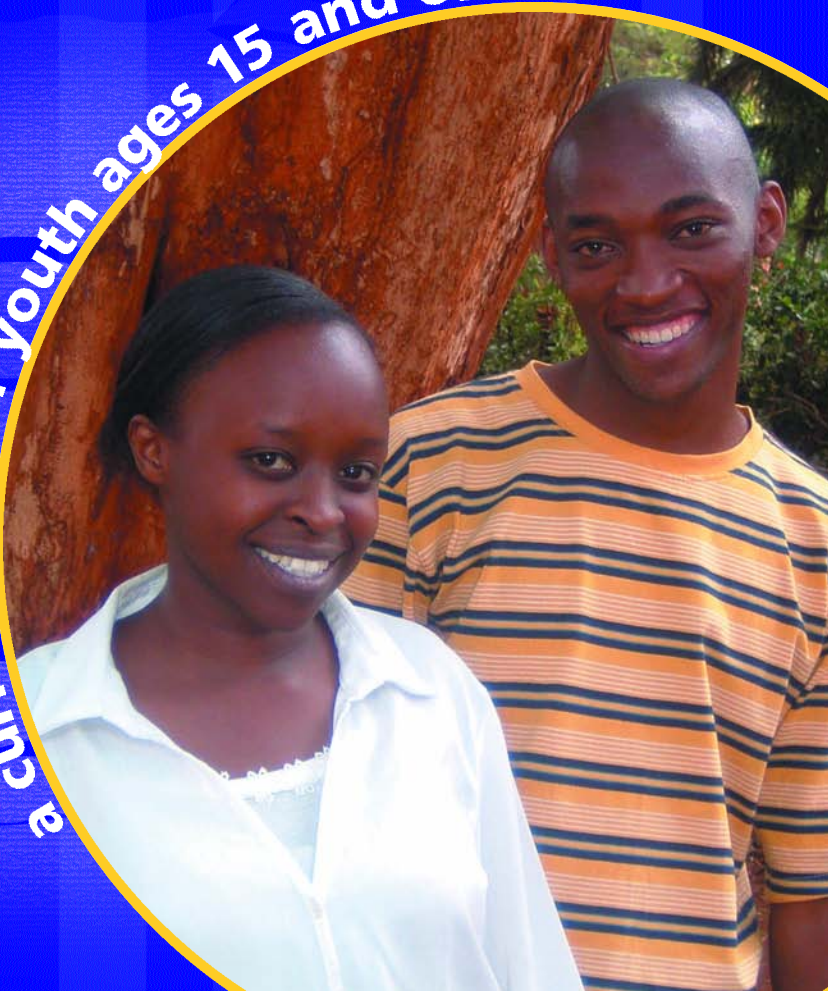


CHOOSE LIFE

Guide for Peer Educators and Youth Leaders



a curriculum for youth ages 15 and older





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FROM THE AMERICAN PEOPLE



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Guide for Peer Educators and Youth Leaders

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first edition

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Dedication

Dedicated to the many youth around the world who
are choosing life and saving sex for marriage.

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How to use this guide

Young people face many new and exciting options today, but they also face difficult choices. The consequences of these choices could lead to life and the fulfillment of their dreams or to the loss of their dreams, their health and even their lives.

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

The *Choose Life Guide for Peer Educators and Youth Leaders* provides detailed lesson plans for 12 interactive learning sessions. It uses an easy-to-follow format with many helpful reminders and notes. The activities are designed to make learning fun and active. They include stories, music and drama as well as learning games and activities.

WHO IS THE TARGET AUDIENCE?

This guide focuses on youth, male and female, aged 15 and older.

In any group, youth will have a variety of life experiences. Some have never experienced sex, others will have been sexually active by choice or by force. Some may even be HIV-positive or have an Sexually Transmitted Infection. For some, abstinence will be a new consideration. Others may already have chosen abstinence. Some may be considering abstinence but are not ready to make a commitment. Regardless of where youth are personally, this guide tries to promote positive communication and move youth towards practicing behaviors that will reduce the risk of HIV infection.

PLANNING YOUR TRAINING

Creating a good learning environment

- Meetings and learning sessions should always be held in a place where youth feel physically safe and free to say what they think and feel.
- Remember that you are a “facilitator” who is helping youth discover things for themselves. You are not a lecturer telling them what to do.
- Even when they say they wrong answers or have trouble understanding or applying what they are learning, do not make them feel as though they have failed. Always encourage youth toward a positive and truthful way.

Location and room arrangement

- Arrive at least 30 minutes before the session begins to prepare the room or space.
- No matter where the sessions take place (such as a classroom, church, or open space), do NOT set up the room to feel like a school classroom if at all possible.
- Move chairs so that the youth are sitting 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 good ventilation and protection from harsh weather like hot sun, wind, rain (even 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.

Being prepared

- Before you present it to the group, read through the entire lesson and practice it until you are comfortable.
- Have all supplies ready to pass out before you begin the session.
- Arrive early!

GUIDELINES FOR LEADING THE SESSIONS

Your role as a facilitator is to:

- Remember that you are there for the youth and the issues that concern them. Do not give orders or force your opinion. Be flexible if it seems like more time and attention needs to be given to certain topics.
- Listen first. Ask questions before you tell answers.
- Create an atmosphere of openness, trust and excitement, where youth will not be made to feel small or ignorant.
- Clearly explain what you want the group to do and let them know how long they have to do it (suggested times listed for activities will help you plan).

Things to remember:

1. **Reflect on your own life** and seek to be a positive example for the youth.
2. **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).
3. **Do not lecture** or dictate to youth. Teenagers get bored easily and need to be actively involved.
4. **Let youth discover important lessons for themselves** rather than giving them all the answers. You can help them do this by asking good questions and challenging them to try new things.
5. **Keep the energy up.** The flow between activities should be quick and without delay. Leaders should always be prepared with the next activity beforehand.
6. **Encourage participation** by youth whenever possible and involve as many different youth as possible. The youth should talk and DO more than the leader.
7. **Use small groups** for discussions and other activities. Small groups help involve all youth, build a sense of teamwork and encourage more openness for those not as comfortable in the large group. The learning sessions offer suggestions about when to use small groups.
8. **Teach from your heart.** Youth will know if you are being sincere.
9. **Encourage and praise** youth for their efforts, even when they are not perfect.
10. **Be humble.** Let the youth know that you are learning with them.
11. **Show respect** by listening and valuing their ideas and contributions.
12. **Be consistent and fair to all.** Show equal love to all, especially those who might be difficult to love.
13. **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.

See *Helps for understanding and working with youth* in the resource section for more useful information.

STRUCTURE OF THE LEARNING SESSIONS

The learning sessions offer simple and clear ways of saying things. You should make these words your own as you become more comfortable with the sessions.

The words you say to the youth appear in normal type face. Discussion questions appear in **bold**. *Italics* are used in the learning sessions to indicate instructions to you, the facilitator. You should not read these instructions directly to the youth. More helpful reminders are included in the shaded column on the left side of each page. This column is also a good place for you to write your own notes.

Each new session opens with a section called “Notes to the Facilitator” with information to help you prepare for the session. The objectives tell you what the participants should achieve by the end of the session. The “materials needed” list will remind you of what materials should be prepared before the session begins. A suggested delivery time provides an estimate of how long the session will take (these may vary depending on group size).

Finally, the activities are listed to give you an overview of what is included in the session. The “core activities” are those that are considered most important. They are highlighted in **bold** print. If time is limited then you should focus on these activities first.

Each session offers a combination of the following elements:



REVIEW

Each session begins and ends with a time for review. Starting the session with a review allows you to find out what youth remember from the previous sessions. It also benefits those who may have missed a session. At the end of the session, there is a review of the current material and the opportunity to challenge youth to apply what they are learning. These sections include a variety of activities:

Opening and closing prayer (if appropriate)



Creative Assignment - At the end of each session, a group of participants will be chosen to create a brief song, drama or poster highlighting some aspect about the lesson. They will perform their creative assignment at the beginning of the next meeting to help reinforce what they are learning.



Take Action - 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 the youth 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 front of a large group. One way to help them get the answers they need is to provide a box where youth can write down their questions privately. 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 try to make one up. Tell the youth you will try to find an answer 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.

Serial story - These stories focus on issues youth are facing and use scenes that may be familiar to youth in their own lives. Some of the same characters occur repeatedly and the story builds over each learning session.

Bible story (optional) - In church or other settings where it is appropriate to use Bible references, Bible stories that relate to the learning session are included along with discussion questions. You can read these as summarized in the session or directly from the Bible.



GAMES

Learning games and activities help youth learn by doing rather than just listening. As youth laugh and have fun, they feel more free to express their thoughts and feelings.

Warm up game - These quick games help the youth get to know one another, feel more comfortable and possibly introduce a new idea or topic.

Learning game - Learning games are designed to communicate a particular point or idea through the activity. It is very important to follow the games with discussion to be sure the youth understand the message.



LIFE SKILLS ACTIVITIES

These are interactive group activities that allow youth to practice or apply new skills and knowledge.



PRESENTATION AND DISCUSSION

These are times when you as the facilitator share some important information and lead the youth in a discussion about the topic.



REFLECTION VERSE (optional)

A verse from the Bible reinforces the messages in the session. You can also use this as a memory verse if appropriate.

ADAPTING THE GUIDE FOR VARIOUS SETTINGS

An approximate time for each activity is offered, but you can adapt the sessions to fit the time allowed. For example, if the learning sessions are implemented through schools you may need to limit the number of activities to fit into a shorter period of time. Depending on the laws about the use of religious materials in certain environments, you also may need to limit or avoid references to the Bible at schools or community-based youth clubs. These Bible references have been clearly labeled as “optional.”

FACILITATION HELPS

Participatory learning is an effective tool to help youth change their behavior. The Choose Life learning sessions are designed to help you facilitate in a participatory way. Three key skills “explain,” “discuss” and “tell a story” appear in the notes column of every session. Here are some helps that will enable you to do each one more effectively:

EXPLAIN

Although the lessons are designed to encourage the youth to speak and share, there will be times when the facilitator must explain certain concepts or directions. It is important to know how to present information clearly and in a way that keeps the youth interested. Here are some things to remember:

- Be familiar with important points so you do not have to read them word for word.
- Keep the presentation within the recommended time.
- Do not speak too quickly, because the participants will not hear what you say. Do not speak too slowly, because they might get bored.
- Look at the participants as you give the information. Even if you read the information, look up occasionally so that people do not feel ignored.
- After an important point, pause for a moment to let the audience think about it.
- Watch people for signs of confusion. If you see signs of confusion, stop and ask what questions they have.

DISCUSS

One of the leader’s most important roles is to facilitate discussion among the youth about the topics and activities presented in the learning sessions. The sessions include questions marked by the ? symbol to help you direct the discussion. Here are some important things to remember when facilitating a discussion:

Asking questions

- Ask “open questions” that ask for the participants’ ideas, opinions and experiences. For open questions, there are no right or wrong answers. Example: “What can you add to this discussion?”
- Try to avoid “closed questions” that ask for one answer - usually a “yes” or “no”. Example: “Does anyone have anything to add?” The youth might just say “no” and not tell you what they do know.
- Pause after asking a question to allow participants time to think of their answers. Look around the group expectantly as you wait for someone to answer. If no one responds, ask the same question using different words and pause again, waiting for them to answer.
- Once someone volunteers a response, do not be too quick to go on to the next question. Rather, ask if someone else has a response.
- Listen to the responses for important points and commend the speaker.
- When someone gives an answer that is clearly wrong, just continue by asking if someone else has a different answer. Do not say directly that it was wrong. When the correct answer is given, repeat it so the correct information is emphasized.
- Sometimes, the learning sessions will include “possible answers” in italics after the question. Do NOT read the answers to the group but use them to help you guide the conversation if youth are having trouble developing their own answers.

Large group discussions

- When a person speaks up, thank that person for speaking. Youth need to feel that they have been heard.
- Avoid interrupting people while they are talking. If you must interrupt someone who is talking too long, do so, but apologize.
- Try to have as many people as possible participate in the discussion. Encourage this by saying, "I'd like to hear from someone who has not spoken yet."
- Remember that for youth, speaking up in a group takes courage. Listen carefully to increase speaker's sense of confidence and safety. When people feel safe, they speak more freely, give honest answers, ask questions and, in the end, learn more.
- If a person gives a very short answer, you may want to encourage them to say more. You could say, "Tell us more about that."
- Sometimes it can be a challenge to manage the time of the sessions. You want people to feel free to talk about their thoughts and feelings but still respect time limits.

Small group discussions

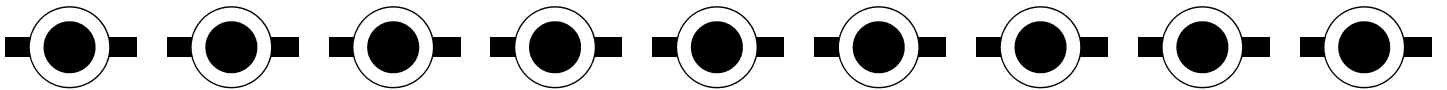
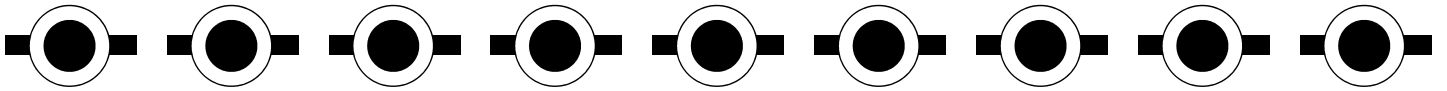
Breaking a large group into smaller groups to discuss certain questions allows more people to participate.

- The number of people in a "small group" depends on the activity. Groups of two to three are useful for sensitive subjects because even quiet people will have opportunity to speak.
- For less sensitive subjects, groups of five to eight people are appropriate.
- There are a number of ways to guide youth in forming small groups. If the subject is sensitive you can allow the youth to choose their own partners whom they will feel most comfortable sharing with. For less sensitive issues, consider forming groups using one of the recommendations in Resource Section C.
- When giving a small group an assignment, be sure that everyone understands what it will involve and how much time they have to complete it. Ask, "Is the task clear? Are there any questions?" before they begin the task.
- Small group participants should physically move so they can face each other and hear each other (not sit too close to other groups to be distracted) - encourage them to move quickly when forming groups so they stay on task.
- Walk around and spend some time listening to and observing each of the small groups during the discussion time. Assure understanding of the task, answer questions the group has, and note key discussion points. Do not interrupt the small group discussion unless necessary.
- When possible, it is good to have the small groups report highlights of their discussions to the larger groups so everyone can benefit. Have each group choose one member to report to the large group. If time is limited, ask for new ideas from each group to add to what others have said.

TELL A STORY

Stories are most effective when they are told in a way that captures the audience's attention and helps them relate to what is being shared. When telling a story:

- Know the story well and practice telling it before starting the session.
- Review the story carefully before telling it for actions or events that may be offensive or misleading to the audience. Make changes as needed.
- Use a different tone of voice for each person in the story.
- Show different feelings on your face and in your gestures, such as worry, excitement and fear that follow the story line.
- If there is time, let the youth create a drama or role play to share the story (see suggestions for role plays in Resource Section C).
- To be sure youth have understood the story, you may want to ask a volunteer to repeat the story after you read or tell it.
- Be sure to follow a story with the questions presented in the session. Most learning happens after the story during the discussion.





Being Yourself, Being Content

Notes to the Facilitator

Often teens and young adults suffer from a poor self image (what a person thinks about themselves) and need to know that they are acceptable and lovable as they are. Many are not happy with who they are or their situation. They constantly compare themselves to their peers. They want to have more money, look like movie stars, live in a different house, be more popular, be older, etc. They are vulnerable to pressures from their peers. In order to feel better about themselves or to feel accepted and admired by others, they try things even if they know it could bring them harm.

The purpose of this lesson is to help youth build self confidence, to see that it is alright to be different, and to accept and feel good about themselves. Improving self image can decrease a young person's vulnerability to poor life choices that could put them at risk for HIV.

During this learning session youth will:

1. Discover that they are unique and valued
2. Discover the negative consequences of a poor self image
3. Identify the benefits of self acceptance
4. Identify some of their good qualities and their capacities

Time: 55-85 minutes

Materials needed:

- basket or other container for "Guess Who" game
- covered box with a hole cut in the lid or a basket where youth can bring private questions

Activities (core activities are in bold):

1. **Introduction** - 25 minutes
2. **Story and discussion** - 20 minutes
3. Story and discussion (optional) - 15 minutes
4. Reflection verse (optional) - 2 minutes
5. **Review and reinforcement** - 10 minutes



INTRODUCTION – 25 minutes

Opening prayer (optional)

EXPLAIN.....

The purpose of this game is to create a friendly and open environment and have youth be encouraged in their good qualities. If the group is larger than 20 people, divide them into smaller groups

Warm-up Game: directions for the “Guess Who” game

Ask participants to write on a piece of paper something about themselves that is positive and that others may not know about them. Ask them to fold these papers and put them in a container (i.e. basket, hat). Then have each participant choose one from the container. If they pick their own they should put it back and take a new one. Allow the youth to walk around and try to find the person who matches the paper they selected. If after ten minutes everyone has not found their match, stop playing and have the group together try to decide who matches the remaining descriptions.

Alternative game:

If the group does not know one another well already, have each person choose a partner. Give them two minutes to find out these three things about their partner: 1) their name, 2) their favorite food, and 3) a person they admire. Then each person should quickly introduce their partner to the rest of the group by saying these three things. For example – “This is John. His favorite food is beef stew, and he admires Nelson Mandela.”

EXPLAIN.....

After the group is back together introduce yourself and the series.

Today and in the coming weeks, we will explore life issues that young people are facing. We will discuss your dreams for the future, choices you have to make, and changes you are going through. We will also be talking about some of the challenges that we are facing today, including sex and HIV/AIDS.

This will not be like your school classes. There will be no tests and you don’t need to take notes unless you want to. I am not here just to teach you, I am also coming to learn from you.

The important thing is that we discuss together. You must feel free to speak what is on your mind and in your heart. Whatever you want to ask, whatever you want to know, I will try to answer.



Introduce the Question Box.

You can also ask your questions privately by writing your question on a piece of paper and putting it in the question box. You do not need to include your name. I will try to answer these questions at the beginning of session each time we meet.

Depending upon the security of the box, you may want to emphasize that their questions will be kept secure and their privacy respected



SERIAL STORY AND DISCUSSION – 20 minutes

EXPLAIN.....

Change names of the story's characters to fit your context

Each time we meet I will tell you about some young people of different ages and how they are dealing with life issues. Some might be like you and some like your brothers and sisters or people you know. We will try to understand what they are going through and follow them as they make important decisions that could change their lives for better or for worse.

TELL A STORY.....

Know the story well and practice telling it before the session begins

You may also ask one of the participants to read the story to increase participation

Rebecca and Peter's stories

Rebecca is 17 years old and in secondary school. She does very well in her classes and hopes to get a spot at the university to study law. She will be the first woman from her family to attend university, and sometimes she feels burdened by the expectations her family members have for her.

Lately though, concentrating during maths class has not been so easy for Rebecca. Two weeks ago, when the teacher decided to reassign the seating positions, a boy she has been interested in all year was assigned the seat in front of her. Rebecca has to really try to listen to the lecture. Otherwise she could spend the entire class period imagining what it would be like to be his girlfriend.

As you read the story, be expressive and look up occasionally

Rebecca is pretty but does not try to draw attention to her looks. When she was younger, boys paid a lot of attention to her, but once they realized that she was more interested in studying than flirting with them, they stopped. Now she feels almost invisible to boys, and especially to the boy from her maths class. She is afraid of speaking in front of him in case she says something foolish. She does not raise her hand to answer questions because she does not want him to think she is smarter than him. When she sees him talking and laughing with other girls, she finds herself comparing the way she looks to them. She wishes her skin were as light as one or that her hair looked more like the other. Sometimes it feels like she would give anything, even her place at university, just to feel like she was attractive to this one boy who she has never even spoken to!

Peter is 15 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 tried to be seen with him and his friends as much as possible. They tease him sometimes and he's always comparing himself to them.

Now Peter finds himself wishing he wasn't just always doing what his older brother does. He wants to join the choir at church and to participate in the community drama group, but he can only imagine what David and his friends would say if he

tells them he won't be playing football after school anymore because he wants to sing and act instead. He would never hear the end of it!

DISCUSS.....

Encourage participation but do not pressure individuals to answer

Encourage youth to memorize this phrase



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



How does Peter view himself?

Responses could include: he feels inferior to his brother, he wants to do something different

There are things about you that you can change now, things you can change later, and things you cannot change.



What are some things in your life that cannot be changed now?



What are some things that you can change now?



What are some things that could change later?

Have youth choose a partner and discuss:



What are some things you don't like about yourself that others might see as positive?

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

Each one of us is special. God made us the way we are for a special purpose. But often we are not happy with ourselves and want to be like someone else. Sometimes, we do things not because we want to but just to get others to like or accept us.

Ask the group:

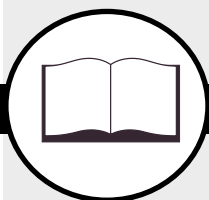


What are the benefits of being content with yourself, just as you are?



What does it mean to have respect for yourself?

Encourage participation



STORY AND DISCUSSION (optional) – 15 minutes

TELL A STORY.....

Story is from Luke 19:1-9
You can read the story from the Bible or tell it as it is here

Let's hear another story about a man named Zacchaeus who lived over 2000 years ago at the same time as Jesus.

Zacchaeus was a chief tax collector in his town and very wealthy but he was very unpopular with his neighbors. Zacchaeus was also a short man and had trouble seeing over other people's heads. He had heard that Jesus was coming to town and

wanted to see what everyone was talking about. So, Zacchaeus climbed a tall tree to get a good look. Jesus saw Zacchaeus in the tree and knew that this man needed to know that he was special in the eyes of God. Jesus said to Zacchaeus, "Zacchaeus come down immediately. I must stay at your house today."

The people saw this and began to complain because they didn't think Zacchaeus was worthy of this honor. But Zacchaeus surprised them all by saying, "Look Jesus, here and now I give half of my possessions to the poor, and if I have cheated anybody out of anything, I will pay back four times the amount!"

DISCUSS.....

Help the youth to discover from the story that when people feel that others believe they are good, it often brings out the good in them

Ask for a volunteer to repeat the main points of the story then ask the following questions or use questions of your own:

- ? **What did the people in the story think of Zacchaeus?**
- ? **What did Jesus think of Zacchaeus?**
- ? **How did the fact that Jesus accepted and honored Zacchaeus make Zacchaeus act differently?**

We can see from this story that knowing we are loved and having a good attitude about ourselves helps us do good things.



REFLECTION VERSE (optional) – 5 minutes

Psalm 139:14

"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well."



REVIEW AND REINFORCEMENT – 10 minutes

DISCUSS.....

Encourage participation, especially among those who have not yet actively participated

Ask group:

- ? **What did you learn today that could help you accept yourself the way you are?**



Take Action

This week, do one thing to encourage someone and help them feel better about themselves. Next time we meet we'll hear your stories.



Creative Assignment

Explain that each week, different people will have the chance to show their creativity by writing a song, creating a drama, designing a poster, etc. This week ask for 5-8 volunteers to create a short (5 minutes) skit about the importance of having a good self image. They should be prepared to perform their skit at the next session.

Closing prayer (optional)





Good Communication

Notes to the Facilitator

Good communication is essential for our happiness as well as our survival. A newborn baby quickly learns that crying results in action on his behalf. Being able to appropriately communicate thoughts, feelings, needs and desires is a skill that can help youth build self confidence, solve problems, resolve conflict and protect themselves from unwanted sexual advances.

Many youth are afraid to ask questions about their own sexual development or feelings and then get false information from other children or from television, music, movies, etc. Others who have been sexually abused never tell anyone about their experience because they are frightened that they have done something wrong and will be punished.

Healthy relationships and good communication involves having confidence, good verbal and non-verbal communication skills, and listening skills. The purpose of this session is to help youth develop these skills and to encourage healthy communication between their friends, families and others in their community.

During this learning session, youth will:

1. Discuss the importance of listening in good communication
2. Reflect on the importance of talking with others about matters that concern them
3. Practice a conversation that reflects good communication skills

Time: 50-90 minutes

Materials needed: none

Activities (core activities are in bold):

1. **Review:** Creative Assignment, sharing experiences - 15 minutes
2. Learning game: The Human Knot - 15 minutes
3. **Story and discussion** - 25 minutes
4. **Life skills activity** (Role Play) - 15 minutes
5. Story and discussion (optional) - 10 minutes
6. Reflection verse (optional) - 2 minutes
7. **Review and reinforcement:** Take Action, Creative Assignment - 5 minutes



REVIEW – 15 minutes

Affirm their efforts after they perform

Opening prayer (optional)



Have the drama group perform their skit on the importance of having a good self image. Remind them that they only have 5 minutes.

Ask the group:

DISCUSS.....



What did you learn from this skit?



Last week we asked you to encourage someone you know and to help them feel better about themselves.



What did you do to encourage someone else this past week?



What did another person do to encourage you?

Listen to 3 or 4 responses for each question

Encourage participation and affirm positive responses

Ask youth to choose a partner and discuss the following:



When you feel happy and content with yourself, how does that affect your actions towards others?



Answer relevant questions submitted to the Question Box in the past week.



LEARNING GAME – 15 minutes

EXPLAIN.....

If the group is large make several circles of 5-10 participants each

This game allows teams to work together and untangle themselves from a knot by listening to each other and following suggestions.

Directions for the Human Knot game

All players stand in a circle, with shoulders touching. This game has three rules:

- 1. 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.*
- 2. They must use both hands, but CANNOT hold two hands of the SAME person. Each person should be holding hands with two different people. They should not be holding the hand of the person next to them on either side.*
- 3. Everyone must listen to each other and try to coordinate what they are doing rather than just doing their own thing.*

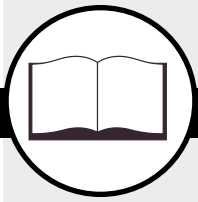
Let the group members grab hands and then say to them: Now that you are all tangled in a knot, it looks as though it could never be untied, but try it! You can move in any direction, as long as no one lets go of the others' hands. You may need to lift arms over shoulders several times and step over each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

DISCUSS..... After the knot is untangled ask the following questions:

Encourage group participation

? What do you think this game is teaching us?

? What was the importance of listening in this game?



SERIAL STORY AND DISCUSSION - 25 minutes

DISCUSS..... Today we're going to talk about good communication.

Ask group:

Encourage group participation

? What does communication mean to you?

? In what ways do we communicate with one another?

Responses should include: words (verbal), actions (non-verbal) and listening

TELL A STORY..... *Deborah's Story*

Use different voices for different characters

Deborah sat paralyzed as the door slammed and her mother walked into the house. She knew she should make a dash to turn off the TV before her mother saw what she was watching, but her panic at having been caught watching a program her parents disapproved of kept her glued to the chair.

As Deborah's mother took in the scene on the television's screen, she glared at her daughter and jabbed the "off" button. "How many times have your father and I told you that you are not supposed to watch that rubbish?"

Deborah did not respond. She got up from the chair and quietly let herself out of the house as her mother stomped into the kitchen, asking herself what the younger generation was coming to.

Deborah wandered down the dusty street. A few houses down, she spotted her friend Rachel, sitting outside sorting beans.

"Oh Rachel," she sighed. "I wish I understood this 'sex' thing. It seems like everybody my age has a boyfriend or girlfriend.

I hear all sorts of stories about it. And yet, my parents get so upset when the subject comes up and don't want to talk about it. If they only knew what my classmates tell me and encourage me to do, they probably would never let me go back to school." Deborah continued, "Rachel, do you understand all about sex? Have you tried it?"

Rachel laughed. "No, Deborah, I have never slept with a boy. Several years ago, some of the women in my church planned a special seminar for the teenage girls. We spent several days together at the church talking about what sex is and when God intends for us to enjoy it. They talked about the kinds of things that grandmothers used to teach our aunts and mothers about before life changed so much in our country. They also gave us time to ask the questions we had."

"I have so many questions," Deborah said. "I wouldn't know where to start!"

DISCUSS..... *Ask for a volunteer to repeat the main points of the story then ask the following questions:*

Encourage group participation

? Why do you think Deborah found it difficult to talk to her parents about sex?

Responses could include: she felt ashamed, and didn't think they would understand. They were not willing to open up about it.

See Resource Section C for suggestions of creative ways to form small groups

In smaller groups of 5-8 discuss:

? How easy is it to talk to your own family?

? Think about an adult who is easy to talk to. What do they do that makes it easy to talk to them?

List responses on blackboard or paper if available

After small groups have had time to discuss, ask one person in each group to share a quality that makes an adult easy to talk to with the larger group. Ask for each group to add a new idea.



LIFE SKILLS ACTIVITY – 15 minutes

EXPLAIN..... *Ask for two volunteers to role play a discussion between a youth and an adult.*

See guidelines for directing role plays in Resource Section C

Make up your own situations or choose from the following scenarios:

You want to talk to your parents or another older person about your dream of becoming a pilot or a lawyer and what it will take to achieve this.

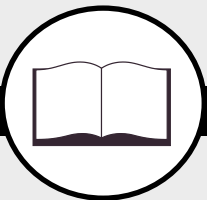
You want to talk to your parents about your teacher asking for sexual favors in order for you to pass your exams.

At the end of each role play ask the players:

? What made it easy or difficult to talk to this person?

Ask the group watching the role play:

? What examples of good communication did you see?



STORY AND DISCUSSION (optional) – 10 minutes

TELL A STORY..... Listen to this story about the daughters of a man named Zelophehad who lived long ago.

Story is from Numbers 27:1-7. You can read the story from the Bible or tell it as it is here

Zelophehad had no sons but he had five daughters. Their names were Mahlah, Noah, Hoglah, Milcah and Tirzah. When their father died, they received nothing. So they went to seek help from their leader Moses. They said to Moses, "Our father died in the desert and left no sons. Why should our father's name disappear from his clan because he had no son? Give us property among our father's relatives."

So Moses brought their case before God, and the Lord said to him, "What Zelophehad's daughters are saying is right. You must certainly give them property as an inheritance among their father's relatives and give their father's inheritance over to them."

DISCUSS..... *Ask for a volunteer to repeat the main points of the story then ask the following questions:*

Encourage participation

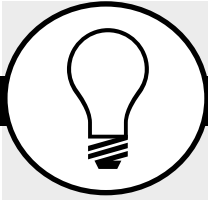
? What examples of good communication did you see in this story?

? How did using communication help Zelophehad's daughters solve their problem?

Responses could include: they stated their situation clearly and spoke the truth, Moses listened carefully to them, they were treated justly as a result.

Optional question:

? What does this teach us about how women and girls should be treated?



REFLECTION VERSE (optional) – 2 minutes

Romans 12:18

"If it is possible, as far as it depends on you, live at peace with everyone."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS..... Ask the large group:

Encourage participation

? 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.



Take Action

This week pay attention to how you communicate with others. Do these two things:

- listen before you speak
- only speak words that will build others up

Try it and see what happens. You can share your experiences the next time we meet.



Creative Assignment

Select 5-8 volunteers to form a song writing group. Ask them to create a song about the most important things they have learned in the past two sessions. They should be prepared to perform the song the next time you meet.



Remind the group about the Question Box.

Closing prayer (optional)



Making Good Choices

Notes to the Facilitator

The choices and decisions a young person makes today can change their lives completely. They need to understand that in every situation they do have choices and that their actions have consequences. Too often young people only consider short term consequences, whether they be negative or positive. They do not consider the fact that a decision they make today could have a very negative impact in the future.

Peer pressure, new feelings of desire and curiosity, can influence youth in terms of the choices they make. The purpose of this session is to equip youth to make good choices that will protect their own life, health and integrity as well as the life and health of others in their communities. This session offers a process to follow for making decisions. It encourages youth to make wise choices for their current health and happiness and in order to realize their dreams for the future.

Young people need to know that it is an exciting time to be alive and that there are options open to them that could never be considered in past generations. There are also challenges that previous generations did not have to face – the spread of HIV/AIDS, the breakdown of families and villages, the influence of media. They need to learn ways to overcome these negative influences and to avoid risky behavior that could lead to being infected with HIV.

During this learning session youth will:

1. Discover that their choices can have negative and positive consequences in the short and long term
2. Practice a method for decision making
3. Discover that life offers things to freely choose from
4. Identify pressures and influences that can result in making unwise decisions

Time: 70-90 minutes

Materials needed:

- chalk to draw on the floor or tape to mark the floor
- one blindfold
- rocks or other objects to place on the floor for the "land mine" game

Activities (core activities are in bold):

1. **Review:** Creative Assignment, sharing experiences - 10 minutes
2. **Serial story and discussion** - 15 minutes
3. **Life skills activity** - 20 minutes
4. Story and discussion (optional) - 10 minutes
5. **Learning game** - 20 minutes
6. Reflection/memory verse (optional) - 2 minutes
7. **Review and reinforcement:** Take Action, Creative Assignment - 5 minutes



REVIEW – 10 minutes

Create a positive environment

Opening prayer (optional)



Have the group that was assigned to write a song about the most important things learned in the first two lessons perform their song.

DISCUSS..... *Ask the group:*

Encourage participation and affirm positive responses



What have you learned in the past two sessions that has helped you with your daily life?



The last time we met, you were asked to think of someone you are having trouble communicating with and consider what you could do to improve your communication with that person.

Listen to several responses as time allows



What did you do to improve the way you communicate with others?



Answer questions from Question Box.



SERIAL STORY AND DISCUSSION – 15 minutes

TELL A STORY..... *David's Story*

Know the story well and practice telling it before the session

Sometimes it's hard to do what we think is right, especially if we feel most of our friends are taking the easy way out and just doing what they want.

David is the oldest child in his family; his step-father expects a lot from him but never praises him when he does well.

David is an average student in most subjects, but is very good in math. He has dreams of studying to be an accountant and working in a bank someday. David has a friend named Mark who is failing in math. Mark is one of the most popular students in the school, and Mark's father is an influential man in the community.

Try using a different tone of voice for each character in the story

The week before, Mark asked David to tell him the answers to a test that David had already taken and that Mark was just about the take. He said, "If you help me out this time, I will owe you a big favor. You know that girl you want to meet, Esther?" Mark said he would introduce David to Esther, the most beautiful girl in their school, if he helped him cheat on the test. David knew it wasn't right, but he gave Mark the answers anyway. He didn't get caught.

Another day, David promises to help his mother with the accounts from her market stall. But, Mark wants David to join him and some of his friends. "Come on David," says Mark, "Don't be a loser, it will be great. One of the guys' parents are away and we are planning to get together at his house. So we can do what we want. Esther will be there and you can check her out and see if she is really as good as they say." David looks away when Mark says this.

"You have done it with a girl, haven't you David? You're not a real man until you do. Besides, everyone is doing it these days! So, are you coming or not?"

DISCUSS..... *Ask for a volunteer to repeat the main points of the story and then ask the following questions:*

Encourage group participation

? What different choices are David faced with?

? What kind of friend do you think Mark is? Why?

Friends are an important influence in your life. The friends you choose influence the things you do and say and the way you use your time.

In small groups of four to six people discuss the following:

Create a positive atmosphere

? How do you feel when you are pressured by friends to do something you know is not right?

? What are some of the choices you are faced with?

Let participants know their concerns and opinions are valid

After five minutes, ask for one person from each group to share with the large group.



LIFE SKILLS ACTIVITY – 20 minutes

EXPLAIN..... Remember that the things you do and say cause other members of your community to either respect or to mistrust you. The way you use your time helps to determine your success at school or what you do at home. One wrong decision can change things completely.

Be familiar with the points so you don't have to read them word for word

Look at participants as you give information. Even if you are reading, look up occasionally

Decisions are not always as simple as we would like them to be. Sometimes it seems there are too many choices. Sometimes there are no good choices at all.

Here are some steps to follow the next time you are faced with a difficult decision:

Identify the problem – Take time to name and explain the difficult situation you are facing. This will help you see the whole picture more clearly.

List your options – Even though it might not always seem so, you DO have choices in every situation. Think about all the options you have and write them down. For example, in the story, David had several options: to help Mark cheat on the test or tell Mark he would help him study but not help him cheat; to go with Mark and his friends, or to stay and help his mother.

Consider the outcomes/consequences of each option - Make a list of the possible outcomes, both positive and negative. Once again write them down so you can compare the two. What are some of the positive outcomes of cheating on the test? (*Mark would introduce David to Esther.*) What were the negatives? (*He could get caught and be punished.*) Also think of the long term consequences. David has a dream of being an accountant and working in a bank. What might be the consequences if he is caught cheating in school?

What does your faith teach? – By seeking wisdom from your faith, you can find guidance for many situations. Before making a decision, take time to search for wisdom.

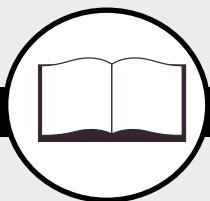
Seek wise counsel from people you respect – Take the time to talk through your different options with someone who knows you well and whom you trust, like a parent, an uncle or aunt, youth pastor or good friend. Let them ask you questions about the decision. They may suggest new options you have not considered.

Pray - Remember that no decision is too small to bring before God in prayer. Do not worry if you do not hear the answers you think you should or that others do. Continue to seek and your questions may be answered in ways that you do not expect, such as through changes in circumstances, changes on your outlook on things or changes in other people in your life. Sometimes the answer might be "no" or "not yet."

Decide and act - When you think you have arrived at the best decision go forward.

See diagram at the end of this session and draw this diagram with chalk on the floor, trace it in the dirt outside, or use a long piece of string and pieces of paper to make the outline.

Allow time at each step for discussion and additional comments from the group. Comments for each step can be written on blackboard or piece of paper



STORY AND DISCUSSION (optional) – 10 minutes

TELL A STORY.....

Story is from Genesis 39: 1-23. You can read the story from the Bible or tell it as it is here

This story is about a young man named Joseph who lived long ago. Joseph had to persevere through many difficulties. First of all, Joseph's brothers were jealous of him and sold him as a slave to a rich and powerful man named Potifer. Potifer's wife was full of desire for young Joseph because he was strong and handsome, and she wanted to have sex with him.

Joseph knew this was not right and refused to have sex with her. She asked again and again and he always said, "No." This made Potifer's wife angry so she tricked everyone and said that Joseph had tried to force her to have sex with him! Potifer believed this lie and put Joseph into prison. But Joseph's story didn't end there. Because Joseph did the right thing, he later became the most important man in the land next to the king. In later years, when Joseph's family was suffering from a famine in his homeland, he was also able to save the lives of his father and his brothers as well as their families and cattle.

DISCUSS.....

Encourage group participation

If there is time, ask for volunteers to share the answers with the large group

Ask for a volunteer to repeat the main points of the story then ask the following questions:

? Why do you think Joseph made the decision he did?

? What were the short and long term consequences of Joseph's decision?

In small groups of 4-6 people discuss this question:

? What could you do if someone wants you to do something that you know is not right?



Make it large enough for a person to stand in each square. Collect stones or other objects to represent the Xs.

EXPLAIN.....

If the concept of a minefield is not understood in your area, you can substitute something else like crocodiles in a river or other dangers that surround them

Very often the youth will get excited and yell their instructions all at once so that the blindfolded person cannot hear anything. If this happens suggest that the "crowd" gives their instructions one at a time

Say to the group:

Think about the pressures you feel in your life and what is influencing you. Sometimes life can be like a minefield. We feel as though every step we take, every decision we make, can be dangerous and affect our future. And there are so many voices trying to tell us what to do – our parents, teachers, friends, boyfriends and girlfriends, brothers and sisters. Some of them give us good advice, and some of them try to lead us to do things that are bad for us. It can be very confusing.

Let's play a game that reflects this. Let's pretend this grid is a minefield. Where we place a stone indicates a difficulty or problem we face.

Directions for Minefield Game

Ask participants to name some things that represent challenges they might face, for example, having sex with a boyfriend or girlfriend, getting pregnant, dropping out of school, getting drunk, being in an accident, stealing something.

For this game, choose one volunteer. Let him or her be blindfolded, then move the objects on the grid so they do not know where the mines have been placed on the grid. Have the other players stand around the square. These players represent the people in this blindfolded person's life such as parents, brothers, sisters, friends, boyfriends, girlfriends, school mates.

These people should begin yelling instructions at the blindfolded person on how to get through the maze without stepping on a mine (X). Some people should yell the right things, some the wrong, and the blindfolded person must try to make their way through the minefield safely using their instructions.

Let 2-3 people try it blindfolded, and encourage the surrounding "friends and family members" to yell both correct and incorrect directions.

		X	X	X
X	X		X	X
X		X		
	X	X		X
X			X	X
	X	X		

DISCUSS.....

Encourage group participation

Listen to several responses

EXPLAIN.....

Speak clearly so all can hear

Be enthusiastic

Ask those who were blindfolded:

? How did it feel to go through the minefield?

Ask the others:

? How did it feel to be the person on the side yelling instructions?

? Did you feel bad when the person made a mistake?

When we are confused by the many voices around us, we can feel like giving up.

Ask the group:

? What can we do when we feel like giving up?

In pairs or small groups discuss:

? What are some difficult challenges and obstacles you have faced in life?

After groups have had several minutes to discuss this question say:

Every day we are faced with decisions about right and wrong. Sometimes we make the wrong decisions; sometimes we make the right ones. Often there are people around us trying to influence us. But we have to persevere and try to find our way through despite all of this. Here are some things that may help you:

Realize it's not going to be easy. Physical urges, curiosity, music, and the pressure from other people will constantly tempt you to ignore your values and the consequences.

Choose friends that share your values to support you. If you always go around with people who are sexually active, you're more likely to give into pressure.

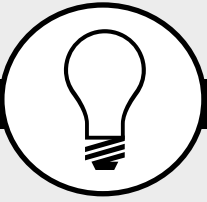
Be prepared to say no. Regardless of who you or your friends are, you are going to feel pressured to go along with what others are doing. You need to be prepared and practice different ways to say "no" to negative peer pressure. Be prepared to give one or two reasons for your refusal.

Communicate your decisions clearly. If someone pressures you to do something you don't want to do, speak in a confident but not angry tone and with love and respect. You may need to repeat yourself over and over as people try to find different ways to convince you. Be brave enough to walk away from a bad situation and from those you love. "You don't respect my values, my body, or my life, so I'm leaving."

Be yourself. Remember that sometimes people talk big just to gain recognition. If they pressure you to try something because "everyone is doing it," they may not have done "it" themselves.

Ask group:

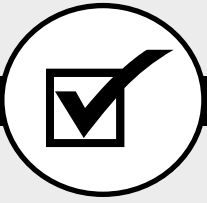
? What other things can you do to help make good decisions?



REFLECTION VERSE (optional) – 2 minutes

Jeremiah 6:16

"This is what the Lord says: Stand at the crossroads and look; ask for the ancient paths, ask where the good way is, and walk in it, and you will find rest for your souls."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS..... Ask the group:

? What did you learn today that will help you in the coming week?

Review the steps for decision making. Then say:



Take Action

When faced with a difficult choice this week, use the steps for making a decision before you act. Next week be ready to talk about a good decision you made during the week and the results of that decision.



Creative assignment

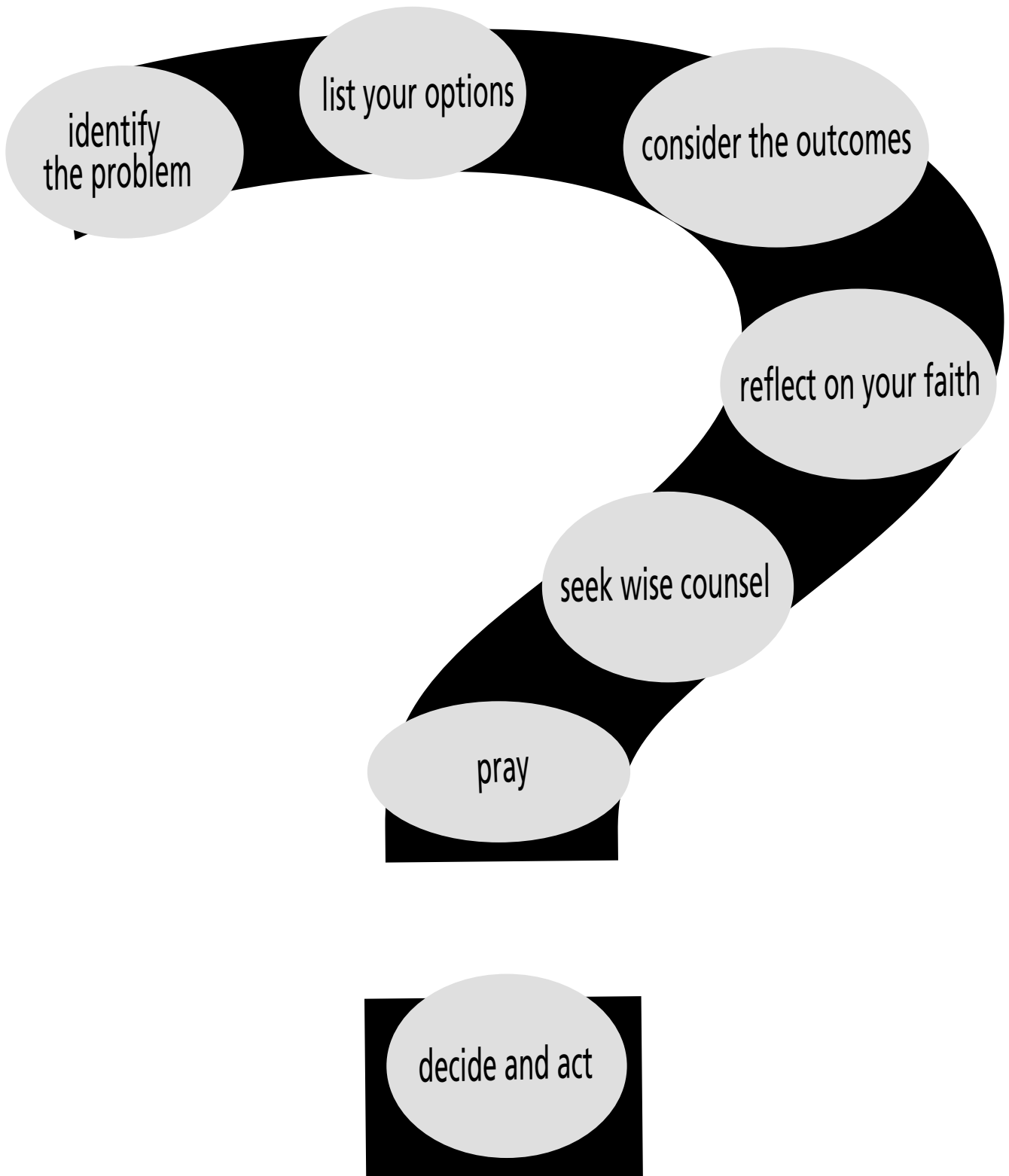
Ask for volunteers to prepare a short (5 minute) skit to perform the next time the group meets on the topic they discussed earlier: "What could you do if someone wants you to do something that you know is not right?"

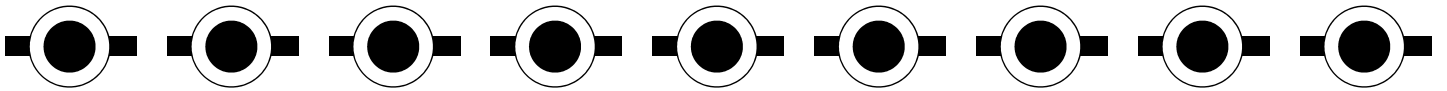
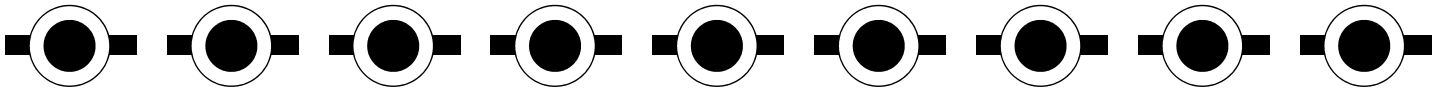


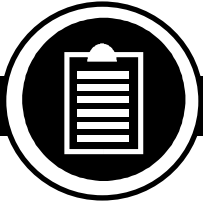
Remind group to put their questions in the box.

Closing prayer (optional)

Steps for Decision Making







Understanding Sexuality

Notes to the Facilitator

Sexual temptation and social pressure are very real forces that affect all of us. How can youth abstain from sex until marriage and remain sexually pure in the face of such challenges? Young people need to understand that sex is a special gift created by God to intensify the bond between a man and a woman in a way that nothing else can. They need to see that their sexuality is more than simply the physical act of sex, but that it also involves mental, emotional and spiritual expressions of what it means to be male and female. The concept of sexual purity and saving yourself for your life partner is introduced in this session and continues in the next session. The purpose of these next two sessions is to encourage youth to value sexual purity and to hold out for the ultimate expression of physical sex with their life partner, the one they will promise to love forever. You may want to separate boys and girls for this session if you think it will improve openness.

During this learning session youth will:

1. Discuss what sex means to them
2. Examine the different aspects of their sexual nature
3. Identify reasons that married and non-married people choose to have sex
4. Identify reasons for saving themselves for their life partner

Time: 70-75 minutes

Materials needed: none

Activities (core activities are in bold):

1. **Review:** Creative Assignment, share experiences - 10 minutes
2. **Presentation and discussion:** Sex and sexuality - 20 minutes
3. **Serial story** - 20 minutes
4. **Presentation and discussion** - 15 minutes
5. Reflection/memory verse - 2 minutes
- 6 **Review and reinforcement:** Take Action, creative assignment - 5 minutes



REVIEW – 10 minutes

Create a positive environment

DISCUSS.....

Encourage participation and affirm positive responses

Listen to several responses as time allows

Opening prayer (optional)



Ask the group who had the assignment to perform the skit they developed. What could they do if someone wants them to do something that they know is not right? Remind them they only have 5 minutes to perform the skit.

Ask the group:



What choices did you face this week and how did you handle them?



The last time we met you were asked to apply steps to a decision you needed to make.



What good decision did you make and what were the results?



Answer questions from Question Box.



PRESENTATION AND DISCUSSION – 20 minutes

DISCUSS.....

You may want to separate boys and girls for these discussions

This question may be hard for youth to answer. If so, try asking "What have you heard people say about sex?"

Remember the story last week about David and Esther? David considered having sex with Esther. Today we are going to talk together about sex. Even if you haven't already faced decisions about sex, this is a subject that concerns us all.

Break into groups of three to six. Ask youth to discuss the following in their small groups first and then share with the large group:



What is sex?

Answers may include what sex is or the reasons for having sex. Let youth share whatever thoughts they have. For boys: some say you should have sex to prove you are a man; some say you will go mad if you don't have sex. For girls: some may say that older boys and men say they want to show us what it's all about; some say it's good to practice before you get married.

Depending on their responses and the age of the group, you may want to give this description of sex:

Sex is a physical act when a man's penis enters a woman's vagina. As a man and woman begin touching and kissing, their bodies begin to respond in preparation for sex.

Groups of four to six are best for this discussion but if your group is large, increase the group size up to ten

Remember, do NOT read answers to youth. Wait to hear what ideas they have first. Only add as needed

The man's penis becomes hard and long, while the woman's vagina begins to secrete mucous to help the penis 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.

Divide the following questions and assign them to the small groups so that at least one group is discussing each question:

? What are the reasons married people have sex?

Responses could include: having children, satisfying your body, strengthening relationships between two people, etc.

? Why do some unmarried young people have sex?

Responses could include to satisfy desire, for experience, for pleasure, getting free gifts, being accepted by peers, feeling loved, fun, prove manhood or womanhood, stress reliever, competition, seduction/flirtation, curiosity, drugs, lust, etc.

? Why do some young, unmarried people choose to wait to have sex until they are married?

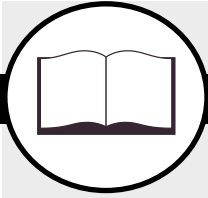
Responses could include: fear of getting diseases like HIV/AIDS, pregnancy, want to save sex for marriage, etc.

Allow the youth to discuss the question for several minutes, then make a list by asking one group to report and let other groups who discussed this same question add more to the list.

Think for a moment about you own life. Maybe some of you have already had experience with sex, some of you may have committed to wait until marriage to have sex, some of you may just be thinking through these things.

Do not have youth answer the following questions out loud, but to think for themselves:

- If you have had sex are you feeling proud about this or good? Or are you feeling ashamed, regretful or bad?
- If you have not ever had sex, are you feeling good about it, or are you feeling down or bad that you haven't had sex?



SERIAL STORY – 20 minutes

TELL A STORY.....

Be familiar with the points so you don't have to read them word for word

Look at participants as you tell the story. Even if you are reading, look up occasionally

Rachel's Story

After many heartbreaks, Rachel finally found the man she had been waiting for 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. Or at least she thought it was love. When she went to the market, he was there, and he always found a way for them to get away from the crowd and talk together. When she walked home from school, he followed her. When they were together he would tell her how much he needed her and that someday they would marry. Finally, he told her that if she really loved him, she would not hurt him any longer but she would share herself with him. She had resisted his pleas for a long time, but finally she had felt such a desire within herself that she could not hold back any longer.

Once he was with her on the bed, it was as if he changed and become another person. She did not know what to do, and she was scared. But that wasn't all that changed. The next day, he acted like he didn't know her and before long Rachel saw him with another girl. Rachel's 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 be sure to 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 let her teacher do what he wanted with her.

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 they would leave her soon after or not be faithful to her.

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

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

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

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



PRESENTATION AND DISCUSSION – 15 minutes

EXPLAIN.....

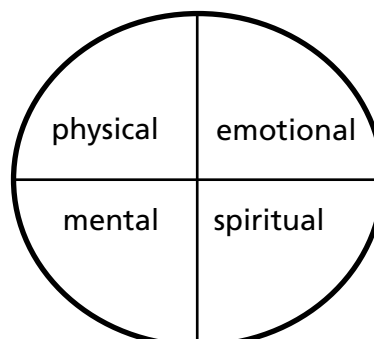
When you first hear the word “sexuality” the first thing that comes to mind is probably sex. While this sex act is an important aspect of sexuality, it alone does not define sexuality.

? Rachel was affected in many ways when she had sex. What are some of the ways talked about in the story?

Tell youth to draw a circle. Divide it into four parts. Draw one on the blackboard or flip chart along with them.

We have a physical side, but we also have emotions, and a spiritual and mental side. These four aspects are part of what makes us human. All four parts come together to make us whole and complete.

You can write each aspect (physical, emotional, mental and spiritual) in the sections of the circle or create a symbol for each section.



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

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 an 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.

But having sex without this commitment can be painful and destructive in many ways.

DISCUSS.....

Let's look again at Rachel's story.

Ask the group:

? How did having sex before she was married affect Rachel physically?

Responses could include: she developed STIs and couldn't have children.

? How did having sex before she was married affect Rachel emotionally?

Responses could include: she felt unloved, she lost confidence in herself, she tried hard to get boyfriends, she was heartbroken many times.

? How did having sex before she was married affect Rachel mentally?

Responses could include: her grades suffered, she couldn't concentrate, she made bad choices.

? How did having sex before she was married affect Rachel spiritually?

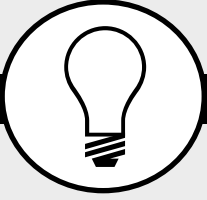
Responses could include: she felt separated from God, she was ashamed to go to church.

In small groups discuss the following:

? How can young people have a relationship with the opposite sex and not get sexually involved?

After the groups have discussed this for several minutes, ask for their ideas.

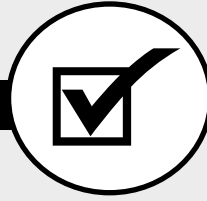
To save time let one group report and make a list, then ask other groups if they have anything to add to this list



REFLECTION VERSE (optional) – 2 minutes

Jeremiah 29:11

"I have plans for you, plans to prosper and not to harm you, plans to give you hope and a future."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS..... Ask the group:

? What did you learn today that will help you in the coming week?



Take Action

During this week, make a list of the qualities that you would like your future marriage partner to have. For example, kindness, patience, strength, etc. Be ready to share next week.



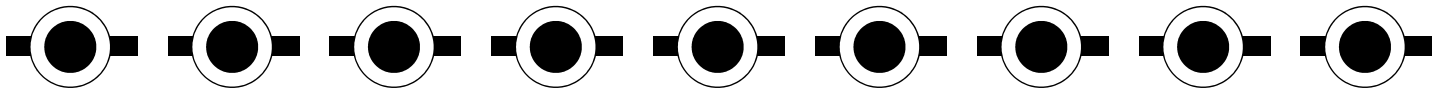
Creative assignment

Ask a small group of participants (different than the last groups) to design a poster (or write a song) about reasons to save yourself for your life partner.



Remind group to put their questions in the box.

Closing prayer (optional)





Sexual Health

Notes to the Facilitator

This session continues to help youth understand that their body is wonderful and that they should protect it and save sex for marriage. As you describe changes in the body, it is also important for youth to understand that their responsibilities and life challenges are changing as well and that they will need to use self control in new areas of their life. The concepts of the different aspects of our sexual natures and responses are reinforced again in this session as well as the principle that they are not yet emotionally and physically ready for having sex, starting a family, or living on their own.

As you discuss sexuality, be sure to introduce abstinence as a healthy and natural part of sexual development rather than a punishment youth must endure until marriage. Youth also are given the opportunity to discuss ways to have a relationship without sex.

You may want to separate girls and boys for this session (depending on their ages) because they will be freer to discuss the issues. Remember to encourage them to put any questions they would prefer to ask privately in the Question Box.

During this learning session, youth will:

1. Identify the physical changes that occur during puberty
2. Determine the appropriate time to be sexually active in a love relationship
3. Identify reasons for saving themselves for their life partner
4. Identify ways young people can have a relationship without having sex

Time: 50-65 minutes

Materials needed:

- copies of Rebecca's letter to hand out

Activities (core activities are in bold):

1. **Review:** Creative Assignment, share experiences - 10 minutes
2. Warm-up game - 10 minutes
3. **Presentation and discussion:** changes during puberty – 10 minutes
4. **Story and discussion** - 25 minutes
5. Reflection verse (optional) - 2 minutes
6. **Review and reinforcement:** Take Action, Creative Assignment - 5 minutes



REVIEW – 10 minutes

Opening prayer (optional)



Ask the group to present their poster or song based on "Reasons to save sex to share with your life partner." Allow time for questions from the group as well.

DISCUSS..... Ask the group:

Encourage participation and affirm positive responses



What did you learn in the last session that has helped you in the last week?



The last time we met you were asked to think of the qualities you would like to have in the person you marry one day.



What are some of the qualities you selected and why?



Answer questions from the Question Box.

Listen to several responses as time allows



WARM UP GAME – 10 minutes

EXPLAIN.....

If the group is older, you may not want use this game. If they are younger, divide them by gender - boys in one group, girls in other - to play the game and for the presentation that follows

Directions for "Quick Change" Game

Each player selects a partner. Both partners face each other observing clothes, hair, accessories, etc. Next, partners turn their backs on each other and make three changes in their personal appearance such as mis-buttoning a button, moving a bracelet, rolling up a sleeve and so on. When both are ready, they turn around and each tries to identify the changes the other has made. Have players switch partners and make four changes this time. Keep switching partners and adding to the number of changes as time allows. Eight changes are usually the most that people can remember.



PRESENTATION AND DISCUSSION – 10 minutes

DISCUSS.....

You may want to ask different questions depending on age of group

We experience many changes between the ages of 12-21. These changes signal the transition from childhood to adulthood. We change both physically and emotionally.

? Why is it important for a person to know about these changes before they happen?

EXPLAIN.....

Be familiar with the points so you don't have to read them word for word

Your body begins to undergo various changes when you reach a stage of development called "puberty." These changes are totally normal.

The timing and changes are different for boys and girls.

For Girls

- 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. 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 best prepared to carry a baby until she is at least 18-20 years old, has finished developing physically, and is also more mature emotionally. Just like a young tree is not ready to bear fruit, a young girl's body is not ready for sex and pregnancy. In fact, having sex before the body is fully mature can damage a girl's health.

For Boys

- 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 might wake up to find the bed sheets are wet. This is normal and not controllable.

Look at participants as you give information. Even if you are reading, look up occasionally

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 of the same age. 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 will change at eleven or twelve. Contrary to the beliefs of some, the size of the penis has no relation to his worth as 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 been created unique.

Along with the changes in the body come changes in feelings. Here are some things others have experienced:

- New feelings about the opposite sex
- Emotions going up and down
- Feeling insecure and needing more encouragement
- More sensitive to embarrassment

There is a purpose and plan for each of us, but there is a time and place for this plan to unfold. Just as you cannot force a flower bud to open before it is ready, we should not rush this plan.

Emotionally and mentally, you are being prepared to be able to live apart from your parents and be committed to a husband or wife for the rest of your life. Physically you are still being prepared for motherhood and fatherhood.

Boys and girls are curious and want to experiment with sex, but first they should ask themselves these questions:

- Am I ready emotionally for marriage and raising children?
- Could I attend school without my parents support?
- Do I have money to pay for clothes and food and shelter for myself as well as a wife and a child?
- Does having sex put me at risk for getting AIDS or other sexually transmitted diseases?



SERIAL STORY AND DISCUSSION – 25 minutes

TELL A STORY.....

Be familiar with the story so you can tell it in your own words

Rebecca's Story

Rebecca is a pretty girl and popular at her school, but these days she feels as though everything is changing around her, and she is often confused about what she should think and what she should do.

A friend told her how great sex was and made her feel stupid because she is a virgin and thinks she doesn't know anything about sex.

Rebecca has dreams of being married and having a family one day. But what should she think about boys and sex until then?

Use different voices for different characters

She remembers a young married couple at her church. Mary and Paul spoke to her youth group once and said that if any of them ever wanted to talk about any questions they have, they would be happy to talk to them.

There was something special about the way they acted toward each other and Rebecca thought that she would like to have a marriage like theirs some day. Rebecca had many questions that she knew she would be too embarrassed to ask like, did they have sex before they were married?

The next time Rebecca saw Mary, she asked if she could speak to her sometime. Mary was quick to invite Rebecca to come home with her after the Sunday service.

Mary made Rebecca feel very comfortable so it was easy for Rebecca to be more open than usual. "You and Paul seem so happy together," Rebecca said to Mary when they were alone. "What is your secret?"

"Paul and I not only love one another, but we also trust each other," explained Mary. "When Paul and I were engaged, we were tempted to have sex, but we had seen many of our young friends break up after they had sex. It was a painful process and it seemed to happen over and over."

"Paul said he loved me very much and we would never break up, but I said, 'If that's the truth, then prove that I'm worth waiting for! Let's wait until we're married to have sex.' It was often very hard to keep that decision, but it's a decision we've never regretted."

"We see so clearly now, that when a man and woman join their bodies physically, there is also an emotional, mental and even a spiritual connection. We are affected on all of these levels. Sex goes together with love. Love is the design of God. But when sex is only for the moment and not about love, that's when we get bad results."

Rebecca thought about all the girls and boys who were having sex and claimed to love each other and then left each other soon afterward.

"We believe what it says in the Bible about a man and woman becoming one when they marry. Sex is for having children, yes, but it is also a wonderful experience. It is the glue that holds a marriage together. It's like a piece of tape when you put the sticky sides together. It makes a firm bond. And the bond is firmer if the tape is only used once. Paul and I have only had sex with each other. Some might think we are missing something, but actually, it gives us great freedom."

"Freedom? What do you mean?" asked Rebecca.

"One reason we are so happy," said Mary, "is that our consciences are clear and we don't compare each other to someone else. It makes our emotional bond even stronger. And also with so many people having AIDS and STIs, we don't have to worry. We know we don't have it because we have only had sex with each other, and we have both decided to stay that way the rest of our lives."

She continued, "Even though we had strong urges before we were married, we were thankful that we waited. We see now that there was a purpose for the desire we felt. It was so that we can have a stable relationship, a safe and positive home to raise and care for a family. Paul and I are the best of friends and want to help each other realize our dreams."

When Rebecca left Mary and Paul's house, her mind was racing. She knew she wanted what Mary and Paul had together and was willing to wait for it. It all made sense to her. When she got home she wrote this letter to herself:

*Rebecca's letter to herself*¹

"God loves and values me. I am special and somewhere out there is a man that I want to spend my life with. I know I want to have a marriage that is based on love, trust, respect, and commitment. On our wedding day, I would like to give him the gift of my sexual purity. That will be my way of saying, 'I love you so much that I loved you even before I met you. I saved myself and my sexual passions just for you.' I dream of a wedding night where our bodies will express the commitment we make in the wedding ceremony. I dream of having a life-long adventure of sexual closeness which won't be ruined by my memory of other sexual partners or disease or regret. I want this, and I choose this today!"

DISCUSS.....

Ask for a volunteer to retell the main parts of the story before asking the following question in the large group:

Encourage participation

? What do you think about Rebecca's decision to wait until marriage for sex?

Form small groups of 5-8 people depending on the total group size

Form small groups and have youth discuss the following two questions. Then come back together as a large group to have one representative from each small group share their answers.

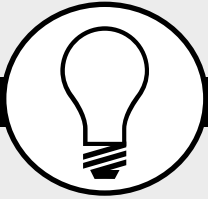
? Why shouldn't we follow our desires and have sex whenever we want to?

Responses could include: sex was created to bind man and woman together in marriage. There can be negative consequences if we have casual sex outside marriage like pregnancy, STIs, AIDS.

When debriefing with large group, ask small group representatives to only offer new information, not to repeat what others have said

? If you make a decision to wait until you are old enough and ready to be married before you have sex, what will you gain?

Responses could include: we would have no worries about heartbreak, pregnancy, STIs; it honors God.



REFLECTION VERSE (optional)– 2 minutes

Genesis 2:24

"For this reason a man will leave his father and his mother and be united to his wife, and they will become one flesh."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS.....

If possible, give each group member a copy of Rebecca's letter as an example

Ask the group:

? What did you learn today that will help you in the coming week?



Take Action

This week, write a short letter to yourself about your dreams for the future. Take this letter home and put it in a safe place. Bring it out and read it again in a year's time, or whenever you need encouragement. Share it with a friend if you want to.



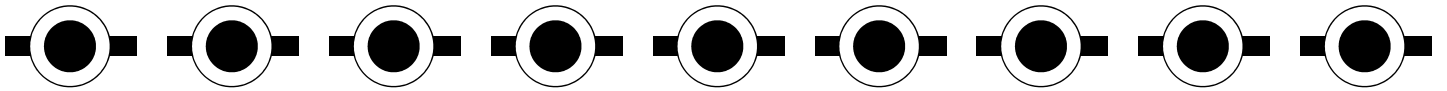
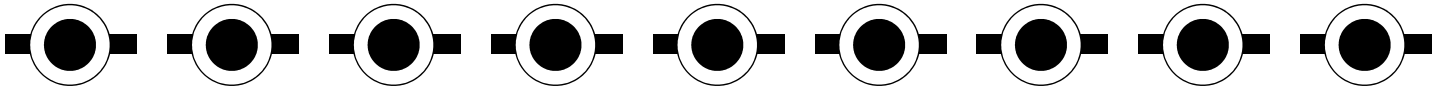
Creative assignment

Ask for volunteers to prepare a short (5 minute) skit to perform the next time the group meets on the topic they discussed earlier: "What could you do if someone wants you to do something that you know is not right?"



Remind group to put their questions in the box.

Closing prayer (optional)





Consequences of Misused Sexuality

Notes to the Facilitator

After giving youth a process for decision making and discussing their understanding of sexuality in previous sessions, this session focuses on what happens when sex is abused and misused. When boundaries for sex and sexuality are not considered, there are certain risks and negative consequences. The purpose of this session is to make youth aware of the risks associated with pre-marital sex and to reinforce reasons for saving sex for marriage. They are also given the opportunity to explore the issues of sexual abuse, abortion and gender differences in the light of responding to unmarried pregnancy. If there are local organizations or special services for young pregnant girls or single mothers in your area, you should also provide information about these and bring them into the discussion at the appropriate time.

During this learning session youth will:

1. Analyze the risks and consequences of pre-marital sex
2. Define sexual abuse and its impact on the victims of abuse
3. Reflect on how the consequences of misused sex are different for boys and girls
4. Analyze how misused sex can effect them physically, emotionally, mentally and spiritually
5. Review the benefits of saving sex until marriage
6. Identify ways to prevent sexual abuse

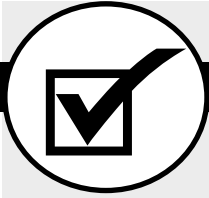
Time: 45-75 minutes

Materials needed:

- 6 long pieces of fabric to tie legs, arms and use as blindfold

Activities (core activities are in bold):

1. **Review:** Creative Assignment, share experiences - 10 minutes
2. **Story and discussion** - 20 minutes
3. Life skills activity - 10 minutes
4. Story and discussion about sexual abuse (optional) - 15 minutes
5. **Presentation and discussion** - 10 minutes
6. Reflection verse (optional) - 2 minutes
7. **Review and reinforcement:** Take Action, Creative Assignment - 5 minutes



REVIEW – 10 minutes

Create a positive environment

Opening prayer (optional)



Have group perform a skit about what to do if someone is pressuring you to do something you know is not right.

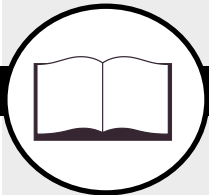
DISCUSS..... *Ask the group:*



How has anything we have learned together helped you in your daily life?



Answer questions from Question Box



SERIAL STORY AND DISCUSSION – 20 minutes

TELL A STORY.....

Sarah's story

Sarah sits with tears streaming down her face in her darkened hut. Usually she goes the market with her mother on Saturdays, but today Sarah did not feel well at all. In fact, she felt sick and tired most of the time. Sarah was pregnant and she didn't know what to do.

Practice telling the story before the lesson begins so you feel comfortable

When she told her boyfriend James that she was pregnant, he would not even accept that she was carrying his child. He said, "How can I trust you? You have probably been seeing other boys, and you are just saying it is my child to trap me."

Sarah was stunned when he said that to her. She thought he really loved her. He was always telling her he did, and that he wanted to be with her forever. Sarah had always wanted to be a mother, but now she was pregnant long before her heart or her body were ready to be. When she pleaded with James not to leave her, he told her she must go for an abortion. He said he knew a woman who performs abortions in secret and she should go there.

But this thought frightened Sarah. She did not want to harm herself or her baby.

This was not the first time Sarah had been hurt deeply because of sex. When Sarah was a small girl, her uncle forced her to have sex with him when they were alone together.

It was very devastating to her, and she never spoke to anyone about it. After that she always felt bad about herself. Her parents never encouraged her very much anyway. She felt very insecure around people, especially boys. When she met James, she quickly gave in when he insisted that they have sex. She did not know how else to make him love her.

And now, what would her parents say? She knew she would be bringing shame to her family. And worse yet, would she ever be able to find a good husband? All the boys seemed to want to play around with the girls, but none of them wanted to marry somebody who had a child.

DISCUSS..... *Ask for a volunteer to repeat the main points of the story and then ask the following questions.*

Depending upon the age of the youth, you may want to use small groups to discuss these questions

? Sarah and James had sex together, but James treated Sarah differently when she became pregnant. Why?

? What does your faith say about abortion?

? What is meant by the term "sexual abuse"?

? The story said that Sarah's uncle forced her to have sex with him when she was a child, how do you think this affected her emotionally later in life?

? Who could Sarah talk to about her problem? What would you do if you were in Sarah's situation?

You may want to mention groups in your area that help young pregnant girls and single mothers and groups that address issues of sexual abuse and violence.



LEARNING GAME – 10 minutes

EXPLAIN..... **Directions for "Handicap" Game**

Explain that we all have physical (our bodies), mental (our minds), emotional (our feelings), and spiritual (our faith) parts that together make us who we are as human beings. When we take a particular action or get involved in a relationship, all the different parts are involved and affected. To be healthy, we must care for all four parts of who we are.

Ask for four volunteers. Tell the group that each of the four volunteers represents a different part (assign each volunteer a different part). Together they represent one complete person.

Say, "We are going to consider how misused sex can affect each of the parts. We will show the negative effects by limiting each person's ability to use a part of their body."

Stand next to each volunteer as you read the following scenarios to the group

You may want to leave the paralyzed person in a chair and have the others push him or her. They must all work together and be involved in carrying out the task

DISCUSS.....

Say to the volunteers, "All of you together represent one young person who, like Sarah in the story, who had sex with their boyfriend or girlfriend."

Physical: You are now at risk of infection from many different STIs and also early pregnancy. We will represent this by you not being able to use one of your legs.

Tie this person's leg up with one of the cloths.

Emotional: You are now carrying the burden of all of the emotional consequences of the misuse of sex. You are anxious about pregnancy and STIs, you are worried about whether or not your partner will really stay with you, you wonder what your parents will say if they find out and what others will think of you. So you are completely paralyzed.

Tie this person's legs so they cannot move them and put them in a chair.

Mental: You are worried and distracted at school because you keep thinking about what happened and what the consequences might be. It is affecting your performance at school. So, you will be blindfolded.

Blindfold this person.

Spiritual: Engaging in sex outside of marriage has affected your faith. You now often feel guilty, afraid and distant from God. You have forgotten that he still loves you in spite of your behavior. We will represent this by completely restricting your use of your arms.

Tie the arms of this person behind them.

Now assign the group a task (sweep the floor, move a chair from one end of room to other, etc). Tell them that all four must do the task by working together, even though their movement is limited.

After the task is complete, remove all the handicaps and let the four perform the task again.

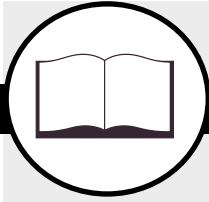
Ask those involved in the activity after they do the task the second time:

? How did it feel to perform this task with all the handicaps?

? How did it feel to do the task without the handicaps?

Discuss in small or large group:

? How can having sexual relations before you are married handicap you and prevent you from living your dreams for the future?



STORY AND DISCUSSION (optional) – 15 minutes

TELL A STORY.....

Story is from II Samuel 13: 1–29. You can read the story from the Bible or tell it as it is here.

David was a very powerful king of the land of Israel. David had a son named Absalom and a beautiful unmarried daughter named Tamar who was a virgin. Amnon, David's son by another mother, fell in love with her, even though she was his half sister. He was so much in love with her that he became sick because it seemed impossible to have her.

Amnon's cousin, a man named Jonadab said to him, "You are the king's son, yet day after day I see you looking sad. What's the matter?"

"I'm in love with Tamar, the sister of my half brother Absalom," Amnon answered.

Jonadab said to him, "I have an idea. Pretend that you are sick and go to bed. When your father comes to see you, say to him, 'Please ask my sister Tamar to come and feed me. I want her to fix the food here in my room and then serve it to me herself.'"

This seemed like a good idea, so Amnon pretended that he was sick and went to bed. King David came to see him, and Amnon said to him, "Please let Tamar come and make a few cakes here where I can see her, and then serve them to me herself."

So David sent word to Tamar to go to Amnon's house and fix him some food. She went there and found him in bed. She made some cakes there where he could see her. Then she baked the cakes and emptied them out of the pan for him to eat, but he would not eat the cakes.

Amnon sent everyone else away. Then Amnon said to Tamar, "Bring the cakes here to my bed and serve them to me yourself." She took the cakes and went over to him. As she offered them to him, he grabbed her and said, "Come to bed with me!"

"No," she said. "Don't force me to do such a degrading thing! How could I ever hold up my head in public again?" But he would not listen to her, and since he was stronger than she was, he overpowered her and raped her.

Then Amnon was filled with a deep hatred for her. He hated her now even more than he had loved her before. He said to her, "Get out!"

"No," she answered. "To send me away like this is a greater crime than what you just did!" But Amnon would not listen.

He called in his personal servant and said, "Get this woman out of my sight! Throw her out and lock the door!"

The servant threw her out. Tamar sprinkled ashes on her head, tore the sleeves of her royal robe, and went away crying with her face buried in her hands.

When King David heard what had happened, he was furious. And Absalom hated Amnon so much for having raped his sister Tamar that he would no longer even speak to him. Two years later Absalom arranged to have Amnon killed in retribution for the rape.

DISCUSS.....

Ask for a volunteer to repeat the main points of the story then ask the following questions:

- ❓ **What were the consequences of Amnon's misuse and abuse of sexuality in Tamar's life? In his own life?**
- ❓ **Amnon said that he loved his half sister before he raped her. How did he feel after he raped Tamar?**

If possible, record list of responses on the blackboard or a piece of paper in front of group



PRESENTATION AND DISCUSSION – 10 minutes

DISCUSS.....

In the stories we heard today, women or girls were forced to have sex with men against their will. Boys are also at risk for forced or unwanted sex. We need to think about how to protect ourselves.

In small groups of 4-6 people discuss the following:

- ❓ **What things can a person do to prevent having sex when they don't want to?**

After the groups have discussed for several minutes, ask one group to report. Then ask other groups what they would like to add to the list.

In the stories we heard today, we saw examples of people being motivated by lust rather than love.

Ask the large group:

- ❓ **What are the differences between love and lust?**

Listen to several responses then say:

Because sex in marriage is such an amazing gift, we have seen that we need guidelines or boundaries to protect it. We need to control our sexual practices and ensure that when the time comes we can experience the full joy of our sexuality without the burden of past regret or physical pain.

Encourage participation

Be familiar with the points before you present this information

If sex is reserved for men and women who are bound together by the commitment of marriage, and during the length of their marriage they are sexually intimate only with one another, they will be free to enjoy this amazing gift and be free of many of the negative consequences like STIs and AIDS.

Sex can be hurtful when God's boundaries for sex are not followed. You can suffer guilt, rejection, and lack of commitment. Like Sarah in the story you can have children before your body is ready for it. You can get diseases including STIs or even AIDS.

In love you want to make the other person happy and to feel better.

In lust you want to make yourself feel better.

In love you want to meet the needs of your partner.

In lust you are only concerned about your own needs.

In love there is respect for the other person.

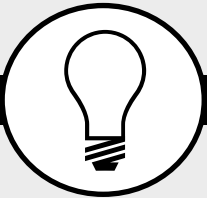
In lust there is no concern for the other person.

In love you protect.

In lust you expose a person to bad consequences.

Love is patient and enduring and has long term goals.

Lust is short term satisfaction, pleasure only for the moment.



REFLECTION VERSE (optional) – 2 minutes

Try setting the verse to a familiar song and singing the words together

1 Corinthians 6:18

"Flee from sexual immorality. All other sins a man commits are outside of his body, but he who sins sexually sins against his own body."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS..... *Ask the group:*



What did you learn today that will help you in the coming week?



Take Action

Between now and the next time we meet, think about the nature of love and what it really means to love someone else. Come up with your own list of what love is and is not. Be ready to share some of these ideas with the group next week.



Creative assignment

Ask a different group of youth to create a short skit (5 minutes) about the most important thing they learned today.



Remind group to put their questions in the box.

Closing prayer (optional)



Sexually Transmitted Infections

Notes to the Facilitator

Sexually transmitted infections (also called STIs or STDs) are easily spread when youth are sexually active and have multiple sexual partners. The purpose of this session is to encourage youth to understand the devastating effects that sexually transmitted infections can have on their physical and emotional health and to recognize that this is yet another negative consequence of engaging in pre-marital sex. Often brochures about STIs are available free from government health offices or other organizations. You may want to check to see if these are available and hand them out to the youth (depending on their age).

During this learning session youth will:

1. Identify the risks of STIs
2. Analyze how STIs are spread by having multiple sexual partners
3. Identify the best way of preventing STIs

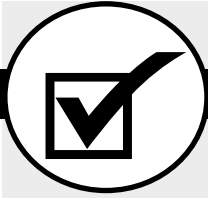
Materials needed:

- a bed spread, sheet, blanket or large piece of cloth to represent a bed
- hand-outs on STIs, if available
- illustration: How at risk are you?

Time: 60-75 minutes

Activities: (core activities are in bold)

1. **Review:** Creative Assignment, sharing experiences - 15 minutes
2. Warm up activity - 10 minutes
3. **Presentation:** The facts of STIs - 10 minutes
4. **Learning game** - 15 minutes
5. **Story and discussion** - 15 minutes
6. Reflection verse (optional) - 2 minutes
7. **Review and reinforcement:** Take Action, Creative Assignment - 5 minutes



REVIEW – 15 minutes

Create a positive environment

DISCUSS.....

Encourage participation, listen to several responses

If possible, post a list from previous session for all to see

Opening prayer (optional)



Drama group performs their skit (5 minutes) about the most important thing they learned in the last session.

Ask the group:



What have you learned so far that has helped you in the last week?



The last time we met you were asked to think about what love really means and to add to the list we read in the last session.



What would you add to the list we heard last time?



Answer questions from Question Box.



WARM UP GAME – 10 minutes

EXPLAIN.....

If there is time, try the same thing but have two sentences going around the circle in opposite directions. The end result will likely be even more distorted than the first time when only one sentence was going around the circle.

Directions for “Telephone” or “Pass the Message” Game

Gather everyone in a circle. If there are more than 30 people divide the group into 2 smaller circles. Write down a short sentence on a piece of paper and pass it to the first person. He or she should read it and then give it back to you so no one else will see it. The first person whispers the sentence into the ear of the person on their left. They may only whisper the sentence once, and they must do their best to whisper clearly. The next person then repeats what they have heard into the ear of the person sitting to their left and so on all around the circle until the sentence reaches the person who started it. The final person repeats what they have heard out loud and then the person who started the sentence tells what they really said. The two sentences will probably be very different!

DISCUSS.....

Ask the group:



Why do you think the final sentence was so different from the original sentence?

As you can see, when information is passed between many people, the facts can get confused. It's important to have good and correct information. Protecting your health and life is important. That is why we must talk openly about sexually transmitted diseases.



PRESENTATION AND DISCUSSION – 10 minutes

EXPLAIN.....

Today we're going to talk about the facts of some diseases that could harm you or even kill you and how you can prevent these diseases. The more information you have, the better choices you can make.

Acknowledge correct responses

? What have you heard about sexually transmitted diseases, also known as STIs or STDs?

Gonorrhea, syphilis, and herpes are examples of sexually transmitted diseases because the main way this disease is passed is through sex between people.

Symptoms of STIs may include:

- sores on private parts
- unusual discharge from private parts with bad smell or itching
- burning pain when passing urine
- pain or bleeding
- swelling or lumps in private parts

If handouts on STIs are available, pass them out to participants. Remind them that if they have questions to put them in the Question Box

If facilities are available and there is time you can show a video about STIs to group. Always watch the video yourself before showing youth to make sure it is appropriate

If someone has these symptoms they should go to the clinic for treatment and cure. Without treatment, these diseases can develop into other more serious problems like cancer, brain damage, even the inability to have children. Most STIs can be cured with good medical treatment. However, HIV/AIDS, cannot be cured and eventually leads to death. If any of these symptoms occur, it is extremely important to get medical treatment and to follow through with that treatment.

STIs can open the door for HIV/AIDS because the body is weak and because HIV can enter easily through open sores in your private areas when having sex.



LEARNING GAME – 10 minutes

EXPLAIN.....

Remember to have cloth or blanket ready

Directions for "The Crowded Bed" Game¹

1. Ask for one male and one female volunteer to step forward and stand in the center facing the audience. It is best to choose people who are least likely to be embarrassed and most likely to add humor to the activity. Ask the group to pretend that the two are named John and Lydia. He is 18 years old and she is 16.

2. Tell the group that John and Lydia met a few months ago when they were taking the same class at secondary school. They are hopelessly in love and think that they are ready to make the decision to begin sexual relations with each other.

3. Pull out the sheet and ask John and Lydia to help you make the bed. Together spread the cloth on the floor. Invite them to come and sit on the front of the cloth.

4. Explain the following scenario using volunteers from the group:

During their conversations, John told Lydia that he had one previous sexual partner, his former girlfriend.

Select another volunteer to represent John's ex-girlfriend and ask her and ask her, "Please come over here and sit on John's side of the bed."

John doesn't know this, but on a school trip, his ex-girlfriend had a brief sexual relationship with another student.

Choose a male volunteer to represent this person and ask him to sit on John's side of the bed.

What John's ex-girlfriend did not know is that the student with whom she had a brief affair had already had sexual relations with 3 women before her.

Choose 3 volunteers to represent these people and ask them also to sit on John's side of the bed.

And actually, John had his first sexual experience at a very young age with another girl.

Get a volunteer and ask her to sit on the bed on John's side.

We have some news for John as well. Lydia told John that she had been involved with only one sexual partner, a former boyfriend.

Choose another volunteer to be this person and ask him to sit on Lydia's side of the bed.

Lydia has led John to believe that she is sexually inexperienced because she had only one boyfriend. But even though she was not in love, she had sexual relations with 2 other men.

Ask for 2 more male volunteers and have them sit on her side of the bed.

What Lydia does not know is that the second of these men had sex with this woman (choose another female volunteer), and that he was an injecting drug user who shared needles with two other men, one of whom was HIV positive.

Get 3 more male volunteers and have them sit on her side of the bed.

Oh, and one more thing. John wasn't completely honest about his sexual past. While he was away in a different village visiting his uncle, he had too much to drink one night and had sex with a local prostitute.

Choose another volunteer and ask her to sit on John's side of the bed.

And the prostitute had sex with....

Now let's think about this situation between John and Lydia. The bed is very full.

Ask John and Lydia, "Now that you see how many partners you have actually been exposed to, do you still think it would be wise to have sex together?"

John and Lydia could not tell the number of partners each was exposed to just by looking at each other. Even when they talked about their sexual pasts, they did not tell each other the truth.

DISCUSS..... *Ask the group:*

- ? How can John and Lydia be sure to avoid the risks of being exposed to so many partners?**



SERIAL STORY AND DISCUSSION – 15 minutes

TELL A STORY..... *David's story continued*

David walks out of the house and stands in the sunlight that fills the yard of their compound.

David has a lot on his mind, and it shows on his face. He has been having sex with a new girlfriend, Esther, who is more experienced than he is. But now he has a painful STI and is also worried that he might have AIDS. He is getting very down and depressed and doesn't know who to talk to about it.

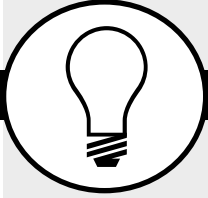
Rebecca is walking down the road next to her house when she sees David in front of his house, standing and thinking.

Rebecca is in the same class as David at secondary school and she has noticed that he has been distracted and down lately. She even sees that although he used to be one of the top students in the class, recently his grades have been falling. Although they come from different families, they have known each other since they were small and she decides when she sees a good opportunity she should speak to him to find out what is wrong.

DISCUSS..... *Ask for a volunteer to repeat the main points of the story then ask the following questions:*

Encourage group participation

- ? What were the consequences of misused sex in David's life?**
- ? What are the emotional consequences of David's sexual relationship with Esther? How might it affect his goals in life?**



REFLECTION VERSE (optional)– 2 minutes

Hosea 4:6:

"My people are destroyed from lack of knowledge."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS..... *Ask the group:*

? What did you learn today that will help you in the coming week?



Take Action

Look around your community for information about STDs or HIV/AIDS. These could be pamphlets, messages on radio or television, posters, newspaper advertisements, etc. Keep track of what information you learn and how many examples you find. Bring this list (or even sample materials) to share during the next session.



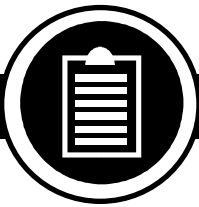
Creative Assignment

Assign a small group of 4-6 youth to create a poster about STIs and the risks they present.



Remind group to put their questions in the box.

Closing prayer (optional)



HIV/AIDS

Notes to the Facilitator

The purpose of this session is two-fold. First to be sure youth have the facts straight about AIDS and know how to avoid it, and secondly to reduce the stigma that still surrounds AIDS in many areas. While this is a session that contains many facts, efforts have been made to keep the youth engaged and involved in the knowledge they are receiving. In some cases, presentations will start with a question to determine how much the youth already know about the topic. This helps you as the facilitator to decide what is most important to focus on. This method also increases their interest and participation. Be sure to encourage youth to ask questions or put them in the Question Box if they do not want to ask them in front of the group.

During this learning session youth will:

1. Identify the risks of AIDS
2. Recognize how stigma promotes the spread of AIDS
3. Demonstrate how to comfort others who are living with AIDS

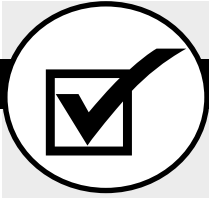
Materials needed:

- sweets of two different flavors or colors (one sweet for every participant)

Time: 65-70 minutes

Activities (core activities are in bold):

1. **Review:** Creative Assignment, sharing experiences - 10 minutes
2. **Presentation and discussion:** The facts of AIDS - 10 minutes
3. **Story and discussion** - 10 minutes
4. **Presentation and discussion:** How AIDS is spread - 10 minutes
5. Learning Game - 10 minutes
6. **Presentation and discussion:** How AIDS is NOT spread - 10 minutes
7. **Story and discussion continued** - 10 minutes
8. Reflection verse - 2 minutes
9. **Review and reinforcement:** Take Action, Creative Assignment - 5 minutes



REVIEW – 10 minutes

Create a positive environment

DISCUSS.....

Encourage participation, listen to several responses

You may want to reward the youth who found the most with a small prize

Opening prayer (optional)



Ask the small group who was assigned to design a poster about the risks of STIs to present their poster.

Ask the group:



What have you learned in the last session that has helped you in the last week?



Last week you were asked to see what information you could find about STIs and HIV/AIDS. What did you find?



Answer questions from Question Box.



PRESENTATION AND DISCUSSION – 10 minutes

EXPLAIN.....

Most of the STIs we mentioned in the last session could have easily been passed between any of the people we saw on the "Crowded Bed." These diseases can do serious damage to your body and require prompt treatment, but they rarely lead to death. HIV/AIDS is one STI that does not have a cure. In some cases proper nutrition and drugs can prolong life and improve the quality of life but there is no total cure. STIs open the door for HIV/AIDS because the body is weak and because AIDS can enter easily through open sores in your private areas when having sex.

DISCUSS.....

Encourage participation, listen to several responses



We hear a lot about AIDS, but what do you see happening around you that makes you believe that AIDS is real?

Some responses might include: more funerals and more people dying; the hospitals are full; when a father or mother dies, in a short time, the other one gets sick and dies; if a mother dies, sometimes her baby gets sick; our fathers go away to work and come back sick and then make our mothers sick as well.



What else can you tell me about AIDS, what do you know about it?

Some responses might include: causes diarrhea, weakness, sores inside your mouth, death of younger people, etc.

This is an opportunity to find out what the youth already know and think. Do not read answers listed

EXPLAIN.....

Some of you know a lot about HIV/AIDS already, but we need to be sure that everyone agrees. I will give you a few facts about HIV/AIDS from people who have studied this disease:

- HIV stands for the Human Immunodeficiency Virus. It is a very small virus or germ that destroys a person's immune system.
- The immune system is not a part of the body you can see. It fights off diseases and keeps the body healthy by recognizing, attacking and destroying germs that enter the body and cause illness.
- The immune system works like an umbrella that protects you from rain. But if the umbrella has holes, you will get wet, and protection from rain is gone.
- Once HIV gets inside the body, it never leaves, but takes time to develop. When first infected, people still appear and act healthy, but they can pass the virus on to others.
- HIV slowly "puts holes" in the immune system and destroys it until it cannot protect you from illness any longer. You get sick with many different illnesses. This condition is called AIDS or Acquired Immune Deficiency Syndrome.
- You cannot tell by looking at someone if they have the virus. The evidence of HIV can only be detected with a medical test.



SERIAL STORY AND DISCUSSION – 10 minutes

TELL A STORY.....

Listen to this story about a person who was infected by HIV and now has AIDS.

Chris's story

You may remember Rebecca from other sessions. Rebecca has a cousin named Chris. When they were young, they often did things together. He was her favorite cousin.

But now Chris just lays in bed, tired, sick and too weak to help himself. Even though he feels cold, he is too weak to pull up his blanket. He wishes he could get his energy back. Now he realizes that the freedom that comes with good health and energy is a precious gift not to be taken for granted. Chris is twenty four years old, but he will never know that freedom again. He is dying.

Chris never married but he had sex with several different women. Three years ago, during a visit to the city with his friend, he went to an AIDS testing center. He was feeling healthy and strong, and so although he knew he could be at risk, he didn't think he would have HIV.

When he returned to get his results, Chris learned he was HIV positive. He was so afraid to learn that he had a disease that kills.

Life continued as normal for several years, and he even had sex with more women. But then he started to get sick more and more often with fevers, coughing, diarrhea. Each time he got sick, it took longer to get better. He never told anyone else he was HIV positive. At first it was easy to cover up his problem. As he became more obviously sick, he told people that he had a lot of malaria and typhoid. Only he knew the truth about his condition.

Lately Chris has to stay home because of sickness and weakness. His friends no longer come to see him. He worries whether he will die alone.

DISCUSS.....

Encourage participation, listen to several responses

Ask for a volunteer to repeat the main points of the story then ask the following questions:

? What symptoms of HIV/AIDS did Chris have?

Responses may include: weakness, diarrhea, coughing, fever

? Based on the story, how do you think Chris might have gotten HIV?

Responses may include: from the women he had sex with

? Why didn't Chris tell anyone he had AIDS?

Responses may include: he was afraid, he was ashamed

? If you were Chris, what would you have done?

? How does hiding from the truth and not talking about AIDS promote the spread of AIDS?

Responses could include: when you are afraid to know your status you infect others without knowing it

Wait for youth to respond. Encourage them to share their thoughts openly



PRESENTATION AND DISCUSSION – 10 minutes

EXPLAIN.....

Listen to responses and affirm correct responses. Then continue giving information

Ask youth the following questions and focus on the information that they do not already know.

? Who knows how a person becomes infected with HIV?

- 1) Sex: by far the most common way that someone gets AIDS is through sex with a person who is infected. Young people can get AIDS more easily because their bodies are not physically ready to have sex.
- 2) Blood-to-blood: when fresh HIV-infected blood from one person comes in contact with the bloodstream of another person.

- HIV can be passed through blood when:
- blood from transfusions is not tested for HIV
 - unsterilized needles and syringes are shared between people who inject drugs
 - unclean knives, needles, razors blades or other sharp instruments are used for scaring, tattooing or ear piercing

3) Mother-to-child: sometimes, but not always, mothers pass HIV to their babies while the baby is inside the mother, when it is being born or during breastfeeding.

DISCUSS.....

? Now that you know how HIV is spread, who do you think would be at a higher risk for becoming infected with HIV?

Use the "Frequently Asked Questions" section in the additional resources to help you answer other questions the youth may have about HIV/AIDS

Encourage youth to identify categories themselves. Only add those not mentioned by the group. These should include: prostitutes, people who have sex with many partners, young people who are having sex because their bodies are not ready for sex yet, people who inject drugs

If anyone is in one of these risk groups, they should be tested for HIV even if they are feeling healthy.



LEARNING GAME – 10 minutes

EXPLAIN.....

Directions for "Sharing Sweets" Game

Count out enough sweets for the entire group to each have one – make sure they are divided between two different colors or types of candy. Select two volunteers to pass out the sweets, each one should pass out a different type or color (here we will use blue and red as the example). Ask the entire group to stand up and mingle while the two people with the sweets distribute them freely to everyone. After all the sweets have been distributed, ask the participants to return to their seats. Tell the group they can eat their sweets right away if they want to or save it for later.

After everyone is seated again, explain to the group that this activity was to show how easily AIDS can spread. Explain that the sweets represent the opportunity for a sexual encounter and the blue sweets (for example) represent HIV infection. Those who ate the blue sweets represent those who were infected by AIDS through this sexual encounter. Ask all the people who received and immediately ate the blue sweet to stand together in one area.

Ask those who received the blue sweet but did NOT eat it to stand in another area. Say to them:

Even though you encountered the sweet that represented HIV, you did not eat it. If this had been a real situation, you would have been the one to abstain from sex.

DISCUSS.....

Ask this group:

? How does this make you feel?

Ask the volunteer who distributed the "HIV sweet":

? How do you feel representing the one who infected others?

You can't tell by looking at a person that they have HIV. They can look perfectly healthy but can still pass the virus easily. As we can see from this example, many people pass HIV without even knowing it.

Encourage participation



PRESENTATION AND DISCUSSION – 10 minutes

EXPLAIN.....

We know that HIV is not spread through sweets. That was just a game. Let's look at other ways that HIV/AIDS is NOT transmitted.

It is important to understand how HIV is NOT transmitted so we do not fear interacting with people living with HIV/AIDS.

In general, if there is no transfer of sexual fluids or blood between an HIV-infected person and a healthy individual, then the healthy person cannot become infected with the virus. HIV is NOT an airborne virus. That means that a person can NOT get HIV from:

- visiting someone with HIV/AIDS
- from a cough or a sneeze

HIV is NOT transmitted through water. You can NOT get HIV from:

- sharing the same well or cup as someone with HIV/AIDS
- swimming or bathing with someone with HIV/AIDS

HIV is NOT transmitted through common touch. You can NOT get HIV from:

- shaking hands
- hugging
- sharing plates, cups, bowls or utensils
- sitting in the same seat

HIV is also not spread through any other body fluids except blood and sexual fluids. You can NOT get HIV from:

- tears
- sweat
- urine
- diarrhea and vomit that contain no blood
- saliva

HIV is not spread by insects. HIV is a virus that lives in humans. It cannot be transmitted through mosquito bites, bed bugs or the bites or stings of other insects.

Let's test your knowledge.

DISCUSS.....

Ask the group:

- ? Can you get HIV/AIDS from holding hands with someone with HIV/AIDS?** (Answer: No)
- ? Can you get HIV/AIDS from drinking from the same cup as someone with AIDS?** (Answer: No)
- ? Can you get HIV/AIDS from wiping someone's tears?** (Answer: No)
- ? Can you get HIV/AIDS from having sex with someone who is HIV positive even if they look healthy?** (Answer: Yes)

In pairs or in small groups discuss:

- ? What can you do to protect yourself from getting HIV/AIDS?** (Answer: abstain from sex, do not use injecting drugs, avoid skin piercing instruments, etc.)

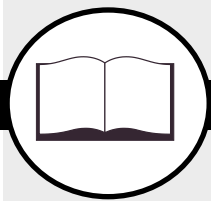
Ask for volunteers to share their thoughts with the large group.

EXPLAIN.....

If appropriate for your group explain that:

If it is necessary or appropriate to give more information on condoms, refer to the Frequently asked Questions in the Resource Section A

Research shows that using a condom does significantly reduce the risk of getting HIV and STIs through sex, if it is used consistently and correctly. But the only guarantee for protection is abstinence. Abstinence is 100% effective in preventing the spread of sexually transmitted diseases, AIDS, and in preventing pregnancy. Abstinence works every time!



SERIAL STORY AND DISCUSSION – 10 minutes

TELL A STORY.....

Chris's story continued

AIDS can bring a lonely death without hope. Chris was afraid he would die alone. But this was not because friends and family didn't love him. It was because he was ashamed and afraid to ask for help. Being surrounded by loving friends and family can change the picture from loneliness and despair to one of comfort and hope where a person with AIDS lives and dies with dignity. Fortunately for Chris he had caring family members.

One day, Rebecca and her younger sister Deborah decided to surprise Chris with a visit. They were shocked to discover that he was so sick and they asked him lots of questions.

Chris finally admitted to them that he is sick with AIDS and even though he was so afraid to let anyone know, he actually felt relief when he finally told them.

Rebecca and Deborah were very sad and felt compassion for him. Both promised to find out more about how to take care of Chris at home and come to visit him regularly and help him through this difficult time.

Ask for a volunteer to repeat the main points of the story then ask the following questions:

DISCUSS.....

Listen to several responses



What did Rebecca and Deborah do that helped Chris?

Divide participants into teams 4-6. Give each team a copy of the chart or write it on the board and let them copy it. Assign each team one category of people affected by AIDS who need help.

After 5 minutes, review the chart as a large group. Each small group can offer suggestions as you fill in the blanks.

CHART: How can we help?²

	Emotional	Physical	Mental	Spiritual	Social
A person living with HIV/AIDS					
A family caring for someone with HIV/AIDS					
Children made vulnerable or orphaned due to HIV/AIDS					



REFLECTION VERSE (optional) – 2 minutes

Remember that using gestures to act out the verse helps memorization

Matthew 25:40

"The King will reply, I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS..... *Ask the group:*

Listen to responses so you can tell what they know



What did you learn today that will help you in the coming week?



Take Action

Choose one of the people you could help on the chart of people affected by AIDS and think about one thing you could do to help them this week. Go ahead and do it! We will discuss what you chose to do the next time we meet.



Creative Assignment

Assign a small group of 6-8 youth to write a song about fighting AIDS. They will perform the song at the beginning of the next session.



Remind group to put their questions in the box.

Closing prayer (optional)





Choosing Abstinence

Notes to the Facilitator

Although young people may be aware of the negative consequences of pre-marital sex, they still decide to have sex. Some of their reasons are to seek acceptance, admiration and affection from their peers. In this session you will try to help youth discover that they can still have these things without being sexually active. They will also consider the challenges of resisting the temptations of sex and the advantages of choosing to delay sex until marriage. The story, featuring David, addresses committing to abstinence after already having had sexual experience.

During this learning session youth will:

1. Describe how they can have good relationships without having sex
2. Discuss the advantages of abstinence until marriage
3. Practice overcoming pressure to conform
4. Discover the importance of sexual boundaries and the freedom to live this choice

Time: 60-75 minutes

Materials needed:

- "Ten reasons to NOT have sex (until marriage)" written on a blackboard or flip chart

Activities (core activities are in bold):

1. **Review:** Creative Assignment, sharing experiences - 10 minutes
2. **Serial story and discussion** - 15 minutes
3. **Learning game** - 10 minutes
4. **Life skills activity** - 15 minutes
5. **Presentation and discussion** - 10 minutes
6. Story and discussion (optional) - 10 minutes
7. Reflection verse (optional) - 2 minutes
8. **Review and reinforcement:** Take Action, Creative Assignment - 5 minutes



REVIEW – 10 minutes

Create a positive environment

Opening prayer (optional)



Group performs song about fighting AIDS

DISCUSS..... Ask the group:



What have you learned in the past two sessions that has helped you in your daily life?



The last time we met you were asked to think of someone you know who is sick and to do something to help that person.

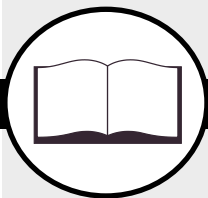
Encourage participation and affirm positive responses



What did you do to help someone who is sick with AIDS or another serious illness?



Answer questions from Question Box.



SERIAL STORY AND DISCUSSION – 15 minutes

TELL A STORY..... *David's story continued*

Know the story well and practice telling it before the session

One day after school David sits down on a bench to wait for his younger brother Peter. He thinks about all of the things that have gone wrong since he became involved with Esther. Not only is he worried about himself physically, but he just failed a maths test. He had always been at the top of his class in maths.

When David sees Rebecca coming toward him, at first he is surprised. They used to be better friends but have not spoken for some time because he has been spending so much time with Esther and her friends. But when Rebecca sits down next to him the first thing she says is, "David, something is wrong. I can see it in your face, and if you want to talk about it, I would like to listen."

Use different voices for Rebecca and David

David hesitates at first, not sure he should tell her what he's thinking. But he has always respected Rebecca, and besides, she's beautiful. All the guys would like to be seen with her. Maybe it would be interesting to hear a girl's point of view.

So, with a few hesitations, David tells Rebecca about his relationship with Esther. "Even though I thought it would make me happier to be with Esther, I am actually suffering.

I can't eat. I'm not sleeping well. My school work is suffering, and I just feel empty. I don't know what to do."

Rebecca pauses to think before she speaks, and then decides the best thing is to be honest with David. "You know David, a few months ago I was going through a difficult time myself and I was fortunate enough to get some good advice. I spoke to a young couple from my church. I am sure Paul would be cool with talking to you about some of your struggles. They are young enough to understand us but really wise. I can show you where they live after school tomorrow."

The next day, David finds himself sitting in Paul and Mary's front room talking with Paul. At first he wasn't sure he wanted to tell a stranger what was going on, but Paul seemed like someone David would choose to be friends with, and he found himself telling him about things with Esther.

Paul listened carefully to David and didn't seem shocked or upset about anything he was saying. Instead, he told David about his own struggles he had faced with sexual temptations when he and Mary were dating and engaged. "It wasn't easy," said Paul, "especially because we had to be really careful about being alone together too much and to remind each other about our boundaries all the time. It wasn't as if any of the desires went away because we wanted to save sex for marriage. But we made it, and I am thankful almost every day for the friendship and trust we built while we were dating. We have a lot of fun together. I consider Mary to be my best friend and now that we are married, we get to really enjoy sex. We don't compare ourselves to past partners or have to deal with any STIs, but most of all, we just really love each other and sex is an expression of that love rather than of lust."

David thinks a minute, then looks at Paul and says, "It all sounds so easy when you talk about it like that, but what about Esther? We're not really friends. And anyway, it's too late for me. I have already had sex and I don't know if I can go back."

"Look David, I am not trying to tell you it's easy, but what good thing ever comes easily? Don't you have to study hard when you have a big exam? But look at the result. Abstinence is a daily battle. We all have temptations and it's hard to say no all the time. But it gives us the freedom to live a life without fear. It allows us to give our energy and attention to the things that will help us succeed in life. David, you were created for something better. You can make the decision to stop having sex at any time. It doesn't matter how many partners you had in the past. You can start over today."

When Paul stops speaking, David looks at him and with a note of desperation in his voice asks, "What do you mean it doesn't matter? I feel like I have messed up my life. I want to do the right thing but I am scared I will fail again."

DISCUSS.....

Ask for a volunteer to repeat the main points of the story then ask youth to discuss the following questions in small groups of four to six:

- ? What were some of the reasons Paul and Mary waited to have sex until they were married?**
- ? David is unsure he can do without sex. What would make you decide to have sex, despite the risk to your health and well being?**

Ask for volunteers to share their responses to the last question with the larger group.



LEARNING GAME – 10 minutes

EXPLAIN.....

Watch the time. Let the game continue for 5 minutes or so before beginning discussion

Directions for “I love you Baby, why won’t you smile?” Game

Have the entire group stand in a circle but choose one person to be in the middle and act as the “persuader.” Everyone standing in the circle must keep a serious face and not smile. The person in the middle then goes around the circle, from person to person saying “I love you baby, why don’t you smile?” The person says back to the persuader, “I love you too, but I just can’t smile.” The person in the middle tries to make at least one person smile as they ask the question. The persuader can make funny faces, jump up and down, do whatever they think they need to in order to make someone smile. When someone in the circle finally breaks down and smiles, he or she becomes the new person in the middle and the game begins over again.

DISCUSS.....

Sometimes people in our lives try to persuade us to do things we do not want to do. In this case it was smile, but sometimes it can be more serious and the things they want us to do can have bad consequences.

Abstinence is not always easy. Sexual temptation and peer pressure are very real forces that affect us all.

- ? What are some situations where others are trying to make you to do things you don’t want to do?**

Responses may include: being pressured to have sex, drinking, doing drugs, watching dirty movies, cheating, stealing, etc.

Encourage group participation

Remember not to read the answers until after the youth have given their ideas



LIFE SKILLS ACTIVITY – 10 minutes

EXPLAIN..... Sometimes your boyfriend, girlfriend or another person will want you do something that you know is not right. Saying "no" can be difficult, especially if you have strong feelings for that person.¹

It will help you to surround your "no" with two positives. First affirm the person in some way. Then, state clearly what you want or do not want. Follow this with a positive suggestion.

For example:

- + "I really like you and enjoy spending time with you."
- "But because I know I am attracted to you, I don't think we should be alone in the house when no else is home."
- + "Why don't we go to the soccer game with our friends instead."

Ask for volunteers to practice this with several situations they come up with, for example: staying out too late, going places you've been told not to go by your parents, cheating on a test, having sex, looking at pornography.



PRESENTATION AND DISCUSSION – 10 minutes

EXPLAIN..... Since most HIV infection is transmitted through sex, it is clear that a change in sexual practices is needed to stop the spread of STIs and HIV/AIDS.

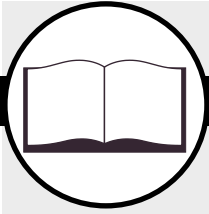
Post the list chart of the "Ten reasons not to have sex (until marriage)" and ask volunteers to read them to the group.

1. Contracting HIV/AIDS
2. Getting pregnant before you are ready to
3. Heartache
4. Contracting an STI
5. Hurting your future marriage relationship
6. Losing self-respect
7. Hurting your family
8. Being distracted from your studies and life goals
9. Feeling used and cheap
10. Cheating yourself out of great friendships with the opposite sex

DISCUSS..... **? What else would you add to this list?**

Encourage group participation

Then ask participants to arrange this list in the order of importance to them.



STORY AND DISCUSSION (optional) – 10 minutes

TELL A STORY.....

Story is from Luke 7:36-50.
You can read the story
from the Bible or tell it as
it is here

One day, a Pharisee, a religious person in Jesus' day, invited Jesus to have dinner with him, and Jesus went to his house and sat down to eat. In that town was a woman who lived a sinful life. She had been a prostitute and had been looked down upon and despised by all around her. She thought of herself as worthless until Jesus showed her that no matter what she had done in the past with her life, she was very valuable and precious to him, because of this love from him, she changed her life.

She heard that Jesus was eating in the Pharisee's house that day, and she wanted to show him how thankful she was to him. So she brought an expensive jar of perfume and stood behind Jesus, by his feet, crying and wetting his feet with her tears. Then she dried his feet with her hair, kissed them, and poured the perfume on them.

When the Pharisee saw this, he said to himself, "If this man really were a prophet, he would know who this woman is who is touching him. He would know what kind of sinful life she lives!"

But Jesus knew what he was thinking, and he spoke up and said to him, "Simon, I have something to tell you."

"Yes, Teacher," Simon said, "tell me."

Jesus began to tell him the story. "There were two men who owed money to a moneylender," Jesus said. "One owed him five hundred silver coins and the other owed him fifty. Neither of them could pay him back, so he canceled the debts of both. Which one, then, will love him more?"

"I suppose," answered Simon, "that it would be the one who was forgiven more."

"You are right," said Jesus. Then he turned to the woman and said to Simon, "Do you see this woman? I came into your home, and you gave me no water for my feet, but she has washed my feet with her tears and dried them with her hair. You did not welcome me with a kiss, but she has not stopped kissing my feet since I came. You provided no olive oil for my head, but she has covered my feet with perfume. I tell you then, the great love she has shown proves that her sins, and they are many, have been forgiven. But whoever has been forgiven little shows only a little love."

Then Jesus said to the woman, "Your sins are forgiven." The others sitting at the table began to say to themselves, "Who is this, who even forgives sins?"

But Jesus said to the woman, "Your faith has saved you; go in peace."

DISCUSS..... *Ask for a volunteer to repeat the main points of the story then ask the following questions to the group:*

Encourage group participation

? Most people despised this woman and even she thought of herself as worthless. What do you think of the way Jesus responded to her?

Listen to several responses

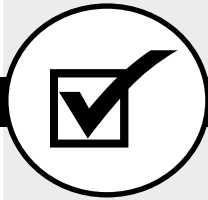
? How should we look at our own past mistakes?



REFLECTION VERSE (optional) – 2 minutes

Romans 14:19

"So then, we must always aim at those things that bring peace and that help strengthen one another."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS..... *Ask the group:*
? What did you learn today that will help you in the coming week?

Review the steps for decision making. Then say:



Take Action

Think about reasons in your own life why you might decide to choose abstinence until marriage and faithfulness after marriage as a way of life. This week, make a list of the reasons to abstain versus the reasons to engage in sex. We'll discuss this at our next session.



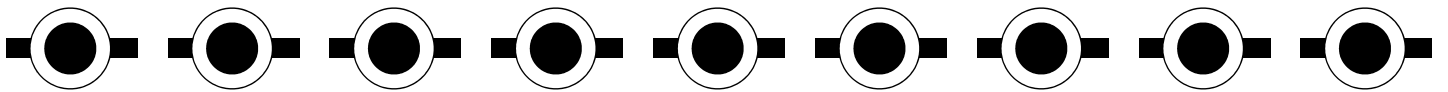
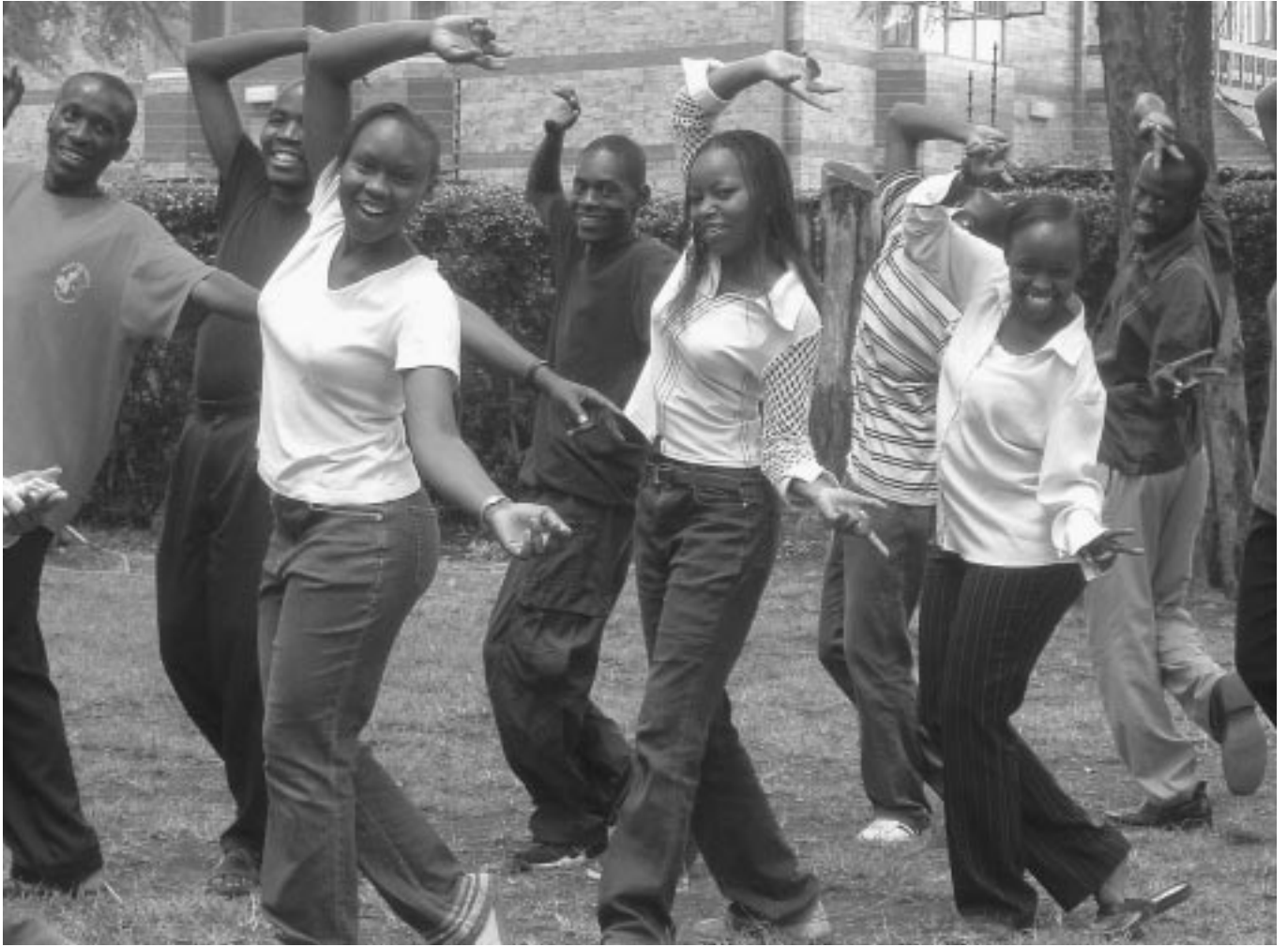
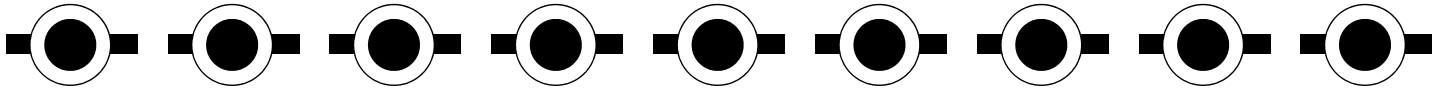
Creative Assignment

Assign a small group (made up of those who have not yet had a creative take home assignment) to create a drama, a song or a poster about the most important things they learned today.



Remind group about the Question Box.

Closing prayer (optional)





Abstinence Strategies

Notes to the Facilitator

This session attempts to bring youth closer to making a commitment to delay sex until marriage by reinforcing the reasons for choosing abstinence and addressing any final barriers that would prevent them from choosing this option. The story features David, a main character, who has thought through his situation and has decided, in spite of having already had experience with sex, to commit to delaying sex until marriage. We hope other youth will consider his choice and follow.

Using drama in the “Quick Skits” activity, youth have the opportunity to practice strategies for setting sexual boundaries and responding with confidence in situations where previously they felt powerless. They also consider the influence of the media on their life choices and discuss the importance of testing for HIV.

During this learning session, youth will:

1. List their reasons for choosing abstinence until marriage
2. Create strategies for dealing with temptation and peer pressure
3. Consider the influence of the media on behavior and choices
4. Discuss the importance of testing to know one's HIV status

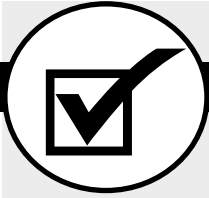
Time: 60-75 minutes

Materials needed:

- copies of “Tough Love” found in this lesson to hand out

Activities (core activities are in bold):

1. **Review:** Creative Assignment, sharing experiences - 15 minutes
2. **Serial story and discussion** - 10 minutes
3. **Life skills activity** - 30 minutes
4. Story and discussion - 10 minutes
5. Reflection verse - 2 minutes
6. **Review and reinforcement:** Take Action, Creative Assignment - 5 minutes



REVIEW – 15 minutes

Create a positive environment

Opening prayer (optional)



Group presents their drama, song or poster about the most important things they learned during the last session.

DISCUSS..... Ask the group:

Encourage participation and affirm positive responses



What have you learned in the past two sessions that has helped you with your daily life?



In our last session, you were asked to consider reasons to abstain versus the reasons to engage in sex whenever you want to.



What are your reasons to engage in sex whenever you want to?



What are your reasons to abstain from sex until marriage?



Answer questions from Question Box.

Youth may be hesitant to speak or may not have reasons, but encourage participation and listen to several responses

Make a list. Only add new items to the list as youth provide their reasons



SERIAL STORY AND DISCUSSION – 10 minutes

TELL A STORY..... *David's story continued*

Know the story well and practice telling it before the session

David is walking home from school a few days after his talk with Paul. He thinks about what Paul said; that it's not too late for him to change his life. Could he really start over? There are so many temptations around him, could he do it? Could he wait until he's married to have sex again?

When he went to the clinic to be treated for the STI, he decided to be tested for HIV as well. When he got the results and his test was negative, David was so relieved and thankful. It gave him new determination that it was the time for him to make a fresh start.

David considers what it will take. He thinks of the magazines that the guys pass around. He knows they are always going to be there along with the movies and billboards showing beautiful women. There would always be plenty of girls like Esther who were willing to have sex with him. There would be constant reminders of the pleasures of sex.

It would not be easy. But as he thinks through his options and considers the consequences, it finally makes sense to David. He is more and more convinced that if he wants to be truly free, and realize his dreams for the future, he will have to be strong now.

"It's not like I will never have sex again," he thought to himself. "It just means holding out and waiting for the right time."

David remembered the leaflet Paul had given to him. It was something some guys who had committed to abstinence had written. They called it, "Tough Love"¹ and it said:

Some people think a guy has to have sex to prove he's a man. We don't think so.

The truth is, it takes a lot more strength to keep your passions under control than to give in to them.

We've chosen to save sex for marriage and waiting isn't easy (for guys or girls). But waiting is worth it.

We've chosen to wait because we know sex is supposed to unite a man and a woman in a way nothing else can.

It's supposed to be fun and much, much more.

That's why we're passing up on cheap sex now. And why we're holding out for the ultimate sex with the one we'll vow to love forever.

Hand out copies of the "Tough Love" or allow youth to copy it from a poster.

DISCUSS..... *Ask for a volunteer to repeat the main points in the story and then ask:*

? Do you think David will succeed in his commitment to being abstinent from now on?

? Why do you think it is important to be tested for HIV if you have had sex before marriage?

In small groups ask youth to discuss:

? What do you think will help David stay committed to this choice?

If there is time, let small groups share with the large group



LIFE SKILLS ACTIVITY – 30 minutes

EXPLAIN..... Like it said in "Tough Love," controlling yourself and choosing abstinence takes strength to overcome peer pressure, sexual desires and curiosity. How can you remain sexually pure in the face of such challenges?

Here are some ways to help guide you:

Know what you believe - Review your faith statements about sex and morality.

Know your personal goals and work towards them - Think about your goals and dreams for the future. One wrong choice can have a big impact on your chances of living your dreams.

Focus on building strong friendships - True friends are there when times are tough. Romantic relationships can seem strong at the time, but often don't last. Even when you have fallen in love and marry, you will still need the support of friends and family. So invest in lasting friendships now.

Set boundaries in relationships - It is not wrong to find a particular person attractive and want to focus some of your time and attention on him or her. It is necessary, however, to set some boundaries in those relationships to keep them from leading you into sex and emotional and physical pain. Talk to your friends, boyfriend or girlfriend about your boundaries and your commitment to abstinence.

- **Anticipate** difficult situations before they happen.
- **Be aware of your body language.** Think about what sort of messages the clothes you wear and the way you interact with others send to the other person.
- **Avoid tempting or risky situations.** Do not put yourself in a situation where you are alone with the person for a long period of time, especially at night or in the dark.
- **Stay in control.** Avoid drinking alcohol and using drugs because they will lower your self control.

Seek the help of others - Seek the support of others who understand your commitment to delay sex.

Be ready to run - Sometimes, in spite of all you may do to avoid having sex, you might find yourself in a difficult situation. Be prepared to firmly say "No." If necessary, run away and if it is not possible to run away and someone is forcing sex on you, scream as loud as you can and try to get attention from others.

Directions for "Quick Skits" Activity

Choose eight volunteers to form four groups of players with two people in each group (preferably one boy and one girl for most scenarios). The remainder of the group can help encourage the players. Explain that you will be giving them a situation and they have to make a skit about it. Encourage them to apply what they have just heard about resisting pressure to the situation they are given.

Remind participants:
Speak clearly and loud enough for all to hear. Don't turn their back to the audience when speaking or gesturing

Encourage and affirm each group's efforts

Each group should pick a number from one to four. Assign them the corresponding situation. Give them a few minutes (no more than five) to create a 3-minute skit that deals with the assigned situation.

Suggested situations (or provide your own):

1. Economic pressures/ sugar daddies - Girl can't pay school fees and also wants new clothes and nice things. One older man offers to pay for them if she will sleep with him.
2. Peer pressure - Boy being teased because he is a virgin. His friend (another boy) wants to take him to a prostitute.
3. Partner pressure - Girl loves movies and believes if she had a nice dress and hairstyle she could be like the glamorous women in them. Her boyfriend says he will buy her these things if she sleeps with him.
4. Temptation and media pressure - Boy has committed to abstinence after already being sexually active but continues to watch sexually explicit movies. There is a flirtatious girl who has made it obvious that she would sleep with him.

DISCUSS..... After each Quick Skit ask the group:

? What did the players do to resist pressure?

If one of the skits deals with media ask the group to respond to this question:

? How does the media (radio, TV, movies) influence your decisions about sex?



STORY AND DISCUSSION (optional) – 10 minutes

TELL A STORY..... Early one morning, Jesus went to the Temple in Jerusalem. While he was there, all the people gathered around him. He sat down and began to teach them. The teachers of the Law and the Pharisees brought in a woman who had been caught committing adultery, and they made her stand before them all.

Story is from John 8:2-11. You can read the story from the Bible or tell it as it is here

"Teacher," they said to Jesus, "this woman was caught in the very act of committing adultery. In our Law Moses commanded that such a woman must be stoned to death. Now, what do you say?"

They said this to trap Jesus, so that they could accuse him. But he bent over and wrote on the ground with his finger. As they stood there asking him questions, he straightened up and said to them, "Whichever one of you has committed no sin may throw the first stone at her."

Then he bent over again and wrote on the ground.

When they heard this, they all left, one by one, the older ones first. Jesus was left alone, with the woman still standing there. He straightened up and said to her, "Where are they? Is there no one left to condemn you?"

"No one, sir," she answered. "Well, then," Jesus said, "I do not condemn you either. Go, but do not sin again."

DISCUSS.....

Ask for a volunteer to repeat the main points of the story and then discuss the following questions:

In Jesus' time, the law said that if a man and woman who are not married to each other have sex together, they should both be punished. But in this case they only brought the woman to be punished.

? Do you think that's fair? Why or why not?

Jesus showed the woman that he would not condemn her for her past mistakes but that she should change her ways from now on.

? What does this mean for us as we think about choosing to abstain after being sexually active?

If they don't respond right away, be patient and encourage participants to think about these questions



REFLECTION VERSE (optional) – 2 minutes

Try setting the words of the verse to music to help youth memorize

Philippians 4:8

"In conclusion, my friends, fill your minds with those things that are good and that deserve praise: things that are true, noble, right, pure, lovely, and honorable."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS..... *Ask the group:*

? What did you learn today that will help you in the coming week?



Take Action

If you are not yet committed to abstinence, do a trial run for one to two weeks. If you are already practicing abstinence, keep track of what is around you that tempts you sexually (for example, a song you hear on the radio or a TV program that effects your thoughts negatively). Then commit to turning it off or not watching it for the next one to two weeks. Remember, it takes a lot more strength to keep your passions under control than to give in to them.



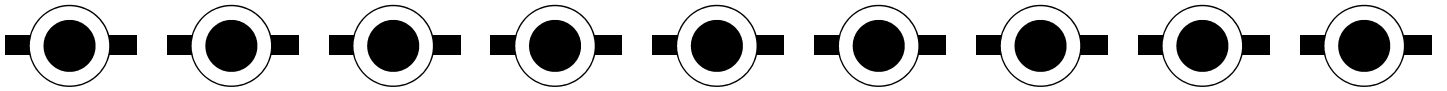
Creative Assignment

Discuss with the group the idea of creating a theme song that could be part of an abstinence ceremony. Assign the task of writing a song to those who are most interested. They can perform the song at the next meeting.



Remind group to put their questions in the box.

Closing prayer (optional)





Committing to Abstinence

Notes to the Facilitator

During this session youth will be asked to make a private or public decision about primary or secondary abstinence. Some may have already made their choice long before this day and may want to renew that commitment, others may be committing for the first time and may want to make this commitment privately or have public recognition. Some may not be ready to commit and would rather support others as they make their choices.

Care must be taken so those who are not ready to commit are not ridiculed or judged. Hopefully this event will inspire those who have not yet made a decision or who have decided not to abstain. You should be sure to leave the door open for such youth in the hope that they may make a decision for abstinence in the future.

You will need to decide in advance how to celebrate the act of making a commitment to save sex for marriage. In any case, this is a time to build confidence and unity and to help youth look forward to a future filled with life and hope. Youth should also feel good about making a decision that is combating AIDS in their own life as well as in their country. They need to know they have chosen the most effective way to prevent being infected with HIV.

For those who want to make a commitment, you may consider having a ceremony either during this session or at a later time when parents, family, community, church members or school members can attend and support the youth.

This session also offers an opportunity for youth to see that they can have a positive influence on the lives of others. Rather than feature a story, youth are given the opportunity to share their own stories about committing to delay sex until marriage or to decide to stop having sex from now on.

It also gives the group an opportunity to adopt a theme song and to create their own abstinence pledge. Several examples of pledges are offered, but coming up with their own will strengthen their commitment.

During this learning session youth will:

1. Review information about AIDS, sex and abstinence
2. Make a decision about committing to abstinence
3. Consider their part in the fight against AIDS

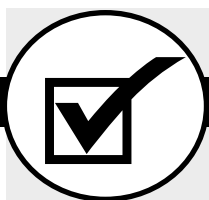
Time: 90-100 minutes

Materials needed:

- ball, beanbag or something soft to pass
- copies of various commitment pledges as handouts or written on the blackboard or a large piece of paper

Suggested activities:

1. **Review:** performance of group theme song - 10 minutes
2. Learning game - 10 minutes
3. **Life skills activity:** sharing testimonies - 30 minutes
4. Story and discussion (optional) - 10 minutes
5. **Life skills activity:** writing their pledge - 30 minutes
6. **Time of commitment** - 10-30 minutes

**REVIEW – 10 minutes**

Create a positive environment

Opening prayer (optional)



Ask the small group who was assigned to create a song in the previous session to perform their song and teach it to the whole group. Consider ways to use this song in the community to promote AIDS prevention.

DISCUSS.....

Encourage participation and affirm positive responses

Ask the group:



What have you learned in the past session that has helped you with your daily life?



In our last session, you were challenged to do a "trial run" for abstinence.



Who will share their experience with us?



What negative influences did you identify?



Answer questions from Question Box.



LEARNING GAME – 10 minutes

EXPLAIN..... **Directions for “Quick Review” Game**

Have up to 30 participants sit in a circle. If there are more than 30 participants, divide into more than one circle. Select one of the following review topics (or make up your own category describing something they have learned through Choose Life):

- *Ways to show someone you like them without being physical*
- *Reasons to delay sex until marriage*
- *Symptoms of HIV/AIDS*
- *How to be a friend to someone with HIV/AIDS*

If the circle is large, and the game is too easy, then increase the number of responses to 7, 8 or more until it is challenging

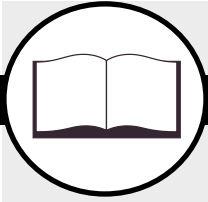
Choose one participant to begin and give them a ball. As quickly as possible, the first person should begin to list six answers that fit the selected topic. As soon as the person begins speaking, he must pass the ball to the person on his left. The ball should continue to be passed quickly around the circle. The starting person must finish listing all 6 items before the ball comes back to him or her. Try it again with other participants.



LIFE SKILLS ACTIVITY – 30 minutes

EXPLAIN..... *This is a time for youth to share their personal stories about choosing abstinence. You need to create an atmosphere where people feel free to share and no one fears being embarrassed. Allow as many stories as time allows.*

If appropriate, begin by giving your own testimony about abstinence to encourage others to share as well.



STORY AND DISCUSSION (optional) – 10 minutes

TELL STORY.....

Story is from 1 Samuel 17: 1-50. You can read the story from the Bible or tell it as it is here

This is the story of boy named David who killed an angry and cruel giant named Goliath who was threatening to take over his home country.

David was the youngest of eight brothers. He lived long ago and tended his father's sheep in a city called Bethlehem. A neighboring group of people wanted to take over David's country so they gathered their forces for war and assembled them on a hill inside David's country. Their champion was named Goliath who was fierce and about 3 meters tall. He wore a bronze helmet on his head and a coat of steel that weighed nearly 60 kgs (130 pounds), he also had armor on his legs and had a huge spear with a bronze tip that weighed 7 kgs (15 pounds). He even had a man who walked in front of him to carry a huge shield for extra protection.

Goliath stood at the edge of the camp and shouted to the army of David's country, "Choose a man and have him come down to me. If he is able to fight and kill me, we will become your servants, but if I overcome him and kill him, you will become our servants." On hearing this all the soldiers were terrified and lost hope. "Give me a man and let us fight each other!" shouted Goliath again.

For 40 days, Goliath came forward every morning and evening and shouted this challenge. But no man from David's nation was brave enough to fight him.

During this time, David was sent to bring food to his older brothers who were soldiers in the army. When he heard about Goliath he was surprised that no one had tried to defeat him.

Even though he was just a boy, David was very brave. Once he had defended his flock of sheep against a lion and a bear with just his two hands and his slingshot. David was full of confidence because he trusted in God for his strength. He knew that God would be with him if his heart was right.

David knew the battle against Goliath was a righteous one and that God would be with him. He told them, "I will go and fight Goliath, and I will kill this intruder!"

Everyone laughed at David's boast, but he was certain that he could succeed. He persuaded the king of his country to let him go and fight Goliath.

When Goliath saw David coming he laughed. "Am I a dog, that you come at me with sticks? Come here boy, and I will give your flesh to the birds of the air and the beasts of the field!"

But David did not back away. He said to Goliath, "You come against me with sword and spear and javelin, but I come against you in the name of the LORD Almighty, whom you have defiled."

As Goliath moved closer to attack him, David ran quickly towards the battle line to meet him. Reaching into his bag and taking out a stone, he slung it and struck Goliath on the forehead. The stone sank into his forehead, and he fell face down on the ground. David ran and stood over Goliath. He took Goliath's sword and cut off his head.

DISCUSS..... *Ask for a volunteer to repeat the main points of the story. Then ask these questions:*

The point of this question is to help youth consider that through their actions they can stop AIDS from destroying their lives and the lives of others

? How is the giant Goliath like AIDS in our land?

? What can you do to stop AIDS like David stopped Goliath?



LIFE SKILLS ACTIVITY – 30 minutes

EXPLAIN..... *Ask for volunteers to read the following abstinence pledges to the group. You can use other examples if you wish. If possible, have copies to hand out or have them posted.*

#1

Believing in saving myself for marriage, I make a commitment to myself, my family, my friends, my future spouse, and my future children to be sexually abstinent from this day forward until the day I enter a lifelong, committed marriage.

1a (directly from True Love Waits)

"Believing that true love waits, I make a commitment to God, myself, my family, my friends, my future mate, and my future children to be sexually abstinent from this day until the day I enter a biblical marriage relationship."¹

#2

I'm committed to living God's way. I want to wait for my partner. I don't want to have sex before marriage, and here, today, I commit myself to do that.

#3

I am special and somewhere out there is a person that I want to spend my life with. I know I want to have a marriage that is based on love, trust, respect and commitment. On our wedding day, I would like to give my life partner a gift - my sexual purity. That will be my way of saying, 'I love you so much that I loved you even before I met you by saving myself and my sexual passions just for you.' I want this and I choose this today!"²

#4

It takes a lot more strength to keep your passions under control than to give in to them.

I've chosen to save sex for marriage.

Waiting isn't easy but waiting is worth it.

I've chosen to wait because I know sex is supposed to unite a man and a woman in a way nothing else can.

That's why I'm passing up on cheap sex now and why I'm holding out for the ultimate sex with the one I'll vow to love forever.³

Divide youth into groups of six to eight. Ask them to create a pledge or statement about their own commitment. Then ask each group to read their pledge to the rest of the large group.



TIME OF COMMITMENT – 10 to 30 minutes

There are many ways to acknowledge youth who are making a commitment to abstinence or renewing their previous commitment. It can be a group exercise or a private moment of reflection. Some groups choose to have youth fill out cards with the pledge as a reminder of the commitment. Some groups have a public ceremony where church, school or other community members are invited to attend. Some groups create a visible reminder of their commitment like wearing a special bracelet, ring or pin.

Take time to plan an event that will be meaningful to the youth and fits your time and resources.

Closing prayer (optional)



Maintaining Abstinence

Notes to the Facilitator

Maintaining a commitment to abstinence is not easy. Temptation and ongoing life pressures cause youth to question their decisions. The purpose of this session is to strengthen their commitment and to encourage youth to help each other maintain their commitment to abstinence.

During this learning session youth will:

1. Identify the barriers to maintaining abstinence
2. List ways to support each other to maintain abstinence
3. Analyze the power of positive peer pressure

Time: 60-90 minutes

Materials needed: none

Activities (core activities are in bold):

1. **Review:** Creative Assignment, sharing experiences - 10 minutes
2. **Story and discussion** - 25 minutes
3. Learning game - 15 minutes
4. **Story and discussion** - 10 minutes
5. Learning game - 15 minutes
6. Reflection verse (optional) - 2 minutes
7. Review and reinforcement - 5 minutes
8. **Closing activity:** Circle of Appreciation - 5 minutes



REVIEW – 10 minutes

Create a positive environment

Opening prayer (optional)



Sing a group song if one has been chosen

DISCUSS..... *Ask the group:*

Encourage youth to discuss openly what has been hard and what they anticipate will be hard in the future

? What thoughts or experiences have you had since the last session (or the since ceremony)?

? What have been your challenges as well as successes?

EXPLAIN..... Here are some ideas that can help you keep your commitment to practice abstinence before marriage:

- Associate with friends who support your commitment.
- Avoid exposing yourself to bad media, and other public places where sex is promoted.
- Be faithful to yourself and to God with this commitment.
- Be courageous to tell others about the commitment you made.
- Participate in positive social activities, for example church activities, clubs, sports, etc.
- Have a hobby or interest that you focus your extra time or energy on such as sports, something artistic, or reading clean material. Avoid being idle and lonely.
- Always give yourself time to review your commitment. Be honest about the struggles you are facing and think of ways to address them.
- Identify a trusted friend or adult who shares your commitment to abstinence who you can talk to about your questions and concerns.
- Always pray for your commitment.



SERIAL STORY AND DISCUSSION – 25 minutes

TELL A STORY..... *Continuing David and Sarah's story*

The last time we met, we heard your stories, this week we will have one last visit with David and his friends.

David is standing next to a stall in the market buying shoes for his younger brother Peter. They have just finished bargaining for a pair of black school shoes that Peter can wear as he starts junior secondary school. Peter is excited about the new purchase and runs off to show his sister Sarah who is buying a

Use different voices for each character

blanket for her baby at a stall not far away. As David turns to go he nearly runs into Mark, the friend who introduced him to Esther.

"David, how are you?" asks Mark. "We haven't seen you for awhile. You've missed a lot of fun nights on the town with some fun girls.

"Hi Mark." David responds, quickly looking down, embarrassed that he has been confronted about his changing lifestyle. But then, David feels a new strength and confidence. "It's good to see you Mark. I have been busy with school and other things lately."

"Esther has been asking about you. I guess she misses your company, huh?" Mark laughs and slaps his friend on the back. "You must be some kind of man for her to be missing you so much. I know you guys had a good time together. She is going with James now, but her younger sister is a lovely thing. I am sure you could have an even better time with her. Why don't you come along to hang out tonight? Everyone is going to be there, and I know they would be glad to see you."

"Thanks Mark, but I am too busy with school to get distracted by those things. I am sure Esther's sister is a nice girl, but I don't have time to mess around like that anymore. Tell everyone I say hello and wish them well."

Mark's face gets serious. He lowers his voice a bit and says, "David, look, you're a young man and you have to show you are strong while you are young. Come along and have some good times with us so you can remember what real living is like."

"Mark, I do remember the 'good times' you are talking about. And you know, it did start out great, and I felt cool and accepted. But now I know that kind of fun was not worth the price. A strong man thinks about the future. I do not mean I am better than you guys. I just am making different decisions now. Time will tell who made the best ones. But listen Mark, I am going to a youth meeting tonight at my church. There are some really cool people there who think differently about what it takes to have a good time. Why don't you come with me?"

Mark blinks a few times, not sure how to respond. David was usually so easy to persuade, and generally much quieter than this. What has changed him? Mark stares at David for a moment and almost agrees to go to the meeting, but then he remembers his other friends who will be waiting for him tonight and he knows what they would say.

He focuses again on David and says "Thanks man, but maybe another time. I'll think of you when I am with Esther's sister tonight. Hope you don't regret it."

"Don't worry about me. I'm just fine," says David as he waves to Mark.

Sarah and Peter emerge from a row of stalls just behind them, and Sarah silently looks at her older brother with a new light in her eyes. She was walking ahead of Peter and overheard David's conversation with Mark. A whole new world with new possibilities has opened in front of her, and she determines to ask Peter to watch the baby while she goes with David to the meeting. She wants the kind of freedom that she sees David has. She knows she will find a way to return to school. She smiles to herself, and feels a small spark of hope for the first time in a very long time. Maybe life is worth living after all.

DISCUSS.....

Encourage participation

Ask for a volunteer to repeat the main points of the story. Then ask:

? What was David's response to Mark's invitation? What do you think helped him be strong and able to stand up this temptation?

? We have talked in the past about negative peer pressure. How can peer pressure be positive?

In small groups discuss the following, you may want to divide the questions between the groups if time is short.

? How did David's response to Mark affect Sarah? How can our decision to abstinence affect others around us?

? Did David act as though he was better than Mark? How should we talk to people who have chosen differently from us if we want them to respond positively to what we have to say?

? What are some of the reasons people can fail to stay abstinent, even after making a commitment?

? Paul was a positive influence on David and helped him make a decision to be strong. How can you be a positive presence in the life of someone else?

In the large group discuss:

? How can we support each other and help each other to stay committed to our choices?

Make a list that the group can add to.

Emphasize encouragement and not to be judgmental but forgiving and understanding like Paul was for David, and like he was with Mark and his sister Sarah



LEARNING GAME – 15 minutes

EXPLAIN.....

Directions for “Trust Fall” Game

Those who have committed to stand for abstinence need to help each other stay faithful to their commitment. Trust is a very important part of counseling a friend. We have to trust each other enough to be open and honest, and we have to be worthy ourselves of the trust others place in us - to keep their secrets, to be non-judgmental but honest. All of these elements are important if we are going to support each other.

Now we are going to do an activity that demonstrates trust - how difficult it can be and how important it is that we can be trusted.

The facilitator should pick eleven volunteers. One of them will be the “faller,” the person who has to trust the others and ten are the “catchers,” who must be trusted.

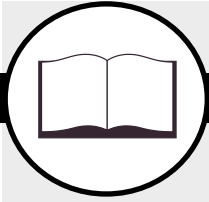
The facilitator tells the faller to stand on top of a table or some other object. It is best if it is at least a meter high, higher than a chair. Be sure the table is stable and have people support it if necessary. The other ten should stand facing each other, shoulder to shoulder, five on one side and five on the other. DO NOT USE LESS THAN TEN PEOPLE TO SUPPORT THE “FALLER”. Then, each should reach across and grab the wrists of the person across from them, so that they form a kind of bridge with their arms. While they are standing, do not allow anyone to kneel or sit. They become the “catchers.” The faller then stands on the table with his or her back to them. He or she then has to fall back onto the grasped arms of the group. The facilitator should demonstrate this first with the ten other volunteers. Keep your legs straight rather than trying to sit down into the catchers’ arms.

DISCUSS.....

The catchers should then rotate and also become fallers so that all people in the group get a chance to participate.

? How did we show that we trusted each other in this activity?

? Why is trust important between people? Why is it important between those of us who committed to abstinence?



STORY AND DISCUSSION (optional) – 10 minutes

TELL A STORY.....

This story can be found in the book of Nehemiah chapters 1-13

Many years before this story takes place, the Israelites had been forced to leave their land and live in Babylon as exiles. Nehemiah is one of these exiles in Babylon, and he works for the king in a very important position. One day, Nehemiah hears that the wall back in Jerusalem is still broken down, and his people there are in disgrace. Nehemiah is broken-hearted and prays to God. He confesses his and his peoples' sins, fasts for days and asks for God's help. Then God gives him the answer. Nehemiah decides to go before the King and ask if he can return home. He will be risking his life, because it was against the King's wishes to ever show a sad or worried face in his presence.

When Nehemiah goes before the King and asks permission to return home, God shows that he is in control. The King honors his request and agrees to let him go. He even gives him some supplies for the journey.

So, Nehemiah returns home to Jerusalem and begins to organize those left there to rebuild the wall. He and his fellow Israelites immediately meet with resistance. Sanballat the Horonite, Tobiah the Ammonite, and Geshem the Arab mock and make fun of the Israelites for even thinking they can do such a difficult thing as rebuild the city's walls.

Nehemiah assigns each group of Israelites a special section of the wall to rebuild. They begin working and soon they see that the wall is really getting built.

Meanwhile, the enemies of the Israelites are mocking and planning to attack them and destroy all their hard work. But Nehemiah reminds his people that God is protecting them and that they should stand strong. He speaks out against the oppression of the leaders against his own people. Their enemies try to discredit and intimidate Nehemiah by spreading lies and rumors but he does not listen. The Israelites stand together strong. Their enemies are reduced to nothing because the people refuse to be dissuaded from their purpose.

Despite all of the obstacles, the people remain faithful to their goal and finally the wall is finished. All of the people rejoice, and the society in Jerusalem begins to rebuild itself.

DISCUSS.....

*Ask for a volunteer to repeat the main points of the story.
Then ask:*

Encourage group participation

Listen to several responses

- ? What does this story tell us about standing strong together?**
- ? What are some obstacles our own enemies can put in our way to try to get us to fail in our goal of remaining abstinent?**
- ? What are some the ways we can act toward each other that will help us to stand strong and feel encouraged?**



LEARNING GAME – 15 minutes

EXPLAIN.....

Directions for the Leaning Circle

Ask all the participants to stand in a circle. If there is an odd number of people you should join the circle, if not stand to the side and supervise. Tell everyone to hold hands. Starting with one participant in the circle, have them count off by twos (one, two, one, two, etc...) all the way around the circle until everyone has a number, either a one or a two. The numbers should alternate so that no two people with the same number are standing immediately next to each other. Tell them to be sure to remember their number.

At the count of three, with everyone still holding hands, the "ones" should lean forward and all the "twos" lean backwards with all their weight. After 5 seconds, the leader yells "switch" and all the players lean the opposite way, with all the "twos" leaning forwards and the "ones" leaning backwards. Do this few times until the players get it right and are really leaning with all their weight without stumbling.

DISCUSS.....

Discuss together:

- ? How can we show each other true friendship so that "leaning on each other" is not so difficult?**
- ? In our story, Paul was a positive influence on David and helped him make a decision to be strong. How can you be a positive presence in the life of someone else?**

In small groups discuss and then if there is time, have groups share with large group:

- ? If you have a problem making or keeping your commitments to sexual purity, how would you want a good friend to respond to you?**



REFLECTION VERSE (optional) – 2 minutes

Hebrews 10:24

"Let us be concerned for one another, to help one another to show love and to do good."



REVIEW AND REINFORCEMENT – 5 minutes

DISCUSS..... *Ask the group:*

? What did you learn today that will help you in the coming week?



Take Action

Think of ways you can continue to support each other in the weeks and months ahead. Here are some things that might help:

- Don't spend your time filling your mind with sex. Avoid sexually charged music, movies, places and books.
- Avoid parties and places that encourage sex.
- Many youth have sex when they are drunk or high on drugs. So stay away from alcohol and drugs. This decision alone could save your life.
- If you fall, stand up again and again. Learn from your mistakes. Ask for forgiveness and for the power to stand strong.
- Speak to someone you trust and respect, who supports your sexual values, about any challenges along the way.
- Write a letter to your future life partner. Tell them you're going to save yourself for them.
- Develop a reminder of your pledge and wear it as a regular reminder that you choose to abstain. It can be a ring, a pin, a bracelet or another idea you come up with.



Have the group sing the group song written by the song team.



CLOSING – 10 minutes

EXPLAIN.....

Direction for the Circle of Appreciation

Have the entire group stand in a circle and look at the person to their left. Go around the circle, and each person should say one brief but encouraging thing about the person to their left, until something nice has been said about each person in the group. The comments should be short but something that has to do specifically with that person, not just a general comment. And it should be something about who the person is, not a compliment about their clothes or looks. They should start each compliment with the person's name, saying "I appreciate --- because he/she is ----" and add something like "open and honest," or "kind and gentle," or "has a good sense of humor," etc.

Tell the participants to remember how it feels to be encouraged and to continue to encourage one another even after they leave this group.

Closing prayer (optional)



Frequently asked questions about HIV/AIDS

? What does HIV/AIDS mean?

HIV stands for Human Immunodeficiency Virus. HIV is a virus too small to see which is passed between people through sexual fluids and fresh blood. When a person has this virus, he is considered to be “HIV-positive.” If someone is HIV-positive, he can easily become sick. When the HIV-positive person becomes sick with many illnesses that do not go away, then he is said to have AIDS. AIDS stands for Acquired Immune Deficiency Syndrome.

People with HIV may live very productive lives but eventually they will get sick with different illnesses such as tuberculosis, diarrhea, coughs and skin sores. Some medications can help reduce illness but there is no cure for HIV/AIDS. Once a person is HIV-positive, he will eventually get AIDS and die.

? How is HIV passed from one person to another?

HIV is passed between people in three ways:

1. **Sex.** The most common way of getting HIV/AIDS is through sex with a person who is HIV-positive.
2. **Blood to blood.** Someone can be infected with HIV if fresh blood that contains the HIV virus enters their blood stream. This can happen if an infected syringe needle is reused rather than being destroyed, if a razor blade or any cutting instrument is used on a person who is HIV-positive and is not new or properly cleaned before being used on someone else, or if HIV-infected blood enters the blood stream through an open cut or sore. It can also happen if a person receives HIV-positive blood in a transfusion, although most blood in hospitals or clinics is tested to make sure it does not contain the virus.
3. **Mother to child.** A baby can be infected from the mother if the mother is HIV-positive. Most babies born to HIV-positive mothers are not infected. But some babies (with treatment this is reduced) become infected during pregnancy, at the time of labor and delivery, or while the baby is breastfeeding.

? Should an HIV-positive mother breastfeed her baby?

Some women may have questions about whether they should breastfeed their babies, especially if they know or suspect they are HIV-positive. In settings without adequate health care, clean water or financial support for breastmilk substitutes, it is recommended that an HIV-positive mother exclusively breastfeed her baby until they are 6 months old and then transition to other food sources. This is because the dangers of other health problems from not breastfeeding during the first six months are greater than the risk of giving the baby HIV.¹

? Why are young girls more vulnerable to HIV infection than boys?

There are a number of reasons why girls may be at greater risk for HIV infection. Young girls can get HIV more easily than older women if they have sex before their body is ready. The skin and tissue around their sex organs is not as strong and may tear easily. This makes it easier for the HIV virus to pass through sexual fluids and through fresh blood in broken skin.

It may be common that younger girls have sex with older men, sometimes through marriage, sometimes through sexual abuse, sometimes for money or gifts. Some men have many sexual partners and bring a great risk of HIV to the girls they have sex with.

Education influences behaviour. In some places girls complete fewer classes in school than boys and are not given equal opportunity to learn and gain skills for life. Lack of knowledge may put these girls at a higher risk.²

? How is HIV/AIDS NOT spread?

It is important to know how HIV/AIDS is NOT spread so we are not fearful of caring for those affected by the disease.

HIV is NOT spread:

- by touching someone with HIV/AIDS
- by mosquitoes or other insects
- by social kissing
- by sharing eating utensils, spoons, forks, etc
- by swimming or bathing with someone with HIV/AIDS
- by living in the same house or working with someone with HIV/AIDS

? How does HIV affect the body?

You cannot tell by looking at someone if they are infected with HIV. It may be years before someone gets sick with AIDS.

The following are common illnesses that can come with being HIV-positive:

- fever that comes and goes, but does not go away completely
- diarrhea that comes and goes, but does not go away completely
- frequent cough
- weight loss

The following are other illnesses that come to some HIV-positive people but not all:

- respiratory illnesses
- mouth sores
- skin sores
- some forms of cancer
- mental illness
- blindness

? Do Sexually Transmitted Infections (STIs) make it easier to get HIV/AIDS?

Yes, a person who has a STI is at much greater risk of getting or spreading HIV because these diseases cause sores or breaks in the skin, making it easier for blood or sexual fluids containing HIV to pass from person to person.

? What can I do to avoid getting HIV?

1. Boys and girls, men and women, should not have sex until they are married. This is the safest way.
2. Before you marry, it is a good idea for you and your partner to be tested for HIV.
3. When you marry, commit to being faithful to your marriage partner (only having sex with your partner) to protect yourself and your partner from infection.
4. If you or your marriage partner does have sex with someone else, use a condom every time you have sex. Go for an HIV test to determine your status and encourage your partner to do the same.
5. A mother who is HIV-positive should carefully think about having children. It is best for her to avoid having children, first to protect her own health (pregnancy while being HIV-positive is difficult), but also to avoid passing HIV to a baby. When the mother and father are both HIV-positive, children are left orphans.
6. Avoid blood transfusions. If medically necessary be sure the blood has been tested and for the virus.
7. Do not share anything that pierces the skin with anyone.
8. If you have another sexually transmitted disease, have it treated immediately. Continue your medicine until it is finished.

? Are condoms effective in protecting against HIV?

A condom significantly reduces the risk of a person getting HIV/AIDS if used correctly and every time he or she has sex. Studies suggest that when male condoms are used correctly and consistently, they are 80-95% effective in reducing the risk of getting HIV through sex. However, the only 100% effective choice for preventing the spread of HIV through sex is abstinence from sexual activity.³

? What do you mean by using a condom correctly?

- The packet should be sealed and not expired (before date on package).
- When opened, the condom should be moist.
- Do not unroll the condom before putting it on. Put the condom on only when the penis is erect (stiff). Pinch the tip of the condom to leave a small empty space to hold the semen and use the other hand to slowly unroll it down the erect penis.
- Never wash a male condom or try to reuse it.
- If the condom tears or has a hole in it, remove it and replace it with a new one.
- Hold the base of the condom when the man withdraws so the condom does not slip off and the semen does not spill.
- After removing the condom, dispose of it properly. Tie the end in a knot and throw it in a pit latrine or bury it.

? How do you know if you are infected with HIV?

The only certain way to know if a person has HIV is to be tested at a health clinic or testing centre.

When a virus enters the body, the body produces special cells called antibodies. By taking a sample of blood or sometimes saliva, a doctor can use an HIV test to check for these antibodies. If they are present, the person is HIV-positive.

However, it can take six weeks to three months after a person is infected with HIV for his body to produce enough antibodies to be detected through an HIV test. This is known as the “window period,” the time between when a person is infected and her body begins to fight the virus. If a person is tested during the window period, the test will not show that she has HIV even though this person really does have the virus and can infect others. Because of this window period, to be sure a person who has had unprotected sex in the last three months does not have HIV, this person will need two blood tests three months apart. Between the tests the person must refrain from sex to avoid infecting themselves and creating another “window” period.

? What is VCT?

VCT stands for Voluntary Counseling and Testing. VCT is when a person chooses to undergo HIV/AIDS counseling so that they can make an informed decision about whether to be tested for HIV. It is important that people who are not sick come forward and be tested. This will help lessen the stigma of testing. Also, it is important for those who are infected to find out as early as possible so they can better care for their health and prepare for the future.

Special sites for VCT testing have been established in urban and rural communities in many countries. At these sites, counseling and testing is provided for a minimal fee or no cost. The HIV/AIDS counseling provided at the VCT site is one-on-one and confidential. This means that the counselor cannot tell anyone about the results without the client’s permission. People who have good pre and post test counseling are able to cope better with their results and more likely to look after their health and protect others from infection. ⁴

? What medical treatment is available for people living with HIV/AIDS?

There are many different drugs available to treat people living with HIV. Some of these drugs treat the symptoms and illnesses that often affect people with HIV/AIDS (ie rash on skin, TB, other STIs). These include fever reducers (acetometaphin), pain medications (panadol), and antibiotics.

Other drugs work on the virus itself. These are called antiretroviral (ARV) medications. There are many different types of ARVs and a doctor must decide which combination of drugs is best for a patient. When a person takes ARVs, the speed at which the HIV virus multiplies inside the body can be greatly reduced. A person taking ARVs will usually stay healthy significantly longer than someone who does not take them. It is very important that the patient carefully follow all guidance from their health worker about taking the medicines. ARVs do NOT cure AIDS. A person taking ARVs can still pass the virus to others. ⁵

ARV drugs are expensive and still not available to most people with the illness. New international initiatives are lowering the price and increasing availability in some areas. Find out through a local health care provider whether ARVs can be made available for people living with HIV/AIDS in your community.

Not all illnesses that result from HIV/AIDS require drugs from the clinic. There are some simple but effective home treatments such as Oral Rehydration Solution that treat conditions like diarrhea. It is important to talk to a doctor or health worker about all traditional and home treatments before using them, as some practices may be harmful to a patient. Good nutrition and exercise are equally important in keeping healthy.

? Can someone live normally knowing they are infected with HIV?

Persons infected with HIV can lead very normal lives for some time. They should continue with all their normal activities such as working a job, walking around, visiting friends and family, and attending church for as long as possible. To avoid spreading the disease to others and re-infecting themselves (which can bring on AIDS more quickly), it is best for an HIV-positive person to not have sex. If they do, they must always use a condom.

? What can I do for someone with HIV/AIDS?

Persons living with HIV/AIDS need a friend. They need someone to care for them and help them function in as normal a life as possible. You can be a friend.



Helps for understanding and working with youth

Youth can range from around 11-21 years in age. This is the time of life when they are going through the transition from childhood to adulthood. The changes that take place during this time are both physical and emotional. They also depend on the expectations of the society and cultures that the youth belong to.

Changes during puberty

During their early teens (usually about 11-14 years old) youth undergo a period of rapid physical change that is often called "puberty."

Girls

Develop hips
Develop breasts
Pimples on face
Hair grows on body, armpits, pubic area
Start menstruation
Strong perspiration

Boys

Hoarse voice
Pimples on face
Hair grows on body, face, chest, pubic area
Strong perspiration
Muscles develop
Sensations – wet dreams etc.

These physical changes are usually accompanied by emotional changes. During puberty a young person:

- is more sensitive to criticism, embarrassment, etc.
- has emotional ups and downs
- has increased feelings of sexual desire
- needs encouragement and respect

Understanding youth

For those who are no longer so young themselves, it can be very hard to remember what their thoughts and feelings were back when they were facing the changes and challenges of youth. It is okay if you feel like you do not always understand the youth you interact with. You can still help them during their transition. You just need to make an extra effort to reach out.

During the transition period from child to adulthood:

- Like children, youth still need to have fun, but games need to be more purposeful.
- Respect their feelings and always give them a chance to talk about feelings and challenges they face. Ask them questions about what they are doing and thinking.
- Show them the responsibility they have to bear as they are approaching adulthood. Be a good role model in the way you act in your own daily life.
- Encourage them to feel confident in who they are. This is the most important thing for youth in addressing peer pressure.
- Discuss controversial things with them, including views on sexual issues.

Youth value friends and like recognition. You can be a friend:

- Show them love in spite of all their uncertainties and instabilities.
- Show them respect, and be a positive role model for them. Don't act too old or strict - remember to still have fun with them.
- Listen when they talk and use some of their ideas.
- If they discuss something with you, ask them about a few days later to show that you care and remember.
- If appropriate, pray with them and commit to continue praying for them.
- Respect them by keeping their secrets.
- Show them you love them equally, uplifting those who are feeling inferior and in a wise way, humbling or sensitizing those who feel superior.
- Show you care about them, in and out of the time spent doing the learning sessions. Know their lives outside of the hour you spend together each week - schools, church, homes, friends - be involved!!
- Be trustworthy to them, and be a "reachable" adult or role model to them - they should know they can come to you at any time.

Youth are adventurous. They are beginning to discover who they are and what they want to become in life. They like to try new things. Sometimes these things are good, but sometimes they can be harmful. You can help them.

- Guide them through all of the life changes they are experiencing.
- Try to help them discover and develop their natural gifts and talents through different activities such as school activities, choir, drama, at the market (business skills), church or youth group leadership, etc.
- Plan games which are experiential and use approaches like dramas that keep them involved.
- Start giving them leadership responsibilities and trusting them to complete tasks on their own.
- Allow them to show their gifts by having them participate as much as possible (for example: leading prayers, reading the stories in the sessions, presenting poetry, etc)

50 ways to show youth you care

1. Remember their names.
2. Listen when they speak.
3. Ask for their opinion.
4. Recognize their gifts and talents.
5. Compliment them when they do well.
6. Answer their questions honestly and openly.
7. Discuss their dreams and concerns.
8. Be relaxed in their presence.
9. Say their names.
10. When they ask your advice, give them options.
11. Ask them questions.
12. Listen to their answers.
13. Expect their best.
14. Accept that their best will not be perfection.
15. Be available.
16. Do what they like to do.
17. Share their excitement.
18. Be honest.
19. Be sincere.
20. Let them make the rules sometimes.
21. Help them to see mistakes as learning opportunities, not failures.
22. Welcome their suggestions and use them.
23. Include them in the decision making process.
24. Believe what they say.
25. Tackle new challenges together.
26. Encourage them to help themselves.
27. Create a safe environment for them.
28. Be consistent but flexible.
29. Praise loudly; criticize softly.
30. Tell them what you believe and why you believe it.
31. Help them to become an expert at something.
32. Laugh with them not at them.
33. Ask their opinions about things.
34. Encourage them to help others and recognize them when they do.
35. Show them that you are excited to see them.
36. Let them tell you how they feel.
37. Thank them.
38. Keep promises, even small ones. In their eyes they are all the same size.
39. Find a common interest.
40. Let them pick the songs they want to sing and sing them with them.
41. Apologize when you've done something wrong.
42. Smile at them as often as you can.
43. Use your ears more than your mouth.
44. Learn from them and let them know what you've learned from them.
45. Always suggest a better behavior when they have chosen an inappropriate one.
46. Tell them how much you like being with them.
47. Admit when you've made a mistake.
48. Be curious with them.
49. Delight in them.
50. Above all, laugh, Laugh and LAUGH some more. We all thrive on FUN!



using small groups

Discussion questions asked by the facilitator can help participants learn through their own experiences. Discussions can be in a large group which usually need the facilitator to help moderate or in smaller groups or pairs where more people are likely to share and participate.

Whether or not to use small groups depends on the types of questions being asked, the amount of time available, and how well people know one another.

- Pairs of two people are useful for intimate sharing or practicing a skill.
- Groups of three are useful for getting everyone to think and participate actively.
- Groups of four to six are useful for sharing ideas and insights in a less competitive or intimidating environment than a large group.

Here are some ideas for how to form small groups in a fun way:

1. **Counting off:** First divide the number of participants by the size of group you want in order to determine how many groups you will have. For example: if there are thirty people in your large group and you want six people in each small group, you will need five groups total. Next ask participants to count off depending on the number of groups. For example if you have five groups count- 1, 2, 3, 4,5; 1, 2, 3, 4, 5... until all have a number. Then form groups by number - all "1's" in a group, all "2's" in another, etc.
2. **Mingle-mingle:** Ask participants to stand in the center of the room and move around at random (they can also do a circle dance). Then shout out the number of the group size, for example "six." Participants then quickly reach out and grab the people nearest to them to form a group that size.
3. **Common traits:** If groups don't have to be exactly even, use things like the month they were born in, their age, their favorite color, their favorite type of food. Be careful to not pick any traits that would reinforce conflicts of your culture or society.
4. **Drawing a number:** Write out numbers on a piece of paper relating to the number of groups you need. Have participants draw a number from the basket.
5. **Different types of sweets:** Same process as above, but use different types of candy instead of numbers.

using dramas and role-plays

About dramas

Why use drama to communicate a message?

- It gets and holds people's attention.
- An educational drama is often easier to relate to and remember than a lecture.
- It encourages people to start talking to one another about the problem or situation.
- It provides information and encourages people to think about a problem or situation in a non-threatening environment.

Tips on performing an educational skit or drama

- Consider the message the drama is trying to share and be sure that the characters and the action clearly communicate this.
- Understand the character you are playing as well as the other characters in the skit.
- In a formal skit it is best to stick to the agreed upon script during the performance. Don't add lines or new ideas without discussing it with the other actors first.
- If you are using a script, study and memorize your lines.
- Face the audience when you are speaking or gesturing, your back is not very expressive! Only turn your back when it's part of the intended action.
- Be sure the audience understands you. Speak clearly and loud enough for all to hear.
- Practice the skit before you perform it!

About role-plays

Role-plays are a special kind of drama that allows participants to demonstrate or practice their interpersonal skills. In a role-play there are no prepared words for actors to say. Instead, a general situation is described and participants say and do whatever they think is in character with their role and the situation.

Helps for directing a role-play

- Make sure each participant clearly knows which role they are to play and that they stay in character during the role play.
- Stop the action as soon as the point is close to being made or has just been made. Say something like "stop" or "cut." Do not let the role play drag on.
- If participants do not model good behaviors during the role-play, you may want them to repeat the role-play. Give them some instruction on how to improve.
- After a role-play ends, discuss what happened with the larger group. This helps participants process what they have learned.
- If you think it would be helpful, ask for someone who can think of a different way of responding to the same situation to repeat the role play.
- Always thank participants for their contribution.

Credits

Session 5

- 1 Rebecca's Letter adapted from Reach 4 Life : The choice is Yours, International Bible Society, 2004

Session 7

- 1 Ball, M. and Cerullo, J. It Takes Courage. Kerus Global Publishing, 2004

Session 8

- 1 Ball, M. and Cerullo, J. It Takes Courage. Kerus Global Publishing, 2004

Session 9

- 1 Adapted from Cunningham, D. and Cunningham, J. Adventure Unlimited: Growing up in today's world.

Session 10

- 1 Tough Love from True Love Waits. Save Sex: Holding Out for the Ultimate

Session 11

- 1 True Love Waits. www.lifeway.com/tlw
- 2 Reach 4 Life : The choice is Yours, International Bible Society, 2004
- 3 Adapted from Tough Love - Save Sex

Frequently asked questions about HIV/AIDS

- 1 "LINKAGES FAQ Sheet 1: Breastfeeding and HIV/AIDS Frequently Asked Questions." Academy for Educational Development. Updated April 2004. www.linkagesproject.org
- 2 www.youthandhiv.org
- 3 "The Effectiveness of Condoms in Preventing HIV Transmission," Amfar Issue Brief No. 1. American Foundation for AIDS research. January 2005. www.amfar.org
- 4 KwaZulu Natal Dept of Health www.kznhealth.gov.za/testing.htm
- 5 AIDS Info A Service of the U.S. Department of Health and Human Services, November 2004; Introduction of ARV Drugs - Family Health International, Handbook on access to HIV/AIDS related treatment – UNAIDS/WHO/International AIDS Alliance.

