



Photo: Santjie Viljoen

GENERATION SKILLZ

COACH'S GUIDE



Photo: Alice Keeney

Coach Name: _____

Telephone Number: _____



Introduction

GENERATION SKILLZ

Generation SKILLZ is a culture, mindset, and toolkit for educators to use when teaching young people about HIV and AIDS and life skills. Generation SKILLZ creates simple and powerful connections between soccer and life. The SKILLZ approach helps young people have relevant and important discussions about life, take small steps to achieve their goals, stay strong when faced with challenges, and protect themselves and others from HIV and AIDS.

The Generation SKILLZ Coach's Guide is a cutting edge, youth-based and evidence-supported interactive HIV prevention and life skills curriculum designed for South African youth aged 15-19 years. Young adult educators called "SKILLZ Coaches" deliver the curriculum in various settings including schools and other youth groups. This 11-practice intervention uses soccer language, metaphors, and activities to address key behaviours that drive the spread of HIV in southern Africa including multiple sexual partners, older sexual partners, and gender-based violence.

Generation SKILLZ is a pilot project that will be brought to scale across South Africa following rigorous evaluation.

GRASSROOT SOCCER

Grassroot Soccer (GRS) is a South African HIV prevention organization that uses the power of soccer to educate, inspire, and mobilize communities to stop the spread of HIV and AIDS. GRS trains soccer stars, coaches, teachers, and peer educators to deliver an interactive HIV prevention and life skills curriculum to youth, providing them with the knowledge, skills and support needed to live healthier lives. GRS and its partners have provided comprehensive HIV prevention and life skills education to over 400,000 youth in 19 countries since 2002. GRS aims to reach 1 million youth by 2014.

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SKILLZ Coaching

The Intervention

The Generation SKILLZ intervention is designed for 15–19 year olds. It is delivered by 2 trained coaches and consists of 11 45-minute practices. A player must attend at least 7 practices to graduate.

Taking Attendance

Taking attendance at EVERY practice is one of the most important things a Generation SKILLZ coach must do. Without taking careful attendance records there is no way to know how many kids have been reached across South Africa, and whether or not the programme is working.

The Big 5

When delivering a practice, think of your training and keep the Big 5 in mind. Refer to your Coaching Resource if you need more information!

- ① *Share information about HIV and AIDS*
- ② *Create Safe Space*
- ③ *Build Personal Connections*
- ④ *Give Powerful Praise*
- ⑤ *Spark Vital Conversations*

Using The Coach's Guide

Learning to use the guide

- To be prepared, read practice twice the day before your session.
- Use your guide while you work with the kids and look out for the different pieces of the Coach's Guide explained below:

ACTIVITIES (SUGGESTED TIME)

1// Major steps

- Instructions to **READ** to yourself
 - Things to **SAY** to the players
 - ✓ Responses you might **HEAR** from the players

① Key messages

🗨️ Quick discussion

♥ Personalise

WRITE NOTES FOR YOUR PERSONAL STORY HERE

🔄 **Take a Stand and Fact/Nonsense** statements – these are statements that you must read aloud to the kids.

Coach's Tips: useful advice and definitions to help you out!

1// Our Generation!

GOALS – BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Commit to Generation SKILLZ by signing the SKILLZ Contract
- ✓ Explain how the choices we make affect our lives
- ✓ Recognize SKILLZ as a safe space to talk about issues such as sex, relationships and HIV

MATERIALS

- SKILLZ Contract on a flipchart
- Marker(s) to sign the SKILLZ Contract

PREPARATION

- Record each player's name, surname, age, and sex on the SKILLZ Attendance Register of your Monitoring Book.
- Write the SKILLZ Contract.

*SKILLZ
Contract*

Respect

Participate

Lead

SCHEDULE

- Introduction to Generation SKILLZ (3 min)
- Take a Stand (5 min)
- SKILLZ Contract (9 min)
- Choices (9 min)
- Coach's Story (9 min)
- Review (2 min)
- Cool Down (8 min)

INTRODUCTION TO GENERATION SKILLZ (3 MIN)

- Run a quick 1-minute energizer to raise the energy.
- Welcome the players and get them excited about Generation SKILLZ.
 - In Generation SKILLZ, we use soccer as a way to start discussions about things that are important in our lives like sex, HIV, relationships, and our futures.
 - Generation SKILLZ is different than school. We will have fun, talk about what is really happening in our lives, and work to find answers together.
 - We will be together for 11 sessions and at the end we will celebrate with a graduation.
- Introduce the SKILLZ terms “kilo”, “yebo”, and “sisonke-simunye”.

TAKE A STAND (5 MIN)

- Explain:
 - We will start every practice with *Take a Stand*. This will help us get our minds warmed up.
 - I will read a statement and you will need to decide whether you agree or disagree, then share your reasons why.
 - There are no right or wrong answers and it is okay to disagree with your friends.
 - After I read the statement, close your eyes so you can't see anyone else's response.
 - If you agree with the statement, put your hands on your head. If you disagree, put your hands on your knees.
 - After everyone has made a choice, I'll ask you to open your eyes and *Take a Stand* by defending your position.
- Read the statements. After each statement, spend 1 or 2 minutes trying to heat up the discussion. Use the follow-up questions if necessary. Once the discussion is hot and players have shared some interesting ideas, move on to the next statement.

☛ Sundowns is the best team in South Africa.

- Which team is the best? Why?

☛ Our generation will fight HIV better than our parents' generation.

- What do we know that our parents don't know? What do our parents know that we don't?

☛ Our generation will be able to defeat HIV.

- What is stopping us? What makes this difficult?

Coach's Tip: This is a great time to praise players for sharing their opinions. If you praise a player for saying something, everyone will want to "say something." This will help create safe space.

SKILLZ CONTRACT (9 MIN)

- Ask the players:

- What is a contract?

- ✓ An agreement, understanding, or commitment.

- Why is it important to sign a contract?

- ✓ A contract is important because it allows everyone to know what is expected of them and what they have committed to do.



- Explain:

- Over 400,000 young people throughout Africa have graduated from programmes like Generation SKILLZ. Every one of them signed a contract.
- Joining the SKILLZ team is a choice; not something you have to do. If you want to join the SKILLZ team, you must sign the contract.

- SKILLZ coaches expect 3 major things of everyone involved, but SKILLZ is your team! You will have the opportunity to add to or change the contract to make it work for you.
 - By signing the SKILLZ Contract, all coaches and players agree to all of its terms.
- Show players the SKILLZ Contract and ask them to explain each part:
 - What is respect?
 - ✓ Care for and support each other.
 - ✓ Accept everyone on the team, regardless of sex, race, religion, language, nationality, or sexual orientation.
 - ✓ Treat each other as young adults, not as children.
 - What does it mean to participate?
 - ✓ Attend all 11 practices.
 - ✓ Have a positive attitude and take part in all activities and discussions.
 - ✓ Ask and answer questions whenever possible – even after the practice!
 - ✓ Enjoy yourself. We're not kids, but we can still have fun hanging out together.
 - What does it mean to lead?
 - ✓ Share what you learn in Generation SKILLZ with your family and friends.
 - ✓ Be a captain in your community and let your healthy behaviours be an example for others.
- Invite players to add to or change the SKILLZ Contract.

Coach's Tip: Allowing players to help design the SKILLZ Contract shows them you respect them and that Generation SKILLZ is their programme. Encourage players to add several of their own modifications to the SKILLZ Contract.

- Sign the SKILLZ Contract before the players to show that you're committed.
- Invite the players to sign the SKILLZ Contract and welcome them to the SKILLZ Team!

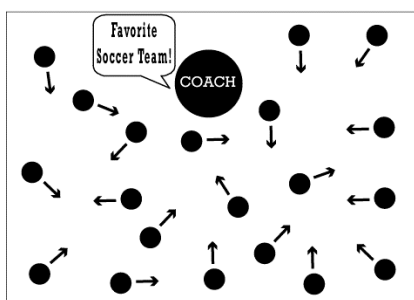
CHOICES (9 MIN)

1// Play with choices

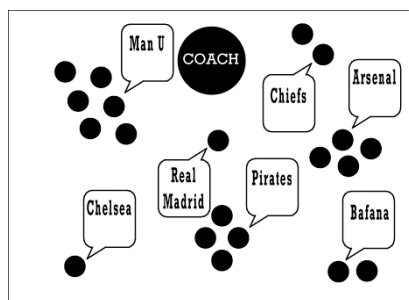
- Ask the players:
 - What is a choice?
 - ✓ An option
 - ✓ Something you decide
- Explain and demonstrate the rules of the game:
 - To start the game, you will walk or skip around each other in different directions.

Coach's Tip: To make Choices more fun, have the players do their favourite dance moves. You can also have them sing a popular song while they dance. This is more fun for the older participants!

- I will then blow the whistle and call out a category.
- It is your job to make a choice and cheer for your choice so that everyone else can hear.
- Once everyone is cheering, group yourselves with the other players who have made the same choice.



Players move around each other until the coach calls a category.



Players form groups with others who have made the same choice.



- Play the game using the following 3 categories or make up your own categories for your group:

- | |
|--|
| <ul style="list-style-type: none"> ✪ Favourite soccer team ✪ Favourite subject in school ✪ Favourite job/musician/movie |
|--|

- After each category, stop the cheering and, one at a time, ask each group or individual to cheer for their choice.

🔊 **Quick discussion:**

- How did you feel cheering in a big group?
- How did you feel cheering in a small group or alone?
- Why is it sometimes easier to go with the larger group's choice than to make your own choice?

3// Play with numbers

- Explain and demonstrate the new rules of the game.
 - We will play the same way as in the last round, except this time I will call out a number from 1-10 instead of a category.
 - When I do so, get into groups of that size.
 - For example, if I say, "4," you must form a group of exactly 4 people.
- Blow the whistle and play the game.
- After calling 2 numbers, call out the number 6.
- Gather all the players around 1 group of 6.

4// Demonstrate HIV prevalence

- Demonstrate that, for every 6 adults in South Africa, 1 has HIV.

🔊 **Quick discussion**

- Can anyone tell me what HIV is?
 - ✓ Human Immunodeficiency Virus
- Can anyone tell me what AIDS is?
 - ✓ Acquired Immune Deficiency Syndrome

- o 1 in 6 means about 16% of the adults in South Africa have HIV. Why is HIV such a big problem in South Africa?
- o Earlier in this game we talked about making choices. In life, what choices can we make to avoid getting or spreading HIV?
 - ✓ Choose to abstain from sex
 - ✓ Choose to stick to one partner who sticks only to me
 - ✓ Choose to stay away from older partners
 - ✓ Choose to always wear a condom if I do have sex

COACH'S STORY (9 MIN)

1// Tell your story

- Explain that you are now going to tell the players about the choices you have made in your own life to take control of HIV.
- Ask the players to get comfortable so that they can listen to your Coach's Story for 5 minutes.

Coach's Tip: Share the truth from your own experiences. Make it real. Coach's Stories are often very sensitive and private so you may want to use fake names of people in your story.

- Write answers to the questions on the next page to help guide you.

What's your name? Where are you from?

How is soccer a part of your life? (e.g.: teams you support or played for, achievements in soccer, people you know who love or play soccer etc.)

How have you been affected by HIV & AIDS personally or what other big challenges have you faced in life?

How have you been resilient and bounced back from a challenge?

Why are you excited about Generation SKILLZ?

- Tell your Coach's Story.

🔊 Quick discussion

- Does anyone have questions about me or my Coach's Story?
- Why do you think I have told you this story?
- If you want to ask me more questions about my Coach's Story, we can talk about it anytime outside of SKILLZ.

REVIEW (2 MIN)

① HIV is a big problem in South Africa. But, we can make choices to avoid getting or spreading HIV.

② Generation SKILLZ is a team of young adults throughout South Africa that are dedicated to preventing the spread of HIV in their communities.

③ In Generation SKILLZ, all members agree to respect each other, participate in activities and discussions, and become leaders in our communities.

COOL DOWN (8 MIN)

1// MXit Move

- Explain to the players what a MXit Move is:
 - Continue any conversations we have in Generation SKILLZ outside of the sessions. MXit moves are topics to discuss with your peers—either in conversation, MXit, or SMS during the week. At the next practice, we can discuss your conversations or MXit.
- Explain MXit Move 1:
 - Listen to at least one conversation you hear about sex this week and MXit about it with a peer.

Coach's Tip: Get on MXit and do the MXit Moves yourself! This will allow you to share your experience with your players.

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

2// Know the Game!

GOALS – BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Name 2 myths and 2 facts about HIV and AIDS
- ✓ Name 3 ways to avoid getting or spreading HIV

MATERIALS

- Fact/Nonsense Cards (1 per group of 4 players)

PREPARATION

- Review the Fact/Nonsense statements so you are familiar with the information.
- Prepare Fact/Nonsense cards. If you do not have printed activity cards, write 'FACT' on 1 side of a piece of paper and 'NONSENSE' on the other.

SCHEDULE

- Warm Up (8 min)
- Fact/Nonsense (30 min)
- Review (2 min)
- Cool Down (5 min)

WARM UP (8 MIN)

1// 1-min energizer

2// MXit Move review

- Review MXit Move 1:
 - Listen to at least one conversation you hear about sex this week and MXit about it with a peer.

🔊 Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - What were the conversations you heard?
 - Did you agree with what they were saying? Was their information about sex accurate?
 - Why do some people love talking about sex? Why are some people shy to talk about sex?

3// Take a Stand

- See instructions from Practice 1. Use the following statement:

🔄 I know enough about HIV and AIDS.

- Why or why not?

FACT/NONSENSE (30 MIN)

1// Set up the game

- Divide players into teams of 4 players.
- Instruct each team to select a team captain.



Coach's Tip: If there is only 1 girl in a group she should be the team captain. If there is only 1 boy in a group he should be the team captain.

- Hand out a FACT/NONSENSE card to each team captain.

Coach's Tip: You can also use "thumbs up/thumbs down" instead of Fact/Nonsense cards.

- Explain and demonstrate the rules:
 - I am going to read a statement and you will have 30 seconds to discuss the statement with your team.
 - Everyone on your team needs to participate to decide if the statement is FACT (true) or NONSENSE (false).
 - When I say "1-2-3, cards up!" the team captain will raise the card to show either FACT or NONSENSE.
 - I will check with 1 or 2 teams to explain their answers before I read the correct answer.
 - After reading the answer, I will ask a discussion question. This question doesn't have a right or wrong answer. Think about the way people act in real life.

2// Play the game

- Play the game using each of the following statements.

✪ The most common way HIV is spread in South Africa is through blood-to-blood contact.

✓ **NONSENSE**

Coach's Tip: To make the explanation more interactive, ask a number of quick questions to cover the content.

- ✓ **Explain:** The most common way HIV is spread in South Africa is through unprotected sex. There are 4 body fluids that can spread HIV: blood, semen, vaginal fluid, and breast milk. You can avoid HIV through sex by abstaining, having one uninfected, mutually faithful partner, and using condoms every time you have sex.

- o **Discuss:** Are people more comfortable talking about blood-to-blood contact or unprotected sex? Why?

Coach's Tip: Allow for discussions to continue for as long as you think they are helpful for the players. However, always keep track of time and plan accordingly.

🌀 HIV is most likely to spread during the first 6-8 weeks after infection.

✓ **FACT**

- ✓ **Explain:** The level of HIV is highest in the body 6-8 weeks after infection. This means that people in this “window period” are much more likely to pass on HIV to another person. If you have more than one partner and you contract HIV, you are much more likely to spread it to your other partners. Take responsibility and stop the spread!

- o **Discuss:** Why do people often have more than one sexual partner at the same time?

🌀 South Africa has one of the highest rates of rape in the world.

✓ **FACT**

- ✓ **Explain:** South Africa has the highest reported rate of rape in the world. This is wrong and needs to change! According to a recent study, 1 in 4 South African men admitted to rape.¹ About 500,000 women were raped in 2004.²
- ✓ **Explain:** A 2010 study found that women and girls in abusive relationships are more likely to get HIV! This may be because they have less power to say no to sex, to insist on condom use, are more likely to be raped, and their partners are more likely to have other partners.

¹ Rachel Jewkes, Yandisa Sikweyiya, Robert Morrell, Kristin Dunkle. Understanding Men's Health and Use of Violence: Interface of Rape and HIV in South Africa." Medical Research Council, 2009.

² UNAIDS Fact Sheet 2004.

- o **Discuss:** What can our generation do to prevent rape in South Africa?

Coach's Tip: When discussing gender-based violence, make sure players (both male and female) do not blame the victims of violence. Keep the discussions positive and identify ways to fix the problem.

- ❖ The older your sexual partner, the less likely you are to get HIV.

- ✓ **NONSENSE**
- ✓ **Explain:** People just 5 years older than you are much more likely to have HIV than people your own age because they are likely to have had more partners in their lives. This is especially important for girls your age who tend to have older male sexual partners. This puts them at a high risk of getting HIV.

- o **Discuss:** Why do people have older partners if it puts them at a higher risk of getting HIV?

- ❖ Anal sex is safer than vaginal sex

- ✓ **NONSENSE**
- ✓ **Explain:** Anal sex can be up to 20 times more dangerous than vaginal sex because there is likely to be tears, causing blood-to-blood contact. Anal sex is the penetration of a penis into an anus and can happen between a man and a woman or between 2 men. Anal sex is not a safe way to avoid pregnancy or preserve virginity. Unprotected sex, whether vaginal or anal, can put you at high risk of HIV infection.

- o **Discuss:** Does anyone have any other questions about anal sex?

Coach's Tip: Anal sex can be a difficult topic to discuss and players may feel uncomfortable. However, this is important information, so encourage players to ask questions about anal sex and make sure they understand the risk.

🌟 You are more likely to get HIV if you already have an STI.

- ✓ **FACT**
- ✓ **Explain:** An 'STI' is a sexually transmitted infection, which is an illness you can get through sex. STIs often cause sores on the genitals, which can make it easier for HIV to enter the body.
- ✓ If it burns when you pee or if you see sores or blisters on your genitals, you may have an STI. STIs can often be cured or controlled if you see a health care worker immediately.

o **Discuss:** Why are people often afraid to go to a doctor if they think they have an STI?

REVIEW (2 MIN)

- ① In South Africa, HIV is mostly spread through unprotected sex.
- ② Having multiple sexual partners, an older sexual partner, or being in an abusive relationship puts you at high risk for contracting HIV.
- ③ You can avoid getting or spreading HIV by abstaining from sex; having one mutually faithful, uninfected partner; using condoms every time you have sex; and going to see a health care worker if you have an STI.

COOL DOWN (5 MIN)

1// MXit Move

- Explain MXit Move 2:
 - Post the 2 most important facts from today's practice on MXit or have a conversation with a friend about the most important facts from today.

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

3// Avoid Risks!

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Explain why multiple sexual partners, unprotected sex, older sexual partners and mixing sex & alcohol are high risk behaviours
- ✓ Describe the consequences that HIV and AIDS have on an individual and his or her friends, family, and community

MATERIALS

- 3 or 4 soccer balls
- 15 to 20 cones
- Risk Field cards (Unprotected Sex, Multiple Partners, Older Partners, Sex & Alcohol)
- Whistle

PREPARATION

- Set up 2-4 Risk Field lines, depending on the size of the group and your materials. Allow about 1 metre between each cone.
- Prepare and attach the Risk Field cards to the middle line of cones. If you do not have printed activity cards, make your own.
- Prepare a story about a risk you've avoided in life and make notes in the personalise section of your Coach's Guide.

SCHEDULE

- Warm Up (8 min)
- Risk Field (23 min)
- Discussion (7 min)
- Review (2 min)
- Cool Down (5 min)

WARM UP (8 MIN)

1// 1-min energizer

2// MXit Move Review

- Review MXit Move 2:
 - Post the 2 most important facts from today's practice on MXit or have a conversation with a friend about the most important facts from today.

🗨 Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - What were the most important facts you learned last week?
 - How did people respond to you?

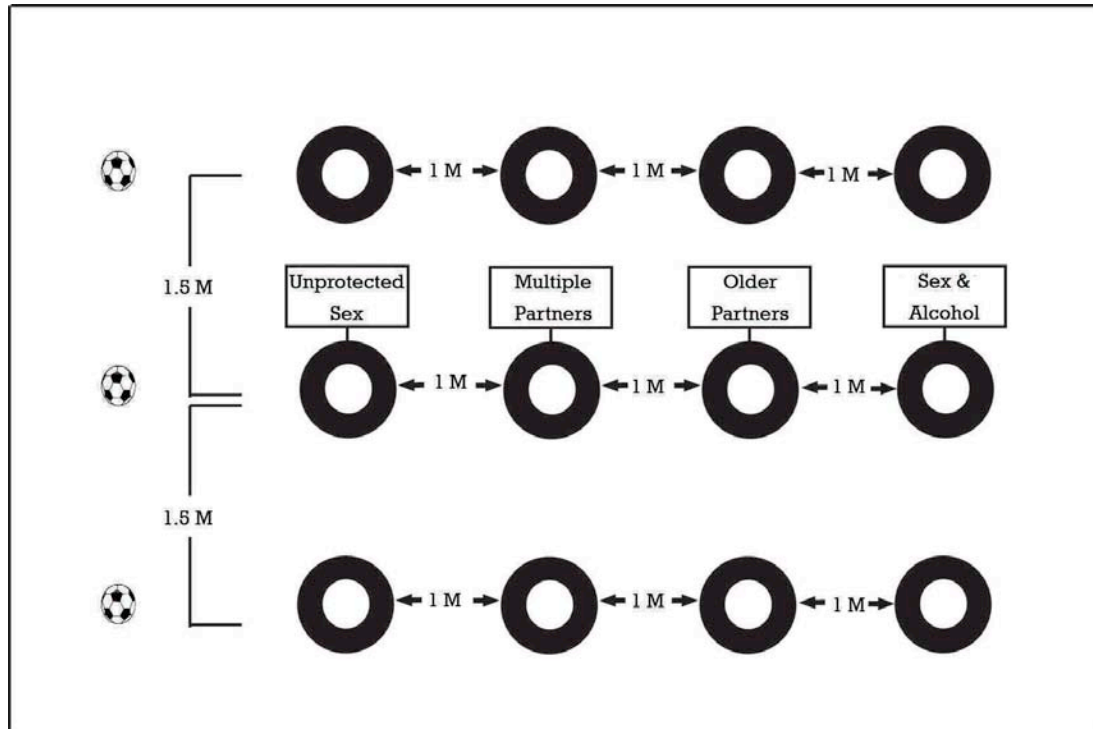
3// Take a Stand

- See instructions from Practice 1. Use the following statement:

- ✪ People I know are at risk of getting HIV.
- ✪ I am at high risk for getting HIV.

- What behaviours put other people at risk? What behaviours put you at risk?

RISK FIELD (23 MIN)



Set up Risk Field Activity

1// Set up the game

🗣️ Quick discussion:

- What is a risk?
 - ✓ Something that can put you in danger
- What is a consequence?
 - ✓ A result or outcome
- Explain that in this game we are going to look at some of the risks in our lives that can lead to HIV.
 - What are some of the risks for HIV in our lives?
 - ✓ **Unprotected Sex:** Sex without a condom.
 - ✓ **Multiple Partners:** Having more than one sexual relationship at the same time.
 - ✓ **Older Partners:** Having a sexual partner 5 or more years older than you.
 - ✓ **Sex & Alcohol:** Having sex after drinking puts you at risk of making poor decisions.

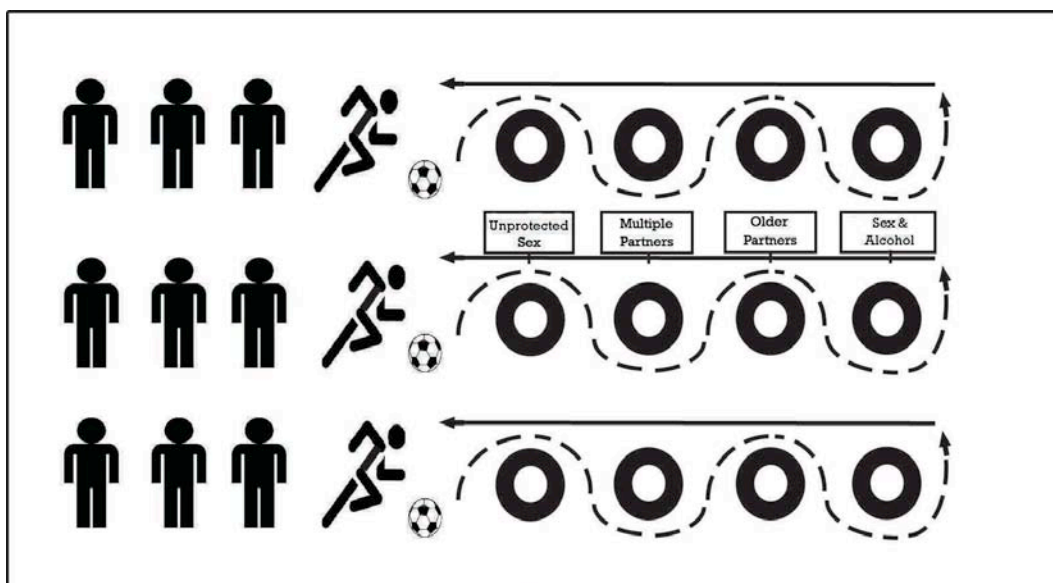
Coach's Tip: As players name the risks, add those cards to the risk field.

- Divide the players equally into the number of teams you decided to use.
- Instruct each team to choose a team name.
- Instruct each team to stand in a straight line behind the first cone.

2// Play with exercises for the individual

Coach's Tip: Encourage all players to participate. If any player feels uncomfortable or is unwilling to play the game, find ways for him/her to stay involved. Players can lead cheers for their team, set up the field, or prepare discussion questions. Find creative ways to keep them engaged!

- Explain and demonstrate the rules of the game:
 - This game is a race between the different teams.
 - Each player dribbles the ball between all 4 cones and makes a good pass to the next player on your team.
 - Each cone represents the major HIV risks in your lives. Touching a cone represents getting HIV.



Risk Field Activity

- Continue instructions:

- Be careful to avoid touching the cones! If you touch a cone, you must stop and do an exercise before continuing to play.
 - After you have passed the ball to your teammate, run to the end of the line and sit or squat down.
 - The first team with all members sitting is the winning team.
 - We will play 3 rounds.
 - Support your teammates by clapping, calling their names, and cheering.
- Instruct players to decide on an exercise that everyone feels comfortable doing, such as push-ups, star-jumps, or squats.
 - Play the 1st round of the game.



🔊 **Quick discussion:**

- In this round, the consequence of hitting a cone was doing an exercise. In life, what are the possible consequences if you have unprotected sex, multiple sexual partners, older sexual partners, or mixing sex & alcohol?
- What are the consequences of getting HIV for the individual?

3// Play with exercises for the team

- Explain the rules for Round 2:
 - We are going to play the game again, but now if you touch a cone, you and everyone on your team must stop and do the exercise before you can continue dribbling.
- Play the 2nd round of the game.

🔊 **Quick discussion:**

- Were you more careful not to touch a cone this round? Why?
- In this round, the consequence of hitting a cone was your whole team doing an exercise. In life, who are your teammates that will be affected if you get HIV?
- If a friend or family member gets HIV, what are the consequences on the people that support them?
 - ✓ Sadness, stress, or depression.
 - ✓ Financial pressures.
 - ✓ Stigma or discrimination.

4// Play with exercises for everyone

- Explain the rules for Round 3:
 - We are going to play the game again, but now if you touch a cone, everyone will stop and do the exercise. This means you, your whole team, the other teams, your coach, and anyone else present!



SKILLZ Coach does push-ups with her players

- Play the 3rd round of the game.

🔊 **Quick discussion:**

- In this round, were you more careful not to touch a cone? Why?
- In this round, the consequence of hitting a cone was everyone had to do an exercise. In life, how is the entire community affected if 1 person gets HIV?

- How did it feel to have your teammates cheering for you in this game? Why is it important in life to build your team with strong teammates that help you avoid risks?

DISCUSSION (7 MIN)

- Why is unprotected sex a big HIV risk?
 - ✓ In South Africa, HIV is most commonly spread through unprotected sex.
- Why are multiple sexual partners a big HIV risk?
 - ✓ The more sexual partners you have, the greater chance 1 of them has HIV.
 - ✓ If you have more than 1 partner, they probably have more than 1 partner too!
 - ✓ People often don't always use condoms with all their partners.
- Why are older sexual partners such a big HIV risk?
 - ✓ Older partners have likely been sexually active for longer than you. This means that they have had more sexual partners, which makes them likely to have HIV and STIs.
 - ✓ Older partners are likely to have other sexual partners besides you.
- Why is it risky to mix sex & alcohol?
 - ✓ Even having 1 or 2 drinks can make you less likely to make healthy decisions like using condoms or being faithful to one partner.
 - ✓ Even if you haven't been drinking, it is risky to have sex with someone else who has been drinking because it's harder to negotiate for safe sex.
 - ✓ Rape is more likely to occur if there is alcohol involved.
- What do you think is the biggest HIV risk for your generation? Why? How can we change this?

♥ **Personalise**

- Share a personal story about a risk you've avoided in life. What was the risk? What were the potential consequences? How were you able to avoid the risk? Who helped you to avoid the risk?

WRITE NOTES FOR YOUR PERSONAL STORY HERE

REVIEW (2 MIN)

- ① HIV affects ourselves, our friends, our family, and the whole community.
- ② Unprotected sex, multiple sexual partners, older sexual partners, and mixing sex & alcohol put you at a high risk of getting HIV.
- ③ Build your team with people who will support you and help you avoid risks.

COOL DOWN (5 MIN)

1// MXit Move

- o MXit with your peers about the risky places in your community. What are some of the stories you have heard about these places?

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

4// Listen to Each Other!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Distinguish between sex, gender, and gender norms
- ✓ Identify 1 gender norm that puts pressure on the opposite sex
- ✓ Identify 1 gender norm that puts pressure on their own sex
- ✓ Identify 1 way that men can support and empower women
- ✓ Identify 1 way that women can support and empower men

MATERIALS

- One chair for each player, if possible

PREPARATION

- Find a safe space that allows for open conversation and where all players can hear each other.
- If possible, set up two circles of chairs for the players, one inside the other.



Chairs set up for Gender Stadium

SCHEDULE

- Warm Up (8 min)
- Gender Stadium (30 min)
- Review (2 min)
- Cool Down (5 min)

WARM UP (8 MIN)

1// 1-min energizer

2// MXit Move review

- Review MXit Move 3:
 - MXit with your peers about the risky places in your community. What are some of the stories you have heard about these places?

🔊 Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - What are the risky places in your community? What makes them risky?
 - What are some stories you have heard about these places?
 - How will you avoid these risky places?

3// Take a Stand

- See instructions from Practice 1. Use the following statements:

- ⊛ Women should always please their partners.
- ⊛ Men should always please their partners.

GENDER STADIUM (30 MIN)

Coach's Tip: Gender Stadium can be a very sensitive activity. Review the SKILLZ Contract with your team so players feel comfortable.

🔊 Quick discussion:

- What is the difference between your sex and your gender?
 - ✓ Sex: The biological and physical attributes that make you male or female.
 - ✓ Gender: The roles and behaviours that society considers appropriate for men and women.
- What are gender norms?
 - ✓ Gender norms are things society expects of people because of their sex.
 - ✓ Examples: Women are supposed to cook for men, men are supposed to earn money for the family.
- Sometimes people use gender norms to justify harmful behaviour, such as rape, abuse, or discrimination.
- Gender norms can be questioned or changed if you don't agree with them!

1// Guys as the stars

Coach's Tip: If you are paired with a coach of the opposite sex, have the female coach facilitate the discussion with the girls and the male coach facilitate the discussion with the guys.



Gender Stadium discussion

- Divide the players into a group of guys and a group of girls.
- Instruct the guys to sit in a small circle and the girls to sit in a larger circle around them. The circle should be big enough where all the guys can sit comfortably and can hear each other but small enough that it feels closed off from the outside.

- Explain the rules of the game:
 - In this game we are going to examine gender norms in our community and culture.
 - In this round the girls on the outside of the circle are the spectators in the stadium and the guys are the stars that they came to see.
 - I will read questions that the guys will discuss by themselves while the girls listen.
 - **Girls:** You cannot speak during the first round. Listen closely to what the girls say. You will get a chance to be the stars during the next round.
 - **Guys:** Your job is to speak to each other as if the girls were not present. You are protected by your circle, so feel free to share how you really feel. There are no right or wrong answers! If you like what someone else says, you can snap your fingers.
- Use the following list of questions to guide the conversation. Allow for discussions to continue as long as they remain focused on gender norms. You may not get to all the questions. Keep in mind you will spend the same amount of time with the guys.

- ✦ What do you enjoy most about being a guy?
- ✦ What is the most difficult thing about being a guy?
- ✦ What would you tell women to help them better understand men?
- ✦ What is one thing you would never want to hear said about a man again?
- ✦ What are men and women responsible for in a relationship? What would you change?
- ✦ How does alcohol affect relationships?
- ✦ What makes people violent in a relationship?
- ✦ What can men do to support and empower women in your culture?

2// Girls as the stars

- Switch the roles. Bring the girls to the middle and instruct the guys to sit along the outside of the circle. Remind the guys to silently listen to the girls.
- Use the following question to guide the discussion. Use the same guidelines as for the guys.

- ✦ What do you enjoy most about being a girl?
- ✦ What is the most difficult thing about being a girl?
- ✦ What would you tell men to help them better understand women?
- ✦ What is one thing you would never want to hear said about a woman again?
- ✦ What are men and women responsible for in a relationship? What would you change?
- ✦ How does alcohol affect relationships?
- ✦ What makes people violent in a relationship?
- ✦ What can men do to support and empower women in your culture?

3// Girls and Guys communicate together

- After you have finished Gender Stadium with the guys, instruct all the players to form a big circle so that the entire group can talk.

🗣️ Quick discussion:

- Now that players have listened to the opposite sex, encourage them to have a discussion **together**.
 - After listening to them what would you like to tell members of the opposite sex?
 - What can we do to make it easier for males and females to communicate and listen to each other?
 - Now that we've discussed gender norms, what are some gender norms that you would like to see changed in your community?

REVIEW (2 MIN)

- ① Gender norms are things that society expects of people because of their gender. They never excuse violence or make it OK.
- ② We have the power to question and change gender norms that we do not agree with in our communities.
- ③ It is important that males and females listen to each other and communicate with each other.

COOL DOWN (5 MIN)

1// MXit Move

- Explain MXit Move 4:
 - [MXit with a friend about one gender norm you would change.](#)

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

5// One or None!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

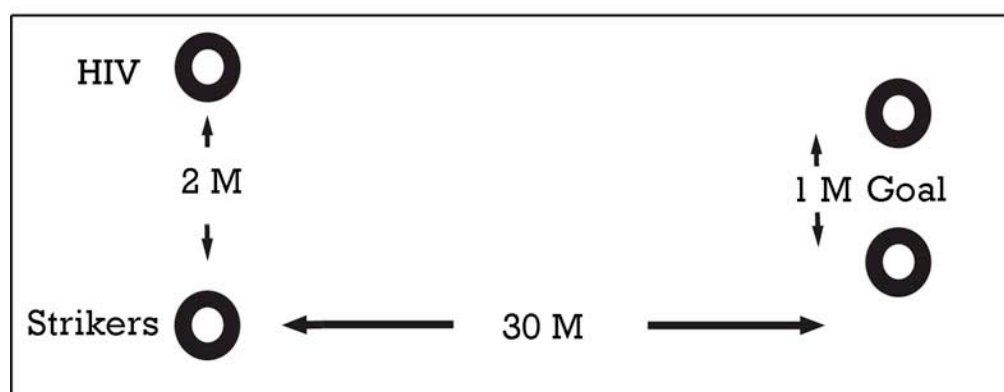
- ✓ Explain why abstinence is the safest method to avoid getting and spreading HIV
- ✓ Explain why having more than 1 sexual partner at the same time puts you at greater risk for getting HIV
- ✓ Explain what a 'sexual network' is

MATERIALS

- 4 cones
- 3 or 4 soccer balls
- Whistle

PREPARATION

- Set up the Break Away field.



Breakaway Set up

SCHEDULE

- Warm Up (8 min)
- Break Away from HIV (30 min)
- Review (2 min)
- Cool Down (5 min)

WARM UP (8 MIN)

1// 1-min energizer

2// MXit Move review

- Review MXit Move 4:
 - MXit with a friend about one gender norm you would change.

🔍 Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - What gender norm would you or your friend change for your own gender?
 - What gender norm would you or your friend change for the opposite gender?

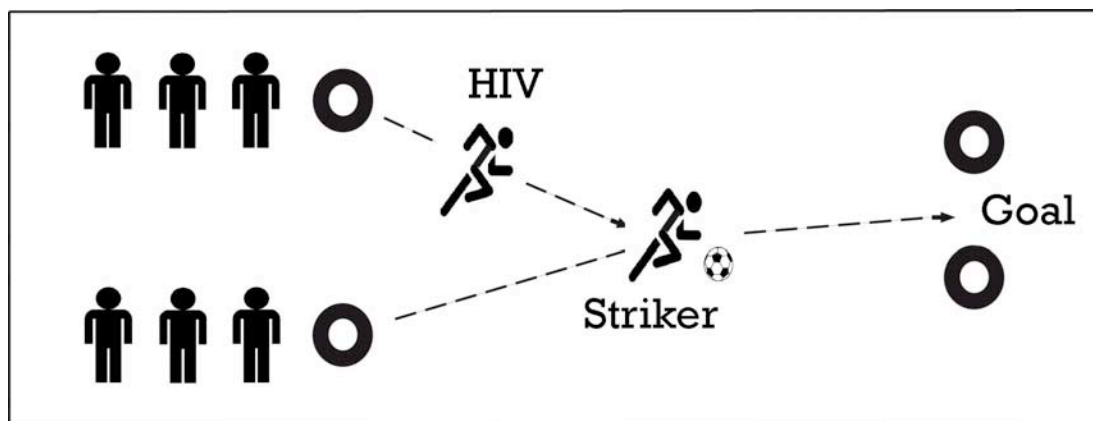
3// Take a Stand

- See instructions from Practice 1. Use the following statements:

- ☒ It is cool for a guy to have more than 1 sexual partner.
- ☒ It is cool for a girl to have more than 1 sexual partner.

- Is it different for girls and guys? Why?

BREAK AWAY FROM HIV (30 MIN)



Breakaway Activity

1// Introduce the Game

- Ask the players to explain what a “breakaway” is in soccer. Instruct 1 player to demonstrate dribbling down the field and into the goal.
- Divide players evenly between the 2 starting cones.
- Label 1 cone with the HIV card. Explain that the players in this line will represent “HIV” and the players in the other line will be strikers.
- Explain the rules and objectives of the game:
 - The striker tries to dribble through the goal.
 - The HIV tries to touch the striker before reaching the goal.
 - Reaching the goal represents achieving your goals in life. Being touched by the defender represents getting infected with HIV.
 - The ball that the striker dribbles represents a sexual partner.
 - Before each breakaway I will ask, “Striker, are you ready? HIV, are you ready?”
 - On the 1st whistle the striker will dribble towards the goal.
 - On the 2nd whistle the defender will chase him/her.

2// Play with no soccer balls: abstinence

- Take away the soccer balls and explain the 1st round:
 - In this round, the striker will not dribble a soccer ball. This represents abstaining from sex.
 - Let’s see how easy it is to reach your goals in life if you abstain from sex!
- Demonstrate this step with 1 or 2 pairs. It is not necessary for all players to complete this round.

Coach’s Tip: When starting a break away, stand with your arm in front of HIV so that they cannot leave early. When you blow the second whistle, lower your arm and let HIV chase the striker.



Player attempts to break away from HIV during the abstinence round

🔊 Quick discussion:

- What are some goals that you have in life?
- Why is abstinence the most effective way to avoid HIV?
 - ✓ The most common way HIV is spread is through sex, so the easiest way to avoid HIV is not to have sex.
- Choosing to have sex with someone is big choice. How do you know if you are ready to have sex with someone?

3// Play with 1 soccer ball: sex with 1 partner

- Explain the rules for the 2nd round:
 - In this round, the striker will have to try to reach the goal while dribbling 1 soccer ball. This represents having 1 sexual partner.
 - Let's see if it's more difficult to reach your goals in life if you're having sex!
- Demonstrate how to dribble:
 - Keep the ball within 2 steps and stay in control of the ball at all times.
 - Keep your head up and try to use both feet and different parts of your feet.
- Allow each player to play once.

Coach's Tip: Use your judgement to keep the breakaways fair. If players are equally fast, you can blow the 2nd whistle quickly. If the striker is very slow, give them a big head start before starting the defender!

🔊 **Quick discussion:**

- Was it easier to reach the goal in the 1st round with no sex or the 2nd round with 1 sexual partner?
- If you got HIV, would you still reach your goals in life?
 - ✓ Maybe, but it would be more challenging.

4// Play with 2 balls: sex with 2 partners

- Switch the lines so that the defenders from the last round become strikers.
- Give 2 soccer balls to the 1st striker in line and explain the 3rd round:
 - In our communities, some people have more than 1 sexual partner at a time.
 - In this round, the strikers must try to dribble 2 balls at the same time. This represents having 2 sexual partners at the same time.
 - Let's see if you can reach your goals in life with multiple sexual partners!
- Allow each player to play once.



Player attempts to break away from HIV with 2 sexual partners

🔊 Quick discussion:

- How many people were able to reach the goal in this round?
- Why did the risk of HIV increase as the number of sexual partners increased?
 - ✓ The more sexual partners you have, the greater chance 1 of them has HIV.
 - ✓ If you have more than 1 sexual partner, your partners probably have more than 1 sexual partner as well!
 - ✓ People often do not use condoms consistently with all of their partners.
- What would happen if we played with 3 balls?

5// HIV sexual network



HIV sexual network

- Form a strong circle, have everyone hold hands, and explain that we are going to pretend that each person you are holding hands with represents a sexual partner.
 - How many different sexual partners do you have?
 - ✓ Only 2!
- Lift your hands in the air and ask the players to pretend that you are HIV positive.
- Tell the players to lift their hands once the person next to them has put their hands up so the group can see how HIV spreads.

Coach's Tip: Don't let everyone put his or her hands up all at once. Watch HIV slowly spread around the circle from one person to the next.

REVIEW (2 MIN)

- ① Not having sex is the safest way to avoid HIV.
- ② If you do choose to have sex, you can protect yourself by having 1 mutually faithful partner who doesn't have HIV.
- ③ Your sexual network includes all your sexual partners plus all your partners' partners, etc. The bigger your sexual network, the higher chance you have of getting HIV.

COOL DOWN (5 MIN)

1// MXit Move

- Explain MXit Move 5:
 - MXit with a friend about why people have multiple partners in your community. Share stories about the risks and consequences of multiple partners.

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

6// Risky Partners!

GOALS – BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

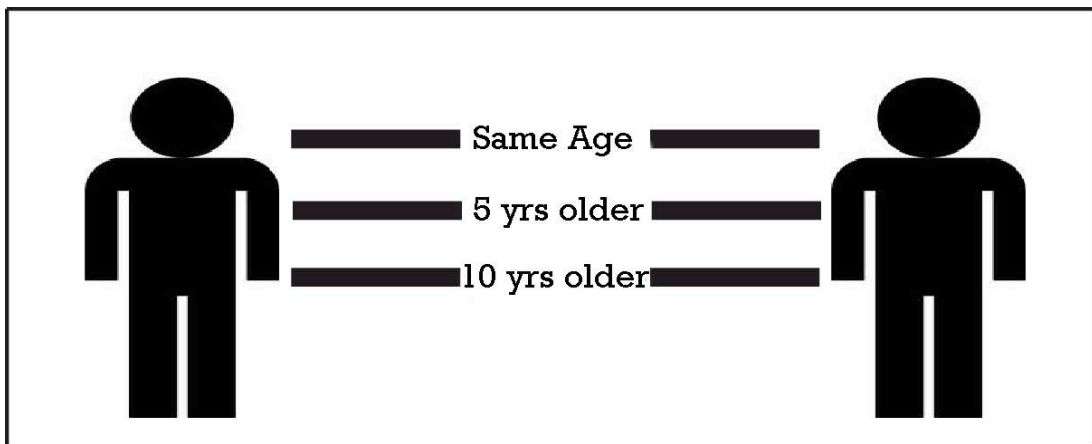
- ✓ Name 3 reasons older sexual partners put them at high risk of getting HIV
- ✓ Explain why having less power than your partner puts you at high risk for contracting HIV
- ✓ Give a real life example of how they can stand up to the pressure to have older partners

MATERIALS

- 1 pole or string
- 1 “HIV” card

PREPARATION

- Attach an “HIV” card to the centre of the pole or string



HIV Limbo

SCHEDULE

- Warm Up (8 min)
- HIV Limbo (30 min)
- Review (2 min)
- Cool Down (5 min)

WARM UP (8 MIN)**1// 1-min energizer****2// MXit Move review**

- Review MXit Move 5:
 - MXit with a friend about why people have multiple partners in your community. Share stories about the risks and consequences of multiple partners.

🗨 Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - Who did you MXit with? What did you say about multiple partners?
 - Why do people have multiple partners when it is so risky?
 - What were some stories you heard or shared about multiple partners?

3// Take a Stand

- See instructions from Practice 1. Use the following statements:

🗨 It is okay for a 16 year-old girl to date a 21 year-old guy.

- How about a 26 year-old guy?

🗨 It is okay for a 16 year-old guy to date a 21 year-old girl.

- How about a 26 year-old girl?

HIV LIMBO (30 MIN)

1// Play representing abstaining from sex



HIV Limbo

- Instruct 2 players to hold the pole about head-high.
- Instruct the other players to stand in a line in front of the pole.
- Explain and demonstrate the rules:
 - You will “limbo” under the pole. Bend straight back and walk forward.
 - If you touch the pole, fall, or bend to the side you will be eliminated.
 - If you are eliminated, you can always rejoin the game in the next round.
 - We will play several rounds.
- Show the players that the pole says “HIV” and explain:
 - We are going to pretend that if you cannot “limbo” under the pole you have been infected with HIV.
 - For this round we are going to pretend that we are all abstaining from sex.
 - Let’s see how hard it is to avoid HIV!
- Play the game. As you do so, sing a song to keep it fun for the players.

Coach's Tip: ALL players should be able to limbo underneath the pole in this round. Make sure the game gets harder each round.

🔍 Quick discussion:

- Why was it easy to avoid getting HIV when you were abstaining from sex?
 - ✓ The most common way HIV is spread in South Africa is through unprotected sex, so the most effective way to avoid getting HIV is to abstain.
 - ✓ Some people your age have HIV even if they are abstaining from sex because of sexual abuse, mother-to-child transmission, or blood-to-blood contact.

2// Play representing a partner of the same age

- Ask new players to hold the pole and explain the rules for Round 2:
 - We are going to play the game again, but now we are going to pretend each of you has a sexual partner that is the same age as you.
- Lower the pole slightly and play Round 2. Instruct players who can't limbo under the pole to stand to one side.

Coach's Tip: MOST players should be able to limbo underneath the pole in this round.

🔍 Quick discussion:

- Who was able to make it under the HIV pole?
- What are the benefits of dating someone your own age instead of someone older?
 - ✓ You will have similar interests, listen to the same music, watch the same movies, etc.
 - ✓ You are more likely to have equal power in a relationship with someone your own age.
 - ✓ People your own age are much less likely to have HIV!

Coach's Tip: Make sure players understand that unprotected sex with ANYONE, even if they are the same age as you, is always a risk.

3// Play representing a partner that is 5-years older than you

- Ask new players to hold the pole and explain the rules for Round 3:
 - We are going to play the game again, but this time we are going to pretend each of you has a sexual partner that is 5 years older.
- Lower the pole to about upper stomach-height so it is difficult to limbo underneath. Play Round 3.

Coach's Tip: MOST players should NOT be able to limbo underneath the pole in this round.

🗣️ Quick discussion:

- Who was able to make it under the HIV pole?
- Why do you think it is more difficult to avoid HIV when you have a partner who is 5 years older than you?
 - ✓ Older sexual partners are more likely to be HIV-positive because they are likely to have had more sexual partners.
 - ✓ Older partners are also likely to have other sexual partners besides you.

4// Play representing having a partner that is 10-years older than you

- Ask new players to hold the pole and explain the rules for Round 4:
 - We are going to play the game again, but this time we are going to pretend each of you has a sexual partner that is 10-years older.
- Lower the pole to about waist-high so it is very difficult to limbo underneath. Play Round 4.

Coach's Tip: NO players should be able to limbo underneath the pole in this round.

5// Explain the graph

- After playing round 4, gather the players and use the graph at the end of this practice to explain how the older your partner, the greater your chance of getting HIV.
 - Age increases as the line moves from left to right.
 - The chance of someone having HIV increases as the line moves from the bottom to the top.
 - If your partner is between 15 and 19 years old, what is the chance that they have HIV?
 - ✓ About 5% (a 1 out of 20 chance.)
 - If your partner is between 25 and 29 years old, what is the chance that they have HIV?
 - ✓ About 25% (a 1 in 4 chance.)

🗣️ Quick discussion:

- Why do people in our communities, especially girls, have older partners? Where does this pressure come from?
- Why is it dangerous to accept gifts, like money or cell phones, from an older partner?
 - ✓ Accepting gifts often means you have less power to say no to sex (or anything else) in the relationship.
- What does it mean to have less power in a relationship?
- Why is it dangerous to have less power than our partners in a relationship?
 - ✓ If you have less power in a relationship, it is harder to influence healthy decisions, like using condoms or being mutually faithful.
- How can our generation stand up to the pressures to have older partners?

REVIEW (2 MIN)

- ① Not having sex is the safest way to avoid HIV.
- ② If you choose to have sex, it is much less dangerous to have sex with someone your own age than to have sex with someone older.
- ③ If you have less power in a relationship, it is harder to make healthy decisions, like using condoms or being mutually faithful.

COOL DOWN (5 MIN)

1// MXit Move

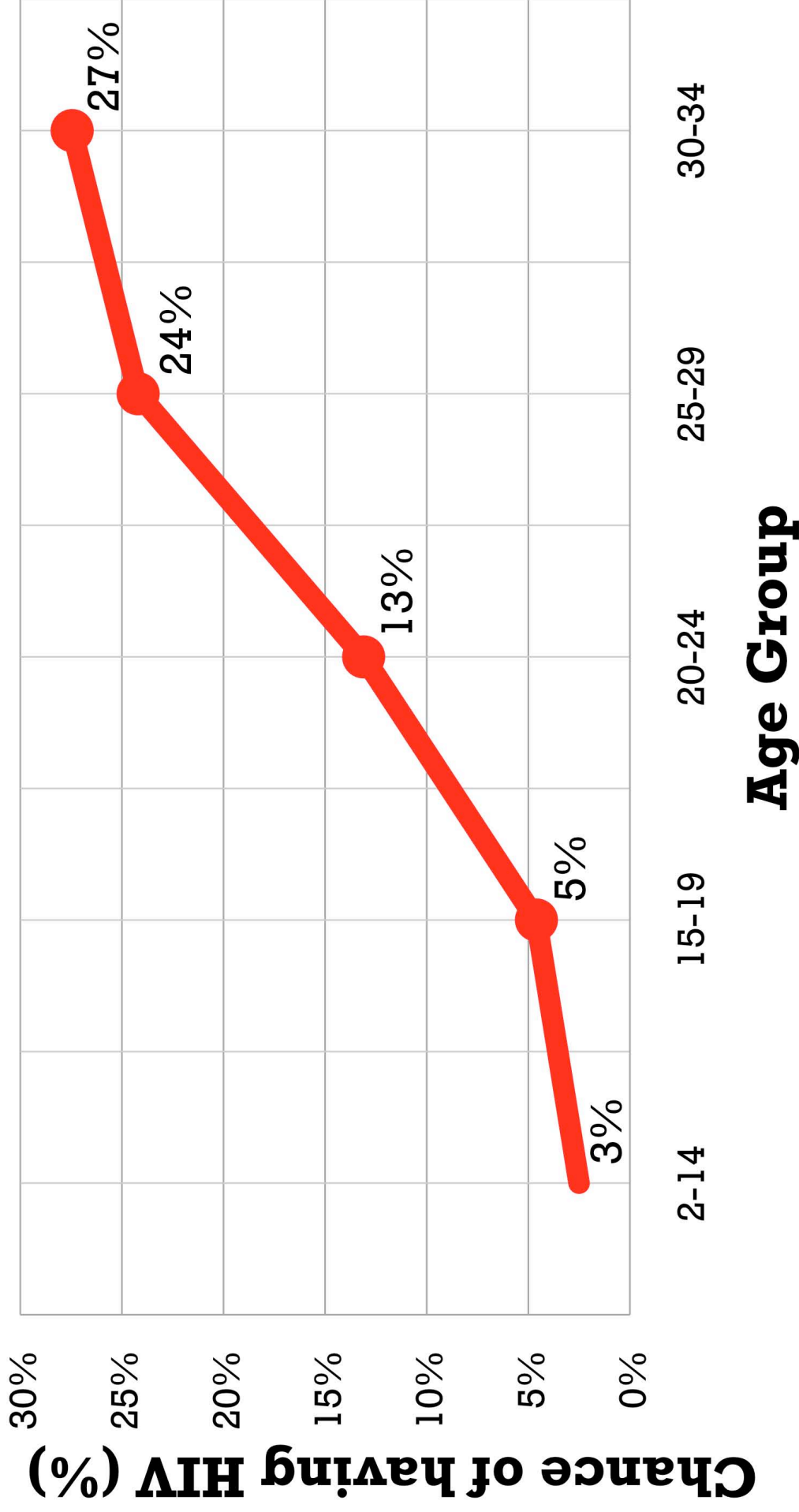
- Explain MXit Move 6:
 - MXit with a friend about older partners. Ask them why people have older partners and discuss the risks.

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

HIV Prevalence in South Africa



7// Healthy Choices!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ **GIRLS:** Explain how being sexually active can bring negative consequences to their lives
- ✓ **GIRLS:** Explain the importance of seeing a health care worker if they think they are pregnant or have contracted HIV or an STI
- ✓ **GUYS:** Explain how being circumcised and using condoms correctly when having sex can protect them from HIV

MATERIALS – JUGGLING MY LIFE

- 10 tennis balls:
 - 4 labelled with things young girls have to do (school, family/friends, eat, sleep, etc)
 - 3 labelled with things young girls choose to do (sports, dancing/singing, TV/radio, etc)
 - 1 labelled with "Pregnancy"
 - 1 labelled with "HIV"
 - 1 labelled with "STI"
- Soccer ball labelled "sex"

MATERIALS – CONDOMISE & CIRCUMCISE

- 1 soccer ball
- 3 cones

PREPARATION

- Talk with other SKILLZ Coaches to decide who will work with the girls and who will work with the guys.
- Prepare the Juggling My Life balls.
- Set up a goal 6m wide and a penalty spot 6m away.

SCHEDULE

- Warm Up (8 min)
- Divide the Sexes (1 min)
- Juggling My Life / Condomise & Circumcise (23 min)
- Review (2 min)
- Bring the guys & girls back together (1 min)
- Guys and Girls Discuss (5 min)
- Cool Down (5 min)

WARM UP (8 MIN)

Coach's Tip: This is a split-gender practice. A female coach should go with the girls and a male coach should go with the guys. If a female coach is not present, combine the group and do either Juggling My Life or Condomise & Circumcise together. A male coach should NEVER work with an all-female group of players.

1// 1-min energizer

2// MXit Move review

- Review MXit Move 6:
 - MXit with a friend about older partners. Ask them why people have older partners and discuss the risks.

🔊 Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - What did you tell your friend about older partners?
 - What did your friend say about why people have older partners?

3// Take a Stand

- See instructions from Practice 1. Use the following statements:

- ⊛ Girls get pregnant to keep their boyfriends.
- ⊛ Men should always be responsible for having condoms.

DIVIDE THE SEXES (1 MIN)

- Split the players into a group of guys and a group of girls.
- If you are in charge of the girls, follow the instructions for *Juggling My Life*. If you are in charge of the guys, follow the instructions for *Condomise & Circumcise*.

GIRLS: JUGGLING MY LIFE (23 MIN)

1// Introduction



Juggling My Life

- Explain to the players that this game is about juggling all the things we do in life.
- Ask the players the following questions. As they answer, show them the related tennis balls.
 - What are the things we have to do in life?
 - ✓ School, eat, homework, church/mosque/temple, washing, cooking, etc.
 - What are the things we choose to do in life?
 - ✓ Sports, watch TV, music, dance, etc.

2// Establish the passing order

- Explain and demonstrate the rules of the game:
 - The purpose of the game is to keep all of these things up in the air by juggling as a team.
 - Softly throw the ball underhand to someone across the circle (not next to you). Say that person's name before you throw the ball.
 - You will throw the ball to the same person every time. Remember whom you throw the ball to and whom you receive the ball from.
 - If you drop a ball, pick it up and continue playing.
 - If the person you throw the ball to drops a ball, wait for her to pick it up and throw it before you throw another ball to her.

- Guide the players to set up their pattern.
 - Everyone put your hands up.
 - When someone says your name and throws you the ball, catch the ball, call out someone else's name and throw the ball to them across the circle.
 - Put your hands down after you throw the ball.
 - Only throw the ball to someone who still has her hands up.
 - Everyone should only catch the ball once.
 - The last person to get the ball will then throw it to me.
- After setting up the order, instruct the players to use their right hand to point at the person they throw the ball to, and their left hand to point at the person they receive the ball from.

2// Juggle with one ball

- Play with one ball until players feel comfortable. Make sure players know to whom they are throwing the ball and who is throwing it to them.

3// Juggle all the things in our lives

- Explain to the players:
 - We are now going to juggle the things we have to do in our lives and the things we choose to do in our lives.
- Play the game introducing all of the balls you identified earlier. If players drop a ball, instruct them to pick it up and keep playing.

🔍 Quick discussion:

- Was it easy to juggle all these balls? Why or why not?
- In the game, what happens when you drop a ball?
 - ✓ You pick the ball up and continue to play.
- In life, if you make a mistake with a friend or in school, how can you correct it?

4// Introduce sex and consequences

- Introduce the “sex ball”.
- Play the game just as before, but this time, after throwing out all the tennis balls, throw out the sex ball followed by the consequence balls.
- Stop the game once the sex ball gets back to you.

Coach's Tip: The purpose of this step is to show how introducing sex to our lives complicates everything else. It is OK if there are too many balls to handle and the game falls apart.

🗣️ Quick discussion:

- What do the balls that you are holding say? Where did the HIV, pregnancy and STIs balls come from?
- Why does life get so much more complicated when we choose to start having sex?
- Can you easily correct the consequences of sex, such as HIV, STIs, and pregnancy?
- How are things like school, friends, and family affected when you start having sex?
- Sex is a choice. Why do some people feel like it is something they have to do?
- Besides physical changes, how do you know you are ready to have sex?
 - ✓ Your partner respects you and listens to you.
 - ✓ You talk about consequences of sex like pregnancy, HIV, and STIs.
 - ✓ You can talk about things like HIV testing, using condoms, and being mutually faithful.

- Why is it important for a girl or woman to see a health care worker if she thinks she might be pregnant or have HIV or an STI?
 - ✓ If you are pregnant it is important to start getting proper care so that your baby will be healthy.
 - ✓ If you have HIV or an STI it is important to start getting treatment so that you can take care of the symptoms and not pass it to your child.

- Can an HIV-positive mother give birth to a baby without HIV?
 - ✓ Yes! As long as she takes the proper precautions.

- These precautions include:
 - ✓ HIV-positive pregnant women can take ARVs such as Nevirapine during their pregnancy.
 - ✓ HIV-positive pregnant women can get a Caesarean section to reduce the transmission of blood and fluids to the baby during birthing.
 - ✓ HIV-positive women can feed their baby formula instead of breast milk to reduce the risk of transmission through breast milk. However, it can be very dangerous to feed a baby both breast milk and formula, so it is very important to talk to a health care worker about feeding options.

REVIEW (2MIN)

- ① Having sex is a choice. You can choose *when* you have sex, *who* you have sex with, and *how* you will protect yourself during sex.
- ② HIV, STIs and pregnancy are consequences of sex. It is important to consider how each of these would affect your life before choosing to have sex.
- ③ An HIV-positive mother can give birth to an HIV-negative baby if she takes proper precautions.

BRING THE GUYS & GIRLS TOGETHER (1 MIN)

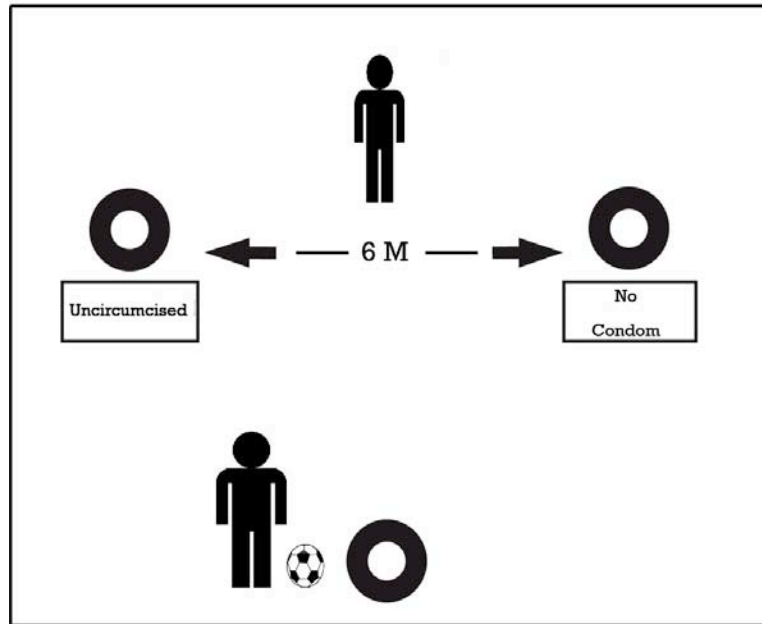
GUYS: CONDOMISE & CIRCUMCISE (23 MIN)

🔍 Quick discussion:

- What does it mean to use condoms correctly and consistently?
 - ✓ Properly following the directions.
 - ✓ Using a condom every time you have sex.
- What does circumcision mean?
 - ✓ The removal of the foreskin from the male's penis. The foreskin is the skin that covers the tip of the male's penis. Circumcision has nothing to do with culture. People in many different cultures all over the world circumcise.

Coach's Tip: SKILLZ coaches respect cultural values and beliefs about circumcision. This activity is about the health benefits to males, not about the cultural practices associated with male circumcision.

1// Uncircumcised, Unprotected sex



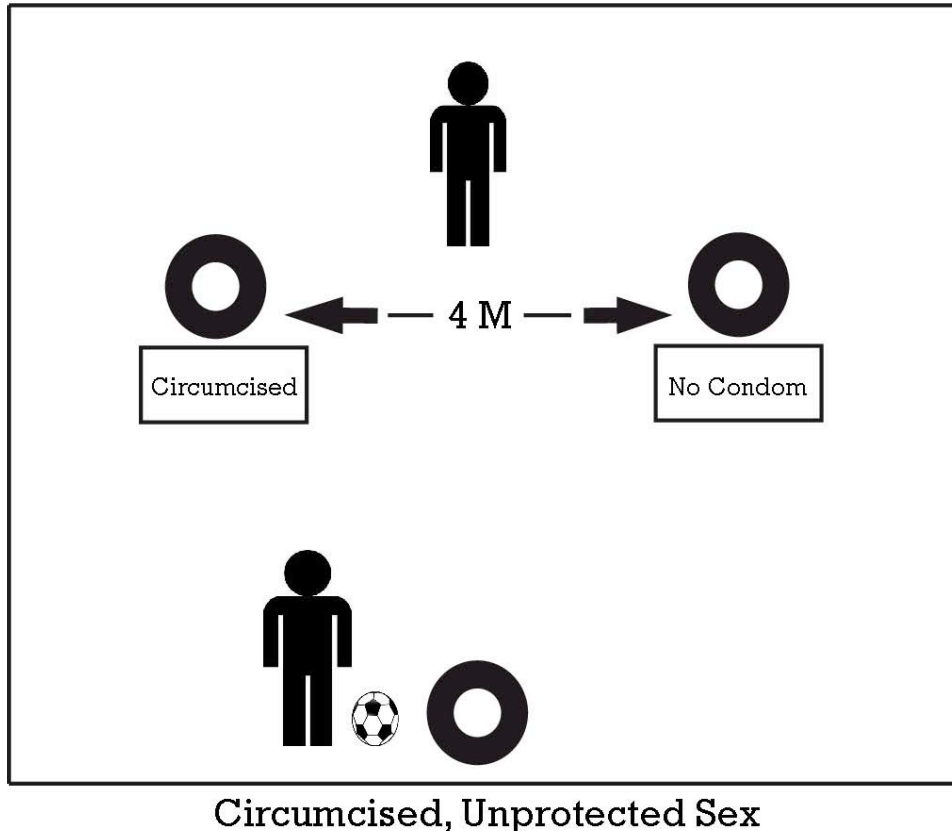
Uncircumcised, Unprotected Sex

- Explain that in this game the players will be competing in a penalty shoot-out.
- Form 2 equal teams and instruct each team to pick a team name, a goalkeeper, and the order of penalty shooters.
- Place the “uncircumcised” and “no condom” signs on or near the goal.
- Explain and demonstrate the rules.
 - The goalkeeper represents an uncircumcised male having unprotected sex who is trying to avoid getting HIV.
 - The shooter represents a sexual partner with HIV.
 - Each goal represents an HIV infection.
 - The shooter can only take 2 steps before shooting.
 - The shooter must shoot the ball on the ground.
 - The goalkeeper cannot move forward until the ball is kicked.
- Play the first round so the first 2 shooters of each team shoot against a goalkeeper on the other team.

🔍 Quick discussion:

- Was it easy to score a goal?
- Why is it easy for an uncircumcised male to get HIV from having unprotected sex?

2// Circumcised, Unprotected sex



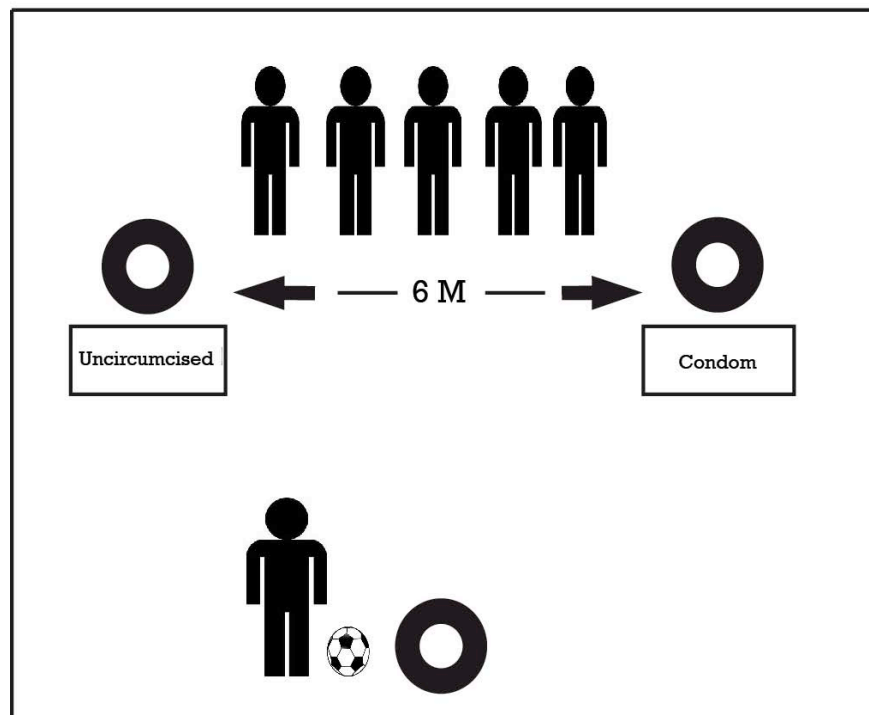
Circumcised, Unprotected Sex

- Explain:
 - In this round, we will make the goal narrower. This represents the goalkeeper being circumcised but still having unprotected sex.
 - Circumcision lowers a man's chance of getting HIV from a female by up to 60%.
- Reduce the goal from 6m to 4m wide.
- Place the "circumcised" and "no condom" signs on or near the goal.
- Allow each team to take 3 shots on the opposing goalkeeper.

🔍 Quick discussion:

- Was it harder or easier to score this time? Why?
- Will circumcision protect you 100% from HIV?
 - ✓ No, it's still possible to get HIV, but it is much safer than being uncircumcised.
- Does male circumcision protect women from contracting HIV?
 - ✓ No. Circumcision has been shown to help protect men from HIV. It has not been shown to help protect women.

3// Uncircumcised, Protected sex



Uncircumcised, Protected Sex

- Explain:
 - In this round the goalkeeper can select 4 defenders and place them in a wall on the goal-line. This represents correct condom use every time when having sex.

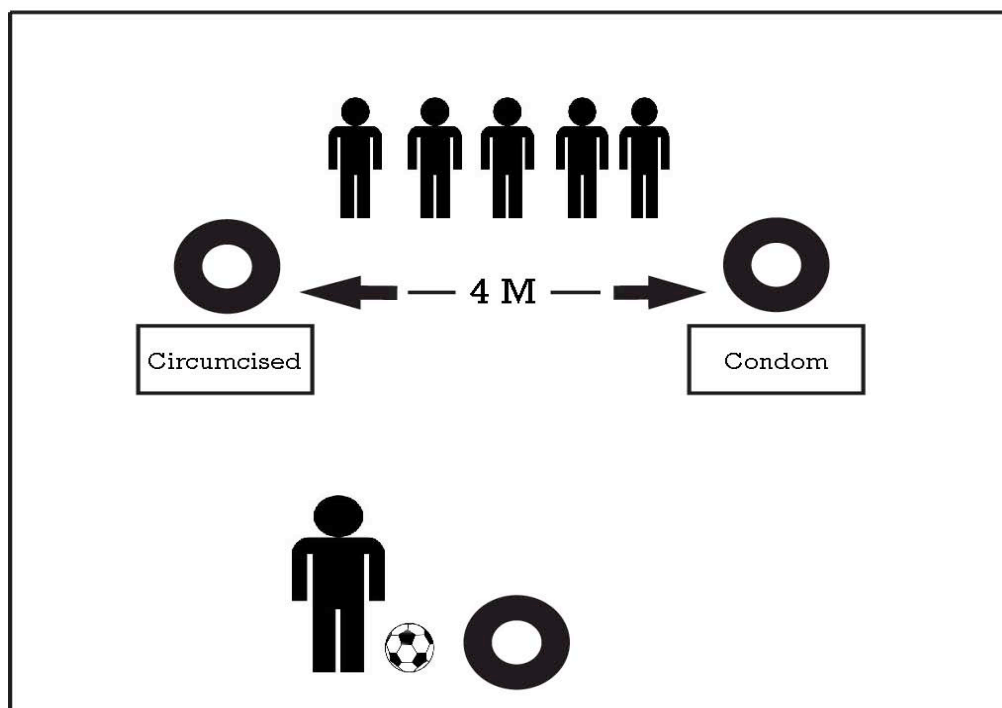
Coach's Tip: Have fun with this step! Remind players that condoms don't have hands. Have the goalkeeper put players in place by touching the tops of their heads because it's important to "pinch the tip" as you put on a condom!

- o Using condoms correctly and consistently can protect men from getting HIV by up to 90%.
- Increase the size of the goal from 4m to 6m wide.
- Place the "uncircumcised" and "condom" signs on or near the goal.
- Allow each team to take 3 shots on the opposing goalkeeper.

🔍 **Quick discussion:**

- o Was it harder or easier to score this time? Why?
- o Will using condoms protect you 100% from HIV?
 - ✓ No, condoms are not 100% safe, but it is much safer to have sex with a condom than without one.
- o Does anyone have any questions about condoms?

4// Circumcised, Protected sex



Circumcised, Protected Sex

- Explain:
 - In this round, the goalkeeper will represent being circumcised and using a condom correctly every time during sex!
 - This means that we will play with a smaller goal and the defending team will be allowed to play with a wall.
- Reduce the size of the goal to 4m.
- Let 1 or 2 players on each team try to score on the goalkeeper. It should be VERY difficult to score!

🗨️ **Quick discussion:**

- Was it harder or easier to score this time? Why?
- What does this tell you about life?
 - ✓ If you choose to have sex, being circumcised **and** using condoms correctly can protect you from HIV.
- If condoms and circumcision protect you from HIV, why don't all men use condoms and get circumcised?

REVIEW (2 MIN)

- ① Male circumcision reduces female to male HIV transmission by up to 60%.
- ② Using condoms correctly every time during sex reduces HIV transmission by up to 90%.
- ③ If you choose to have sex, getting circumcised **AND** using condoms will help you avoid HIV.

BRING THE GUYS & GIRLS TOGETHER (1 MIN)

GUYS AND GIRLS DISCUSS (5 MIN)

- Bring the guys and girls into a strong circle to discuss what they learned in their activities:
 - Guys: Teach the girls what you learned about condoms and circumcision.
 - Girls: Teach the guys what you learned about the decision to have sex and the ways an HIV-positive mother can protect her baby from HIV.

COOL DOWN (5 MIN)

1// MXit Move Assignment

- Explain MXit Move 7 (Players can choose):
 - MXit with a friend about how life changes when you have a baby.
 - MXit with a friend about the benefits and challenges of using condoms or getting circumcised.

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

8// Build Your Team!

GOALS – BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Identify 2 ways to support someone who is HIV-positive
- ✓ Identify 3 people they can go to for support
- ✓ Identify how stigma and discrimination make the HIV problem worse

MATERIALS

- None

PREPARATION

- Prepare a safe space for My Supporters activity

SCHEDULE

- Warm Up (8 min)
- My Supporters (30 min)
- Review (2 min)
- Cool Down (5 min)

WARM UP (8 MIN)

1// 1-min energizer

2// MXit Move Review

- Review MXit Move 7 (Players can choose):
 - MXit with a friend about how life changes when you have a baby.
 - MXit with a friend about the benefits and challenges of using condoms or getting circumcised.

🗣️ Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - How will your life change if you have a baby?
 - How did your friends respond to discussions about condoms and circumcision?

3// Take a Stand

- See instructions from Practice 1. Use the following statement:

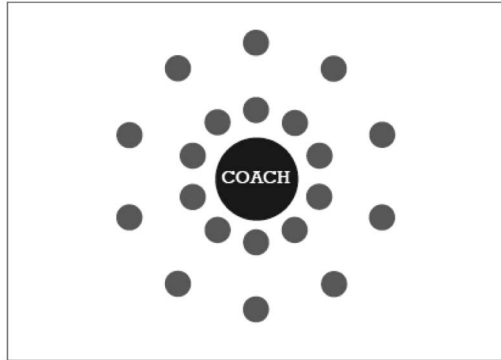
- 🗳️ I would tell my friends if I tested positive for HIV
- 🗳️ People with HIV in my community face stigma and discrimination

- Why or why not?

MY SUPPORTERS (30 MIN)

1// Play as just supporters and leaners

- Select 8 to 10 players to form a small circle to demonstrate the activity.



My Supporters demonstration set up

- Emphasize safety and ask for players' focus and attention.
- Instruct and demonstrate how to support:
 - Stand close to one another with one foot towards the middle of the circle, one foot back, knees slightly bent.
 - Put your hands at chest-height, palms out, and close to the person in the middle.
 - Gently pass the leaner around the circle. Do not push. There should be at least 6 hands on the leaner at all times.
- Instruct and demonstrate how to lean:
 - Stand with your arms across your chest.
 - Lean with your feet together and your body straight, "stiff like a tree, not soft like a snake."

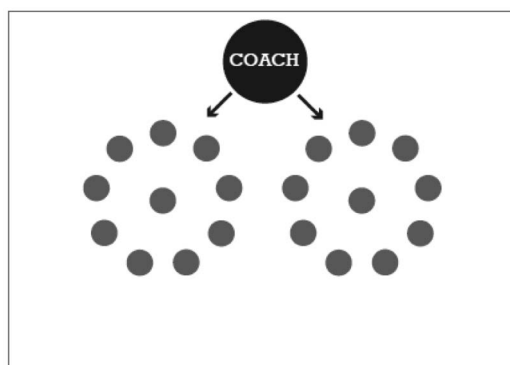


SKILLZ Coach demonstrates how to lean and support in My Supporters

- Before leaning, ask the Supporters these questions:
 - Leaner: “My Supporters, are you ready?” Supporters: “Yebo!”
 - Leaner: “Can I lean?” Supporters: “Yebo!”
 - Some of us will get a chance to be both a Supporter and a Leaner.

Coach's Tip: Demonstrate this activity with yourself as a leaner first to provide a strong example of how to lean.

- Divide players into teams of 8 to 10.



My Supporters set up

- Play the game.
- After a few people have had the chance of being the Leaner, bring the group back together.

🔊 Quick discussion:

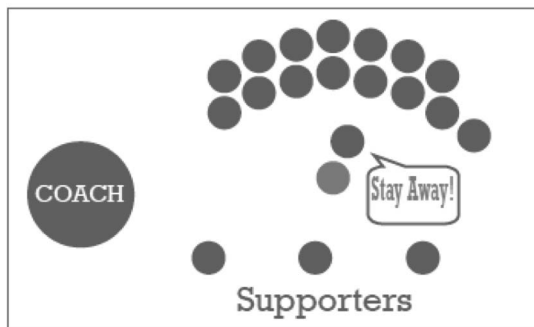
- How did it feel to be a Leaner?
- How did it feel to be a Supporter?
- When do we need support in life?
 - ✓ In the bad times: when you are sick, sad, angry, need help, need someone to talk to, etc.
 - ✓ In the good times: when you are happy, proud, want to share a success, want to laugh, etc.
- What makes a strong supporter?

2// Role-play abandoning someone who is HIV-positive

- Ask for a volunteer. Give this person a fake character name and ask them to stand in front of the group.
- Instruct the players in the audience to identify their supporters in life. (Examples: father, doctor, friend, coach, religious leaders, etc.). As they do so, assign these roles to volunteers, and ask them to make a support circle around the HIV-positive character.

Coach's Tip: Make sure that 2 of the supporters are the doctor and the SKILLZ Coach. These supporters will never leave the individual.

- Explain:
 - We are going to pretend that the Leaner is HIV-positive.
 - We are going to look at how people in the community negatively react when they learn someone is HIV-positive.
- Instruct 2-3 players in the audience to give directions to the Supporters that would stigmatize or fail to support the HIV-positive character. Have the Supporters act these out.
 - Example: The father is embarrassed that his daughter has HIV, so he says, "You are a disgrace to our family! You have embarrassed us. Think of what people will say when they find out you are HIV-positive!"



- As the Supporters act out their responses, instruct them to turn their back on the support circle.
- Leave the doctor and the SKILLZ Coach facing the Learner and explain why they will never leave the HIV-positive character.

- The doctor will not abandon someone with HIV. They will always be there to support him or her through medication and counselling.
- The SKILLZ Coach will also never turn their back on someone with HIV. They will always be there to talk with and be your friend.

🗨️ Quick discussion:

- Why do people in our communities abandon those who have HIV?
- Does anyone know what stigma and discrimination are?
 - ✓ Stigma means judging a person because of one trait. For example, thinking a person is bad because he or she has HIV.
 - ✓ Discrimination means treating a person or group unfairly. For example, not hiring someone for a job because he or she is HIV-positive.
- How do stigma and discrimination affect people's decisions to test for HIV?
 - ✓ People are more afraid to test because of stigma and discrimination,

Coach's tip: Make this clear! Stigma and discrimination is a big factor that affects people's decision to test for HIV. If people are scared to test then there are more people who don't know their status and potentially living with HIV.

3// Role-play supporting someone who is HIV-positive

- Ask a few players in the audience to name ways in which the Supporters could help and support the person with HIV.
- As they explain how to support him or her, instruct the Supporters to turn around and tell the Leaner how they are supporting them.
 - Example: How can the father support his daughter with HIV?
 - ✓ By going with her to the doctor so she isn't scared. (The father returns to support circle.)

🗣️ Quick discussion:

- Why is it important to support someone living with HIV?
- What are some ways you can support people living with HIV?
 - ✓ Encourage them to follow their treatment, eat healthy foods, get exercise, and regularly visit the doctor or nurse.
 - ✓ Listen to them.
 - ✓ Make plans for the future; HIV is not the end of your life!

REVIEW (2 MIN)

- ① We all need to build our team with strong supporters to stay strong in life.
- ② We should care for people with HIV because they need our love and support to stay strong.
- ③ Stigma and discrimination make the HIV problem worse by making it less likely that people will get tested or follow their treatment.

COOL DOWN (5 MIN)

1// MXit Move

- Explain MXit Move 8:
 - MXit with your closest friend on MXit. Tell him or her how their support helps to keep you strong.

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

9// Ubuntu!

GOALS – BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Explain why the use of force or violence against women is ALWAYS wrong
- ✓ Identify 2 ways they will stand up to violence against women and girls
- ✓ Explain the connection between alcohol and violence in relationships

MATERIALS

- Woman & Man Summit question slips for both sexes
- 2 pieces of flip chart paper and 2 markers

PREPARATION

- Talk with the other SKILLZ Coach to decide who will work with the girls and who will work with the guys.
- If you do not have Woman Summit and Man Summit question cards, write the questions (see next page) on A4 paper and use scissors to cut them up.

SCHEDULE

- Warm Up (8 min)
- Divide the Sexes (1 min)
- Man Summit/Woman Summit (28 min)
- Bring the guys & girls back together (1 min)
- Review (2 min)
- Cool Down (5 min)

MAN SUMMIT QUESTIONS

- ✪ Why do men hit women?
- ✪ How does abuse of women contribute to the HIV problem?
- ✪ How would our community and culture be different if men of our generation stopped abusing women?
- ✪ My father hit my mother and she never complained so how can it be wrong?
- ✪ What should I do if a woman I know is being abused?
- ✪ Why are domestic violence and rape so common in South Africa? How can we stop violence and rape?

WOMAN SUMMIT QUESTIONS

- ✪ Why do men hit women?
- ✪ How does abuse of women contribute to the HIV problem?
- ✪ How would our community and culture be different if women from our generation stood up to abuse? How can we stop abuse?
- ✪ My partner makes me have sex with him, even when I say no. Is this rape? What should I do?
- ✪ What should I do if I am being abused? What should I do if a friend is being abused?
- ✪ My father hit my mother and she never complained so how can it be wrong?

WARM UP (8 MIN)

Coach's Tip: This is a split-gender practice. A female coach should go with the girls and a male coach should go with the guys. If a female coach is not present, combine the group and work through some of the Man Summit and Woman Summit questions as a team. A male coach should NEVER work with an all-female group of players.

1// 1-min energizer

2// MXit Move Review

- Review MXit Move 9:
 - MXit with your closest friend on MXit. Tell him or her how their support helps to keep you strong.

🗣️ Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - Who is your strongest supporter and why?
 - What did you tell your supporters and how did they react?

3// Take a Stand

- See instructions from Practice 1. Use the following statement:

🗳️ I would do something if I knew my neighbour hit his girlfriend.

- What would you do and why?

DIVIDE THE SEXES (1 MIN)

- Split the players into a group of guys and a group of girls.
- If you are in charge of the girls, follow the instructions for Woman Summit. If you are in charge of the guys follow the instructions for Man Summit.

GUYS: MAN SUMMIT (28 MIN)

1// Ground rules

- Go over the ground rules
 - Violence against women and rape are always wrong. It is wrong in Generation SKILLZ, it is illegal in South Africa, and it is never acceptable. It is not okay to make comments that promote violence against women here or in the community.
 - We will not debate whether or not violence against women is wrong. We will be discussing why it is wrong and what we can do to stop it.

2// Group conversation

- Start off the Man Summit with the following questions. Use your abilities as a facilitator to spark vital conversations. Allow the conversation to continue for about 5 minutes.
 - What does it mean to be a man?
 - How does a real man handle problems in his life?

3// Small group preparation

- Divide the group into teams of 3 or 4.
- Give each team **ONE** question slip.
- Explain the instructions for the small groups.
 - Read the question with your teammates.
 - As a group, discuss the question. Talk about what you have seen and heard in your community or culture and how it makes you feel. Allow everyone to share his feelings and opinions.
 - After 5 minutes, you will present a summary of your discussion to the other men.
- Give teams 5 minutes to prepare. As they do so, visit each team to answer any questions and to make sure everyone is involved.



Players discuss their question in Man Summit

4// Start the summit

- Bring the group back together and introduce the “Man Summit.”

Coach's Tip: When introducing The Man Summit, use lots of energy and pretend you are hosting a meeting of important South African leaders. Refer to the players as "men" for this practice.

- Explain to the players:
 - As the next generation of South African men, you have been brought to the Man Summit to discuss what it means to be a man in South Africa.
 - A recent study has shown that 1 in 4 South African men admitted to rape.³ “Rape” means forcing someone to have sex by using physical strength, threats, or violence.
 - This is **WRONG**. It is our job to change this in the next generation.
- Allow groups to read the question they were given and present their answers.
- After each group has completed their presentation, allow the other groups to respond and debate. Encourage players to share their experiences and feelings and to make suggestions on how to address the problems.

³ Rachel Jewkes, Yandisa Sikweyiya, Robert Morrell, Kristin Dunkle. Understanding Men’s Health and Use of Violence: Interface of Rape and HIV in South Africa.” Medical Research Council, 2009.

5// “Man Laws”

- After the discussion, ask the group to decide on 2 to 3 “Man Laws”, which all men in their generation should agree to in order to stop gender-based violence.

Coach's Tip: Make sure the laws are directed towards their own gender. Guys make laws for just guys; Women make laws for just women.

- Ask one player to write the “Man Laws” on flip chart paper.

REVIEW (2 MIN)

- ① Violence against women, including physical abuse and rape, is always wrong.
- ② You have the power to stand up for women and girls and stop gender-based violence in your community.
- ③ Build your team with strong supporters who treat women with respect and who don't abuse alcohol or drugs.

BRING THE GUYS & GIRLS TOGETHER (1 MIN)

GIRLS: WOMAN SUMMIT (28 MIN)

1// Ground rules

- Go over the ground rules.
 - Violence against women and rape are always wrong. It is wrong in Generation SKILLZ, it is illegal in South Africa, and it is never acceptable. It is not okay to make comments that promote violence against women here or in the community.
 - We will not debate whether or not violence against women is wrong. We will be discussing why it is wrong and what we can do to stop it.

2// Group discussion

- Start off the Woman Summit with the following questions. Use your abilities as a facilitator to spark vital conversations. Allow the conversation to continue for about 5 minutes.
 - What does it mean to be a woman?
 - How are men and women supposed to interact in our society?

3// Small group Preparation

- Divide the group into teams of 3 or 4.
- Give each team **ONE** question slip.
- Explain the rules.
 - Read the question with your teammates.
 - As a group, discuss the question. Talk about what you have seen and heard in your community and how it makes you feel. Allow everyone to share her feelings and opinions.
 - After 5 minutes, you will summarize your discussion to the other women.
- Give teams 5 minutes to prepare. As they do so, visit each team to answer any questions and to make sure everyone is involved.

4// Start the summit

- Bring the group back together and introduce the “Woman Summit.”

Coach's Tip: When introducing The Woman Summit, use lots of energy and pretend you are hosting a meeting of important South African leaders. Refer to the players as "women" for this practice.

- Explain to the players:
 - As the next generation of South African women, you have been brought here to discuss what it means to be a woman in South Africa.

- A recent study states that women who are in low-power relationships are 50% more likely to have HIV.⁴ However, low-power relationships are very common for South African women.
 - This is **WRONG**. It is our job to change this in the next generation.
- After finishing these questions, allow the groups to read the question they were given and present their answers.
 - After each group has completed their presentation, allow the other groups to respond and debate. Encourage players to share their experiences and feelings and to make suggestions on how to address the problems.

5// “Woman Laws”

- After the discussion, ask the group to decide on 2 to 3 “Woman Laws”, which all women in their generation should agree to in order to stop gender-based violence.

Coach's Tip: Make sure the laws are directed towards their own gender. Women make laws for just women; Guys make laws for just guys.

- Ask one player to write the “Woman Laws” on flip chart paper.

REVIEW (2 MIN)

- ① Violence against women, including physical abuse and rape, is always wrong.
- ② You have the power to stand up for other women and girls and stop gender-based violence in your community.
- ③ Build your team with strong supporters who treat women with respect and who don't abuse alcohol or drugs.

⁴ “Technical Issue Brief: Gender and HIV/AIDS.” USAID, 14 January 2010.

BRING THE GUYS & GIRLS TOGETHER (1 MIN)

- Bring the guys and girls into a strong circle to share their Man Laws and Woman Laws with each other.

Coach's Tip: Keep the discussion between guys and girls positive. Focus actions everyone can take to address gender-based violence. Don't let the discussion become a debate about who's to blame.

COOL DOWN (5 MIN)

1// MXit Move

- Explain MXit Move 9:
 - MXit with a friend about your "Woman Laws" or "Man Laws".

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

10// Healthy Partnerships!

GOALS – BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

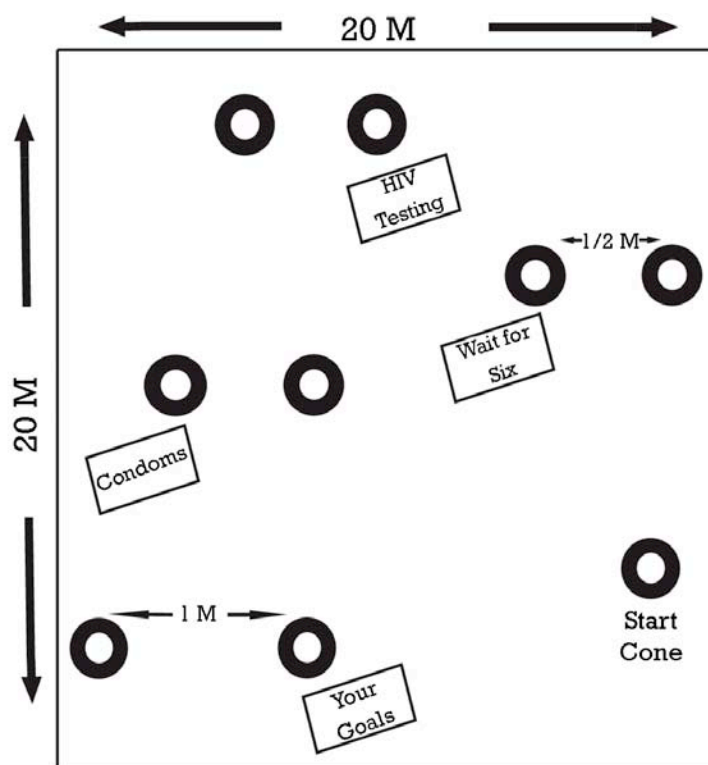
- ✓ Name 3 healthy things mutually faithful partners can do to protect themselves from HIV
- ✓ Explain why waiting 6 weeks or more to have sex with a new partner reduces the chances of getting or spreading HIV
- ✓ Explain why trust and communication are important for a healthy relationship

MATERIALS

- 18 cones
- 2 soccer balls
- Whistle
- “Wait For Six”, “HIV Testing”, “Condoms”, and “Your Goals” cards

PREPARATION

- Set up 2 Gates fields next to each other.



The Gates Set Up

SCHEDULE

- Warm Up (8 min)
- Sexual Network (10 min)
- The Gates (20 min)
- Review (2 min)
- Cool Down (5 min)

ACTIVITIES

WARM UP (8 MIN)

1// 1-min energizer

2// MXit Move review

- Review MXit Move 9:
 - MXit with a friend about your “Woman Laws” or “Man Laws”.

☛ Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - What did your friends say about your “Woman Laws” and “Man Laws”?
 - Would you add or change any of the “Laws”?

3// Take a Stand

- See instructions from Practice 1. Use the following statements:

- ☛ Communication is the most important part of a relationship.
- ☛ Sex is the most important part of a relationship.

- Why is communication important? What types of things should people in a relationship communicate about?

SEXUAL NETWORK (10 MIN)

1// Demonstrate everyone having 2 sexual partners

- Review sexual network:
 - What did we learn in Breakaway about sexual networks?
 - ✓ Your sexual network includes all the people you are connected to through sex!
 - ✓ If only 1 person in your sexual network has HIV, you are at risk of getting HIV.

- Form a strong circle and instruct everyone to hold hands.
- Explain that we are going to pretend that each person you are holding hands with represents a sexual partner.
- Tell players to **pretend** that you (the coach) are HIV positive.
- Lift your hands and instruct players to lift their hands if they could be infected with HIV.



Coach's Tip: This is the same as the sexual network activity in Breakaway, except with 2 new steps to represent the benefits of partner reduction and being in a mutually faithful relationship.

- Who is at risk of getting HIV?
 - ✓ Everyone! We are all connected because we all have more than one sexual partner. If only 1 person here has HIV, we are all at risk.
- Instruct players to drop their arms.

2// Demonstrate a few players reducing their partners

- Instruct 3 or 4 players to let go of 1 of their partners.
- Raise your hands again and tell players to lift their hands if the person next to them has put their hands up.
 - What happened when a few people dropped one of their sexual partners?
 - ✓ The chance of spreading HIV was reduced.
 - What is “partner reduction”?
 - ✓ Reducing the number of your sexual partners.
 - How does partner reduction lower your chances of HIV?
 - ✓ Every time you drop a partner, you drop all the people in their sexual network as well.
 - ✓ If you have 3 sexual partners and reduce to 2, your HIV risk is reduced; if you have 1 sexual partner and reduce to no partners, your HIV risk is reduced.

Coach's Tip: Make sure players understand that partner reduction can reduce HIV risk for anyone who is sexually active.

3// Demonstrate mutually faithful partners

- Play again, but this time instruct all players to hold hands with just one other partner, so that everyone has just one mutually faithful sexual partner.
- Raise your hand and demonstrate how HIV only spread to your 1 sexual partner and to nobody else!



- What happened when everyone had just one mutually faithful partner?
 - ✓ The spread of HIV was stopped.
 - ✓ HIV can only be spread to 1 other person.

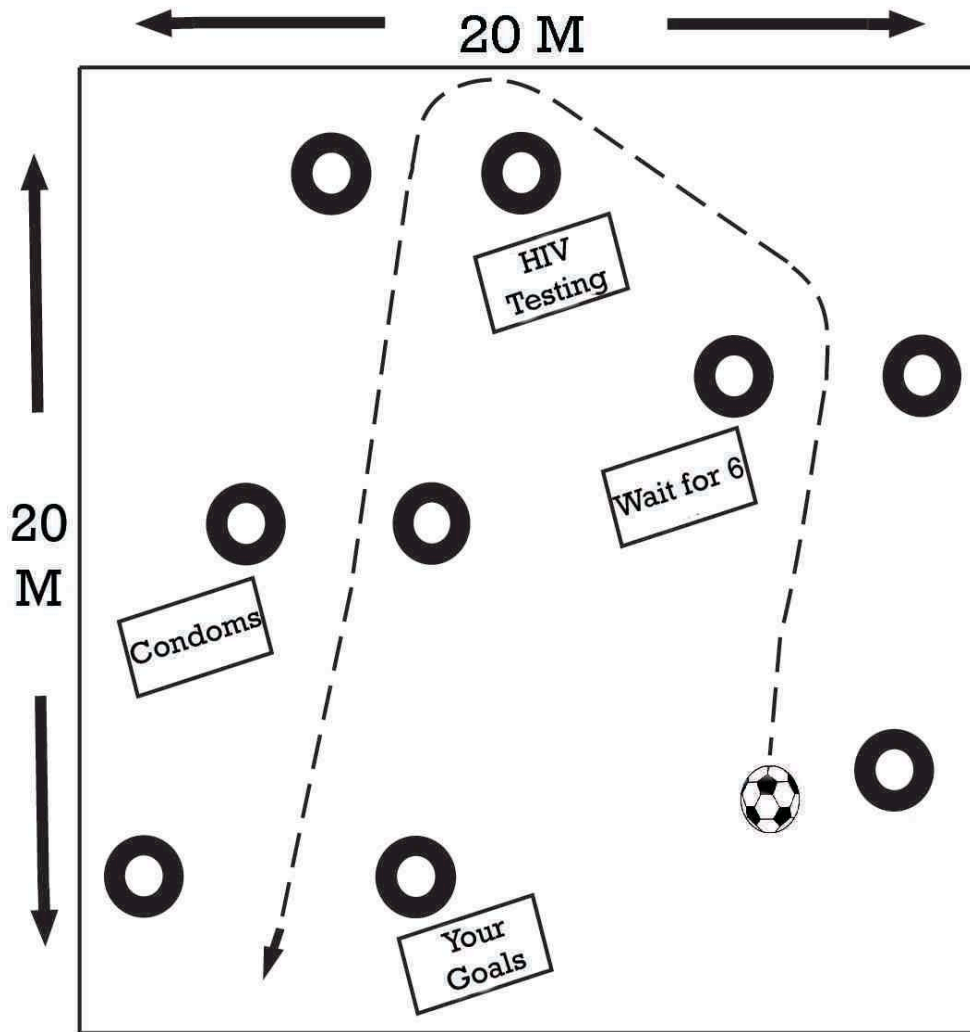
Coach's Tip: The only people holding their hands up should be you and the player you are holding hands with.

THE GATES (20 MIN)

1// Play with the entire group

- Divide players evenly between the 2 fields.
- Introduce and explain the healthy behaviour associated with each gate:
 - **Waiting for six weeks to have sex:**
 - ✓ The level of HIV in the body is highest within the first 6 weeks of infection. If you and your new partner wait 6 weeks before having sex, the risk of spreading HIV between you will go down.
 - ✓ HIV tests are not as likely to detect the virus in the first 6 weeks. (This is the “window period.”)
 - ✓ Waiting between sexual partners gives you time to think about whether you really want to have sex and to talk about important issues like HIV testing, condoms, and being mutually faithful.
 - **Going for HIV testing:**
 - ✓ Going for HIV testing *with* your partner and sharing your results.
 - **Using condoms:**
 - ✓ Using condoms every time you have sex.

Coach's Tip: Use a time limit to keep the Gates activity fun and exciting for the players. Give teams 2 to 3 minutes to complete each round. You can also keep record of each team's time to make it a competition!



The Gates Activity

- Explain and demonstrate the rules of the game:
 - Lock arms with all of the members of your team and form a circle, just like in the sexual network activity.
 - The game is a race between the teams on each separate field.
 - Your goal is to dribble the ball, with your partners, through each one of the gates and score a goal.
 - Each player must touch the ball and both partners must go inside of each gate.
 - The first team to have all members pass through all the gates and score a goal wins.
- The goal at the end represents achieving your goals in life.

- Explain to the players that we are now going to pretend that every member of the team has 2 sexual partners, so their team represents a sexual network.

Coach's Tip: During the round, take note of the players who missed the gates. Explain to the players that missing the gates is a risky sexual behaviour. Example: Not using a condom or not getting tested with all your sexual partners.

🔍 **Quick discussion:**

- Why was it difficult to dribble through all the gates when your entire team was linked together?
- What can happen in life if someone in your sexual network doesn't wait for six weeks, go for HIV testing, or use condoms?

2// **Play with groups of 4**

- Divide players on each team into lines of 4.
- Explain the rules:
 - In this round, we are going to pretend that some people in your sexual network reduced their number of partners, so now your sexual network has only 4 people.
 - Like in the last round, each player must touch the ball and all the players must squeeze through each gate.
 - Once your group of 4 has completed the course, pass the ball to the next group of 4. The team that finishes first is the winning team.
 - Let's see if it's more difficult to make healthy decisions and reach our goals if our sexual network has 4 people!
- Allow each group of 4 to play once.

🔍 **Quick discussion:**

- Was it easier or more difficult to get through the gates when you were in a group of 4?
- Why can reducing your number of partners help stop the spread of HIV?

3// Play with mutually faithful partners

- Divide players on each team into pairs. Players lock one arm with their partner.
- Explain the rules:
 - We are going to play again, but this time we are going to pretend that each of you only has one mutually faithful partner.
 - You will have 2 minutes to make a plan with your partner on how you will move through the gates.
- Allow pairs to make a strategy for 2 minutes.
- Allow each pair to play once.

🔍 Quick discussion:

- What did you and your partner talk about when you made a plan for this last round?
- Why is trust and communication so important in a mutually faithful relationship?
- What are some ways that we can build trust and communication in our relationships?
- Why is it important for *both* partners to wait 6-8 weeks between sexual partners?
- Why is it important for *both* partners to go for HIV testing?
- Why is it important for *both* partners in a relationship to agree to use condoms every time they have sex?

REVIEW (2 MIN)

- ① Waiting for six weeks before having sex, going for HIV testing, and using condoms are healthy behaviours for mutually faithful partners.
- ② If there is more than one person in your sexual network, you are much more likely to get HIV.
- ③ Trust and communication are necessary in a mutually faithful relationship.
- ④ Reducing your number of sexual partners lowers your HIV risk.

COOL DOWN (5 MIN)

1// MXit Move

- Explain MXit Move 10:
 - MXit about a sexual relationship from a TV show or movie. Discuss why it is a healthy or unhealthy relationship.

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and remind them when the next practice will be.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

11// Red Card!

GOALS – BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- Identify situations in their lives that put them at a high risk of getting HIV
- Explain ways to deal with high risk situations
- Use the Red Card to generate discussion with peers about HIV and risky behaviours

MATERIALS

- Red Cards (2 per player)
- Red Card scenario scripts
- Props (optional)



PREPARATION

- Prepare a Red Card role-play with another coach depicting a risky situation for HIV and the proper use of a red card in response. Make sure your role-play follows the same guidelines as the players' role-plays.
- Review Fact/Nonsense (or other HIV info). Make sure you understand why older partners, multiple partners, and gender-based violence put you at risk for HIV.
- If you do not have role-play scenario cards, write the situation on the front of a ½ sheet of A4 paper and the character actions on the back. (See next page)

SCHEDULE

- Warm Up (8 min)
- Red Card (30 min)
- Review (2 min)
- Cool Down (5 min)

Taxi Driver

✪ A taxi driver asks a young girl to sit next to him and hold his cell phone. He starts coming on to her and touching her while promising that she'll never have to worry about paying taxi fare again. The other passengers (young people, gogos, etc) in the back of the taxi confront him. They say how they've seen him make these promises to three different girls this week!

- ✓ **Red Card for multiple partners!** (Other dangerous behaviours include: sex for stuff, older partners.)

Older Partner

✪ Mum is talking to her 16 year-old daughter about the daughter's new boyfriend, who is 23 years-old and gives her money and talk time. The mother tells her daughter that she really likes the boyfriend and she wants her to stay with him because he helps support the family. However, the daughter does not like him that much, even though he buys her things. A younger sibling then comes in and confronts the mother for promoting older partners.

- ✓ **Red Card for older partners!** (Other dangerous behaviours include: sex for stuff.)

Gender-Based Violence

✪ A boyfriend and girlfriend are watching Jika-ma-jika, imitating the cool moves on the screen. Their friend shows up and she has bruises on her arms and face. They ask what happened and she says, "It's nothing." When they confront her about being hit by her boyfriend she says that he only hits her because he loves her. The couple confront the violent partner and say that violence is a sign of weakness in a man.

- ✓ **Red Card for gender-based violence!**

WARM UP (8 MIN)**1// 1-min energizer****2// MXit Move review**

- Review MXit Move 10:
 - MXit about a sexual relationship from a TV show or movie. Discuss why it is a healthy or unhealthy relationship.

🗨 Quick discussion:

- Ask 1 or 2 players to share their MXit chats or conversations. Use some of the following questions to generate a discussion:
 - What partnership did you identify? Why is it a healthy or unhealthy relationship?
 - What could the partners do to improve their relationship?
 - What would you like to copy from their relationship into your own relationships? What would you do differently?

3// Take a Stand

- See instructions from Practice 1. Use the following statement:

🗨 Girls and guys face the same pressures to have sex.

- How are the pressures different?

RED CARD (30 MIN)

1// Introduction

- Ask the players:
 - What is a red card in soccer? What does it mean?
 - Can anyone think of a time they saw a famous player receive a red card?
 - How does it feel to get a red card in soccer?
- Explain that in Generation SKILLZ we use red cards to identify risky situations for HIV, educate others about HIV risks, and start conversations about sensitive issues such as sex and HIV.

2// Coach's Role Play Example

- Perform a Red Card role-play you have prepared. Make sure it is well rehearsed and clearly focuses on 1 of the key drivers (multiple sexual partners, older sexual partners, or gender-based violence).

🗨️ Quick discussion:

- Why did the character give a Red Card?
- Why is this situation related to the risk of getting HIV?
- What would you do in this situation?

2// Role-Play Practice

- Explain that in this activity the players will practice making their move so that they can avoid HIV in real life situations.
- Explain the instructions:
 - Each group will be given scripts that will tell you the story for the role-play.
 - You will have 3 minutes to plan what your characters do and say and 7 minutes to practice your role-play. Make sure you actually practice the role-play, don't just talk about what you will do.
 - Each member of the group needs to participate; Guys can play girls and girls can play guys.
 - Each role-play can only last 3 minutes.
 - Your role-plays should build to one big Red Card. Be sure to explain why the Red Card is being given.
 - You are giving Red Cards when faced with a dangerous situation, NOT to make fun of someone who is HIV positive.

Role-play tips:

- 1. Speak in a loud, clear voice and always face the audience.*
- 2. Make your role-play entertaining! Use emotions! Be dramatic! Be funny!*
- 3. Keep it brief. Focus on the high-risk behaviour and why you use a Red Card in that situation.*
- 4. Use your local language and terms. Speak the way you would when you are with your friends, not the way you speak in school!*

- Divide the players into 3 teams. Give each team a script for 1 situation. Make sure the players understand the high-risk behaviour in each situation.
- Give teams 10 minutes to prepare and practice their role-plays.

Coach's Tip: Check in with each team to address any misinformation and make sure they are focusing on the risk specific to their role-play.

Example: In a role-play about older sexual partners, make sure the role-play does not focus on testing or condoms.

4// Role-plays

- Bring the group back together. Pick 2 or 3 teams to perform in front of the whole group.
- As they do so, encourage the players watching to silently give Red Cards during the role-play performances when they see a high-risk behaviour.
- To keep all players engaged, "Freeze" the role-plays occasionally and ask observing players to explain what is happening in the role-play.
- After each role-play, ask the follow-up questions.
 - When was the Red Card used in the role-play?
 - Why did the character give a Red Card?
 - Why is this situation related to the risk of getting HIV?
 - Does this situation happen in our communities?

REVIEW (2 MIN)

- ① Make your move! Stand up to HIV risks in your community such as multiple sexual partners, older partners and gender-based violence.
- ② Use your Red Card to start conversations with friends and family members about difficult issues like sex, relationships and HIV risks.

COOL DOWN (5 MIN)

1// MXit Move

- Give each player 2 Red Cards.
- Explain MXit Move 11:
 - This is your chance to Make Your Move. Use your Red Card at least once in the next week and MXit about the experience.
 - You can use your Red Card in different ways:
 - ✓ To address a risky situation.
 - ✓ To teach your friends about risky behaviours.
 - ✓ To start a conversation about risky behaviours and HIV with your friends or family members.
 - Give the extra Red Card to a friend, sibling, or supporter and teach him or her how to use it.
- Review the Red Card Rules.
 - Don't give a Red Card to people with HIV or people you think have HIV. Red Cards are used to start conversations, not to make people feel bad.
 - Don't put yourself or anyone else at risk with the Red Card.

2// Attendance Register

3// SKILLZ Cheer

- Bring the players back into a strong circle and talk to them about Graduation.
- Thank players for their participation and dedication.
- Ask the players to choose 1 powerful word from the practice and cheer it as a team.

Make Your Move!

GOALS – BY THE END OF GRADUATION, PLAYERS SHOULD BE ABLE TO...

- Explain how they will apply their knowledge from Generation SKILLZ
- Express their dedication to the Generation SKILLZ movement

PREPARATION

- Hold a planning meeting with your players to find out how they would like to celebrate their graduation.
- Meet with other SKILLZ coaches, school principals, teachers, and individuals from sports clubs, drama clubs, and any other relevant organizations.
- Decide on a date, location, and time.
- Prepare and rehearse before the graduation. Activities should focus on how players will use the knowledge they gained in Generation SKILLZ and how their generation will make a difference in the fight against HIV & AIDS.
- Invite parents, friends, coaches, teachers, and other community members. Send invitations at least one week before the graduation.

SUGGESTED GRADUATION ACTIVITIES

✪ Generation SKILLZ demonstration:

- ✓ Players practice and demonstrate their favourite Generation SKILLZ activity.
- ✓ Have a group of players volunteer to facilitate a practice with the SKILLZ Coaches as some of the players.
- ✓ Push the volunteer players to prepare for the activity the way you would and play the role of a very active “super” player to excite the rest of the group!

✪ Red Card role-play:

- ✓ Players practice and perform their favourite Red Card scenarios or make up their own.
- ✓ Make sure that the volunteer players show you the skit ahead of time so you can give them suggestions and ensure that it is an appropriate skit.
- ✓ Encourage players to pick skits that are relevant to what they have just learned in Generation SKILLZ (i.e.: Multiple partners, Older partners, Circumcision, etc.)

✦ Generation SKILLZ poetry slam, speech, song, or dance:

- ✓ Help players write poems or speeches about what they learned in Generation SKILLZ.
- ✓ Give them a list of topics if they are struggling to come up with ideas.
- ✓ Help players to organise a time and place to practice their performance before the graduation.

✦ Public praise:

- ✓ Prepare and praise each player for the growth and change you've seen in them.
- ✓ Write up your praise in advance and really think about the strengths of the players in your intervention.

✦ Generation SKILLZ Graduation contract

- ✓ Ask players to develop their own Generation SKILLZ contract on how to take action in the community.
- ✓ Have your players brainstorm achievable goals they can perform in their community before making the contract.
- ✓ Give them examples of some things you have done yourself or things you see others doing to make an impact in their community.

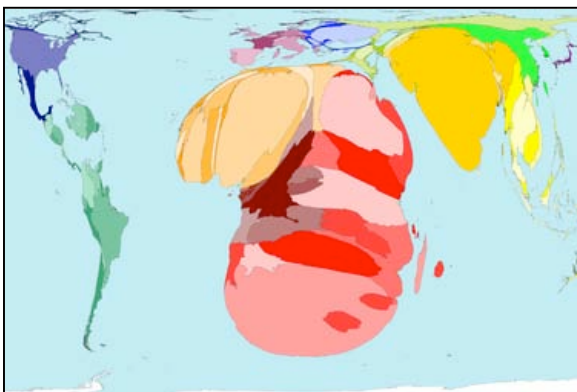
✦ Guest speakers

- ✓ Ask if important people in the player's schools—such as principals and teachers—and other adults would like to make a speech at the graduation. Look for adults that the players look up to and you can easily identify them as positive role models.

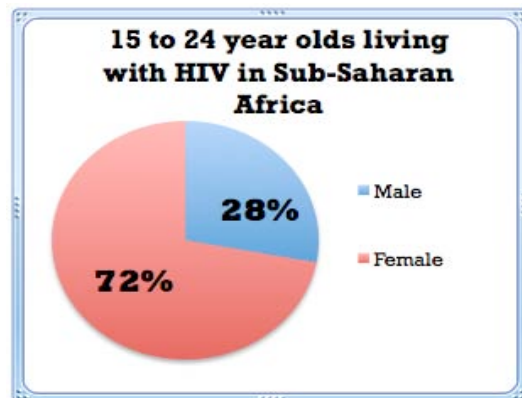
HIV Experts

- At the end of 2009, 33.3 million peopleⁱ—including **5.6 million South Africans**ⁱⁱ—were living with HIV.
- During 2009 alone, some **2.6 million** people became infected with HIV worldwide—including 1.8 million people in sub-Saharan Africa. Every day, 7,123 people become newly infected.ⁱⁱⁱ
- In nearly all countries in sub-Saharan Africa, the majority of people living with HIV are women, especially young girls and women aged 15-24.^{iv}
- During 2009, 1.8 million people—including **310,000 South Africans**—died from AIDS.^v Since the beginning of the epidemic, **nearly 30 million have died.**^{vi}
- People in Sub-Saharan Africa make up only 12.3% of the world's population, but make up 68% of those living with HIV.^{viii} **Two out of every three people living with HIV lives in sub-Saharan Africa.**^{ix}

Young people aged 15 – 24 account for 41% of all new adult infections (aged 15 years and older) in 2009.



Southern Africa is at the center of the AIDS epidemic



In Africa, young women are at very high risk.

HIV FACTS

- **Human** Only found in people, not other animals
- **Immunodeficiency...** The body's defence (the *immune system*) is weakened
- **Virus** A small particle that causes sickness and can spread from person to person

- **How is HIV transmitted?**

- ✓ There are 4 body fluids that can spread HIV: blood, semen, vaginal fluid, and breast milk. You can avoid HIV through sex by abstaining, having one uninfected, mutually faithful partner, and using condoms every time you have sex.

- **What is the most common way HIV is spread in South Africa?**

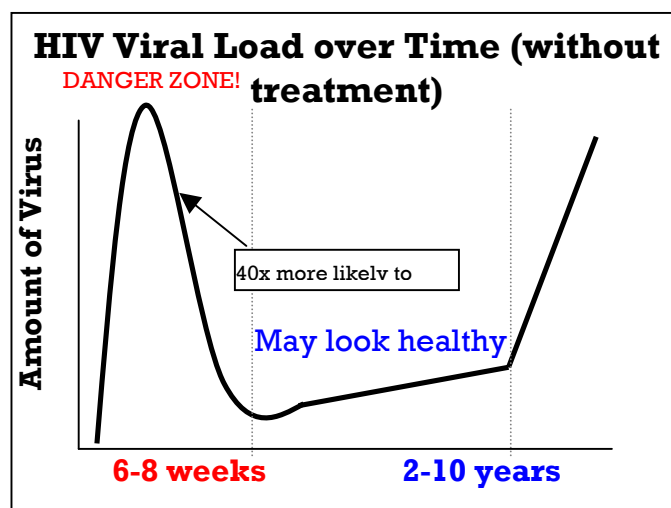
- ✓ The most common way HIV is spread in South Africa is through **unprotected sex**.

How do I avoid getting and spreading HIV?

- Keep it 1-on-1!**
Have only 1 partner at a time.
- Limit partner turnover!**
Space out your relationships.
- Reduce your # of partners!**
More partners = more risk for contracting HIV.
- Talk about it!**
Partners need to communicate with each other about sex, condoms, and testing.

- **Is HIV most likely to spread during the first 6-8 weeks after infection?**

- ✓ Yes! The level of HIV is highest in the body 6-8 weeks after infection. This means that people in this “window period” are much more likely to pass on HIV to another person. If you have more than one partner and you contract HIV, you are much more likely to spread it to your other partners. Take responsibility and stop the spread!



- **How do I know if I have HIV?**

- ✓ The only way to know for sure whether or not you have HIV is to get tested!

- **Can a healthy-looking person have HIV?**

- ✓ YES. Not all people with HIV are thin, sick, or lose weight. Someone who is fat and looks healthy may be infected with HIV. Serious sickness and weight loss usually occur at a later stage of infection (and remember, the risk of transmitting HIV is highest just after someone becomes infected and when they still look healthy!).
- ✓ It is important to get tested early and often, so you can start ARV treatment before falling sick.

- **Can an HIV-positive mother give birth to a baby without HIV?**
 - ✓ **YES!** As long as the parents take the proper precautions. This is called PMTCT, or the **P**revention of **M**other **T**o **C**hild **T**ransmission.
 - These precautions include:
 - HIV-positive pregnant women can take a combination of ARVs, including nevirapane, during their pregnancy to help prevent the virus passing to her baby.
 - Since blood and vaginal fluids are two of the four fluids that spread HIV, HIV-positive pregnant women can get a Caesarean section to reduce the transmission of blood and vaginal fluids to the baby during birthing.
 - Since breast milk is one of the four fluids that spread HIV, HIV-positive women should feed their baby formula to reduce the risk of HIV transmission through breast milk.
 - However, if formula is unavailable or too expensive—or if the water is unsafe—than HIV-positive women can feed their baby breast milk.

Coach's Tip: It's very important for girls and women to talk to a health care worker about feeding options!

- If women and their health care workers decide breast-feeding is the best option for the mother, then the mother should remain on ARVs and **ONLY** breast-feed their child for the first 6 months. **DO NOT** mix breast-feeding with anything else, including water!^x

HIV COUNSELING AND TESTING

Coach's Tip: The only way to know for sure whether or not you have HIV is to get tested. Know the closest testing centre to your intervention—ask a GRS staff to help you research. Also make sure to know how old the kids need to be to test.

Fill in the address and contact information of the closest Testing Centre to your intervention.

ⁱ UNAIDS Report on the Global AIDS Epidemic 2010 (p 23) <http://www.unaids.org/globalreport/>

ⁱⁱ HIV and AIDS in South Africa
<http://www.avert.org/aidssouthafrica.htm>

ⁱⁱⁱ UNAIDS Report on the Global AIDS Epidemic 2010: Global Factsheet
http://www.unaids.org/documents/20101123_FS_Global_em_en.pdf

^{iv} UNAIDS Report on the Global AIDS Epidemic 2010: Sub-Saharan Africa Factsheet
http://www.unaids.org/documents/20101123_FS_SSA_em_en.pdf

^v UNAIDS Report on the Global AIDS Epidemic 2010: Global Factsheet
http://www.unaids.org/documents/20101123_FS_Global_em_en.pdf

^{vi} UNAIDS. Report on the Global AIDS Epidemic 2010: Global Factsheet
http://www.unaids.org/documents/20101123_FS_Global_em_en.pdf

^{viii} UNAIDS Report on the Global AIDS Epidemic 2010: Global Factsheet
http://www.unaids.org/documents/20101123_FS_Global_em_en.pdf

^{ix} **AFRICA MAP** HIV/AIDS Deaths
http://www.worldmapper.org/display_extra.php?selected=374

MALE/FEMALE PIE CHART: Adapted from *Opportunity in Crisis: Preventing HIV from early adolescence to young adulthood*, a joint publication by UNICEF, UNAIDS, UNESCO, UNFPA, ILO, WHO, and the World Bank.
<http://www.unaids.org/en/resources/presscentre/featurestories/2011/june/20110601aunicef/>

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^x HIV and Breastfeeding
<http://www.avert.org/hiv-breastfeeding.htm>

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