

# Smart choices

*Building an AIDS Free Generation*



## Student Work Book

10 - 14

DRAFT COPY

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## ➔ Introduction to Smart Choices

**W**elcome to the workbook! This is your opportunity to learn more about the session topics. You should do the lessons in the workbook **AFTER** you have finished the session. Sometimes, the facilitator might suggest you try to do the workbook lesson first. Only do that if you feel up to the challenge.

This workbook provides additional information that your facilitator has not given you during the session. If you do the “personal challenge” section don’t forget to tell everyone at your session what you did!

Remember, this work book will help you really understand what you learnt and **IT IS NOT A TEST**. Don’t worry about getting something wrong...this workbook is just a tool to give you a chance to learn more!!



# Introductory Activity



## Activity One

What are the rules and guidelines you have agreed upon?

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# 1

## Session One:



## Self-Awareness and Self-Worth

## Self-awareness

This includes a recognition of our personality, our strengths and weaknesses, and our likes and dislikes. Developing self-awareness can help us to recognize when we are stressed or under pressure. It is also a requirement for effective communication and interpersonal relations, as well as for developing sympathy for others.

## A Lesson in Self-Worth

We often base our self-worth on our skills, achievements, money, physical body or status in the community. This kind of self-worth creates more problems than solutions. The problem occurs when everything comes crashing down around us and we are no longer that pillar of society or the richest person in the community. When that happens, our self-worth quickly decreases.

For the last three years, James was at the top of his class. If there was a question on any subject, he was always the one to answer. The teachers asked him to tutor errant students. Simply, he was the golden boy of his school. Then, for some unknown reason, his grades started to slip and his self-worth began to decline.

For the remainder of his term he sank into a deep depression (he was very, very sad). He could barely get out of bed. After the holiday break, he returned with a different attitude. He marched into his dorm with a big box and, as his friends watched, he pulled out pictures of family and friends, and pictures of his community. When they asked what he was doing he replied, "For all this time I have been doing things for myself, now I want to do things for others."

He rebuilt his self-worth by finding ways to give instead of receive!



## Activity One

### WHO ARE YOU?

Write four things about yourself that everyone knows:

1.

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2.

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3.

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4.

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Write four things about yourself that nobody else knows:

1.

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2.

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3.

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4.

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Write one thing you wish you could change about yourself and why:

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## Activity Two

### Feeling Left Out: Nantongo's Story

Do you know anyone like Nantongo? Have you ever left someone out because they were different? Write how it felt to leave someone out:

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Have you ever been left out? Write how it felt to be left out (if you don't know, ask someone else to tell you):

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Being short or tall is not something you can control, is it? Can you change from being a boy to a girl or the other way round? Imagine if someone left you out just because you were a boy or a girl. Do you think that is fair?

Write what you would say if someone said you were unable to do something because you are a boy or a girl:

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## Activity Three

### You Are Special

You are special and unique. Can you imagine a world where everyone looked the same? Love how you look because no one else looks like you!

Find a person you normally do not talk to and tell them five things that make them special. Write their reaction:

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Session Two:

2



**Communication Skills**



## Body Language: Unlock the Secrets!

(from “Deceptive body language” [www.changingminds.org](http://www.changingminds.org))

Many of us have a ‘feeling’ when we think someone is lying to us, but what kind of body language does someone use when they are lying? The article “Deceptive body language” from [www.changingminds.org](http://www.changingminds.org) below may give us an idea:

A deceptive body is concerned about being found out -- and this concern may show.

### Anxiety

A deceptive person is typically anxious that they might be found out (unless they are psychopathic or good at acting), so they may send signals of tension. This may include sweating, sudden movements, minor twitches of muscles (especially around the mouth and eyes), changes in voice tone and speed.

Many of us have hidden anxiety signals. For example: Biting the inside of the mouth, patting head, hands in pockets.

These signals are almost impossible to stop as we start them at an early age.

### Control

To avoid being caught, there may be various signs of over-control. For example, there may be signs of attempted friendly body language, such as forced smiles (mouth smiles but eyes do not), jerky movements and clumsiness or oscillation between open body language and defensive body language.

To avoid tell-tale signals, the person may also try to hold their body still. For example he may hold his arms in or put his hands in his pockets.

### Distracted

A person who is trying to deceive needs to think more about what he is doing, so he may drift off or pause as he thinks about what to say.

He may also be distracted by the need to cover up. Thus his natural timing may go astray and he may over- or under-react to events.

Anxiety may be displaced into actions such as fidgeting, moving around the place or paying attention to unusual places.



## Activity One

### YOU ARE STILL SPECIAL

Find someone you know well (best friend, brother, sister or parents) and tell them something that you like about them [please ask your facilitator to help if you don't understand] and write what you said:

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Now think of four ways to say the same sentence above non-verbally:

1. 

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2. 

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3. 

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4. 

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## Activity Two

### TALKING TO MENTORS, MOMS AND DADS

1. What do you talk about with your parents, mentors or guardians?

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2. Write one thing that you would like to say to your parents, mentors or guardians that you have never said before?

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3. Write one thing that you would like to hear your parents, mentors or guardians say to you that you have never heard?

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Discuss your responses with your mentors, parents or guardians.



## Activity Three

### COMMUNICATE WITHOUT SAYING A WORD!

1. Complete the table below:

NON-VERBAL COMMUNICATION	NON-VERBAL COMMUNICATION
WINK	"I AM INTERESTED IN YOU"
HUG	"I AM HAPPY TO SEE YOU"
PINCH	
	"I DON'T KNOW YOU"

2. Now find a friend and see how good an actor you are!!

You must pretend to be one of the people written below but YOU CANNOT SPEAK!!! See if your friend can guess who you are:

A NURSE
A POLICEMAN
A SOLDIER
A PILOT
A TEACHER



## Activity Four

### THINK ABOUT WHAT YOU WANT TO COMMUNICATE

Many people communicate things about themselves without knowing it. It is time to think about what you want to say!

1. If you wanted to show everyone that you are a hard-working man / woman without saying a word, how would you do it?

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2. If you are a girl and want to show a boy you are interested in him without saying a word, how would you do it?

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3. If someone loves sports and outdoor games, how differently will they dress from someone who loves books and indoor games?

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4. Does a person's clothes determine who they are? Does it determine what others will think of them?

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Session Three:

3



**My New Body, My New  
Feelings**

## So Many Questions, Not Enough Answers

It is understandable that right now you have lots of questions and not all the answers. We will try to answer some of those questions, but don't forget to talk to a parent, guardian or relative about the changes you are experiencing?

### **Why am I still short? Even my younger sister is taller than I am!**

You have to remember that girls start puberty—and growing—before boys! While boys may begin between 10 and 15 years old, girls start between 8 and 13 years old. Don't worry, you may catch up and even grow taller! Just be patient!

### **When will I get my period?**

It is impossible to say exactly when you will get your first menstrual period. For most girls, their first menstrual period begins about 2 to 2½ years after breast development starts. Some girls may get their period in less than 2 years. For other girls, it may take longer. Every girl is different, and there is a wide range of normal development during puberty.

### **Why do I smell?**

Well, when your body gets too hot, sweat comes out of your skin to cool you down. The sweat contains chemicals like ammonia, urea, salts and sugar. The sweat itself does not smell, but when it comes into contact with the bacteria on your skin, it smells!

### **People tell me that popping my pimples is the best way to get rid of them. Is that true?**

No! That is a myth! Popping your pimples can cause an infection and even lead to scarring (marks) that can last forever!! Leave the pimple alone and if it is really a problem visit a skin doctor (a dermatologist)! Washing your face is a good idea because it gets rid of the dirt and oil, but don't over-wash your face!





## Activity One

### UNDERSTANDING YOUR NEW BODY

Complete the table:

Changes That Happen To Girls	Changes That Happen to Boys
Puberty usually starts between the ages ____ and ____.	Puberty usually starts between the ages ____ and ____.
They grow ____ and may have ____ in their legs or arms.	They grow ____ and may have ____ in their legs or arms
They gain ____, especially on the ____ and ____.	They gain ____, and their ____ become wider.
____ develop, ____ also become more noticeable.	The ____ will lengthen and widen, and the testicles will become ____.
____ may appear on the face, chest and back.	____ may appear on the face, chest and back.
Hair starts to grow in the ____ and between the ____.	Hair grows on the ____, ____, ____, and ____.



## Activity Two

### Nakato and Wasswa

1. If you were Nakato or Wasswa, who would you have asked for advice?

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2. Is it fine if a father explains puberty to his daughter? Why or why not?

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3. Is it fine if a mother explains puberty to her son? Why or why not?

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4. If you are a boy, imagine you are Nakato. How would you react to those changes? If you are a girl, imagine you are Wasswa. How would you react to those changes?

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# Session Four:

# 4



## Family and Friends

## What does it mean to be a friend?

I remember hearing the story of the two friends who went to an amusement park together. The slightly taller of the two had been talking about going to this place all year. As they lined up for each ride, they were sent away because the other friend was too short. Well, soon enough they had tried all the rides in the park and were sent away from all of them. At the end of the day, the shorter friend was sad and upset. He apologized again and again to his taller friend. His friend replied, "Why are you sorry? Today was the best day of my life! No one in the history of the park has been kicked out of so many lines! We made history!"

True friendship is hard to find but you will know it when you experience it. If anyone pushes you in a negative direction and seems to "feed" off your anguish and sorrow instead of picking you up...that is not a friend. If anyone gets you in trouble, makes you sneak out of school or home, and then disappears when you need them the most....that is not your true friend. You will know your true friend by their actions.

### How can I keep my friend away from alcohol and drugs

Remember that you and your friend are both human. If you start preaching to them, you will sound like you are better than them. If you do nothing, then you are not really being a friend. This is a very difficult and delicate process. You know your friend better than most people so you should know how best to handle them.

Don't create a situation where you are saying, "It's the booze or it's me! Choose one!" That would be a mistake. You can't help someone who is not around. If you really want to help them, keep them in your life and take it from there!

### What does it mean to be a good big brother or sister?

There was a man who was asked why he loved his big sister so much and he said, "Because she didn't lift a finger to help me!" When asked what he meant, he said, "Well, she would watch me fail. Just like that, she would sit and watch me fail, letting me know that she was watching me. I would try this or that and fail. The moment I lost a job or something she would call and say, 'So what are you going to do now?' Finally, I succeeded, but I wouldn't be who I am if she had just handed it to me. I always knew if it was beyond my means she would intervene."

The point of that story is that being a good big brother or sister does not mean fighting every fight for your younger siblings (brothers and sisters). It means being there in case they need you!



**15 ways to be a good big brother or sister**

(From "How to Be a Good Brother or Sister" [www.wikihow.com/Be-a-Good-Brother-or-Sister](http://www.wikihow.com/Be-a-Good-Brother-or-Sister))

1. Always set a good example to your younger siblings.
2. Never say anything bad in front of them.
3. Never act cool; just always be yourself and they will get to know you better.
4. Never back talk to your parents or the younger sibling will too.
5. Never do bad things like smoking , drugs, or drinking.
6. Never hit or slap your younger siblings.
7. Never get in a fight with them or in front of them.
8. Spend some time with them and help them with homework.
9. Care for them and always be nice to them and other people.
10. If you are older and your parents say you can, take them to the park or the petting zoo.
11. You and your younger sibling can go on a walk or a bike ride.
12. If you think they are old enough, then teach them how to ride a bike.
13. You, your younger sibling, and your parents could go shopping.
14. Remember to always set a good example in front of your younger sibling. Always try to be a better person and love and care for your younger sibling.
15. Be the person giving a hand when they are in need and you should give a shoulder to cry on.



## Activity One

### NALUBEGA'S STORY (PART 1 AND 2)

1. What experiences in this story are similar for young people in your community?

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

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

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

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5. What could parents and adults do to make it easier for you to talk to them about sex and other problems you face?

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6. How can you avoid peer pressure?

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

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8. What is a role model?

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

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

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

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## Activity Two

### SO, YOU THINK YOU ARE A GOOD FRIEND?

1. List the traits of a good friend:

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2. List the traits of a bad friend:

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3. Do you bring out the best in your friends?

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4. Have you ever dragged a friend down?

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5. Have you ever tried to change a friend? Can you think of a specific time this happened?

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6. Are you a better person for knowing your friends and vice-versa? How are they better? How are you better? How are they worse? How are you worse?

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Be honest with your answers. If you are not being the best friend you can be, it may be time to make some changes.

**PERSONAL CHALLENGE:**

Pick one of the traits of a good friend. For a whole day, try to put that trait into action with everyone you meet. At the end of the day answer the following:

1. How did people react to the trait you put into action?

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2. How much effort did it take? Was it difficult? Did you want to quit?

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Session Five:



**Play Now, Pay Later**

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## Vulnerable Children

In Uganda, 13 percent of children below 18 years, totaling 7 percent of the total population, are orphans. Twenty one percent of all households in Uganda have an orphan. Forty-two thousand children between the ages of 10 and 17 are heading households. Seventy-four percent of these children are boys and 26 percent are girls. Child-headed families generally have a low standard of living. The failure of the state to provide alternative parenting to the children is a violation of their rights to live with their parents. The rising orphan population has eroded the capacity of the extended family to provide care. Society has failed to provide alternatives to traditional support system, resulting in hitherto unheard of child headed households. (Uganda Country Report, May 2008)

There are people who know that these orphans are vulnerable and easy to take advantage of. Being vulnerable does not mean being poor; it means being easily coerced (persuaded) into doing something that is not in your own best interest. This is sometimes referred to as transactional sex or something-for-something love. When we talk about transactional love we are not just talking about money. Some of these vulnerable children feel the need for a 'father-figure' (someone who is like a father) or a 'mother-figure' (someone who is like a mother).

## What can I do to help?

First, you must learn to recognize the vulnerable in your communities. The second thing is to make them aware that they are vulnerable and that some people may try to take advantage of them. Remember, it is much harder to fool someone when they know you are out to fool them.

That is the best protection you can offer them, or yourselves; beware of strangers with gifts!



## Activity One

### GETTING NOTHING FROM SOMETHING-FOR-SOMETHING LOVE

1. What is sex?

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2. What is transactional sex?

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3. What is cross-generational sex?

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4. How is Something-for-Something Love different from prostitution?

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5. Does Something-for-Something Love only happen to girls?

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6. Give an example of Something-for-Something Love happening to a boy:

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7. Who gets anything out of Something-for-Something Love?

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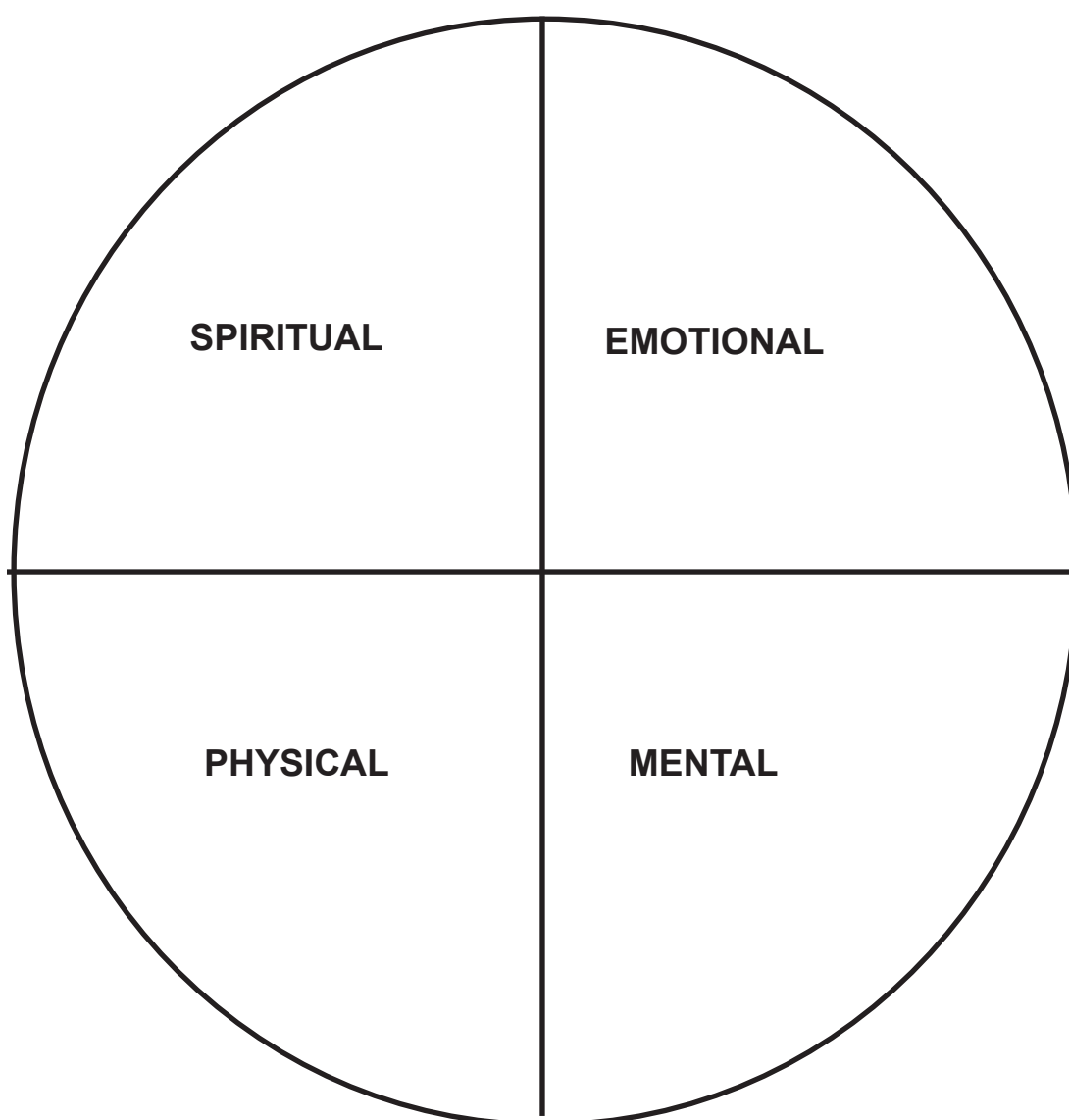
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## Activity Two

Your facilitator has already talked to you about sex but let's look a little deeper. Below is a circle with physical, emotional, mental and spiritual written inside it. Explain how early sexual activity affects each area by writing the effects in the circle. You can use Lukyamuzi's Story as an example.







## Activity Three

### LOVE or LUST

Look at the definitions below:

**Unconditional Love:** Devotion based on commitment and unselfish concern for one another. It freely accepts another in loyalty and seeks his/her good. Unconditional love is love that does not push you into premarital sex.

**Lust:** Intense (strong) sexual desire or appetite, an overwhelming desire, as in lust for power. A sexual urge or physical impulse.

### PERSONAL CHALLENGE

Can you describe situations that fall under the category of Love or Lust? Show them to your facilitator at your next session. You have been given one example.

Love	Lust
She or he is willing to wait until marriage to have sex.	She or he is threatening to break-up with you unless you have sex.

# 6

## Session Six:



## Sexually Transmitted Infections (STIs)

## STIs and Young People

Each year, STIs affect 1 in every 20 adolescents worldwide. STIs can be divided into 2 groups-- those that can be cured and those that cannot.

The most common curable STIs are primarily bacterial. These include chlamydia, gonorrhea, syphilis and trichomoniasis. Trichomoniasis is the most common curable STI in young, sexually active women. An estimated 7.4 million new cases occur each year in women and men.

The incurable STIs are viral. These include HIV, human papiloma virus (HPV), hepatitis B, and herpes.

Strategies to prevent STIs are similar to those for prevention of HIV (i.e. the “AB” approach and complementary interventions).

### **Can STIs affect a pregnant woman and her baby?**

Yes. STIs can cause cervical and other cancers, chronic hepatitis, pelvic inflammatory disease, infertility, and other complications. Many STIs in women are silent; that is, without signs or symptoms.

### **What can I do to protect myself from STIs?**

Abstain! Abstain until marriage and then remain faithful to your partner.



## Activity One

### UNDERSTANDING THE BASICS

1. What are sexually transmitted infections (STIs)?

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2. What are some common symptoms of STIs?

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3. How are STIs spread?

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4. What should you do if you or someone you know may be infected?

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## Activity Two

### THE USUAL SUSPECTS

Complete the tables below:

HERPES	
Caused by Herpes Simplex Virus	
Symptoms:	

SYPHILIS	
Caused by Treponema pallidum	
Symptoms:	

CHANCROID	
Caused by Hemophilus ducreyi	
Symptoms:	



# 7

## Session Seven:



# HIV/AIDS

## The Four Attributes of HIV

**Fragility:** Given its simplicity (it has only nine genes) and dependence on the human host (it can't live outside our bodies) the virus is extremely fragile. It cannot survive on its own and can only be transmitted in ways that give it direct access to cells, especially immune cells.

**High production and turnover rate:** In a typical HIV-infected person, about 10 billion HIV viruses may be produced and destroyed each day.

**High mutation rate:** A high number of mutations (changes) occur in the process of HIV replication. The high production rate increases the chances of mutation. Such mutations can sometimes confer resistance to antiretroviral drugs (ARVs). In fact it is the high mutation rate that makes it necessary for using three antiretroviral drugs at a time (because it is less likely that any particular mutation will confer resistance to all three drugs at the same time).

**Latent reservoir:** HIV "hides" within the DNA of a small proportion of infected cells in something of dormant state for long periods of time. Thus, drugs and the immune system, cannot typically get at all the virus, and currently cannot "cure" HIV.

### So what does all this mean?

Basically, the virus is fragile. It is not possible to spread it through breathing, sharing food, etc. The right conditions are necessary to pass from one body to another. Due to its high production rate, the chances of mutation are drastically increased. The mutations make it very difficult to combat. Lastly, the latent reservoir, allows it to 'hide' and that makes it difficult to cure.



## Activity One

### KNOW YOUR ENEMY

What is HIV?

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What is AIDS?

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How does HIV attack the human body?

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When does HIV become AIDS?

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How is HIV/AIDS spread?

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How can you ensure you do not become infected with HIV/AIDS?

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As a nation, what can we do to stop the spread of HIV/AIDS?

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## Activity Two

### TRUE OR FALSE

Complete the chart below. If the statement is true, tick the true box ☒. If the statement is false, tick the false box.

TRUE OR FALSE		
Statement	True	False
HIV is a disease that kills.		
HIV is a virus.		
HIV stands for Human Immunodeficiency Virus.		
HIV is the same as AIDS.		
AIDS stands for Acquired Immunodeficiency disease.		
You can be infected with HIV by hugging an infected person.		
You can be infected with HIV by having sexual intercourse with an infected person.		
You can be infected with HIV by eating at the same table with an infected person.		
You can be infected with HIV by sleeping in the same room with an infected person.		
You can be infected with HIV by holding hands with an infected person.		

You can be infected with HIV by sitting next to an infected person in a taxi or bus.		
You can be infected with HIV by sharing food with an infected person.		
You can be infected with HIV by coughing or sneezing in the same room.		
You can be infected with HIV by swimming in the same river with an infected person.		
You can be infected with HIV by sharing a razor with an infected person.		
HIV/AIDS can be transmitted by mosquitoes and bed bugs.		
HIV/AIDS can be transmitted by sharing un-sterilized needles with an infected person.		
If you wash your private parts with soda immediately after having sex with an infected person you cannot get HIV.		
If you withdraw before you ejaculate you cannot infect each other with HIV.		
Contraceptives like pills, Injectaplan and spermicides can protect you from HIV.		
A woman can only get HIV if she has sex when she is menstruating.		
If you have sex with an infected person in a swimming pool you cannot get infected because the water washes away the virus.		
Abstinence is 100% safe.		

# 8

## Session Eight:



## Sex and Gender Roles

## **What do we mean by gender roles and what would happen if we changed them?**

When we talk about gender roles, we are describing the roles (behaviour, lifestyle, etc) that society expects as a result of our sex.

We must now ask ourselves whether changing these gender roles, by making them more equitable (fair), would drastically alter our culture, and if altering our culture (in that way) is such a bad thing.

When are the differences between men and women related to sex, and when are they about gender?

The general rule of thumb is that if the difference is 100% biological, it is about sex. Everything else is about gender.

### **How is this related to HIV/AIDS?**

Women and girls live in a male dominated society. This means that (a) their ability to refuse sex is minimal (b) access to treatment is limited by their earnings.

Quite often, girls are married off at a young age (in many cases it's for the money) and usually to men much older than themselves. The practice of early marriage may expose girls to an increased risk of HIV infection, especially if their husbands are older and have had more sexual exposure.

They may also continue to have extra marital affairs because in some male circles it is a sign of masculinity and sexual potency (strength).



## Activity One

1. Define sex:

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2. Define gender:

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3. What is the difference between sex and gender?

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4. Is there anything wrong with a man staying at home, cooking and cleaning, while his wife works? Why or why not?

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5. Are there some jobs that women cannot do? Why?

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6. Are the leaders in your community men, women or both?

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7. Would you vote for a woman to be president of Uganda? Why or why not?

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## Activity Two

### WHO DOES WHAT AND WHEN?

Below, list the activities of a typical boy and girl during a single day.

Boy	Girl	Time
Wakes up	Wakes Up	5:00am

Discuss this list with friends! Ask them to do one on their own and see where you differ!

9

## Session Nine:



**Drugs, Alcohol and  
the Influence of Media**

## Alcohol, Drugs & HIV

**There are some important things you should consider before you drink alcohol or use illegal drugs:**

People with alcohol use disorders are more likely than the general population to contract HIV.

Alcohol and drug-use are associated with high-risk sexual behaviours. Sex and injectable-drug use are two major modes of HIV transmission.

In persons who are already infected, the combination of heavy drinking and HIV has been associated with increased medical and psychiatric complications, delays in seeking treatment, difficulties with HIV medication compliance, and poorer HIV treatment outcomes.

Researchers used simian immunodeficiency virus (SIV) infection of rhesus monkeys to examine the combined effects of chronic, binge alcohol consumption on the primary stage of SIV/HIV infection. Binge drinking appears to increase the host's susceptibility to SIV/HIV infection.

Common addictive (recreational) drugs like cocaine or crystal methamphetamine (also known as "meth" or "speed" or "crank" and "Tina"), can leave your body dehydrated and exhausted, as well as lead to skin irritation. All of these things can make it easier for you to get infections.

Certain HIV medications can boost the level of addictive (recreational) drugs in your system in unexpected and dangerous ways. For example, amphetamines (such as crystal meth) can be present at 3 to 22 times their normal levels in the bloodstream when mixed with an HIV drug called ritonavir (Norvir). That's because ritonavir hampers the body's ability to break down these other drugs.

When using injectable-drugs, infected blood can be drawn up into a syringe and then get injected along with the drug by the next user of the syringe. This is the easiest way to transmit HIV during drug use because infected blood goes directly into someone's bloodstream.





## Activity One

1. When was the last time you noticed abstinence positively portrayed in the newspapers or on radio or television?

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2. How are women usually portrayed in movies and in radio / television shows? How do you think they should be portrayed?

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3. Do you think watching movies/films which show sex and drugs can make it harder to abstain?

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4. Why do drugs and alcohol make it harder to abstain?

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5. Have you seen any movies/films that helped to educate you about HIV/AIDS? If so, what were they about?

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### PERSONAL CHALLENGE

Identify movies that can educate the youth on abstinence and HIV/AIDS. Write a letter to leaders in your community asking them to show movies that help to inform youth about these topics.



## Activity Two

### WHY ARE YOU DANCING?

#### PERSONAL CHALLENGE

Think of your four favorite songs. On a piece of paper, write down the lyrics (words) of the songs. Answer the following questions for each song:

	YES	NO
Does the song promote premarital sex?		
Are the words based primarily on feelings?		
Are courage, self-control and good judgment promoted?		
Are healthy-behaviours promoted: abstinence from alcohol, drugs and sex? Living and eating right? Exercising?		
Are there harmful consequences in the words being promoted or assumed?		
Do the words promote a promising future for teens?		
Do the words confuse 'love' with infatuation or lust for sex?		
If you were a parent, would you want your children to listen to these songs?		

Use the above as a checklist for all the music you listen and dance to. Ask yourself if it is really worth dancing to?

# 10

Session Ten:



**Goals and Dreams**

It is fantastic that you want to write your goals and dreams on paper! Now, there is something else you could add to that--your personal philosophy!

Personal philosophy, is the foundation for all your planning and strategizing for your goals and dreams shall rest.

It may seem difficult at first, but there is an easy way to go about it:

Make a list. Write everything that is important to you. If it is football, write football. If it is digging in the fields, write digging in the fields. Write everything of importance. Take your time with this list, several days if necessary, because you want to include everything.

Rank your list. If something is very important to you, put a 1 next to it. If something is somewhat important to you, put a 2 next to it. If something is not too important to you put a 3 next to it.

Create the statement. Put all of the number ones together and see what links them. Are all the number ones about family or work, or both? You may use some of the number twos if they help tie it all together. Make a clear statement using the number ones (and some twos) and you will have determined your personal philosophy!

Put it into practice. The most important part of writing a personal philosophy is using it. Set goals that directly or indirectly relate to the philosophy. Post it so that you can be held accountable to yourself and whoever else notices it.

Review it. Times change and people too! There will come a point when you need to re-evaluate the philosophy. Don't be afraid; it is good to be honest with yourself!



## Activity One

### YOUR FUTURE, YOUR GOALS: IT'S UP TO YOU!

You will decide on goals for one, three, five and eight years into the future. Think about is needed to achieve those goals.

Understanding who you are, your strengths, and how you learn will help you reach your goals. Each person is unique and special. Use your uniqueness to help you become what you want to be.

Writing your goals is the best way to begin. It is also important to write your statement of commitment to your goal (ask your facilitator to help you do this). Complete the exercise below and you will be one step closer to realizing your dreams.

1. By this time next year, I would like to have achieved:

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2. In three years, I would like to have achieved:

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3. In five years, I would like to have achieved:

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4. In eight years, I would like to have achieved:

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5. My statement of commitment to my goal:

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6. One step I can take today toward achieving my goals is:

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7. Who will hold me accountable to achieve my goals?

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### **PERSONAL CHALLENGE**

Share your list with the person who will hold you accountable. Then share your list with a person who won't keep you accountable. Next session, tell us the difference in the advice you received!

Keep writing your goals and dreams!!!!!!!!!!!!!!





## Activity Two

### AVOIDING OBSTACLES, JUMPING HURDLES, BREAKING BARRIERS

List some possible obstacles to meeting your goals and write them under the appropriate heading in the box below. An example has been given to help you get started:

OVERCOMING OBSTACLES TO MEETING GOALS		
Possible Obstacles	Consequences	Solutions
Peer Pressure	Low grades, sex, alcohol and drugs, HIV/AIDS	Self-Awareness and Self-Worth. Making better friends.

# 11

## Session Eleven:



**Why Wait?**

## Tips for Abstaining

Be confident in your response and keep repeating it until the other person gets the point.

Know the common pick-up lines and practice what you will say before the situation arises to eliminate some of that on-the-spot pressure.

If a situation feels uncomfortable or “funny” to you, simply walk away and stay away.

Your body language can sometimes send mixed signals. Use body language that will clearly get your point across. Stand tall, speak clearly and be assertive. Eye contact is important when delivering your message that you are not ready to have sex.

If you are invited to a party where there will be alcohol, do not attend. Avoid the party like you would a plague. The link between teen drinking and teen sex is a very strong one.

Don't be alone with a member of the opposite sex in a secluded area.

### Conflict Resolution Techniques

- Control emotions – Use relaxation techniques. Take yourself out of the situation. Express your feelings assertively.
- Identify the reason for the conflict – Who is responsible? If needed, take time away from the person to think about the conflict and plan a strategy to resolve.
- Ask the person if he/she has time to talk.
- Tell the person how you are feeling (i.e., I am feeling upset right now).
- Tell the person why you are feeling like you are (i.e., you have not paid your share of the rent for the last two months).
- Listen. Listen. Listen. Allow the person to respond.
- Discuss different alternatives for resolving the conflict.
- Continue to discuss calmly.
- If the conflict cannot be resolved and/or you are getting angry, inform the person that you need to leave and you would like to talk about it later



## Activity One

Fill in the table below:

Term	Definition
Abstinence	
Primary Virginity	
Primary Abstinence	
Secondary Virginity	
Secondary Abstinence	

1. Why should youth choose to abstain?

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2. Is it ever too late to begin abstaining?

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3. How can youth help each other abstain?

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4. How can adults help the youth abstain?

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## Activity Two

### SAYING NO

#### PERSONAL CHALLENGE

Sit with a friend and have them pretend to be a boyfriend/girlfriend. Tell them to keep asking you to have sex with them and practice saying “no”. Each time you say “no”, give a good reason why that should not end the relationship. Write the best reasons for saying “no” below.

We should not have sex because:

1.

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8.

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# 12

## Session Twelve:



## Making Smart Choices

At this time in your life, decision making is one of the most important skills that you could possess. Stop and think about how you can be a better decision maker. Here are some tips:

**Commit!** Once you make a decision, stick to it and make it work. If you waste time wondering if you made the right decision, your focus will be on the wrong target!

**Do the Right Thing!** Look, you know what you should do. That is what causes the agony in deciding; you know the right thing and you are trying to find a way around it. Don't. Just do the right thing!

**The Best!** People always want to make the best decision, but guess what? It doesn't really exist. What you need to think about is, is it effective, will it work? Don't waste time comparing consequences!

**100% Sure!** Another time waster! You can never be 100% sure of anything. If you wait for that, you will never get anywhere!

**Think Critically, Not Emotionally!** Evaluate your decision critically, logically and rationally. Don't be impulsive or intuitive. Emotions are fine, but not at the cost of reason.



## Activity One

**THE END OF MISERY IS NOT THE END OF POVERTY.  
THE END OF POVERTY IS NOT THE END OF MISERY.  
LETS GET RID OF BOTH!!!**

1. Who are you? How do you define yourself?

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2. What do you want from life?

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3. Who will you ask to help you get what you want?

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4. Where should you go if you have problems?

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5. What if you find out you are HIV positive?

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6. Why would abstaining improve your life?

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7. What are your goals and dreams?

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8. What choices are you willing to make to achieve your goals and dreams?

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