



SCHOOL-BASED LIFE SKILLS FOR GIRLS AND BOYS:
A TEACHER'S MANUAL

GO STUDENTS!



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Table of Contents

Introduction	7
Session 1: Go Students! - What to Expect?	15
Session 2: My Strengths and Goals	18
Session 3: In My Box, Out of My Box	21
Session 4: Healthy Friendships	24
Session 5: Speak Up! Communicating with Others	27
Resource for Facilitators 1: Saying What We Want and How We Feel	31
Session 6: Adults as Helpers	32
Session 7: My Body Is Changing – Am I Normal? Part 1	35
Resource for Facilitators 2: How to Talk with Young People about Sex.....	38
Session 8: My Body Is Changing – Am I Normal? Part 2	42
Handout 1: Ways to Give Each Other High Self-Esteem	44
Session 9: How Does Pregnancy Happen Anyway?	45
Handout 2: Reproductive Systems, Menstruation and Pregnancy	47
Session 10: HIV Grab Bag	55
Resource for Facilitators 3: Grab Bag Items and their Connection to STIs/HIV.....	57
Session 11: Making Good Decisions	60
Session 12: What Do I Do with These Feelings?	63
Session 13: Am I Ready for Sex?	66
Session 14: Saying “No” To Sex	69
Session 15: I Did Not Want to Have Sex	73
Resource for Facilitators 4: Dealing with Young People Who Have Experienced Sexual Violence or Unwanted Sex	78
Session 16: Talking to Adults about Sex	80



Session 17: Consequences of Sex with Older Men	84
Session 18: My Values, My Money	88
Session 19: What Does Faithful Mean?	91
Session 20: The Consequences of Alcohol Use	94
Session 21: Using Communication to Protect Ourselves	97
Resource for Facilitators 5: More Communication Examples	101
Session 22: Respecting the Past, Preserving Our Future	103
Session 23: Am I at Risk?	106
Session 24: Planning My Goal	109
Glossary	111
Monitoring forms	115

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International HIV/AIDS Alliance, www.aidsalliance.org

- "Sexuality and Life-Skills: Participatory Activities on Sexual and Reproductive Health with Young People."
- "Our Future Sexuality and Life Skills Education for Young People, Grades 4-5."
- "Our Future: Sexuality and Life Skills Education for Young People, Grades 6-7."
- "Our Future: Sexuality and Life Skills Education for Young People, Grades 8-9."

United States Agency for International Development, www.usaid.gov

- "Doorways I: Student Life Skills Manual on School-Related Gender-Based Violence (SRGBV)," unadapted version, February 2006.
- "Doorways II: Counsellor Training Manual on School-Related Gender-Based Violence (SRGBV)," unadapted version, November, 2006.

Family Care International, Inc., www.familycareintl.org

- Pictures on male and female reproductive systems, menstrual process and pregnancy from "Healthy Women, Healthy Mothers, An Information Guide." 1995, 2nd Ed., Arkutu, A.

EngenderHealth, www.engenderhealth.org

- Male reproductive system text adapted from *Introduction to Men's Reproductive Health Services—Revised Edition: Participant Handbook*. 2008. New York.

PATH, www.path.org, Population Council, www.popcouncil.org and Kenya Adolescent Reproductive Health Project (KARHP)

- Female reproductive system, pregnancy, and menstruation text adapted from "Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum." 2006.

Campaign for our Children, Inc. www.cfoc.org

- "Talking to Your Parents about Sex," in "Teen Guide" Found at: <http://www.cfoc.org/index.php/teen-guide/talking-to-your-parents-about-sex/>

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Introduction

Welcome to the **Go Students! School-based Life Skills for Girls and Boys Teacher's Manual**. This manual has been developed to help teachers teach students a range of skills that will help them protect themselves from HIV/AIDS.

Background on Go Girls!

The **Go Students! School-based Life Skills for Girls and Boys Teacher's Manual** was developed through the Go Girls! Initiative. The Go Girls! Initiative, funded by the U.S. Agency for International Development through the U.S. President's Emergency Plan for AIDS Relief, was a three-year project (2007-2010) that aimed to reduce HIV prevalence among vulnerable adolescent girls aged 10-17 in Botswana, Malawi and Mozambique. Implemented by the Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (CCP), Go Girls! strived to strengthen gender programming worldwide by developing new and expanded existing approaches to reduce adolescent girls' risk of HIV infection. To share the Initiative's results globally, a toolkit of key materials—including an innovative tool for measuring girls' vulnerability and a comprehensive set of program materials, including this manual—are available as a free resource to help policy-makers and programmers promote strong girls and strong communities worldwide. To access the full set of Go Girls! resources, visit <http://www.k4health.org> or <http://www.aidstar-one.com> or contact the U.S. Agency for International Development at GHCommunicationsTeam@usaid.gov.

Why promote strong girls and strong communities?

The goal of Go Girls! is not to only improve health but to enable positive individual and collective action. Girls and their communities identified the phrase "strong girls" with empowerment to take action, to be able to resist insults and abuse, and to pursue one's dreams. "Strong communities" refers to the power of working together. Communities found "strong girls, strong communities" a unifying and inspiring theme.

Definition of Girls' Vulnerability to HIV

Girls who are "vulnerable" to HIV are at greater risk of getting HIV than other girls. The girls most vulnerable to HIV are those who are orphans, early school leavers, socially marginalized, migrants, and/or who live in impoverished conditions. These factors, together with traits, such as knowledge, self-efficacy, alcohol consumption, social influence, and relationships with parents often overlap to place girls at higher risk of being infected with HIV.



The **Go Students! School-based Life Skills for Girls and Boys: A Teacher's Manual** recognizes that boys and girls, men and women are all vulnerable to HIV/AIDS. However, evidence shows that girls and young women are the most vulnerable to HIV. For example:

- Girls have less opportunity to attend school or continue their education.
- Girls have less access to information about HIV/AIDS.
- Girls have less access to economic opportunities than boys, which may lead them to exchange sex for money.
- Traditional roles can discourage girls from being assertive.
- Many girls get married and start having sex at an earlier age than boys.
- Girls are more likely to be victims of sexual violence than boys.

Many HIV prevention programs do not address these and other factors that make girls more vulnerable to HIV/AIDS, and they may not make special efforts to get girls involved. Go Girls! hoped to change this. Therefore, it focused on meeting adolescent girls' needs.

Using the Go Girls! Toolkit

The Go Girls! Toolkit is designed to support a comprehensive program that aims to reduce girls' vulnerability to HIV/AIDS by reaching out to communities, schools, parents, boys and young girls using participatory awareness raising, community action items, and skills building tools. The tools have been pilot tested in the three implementation countries – Malawi, Mozambique and Botswana – and revised based on the feedback from the facilitators and participants in each of the three countries.

The five Go Girls! step-by-step manuals are as follows:

- **Go Students! School-based Life Skills for Girls and Boys: A Teacher's Manual** – This manual helps teachers teach students a range of life skills that will help them protect themselves from HIV/AIDS.
- **Go Teachers! Creating a Safe and Supportive Environment for Girls at School: A Training Manual for School Personnel and Teachers** – This manual helps school personnel understand and strengthen their roles as protectors of vulnerable girls and agents of change in their schools by promoting gender equitable teaching practices and addressing harmful school practices that put girls at risk of HIV infection.
- **Go Families! Building Adults' Skills to Communicate with Young People: A Training Manual** – This manual helps parents, caregivers, and other concerned adults to better communicate with the young people in their lives. The program aims to strengthen adults' communication, role-modeling, and relationship skills with youth.
- **Go Communities! A Manual for Mobilizing Communities to Take Action to Reduce Girls' Vulnerability to HIV/AIDS** – This manual is a step-by-step guide to strengthen the skills of Community Mobilization Facilitators to enable communities to address and reduce girls' vulnerability to HIV/AIDS.
- **Go Girls! Community-based Life Skills for Girls: A Training Manual** – This manual has been designed to strengthen life skills of girls ages 13 - 17 who are not enrolled in school or are in vulnerable situations.

The Toolkit includes two additional guides on: **1) Strengthening Economic Opportunities for Vulnerable Girls and Their Families** and **2) Improving Community Support for Vulnerable Girls through Radio**.

This comprehensive Go Girls! Toolkit is designed to combat the multiple issues that make girls vulnerable to HIV; thus it is intended that facilitators implement all the program components as a package. However, if program funds do not allow implementation of the full package of materials, the program components can also be implemented independently.

Using This Manual

1. **Go Students! School-based Life Skills for Girls and Boys** has a total of twenty-four (24) sessions. All sessions are outlined as follows:

- Session title.
- Session description.
- Learning objectives.
- Estimated time.
- Materials and facilitator preparation.
- Activities with step-by-step instructions.
- Session wrap-up.
- What is next.
- “Note to Teacher/Facilitator” throughout each session, as needed.

A glossary is provided at the end of the manual with definitions of words and concepts used in this guide.

2. **Materials, Information and Resources Needed**

1. Markers and flipchart OR chalk and chalkboard are needed for most sessions. When these materials are not available adapt the session accordingly.
2. Handouts are needed for some sessions. These handouts are attached to the end of the session design. If you cannot make copies for all participants, try to have a few copies that you can pass around for participants to share.
3. The Go Girls Visual Briefs may be helpful for a facilitator and should be on hand for reference.
4. Before the workshop, the facilitator will need to have on hand referral information for:
 - Contraception.
 - HIV testing and counselling.
 - Preventing mother-to-child transmission of HIV.
5. Invite health center workers and/or NGOs working in the field of RH, FP and HIV to become “guest” facilitators to support sessions.



Know Your Audience

Depending on the group you are working with, you may need to change your approach to leading the sessions. For lower literacy groups you may want to draw more pictures and use more symbols when writing on the flipchart or chalkboard. You should also use simple language. Be sure that the instructions are clear before starting any activity. Do not ask more than 2-3 questions at the end of each activity.

Group Size

Ideal group size is 15-20 students. Go Girls! uses participatory methodologies and encourages discussion. By keeping the group size small, all participants will have a chance to actively engage in the program and facilitators will be better able to keep to the hour and a half session time.

Be Prepared for Challenges

Every training experience has the potential to bring challenges. The best way to prevent challenges is to be prepared. Know the material and practice facilitating the activities with a friend or another facilitator.

Facilitate the Sessions in Order

Sessions were designed to complement and build on the content covered in prior sessions, so it is best to facilitate sessions in order from session 1 to session 24.

3. The Participatory Go Students! Learning Approach

***What I hear, I forget.
What I see, I remember.
What I do, I understand.***

This manual uses participatory teaching methods such as group discussion, brainstorming, role-play, small group work, educational games and storytelling. Participants will have many opportunities to practice using new skills, such as communication and decision-making.

The advantages of active participatory methods include:

- Improved critical thinking skills.
- Participants are more likely to remember and share new information.
- Increased motivation.
- Improved interpersonal skills.

Participatory Methods

Brainstorming: A brainstorm is an exploration of ideas and is a great way to open a topic for discussion. During brainstorming, no one should judge or place a value on an answer someone gives. Each answer is simply recorded on newsprint or a chalkboard or whatever is available for the entire group to see. This activity encourages participants to expand their thinking about an idea and look at a topic from different angles and perspectives.

Group discussion: Group discussion brings out responses from participants on a particular topic, and provides opportunities for the facilitator to increase participant knowledge or correct misinformation. The effectiveness of the group discussion often depends on a facilitator's ability to use **open-ended questions**, which are questions asked by the facilitator that need more than a simple yes or no answer. These questions help to bring out feelings or thoughts about a topic or an activity.

1. "What did you learn from this activity?" is an open-ended question. "Tell me how this activity affected you?" is another example of an open-ended question. Open ended questions often start with What, When, Why or How.
2. "Did you learn anything?" is not an open-ended question, because the participant can simply say yes or no.

Role-play: Role-play provides the participants an opportunity to experience a real-life situation, without having to take real-life risks. It is important that facilitators encourage participants to role-play realistic situations, and not ideal situations.

The rules of role-play are:

1. Discuss the situation as a group.
2. Agree on a storyline.
3. Agree on who does what involving everyone.
4. Rehearse.
5. Act out for the group.

Icebreakers: Before or during each session, facilitators may want to lead participants in an icebreaker to help them relax, have fun, and to reconnect with each other. Participants themselves often have great ideas for warm-ups and icebreakers. You can ask one or two participants each session to be responsible for a short warm-up activity and to keep the group energized throughout the sessions.

A few examples of warm-up activities are:

1. **Who is the Leader?**
 - Participants stand or sit in a circle. One person volunteers to leave the room.
 - After they leave, the rest of the group chooses a leader.
 - The leader is part of the circle and will perform a series of actions (such as clapping, tapping a foot, making a face) that will be copied by the whole group.
 - The volunteer is called back to the room and invited to stand or sit in the middle of the circle. The volunteer is tasked with the job of trying to guess who the leader is.
 - The group protects the leader by not looking at her or making it obvious that they are following her actions.
 - When the volunteer correctly guesses the leader (may take several guesses) the volunteer becomes part of the group and the leader is the new volunteer.
 - Repeat while the fun lasts.



2. Mime a Lie

- Ask participants to stand in a circle.
- The leader starts by miming an action.
- When the person to the leader's right asks "What are you doing?", the leader replies that she is doing something completely different. For example, the leader mimes swimming and says "I am washing my hair."
- The person to the leader's right then has to mime what the leader SAID that they were doing (e.g., washing their hair). The person to their right asks "What are you doing?" and they say they are doing something completely different.
- Go around the circle in this way until everyone has had a turn.

3. Making Rain

- Ask participants to form a circle.
- Ask participants to follow the motions of the leader. Tell them that each person will follow that motion as you go around a circle clockwise. (The motions are: put palms together and rub hands together back and forth; click fingers; use hands to slap the tops of the thighs; stomp feet.)
- Remind participants to begin the new motion after the person to their right has begun.
- The leader starts by putting palms together and rubbing hands together back and forth. The leader should continue the motion until every person in the circle is doing it. Once this happens, the leaders should initiate the next motion. Continuous motion will produce a sound like a thunderstorm.
- Repeat the cycle a few times.
- Once the leader has decided the energizer should end, she will just place her hands at her sides. This motion should travel around the circle, just as the other motions did and allow silence.

4. Skills Needed and Tips for Facilitating Go Girls! Sessions

The facilitator should preferably be female and have:

- Some previous training in participatory teaching methods;
- Knowledge of gender and gender issues; and,
- The ability to recognize his/her own values regarding young people; it is important that facilitators work with young people where they are and as they are, not where or who the facilitator thinks they should be.

Tips for Facilitators

Below are some tips and methods to help build your capacity as a facilitator.

A Good Facilitator:

- Sees the participants as experts with information and skills to share, rather than seeing themselves as the only experts in the room.
- Encourages participants to learn from each other, and thinks of him/herself as guiding the process rather than thinking of the pupils as empty bowls coming quietly to be filled with knowledge from the trainer.

- Believes we learn by doing, experiencing, practicing, and feeling, rather than by memorizing, repeating, recording information.
- Is organized but flexible in changing methods based on participant need;
- Is enthusiastic about the topic and participants.
- Keeps promises to the group – to let participants speak, take a break, etc.
- Is patient and a good listener.
- Can deal with emotions if necessary.

Reminders for the Facilitator:

- **Read the entire manual** before beginning the training.
- **Know all of the sessions** before delivering the sessions and have **materials prepared** beforehand.
- **Adapt the activities and group discussions** to make the sessions more appropriate to the age and education level of your particular group of pupils.
- Think about and plan for any issues that might arise during more “difficult” sessions.
- **Provide local examples** and make the activities relevant to the participants’ daily lives and concerns.
- When possible, work from easy to difficult subjects.
- Have a “parking lot” for issues that arise during a session, but that are not relevant to the session objectives. You can come back to them at another time or simply explain at the end of the training that it was important, but out of the topic of the training.
- Capture important points on flip chart paper during discussions for use during the summary activities. It can be very challenging to both lead and write down all important points, so consider having someone assist you to capture key points.
- **End sessions on a positive note**, with a clear take-away message. When appropriate, identify next steps or possible solutions to the problem.
- Check to make sure you are not speaking more than the participants. If you find that you are doing most of the talking, encourage participants to answer each other’s questions. For example if someone asks a question, open discussion to the participants with the inquiry, “Does anyone have an answer to that question?”
- The way you hold your body will help effectively facilitate the group. For example, looking attentively and nodding makes them feel their contribution is important. Looking away can effectively tell the person not to talk or participate. Always face the person to whom you are speaking.
- **Have fun!**

Talking about Sexual Issues

Many of the issues raised in this manual are linked to sex, relationships, and HIV, which require the facilitator and participants to discuss sensitive issues. Some facilitators may feel that by talking about sex and contraception with young people they are encouraging young people to have sex. Research shows that, on the contrary, talking with adolescents about these topics and giving them the facts and consequences encourages them to delay sex and to consider abstinence. Facilitators should not assume the participants are not having sex.

Some tips for letting the participants know you are at ease talking about these issues:

- **Accept the slang terms.** But don’t be afraid to ask what they mean if you don’t know.
- **Say you don’t know, if you don’t.** But tell them you will come back with an answer to their questions; talk to a health care provider or other expert who can give you the correct answer and report back.



- **Be nonjudgmental.** Stick to the facts and do not share your own opinions and values.
- **Do not answer personal questions about your own sexual experience.**
- **Be comfortable.** Thoroughly review these materials and discuss them with other facilitators in your organization so that you will be at ease when discussing these matters with the participants.

Handling Emotion

Participants may get emotional during the workshop. Facilitators need to be able to deal with emotions if they get out of hand, so that the emotions do not escalate and destroy the group process or cause undue stress for the participant. Some ways for a facilitator to deal with emotion are: moving the discussion away from an upsetting topic, relating an anecdote, moving on to a new topic, or taking a break.

Participants may get upset by some of the topics in the workshop. They may have doubts about themselves or may feel uncomfortable talking about issues related to sex with other adolescents. The discussion activities may remind them of their own uncomfortable situations they've been in before the workshop, at home or at school.

If a participant is upset by an activity, a facilitator should try to talk to the participant in private to find out why the person is uncomfortable and why. The facilitator may suggest that the participant step out of the workshop space. The facilitator should not force the upset adolescent to talk about what's upsetting her. **Listen** to what the participant is saying. Your role is to provide her with understanding, support, and assistance. Do not attempt to tell the participant how she feels or how you think she should feel. Assure her that it is ok and normal to feel upset. **Please note:** you should be prepared to provide a participant who has been abused with contact information for psychosocial counselling. You should have this information on hand before the first session.

Icon Key

Throughout this guide, a few icons will appear to help you navigate the different forms of information:



Time of Session or Activity



Materials and Preparation



Note to Facilitator



Handout or Resource Page

Session 1

Go Students! Life Skills Program - What to Expect?

Session Overview

Session Description: Participants act as reporters and interview each other in order to determine their expectations of the program. The facilitator explains the purpose of the Go Students Life Skills Program and participants create a list of ground rules in order to set the foundation for a safe and fun learning environment.

Learning Objectives: By the end of this session students will be able to:

1. Explain the Go Students! goals.
2. Establish personal expectations for the Go Students!
3. Brainstorm and agree on ground rules.



Time: 50 minutes



Materials and preparation:

- Chalkboard/chalk or flipchart/marker.
- Be familiar with the Go Students Life Skills program goal. (See below.)
- Write the Go Students! program goal on either the chalkboard or flipchart paper.

Goal of the Go Students! Life Skills Program

"The goal of Go Students! is to provide a safe and fun learning experience where students can be equipped with life skills and knowledge to help maintain a happy and healthy life, stay in school and feel empowered to protect themselves from HIV/AIDS."

Activity 1: What Will Happen during the Go Students! Life Skills Program?



20 minutes

1. Outline the schedule of the program, including general logistics (i.e. where the group will meet, what dates, times, etc.). Write down and post in the room, if possible.
2. Briefly describe the goal of the Go Students Life Skills Program. (See box above.)
3. Ask students to divide into pairs. Ask each student to act as a reporter and ask his/her partner the following questions:
 - What makes learning fun?
 - What do you hope to get out of the Go Life Skills Program?



4. After every student has had an opportunity to interview and be interviewed, ask students to sit in a circle.
5. Ask students: What makes learning fun for most of you? What makes you want to participate in learning?
6. Explain that the activities of the Go Students! are participatory and ask for and encourage the students to talk, share, discuss, and play. Explain that later in this session they will develop ground rules in order to make participating feel more safe and fun for them.

Ask each student to identify what s/he hopes to get out of their participation in the program. Record these on the chalkboard or flipchart paper. Look over the list after all students have answered and comment on which of these are realistic outcomes of the Go Students! and which are not.

Activity 2: Ground Rules



15 minutes



NOTE TO FACILITATOR:

Ground rules: Ground rules are a set of guidelines set by students, with the assistance of the facilitator, to ensure a safe, respectful, and encouraging learning environment. The ground rules should always stay posted in the classroom and students should be reminded of them before each session.

1. Ask students if they are familiar with ground rules or group norms. Ask students to discuss why it is important to establish ground rules.
2. Explain that while this is a very participatory program students will not be forced or pressured to participate more than they want. Invite students to challenge themselves, but not to participate if they feel unsafe or vulnerable. Encourage students to “take risks, be safe and respect their own limits.” To help students feel safe participating, ground rules or group norms are established.
3. Ask students to brainstorm ground rules. Suggested rules are listed at the end of the session.
4. Record ground rules on flipchart paper or a chalkboard and post them for reference throughout the entire program.



NOTE TO FACILITATOR:

You may need to vary these suggested ground rules depending on the students you are working with, their age, and their relationship with each other.

Session Wrap-Up



15 minutes

1. Review the agreed-upon ground rules.
2. Review the purpose for Go Students!
3. Thank the students for participating in the activities. Acknowledge that for some it might seem a little different, at first, to participate so actively in the activities, but with practice eventually it will become easier and more fun.
4. Explain that all students have the right to: not participate, feel safe, not feel pressured, talk to the teacher, ask questions, etc.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



NOTE TO FACILITATOR:

- **Confidentiality:** What is said here is not repeated anywhere else.
- **Participation:** Challenge yourself to participate and actively engage in the activities and discussions. The ground rule of confidentiality will assist in students' willingness to participate and be open and honest.
- **Non-judgmental:** It is fine to disagree, but it is not acceptable to pass judgment or put someone else down for their feelings, opinions or experiences.
- **Respectful:** This means different things to different people, but mostly it means listening to each other, not judging, and treating others how you would want to be treated.
- **Listen and do not interrupt:** Listen to others and give them your full attention. Do not interrupt. Everyone will have a chance to participate.
- **Everyone has a right to refuse participation:** While this program encourages participation, it is always acceptable to pass on an activity or pass when a question is asked.
- **No question is silly or stupid:** Any question is worth asking. Chances are someone else may have the same question.
- **Do not make any assumptions:** Students and teachers should avoid jumping to conclusions about anyone else's feelings, values, life experience or behavior.



Session 2

My Strengths and Goals

Session Overview

Session Description: Using guided imagery, participants think about their hopes and dreams for the future. The facilitator guides the participants through a structured goal-setting activity to help them develop one specific goal for the future.

Learning Objectives: By the end of this session, students will be able to:

1. List the characteristics of effective goal setting.
2. Make one personal goal.
3. Strategize how to deal with people and situations that challenge our goals.



Time: 45 minutes



Materials and preparation:

- Chalkboard/chalk or flipchart/marker.
- Piece of paper for each student.
- Write the descriptions of an achievable goal on the chalkboard.

Activity 1: My Goal



40 minutes

1. Ask the students to think about the following two questions:
 - What is one achievement they are most proud of?
 - What is one personal hope/dream for the future?
2. Ask students to share what they are most proud of. Ask students to clap loudly after each student has shared what she/he is most proud of.
3. Clearly point out that the students have strengths and assets or they would not have achieved those things of which they are most proud. Ask the students to list some of the strengths that helped them with their achievement. Some examples are: intelligence, patience, maturity, resourcefulness, etc.
4. Ask each student to think back to the achievement they are most proud of. During this achievement were there any challenges and obstacles along the way. How did they deal with this? What kept them from giving up?

5. Ask students to close their eyes and think about their future. Ask them to imagine themselves this afternoon by answering these questions:
 - Where are you?
 - What are you doing?
 - What are you most proud of?
 - What changes have you made in your life?
6. Explain that in order to get to our hopes/dreams for the future, we need to have a plan.
7. Explain an achievable goal, below:

An achievable goal is:

- **Realistic:** Create a goal that is **possible** and realistic. Good for you for wanting to become a professional soccer player. Is there another goal that could be achieved sooner?
- **Specific:** Create a goal that is **specific** and you can touch (for example, finish high school, or get an A in math courses). Try to stay away from goals that are too general and hard to put your finger on (e.g., be successful, be happy, or follow my dream).
- **Flexible:** Create **several paths** through which to obtain your goal. Be prepared to face obstacles and use your personal assets and the resources around you to tackle the obstacles. Trust yourself; you have dealt with obstacles before.
- **Exciting/Inspiring:** Choose a goal that you are **motivated** to work toward, not something that is wished by someone else, expected of you by your community, or based on you being a boy or girl.

8. Ask the students to take five minutes to create a personal goal using the achievable goal description. (See box above.) Walk around the room, helping students with their personal goal-setting.
9. Ask students to share their goal in one sentence. If the class is very large, you may wish to have the students form small groups for sharing.



NOTE TO FACILITATOR:

Some students may not immediately come up with a goal because they feel helpless or hopeless. You will need to provide extra encouragement to such students to help them develop a goal that excites them or inspires them. Other students may list as their goal something that is expected of them, such as getting married. Encourage these students to set a goal in relation to their education.

10. Explain that the students will be asked to refer back to their personal goals throughout the Go Students Program.
11. Remind the students that they have the strengths to face whatever obstacles they meet and to achieve their goals.

**NOTE TO FACILITATOR:**

It is important to help students focus on realistic goal setting. While becoming a famous football player or singer are valid dreams, the students should be prepared to seek alternatives should this not happen.

Session Wrap-Up



5 minutes

1. Remind the students that they have already achieved goals they are proud of. They have also already dealt with obstacles and challenges.
2. Reinforce that they have established a new goal as part of this session, and identified ways in which they can deal with challenges to this goal.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topics(s) will be covered?

Session 3

In My Box, Out of My Box

Session Overview

Session Description: Using visual boxes, students identify what is expected of them by society as boys and girls and what society discourages boys and girls from doing.

Learning Objectives: By the end of this session, students will be able to:

1. Identify how gender expectations can limit them.
2. Strategize how to step out of restrictive roles.



Time: 45 minutes



Materials and preparation:

- Draw two boxes on chalkboard or flipchart. Label one “boy” and the other “girl.”
- Review the sample list of gender roles in case students have a difficult time brainstorming a list. (See Activity 1)

Activity 1: Act Like a Boy/Act Like a Girl Skit



25 minutes

1. Divide the class into two groups: boys in one and girls in the other.
2. Ask the boys to create a two-minute skit, where they play-act like girls. Ask the girls’ group to do the same, and to play-act like boys. The play-acting should NOT be based on someone specific in the class. Allow time for each group to develop and practice their skit.
3. Ask each group to present their two-minute skit.
4. Using the skits as reference, ask the students to brainstorm everything they can think of that girls are “encouraged or expected to do” by culture, country, community, family, peers, etc. Write these comments (one or two word summaries) on the inside of the “girl” box that you prepared before the session.
5. Next ask the students to brainstorm everything they can think of that girls are “discouraged from doing or not expected to do” and write these on the outside of the “girl” box.
6. Students can use the skits to help think of points, but you should also encourage them to think of expectations not covered in the role-plays, but that exist in life.
7. Repeat the same procedure with the “boy” box.



For example:

BOY

Be aggressive, work hard, go to school, fight, ask a lot of questions, get married, have a lot of kids, be the boss, be tough, drink a lot.

Boys (on the outside of the box): Cry, nurture, take care of kids, passive.

GIRL

Help at home, be passive, be quiet, have kids, take care of the family, cook, don't argue, look down when talking, be pretty.

Girls (on the outside of the box): Do well in school, ask questions, aggressive, smart.

8. Explain that boys and girls are often expected to act a certain way just because they are boys or girls.
9. Ask the boys: Is there something inside the girls' box that you wish was inside the boys' box? Why? Is there something inside the boys' box that you wish wasn't there? Why? Is there something outside the boys' box that you wish was inside it?
10. Ask the girls: Is there something inside the boys' box that you wish was inside the girls' box? Why? Is there something inside the girls' box that you wish wasn't there? Why? Is there something outside the girls' box that you wish was inside it?

Activity 2: Gender Roles and Me



15 minutes

1. Ask students if, like in the boxes, they have ever been told to act a certain way/not act a certain way because they are female or male. Ask for examples.
2. Ask students how they felt to be told to act a certain way based upon being a girl or boy.
3. Ask students to talk about what happens if a girl acts like a boy. What happens if a boy acts like a girl?
4. Do we have names for people who behave this way? What are the names? Are these names good or bad?
5. What might be good about acting the way boys and girls are expected to act? What might be bad about it?
6. Ask participants if there is anything that we can do about expectations for us as boys and girls that we don't like? Can we change them? Confront them? How?
7. Explain to participants that the purpose of this activity is not to blame anyone but to help students decide: "which of these expectations for me as a boy or girl are important and I do not wish to change; and which expectations for me as a boy or girl do I not like and I wish to change?"
8. Ask students if there is any expectation for boys or girls that the entire class would like to challenge or try to change while within this program.

Session Wrap-Up



5 minutes

1. Ask a few students to tell the group what they learned during this session about gender roles.
2. Ask a few students to tell why they think being aware of gender roles is important in their lives.
3. Ask how this information will impact their daily lives.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Session 4

Healthy Friendships

Session Overview

Session Description: Using scenarios students seek to determine the qualities of friendship and to otherwise establish the limits and boundaries of friendship.

Learning Objectives: By the end of this session students will be able to:

1. List the qualities of a healthy relationship or good friendship.
2. State the boundaries of friendship.
3. Demonstrate healthy friendship limits.



Time: 45 minutes



Materials and preparation:

- One blank piece of paper per student.
- Masking tape or pins.
- Write the Friendship Scenarios on the chalkboard. (See Activity 2)

Activity 1: Friend Wanted



20 minutes

1. Ask students to think of someone they would consider a good friend or someone they would like to be their friend.
2. Ask students to think about the following sentence: "My best friend is my best friend because..."
3. Ask each student to name two qualities that their best friend has and then record their responses on the chalkboard or flipchart paper, for example, studious, cheerful, etc.
4. Now, ask students to create a "Friend Wanted" advert. The advert should indicate interests, hobbies and positive qualities they are seeking in a good friend.
5. Ask students to post their adverts on the wall for discussion. Ask students the following discussion questions:
 - What are some of the key qualities students are looking for, based on your adverts?
 - What are the "most important" qualities?
 - Which quality is the easiest to find in a friend?
 - Which quality is the most difficult to find in a friend?
 - Do you look for the same qualities from friends of the opposite sex?
 - Generally, do you think boys and girls want the same qualities in a friend? Why or why not?
 - What qualities do you offer in a friendship?
 - Are boys and girls different in the qualities they bring to a friendship?

Activity 2: What Would I Do?



20 minutes

Friendship Scenarios

1. If my friend asked me to drink a beer, I would...
2. If my friend asked me to skip class, I would...
3. If my friend asked me for help study for an exam, I would...
4. If my friend asked me to steal, I would...
5. If my friend encouraged me to have sex for money, I would...
6. If my friend asked me to lie for her/him, I would...
7. If my friend asked me to help watch his little brother, I would...
8. If my friend told me to have sex or else I wasn't a real woman/real man, I would...
9. If my friend asked me to help carry a heavy bag to the market, I would...
10. If my friend told me to stop doing homework, I would...

1. Ask students to form pairs and choose a few of the friendship scenarios and discuss how they would actually respond. Ask students to be as honest as possible.
2. Bring the group back together and discuss this activity with the group, using the following discussion questions:
 - What are two things that you would definitely do to help a friend?
 - What are two things you would not do for your friends, no matter what?
 - Are there things you would rather not do, but would do if a good friend asked you to? Students do not have to disclose what this is, but try to explain or understand why one would make this decision to do something which he/she would rather not do. Why? How could students avoid a situation like this?
 - When is friendship no longer healthy or good for you?

Session Wrap-Up



5 minutes

1. Ask students how to attract and keep healthy friends that meet the advert requirements they wrote in the first activity.
2. Remind students that healthy friendships are important for young people, but sometimes they need to have boundaries. Tell them: "Sometimes friends may ask you to do things that are not in your best interest and you have to be strong and do what is best for you." Thinking back to the goal setting session, remind students of the skills and assets that they have at their disposal, which can help in these situations.
3. Ask students what else they have learned in this session and how it will help them in their daily lives.



What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?

Session 5

Speak Up! Communicating with Others

Session Overview

Session Description: Participants watch a demonstration of assertive (strong), passive (weak), and aggressive (fighting) communication, then practice using assertive skills.

Learning Objectives: By the end of this session, students will be able to:

1. Define assertive (strong), aggressive (fighting), and passive (weak) communication.
2. Identify and practice basic strong communication skills.



Time: 45 minutes



Materials and preparation:

- Write the definitions for strong, weak, and fighting communication on the chalkboard. (See Activity 1.) Students may find the words “assertive,” “passive” and “aggressive” to be confusing. If so, use “strong,” “weak” and “fighting” instead.
- The gestures and phrases in this session are possible examples to use. You are encouraged to develop examples relevant to your own culture and community. The Resource for Facilitator 1: “Saying What We Want and How We Feel” at the end of the session can help with ideas to tailor examples to your community and to better understand the three types of communication.

Activity 1: Three Ways to Say the Same Thing



15 minutes

1. Explain to students that you are going to demonstrate a few different ways to communicate, using your co-teacher or another student for help. Ask the students to pretend that you are a student who needs to ask this other student to help you with your homework.
- **Passive/weak:** Without looking at your partner say, “It sure would be nice if someone would help me with my homework because without assistance I will fail.”
 - **Aggressive/fighting:** Look at your partner and perhaps get too close to them and too loud, and say, “You think you are so smart, you better help me with my homework or I’ll hold you responsible for me failing.”



- **Assertive/strong:** Look at the person, but respect their space, “I think you are very intelligent and I need help with my homework. Would you please help me with my homework after school today?”
1. Ask students what they just saw. Ask how they would have reacted to each approach. Which was most likely/least likely to make you want to help this person with his/her homework? Which one may make you feel safe and respected? Why? Which one may make you feel threatened? Why?
 2. Share the three definitions below for strong, weak and fighting communication. Ask students which of the ways demonstrated was an example of weak communication? Of fighting? Of strong communication?

Three Types of Communication and Definitions

- **Aggressive/fighting:** delivering a message forcefully without thinking of the other person’s feelings; expressing yourself in a confrontational manner. “Fighting” communication.
- **Passive/weak:** delivering a message without expressing your true thoughts or feelings; sometimes staying silent. “Weak” communication.
- **Assertive/strong:** delivering a message by honestly expressing your thoughts and feelings; direct and clear; mutual respect. “Strong” communication.

4. Ask students to give examples of when fighting or weak communication may be appropriate.
5. Note that, as the students’ examples show, there are times when fighting and weak communication are appropriate, but that this session will focus on developing strong or assertive communication skills.

Activity 2: Steps to Assertive/Strong Communication



10 minutes

Present and describe the following four steps to Assertive/Strong Communication:

1. *“I feel ...”* Here the student should express the emotion that they are experiencing.
2. *“When you...”* Here the student says what the other person did that caused them to feel the emotion. It is important to note that this is not about assigning blame but about expressing feelings.
3. *“Because...”* The student explains why the action caused them to feel the emotion.
4. *“And I would like/want/need...”* What would the student like to have happen in order to feel better?

Some examples you can provide:

- a. *I feel hurt and betrayed...*
when you call me a baby...
because I do not want to smoke dagga or have sex with boys I don't know...
and I would like you to respect how I feel about drugs and sex.
- b. *I feel frightened...*
when you get so close to me...
because it is threatening...
and I need you to keep more distance.
- c. *I feel put down...*
when you tell me I should not stay in school...
because I think you must think I am stupid...
and I need you to support my decision to stay in school.

Activity 3: What Would I Say?



15 minutes

1. Ask students to form groups of two. Ask each pair to take turns responding to the following situations using assertive/strong communication.
 - A boy/girl you like asks you if you want to go have a beer.
 - Someone you do not know sees you walking along the road to school and offers you a ride.
2. Bring everyone back together and ask the students the following discussion questions:
 - How did you feel using and practicing strong communication skills?
 - Did you hear strong statements used that you would actually use yourself? What were they?
 - Did the statements feel comfortable? Was it difficult to confront your peers? Why?

Session Wrap-Up



5 minutes

1. Ask the students how assertiveness skills can help to protect them and others.
2. Ask how assertiveness skills can help students reach their goals for the future.

**NOTE TO FACILITATOR:**

Explain that it is often more difficult to confront our peers because we feel we have something to lose, such as popularity, or that we'll be teased or scrutinized. Explain that later in the training students will learn additional skills to communicate and negotiate difficult situations with their peers.

3. Tell students that in a dangerous or threatening situation, if people are beyond reason or using drugs or alcohol, strong communication skills may not work and that they should focus on getting away from the situation safely.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Saying What We Want and How We Feel

Different ways of behaving

Our families teach us how to behave at an early age. There are different ways of behaving in a situation, and the way we behave affects whether things go well or badly.

We behave in a weak or passive way when we:

- Take no action to stand up for ourselves.
- Give in to what others want.
- Remain silent when we disagree or feel unhappy about something.
- Put up with anything.
- Say “sorry” a lot.
- Hide our feelings.
- Do not start something new in case we fail.
- Allow others to make all of the decisions.
- Follow the crowd and give in to peer pressure.

We show fighting or aggressive behavior when we:

- Take action with no thought for the other person.
- Say we will do something bad to a person to get what we want.
- Put ourselves first even though others lose.
- Make demands without listening to other people’s ideas and needs.
- Become angry quickly when others disagree with us.
- Shout, push or force people.
- Make people feel that they need to defend themselves.
- Make people look small so that we look big.

We use strong assertive behavior when we:

- Stand up for our ourselves without putting down others.
- Respect ourselves and the other person.
- Say our thoughts and feelings clearly and honestly; say “I think” and “I feel.”
- Stick to our values and principles.
- Match our words to our body language.
- Act confident but respectful.
- Accept praise and feel good about ourselves.
- Accept true suggestions for making ourselves better and learn from them.
- Say no without feeling bad.
- Disagree without getting angry.



Session 6

Adults as Helpers

Session Overview

Session Description: Students review characteristics of a helping adult. Students present stories that portray good helping characteristics and bad helping characteristics of adults.

Learning Objectives: By the end of this session, students will be able to:

1. Explain what a healthy relationship with an adult is.
2. State the characteristics of a helping adult.



Time: 45 minutes



Materials and preparation:

- Masking tape or pins.
- Copy the list of A Helping Adult, below, and post somewhere in the room, as a poster or on the chalkboard.

A Helping Adult...

- Listens to young people.
- Believes that young people have strengths and something to offer the community.
- Identifies that young people have rights.
- Understands that young people have goals.
- Shares resources and helps young people access resources.
- Respects young people.
- Sees young people as assets with opportunities, not as problems.
- Is flexible and open with young people.
- Serves as a role model.

Activity 1: Helpful/Not Helpful Characteristics



15 minutes

1. Ask students to brainstorm some of the benefits of having a helping adult in their lives. Summarize.
2. Explain that sometimes students benefit from the guidance, support, and teaching of helping adults. Sometimes these adults are called mentors. Ask what are other labels we might use to describe trusted, supportive and helpful adults?

3. Ask students to think about a time they have benefited from such a relationship with an adult. What did this person do to help you? What did this person teach you? What kind of emotional support did you gain from this person?
4. Divide the students into two groups. Explain that for the purpose of the next activity we are going to call this healthy adult influence in your life a “helping adult.” Ask one group to brainstorm and record on a flipchart “A good helping adult is...” Ask the other group to brainstorm and record on a flipchart “A bad helping adult is...”
5. Post both lists on the wall or chalkboard and discuss.
6. Pointing to the “good” list, ask students why these are good characteristics of a helping adult? How do we know that these are good helping traits?
7. Pointing to the “bad” list, ask students why these are characteristics of a bad helping adult? How do we know that these are bad helping traits?
8. Ask if students think that bad helping adults ever think they are being good helping adults? Why?



NOTE TO FACILITATOR:

A helping adult is a person who serves as a trusted teacher or counselor. They are not necessarily a teacher or counselor in the school, and may have any occupation in the community. A helping adult teaches about anything useful to the person s/he is helping (e.g., manner, values, sports, religion). And a helping adult counsels by providing emotional support and guidance. These trusted adults might also be called father, mother, teacher, priest, coach, counselor, etc.

Activity 2: Did You Hear?



25 minutes

1. Ask students to form the same two groups as before. Each group should create two separate stories that they will tell to others through storytelling. Explain that both stories will involve the same situation (made up by the students), with one version demonstrating good helping characteristics and the other version demonstrating bad helping characteristics.
2. Ask students to agree on a “situation” that will be used as the basis for the stories. For example, a student goes to an adult because other students are threatening to beat her up.
3. Allow students to work on stories they will later tell to their classmates. Their stories should be detail oriented, animated, lively and engaging such as the way they see their parents and grandparents tell stories.
4. Bring the large group back together and have students tell their stories.



NOTE TO FACILITATOR:

Many students are lured or tricked into sexual relationships with adults through the false impression of a legitimate mentoring relationship. Sometimes adults will “help” students for weeks or months before taking advantage of him/her. By this time students feel bad for trusting this person and often blame themselves for what happened. It is necessary to convey this possible risk to students, where to go for help, and that it is not their fault.



5. After each group has told their story, ask:

- What did you hear from this story that was good or helpful to the student being helped?
- In this story, what did you hear that was bad or not helpful to the student?
- Can you think of a situation where an adult could possibly betray a student's trust and harm him/her in some way?
- What should you do when a helping adult betrays the trust of someone and harms him/her in some way?
- Where could you go for help should this situation ever happen to you?

6. Offer suggestions of where students could seek support.

Session Wrap-Up



5 minutes

1. Remind students of the characteristics of an effective helping adult.
2. Encourage students to question the relationship should these characteristics not be met or should they feel uncomfortable. Remind students to follow their instincts.
3. Remind students that if an adult abuses their power by taking advantage of a young person/helping adult relationship, this is a violation of a young person's rights and trust and is unacceptable.
4. Ask students, based on what they have learned so far, where they could go for help should this happen. Review places/people to go to for help should an adult abuse their role as helping adult.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topics(s) will be covered?

Session 7

My Body Is Changing – Am I Normal? Part 1

Session Overview

Session Description: Students discuss the many emotional and physical changes of puberty.

Learning Objectives: By the end of this session, students will be able to:

1. Describe physical and emotional changes at puberty.
2. Normalize physical and emotional changes at puberty.



Time: 45 minutes



Materials and preparation:

- One piece of blank paper per each group of five students.
- Review and be familiar with the handouts on male/female puberty and make copies for each student.
- Review the Resource for Facilitators 2 “How to Talk with Young People about Sex,” at the end of this session.

Activity 1: Puberty – It’s Normal



40 minutes

1. Tell students that puberty is a very exciting time of life filled with many positive feelings and changes. Ask students to think about the word “puberty.” What does this word bring to mind? What happens during puberty? Record student’s responses on paper or on the chalkboard.
2. Explain that these changes taking place during puberty are both emotional and physical. Ask students to help you categorize the responses from Step 1 into two categories: physical or emotional.
3. Explain to students the following physical and emotional puberty messages. As you say each one, tick them off of the students’ list or add them if not already there:
 - Puberty begins and ends at different ages for different people (girls and boys). Students go through puberty-related changes (physical and emotional) at their body’s own pace. This cannot be controlled and is genetic. This diversity in changing is **normal**.
 - Girls often begin pubertal changes before boys. This difference is also biological and is therefore **normal**.
 - During puberty, the body produces increased hormones that cause physical changes in the body as well as changes in feelings and behavior. It is possible to feel very energetic one moment and tired the next. This emotional up and down is **normal**.



- During puberty, both girls and boys experience sexual desire. This feeling may involve physiological changes, such as a rapid heart rate and/or a warm flush in the face and/or genitals when aroused. Sometimes boys experience arousal during sleep. This is usually noticeable due to the presence of a wet substance (ejaculation), which is why this occurrence is often referred to as a “wet dream.” This nocturnal arousal also happens to girls, but due to the absence of a wet substance, this experience is less visible. It is important to remember that these feelings of desire and/or night arousals are **normal and signs of a healthy body**.
 - During puberty, boys and girls may feel proud of their newly developing bodies and want to show them off. Changes in the body are signs of maturing and it is normal to be proud of growing up. Boys and girls may also sometimes feel uncomfortable in their bodies, clumsy, or self-conscious due to the rapid and constant changes in their body. These feelings are very **common**, and they will pass.
 - During puberty, significant physical changes occur in boys and girls. Girls are now capable of getting pregnant and boys are capable of getting a girl pregnant. It is very important to know that being physically ready and being emotionally ready for pregnancy are two very different things. Explain that the class will talk more about this in the session, “How Does Pregnancy Happen Anyway?”
4. Divide the students into groups of five, males with males and females with females. Give each group a blank piece of paper and ask each group to draw the body of a young male or young female going through puberty. They should note the changes that the body is going through. The groups of boys should draw a boy and the groups of girls should draw a girl. NOTE: If the overall group is made up of only males or only females then you should assign some groups to draw a male and some groups to draw a female so that both sexes are drawn.
 5. Distribute the “Physical Changes in Females at Puberty” and the “Physical Changes in Males at Puberty” handouts (attached). Ask students to compare their drawing with the drawing on the handout. Explain that the young person second from the right is a pubescent young person. Ask the students if they notice the differences in the four images?
 6. Ask students if any of the changes listed below the pictures could possibly be embarrassing. In what way may these changes be embarrassing? Are young people ever teased for going through these changes? By whom? Why would one person tease another person for going through a normal process? Why would a young person tease another young person who is basically going through the same or similar situation?

Session Wrap-Up



5 minutes

1. Reinforce the point that the changes of puberty are normal and represent a healthy body and remind students that each and every one of them will progress through these changes at their own individual pace.
2. Ask for a commitment from the group to help each other through the very exciting and challenging time of puberty.
3. End by reminding students of the positive aspects of puberty.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Resource for Facilitators 2

How to Talk with Young People about Sex

1. **Accept the slang terms.** Even if a question includes slang terminology or incorrect terms, accept the question and then restate or paraphrase the question using more accurate terminology.
2. **Say you don't know, if you don't.** If a question arises during the session and the facilitator is not sure if it is true or false, recognize that the question is valid, and promise to find out more information on that particular topic, and report back to the students with a response by the next meeting.
3. **Keep it simple.** Do not try to impress or intimidate the young people. Explain in terms that they will understand.
4. **Try to sift through to the real question.** Sometimes questions ask for opinions (i.e. "How does it feel to kiss someone?"). Instead of saying statements that are hard to back-up or perhaps untrue (i.e. "It always feels good.") try to answer the underlying question (i.e. embarrassment or nervousness) with a fact. You may say that it is normal to be curious about sex and sexuality, and the most important thing to remember is that sex and sexual expression is:
 - a. Consensual (i.e. both people want to kiss).
 - b. Both people are mature and ready (very young people may be curious about sex and sexual expression, but they are not ready to act out on these feelings).
 - c. The two people care about each other.
5. **Be nonjudgmental.** Stick to the facts and do not share your own opinions and values. Refer back to the Introduction to this manual about ways in which facilitators can remain nonjudgmental. Do not imply guilt or shame when answering questions, no matter what the question is.
6. **Do not answer personal questions.** Stick to the facts and do not get into a situation where you are answering personal questions about your sexual experiences.
7. **Be comfortable.** If the facilitator is uncomfortable or expresses discomfort through non-verbal communication, the young people will know it immediately. If this is a challenging subject to discuss for the facilitator, be honest. Tell the young people that you are a bit nervous with certain questions and that sometimes the topic of sexuality can be difficult to discuss, but it is an important topic to discuss and get factual information about. The young people will relate and understand.
8. **Entertain "what if" questions.** Young people may naturally have a lot of "what if" questions. In addition, there are many myths regarding puberty.

A few **common questions** you might be asked are:

Q: Can a girl get pregnant if a boy doesn't ejaculate?

A: Yes. There may be a very small amount of liquid released from the penis before ejaculation. This liquid contains sperm; sperm swim to the egg of a woman and can bring about pregnancy.

Q: Is it true that masturbation can cause sickness or blindness?

A: Masturbation does not cause sickness or any other illness.

Q: Can a girl get pregnant the first time she has sex?

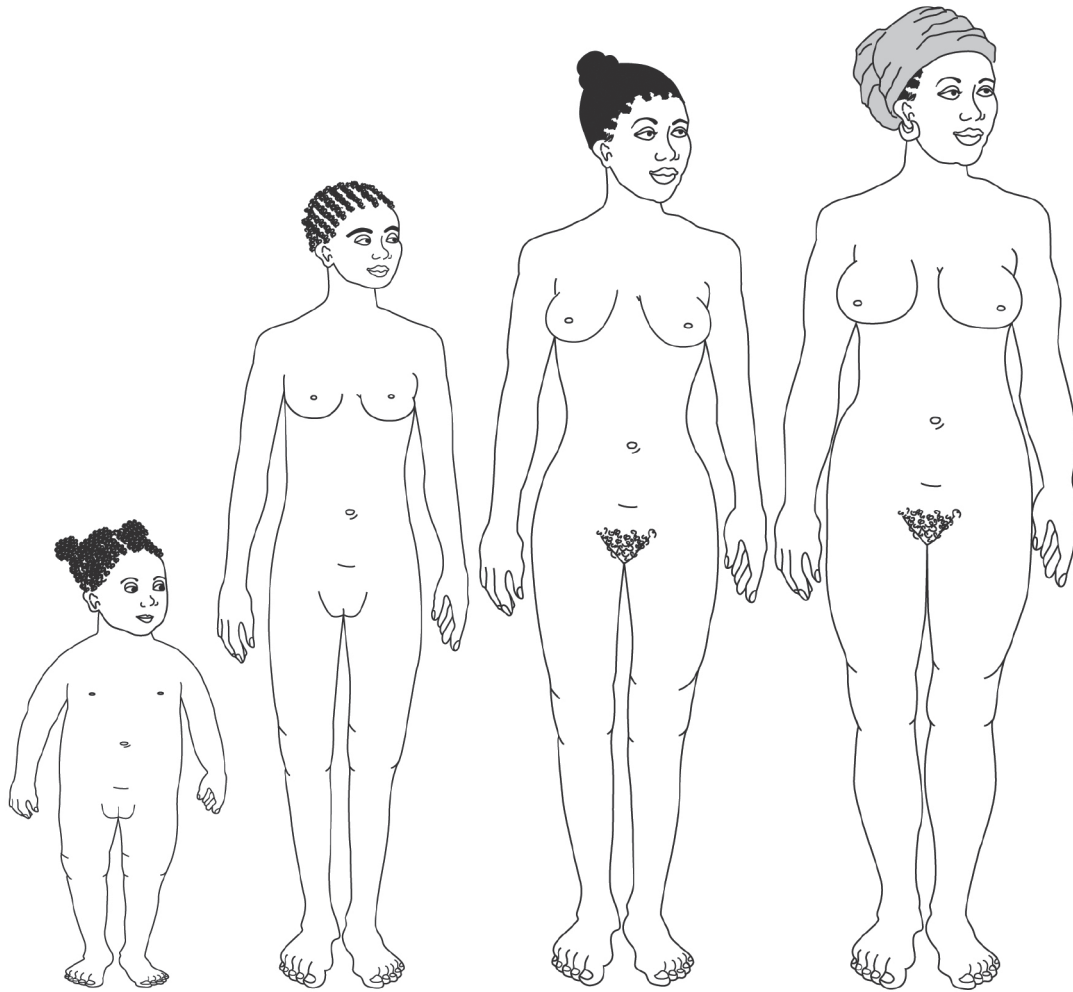
A: It is possible for a girl to become pregnant the first time she has sex. Anytime a girl has vaginal sex with a boy or man, she is at risk for becoming pregnant. Getting pregnant is related to ovulation. Because a girl will ovulate just before having her first menstruation, it is possible to become pregnant before first menstruation. Any time a girl has sex, she can potentially get pregnant.

Q: If a boy has an erection or a wet dream and doesn't have sex will he become ill or infertile?

A: If a boy has an erection or a wet dream, he does not have to **have** sex or masturbate. And if he does not he will not become ill or infertile. An erection or wet dream is a sign of normal development and not a signal to have sex immediately.

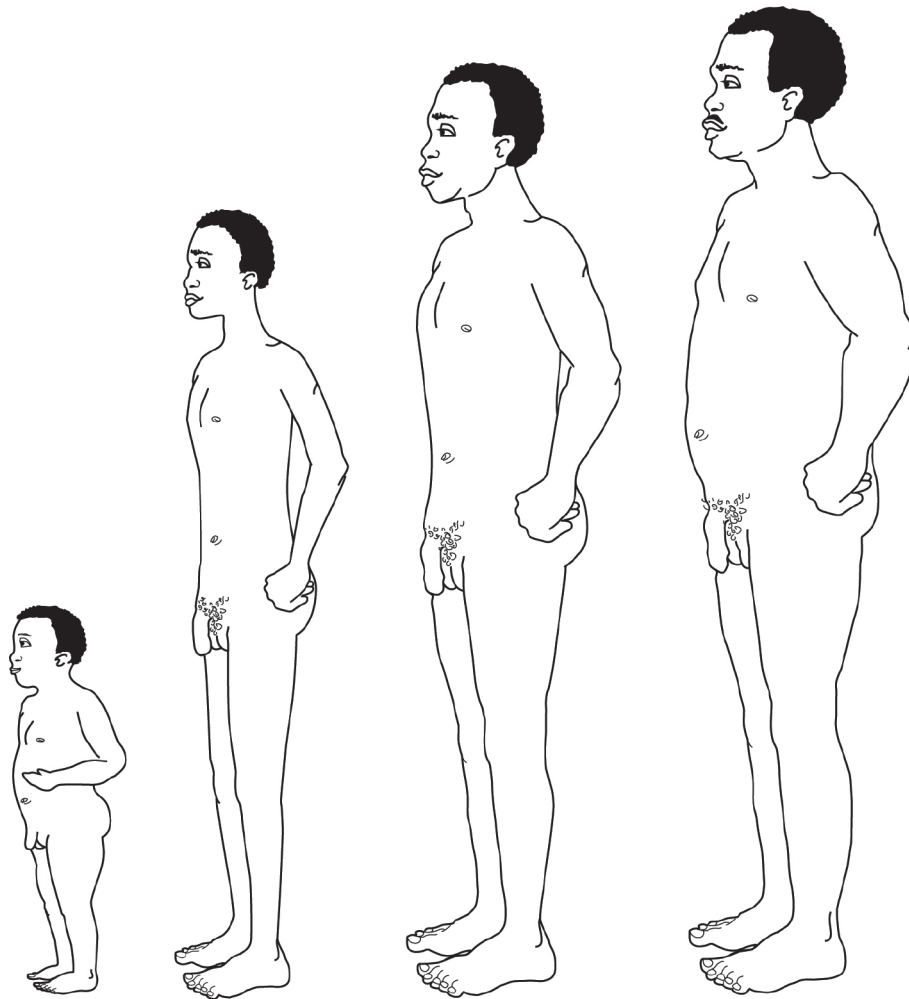


Physical Changes in Females at Puberty



- Grow hair under arms and in pubic area.
- Growth spurt.
- Gain weight.
- Body becomes curvier.
- Hips widen.
- Waist narrows.
- Breasts grow larger.
- Start menstrual period.
- Skin becomes oilier and pimples may occur.
- Increased perspiration/body odor.

Physical Changes in Males at Puberty



- Grow hair under arms, in pubic area, on face and chest.
- Growth spurt.
- Gain weight.
- Shoulders widen.
- Become more muscular.
- Voice deepens.
- Penis lengthens and widens.
- Testes enlarge.
- Skin becomes oilier and pimples may occur.
- Increased perspiration/body odor.
- Ejaculation happens/ wet dreams occur.



Session 8

My Body Is Changing – Am I Normal? Part 2

Session Overview

Session Description: This session explores the emotional changes young people experience during puberty. Students are asked to identify how they can support each other during this time of change.

Learning Objectives: By the end of this session, students will be able to:

1. Identify emotional needs during puberty.
2. Strategize ways for students to support one another during puberty.



Time: 45 minutes



Materials and preparation:

- Make copies of the Handout 1: “Ways to Give Each Other High Self-Esteem” for each student.
- Review “Ways to Give Each Other High Self-Esteem” and be prepared with other ideas of ways same and different sex students can support one another during puberty.
- Review and be familiar with “How to Talk with Young People about Sex,” attached to Session 7.

Activity 1: How I Feel about Puberty



30 minutes

1. Remind students of the previous session on puberty and of all the physical and emotional changes that happen during this exciting time in life. For example, we talked about how these changes are normal but also how they can be embarrassing. We also talked about how sometimes fellow students tease one another about these changes. Remind them that they ended the session by making a commitment to support one another during puberty. Tell them that this session will help them with practical ideas of how to be supportive.
2. Divide the group into smaller single sex groups, boys with boys and girls with girls. Have each small group discuss:
 - What they fear most from boys or girls of their own age in regards to puberty? (Possible answers include: fear soiling school uniform during her period and being teased; fear getting an erection around girls in class and being teased, etc.)
 - What about this situation is so important?

- What about this situation can be so embarrassing?
 - Specifically, how can students, of the opposite sex, support them as they go through these changes?
3. Ask each small group to stand together as a group and present their findings and requests to their peers of the opposite sex.
 4. The facilitator will summarize commonalities from each group, for example,
 - Do not laugh.
 - Do not tease.
 - Identify that they are all going through the same thing, puberty, and should support each other.
 5. Share the handout “Ways to Give Each Other High Self-Esteem.” Go over each example.

Activity 2: Commitment



10 minutes

1. Put students back into the same-sex groups they were in above.
2. Based on the discussion in Activity 1, above, ask the students to make and agree to two commitments they will try their hardest to achieve in order to make puberty less embarrassing or scary for their opposite sex peers.
3. Ask each small single-sex group to report their two commitments back to the larger group.
4. Thank the students for their commitment to make progress in the area of supporting each other.

Session Wrap-Up



5 minutes

1. Reinforce the point that the changes of puberty are normal and healthy and remind students that each and every one of them will progress through these changes at their own individual pace.
2. Ask the students if they can commit to helping each other through puberty using their new skills.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Ways to Give Each Other High Self-Esteem

- We praise each other when we do well and say what we like about each other.
- We find things that we are good at and remember them when we feel badly about ourselves.
- If our friends do something that we don't like, we tell them how we want them to change in a helpful way.
- We are not too hard on ourselves. We all make mistakes and we can learn from them.
- We help and encourage each other when we do badly.
- We share knowledge and teach each other to read and do math.
- We work hard in each subject.
- We don't tease or mock people in ways that make them feel sad.
- We believe in ourselves because we can achieve a lot, one step at a time.
- We listen to each other and accept each other as special people.
- We think about our achievements thus far in our lives.

Session 9

How Does Pregnancy Happen Anyway?

Session Overview

Session Description: Students review handout on reproductive health and pregnancy.

Learning Objectives: By the end of this session, students will be able to:

1. Describe how men's and women's reproductive systems work.
2. Describe how conception occurs.
3. Describe menstruation.



Time: 45 minutes



Materials and preparation:

- Depending on the availability of reproductive health experts in the community, you may ask an outside expert to facilitate this session. However, make sure the expert is indeed a content expert AND at ease working with young people in a non-judgmental and respectful manner around issues of sexuality.
- Have images ready. If possible, give a handout to each student. Be very familiar with the images of male and female reproductive systems and their meanings ahead of time in order to inform students of the female and male anatomy, how pregnancy happens, and menstruation.
- Be prepared to share resources with students about how they can learn more about pregnancy. This resource may be written material or a trusted adult with correct information on the topic.
- There are aspects of these sessions that will need to be based on cultural norms and adjusted. For example, many of these topics are not discussed in mixed sex groupings. Adjust sessions according to local cultural norms.

Activity 1: Reproduction Handouts



30 minutes

1. Remind students that during puberty, females begin ovulating, and start menstruation, which means they can get pregnant. During puberty, boys begin to produce sperm and are capable of getting a female pregnant. Remind students that this is a normal transition in life, as normal as when they went from crawling to walking in infancy. Remind them also that being able to get pregnant does not mean that they are physically, emotionally or financially ready to do so.



2. Ask students if they know how a female gets pregnant, or how babies are made.
3. Show the poster of the Male Reproductive System and explain. Key points are in the accompanying explanation.
4. Show the poster of the Female Reproductive System and explain. Key Points are in the accompanying explanation.
5. Show the poster of Menstruation and explain. Key Points are in the accompanying explanation.
6. Show the poster "How Pregnancy Happens" and explain pregnancy. Key Points are in the accompanying explanation.
7. Allow plenty of time for questions from students.

Activity 2: One New Thing about Reproduction



10 minutes

1. Ask students to pair with students of the same sex and share one thing they learned today about menstruation or reproduction.
2. Ask students to also share with their partner how this new information may improve their health, now or in the future.
3. Invite students to share their comments with the larger group. Do not force anyone to share; it should be completely voluntary.

Session Wrap-Up



5 minutes

1. Thank the participants for their participation in discussing an often embarrassing but normal and necessary subject.
2. Remind the students that although pregnancy is normal and they may be physically capable of getting pregnant or getting someone pregnant, they are too young to become responsible parents.
3. Tell the students that "Your Body (every inch) is yours: Respect it, Protect it. And, Respect and Protect others."

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Handout 2: Reproductive Systems, menstruation and pregnancy

Male Reproductive System

External organs:

The **penis** is a tube-like structure with the capacity to be limp or erect; it is very sensitive to stimulation. The head of the penis, the **glans**, includes the most highly sensitive part of the penis and is covered by the **foreskin** in men who are not circumcised. The penis provides passage for both urine and semen. The penis places sperm in the woman's vagina during sexual intercourse.

The **scrotum** is a pouch (sac) hanging directly under the penis that contains the **testes**. The scrotum both protects the testes and controls the temperature of the testes in order to maintain the optimal temperature for sperm production within the scrotum.

Internal organs:

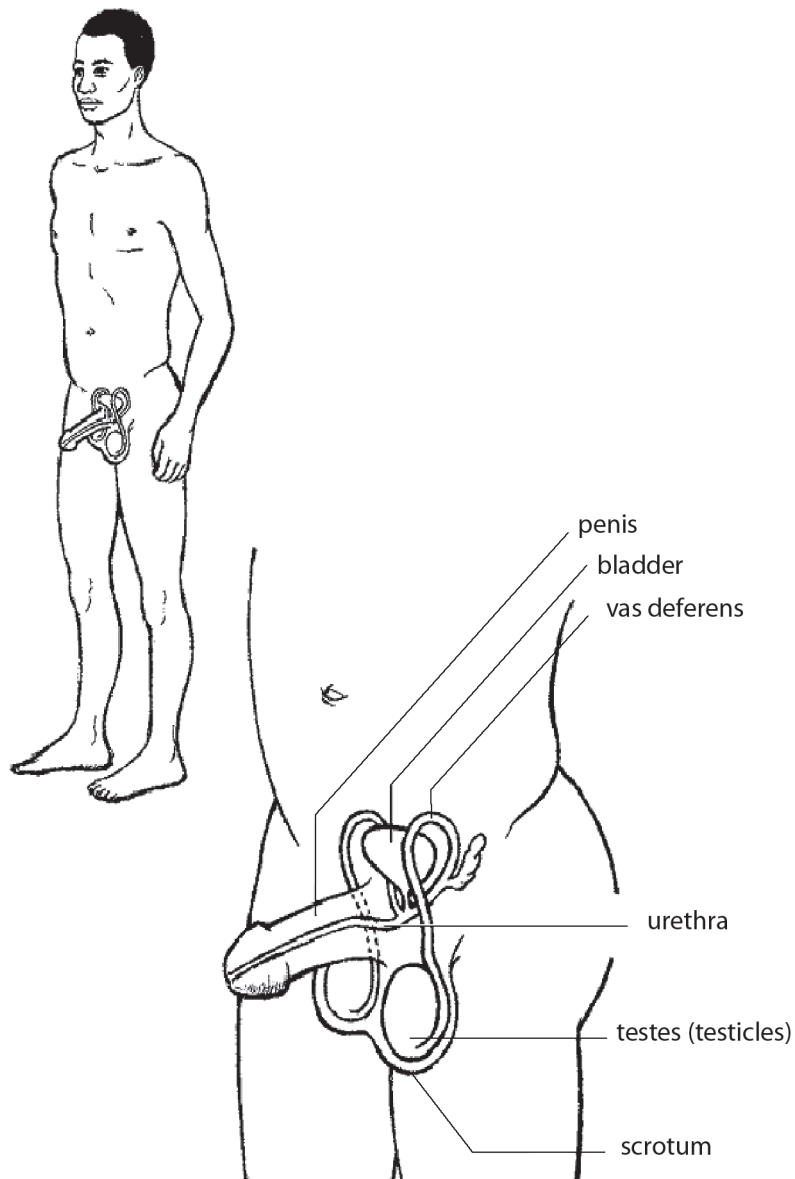
The **testes** are two egg-shaped organs in front of and between the thighs and are located within the scrotal sac. Each testicle produces and stores sperm, which can fertilize a woman's egg, beginning at puberty. The testes produce **testosterone**, which is the hormone responsible for the development of male sexual characteristics (a man's deepened voice and prominent facial hair) and sex drive (libido).

The **epididymis** are the two highly coiled tubes against the back of the testes where sperm mature and are stored until they are released during ejaculation. The **vas deferens** are the paired tubes that carry the mature sperm from the epididymis to the urethra.

The **seminal vesicles** are the pair of glandular sacs that secrete some of the fluid that makes up semen, the white, milky fluid in which sperm are transported. Seminal fluid provides both the medium for transport of and nourishment for the sperm. The **prostate gland** is a walnut-sized glandular structure that also secretes fluid that makes up semen. A muscle at the bottom of the prostate gland keeps sperm out of the urethra until ejaculation, the process of releasing semen, begins. This same muscle also keeps urine from coming out during ejaculation. The **bladder** is a hollow organ that holds urine.



Male Reproductive System



Female Reproductive System

External organs:

The female external genital organs are called the vulva. It includes the two folds of skin called the **labia**, the **clitoris**, and the **vagina**. The external genitalia, or the labia, has two sets of rounded folds of skin called the outer and inner lips. The labia cover and protect the vaginal opening. The inner and outer lips come together in the **pubic** area.

Near the top of the lips, inside the folds, is a small cylindrical body called the **clitoris**. The clitoris is made up of the same type of tissue as the tip of the penis and is very sensitive. The clitoris has no other function than to help a woman have sexual pleasure.

The **vagina** is where a man puts his penis during sexual intercourse. Also, menstrual blood and babies come out of the vagina. The vagina is an incredibly elastic muscle that can stretch wide enough to allow a baby to pass through.

Internal organs:

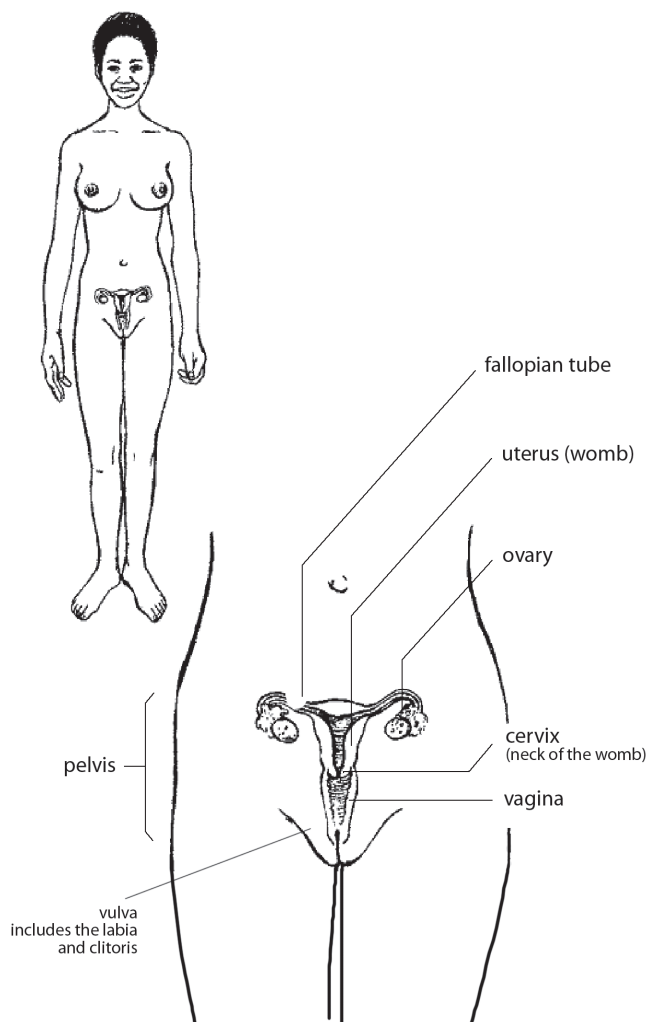
Every female is born with thousands of eggs in her **ovaries**. The eggs are so small that they cannot be seen by the naked eye. The ovaries also produce hormones that influence the development of the female body.

The **fallopian tubes** connect the ovaries to the uterus (womb). When the egg is released from the ovary, it moves through the fallopian tube, where it can be fertilized.

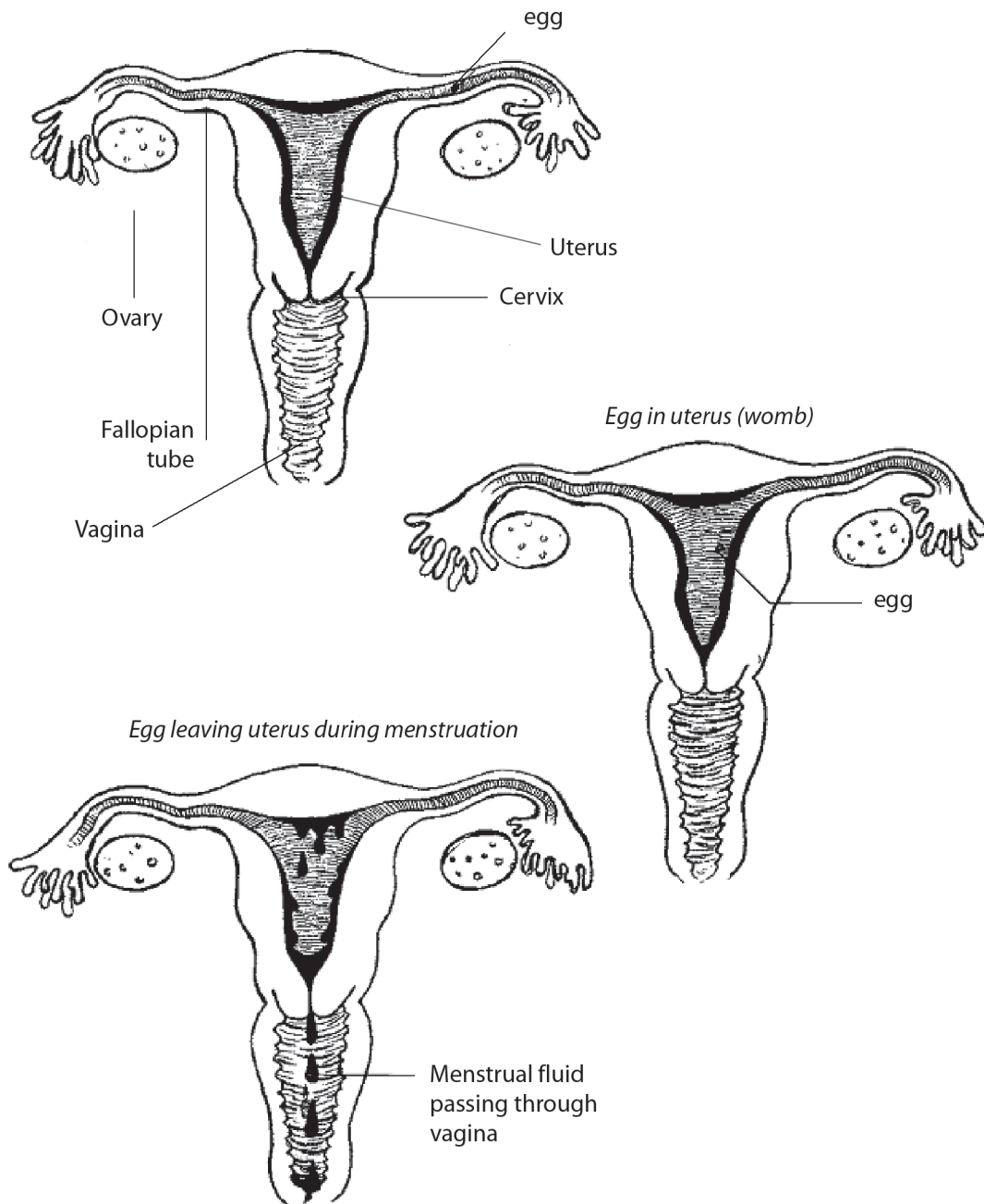
The **uterus** (womb) is an organ in which the fertilized egg attaches itself after passing through the fallopian tube. The uterus prepares for the egg's arrival by developing a thick and soft lining like a pillow. If the girl has had sex in the last few days before or the day after ovulation, by the time the egg arrives in the fallopian tube, there might be some sperm waiting to unite with the egg. If the arriving egg is united with the sperm (called fertilization) the fertilized egg travels to the uterus, and attaches to the lining of the uterus (called implantation) and a pregnancy begins. If the egg is not fertilized, there is no pregnancy and the uterus does not need the thick lining it has made to protect the egg. It discards the lining, along with some blood, body fluids, and the unfertilized egg. All of this flows through the **cervix** and then out of the vagina. This flow of blood is called the "period" or menstruation. The blood and tissue usually leave the body slowly over three to seven days. The cervix is called the neck of the womb. It connects the womb to the vagina.



Female Reproductive System



Process of Menstruation





Menstruation

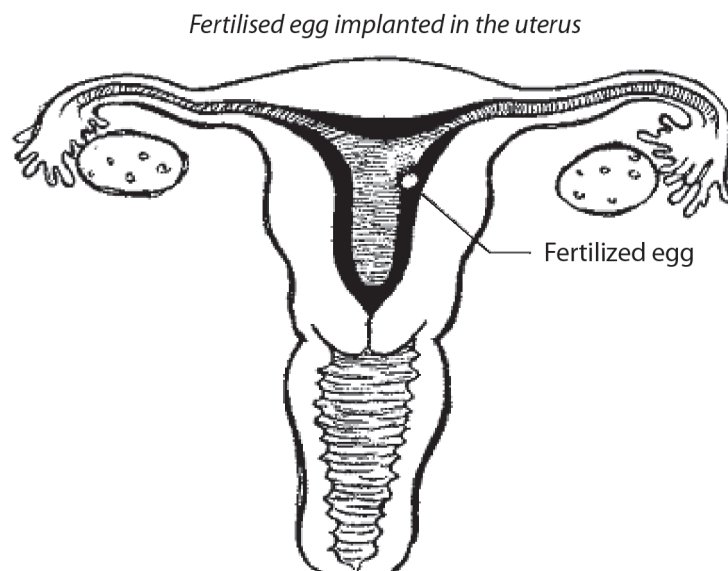
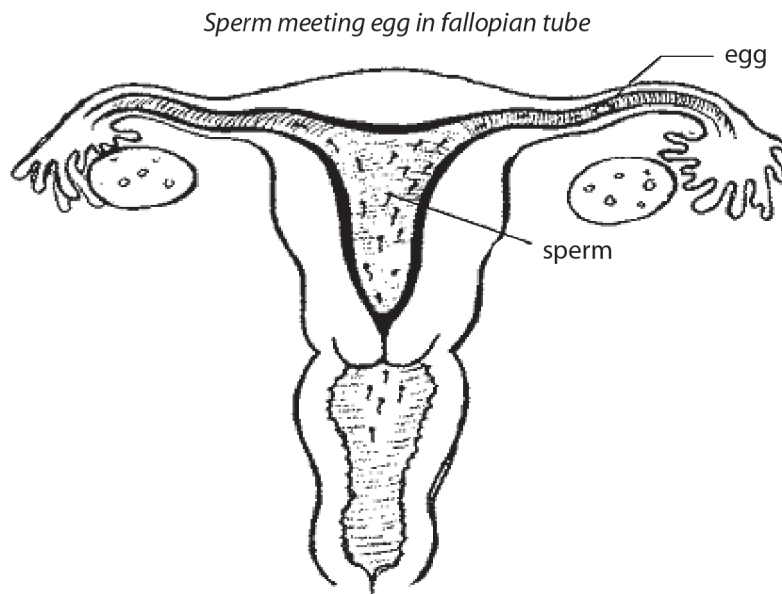
Menstruation happens for most women about **once a month**, and that is why it is commonly called the “monthly period.” It usually lasts between three and seven days. It is a sign that a **girl or woman can become pregnant** if she has sexual intercourse.

What causes menstruation? Menstruation occurs when a girl or woman is NOT pregnant. At the end of every menstrual period, the lining of the womb (uterus) starts to build up again and prepares itself to receive a fertilized egg. If the fertilized egg does not reach the womb within 2 - 3 weeks then the lining of the womb will break down about a week later and bits of tissue (blood) leaves the womb during menstruation (the monthly period).

Just as some girls begin puberty earlier or later than others, the same is true for periods. Some girls may begin to menstruate at age nine or ten, others may not get their first period until a few years later. A woman knows that she has started her period when a little blood comes out of her vagina. The blood does not pour like water from a tap. It comes out slowly, like a dribble. Usually by the time she has noticed a feeling of unusual wetness, her panties have absorbed any blood that has come out. This is why it is important to anticipate when each month she will start bleeding, so she can wear a sanitary pad or other protection to prevent clothing stains.

The menstrual cycle is the period of time beginning on the first day of a woman’s period until the day before she begins her next period. Since this happens regularly, it is called a “cycle.” The length of time between one period and the next varies for each woman. For some, the cycle is 21 days (or fewer). For others, it is as long as 35 days or more. Irregular periods are common in girls who are just beginning to menstruate. It may take the body a while to adjust to all the changes taking place. For example, a girl may have the same length cycle for two months, then miss a month, or have two periods with fewer days in between them. Her menstrual cycle will probably become more regular, although she may continue to have irregular periods into adulthood. Sometimes she might have some spotting of blood for a day or two in the middle of her cycle. This is usually nothing to worry about. Stress or infections can disrupt a regular menstrual cycle.

How Pregnancy Happens





How Pregnancy Happens

Fertilization takes place when a male sperm cell meets a female egg. Millions of sperm cells are deposited into the vagina during sexual intercourse. After the male puts his penis in the female vagina and ejaculates, ejaculated sperm swim up through the cervix into the uterus. The woman's body helps guide the sperm through the uterus and to the fallopian tubes. If a mature egg (or more than one egg in the case of twins) is present, fertilization can take place. Although thousands of sperm may be present, only one sperm cell can penetrate the egg. Sperm can fertilize an egg up to seven days after intercourse. If an egg is fertilized, it will move from the fallopian tube into the uterus (womb) where it will grow.

Implantation takes place when a fertilized egg attaches itself to the lining of the woman's uterus. The nutrients in the lining of the uterus are used to support the growth of the egg into a fetus and then a baby. The woman will not experience periods during pregnancy because the lining of the uterus, which normally sheds during menstruation, is not shed at all during pregnancy. The implanted egg grows in the uterus for nine months and becomes a baby. It then comes out of the mother's body through the process of childbirth.

Session 10

HIV Grab Bag

Session Overview

Session Description: Using creative props out of a grab bag, students work in small groups to dispel myths and reinforce facts regarding HIV.

Learning Objectives: By the end of this session, students will be able to:

1. Identify HIV risk factors of youth.
2. Describe ways to prevent HIV infection.



Time: 45 minutes



Materials and preparation:

- Collect and put the following “Grab Bag Items” in a bag:
- Drinking glass; Soccer ball or basketball; Telephone; Picture of man and woman holding hands; Empty alcohol container; Paper with the word “abstinence” written on it; Male condom or condom wrapper; Baby doll; Money; Birth control pills; Diploma; Wedding ring (can be made from paper); Drawing of an initiation symbol. If any items are not available, draw a picture instead.
- Add additional grab bag items that will bring up common myths regarding HIV. For example, in some communities myths may exist regarding witch doctors and their relationship to HIV or non-factual ways HIV is transmitted.
- Review handout on “Grab bag items and their connection to STIs/HIV,” at the end of this session.



40 minutes

Activity 1: Props

1. Divide the students into groups of three or four. Pass the grab bag around. Ask each small group to reach into the bag, without looking, and take an item out of the bag. Pass the bag until all grab bag items have been removed.
2. Ask each small group to take 5 – 10 minutes to discuss what the item they have chosen has to do with sexually transmitted infections (STIs), including HIV?
3. Ask each small group to present their item to the entire class and explain what they think this item has to do with STIs/HIV.



4. Correct any misinformation. (See handout at end of session on “Grab Bag Items and Their Connection to STIs/HIV.”)
5. Thank each small group and then add any information and reinforce key points about each item (approximately three minutes per item).



NOTE TO FACILITATOR:

At the end of this session there is an explanation of each item and its relation to HIV. However, youth are very creative and will likely come up with additional factually accurate links. Celebrate their creativity.

6. Provide students with resources on how they can learn more about STIs/HIV, such as handouts or health facilities they can visit, and, if known, where young people can go for testing and treatment of STIs and HIV.

Session Wrap-Up



5 minutes

1. Summarize key points from the session.
2. Tell students that it’s normal to feel uneasy or embarrassed when discussing these topics, but it’s important to get correct information about sexuality regardless of how embarrassing it may be to get it.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Resource for Facilitators 3: Grab Bag Items and Their Connection to STIs/HIV

Drinking glass; Soccer ball/basketball; Telephone

- There is no risk of transmission of STIs or HIV through a drinking glass, doorknob, telephone, sports, etc. These are called casual contact. HIV and other STIs are not spread through casual contact, such as hugging, using the same chair, etc.
- The fluids that do transmit HIV are: Blood, Semen, Vaginal Secretions and Breast Milk. Saliva does not transmit HIV.

Picture of man and woman holding hands

- The couple in this picture is greatly lowering their risk of HIV and other STIs by having sex only with each other during the same time period.
- Having more than one sexual partner over the same time greatly increases the risk of HIV transmission.

Empty alcohol container

- Alcohol and other drugs can greatly impair your judgment and decision-making, potentially causing you to do something that may put you in danger or at risk for contracting HIV or another STI.
- Alcohol puts a girl at risk for sexual violence. Even if she wants to say no to sex with someone, alcohol makes it harder for her to enforce that decision. A man who is drunk is less likely to listen when a girl says no.
- Boys and girls who are under the influence of alcohol may make unwise, impulsive decisions they would normally not make while sober.
- Alcohol use can cause one to temporarily forget the information they know about STIs and HIV, use a condom incorrectly or do something they otherwise would not do if sober.

Abstinence

- Abstinence from any sexual activity is a healthy choice and the most appropriate one for young people.
- Complete sexual abstinence is 100% effective in preventing pregnancy and STIs/HIV.
- It allows young people to focus on their studies.
- Young people should be sure they are ready to have sex.
- Young people should find others that will support their decision not to have sexual intercourse. They should also be well informed regarding sex and pregnancy and STIs, contraception and STI prevention.
- Young people should get help if someone is pressuring them into having sex or engaging in unwanted sexual behavior.

Male condom

- Greatly reduces the risk of STIs/HIV transmission, when used properly from start to finish, every time.
- Condoms are safe.



Baby doll

- Mother-to-child transmission of HIV is when an HIV positive woman passes the virus to her baby. This can occur during pregnancy, labour and delivery, or breastfeeding. When pregnant women take antiretroviral drugs the chances are lower that the baby will be HIV infected.
- The best option for an HIV-infected mother to feed her baby depends on her individual circumstances, including her health status and local services. Exclusive breastfeeding is recommended for HIV-infected women for the first six months of a baby's life unless replacement feeding using milk formula is acceptable, feasible, affordable, sustainable and safe for them and their infants before that time. When replacement feeding is acceptable, feasible, affordable, sustainable and safe, HIV-infected women are recommended to avoid all breastfeeding.
- There are significant responsibilities involved in becoming a father while still in school. For example, a father will have less time to spend on the soccer field and more time working to buy food, shelter, medicine, etc. for the baby and baby's mother.

Money

- Those who are poor may do things for money that put them at risk for HIV; but they feel they have no other choice. For example, a young girl may have sex with an old man or have sex without a condom or trade sex for food.
- Trading sex for money or another commodity (i.e., clothing, soap, a favor or job, etc.) increases risk because of differences in power to negotiate safe sex.
- While difficult situations may push people into desperate decisions, other times people may decide to exchange sex for non-survival needs. There are dangers involved in exchanging sex for a cell phone, nice hair braids or alcohol.

Hormonal Contraceptive (birth control pills, injectables, etc.)

- These methods work great for preventing pregnancy, but do not prevent the spread of STIs or HIV.

Picture of woman with a black eye

- Sometimes a young person does not get to make the decision to have sex or use a condom when force is involved or alcohol abused.
- Young people should avoid dangerous places if possible or go in groups.
- If a young person is afraid or feeling pressured by someone, they should speak to a helping adult about their fears.
- Boys should think about their actions with girls and women. Even if they have witnessed a man they respect acting violently against a girl or woman, boys can be an even stronger man and break the habit of violence.
- If a young girl is raped, she should ask an adult to take her to the health center.

Diploma

- Anyone can get HIV, even the well educated.
- Staying in school opens up future possibilities for good jobs and better lives.
- HIV or pregnancy or becoming a father before you are ready, can end a dream for an education.

Wedding ring

- Marriage can protect one from HIV if both partners have been tested, are negative, and remain faithful to one another.
- For some, waiting until marriage to have sex is part of their religion.
- Others may find that sex is more meaningful if it is saved for marriage.
- There may be a discussion about whether waiting for marriage is realistic – this discussion is useful and should be welcomed.
- For young girls, early marriage can mean the end of their education and hopes for a better future as well as early exposure to HIV.

Initiation symbol

- For initiations that involve cutting, HIV can be passed through blood from one initiate to another if the same tool is used and not sterilized properly between each child.
- Male circumcision if properly done and culturally appropriate, can lesson the spread of AIDS.
- Initiation ceremonies that encourage young people to have sex either with adults or other young people or to take herbs to increase sexual desire can spread AIDS by encouraging young people to have sex before they are emotionally or physically ready.



Session 11

Making Good Decisions

Session Overview

Session Description: Students begin to gain confidence in their decision making skills, as they are reminded of the daily decisions they make already. Building on the students' natural decision-making instincts they are led through a skill-building activity to look more closely at negative and positive consequences of decisions they make.

Learning Objectives: By the end of the session, students will be able to:

1. Recognize that we make decisions in our daily lives.
2. Identify that every decision has a consequence: good or bad.



Time: 45 minutes



Materials and preparation:

- Read the story of Beatrice and Oto in Activity 2 and be familiar with the various decision-making steps they face.

Activity 1: Did I Make a Decision Today?



10 minutes

1. Ask each student to think about this day, from when they woke up to right now. Ask them to think of all the decisions they have made.
2. Ask students to list some of these decisions. Pick one decision to discuss, based on the most popular response (e.g., what to wear, what to eat, who to talk to, which way to walk to school).
3. Explain that everyday there are “decision points” when we must choose to do one thing or another.
4. Ask students to consider the “decision point” of Step 2, above. For example, which way to walk to school. Ask students what steps they went through to actually make this decision. Some possible responses: Which way was faster? The way my friend wanted to walk? The way I always walk? If I had to pass by the market first?
5. Point out that some students made a **feelings** decision (I just felt like walking that way or it's the way I always walk), while other students made a **thinking** decision (I knew I was late and it was the fastest way; I needed to stop by the market and the market was in that direction.) Ask students to comment on feelings decision-making versus thinking decision-making—making decisions with our heart versus making decisions with our head.

6. Explain that sometimes it doesn't matter whether your heart or head decide - like what to have for breakfast but other times it is very important, like whether to ride in the car with someone, whether to accept nice things from a man, whether to go to a party with someone, whether to have sex with someone, etc.
7. The more complicated a decision becomes the more important it is to engage your feelings and your thinking skills.

Activity 2: Decisions and Consequences



30 minutes

1. Explain that the next activity is a "decision points" game and is an opportunity to give the students practice making both feeling and thinking decisions.
2. Explain that you are going to read a story about Oto and Beatrice. Whenever you stop the story and clap your hands twice (CLAP, CLAP) it means Beatrice and Oto need to stop and make a decision. The students will work as a group to make a decision for Beatrice and Oto.
3. Read: *"A young man, named Oto, stops his car to talk to the schoolgirl, named Beatrice, and eventually he asks if she wants a ride."*
4. STOP: Clap your hands twice (CLAP, CLAP) and ask the group:
 - What decision has Oto made?
 - What are the potential good consequences of Beatrice accepting his offer and saying "yes" to taking the ride?
 - What are the potential bad consequences of saying yes and taking the ride?
 - What do you think her feelings are saying?
 - What do you think the thinking part of her is saying?
5. Read: *"The schoolgirl accepts the ride and the young man offers to stop by the bar and buy her a beer on the way home from school."*
6. STOP: Clap your hands twice (CLAP, CLAP) and ask the group:
 - What are some good consequences for the schoolgirl of saying yes to stopping by the bar for a beer?
 - What are some bad consequences of saying yes?
 - If the schoolgirl decides with her feelings, what do you think she'll decide?
 - If she thinks it through bad/good consequences, what do you think she'll say?
 - What about Oto? What decisions does he have to make? What are the bad/good consequences of these decisions?
 - What if Oto regrets inviting her to ride with him or to buy her a beer? Why might he regret this? What can he do now?



7. Read: *"The schoolgirl tells the young man that she will go to a bar with him if he agrees to have one beer only and then take her home. He agrees. Inside the bar he orders one beer each and then several more for him, until he is drunk. She tries to leave the bar, but he grabs her and stops her from leaving. Once she finally escapes and gets outside she sees that it is dark, and she realizes she is in an unsafe area. She needs to get home."*
7. STOP: Clap your hands twice (CLAP, CLAP) and ask the group:
 - What decision point is the schoolgirl faced with now?
 - What are some good/bad consequences of these decisions?
 - What should she do?
 - What would you do?
 - Why do you think Oto was a nice guy at first and then changed?
 - If you could turn back time for Oto what decisions might he rethink so that things did not end up like this?
 - How could Oto behave differently next time?
9. Ask students:
 - What were the decision points within this role-play?
 - What did Beatrice decide and what were the consequences of her decisions?
 - Why do you think she made these decisions? Would you have made similar decisions? Did she make "thinking" decisions or emotional "feeling" decisions?
 - What did Oto decide and what were the consequences of his decisions?
 - Why do you think he made these decisions? Would you have made similar decisions? Did he make "thinking" decisions or "feeling" decisions?

Session Wrap-Up



5 minutes

1. Ask the students to share what they learned from this activity. Review that decision-making involves more than feelings, but also thinking. It involves considering potential bad/good consequences of each decision. It involves considering results out of your control (for example, whether he'll drink too much or not).
2. Ask the students how they will apply what they learned to their life.
3. Ask for each student to make a commitment to pause (CLAP, CLAP) and consider the potential good/bad consequences of each decision point in their lives.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?

Session 12

What Do I Do with These Feelings?

Session Overview

Session Description: Students discuss the connection or lack of a connection between love and sex. Students brainstorm a list of things that one can do to show someone that you love them other than having sex.

Learning Objectives: By the end of the session, students will be able to:

1. Discuss the difference between sex and love.
2. Identify ways of showing love other than sexual intercourse.



Time: 45 minutes



Materials and preparation:

- Be familiar with the story of Martina and Moffat, in Activity 2.
- If the literacy of the students is high, write the stories of Tim/Mary; Martina/Moffat; and James/Gertrude on the chalkboard (see Activity 1). On the opposite side of the chalkboard write the following statements:
 - These two love each other and have sex together.
 - These two have sex together but do not love each other.
 - These two love each other but do not have sex.

Activity 1: Love or Sex



15 minutes

1. Read the following short stories to the students or write them on the chalkboard if the reading level of the students is high:
 - Tim's friends tease him because he has not had sex yet. Mary has been initiated and wants to test whether she can dance well in bed. Tim sees Mary walking home from school and proposes sex to her. She agrees.
 - Martina and Moffat love each other very much and have agreed to wait until they marry to have sex. They find many ways to show their love without having sexual intercourse.
 - James and Gertrude love each other but they cannot afford to get married yet. They want to enjoy their sexual life together now and have agreed to use a condom every time they have sex.



2. After reading the stories, read out the statements below or write on them on paper or chalkboard if the reading level of the students is high. Ask the students to match each story with one of the statements:
 - These two love each other and have protected sex together.
 - These two have sex together but do not love each other.
 - These two love each other but do not have sex together.
3. Now ask the students the following questions:
 - Is it possible to have sex without love?
 - Is it possible to be in love but not have sex?
 - What is the difference between love and sex?
 - How do James and Gertrude demonstrate their love for each other?

Activity 2: The Longest List



25 minutes

1. Divide the students into single sex groups: boys with boys and girls with girls.
2. Read: *"Martina and Moffat love each other but do not have sex. They say they have found other ways to show each other their love. Like Martina and Moffat, you may one day experience strong feelings for someone and want to show them your love in ways other than sex"*.
3. Ask each group to make a list of things that you can do to show someone that you love them other than having sex. Each group should compete to see which group – boys or girls – can make a longer list. Some examples are:
 - Give the person you love your last sweet.
 - Say "I love you".
 - Comfort them when they are upset.
 - Compliment them.
 - Write them a poem or song.
 - Never cheat on them.
4. Bring the boys and girls back together and ask them to share their lists, taking turns saying one thing from each list, alternating boys and girls until everything has been said.
5. Ask the following discussion questions:
 - Which things are the same for boys and girls?
 - Which things are different for boys and girls?
 - Which ideas do the girls like the best?
 - Which ideas do the boys like the best?
 - How would you feel if someone did these things for you?

Session Wrap-Up



5 minutes

1. Say: *"During puberty you may experience very strong feelings for someone. People may say that when you feel this way for someone that you must have sex to show your love. If someone says that you must have sex to prove your love then that person is probably confused about the difference between love and sex. Remember Moffat and Martha? They are in love but do not 'prove' it by having sex. And Tim and Mary show that sex does not prove love either since they had sex but were not in love".*
2. After today, you know many, many different ways of showing your love for someone other than having sex. Congratulations on all of your good ideas!"

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Session 13

Am I Ready for Sex?

Session Overview

Session Description: Through role-play and discussion, students learn to stop and think about whether or not to have sex, balancing long-term consequences with short-term emotions.

Learning Objectives: By the end of this session, students will be able to:

1. Understand the reasons that youth engage in sex.
2. Understand the consequences of having sex.



Time: 55 minutes



Materials and preparation:

- Pieces of paper and pencils for students to use under Activity 1, Step 2. If there is no paper or pencils available, the students can just remember their questions.
- Read through the session and be familiar with the qualities of a good question under Activity 1, Step 2, and the questions under Activity 2, Step 4.
- Before the session begins, ask two students – a male and a female – if they would be willing to role-play a couple trying to decide whether to engage in sex. If no students are willing to do this or you think that it is too embarrassing for the students, then please ask two adults to do the role-play.

Activity 1: What Should I Consider Before Having Sex?



15 minutes

1. The role-playing couple should leave the group to prepare for their roles. Things they will need to discuss include the names of their characters, how long they have known each other, how they met, where they met, how they feel about each other and why they are thinking about having sex.
2. While this couple is preparing for their role-play, the rest of the group should get into single sex pairs and imagine that they are a young person thinking about having sex with someone. What questions would help them make a good decision? For example, "Why do I want to have sex with this person?" What questions will help them consider the consequences of their decision? For example, "What will you do if she gets pregnant?" Each pair should write down their questions so that they can ask the role-playing pair when they rejoin the group.

Give a few reminders to the students about how to ask good questions:

- Take care that you ask open questions that do not tell the couple the answers you want to hear. For example:
DON'T ASK: Don't you think that it is wrong to have sex before marriage?
DO ASK: What do you think about having sex before marriage?
- Try to ask questions that follow on from the previous question asked. For example:
 "Do you want to have a child with this person?"
ANSWER: "NO"
 "So what are you going to do to prevent pregnancy if you have sex?"

Activity 2: Should We or Shouldn't We?



20 minutes

1. Invite the role-playing couple back into the group. Remind them that they are at an important decision point - CLAP! CLAP! – and should consider all of the possible consequences of their decision. Tell them that their class members are going to help them make the decision on whether or not to have sex by asking them some questions. Their fellow students will be helping them make a "thinking" decision and not just a "feeling" one.
2. Ask the couple to introduce themselves, giving only their names. They should stay in their roles while the group asks them questions.
3. Tell the students to ask questions of both the boy and girl since they should be making this decision together.
4. When the group has finished asking questions, add any of the following questions that have not yet been asked:
 - Why are you thinking of having sex with this person?
 - If you are thinking of having sex as a way of showing your love, have you thought of all of the other ways that you can show love besides sex?
 - Have you talked with this person about having sex?
 - Are you feeling pressured by the other person to have sex?
 - Are you sober or are you high from drinking alcohol or using drugs? If you are high, would you still want to have sex if you were sober?
 - Will you stay together as boyfriend and girlfriend or marry?
 - If you don't want to have a child, what will you do to avoid pregnancy?
 - How would your life change if you had to bring up a child at this time? Will you be able to continue your education?
 - What will you do to protect yourself from HIV/STIs? How safe will you be?



Activity 3: Making a Thinking Decision



15 minutes

1. When the couple has answered all of the questions, they go away for five minutes and discuss:
 - Given all that they have heard, will their characters decide to have sex or not?
 - What are the good and bad consequences about this decision?
 - What questions influenced their decision the most?
 - Is this a “thinking” or “feeling” decision or both?
2. While the couple is away, the class discusses the same questions and votes on whether the couple should have sex or not.
3. The couple returns and gives their decision and the reasons for it. The group tells them how they voted.

Session Wrap-Up



5 minutes

1. What were the most persuasive reasons you heard for having sex?
2. What were the most persuasive reasons you heard for not having sex?
3. Do you think most young people stop (CLAP! CLAP!) and ask themselves these kinds of questions before having sex?
4. How will this discussion influence your decision-making?
5. Thank the role-play couple for their performance.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?

Session 14

Saying No To Sex

Session Overview

Session Description: Students discuss the negative consequences of having sex at an early age and practice assertive communication skills to say “no” to sexual intercourse.

Learning Objectives: By the end of this session, students will be able to:

1. Develop strategies for resisting pressure to have sex.
2. Demonstrate skills in saying no.



Time: 45 minutes



Materials and preparation:

- Prepare two pieces of flipchart paper (or two columns on chalkboard) – one marked “good” and one marked “bad.”

Activity 1: Pros and Cons of Abstinence



10 minutes

Ask the students to think back to the last session and all of the possible consequences of deciding to have sex. Tell them that today they will talk about ways to say no to sex or abstain from sex until they are ready to responsibly accept those consequences. Remind them that abstinence means not having sexual intercourse. Remind them that sexual intercourse is when a man puts his penis into a woman’s vagina.



NOTE TO FACILITATOR:

It is important to remember that boys can also feel pressured to have sex when they would really rather not. Boys may be shy about saying this so you can play an important role in encouraging them to be open about their feelings. Remind them that believing that “real men have/want sex” is another way of being put in their “box.” Tell them that real men say no to sex when they want to.



2. Ask the students to brainstorm things that are good about saying no to sex. Write on the paper or chalkboard under “good.” After the students have finished, go over their list and add any of the following that have not been covered:
 - We can wait to have sex in a loving relationship with someone we trust.
 - If we wait until we are ready, our first sex will likely be better because we will be prepared and can enjoy it in a good way.
 - We will be in less danger of being badly treated or used.
 - We will be less likely to regret having had sex with someone who does not love us.
 - Saying no to sex is the only 100% safe way of protecting ourselves from pregnancy and STIs, including HIV. Condoms are around 90% safe if correctly used every time you have sex. They can sometimes break and no contraceptive is 100% safe. If we say “no” to sex, we will not have any worries about these problems.
 - If we value sex as something to be done only in marriage, we will feel happy with ourselves for keeping our values.
 - If our friends and parents value sex as something to only do in marriage, they will think that we are good people.
 - If we say no, we will have more time and energy for education, studies or skills training.
3. Now ask the students to brainstorm bad consequences of saying no to sex. Write responses on the paper or chalkboard under “bad”. Possible answers to add once the students have finished include:
 - We will miss the enjoyment of sex.
 - We may feel sad and left out if all of our friends are having sex and we are not.
 - We may feel afraid that our boy or girlfriend will leave us if we say no to sex.
 - We do not want to hurt our boy or girlfriend’s feelings.
 - Our peers may insult us.
 - Young men may see girls who refuse sex as a challenge and force them to have sex.
 - We may feel that we are not grown up if we do not have sex.
4. Thank the students for their participation, and the great lists that they have come up with. Tell them that they will be using these lists in the next activity.

Activity 2: Practicing Saying No to Sex



30 minutes

1. Remind the students to think back to when they learned the steps to strong or assertive communication.
 - “I feel ...” Here the student should express the emotion that they are experiencing
 - “When you...” Here the student says what the other person did that caused them to feel the emotion. It is important to note that this is not about assigning blame but about expressing feelings.

- “Because...” The student explains why the action caused them to feel the emotion.
 - And I would like/want/need...” What would the student like to have happen in order to feel better?
2. How can this strong communication be used to say no to sex? Take the students through an example:
 - I feel unhappy...
 - when you say I don’t love you because I won’t have sex with you...
 - because I do love you...
 - and I want to talk and cuddle instead.
 - I feel angry...
 - when you won’t hear that I am saying no...
 - because you know that I believe that sex is for marriage...
 - and I am going home.
 3. Tell them that we are now going to practice using our assertive communication to remain strong when others pressure us to have sex when we do not want to.
 4. Divide the group into pairs. One person in the pair will be the person saying no to sex. They will use the steps for assertive strong communication to say no. They can refer to the “good things about saying no to sex” list for help in making their argument.
 5. The other person in the pair will be the one proposing or pressuring or persuading the other to have sex. They can refer to the “bad” list for help in making their argument. They can use any way they wish to be persuasive.
 6. Possible scenarios that the students may use include:
 - The girl wants to have sex and the boy does not.
 - The boy wants to have sex and the girl does not.
 - People of different ages; for example and older man wants to have sex with a school girl.
 - The young couple is in love.
 - A woman offers a boy money to have sex with her.

As the facilitator, you should consider other possible scenarios that students are likely to encounter in their community.

7. After role-playing a few of the scenarios, ask the pair to switch roles and the strong communicator becomes the proposer and vice versa.
8. Bring everyone back together and ask for a couple of pairs to volunteer to perform their role-plays for the group.



Session Wrap-Up



5 minutes

1. Afterwards thank the role-players and ask the group:
 - Which ways worked well to keep to your decision about abstaining from sex?
 - Which ways used by the proposer were difficult to resist?
 - Which were the best ways to resist them?
2. Summarize by reminding the students that they now have good skills for saying “no” to sex but the arguments used by the other side can also be strong. One other thing that can be done to remain strong in the face of persuasive arguments is to be supportive of one another’s decision to say “no.”

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?

Session 15

I Did Not Want To Have Sex

Session Overview

Session Description: Students learn that there are different types of power that can be used to force students into unwanted sex, whether or not they give their consent. They learn that unwanted sex is not their fault, and they learn where they can get help.

Learning Objectives: By the end of the session, students will be able to:

1. Understand that sex brought about by either emotional/mental coercion or physical force is unwanted sex.
2. Know the laws in their country for the age of consent.



Time: 45 minutes



Materials and preparation:

- You will need to identify ahead of time places and people where students who are the victims of unwanted or coerced sex may go for help. Check with your school to see what resources may be available in school.
- Review Resource for Facilitators 4: “Dealing with Young People that Have Experienced Sexual Violence or Unwanted Sex” found at the end of this session.
- Review the age of consent for your country. This means the age at which a young person can legally say yes to a sexual relationship or harmful practice. (See Note to Facilitator at the end of Activity 2)

Activity 1: Who Has the Power?



25 minutes

1. Write the word “Power” on the chalkboard.
2. Ask students what is meant by power. Ask for examples of people with power? Why is power important? How can power be used?
3. Ask students to stand.
4. Create a power scale on the classroom floor or wall with the number one (1) at one end of the scale, the number five (5) in the middle, and the number ten (10) at the opposite end of the scale.
5. Read each of the following stories slowly. After each story ask students to rate how much power each person has in the situation, using a scale from 1 – 10 (1 being no power and 10 being all the power).



NOTE TO FACILITATOR:

If there isn't time to use each story then select one story where physical force is used (Martha, Sara) and one story where coercion is used (Lucy, Peter).

For example, in story (a), on a scale from 1 – 10 (1 being no power and 10 being all the power) how much power does Martha have? Ask students to stand on the scale that best represents Martha's power. Next, ask students to stand on the place on the power scale that represents how much power the older student has. Ask the students who has the most power: Martha or the older student? Ask students to explain their responses.

Follow this procedure for each short story.

The stories:

- a. Martha was walking home from school taking the short cut through the tall fields of maize. When she was in the area where the maize was tallest and thickest, an older and much bigger boy from school jumped out and grabbed Martha and pulled her into the maize. He told her not to make sound. He said she was too proud of being a virgin and that she needed to learn that she can't say no to men. He then raped her.
- b. Lucy is 14 and has four younger brothers and sisters. Her father has no job and her mother is again pregnant. Lucy helps her mother by walking to the market each day to sell/buy goods. On the way to the market she is approached by the owner of a local bar, who proposes love to her. He is older and often ill. Her mother and aunt tell her it is an honor to receive the attention of this man and urge her to talk to him. Lucy refuses because the man is old and she doesn't like him. Her father and uncle insist she visit the bar and stop being so proud. She visits the bar and the owner proposes his love and promises to give Lucy money and beer to take home to her father and uncle. She agrees, and quietly cries while sharing his bed.
- c. Peter's mother has a widowed friend who has always taken an interest in his school work and studies. When his parents could not pay his school fees one semester, this friend offered to pay if he would help her with her garden. Peter agreed. At first everything was fine but then she started to ask him very personal questions about his girlfriends and what he liked. At another visit she began to touch him. When he complained she said that if he were ever going to be a "real man" he would need to practice sex with a mature woman. She also promised to pay his next semester's school fees. Peter did not want to have sex with his mother's friend but he did want to go to school. Now Peter regularly has sex with the widow but he still doesn't feel good about it.

Sara's teacher asked her to carry books to his house after school one day. When she reached the house, he was alone inside. He proposed love to her. She said no and that it wasn't right since he was her teacher and very old. He grabbed her, began touching her and tried to pull her into his bedroom. Sara began to scream and the teacher let her go. She ran away.

6. Ask the students, what are some of the reasons that people in the stories had power? Some examples are:

- Bigger and stronger physically.
- Someone trusted to protect you like a friend, relative or teacher.
- Has money.
- Teacher is a person of authority.
- Widow paid school fees and could influence Peter's future.
- Men are usually more powerful than women physically, financially and culturally. Men generally fill more powerful roles in society than women do: for example, as local leaders, in the government, in the military, in religion and in business. Remember back to our boxes from Session 3? We expect men to play powerful roles but girls and women are discouraged from playing these powerful roles.

Activity 2: Consent, Coercion and Unwanted Sex



15 minutes

1. Say "In each of these stories the student did not have the power – the other person did." Ask "Did the student in each of these stories give consent to what happened to her/him? By 'consent' we mean did the student say yes to the experience?" Ask:
 - Did Martha say yes to having sex with the older student?
 - Did Peter say yes to having sex with his mother's friend?
 - Did Sara say yes to being touched by her teacher/or sex with him?
 - Did Lucy say yes to sex with the bar owner?
2. Martha and Sara did not say yes. The older student and the teacher used physical force to have sex and to touch them.
3. Say: "It seems that Peter and Lucy said yes to sex or at least did not say no. But did Lucy and Peter seem happy about having sex? Why or why not?"
 - No. Lucy cried when the bar owner had sex with her.
 - No. Peter didn't feel good about having sex with the widow.
 - No. Both resisted sex for a long time before they gave in.



4. Ask the students, “If Peter and Lucy didn’t really want to say yes why did they?” Students should be able to name the following reasons:
 - Lucy because her mother, aunt, father and uncle insisted.
 - Peter because he needed the money to go to school.
5. Ask: “What happened to Sara, Martha, Lucy and Peter was all ‘unwanted sex’ meaning that Sara, Martha, Peter and Lucy all did not want to have sex.
 - Sara and Martha were forced physically to have sex or be touched.
 - Lucy and Peter did not want to say yes but felt they had no choice.
 - Young people that have unwanted sex are forced or coerced by more powerful people to have sex through threats and manipulation until they say yes because they are not able to say no or because they think the other person won’t respect their no.
 - No young person that experiences unwanted sex is to blame or in trouble.
 - What happened to Martha, Sara, Peter and Lucy is not their fault.
6. In our country, children under the age of [see Note to Facilitator] are not considered legally able to say yes or consent to sex. That means that anyone having sex with a child younger than [see Note to Facilitator] is breaking the law. Our government recognizes that adults have more power than children and should not be able to use that power to force children to have sex.



NOTE TO FACILITATOR:

In Malawi, the age of consent is 13. In Mozambique, the age of consent is 19. In Botswana, the age of consent is 16. This means that no child below this age can legally give their consent or say yes to a sexual relationship or harmful practice. If an adult engages in sex with a child below this age then they are committing the crime of defilement/rape and face imprisonment.

Session Wrap-Up



5 minutes

1. Review what students, who have experienced rape or unwanted sex, can do to get help.
2. Remind students that unwanted sex is not the young person’s fault.
3. Tell the students that in Session 21 “Using Communication to Protect Ourselves,” they will learn what they can do to protect themselves.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Resource for Facilitators 4: Dealing with Young People Who Have Experienced Sexual Violence or Unwanted Sex

It is expected that some students who participate in Go Students Initiative will have experienced sexual coercion and/or sexual violence. Others might experience sexual harassment or violence in some form, but never identify it as sexual violence. Since coercion and sexual violence is prevalent in many societies, participating in these sessions may bring up deep-rooted pain and suffering. Below are strategies teachers can use to comfort students. In addition to these strategies, teachers need to identify resources to support and assist students in their healing process, such as access to a counsellor, nurse, religious leader or village elder, preferably one who is trained to deal with sexual violence.

Actions that comfort:

1. **Be available immediately** to provide students with assistance and support.
2. Bring the student to a **safe place** outside the classroom, away from his/her peers. Make sure the place is safe and is not seen as a threat to the student.
3. **Focus** on the **student**. Ask the student what he/she would like to do at that moment (e.g., go home, not participate in the session but remain in the classroom, not participate in the session and sit outside or in another location within the school, talk to a counsellor or supportive person immediately or the next day). Help the student carry through with whatever s/he decides.
4. Be **non-judgmental**. Provide support and information to the student regardless of personal feelings, beliefs or attitudes.
5. Do **not overwhelm** the student with information or questions or advice. Do not assume the student is ready for all the resources/help/information you want to offer.
6. **Listen** to what the student is saying. Your role is to provide her with understanding, support and assistance. Do not attempt to tell the student how she feels or how you think she should feel. Assure him/her that it is ok and normal to feel upset.
7. Be **flexible** in order to meet her needs. Teachers should be prepared to call in a back-up teacher, call for an extra long break or call on a co-teacher should a student's emotional needs pull the lead teacher away from the training.
8. Always follow-up with the student. Following up shows her you care and you are dedicated to her/his recovery and well-being.
9. Always have a **counsellor** or qualified person **available** to help students privately talk about their feelings.
10. If many students are upset, think about the fact that your class may not be ready for the level of emotion associated with the session and consider **postponing** until later or skipping the session altogether.

Actions that DO NOT comfort:

1. Do not interrupt, ridicule, or shame the student.
2. Do not criticize or blame the student.
3. Do not interrogate the student.
4. Do not judge the student.
5. Do not ignore the student.
6. Do not minimize his/her feelings.
7. Do not further put the student in a threatening setting.
8. Do not try to distract or divert the student's attention from his/her feelings.
9. Do not tell him/her how to feel.
10. Do not discuss his/her situation with others.



Session 16

Talking to Adults about Sex

Session Overview

Session Description: Students identify characteristics of trusted adults they can talk to about sex and practice ways to start those difficult conversations.

Learning Objectives: By the end of this session, students will be able to:

1. Identify trusted adults that they can talk to about puberty/growing up/sex.
2. Develop strategies for talking with adults about sex.



Time: 45 minutes



Materials and preparation:

- Prepare the chalkboard or flipchart with the “Ways to Start a Conversation about Sex with an Adult” found under Activity 2, Step 2.

Activity 1: What Adult Can I Talk To?



15 minutes

1. Tell the students that you have two young friends that need help in finding someone to talk to. Share the following stories using names appropriate to your community:
 - A friend of Beatrice’s father tells her that she is becoming beautiful and he wants to take her out for a nice time. She doesn’t want to be rude to an older man, so she politely agrees. He says that he will clear it with her father, but her father says nothing about it to her. She is worried because she does not know this man well and she does not know what he expects from her. The day comes around and she wonders what to do.
 - One night Zikane has a nice dream about a beautiful woman who was loving him. He felt so good and then woke up and found that his bed was wet and sticky. What could have happened? He felt very guilty because of the dream and thought that God had punished him with a terrible sickness. He did not know what to do.
2. Ask the students if they were friends of Beatrice or Zikane, who would they tell them to talk to about their situation? Students are not supposed to say an actual individual’s name but describe their role or relationship like: aunt, uncle, best friend, older brother, health worker, teacher, school counselor, pastor, lady who works in the market, etc. What about some of the helping adults mentioned in Session 6? Write down all of their suggestions.

3. Go over the list of people that students would recommend that Zikane and Beatrice talk with. Ask if there are other people that should be added to the list? Once the students agree that the list is complete, ask them to reflect on the people named while you ask:

- What is it about this person that makes you think that he/she will be a good person to talk to about sex?
- What characteristic do they have that you think would make them good to talk to?

The idea is to get the students to name character traits that come to mind when they think of that person.

Record the students' responses on the flipchart or chalkboard.

4. Once they have finished all of their suggestions, compare the list against the list of characteristics of a trusted adult listed below and add any additional traits. Remember that the students may have the same ideas in their own words and that is good. Leave the characteristics in the students' language.

A Trusted Adult Is...

- **Empathetic:** He/she genuinely tries to put him/herself in the student's position.
- **Respectful:** He/She takes all actions guided by respect for the choices, wishes, rights and dignity of the student.
- **Non-judgmental:** He/She provides support, positive regard and assistance without judging, disapproving or disparaging.
- **Confidential:** He/She keeps conversations confidential unless there are issues of child abuse, harm to self or others.
- **Safe:** He/She "does no harm." He/She does not provide advice that is not in the student's best interest.
- **Caring:** He/She provides understanding, support and encouragement for the student.

5. Ask the students to review the characteristics and ask:

- Will anyone have all of these characteristics?
- If not, are there some of the characteristics that they think are more important than the others?
- Ask them to compare their list of characteristics of a trusted adult to their list of possible people to talk to. Are there some people that they would like to remove from the list? Any there any they would like to add?



Activity 2: Ways to Start a Conversation about Sex



25 minutes

1. Ask the students if they think that it will be easy or difficult for Zikane and Beatrice to talk to their trusted adult about their situation? Why or why not?
2. Tell the students that it is normal for young people to feel nervous, strange or even afraid to talk to an adult about sex. Ask the students if they have any suggestions for how Zikane and Beatrice can start their conversations? Write down the students' responses. Go over the "Ways to Start a Conversation about Sex with an Adult" list, slowly and clearly covering the examples and checking off any that match what the students have named.

"Ways to Start a Conversation about Sex with an Adult"

a. **The "To-the-Point" Approach:**

"Can we talk? I have a question about something we learned in our life skills class"

b. **The "Round-About" Approach:**

"I heard this radio program with some teens on who had babies and the girls were only 13 years old. Do you think teens can be good parents?"

c. **The "Wonder If" Approach:**

"I wonder if you can get pregnant the first time you have sex"

d. **The "I've Heard That" Approach:**

"I've heard that if you say no to sex that the person you like will break up with you. How do you say no to someone and not hurt their feelings?"

"I've heard that lots of boys and girls have had sex by standard 5. Is that just a rumor?"

3. Ask the students to pair off girls with girls and boys with boys. In each pair, students will take turns with one role-playing the adult and the other role-playing a young person seeking advice on a situation. The person role-playing the young person may either come up with their own issue they want to talk about or use Beatrice or Zikane's example. Their issue should be about either sex or puberty. They will trade off practicing using the four ways to start a conversation with an adult until all four ways have been used once.
4. The person role-playing the adult should look back at the list of traits that a trusted adult should have and try and demonstrate those traits while role-playing.
5. Bring the students back into one group and ask the following discussion questions:
 - What was it like to be in the role of the trusted adult? Was it easy? Difficult?
 - What traits were easy for them to remember or do?
 - What traits were difficult to remember or do?
 - What was it like to be the student approaching an adult for advice about sex? How did they feel?
 - Was there one type of conversation starter that was easier for them? More difficult?

Session Wrap-Up



5 minutes

1. Summarize some of the feelings that students mentioned when role-playing the young person approaching an adult: nervousness, fright, etc. Thank the students for their willingness to discuss difficult things.
2. Remind the students about their feelings when they were role playing the trusted adult and how they were similar to their own as students: nervousness about not having the right answers, uncomfortable, etc.
3. Remind them of the trait of **empathy** on the list of trusted adult traits. Empathy means being able to imagine how the other person feels and to put yourself in their shoes. The next time that they want to talk to an adult about sex, they should remember that the adult will probably be as nervous and uncomfortable as they are and they can help by using their new skills to get the conversation started.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Session 17

Consequences of Sex with Older Men

Session Overview

Session Description: Students discuss the consequences of sex between young girls and older men and identify ways to avoid or lessen the risk.

Learning Objectives: By the end of the session, students will be able to:

1. Explain why young girls sometimes have sex with older men.
2. Identify the risk involved with having sex with older men.
3. Create a plan to reduce their risk of having sex with older men.



Time: 45 minutes



Materials and preparation:

- Picture of young girl and older man, at the end of this session¹.
- This can be a difficult session. You will need to review the concepts of power and coercion in Session 15, "I Did Not Want to Have Sex".
- You will need to know the age of consent in your country. You will need this for Step 2 under the Session Wrap Up below (See Note to Facilitator under Session Wrap Up).

Activity 1: One Says Yes and One Says No



30 minutes

1. Show the picture of the young girl and man found at the end of this session and discuss, by asking the students...
 - What do you see happening in the picture?
 - Does this happen in our community?
 - Why does it happen?
 - How does the girl benefit from this situation?
 - How does the man benefit from this situation?
2. Break the group into two smaller groups. Tell the two groups that they are going to tell the story of two girls that they know from school.

1 Picture reprinted from International HIV/AIDS Alliance. (2008) Sexuality and Life-Skills: Participatory Activities on Sexual and Reproductive Health with Young People. Brighton, United Kingdom.

3. Tell the groups that their stories should be detail oriented, animated, lively and engaging as they see their parents and grandparents tell stories.
4. Ask one group to imagine the life of a school friend, Mary, who is going to accept the love proposal of an older man. In making up Mary's story of accepting the love proposal from the older man, their group should discuss the following questions:
 - What is Mary like?
 - Is she good in school?
 - What are the good consequences of accepting the proposal for Mary?
 - What might be the bad consequences for Mary?
 - Who was in control/has the power in this situation? What choices did Mary have?
 - How can Mary minimize her risks now that she has accepted?
 - How could Mary refuse sex or insist on condom use?
5. Tell the other group that they are going to tell the story of a school friend, Josephine, who is going to refuse the love proposal of an older man. In making up Josephine's story of refusing the love proposal from an older man, their group should discuss the following questions:
 - What is Josephine like?
 - Is she good in school?
 - What helped Josephine refuse the man's proposal?
 - Who was in control/has the power in this situation? What choices did Josephine have?
 - What are the good consequences for Josephine refusing?
 - Are there any bad consequences for Josephine refusing?
 - How can Josephine deal with any bad consequences of refusing the man's proposal?
 - How could Josephine reduce her risk even further?
6. Tell the two groups that they should be prepared to come back and share the story of their friend in the next activity, making sure that they answer each of the questions. If they do not wish to tell the story, they can also role-play it if they prefer. Allow the two groups time to make up their stories.

Activity 2: What the Future Holds for Mary and Josephine



10 minutes

1. Bring the two groups back together and ask each to share their story: first Mary and then Josephine.
2. Ask the students:
 - What can you do to help Mary after she accepts the man's proposal?
 - What can you do to help Mary refuse the man's proposal?
 - What can you do to help Josephine refuse the man's proposal?
 - What can you do to help Josephine after she refuses the man's proposal?



3. Ask the students to imagine an ending for each girl. Ask:

- What is next for Mary? Where is she in five years? What is she doing?
- What is next for Josephine? Where is she in five years? What is she doing?

Session Wrap-Up



5 minutes

1. In this session we discussed why some girls have sex with older men, consequences (good and bad) involved with having sex with older men, and finally how to reduce the risk.
2. Tell students that in addition to being risky sex, sex between an adult and a child can also be against the law. Remind students that in our country the law says that a child younger than [See Note to Facilitator] cannot legally say yes to sex with anyone. If the child in this picture is younger than [See Note to Facilitator] then the man is breaking the law by having sex with her.



NOTE TO FACILITATOR:

In Malawi, the age of consent is 13. In Mozambique, the age of consent is 19. In Botswana, the age of consent is 16. This means that no child below this age can legally give their consent or say yes to a sexual relationship or harmful practice. If an adult engages in sex with a child below this age then they are committing the crime of defilement/rape and face punishment according to the law.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?





Session 18

My Values, My Money

Session Overview

Session Description: Through discussion and a money tree exercise, students identify their values and whether the ways that they earn and spend money match with those values.

Learning Objectives: By the end of the session, students will be able to:

1. Identify personal values.
2. Critically analyze the value put on consumer goods and the “cost” of obtaining them.



Time: 45 minutes



Materials and preparation:

- One piece of paper and pencil/marker per student (other option: use sticks and draw on the dirt).

Activity 1: What Are My Values?



20 minutes

1. Ask the students what the word “values” means to them. Go around the room calling on whoever wants to share, restating important phrases or words. Highlight that values:
 - Are important principles, beliefs, ideals, goals or standards.
 - Help us decide what to do or not to do.
 - Are shaped by our families, communities, ethnic group, religion, gender, class and society, etc.
 - Are different for different people.
2. Give a few examples of possible values and related behaviors that people might have:
 - Honesty: always telling the truth.
 - Family: taking care of my parents or getting married.
 - Religion: praying regularly.
 - Loyalty: being a good friend.
 - Wealth: having lots of money.
 - Good health: taking care of my body.
 - Education: making good grades, staying in school.
 - Cultural Traditions: respecting elders, attending initiation.

3. Ask students to pair off and discuss what their most important values are.



NOTE TO FACILITATOR:

It is important that no student feel judged on her/his values. The purpose of the exercise is not to pass judgment on anyone's values but rather to get the students thinking about what their values might be.

4. After five minutes, bring the students back to together and ask them to call out their values. You can write the values on chalkboard or flipchart, making ticks by ones that get called often. Ask:
 - Are there certain values shared by many students?
 - Are there values that only a few named?
 - Was it easy or hard to discuss values in their pairs?

Activity 2: The Money Tree



20 minutes

1. Refer the students back to their values definition and remind them that our values affect decisions that we make. Tell the students that they are going to look at how their values may affect decisions that they make regarding how to earn and spend money.
2. Ask each student to draw a tree (on their piece of paper or if paper is unavailable, on the ground). Explain that each tree should have 8-10 big leaves and 5-8 big roots. The tree trunk can be small. Explain that the leaves of the tree represent what you spend money on. Ask each student to take a few minutes to write down (on the leaves) what they spend money on. Each item is written on a separate leaf. The roots of the tree represent all the ways that you earn money. Ask each student to take a few minutes to write down (on the roots) how they earn money or where they get money from.
3. Ask the students the following questions:
 - What they have learned from drawing the tree?
 - Are there ways that you could reduce your spending or change it so that you spend your money more wisely?
 - Which of the leaves are items you need?
 - Which of the leaves are items you do not need, but you want?
 - Why do you want them? Students should categorize their answers (e.g., "because my friends have them," "they give me a certain image").
4. Refer the students to their lists of values. Ask them:
 - Do the reasons that they want to buy these things reflect their values?
 - Which ones?
 - Do they contradict or fight with their values? Which ones?



5. Ask students to look at how they earn money. Ask the following questions:

- Do the ways that they earn money reflect their posted values?
- Are there ways of earning money that you would not do? Which ones? Why?
- What happens if a person has two values that seem to contradict or fight with each other? For example, a girl values having a lot of new clothes and also living a healthy and long life. Will she have sex with an older man for money but risk HIV infection? What could she do to honor both values?
- Why do we sometimes not follow our values?
- What role do friends play in changing our values or making us forget them?
- What can we do to be true to our values?

Session Wrap-Up



5 minutes

1. Thank the students for participating and what they learned from this activity.
2. Encourage the students to talk with their families about their values.
3. Remind the students of the important role that they can play in upholding their values.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?

Session 19

What does Faithful Mean?

Session Overview

Session Description: Students examine how realistic it is for 14 year olds to promise to only have sex with each other and identify the consequences of not keeping that promise.

Learning Objectives: By the end of the session, students will be able to:

1. Describe the risk involved with having more than one sexual partner.
2. Identify ways to stick to one's decision to have one sexual partner.



Time: 45 minutes



Materials and preparation:

- Draw a box on the ground (or put paper on the floor) at the front of the room, roughly two meters by two meters.

Activity 1: I Promise But What If...?



40 minutes

1. Ask for a boy and a girl volunteer to come stand up front.
2. Tell the students that these two volunteers are 14 year-old students: Mary, and her boyfriend, Kwame. They have declared that they are in love and have decided to have sex. They say that they will only have sex with each other.
3. Ask the volunteers to stand in the square and tell the students that the square represents Kwame and Mary's bed.
4. Ask the students to discuss:
 - What will help Mary and Kwame keep to this decision to only have sex with each other?
 - What may make it difficult?
5. Ask the group to imagine that Kwame and Mary have sex only with each other. Ask them the following questions:
 - How many people are in the bed? (Answer: two people)
 - What might be the effects of this on their lives?
 - What helped Kwame and Mary to have sex only with each other?
 - What is the risk for HIV and other STIs?
 - Is it realistic to think that two 14 year-olds will only ever have sex with each other?
 - What should Mary and Kwame do if they are not able to have sex only with each other?



6. Now ask the group to imagine that Kwame or Mary had sex with another person. Ask the students to choose either Kwame or Mary to go and select a classmate to join him/her in the bed. Ask:
 - How many people are in the bed? (Answer: three people)
 - What might be the reasons that Kwame/Mary had sex with another?
 - What are the risks for HIV and other STIs now?
 - What are the consequences of this behavior?
 - What responsibility does the person (Kwame or Mary) who is having sex with someone else have to the person who is not having sex with someone else?
 - What should they do now?
7. Ask the students to imagine that both Kwame and Mary have sex with other people. Whichever person, Kwame or Mary, that did not select a partner last time should now go and select a classmate to join them in their bed. Ask:
 - How many people are in the bed now? (Answer: four people)
 - What might be the reasons that both Kwame and Mary had sex with other people?
 - What might be the consequences for both?
 - What are the risks for HIV and other STIs now?
 - Are Mary and Kwame being honest with each other?
 - What responsibility do Mary and Kwame have to each other?
 - What should they do next?
8. Now ask the students to imagine that the two students that Mary and Kwame asked to join them in their beds also are having sex with other partners. Ask them to go and select classmates to join them in Mary and Kwame's bed. Ask:
 - How many people are in Kwame and Mary's bed? (Answer: six people)
9. Ask the students to imagine that those two classmates are also having sex with others. Ask those two to go and pick two classmates to join them in Kwame and Mary's bed.
10. Repeat asking the new partners to select two classmates to join them in bed until all of the classmates have been asked to join Mary and Kwame in their bed. This should be a fun exercise for the students as they giggle and jostle one another trying to all fit into the square. After a bit of fun, ask:
 - How many are in Kwame and Mary's bed, now?
11. Tell the students that, unfortunately, one of them has HIV and one of them has an STI. Just as in real life you cannot tell by looking who is ill. Ask the students:
 - What are the risks for HIV and other STIs now?
 - Are any of the classmates being honest with each other if they promised to only have sex with their partner?
 - What responsibility do the classmates have to each other?
 - What should they do next?

Session Wrap-Up



5 minutes

1. Ask students to identify one thing they experienced or learned during this session that made sense to them.
2. Remind students of the decision-making session where during the role-play we clapped twice (CLAP, CLAP) every time there was a decision point. Ask the students to consider and weigh each decision point of having one or more than one sexual partner. What are some of the negative consequences of having multiple sex partners?
3. Tell the students that although it may seem fun to have many partners, there can be very serious consequences.
4. Remind the students of the session where they discussed other ways to show one another love besides sex. Ask the students what were some of the ways that Mary and Kwame could have shown each other their love besides sex?

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Session 20

The Consequences of Alcohol Use

Session Overview

Session Description: Students examine ways that alcohol can be a roadblock to their goals and identify critical decision points to avoid alcohol abuse.

Learning Objectives: By the end of the session, students will be able to:

1. Explain the alcohol laws for their age group.
2. Identify why some young people drink.
3. Describe some consequences of drinking alcohol.
4. Develop one strategy to avoid alcohol/alcohol misuse.



Time: 45 minutes



Materials and preparation:

- Review national and local laws regarding the age required for consumption of alcohol and some consequences for youth and/or parents, bar owners, etc., for breaking these laws.

Activity 1: Alcohol and Our Goals



10 minutes

1. Ask students to describe the first thing that comes to mind when you say the word alcohol. (You may add local words.) Write these words on the chalkboard or flipchart paper.
2. Draw a stick figure of a student on one side of the chalkboard. Write the word “your goal” on the other end of the chalkboard.
3. Explain that when alcohol is used, we tend to do things we normally would not have done. Our decision-making is not as sharp when we use alcohol. Ask the students: “What are some activities people may do, when alcohol is in their bodies, that they may not do when alcohol is not in their bodies?” Ask for examples. Ask, how might that activity be a barrier to their goals? If needed, offer the example of having sex or unprotected sex. Unprotected sex can be a barrier to their goals because it can lead to unplanned pregnancy, contracting HIV, etc.
4. For each example the students give, ask how that might be a barrier to reaching their goal? After each student responds, have him or her come up and draw a barrier between the stick figure and their goal.
5. After everyone that wants to has drawn a barrier, ask the students to count the barriers on the board and say “Without a doubt, alcohol creates many barriers between us and our goals.” Based on this visual observation in front of them, ask the students: “If alcohol serves as a barrier to our goals, why do young people drink?”



NOTE TO FACILITATOR:

The activities and discussion in this session could be adapted to address dagga and other drugs.

Activity 2: Thinking Before Acting



30 minutes

Explain that the next activity will focus more on the “why” by telling a story. Read out Lute’s story:

Lute’s story

Lute started to drink sweet wine when she gathered with other young people at a funeral wake for a dead relative. While the adults would stay near the home, sharing food and stories, the young people would go off into the dark by themselves to listen to music and share wine. There was always wine at the many funeral wakes. At first, Lute said no to drinking wine but her friends teased her about being a baby. She wanted to fit in and be more grown up and the older youths whom she admired were drinking, so she said yes. At first she liked how the wine made her feel – all warm and popular and sexy – but later she just felt sick in her stomach and head. Lute vowed that she would never drink again. But at the next funeral, an older boy she liked – Mapi – offered her wine and acted like she was special. So she said yes. She and Mapi took their wine and went away from the others to talk and drink in private. Lute does not remember how much she drank or exactly what happened next but she thinks that she and Mapi had sex—even though she thought she said no.

1. What were some of the consequences or potential consequences of Lute’s drinking? Some possibilities may include: sick to her stomach/head, rape, possible pregnancy, STIs/HIV, loss of respect for herself, etc.
2. Why did Lute decide to drink? Some whys may include: because she wanted to fit in, she didn’t want to be teased, she wanted Mapi to like her, etc.
3. Now that we have identified some of the reasons why Lute consumed alcohol, let’s help her go back and consider the positive and negative outcomes of each decision point.
4. Remind students of the decision-making session where during a role-play we clapped twice (CLAP, CLAP) every time there was a decision point (decision to be made). Ask the students to consider the decision-making points faced by Lute along the way. (For example, to drink after she was teased, to not drink after she got sick, to drink when Mapi asked her, to go off alone with Mapi, etc.)
5. Let’s help Lute by pretending that we can turn back the clock and change what has happened. We will look at every decision point and (CLAP, CLAP) try to consider the negative/positive consequences of her decision.
6. Looking at each decision point, how can she strategize to avoid the risk of alcohol use/misuse associated with this why?



For example:

Why did she drink?

She didn't want to be teased.

CLAP, CLAP

Strategy instead of drinking

Listen to music with the other young people but sit with a friend who also doesn't drink and promise to support one another in not drinking.

Why did she drink?

She didn't want to be teased.

CLAP, CLAP

Strategy instead of drinking

Use Assertive Communication

"I feel sad when you tease me because it makes me feel like I don't belong and I would like for you to stop now"

Why did she drink?

She wanted to impress Mapi .

CLAP, CLAP

Strategy instead of drinking

Invite Mapi to join her and her friend Mary to talk instead of drinking.

Session Wrap-Up



5 minutes

1. Recap the session by reviewing that alcohol use has consequences that serve as barriers to our goals. Ask students to give examples. If Lute is pregnant she may not be able to finish her education, for example.
2. Recap that everyone has a "why" for alcohol use. Ask students to privately think of Lute and some of her "whys" (e.g., didn't want to be teased, wanted to fit in, wanted Mapi to like her).
3. Review local alcohol laws with students.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?

Session 21

Using Communication to Protect Ourselves

Session Overview

Session Description: Students learn different types of communication skills to get themselves and others out of risky situations.

Learning Objectives: By the end of the session, students will be able to:

1. Explain five ways to use communication to enhance safety.
2. Utilize communication skills to decrease their risk of being a victim of sexual violence.



Time: 45 minutes



Materials and preparation:

- Become familiar with the types of communication and examples. (See Activity 1)

Activity 1: Speak Up! Bargain! Run!



40 minutes

1. Tell the students that they are going to learn a way to deal with potentially dangerous situations.
2. Go over the five types of communication using the scenario and examples below: Scenario: *"On the way home from school, a male student is pressuring Chrissie to have sex with him. Chrissie does not want to have sex as she is a virgin."*



Type of communication	How	Examples
Being Assertive	Use this formula to state your feelings: <i>I feel...</i> <i>when you...</i> <i>because...</i> <i>and I would like/want/need...</i>	I feel pressured when you keep asking me to have sex with you because it is my religion to stay a virgin until marriage and I would like you to please stop.
Refuse	Say no firmly. Use No as a complete sentence.	No! I mean No! No I will not have sex with you!
Delay	Put off a decision until you can think about it or get out of danger.	I cannot give you an answer today because I need to talk with my Pastor about what to do. I'll ask him next Sunday.
Bargain	Try to make a decision that both people can accept.	I can never have sex with you but you can go to church with me and my family.
Run/Avoid	Quickly get out of a situation that could be dangerous or lead to danger.	If the boy is physically threatening Chrissie, she should walk away without answering him or Return to school and ask a teacher for help.



NOTE TO FACILITATOR:

Reiterate that not all types of communication are realistic or practical in all situations. Assess your situation. Do not feel guilty for not “negotiating or bargaining.” **If danger is present or close-by always get away quickly.** Remind students that when “bargaining” and/or “delaying,” not all statements need to be truthful. To get out of danger, lying is acceptable. Ask for examples of creative lies to get out of potentially dangerous situations.

- More communication examples are available at the end of this session, if needed.
- Divide the students into five groups. Each group should have a mix of boys and girls.
- Give each of the groups one of the scenarios and type of communication found in the handout at the end of this session.
- Each group will prepare and present a role-play demonstrating the type of communication assigned to that group and how this type of communication will help them deal with the situation in the story.

7. Allow students time to prepare and practice their role-plays.
8. Bring the groups back together. Ask all of the five groups to perform their skits until all five types of communication have been demonstrated.
9. After everyone has completed their skit, ask:
 - What did groups find easy or difficult in coming up with these role-plays and acting out the different communication types?
 - What type of communication was your favorite as a strategy? Why?
 - Which type of communication comes easiest for you? Why?
 - Which types of communication are best when facing a very dangerous situation?
 - Which types of communication are not good in a dangerous situation?
10. Ask, what can boys do when they see other boys or men behaving badly or pressuring girls for sex?
11. What can students do to support one another?

Session Wrap-Up



5 minutes

1. Suggest to students that by using these types of communication, they can develop strategies to deal with risky situations.
2. Emphasize that in a truly dangerous situation, a student should do whatever is needed to get away and seek help.
3. Close by reminding students that they are one another's best support. They can practice what they have learned together and walk together to provide each other safety.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Scenarios for Activity 1

- a. Martha was walking home from school taking the short cut through the tall fields of maize. When she was in the area where the maize was tallest and thickest, an older and much bigger boy from school jumped out at Martha. He told her not to make a sound. He said she was too proud of being a virgin and that she needed to learn that she can't say no to men. What should Martha say or do to protect herself? *Type of communication – Run/Avoid.*
- b. Esme's neighbor said that she needed to come to his house to help with the chores. He said that since he and her father were friends she should treat him like her relative and call him "Uncle". Esme did not like this uncle because she always felt a little uncomfortable and afraid around him. A few of the other girls whispered about how this "uncle" would sometimes touch them. What can Esme say to this Uncle? *Type of communication – Delay.*
- c. Peter's mother has a widowed friend that has always taken an interest in his school work and studies. When his parents could not pay his school fees one semester, this friend offered to pay if he would help her with household chores. Peter agreed. At first everything was fine but then she started to ask him very personal questions about his girlfriends and what he liked. At another visit she began to touch him. What can Peter say to the widow? *Type of communication – Bargain*
- d. Sara's teacher asked her to carry books to his house after school one day. When she reached the house, he was alone inside. He proposed love to her and asked her to come inside. What should Sara say to the teacher? *Type of communication – Refuse.*
- e. Seodi loves to learn but she has little time to study since she has five younger brothers and sisters. By the time she has finished her chores and cleaned up after dinner there is little time to do homework, and she is exhausted. Today in class she was very proud when the teacher called on her in maths class because she thought she knew the answer. But she was wrong. Her teacher laughed at her and said that everyone knows that girls are not good at math. She should just find a man to make happy and get married and stop wasting his time in his class. What should Seodi's classmate and friend, Paul, say to he teacher? *Type of communication – Assertive.*



Resource for Facilitators 5: More Communication Examples

Scenario: "A male teacher who is known to have relationships with young female pupils has asked a form 4 student to carry his books into his home".

Type of communication	How	Examples
Being Assertive	Use this formula to state your feelings: <i>I feel...</i> <i>when you...</i> <i>because...</i> <i>and I would like/want/need...</i>	I feel uncomfortable when you ask me to walk you home teacher because I am your student and it is not appropriate for me to go to your house, and I would like you to not put me in this situation again.
Refuse	Say no firmly. Use No as a complete sentence.	No! I mean No! No I am not walking you home!
Delay	Put off a decision until you can think about it or get out of danger.	Thank you for asking me to walk you home teacher, but I have to ask my Mother first. I'll ask her and tell you tomorrow.
Bargain	Try to make a decision that both people can accept.	I can never walk home with you because my parents will not allow it, but I can walk you to the end of the school yard.
Run/Avoid	Quickly get out of a situation that could be dangerous or lead to danger.	Walk away without answering his invitation. Or Walk with the teacher, but once you reach his door/ house run.



Scenario: "An older man in a car approaches a form 5 school girl on her way to school and tells her if she gets in his car he will buy her a beer and give her money."

Type of communication	How	Examples
Being Assertive	Use this formula to state your feelings: <i>I feel...</i> <i>when you...</i> <i>because...</i> <i>and I would like/want/need...</i>	I feel uncomfortable when you ask me to ride with you because I do not know you, and I would like you to not ask me again.
Refuse	Say no firmly. Use No as a complete sentence.	No! I mean No! No I am not riding with you!
Delay	Put off a decision until you can think about it or get out of danger.	Thank you for asking me to go with you, but I have to talk with my parents about this and get their permission.
Bargain	Try to make a decision that both people can accept.	This is a very dangerous situation so bargaining is not a good option. Lying is better so that you can get away. Leave and tell a trusted adult immediately.
Run/Avoid	Quickly get out of a situation that could be dangerous or lead to danger.	Walk away without answering his invitation. Run to a safe place such as school.

Session 22

Respecting the Past, Preserving Our Future

Session Overview

Session Description: Students critically examine cultural traditions and their relationship to risk.

Learning Objectives: By the end of the session, students will be able to:

1. Identify traditional practices that enhance respect for self, one's own body and others.
2. Identify traditional practices that can be harmful and put one at risk.



Time: 45 minutes



Materials and preparation: None.

Activity 1: My Culture Tells Me To



25 minutes

1. Start by asking the students the following questions:
 - What are some traditions in our culture?
 - Are some of these traditions helpful? (For example, the tradition of looking after extended family members and orphans).
 - Are some traditions harmful? (For example, older men having sex with young girls to make them mature).
 - Do traditions ever change or do they always stay the same? Some traditions used to work in the past but times have changed and they need to be adapted or stopped. For example, teaching girls how to have sex with a man as soon as they start menstruating worked well when girls married at that time and there was no HIV. Now girls go to school, marry later and are at risk of HIV if they practice what they learn at initiation.
2. Tell the students that culture is changing all of the time in all societies. This is good because the environment around us is changing and human beings need to adapt to survive and improve their lives.
3. Tell the students that we will need to think how to keep and strengthen the good things about traditional practices and change or stop those that are harmful.



4. Divide the students into small single sex and similar age groups. Ask each group to make a list of customs and advice that young people get from elders about growing up and sexuality and how to be a “proper” man and a “proper” woman.
5. Each group should select one or two customs or advice and make a list of what, if anything, is good about this custom and a list of what, if anything, is bad or harmful about this custom.

Activity 2: Customs I Would Keep... Customs I Would Let Go



15 minutes

1. If culturally appropriate bring the group back together to discuss the customs. If it is not appropriate then you will need one teacher for the girls’ group and one teacher for the boys’ group.
2. In the larger group discuss each custom’s list of good and harmful effects. Tell the group that they will be voting on each custom and that votes for boys and girls will be recorded. For each custom ask:
 - How many think the custom should remain the same?
 - How many think the custom should be stopped?
 - How many think the custom should be changed?
 - If you would like to change the custom, how would you like it to change?
3. For those students that felt that some customs needed to be stopped or changed, what do they think that they, the students, can do to bring about change?
4. Suggest that the students talk to friends, relatives or neighbors about this custom and their ideas.
5. Students should be reminded that talking about customs such as initiation can be very sensitive so they should be aware if someone does not want to talk and they should be respectful of everyone’s opinion.



NOTE TO FACILITATOR:

Talking about customs such as initiations can be very sensitive, so the teacher should determine if it is safe for the students to do so.

Session Wrap-Up



5 minutes

Applaud the students’ good work and willingness to discuss such issues. Remind the students that culture is always changing and that while we need to respect our past we must also preserve our future.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?



Session 23

Am I at Risk?

Session Overview

Session Description: Students identify activities that boys and girls like to do together and rate the risk of each activity.

Learning Objectives: By the end of the session, students will be able to:

1. Identify personal practices that carry a risk of HIV transmission.
2. Develop strategies to reduce the risk.



Time: 45 minutes



Materials and preparation:

- For Activity 1, have in mind examples of male/female activities that are relevant to the lives of the students and use their language. Think back over previous sessions and what you know about your students to identify examples. What do students at your school do for fun?

Activity 1: This is Fun But Is It Risky?



40 minutes

1. Divide the students into separate groups of boys and girls.
2. Ask each group to think about all of the different types of activities, including sexual activities, that males and females might do to enjoy themselves. Ask them to think back over all of the things that they have discussed in previous sessions. Give students a few examples. Possible examples include:
 - Play soccer or other local game.
 - Walk home from school with friends.
 - Kissing.
 - Having sex with a condom.
 - Having sex without a condom.
 - Listening to music together.
 - Talking with friends.
 - Go to initiation together.
 - Drink local beer and hang out at the bar.
 - Buy something in the market.
 - Have sex with an older person.
 - Go to mosque/church.

3. Ask each group to call out their activities as you write them on the board. After all activities are listed on the board, assign one activity to each student. Be prepared to add additional activities so that each person has an activity.
4. Draw a line on the ground. At one end, write "high risk" or put an object to show high risk of HIV infection. In the middle of the line, write "low risk" or put an object to show low risk of HIV infection and at the other end of the line write "no risk" or put an object to show no risk of HIV infection.
5. Ask each student to think about the activity they have been given and ask themselves:
 - Is there a high, low or no risk of HIV infection from this activity?
 - What are the reasons that I think this?
6. Ask each student, in turn, to stand on the line in the place that shows the danger level of their activity or to put their piece of paper there.
7. Then ask that student: "Why are you standing there? What are your reasons?"



NOTE TO FACILITATOR:

During this activity it is important to make it clear that students are not presenting or defending activities that they necessarily do. Rather than ask "Why do you do that?" ask instead "Why do you think that a student might do that?"

8. Ask the other students if they agree, and if not, the reason for their disagreement. Encourage a lively discussion/debate. Make sure that the information shared is accurate. You should look for discrete ways to add any information that is not raised by the students. Look especially for hidden links between activities and HIV risk. For example:
 - Drinking may not directly cause HIV but you can ask, "What do you think happens when male and females get drunk together? Is it easier or harder to keep to a decision to abstain from sex? Is a drunk man who bought a girl some beers going to get angry if she says 'no' to sex? What might happen?"
 - If the activity is buying something or going out to do something that costs money, you can ask "where might a student get money to buy/do this?"
 - Some activities can be used to cover meetings arranged between boys and girls to have sex. For example, girls may say that they are "going to the mill to get maize ground" as a cover for meeting their boyfriend for sex. It is good if you are aware of these cover excuses that students use.
9. After full discussion on the activity, the student should move if he/she was standing in the wrong place. When there is agreement on the right place, then the student should sit down on the line at that place.
10. Continue until everyone is on the line. Add any important activities, especially sexual ones, that they have not thought of.



11. Ask the students:

- What activities have the highest risk?
- What activities have low risk?
- What activities seem to be either low or no risk but have the potential to become high risk? For example, drinking.
- What activities have no risk? What activities can one enjoy that do not put one in danger of HIV infection?

Session Wrap-Up



5 minutes

1. Emphasize that it is important that boys and girls have things that they can do together to have fun and also avoid HIV.
2. Ask the students what they can do to support one another in doing fun activities that are not risky?
3. Ask what lessons students have learned from the activity and what they are willing to do to support one another.

What is Next?

1. Thank the students for their participation.
2. Discuss the logistics of the next meet-up:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT topic(s) will be covered?

Session 24

Planning My Goal

Session Overview

Session Description: Based on lessons learned from their participation in this program, students develop a personal goal.

Learning Objectives: By the end of the session, students will be able to:

1. Explain and utilize a simple approach for goal setting.
2. Name a goal for the future.



Time: 45 minutes



Materials and preparation:

- One piece of paper and pen/pencil per student.
- Activity 1 involves asking the students questions about goal setting. Facilitators may decide to write these questions on the chalkboard ahead of time if the language matches literacy levels of students.

Activity 1: Steps to my Goal



40 minutes

1. Remind the students that when they started the Go Students Initiative they learned how to set a goal. (See Session 2.) Ask them to recall some of the personal goals discussed back in this earlier session.
2. Ask the students to think of a goal they would now like to achieve. It can be the one they had in mind back during Session 2 or a completely different goal maybe one they have realized as part of their participation in the Go Students Initiative.
3. Give each student a piece of paper. Ask the students to write or draw his/her goal on the right hand side of the piece of paper. On the left hand side of the paper, ask the students to write his/her name or draw a picture of him/herself.
4. Ask students to pretend there is a small lake between them and their goal. What do they need to build a bridge or stepping-stones to their goal? Allow a brainstorm.
5. Congratulate the students for their brainstorm and ask them to draw three large stepping-stones between them and their goal.
6. Building on the student's brainstorm, walk the students through the creation of their three stepping-stones:
 - **Stone 1: Why** is this goal exciting for me? It will be difficult to cross the lake to your goal unless you are motivated. Ask students to think about what motivates them about this goal and draw or write the answer to this question in the first stone, between him/her and the goal.



- **Stone 2: Who/What resources** will help me see my goal through? It will be easier to cross the lake with help from others, either individuals, groups, or organizations. Who are they? Ask students to think about this and then write or draw their representations on the second stone, between him/her and the goal.
 - **Stone 3: What specific steps** will I take to get to my goal? It will be easier to get to your goal if you have plans and steps to get there—steps that you can tick off and celebrate along the way. Ask students to write or draw some of these steps in the third and final stone, between him/her and the goal.
 - **Other Stones:** There are other stones, identified through the student brainstorm, that are also important to each individual student. Invite students to add other stepping stones to their goal at this time.
7. Make small groups of 3-4 students each and ask students to present their plans/pictures in turn to the other members.

Session Wrap-Up



5 minutes

1. Offer resources that you can think of to help students achieve their goals, specifically school-related goals of staying in school or returning to school.
2. Thank the students for their participation in the Go Students! Life Skills Program.

Glossary

Abstinence – Sexual abstinence is a choice to refrain from sexual activity. Reasons to choose abstinence may be moral, religious, legal, or for health and safety. Since sexually transmitted infections and HIV can be transmitted through oral, anal, and vaginal sex, abstinence refers to not having anal, oral, or vaginal sex. Abstinence is the only 100 percent effective method for avoiding unwanted pregnancy and sexually transmitted infections, including HIV.

Aggressive – One acts aggressively by delivering a message forcefully without thinking of the other person's feelings; expressing yourself in a confrontational manner.

Assertive – One is assertive when delivering a message by honestly expressing your thoughts and feelings; direct and clear without putting down the rights of others; showing mutual respect.

Coercion – Coercion can be physical, emotional, social or economic in nature. It includes intimidation, threats, persecution, inducement or promise of a benefit to obtain something from a weaker or more vulnerable person. Coercion is used to make someone do something against his or her will.

Consent – This means saying yes or agreeing to something. Consent is agreeing to do something freely without any element of force, fraud, deceit or duress whether physical, emotional, economic or social in nature. Even if someone says yes it is not true consent if it was said under duress, and/or if the perpetrator used any kind of force to get the victim to comply. **Children are minors and can never give consent to a sexual relationship with an adult.** The two necessary components of consent are that it be **informed** and **voluntary** meaning that the person must fully understand what they are saying yes to and that force or coercion was not used.

Contraceptives – These are methods of preventing pregnancy. This may be done with medication, a device or by blocking the process of reproduction.

Birth control pill – Also known as “oral contraception.” This is a temporary method of birth control. It is a combined hormonal (usually synthetic progestin and estrogen) or progestin-only pill taken each day. The hormones prevent ovulation (the releasing of an egg from the ovaries), increase cervical mucus to block sperm and create a thin uterine environment. The pill does not protect against STIs and HIV and must be taken at the same time each day. Some women may have side effects including mood changes, acne, headache, breast tenderness and nausea.

Condoms – A polyurethane or latex sheath that covers the penis; some come with lubricant or spermicide added. A condom is placed on the erect penis prior to intercourse. The condom prevents pregnancy by blocking the passage of sperm. A condom provides the best protection against STIs and HIV.



Intrauterine Device (IUD) - A small plastic device which is inserted in the uterus by a clinician. Once inserted, the IUD is immediately effective. IUDs contain copper or hormones that keep sperm from joining egg and prevent a fertilized egg from implanting in the uterus. Women may have irregular bleeding and spotting in the first few months. IUDs do not protect against STIs, including HIV. As with many hormonal contraceptives, some women may have side effects including mood changes, acne, headache, breast tenderness, and nausea.

Injectables – The injectable hormone progestin is a reversible and effective method of contraception. A medical professional or community-based health worker will administer the injection in the muscle of a woman's upper arm, buttocks or thigh. The injection lasts for 3 months after which time she must have another injection to maintain the contraceptive benefits. The method is fully effective 24 hours after injection. Injectables do not protect against STIs and HIV. They may cause irregular periods, headaches and weight gain.

Gender - socially constructed roles, responsibilities and behaviours. These roles are culturally constructed, learned, change over time and vary within and between cultures.

Gender-based violence – is a pattern of physically, sexually, and/or emotionally abusive behaviors used by one individual to assert power or maintain control over another based on their sex or gender. GBV includes intimate partner relationships of spousal, or dating relationships. Abuse generally falls into one or more of the following categories: physical battering, sexual assault and emotional or psychological abuse.

Gender roles – Expectations that boys and girls (and men and women) are expected to act a certain way because of being male or female.

Goal - An aim, purpose or desired result. It is something one focuses on and works towards its achievement.

Harassment – Creating an unpleasant or hostile situation through unwelcome or unwanted verbal or physical behaviour

Healthy relationship – Healthy relationships are characterized by respect, sharing and trust. They are based on the belief that both partners are equal, that the power and control in the relationship are equally shared. Some of the characteristics of a healthy relationship are:

- Respect – listening to one another, valuing each other's opinions, and listening in a non-judgmental manner.
- Trust and support – supporting each other's goals in life and respecting each other's right to his/her own feelings, opinions, friends, activities and interests.
- Honesty and accountability – communicating openly and truthfully, admitting mistakes or being wrong, and accepting responsibility for one's self.
- Shared responsibility – making relationship decisions together, mutually agreeing on a distribution of work that is fair to both partners.
- Negotiation and fairness – being willing to compromise, accepting change, and seeking mutually satisfying solutions to conflict.

- Non-threatening behaviour – talking and acting in a way that promotes both partners' feelings of safety in the relationship. Both should feel comfortable and safe expressing him/herself and in engaging in activities of one's choice.

HIV (Human Immunodeficiency Virus) - is the virus that causes AIDS. HIV is transmitted through blood, semen, vaginal fluid and breast milk. HIV CAN be prevented and is NOT transmitted through casual contact (hugging, sharing apartment bowl, playing football, etc.).

- How HIV is Transmitted:
 - Vaginal, anal or oral sex with an infected partner.
 - Man to woman, woman to man, man to man, woman to woman.
 - Through contact with blood of an infected person.
 - Sharing needles, intravenous drug use.
 - For practices that involve cutting, such as circumcision, HIV can be passed through blood from one initiate to another if the same tool is used and not sterilized properly between each person.
 - Mother to infant: during pregnancy, birth or through breast milk.
- How HIV is NOT Transmitted:
 - Talking, shaking hands or other casual contact.
 - Hugging or kissing (there is a minimal risk that deep kissing - "French kissing or tongue kissing"- could lead to infection, if open sores are present on the lips, tongue, or mouth)
 - Touching walls, doorknobs, writing utensils, restrooms, computers, telephones.
 - Being bitten by mosquitoes, fleas, or other insects.

The ONLY way to know if one is HIV infected is to receive an HIV test. The test will effectively assess whether the person is infected or not. It takes the body approximately two months to develop enough antibodies to be detected on the HIV antibody test. For this reason, it is important to be tested two months after the risk behavior (sharing needles of any kind, unprotected anal, oral or vaginal sex) in order to receive an accurate test result. Furthermore, it is very important to use a condom any time you have sex while waiting to get tested as the period immediately after infection occurs has the highest risk of transmission to others.

Hormones - Chemical substances produced by a gland that mediates activities in other parts of the body. Hormones travel through the body in the bloodstream to regulate the activity of certain organs, including the reproductive system. Certain hormones play a role in sexual feelings and sexual development.

Menstruation – The cycle during which the endometrium (the lining of the uterus) grows, thickens, and is maintained until ovulation, and is then shed. This shedding is called the menstrual period, or menstruation. The average length of the cycle, from the first day of bleeding of one cycle to the first of another, is 28 days and a period lasts an average of five days. However, the length and pattern of the cycle vary greatly among women.

Norms – Social rules or expectations.



Puberty – When children begin to mature emotionally and physically. This time period is when a child's body takes on those characteristics that define it sexually. Both male and female bodies will each take on a different shape as girls start to grow into women and boys into men. Everyone matures differently and at different rates.

Reproductive health – “Reproductive health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity, in all matters related to the reproductive system and to its functions and processes.”²

Respectful – Listening to others, to be mindful, careful, or sensitive to their feelings, beliefs, needs and opinions, and listening in a non-judgmental manner.

Sex - Biological and universal, sex factors are the same around the world. Sex is determined at birth and is generally unchanging, with the exception of surgery. Sex does not vary between or within cultures. One is born either male or female.

Sexual harassment – Any repetitive, unwanted, and uninvited sexual attention such as teasing, touching, or taunting.

Sexual intercourse - A variety of sexual or intimate contact, including vaginal, anal and oral genital intercourse.

Sexually transmitted infections (STIs) – Infections that are transmitted through sexual contact: anal, vaginal or oral. STIs are generally divided into two categories, bacterial (e.g., gonorrhoea, chlamydia and syphilis) and viral (e.g. genital warts, herpes, hepatitis, and HIV). Bacterial infections are relatively easy to cure if detected early. Viral infections are incurable but the symptoms are controllable if detected early.

Sexual violence – Any form of forced or unwanted sexual activity where there is no consent, consent is not possible or power and/or intimidation is used to coerce a sexual act. Sexual violence and abuse include direct physical contact, such as unwanted touching of any kind, or rape, which is also known as “defilement” for young people under the legal age of consent. Regardless of the legal age of consent, sexual activity between a teacher and student is considered abuse because of the age and power differentials between the two. Sexual violence can be perpetrated verbally. Sexual violence or abuse can have devastating, long-lasting effects on children including increased risk of social, emotional and psychological damage, increased risk of substance abuse, health and social problems such as unwanted pregnancy, sexually transmitted infections, including HIV/AIDS, as well as negatively affecting educational attainment.

Threaten – One threatens by being a source of danger, or by intimidating someone by telling them they will experience negative or dangerous consequences if they do not comply.

² United Nations. International Conference on Population and Development, Cairo. New York: United Nations; 1994.





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