. Ask each group to list the changes that they experienced during puberty.

The following questions could guide their discussion:

What physical changes did you experience during puberty?

What emotional changes did you experience during your adolescence?

How did these changes affect your view of the opposite sex?

Who did you talk with about the changes? Was this the right person?

What advice would you give to someone going through the changes?

Having experienced these changes, what are your attitudes about sex?

Men produce sperm and women begin menstruating around this age, implying that they could produce a baby. There are sexually transmitted diseases that you can contract from having sex. How does this information impact your decision to have sex?

## **2 Step 2**

Ask both groups to choose a leader to present their findings.



### **Note to Facilitator**

These facts are not intended to be read aloud to the participants. However, they can assist you in answering questions that may arise from the discussion.

### **Changes boys experience during puberty**

Grow taller, gain weight and muscle

Grow hair on the chin, upper lip, chest, armpits and around the sex organs

Voice starts to become deeper – it may be scratchy at first as the voice box begins to change

Pimples may appear on face

The penis and testicles grow larger and the testes begin to produce mature size sperm

During sleep, boys may experience “wet dreams” where the penis becomes long and hard and passes a white substance before returning to normal size. He often does not know it has happened until he wakes up to find the bed sheets are wet.

### **Changes girls experience during puberty**

Grow taller and gain weight

More fat on the body

Breasts develop and nipples become more noticeable

Pimples may appear on the face, chest and/or back

Hair starts to grow in the armpits and around the sex organs

Hips become wider

Monthly periods (menstruation) starts as the ovaries begin to release an egg each month in preparation to have babies in the coming years.

Some of the emotions/feelings they may have experienced:

New feelings about the opposite sex

Emotions going up and down

Feeling insecure and needing more encouragement

More sensitive to embarrassment

The changes are normal and not controllable.

Not everyone will experience 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 eleven and others will not begin until age fifteen. 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 thirteen, while others may change at eleven or twelve.

Contrary to the beliefs of some, the size of the penis has no relation to the worth of a man or his future sexual pleasure. Do not worry if you feel you are not changing as quickly or to the same degree as those around you. Remember that everyone is created unique.

Along with the changes in the body come changes in feelings. The start of the monthly period does not mean that a girl's body is fully ready to have children. In fact, a woman's body is not ready to carry a baby until

she is at least 18-20 years old, has completed her physical development, and is more emotionally mature. Just like a young tree is not ready to bear fruit, a young girl's body is not ready for sex and pregnancy. In fact, having sex before the body is fully mature can damage a girl's health.



### Activity 3: Group discussion “What is Sexuality”

#### ① Step 1

**Ask the participants to break into two mixed groups.**

Give them large charts on which to write their answers.



**Ask them to discuss the following questions in their small groups and then choose a leader to share with the large group:**

1. What is sex? Can you define it?
2. What is sexuality? Can you define it?

#### ② Step 2

First listen to their responses. Then help them write a definition of the sexual act and sexuality. It may look like this:

##### **Definition of Sex**

Sex is a physical act when a man's private part (used for passing urine) enters a woman's private part. As a man and woman begin touching and kissing, their bodies begin to respond in preparation for sex. The man's private part becomes long and hard, while the woman's private part begins to secrete mucous to help the man's private part enter. When a man is fully aroused, he will expel a substance called semen that contains sperm combined with other fluid that you cannot see. If the timing is right in a woman's menstrual cycle, the sperm may unite with the woman's egg. If this occurs, the woman becomes pregnant, and a child begins to develop within her uterus.

### **Definition of Sexuality**

Sexuality is an important part of a person's identity and what he/she will become. It includes all the feelings, thoughts, attitudes and behaviors as a result of being female or male. It includes other emotional aspects that include; feeling attraction to another person, and being in love as well as being in relationships that include sexual intimacy and physical sexual activity. Sexuality begins when a person is born and ends at death. On the other hand, sex refers to one's reproductive system and gender behavior as male and female. It has to do with biology, anatomy, physiology. It's a crucial element in everyone's sexuality.

### **④ Step 4**



**Ask the participants to go back into their groups.**

**Ask each group to discuss how sex can positively and negatively involve the interaction of two areas of the sex circle.**

### **⑤ Step 5**



**Ask participants to list female behaviors which identify them as having female bodies during adolescence.**

Look for responses like: styling their hair, painting their nails, piercing their ears, wearing bras, etc. Explain that society influences most of these behaviors and practices in our lives. When there are contradictions in societal expectations, then deviances from the norm occur. An example is when we start to do things just because we are human and not because we are males and females.



## Activity 4: The True Nature of Sex: “The Sex Circle”

### ① Step 1

Read “Rachel’s Story” to the participants.

### ② Step 2

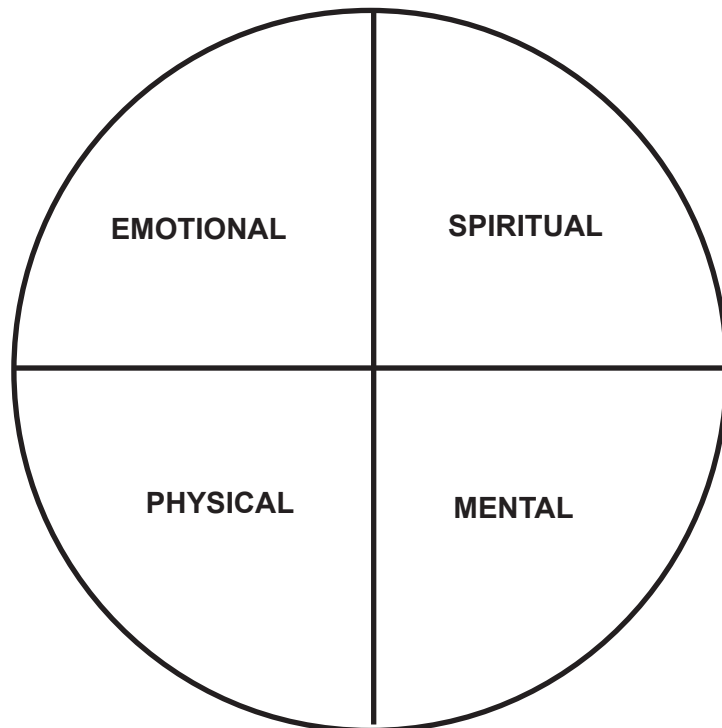


**Ask for a volunteer to repeat the main points of the story and then present the following:**

When you hear the word “sexuality” the first thing that comes to mind is probably sex. While the sex act is an important aspect of sexuality, it alone does not define “sexuality”.

In the story, Rachel was affected in many ways when she had sex. Can you name some of them?

**The Sex Circle**





# Rachel's Story

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**A**fter many heartbreaks, Rachel finally found the man she had been seeking all her life. And he loved her too! But then fear filled Rachel's heart. What if he found out about her past? Would he still love her? Would he still want to marry her? How could she tell him the truth?

When Rachel was a teenager, she fell in love with an older boy. At least she thought it was love. When she went to the market, he was there; he always found a way for them to get away from the crowd and talk. When she walked home from school, he followed her. When they were together, he told her how much he needed her and promised that someday they would marry. Finally, he said that if she really loved him, she would not hurt him any longer but would share herself with him. She resisted his pleas for a long time, but finally her desire became so strong that she gave in.

The day after sleeping with her, he acted like he didn't know her. Before long, Rachel saw him with another girl and her heart was broken. She tried to get his attention by wearing sexy clothes and flirting with other boys, but he didn't seem to notice.

Rachel had been number three in her class, but now it seemed that she couldn't think straight. Her grades began to drop and she was at risk of failing in some subjects. That was when her teacher called her into his office after class. At first, she thought he wanted to give her some special help, but she soon realized that he wanted something else. He told her that he had noticed her new style and if she would have sex with him, he would give her a passing grade. Rachel had always thought she would save herself for her husband, but now that she had lost her virginity, what was there to keep? She needed to pass her subjects, so she gave in to her teacher.

Rachel continued to dress in sexy clothes and tried to find a boyfriend who would love her for who she was. Her flirtations to find love usually resulted in having sex with men she thought loved her, but who were not faithful and soon left her.

Even though she still attended church, Rachel felt something had changed. Sometimes, she was ashamed to be there and found it difficult to pray.

Over the years, Rachel contracted several different sexually transmitted infections, but was embarrassed to go to the clinic for help. Finally one was so severe that she went to a doctor who told her that because of numerous untreated infections, she would probably never have children.

Rachel's only desire was to live her dream of being married to a man who truly loved her. And now that she had finally met the man of her dreams, she was afraid that he too would leave her if she told him the truth about herself.

**③ Step 3**

**Draw the sex circle on a chart.**

Explain that in addition to our physical side, we also have an emotional, spiritual, and mental side. These four aspects are part of what makes us human and a complete person.

Explain that sex is more than a physical act. It involves the mental, emotional and spiritual expression of what it means to be male and female.

Use Rachel as an example as you fill in the sex circle. She had sex (physical), was abandoned by her boyfriend (mental, emotional) and her grades dropped (mental). She was ashamed of herself (emotional, spiritual), and became infected with STIs (physical).

Explain that this does not mean sex is bad. Use the example of a happily married couple in the sex circle. They have sex and are happy and fulfilled (mental, emotional). She becomes pregnant (physical), they both focus on their marriage, and work so that their baby will have a happy home (mental). They feel closer to each other than ever before (spiritual).

**④ Step 4**

**Ask the participants to return to their groups.**

**Ask each group to discuss how sex can positively and negatively involve the interaction of two areas of the sex circle.**

**⑤ Step 5**

Have each group present their sex circle.

Discuss.

**⑥ Step 6**

**Ask participants to share any new information they have learnt about the true nature of sex that they didn't know before.**

**Explain the following:**

When a man and woman are committed to each other in marriage, these physical, emotional, mental and spiritual responses enable a husband and

wife to express their desires in a wonderfully close and intimate way in the act of sex. Sex is about becoming one body, but also becoming one soul. Sex is meant to be more than skin on skin; it is heart joining heart. It is emotional and spiritual glue designed to bind a man and woman together for life, and to keep them in a solid, trusting relationship. When we have sex with someone, we give a part of ourselves to them and take a part of them into ourselves. Having sex without this commitment can be painful and destructive in many ways.

### **7** Step 7



**Ask the participants to think about the full implications of sex that have been discussed, and reflect on the following questions:**

Now that you know the full implications of sex, are you ready to become sexually active?

Identify some of the responsibilities that could arise from having sex.

Are you willing to face those responsibilities?



## **Activity 5: The Psychology of Sexuality**

### **1** Step 1

Explain the following:

#### **Psychological**

**Refers to the difference in attitudes, thoughts, response to emotions and sexual feelings as a result of being male or female. It also refers to the perceptions we have about ourselves and others as males or females. Sexual attraction to the opposite sex occurs in this part of our sexuality.**

**② Step 2**

Write these words on three large cards or pieces of paper: Girls, Boys, Both. Read out the words below (one at a time), and ask participants to move to a card reflecting the answer that agrees with the statement.

Discuss why they have chosen that answer.

Emphasize that the way we respond to our sexuality can also be determined by societal expectations.

Explain that our response to the psychological component of our sexuality should be based on our values and perception of risk rather than what others say or how we feel.

**③ Step 3**

Words to read aloud may include:

**Shyness, fearful, attraction to the opposite sex, in love, love letter, cool, intelligent, bright, smart, etc.**

**Activity 6: The Social Component of Sexuality****① Step 1**

Explain the following:

**Social**

**The social component provides the platform or direction regarding how we respond to the physical and psychological aspects of our sexuality. The social component refers to how we respond to society's expectations and unwritten rules in the way we behave, respond to situations, relate to others and the opposite sex, and act as males or females.**

## ② Step 2



**Ask participants to discuss in their group a time when they were required to do something in a particular way because the social environment (Parents, teachers, friends, church) dictated that behavior for a girl or boy. Ask them to explain how they felt and whether others believe it is right because society says so.**

Emphasize that sometimes people we love or respect have a different viewpoint from our own. We can still make independent choices and decisions as long as they do not violate our values, jeopardize our life goals, or expose us to risk of HIV or other negative consequences.



### **Activity 7: Identifying values and skills for responding positively and enjoying our sexuality**



**Ask participants to form groups of three and identify at least three necessary skills for dealing with sexual feelings, peer pressure to have sex, and pressure from parents to get married.**

Each person in the group will name three skills they personally desire, and the other two participants should comment on the response.  
List the skills and values below:

Situation	Relevant Skills	Good Values
Sexual Feelings	Seek help from trusted source Values clarification Critical thinking Decision making Risk assessment	Education Virginity Dignity Respect for parents Honesty
Negative Peer Pressure	Self awareness/Self confidence Assertiveness Effective communication Negotiation Values clarification Decision making	Self respect Integrity Education Virginity

### Take Home Message

It is important to understand that sexual activity is something special, significant, and consequential. It is not something to be taken lightly. Those who do usually suffer as a result.

### Personal Challenge

Find a young friend or sibling who is about to enter or has just begun puberty. Talk to them about what they can expect. Discuss it with them as you would have wanted someone to have done for you!

# 5

## Session Five:



## Sex and Gender Roles

# Introduction

Building an AIDS Free Generation

In most cases, the youth's decision to have sex is driven by the cultural norms surrounding the different gender expectations of a man and a woman in a sexual relationship. It is important to explore these gender norms because they are also the driving force behind many dysfunctional relationships in society today.

It is apparent that most adolescents have difficulty understanding the difference between sex and gender. The prevailing attitude is that one's biological identity determines one's psychological capacity and mentality. Some people use these misconceptions to pressure youth into having sex before marriage. To counter, it is important to dispel the societal myths surrounding sex and gender.

## Objectives:

During this session, the participants will:

1. Learn the difference between sex and gender
2. Explore the different gender norms and roles surrounding sex in their society

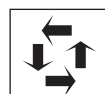
## Facilitator Reference Information

Gender roles are prescribed by the culture that we live in; therefore, it becomes difficult to challenge or confront them. Most of the participants have decided their roles in life as a result of watching the behavior of others of the same sex. It is important that the Facilitator not directly dispute the norms, but instead offer alternatives.

The Facilitator should address all issues that will inevitably arise concerning HIV/AIDS. Clearly, young girls feel that they must obey adult males and this leads to a silent appearance of defilement. In addition, pubescent males feel that sexual conquest is a rite of passage. These are difficult norms to untangle and care must be taken not to offend the participants.



**Duration:** 1 hour



## Methodology:

Game, Case Study  
Question and Answer



## Materials:

Flip Charts, Markers



## Activities:

**Activity 1:** Discussion: Defining Sex and Gender ( 5 min)

**Activity 2:** "Run Around" game (25 min)

**Activity 3:** Gender Discussion Group (10 min)

**Activity 4:** Something for Something Love (20 min)

In Activities 3 and 4, the participants are divided by gender and given different questions to discuss. Later, they return to the large group to share their answers and begin a group discussion. It is important that the Facilitator does not assume that this format implies that the questions for the females are important only for that group, or vice-versa. Before the group leaders share their findings, the Facilitator must clarify that everyone is expected to participate in the discussions, and all opinions, regardless of gender, are important.

Lastly, issues related to gender based violence are briefly introduced, and will be discussed in greater depth in a later session. (Violence vs. Respect). This does not mean those concerns should be brushed off; rather the Facilitator should handle them as efficiently as possible and let the group know there will more attention to this topic in a later session.



## Activity 1: Discussion: Defining Sex and Gender

### ① Step 1



**Ask participants to give one word answers to these questions:**

1. What is a man?
2. What is a male?
3. What is a woman?
4. What is a female?

**List the answers for each question on different charts**

Possible responses include:

**What is a man? What is a male?**

A man is strong, courageous, serious and brave.

**What is a woman? What is a female?**

A woman is delicate, beautiful, submissive and emotional.

## **② Step 2**



### **Ask the participants:**

“Thinking about your responses, which ones describe the sex and which ones describe the gender of both the man and woman?”

**List a few of the answers under the headings “Sex” and “Gender”.**

## **③ Step 3**

Share the definitions of sex and gender with them:

### **Definition of Sex**

Sex is the biological difference between males and females.

### **Definition of Gender**

Gender refers to the social, economic and cultural attitudes and opportunities associated with being male or female in a particular setting at a particular point in time.

### **Definition of Gender Roles**

These are the roles (jobs, functions, tasks) we prescribe (recommend, set) to a person based on their gender.

### **Definition of Gender Norms**

These are the stereotypical characteristics, traits, etc. that we prescribe to a person based on their gender.

## **④ Step 4**

Ask them to repeat the list they had made earlier, this time using the definitions as a guide.



## Activity 2: Run Around Game

### 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.

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

When they get to the area, choose one or two people in each area to explain why they chose that response.



**Next, ask the rest of the group if they agree with the explanation.**

Get a maximum of two opinions to save time. Correct any misconceptions if they are not solved by the two opinions, and then ask them to quickly move back to the centre.

**Repeat this procedure until all the statements are read.**

Statements to read :

1. Women are too emotional.
2. A strong man protects his wife and children by imposing strict discipline.
3. Men are better at making decisions than women.
4. Men are more logical than women.
5. Men should never show weakness
6. Men are unfaithful because it is difficult for them to control their desire.
7. It is good for a wife to fear her husband.
8. Women always gossip, men deal in facts.
9. Men are more reliable than women
10. Women are more faithful in a relationship.
11. It is woman's job to cook and clean.
12. Men should be the providers in a home.
13. Never trust a woman, always trust a man.
14. A man needs to have sex with more than one woman.
15. Men have a stronger sex drive than women.

**② Step 2**

Once the participants have responded to all the statements and offered their opinions, repeat a few of the statements.

**After each statement, ask them the following:**

1. How could this statement influence the way a person treats a man or woman in a relationship?
2. In a relationship, what effect does it have on decisions related to sex?
3. What effect does it have on increasing the risk of HIV infection in a relationship?

**Activity 3: Gender Discussion Group****① Step 1**

Divide the participants into separate groups of males and females.

**② Step 2****Ask the males to answer the following questions:**

1. Is there any job that women usually do that you would like to do?
2. Would you be ashamed if your mother was working and your father was taking care of the children? Why?
3. Which is worse, if a man beats a woman or if a woman beats a man?

**Ask the females to answer the following questions:**

1. Do you think life is easier for men than women? Why?
2. Do you think it is acceptable for a husband to beat his wife if she disobeys him? Why or why not?
3. Will you give your daughters different chores from the ones you had? Why or why not?

### ③ Step 3

Have group leaders share their responses. Keep note of answers.

Start a general discussion on issues raised.



## Activity 4: Something for Something Love



### Note to Facilitator

This activity addresses the issue of “Something for Something Love”. Considering its pervasive nature in society today, it is critical that the participants clearly understand the concept and the role of gender norms in allowing it to exist.

### ① Step 1



**Ask participants to define “Something for Something Love”.**

Write the answers.

**Ask participants to define “prostitution”.**

Write the answers.

### ② Step 2

**Write the definitions on the flip chart:**

**“Something for Something Love”** is when sex is given in exchange for favours, money, or material goods. With this kind of sex, the two people may both be willing, or one of them may feel they are being forced.

**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 or not a condom is used).

Ask if anyone can clearly explain the difference between prostitution and

“Something for Something Love”? Explain that though the two are different, it does not make ‘Something for Something Love’ any better.

**③ Step 3**

Tell participants to form groups, read the Case Study and discuss the questions that follow.



# Harriet's Story

Case Study:

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One day when Harriet was at school, the school guard called to her. He told her that a good-looking man in a nice car had seen her at church, and thought she was a very beautiful girl. He was going to return at six o'clock to meet her and give her something. Harriet was curious about the man, and longed to have a boyfriend. Many girls in her class had a good time going out with their boyfriends to films, takeaways or for drives in their cars. Their boyfriends bought them clothes, lipstick and perfume.

Harriet met JD that evening, and he gave her a beautiful bag. JD was handsome, kind, and said he loved her. Harriet saw him often, and he was always very concerned, asking about her studies and helping with her homework whenever when she had problems. One evening, JD announced that he had a special gift for her. They drove a long distance to a forest where he gave her a box with a lovely necklace inside. Harriet was very excited and gave JD a brief "thank you" hug. When she did, he pulled her closer to him.

The truth is that JD doesn't love Harriet as much as he loves being seen with an attractive young girl. He thinks that spending money on her is the only way to keep her around. When he is with her, he forgets about his life and the problems at home.

JD is married with three kids. He doesn't spend money on his wife, but instead buys gifts for Harriet. One day, JD was at a bar drinking heavily and talking about his mistress to anyone who would listen. He bragged about spending all his salary on her and letting his wife fend for herself. Little did JD know that his father-in-law was sitting in the corner of the bar. By the time he got home, there was no one there to greet him. Not a soul.

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## Questions

1. Why do you think Harriet got involved with JD?
2. Why do you think young, rich, handsome men like JD get involved in “Something for Something Love”?
3. What do you think of JD?
4. Is JD a responsible husband or parent?
5. Why do you think he is spending all his money on Harriet?
6. What are the possible consequences of “Something for Something Love”?
7. Do you think JD and Harriet will marry and live happily ever after?
8. How can one avoid getting into “Something For Something Love”?
9. How is this case study different from the “Something for Something Love” in your school or community?

#### **④ Step 4**

Divide the group into males and females and ask them to discuss the following:

- Why do some men give gifts in exchange for sexual relationships?
- Why do women give sex in exchange for gifts?
- What kinds of gifts are normally exchanged?
- What are the possible consequences of such relationships?
- How does such a relationship expose both parties to risk of HIV infection?

#### **⑤ Step 5**

Ask the groups to choose a leader to present their findings.

#### **⑥ Step 6**

Ask the males to comment on the females' answers.

Ask the females to comment on the males' answers.

### **Take Home Message**

Do not allow your gender to decide your future, your goals or your dreams.

Do not let others tell you what to do based on your gender or theirs.

Do not let others do whatever they want with you, based on your gender or theirs.

### **Personal Challenge**

Talk to your parents, mentor or guardian and ask them what profession they would have chosen if their gender had been different. If their answer is not the same as their current profession, ask them why they chose what they are currently doing. Write down their answers!

# 6

## Session Six:



## Sexually Transmitted Infections

# Introduction

Building an AIDS Free Generation

**T**his session focuses on what happens when sex is misused. When boundaries for sex and sexuality are not respected, there are certain risks and negative consequences. The goal of this session is to heighten awareness of the risks associated with premarital sex and to reinforce reasons for saving sex for marriage. We will explore the various STIs that may be contracted if youth engage in premarital sex.

The youth will not only learn about the STIs and their symptoms, but will learn to recognize symptoms in others. This will become a useful tool to help others in their community and for referral to the appropriate medical centres.

## Objectives:

During this learning session, the participants will:

1. Identify the risks and consequences of premarital sex
2. Identify common signs, symptoms and effect of common STIs
3. Assess personal risk to STIs



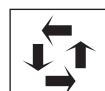
### Note to Facilitator

The session contains many important facts. Keep them simple and clear, and engage the youth in the learning process. In some cases, presentations will start with a question to find out how much the youth already know.

Discussing STIs can raise many questions. At the end of the session, encourage the youth to ask questions or put them in the Question Box if they want to ask them privately. Be candid with the participants and explain that neither you nor the participants are doctors, and although your role is to supply them with as much information as possible, they must always refer to a health center if they have the slightest suspicion that they have an STI.



**Duration:** 1 hour



## Methodology:

HIV Transmission Game, Discussion, Fact Sharing



## Preparation Tips:

Cut up paper into tiny pieces so that everyone will have one piece. Write the word HIV on 2 of them.



## Materials:

Charts, markers, small pieces of paper for HIV transmission game, blank paper, name tags



## Activities:

**Activity 1:** Review of the previous session (5 min)

**Activity 2:** The Sweet Game (20 min)

**Activity 3:** Identifying STIs (30 min)

**Activity 4:** Session Evaluation (5 min)

Remember, the goal here is to familiarize youth with the consequences of premarital sex and the possible long-term effects. It is not to turn them into medical diagnosis officers.



## Activity 1: Review of the Previous Session

### ① Step 1

Answer any questions from the Question Box.

### ② Step 2

Ask for volunteers to share their responses to the question in the Personal Challenge. Then discuss.



## Activity 2: Sweet Game

### ① Step 1

Divide the participants into small groups and have them discuss the following:

- What do you know about STIs?
- What is the difference between an STI and an STD?
- What are some common symptoms of an STI?

### ② Step 2

Ask the group leaders to present the answers.  
Share the following with them:

STIs are sexually transmitted infections