

Youth Action Kit (YAK)



A Guide for Youth Peer champions

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Introduction

The **Youth Action Kit** is designed to strengthen 5 Fundamental Life Skills for High School Participants and out of school youth. This Peer champion's Guide contains 10 activities that comprise the 10-week Youth Action Kit peer education course.

Action-Oriented Goals:

The Youth Action Kit has three action-oriented goals:

- **Promote** delaying sexual debut and faithfulness to one partner.
- **Build skills** that enable high school participants maintain a zero or low risk level.
- **Promote** an environment where participants support each other to maintain zero or low risk.

Youth Action Kit Components:

The complete **Youth Action Kit** program includes the following components which are designed to complement and reinforce each other:

1. **Peer** Education Course
2. **Risk Assessment** – a ten question tool that is the cornerstone of the behavior change.
3. **Events** – such as drama competitions, Risk Assessment days etc.
4. **Champion School Initiative:** A Champion School is in the forefront of gender equity and preventing unwanted pregnancy and STIs. The criteria for becoming a Champion School are outlined in a separate document.

Five Fundamental Life Skills:

All **Youth Action** Kit activities promote the development of the following 5 Fundamental Life Skills:

1. **Making Good Decisions:** learning to make responsible personal decisions takes practice.
2. **Being More Assertive:** Being assertive is about being positive and confident. It is knowing that everyone deserves respect. In Kenyan culture, this skill is especially important for women. Women must learn to assert themselves when men press them to have sex before they are ready or to have sex without a condom. Must learn to respect women.
3. **Setting Realistic Goals:** participants who have thought through their personal priorities and have a plan are more likely to remain at low risk. Changing personal behavior is also directly related to the ability to set realistic, achievable goals.



4. **Boosting Self-confidence:** in general, high school participants are eager to boost their self-confidence. Self-confidence is a foundation skill because it underpins the other 4 skills and makes each one easier to carry out.
5. **Resisting peer pressure:** Giving into peer pressure is one of the leading reasons participants get involved in risky situations. Fortunately, there are skills and techniques that allow participants to develop the ability to not to follow the crowd, stand on their own feet and say “No” to risky situations.

Maintaining Zero or Low Risk: Most participants who participate in the YAK Peer Education Course are Not sexually active – that is, they are at zero risk. Many participants, however, will initiate sexually activity in the coming year. The 10-question Personal Risk Assessment that is part of the Youth Action Kit was developed with input from high school participants. Eight of the ten questions deal with factors that could eventually lead to risky behaviors. The risk assessment is meant to initiate individual reflection that creates greater self-awareness. Once participants understand their own behavior, the next step is for them to develop a plan to remain at low risk even when they become sexually active.

How Can You Predict High Risk Behavior in the Future? In truth, this is very difficult. There is no documented relationship between a potential factor such as “missing classes” or “following the crowd” and high risk behavior in the future. Still, if a student has a high score on the risk assessment, it is certainly a good idea for that student to reflect on his or her actions and take steps to *Strengthen the 5 Fundamental Skills* that are part of the YAK peer education course.

Support from Friends: Behavior change for any group is difficult, but especially for participants when the issue is peer pressure or sexual activity. Since it is challenging to build skills such as assertiveness and self-confidence, each activity in the Youth Action Kit encourages participants to rely on support from their friends. Group support or positive peer pressure is frequently the key to success.

Values, Skills, Confidence: The underlying dynamic of the Youth Action Kit is that by participating in each activity participants will discover something important about themselves and their relationships with their peers. When this discovery is accompanied by strengthened skills, greater awareness of risky behaviors and a deeper understanding of personal values, the result builds self-confidence. Experience has shown that:

- Participants with greater self-confidence make better decisions for themselves.
- Self-confident participants are less likely to let their peers make decisions for them.

How to Use the Peer champion’s guide

1. **Each** Peer champion should participate in a 3-day training-of-trainers workshop to learn how to carry out the 10 activities in this guide.
2. **Newly** trained Peer champions should shadow a more experienced educator for at least two Youth Action Kit Sessions.



3. **Peer champions** should be thoroughly familiar with the activities in this guide, including the STI pamphlets.
4. **Usually** two Peer champions are responsible for each YAK peer education course. It's best if the facilitators alternate activities. While one Peer champion is conducting an activity, the other is reviewing and preparing to facilitate the next.
5. **Each** Youth Action Kit activity has been developed, field tested and revised. In many cases the learning of is dramatically diminished if the activity is altered. Peer champions should stick with the steps of the activity as they are designed.

10 Basic Facilitation Skills for Peer champions

1. **Prepare** your presentations and aids prior to each session.
2. **Start** your session with the "Anchor" which is designed to spark participants' interest in the activity.
3. **The goal** of each activity is to involve All participants – not just a few.
4. **Be careful** not to speak too much. These activities are designed for participants to learn by doing.
5. **Your own** enthusiasm is the best way to motivate participants.
6. **Take care** not to exceed the allowed time for each activity. An exciting activity becomes boring if it goes on too long.
7. **Do not** assume that the topic is clear, instead ask the participants.
8. **If the energy** in the room drops use an energizer to rekindle it. All Youth Action Kit activities are designed to act like energizers themselves.
9. **For practice sessions**, move chairs around so the participants are as far apart as possible.
10. **Wrap up** each activity with the "Away" which is designed to challenge participants to incorporate what they've learned into their own lives.



Activity 1: Our Values

Objective: Our values determine our behavior. Participants with different values behave in different ways. Knowing our own values and those of our friends is the first step in gender equity, not becoming pregnant in high school and remaining STI-free. For example, if a young woman knows that her boyfriend doesn't really respect women, that will help her make better decisions.

Essential Skill Developed: Boosting Self-confidence

Key Message: Everyone has their own values. Knowing and acting on your personal values helps you build self-confidence.

Overview:

At the end the session, participants will:

- **Identify** their personal values.
- **Understand** that different people have different values.
- **See** if their behavior reflects their values.

Timing: 45 -50 minutes

Anchor:

- ***Who** would like to have greater self-confidence? Why?*
- ***Do** you have any friends who have a lot of self-confidence?*

Exercise 1: This is me

Today we will discuss how knowing our values helps build self-confidence and stay healthy.

- **We** will start with "This is me" game.
- Place different items on the table such as money of different denominations, a story book, ruler, a fruit, a twig, a phone etc.
- **Ask:** Participants to imagine they have closed school for December holiday and they are just leaving for home. On their way, they come across a table set by the school head teacher by the gate where they are required to pick what they love to carry home as a gift for someone they love most. Invite the participants to come one after the other to pick on the items on the table. Note what each student is picking.

Discussion:

- **Why** did you choose certain things?



- **How** do the things you picked reflect your values?
- **If** children of ages 8-10 played this game, would they pick the same things you did? What about a 35-year-old adult?
- **Why** do you think people of different ages have different values?

Tip for Peer champions: Explain:

- Our actions and decisions reflect our values. For example, MOSES wants to study instead of listening to music with her friends.
- People have different values. For some their most important value is health or respect, for others, money and a fancy cell phone.
- Still others, an important value may be getting what they want even if it hurts someone else.

Exercise 2: “Agree”, “Disagree”, “Not sure”

1. **Write** “agree”, “disagree”, or “not sure” on three pieces of paper and place them at different parts of the room.
2. **Now** let’s play a game that helps us understand our personal values. We will also see that there are values we agree on and others we disagree with.
3. **I will** read a statement and you will move to the piece of paper (“agree”, “disagree”, or “not sure”) that matches how you feel.
4. **Read** the following statements. After each statement, participants will go to the paper that matches their point of view.
5. **Ask** one student standing under each piece of paper to explain her choice. If a student that made a different choice (someone standing under a different piece of paper) is convinced with the reasoning, she can change her place.
6. **Continue** with all 8 statements

Tip for Peer champions:

- The objective of this exercise is to help participants understand each other’s values even though they may be different from their own.
- The statements are neither right nor wrong.
- This activity might create some disagreements among participants. That’s OK

Statements:

1. **Hanna** tells her adults that she is going to Betty’s house when she is going out with Miriam.
2. **You** plan to study for a final exam, but friends convince you to come to a party. Afterwards, you think it’s more important to be popular than to do well at school.
3. **You** have been abstaining, but your boyfriend (or girlfriend) loves you very much, so you decide to have sex with him.
4. **Samuel** tells his girlfriend “You are the only girl I’ve ever loved,” but he’s had sex with several other girls at school.



5. **“Everyone is doing it”** is a good excuse to have unprotected sex.
6. **Having** sex with several partners improves your experience.
7. **It’s** OK for a young woman to have sex with a Teacher/ teacher/ politician to get a better grade/money.
8. **Cheating** is OK, if you don’t get caught.

Discussion

- **Reread** one of the statements for which several participants went to each of the 3 pieces of paper “I Agree”, “I Disagree” and “Not Sure.” Interview one of the participants from each group.
- **Repeat** for the second statement.
- **Ask:** Why doesn’t everyone go to the same piece of paper for each statement?
- **Possible Answer:** Because they have different values about what is right and what is not right.

Away:

- *Ask your adults or other older people about how values have changed since they were your age.*
- *Which changes do they approve of?*
- *Which changes don’t they approve of?*
- *Do you agree with them?*



Activity 2: Understanding that Adults can be Mentors

Objectives: To build participants skills in talking to their parents, mentors and other mature adults in the community

Essential Skill Developed: Making Good Decisions

Key messages:

- **Talking** to adults openly helps you build trust and get advice when you need it.
- **Talking** to adults about your feelings is not always easy. But stress-free communication with adults helps develop confidence.

Overview:

Participants communicate with their parents and other adults all the time, but often find it difficult to discuss important personal issues. Kenyan culture discourages adults and participants from discussing many topics related to adolescent reproductive health. All adults must ask themselves; “Is it better that youth learn by making a huge mistake or is it better to talk first.”

- **First**, adults and participants play a warm up game together. This activity can be role played by the teachers or participants themselves as appropriate
- **Second**, participants present role-plays about relationships between themselves and their adults.
- **Third** adults and participants practice different ways of communicating.

Timing: 45-50 minutes

Anchor:

- **Ask adults:** *think about when you were young. Was there ever a question you wanted to ask your father or mother but were afraid?*
- **Can** *you share this experience with the group?*

Exercise 1: Team work

- **Explain:** This exercise is designed to create an environment where adults and participants cooperate with each other.
- Divide participants and adults into groups so that one adult is with each group Provide each group with a large piece of flip chart paper.
- Ask everyone in the group to stand on the flip chart paper.



- Then, ask participants to fold the paper in half and again have everyone stand on it.
- Encourage the groups to be creative – to find new ways of having one foot on the paper.
- Continue this process until no group can successfully stand on the paper.

Discussion:

- **What did you learn about cooperation from the warm up game?**
- **Did your group come up with a “New Idea” about how to stand on the paper?**

Exercise 2 : Parent and Participants Communication Practice

1. Use the same groups that you had for the previous game. participants
2. **Explain** that each group will work on one situation and prepare a role play for the rest of the class.

Facilitator can improvise and role play the adults/parents. The activity may not require the presence of a parent/adult

Situation 1: Abdul is in the cinema

Abdul is in the cinema and has his phone on silent. His little brother is sick and his adults want to take him to the hospital. They need Abdul to look after his sister while they are gone. They are calling Abdul's phone but he is not answering it. His mother is angry and worried about him.

Decide what happens next?

Situation 2: Moses is visiting her friends

Moses is visiting her friends who are leaving town for summer vacation. They are listening to music and talking about their boyfriends. Moses has asked her sister to tell her adults that she will water the garden when she gets home. When she returns, her mother is angry and says, “Look at the vegetables. They are almost dead.”

Decide what happens next.

Situation 3: Cherono meets Enok

As Cherono is walking home from school she meets Enok who always gives her a hard time. He asks her what she thinks if they start dating. Cherono refuses. Enok insults her and she goes home crying.

Cherono's mother asks her what is wrong. Cherono explains, but her mother blames her for the incident, saying she shouldn't be talking with boys like Enok anyway. Cherono is confused and sad.



Decide what happens next.

Situation 4: Cherono Adults Support Her

As Cherono is walking home from school she meets Enok who gives her a hard time. He asks her what she thinks if they start dating. Cherono refuses. Enok insults her and she goes home crying.

Cherono's mother asks her what's wrong. Cherono explains, and her mother listens. After she is done, her mother tells her to calm down. She tells Cherono's father what happened.

Decide what happens next.

Discussion: after each presentation ask:

- **Does** this situation seem realistic?
- **What** could the student have done to improve communication?
- **What** could the participants or parent do to prevent this situation from happening again?

Tip for Peer champions:

- The actual questions youth ask at home are not that important.
- What is most important is that youth understand that many adults are more open to discussions than they might have thought.

participants

Exercise 3: Discussion with at home

- **In** this exercise participants will learn how to improve their communication at home.
 - **Each** youth will take 2 questions home to discuss with her parents, aunts and/or uncles
- participants

1. 1. What has changed the most from when you were a teenager?

2. When you were young, is there anything that you wanted to ask your parents but were afraid to?

3. What is your most important concern about your future?

Summary:

- Discussing problems openly with adults helps participants make better decisions.
- Adults who discuss issues openly with their children, contribute to their success

Away:

- When you return home, explain the discussion that you had with the other group members.
- Discuss with them what you learned from the activity.





Activity 3: Knowing Yourself, Believing in Yourself

Objective: This activity helps participants understand the relationship between self-confidence, effective communication and making good decisions.

Essential Skill Developed: Boosting Self-confidence

Key message

- If you ask a class of participants; “Who wishes they had more self-confidence,” just about every hand will go up. Self-confidence underpins the other 4 life skills that help participants navigate adolescence successfully.
- If you are self-confident, you can openly discuss your feelings with others and make good decisions.

Overview: Participants will:

- **Discuss** what self-confidence means and how it is expressed.
- **Examine** their own level of self-confidence.
- **Finally** perform role-plays about self-confidence.

Timing: 45-50 minutes

Materials:

- Small pieces of papers
- Envelopes

Exercise 1

Step 1 Discussion Questions

- **What** do we mean by “self-confidence”?
- **Where** do you think, self-confidence comes from?
- **Why does** a student with healthy self-confidence make better decisions than one with low self-confidence?

Step 2

- **Ask** participants to think about what they are good at doing. Then ask them to write 3 sentences starting with, I... for example, “I am a good soccer player” or “I am a trustworthy friend”.

Tip for Peer champions:
Participants should keep the statements they wrote about themselves.

Questions.



- **How** do you see yourself? Which one of your skills do you value most?
- **Are** there skills or behaviors you want to improve?

Step 3: Warm up

- **Write** the name of each student on an envelope.
- **Let** each student write one positive comment about 5 other participants and put each on their envelopes.
- **Ask** each student read what is written about him/her.

Step 4: Discussion

- **How** did you feel what you read the comments of the other participants?

Exercise 2: Role Plays

Step 1: Divide the participants into groups of 4 - 5.

Step 2: Ask each group practice a role-play using a scenario below.

Situation 1: Elsa and Betty

Betty:	Wow Elsa, that's a beautiful new cell phone you have. How did you get it?	Tip for Peer champions: Each role play should last 2-3 minutes. Do not let them drag on too long.
Elsa:	I know some guy who is nice to me. How else do you think I could get this phone?	
Betty:	Sorry, I'm not interested in having sex with some jerk just to get a cell phone.	
Elsa:	Listen. You are a beautiful girl. Use your looks and your wits. Otherwise you will be living a poor life.	
Betty:	That's your decision, not mine. I'm interested in living my own life, not yours.	
Elsa:	OK, I can see that you've thought this through. I wish that I had done the same thing before getting involved with this guy. I don't really like him at all. In fact, I think he's a creep	

Situation 2: Cherono's Problem

Cherono is a 3rd year student in high school and her adults are insisting on the successful completion of her studies. But she has not had enough academic background to get good grades. A Teacher offers her an "A" in exchange for a visit to his home. Cherono decides to confide in a school administrator about the situation. The school administrator replies, "thank you Cherono,

we've had several complaints about that teacher. I'm glad you had the courage to say something."

- Role play the discussion between Cherono and her Teacher
- And also, the discussion between Cherono and the school administrator.

Situation 3: Edom and her boy friend

Edom and her boyfriend Yonas, are sitting in a dark corner on campus. They are both sexually excited. Neither has a condom.

Yonas: Don't worry, nothing will happen. Just this one time let's forget about the stupid condom. Next time I'll remember to get one.

Edom: You know I love you Yonas, but sorry, no condom, no sex. That's my rule.

Yonas: Why do you have to be so stubborn all the time?

Edom: Because it's the girl that gets pregnant. I'll see you tomorrow.

Step 3: Let each group perform a role-play for participants.

Discussion

- **After** each presentation, describe the level of self-confidence of each character in the role play.
- **Are** there any characters in the scenarios that you admire?
- **What** would you do if you were in a situation like Elsa, Cherono or Edom?

Away

- **Think** of a classmate with high self-confidence, why do you think this is so?
- **What** is one thing that you will do differently when you boost your self-confidence?
- **Should** the self-confidence of men and women be equal? If no, why?

Activity 4: Learning to Make Good Decisions

Overview

This session uses exercises and real life situations to help participants learn how to make good decisions.

Essential Skill Developed: Making Good Decisions

Objectives

By the end of this session, participants will be able to:

- **Understand** the consequences of good and bad decisions.
- **Think** through potential consequences of decisions before they make them.

Timing: 45 minutes

Materials:

- 1 foot ball
- 8 tennis balls

Anchor:

- **Think** of a bad decision or choice that you made recently?
- **What** happened as a result?
- **How** would you change your decision if you had to make it again?

Exercise 1: Juggling my Life

Explain: We are going to play a game that shows us the consequences of making poor decisions.

Step 1:

- **Ask** the participants: What activities do you carry out in your daily lives? For example, study, spend time with friends, play football.
- **Write** down the answers and attach them to tennis balls (or balls of paper)
- **Divide** the team in groups of 12-15. Provide each team with 9 balls. Five of the balls will have the activities participants do in their daily life written on them, three will have “unwanted pregnancy,” “STI” and “HIV” and one bigger ball will have “Sex” written on it.
- **Ask** participants to hold hands and make a circle. There should be about one foot gap between each person.

Step 2:



- **Explain:** I will read the activity that is written on a ball and then call someone's name and throw a ball to her/him.
- **The person** who catches the ball should then call out someone else's name and throw the ball to her/him. Are there any questions?
- **Ask team** members to put their hands in the air and to jog in place. Once they get a ball they should put their hands down.
- **After** all members in the group get the first ball, add a second ball.
- **Then** add a third ball and read the new daily activity. Throw it to a new person who will call out the name of someone else and toss them the ball.

Tip for Peer champions:

- If the ball falls on the ground, a student can pick it up and continue with the game.
- Remember that these balls are only those with daily activities written on them.

Note: If balls are not easy to get, facilitators can make balls using old newspapers and masking tape.

Step 3:

- **When** the team members finish exchanging the balls already in play, add the last two balls on which the daily activities are written. Now there will be five balls to exchange.
- **Ask:** Is it difficult to control all these balls at once?
- **Now,** we will see how adding "Sex" can add confusion to our lives.
- **Add** the ball with "Sex" written on it.
- **Now** add the balls with "STI," "HIV" and "Unwanted Pregnancy" written on them.
- **After** a minute or so, stop the game and ask participants what happened when the "Sex" ball was introduced.
- **Ask** participants why the balls with STI" "HIV" and "Unwanted Pregnancy" were introduced after the "Sex" ball

Tip for the facilitator:

Accept all answers. Explore whether adding sex was a good decision.

Discussion:

- **Whose** idea was it to add the "Sex" ball into the game?



- **How** did you feel when someone else makes an important decision for you without asking you?
- **If** this game were real life, how can adding sex happen without it being your decision?
- **When** is adding sex to your life a poor decision?

Tip for the facilitator:

Explore with participants how their decision to add "Sex" led to "STIs" "HIV" and "unwanted pregnancy."

Exercise 2: Making Decisions in Real-Life

Step 1: **Divide** the participants into groups of 3 - 4. Let each group choose a different situation.

Step 2: **Each** group reads the situation out loud and answers the following questions.

1. **What** are the possible decisions in this situation?
2. **What** are the possible consequences of each decision?

If you were a friend of the main character, what advice would you give her?

Situations

1. **Sugar Daddy:** Juliet is a 17-year-old girl in the 11th grade. Every week it seems to Juliet that more of her friends have cell phones and nice shoes. A guy in his mid-twenties takes Juliet out to restaurants and buys her gifts. One day, the guy asks Juliet to meet him on a small road outside of town.
2. **Cherono and her boyfriend** have abstained from sex until now. But lately abstinence has become difficult. Cherono's boyfriend started asking to have sex because they are planning to get married.
3. **Predatory Administrator:** Jerop failed to get a good grade on her Form three exams. One day a school administrator comes up to her and suggests he might be able to help. He says if she wants to pass the exam she should come to see him at his house Friday evening.
4. **Emanuel** is an 18-year-old student in Form three. In the recent weeks he has become active in the anti-AIDS club. However, six months ago, Emanuel was in a risky situation and is worried that he might be HIV+. Many club members have gotten tested to demonstrate how easy it is. Emanuel is afraid to get tested.
5. **Love and Trust:** Mike and Rachel love and trust each other. Mike told Rachel that he was a virgin. One day Rachel's friend tells her – "Mike used to visit a sex worker who lives in our neighborhood."

Step 3: **Presentations:** Select 3 groups to act out the situation and then present their responses to the questions.

Away:

- *Ask participants to think about a situation where they would have to make an important decision.*



- *If you make the decision with self-confidence what will the result be?*
- *If you make the decision out of weakness how might that change the result in the future?*



Activity 5: How STIs Spread Rapidly Among Young People

Overview:

This session focuses on how STIs are transmitted. Many of the concepts will not be new for the participants, but this is a good time to check their understanding and encourage them to ask tough questions about their own behaviour.

Essential Skill Developed: Being More Assertive

Objectives:

By the end of this session, participants will:

- **Understand** the reality of STIs for young people in Kenya.
- **Participated** in the “Sexual Network” activity.
- **Discussed** the challenges of individual behaviour change.
- **Made** a promise to themselves about their sexual behaviour.

Timing: 45 minutes

Anchor:

- *Why are young people – especially women - in Kenya at high risk of becoming infected with an STI?*
- *What are the 3 most common ways Kenyan participants become infected with an STI?*

Exercise 1: What is the STI and AIDS situation for Kenyan Youth?

Step 1:

- **Write** each of the “True” and “False” statements below on a separate sheet of paper.
- **Hand** one statement to each young person - or to teams of 2 participants if there are more participants than statements.
- **Ask** participants to take the statement that was given to them and place it under the correct word “TRUE” or “FALSE” on the wall. If they are not sure of the right answer, ask them to place the statement between the two.
- **Discuss** whether you agree where every statement is placed.

True Statements

1. Boys often try to get a girl to drink more so they can have sex without condom.



2. **Kenyan** women today are almost likely to be infected with HIV compared to men.
3. **Using** a condom when you have sex is the easiest and surest way to protect yourself and your partners against STIs, HIV and unwanted pregnancy.
4. **Many** people lie about their past sexual experiences.
5. **Drinking** alcohol decrease the ability to use condom properly.
6. **Sugar** daddies are common in Kenya and often convince young women to have sex without a condom.
7. **Multiple** partners are the number 1 reason that STIs and HIV spreads among young people in Kenya.

False Statements

1. **STIs** and HIV is much more common among sex workers than young people between 18 – 24 in Kenya.
2. **Having** sex with young boys and girls who are friends is safe because they are do not have an STI.
3. **STIs** are not in Kenyan high schools.
4. **We** can always tell if someone has HIV just by looking at him or her.
5. **Birth** control pills can prevent an STI.
6. **We** cannot contract HIV just by having sex once.
7. **People** are always honest when they say “trust me; I’ve never had sex with anyone else.”
8. **Alcohol** is never a factor in forced sex.

Discussion:

- **What** information was new for you?
- **What** fact surprised you the most?
- **What** actions can you take to insure women are not more vulnerable to HIV than men?

Exercise 2: Unwanted pregnancy and STI transmission

Step 1: Prepare the following before stating this activity

Separate pieces of paper with:

- “STI”,



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FROM THE AMERICAN PEOPLE

- “Consistent and correct use of condoms”
- “Condom use but sometimes not after drinking”
- “Abstinence”
- The rest of the papers should be blank.
- **Prior** to the activity, give a paper to each participant
- **Tell** the person with the “abstinence” paper to shake hands but not to introduce herself (or himself) to the others.
- **Tell** all participants not to open their paper until they are told to do so.

Step 2:

- **Ask** the participants to introduce themselves to **5 others** by shaking hands and giving their names
- **Note:** It is important for this exercise to work correctly that the participants only introduce themselves to **5 other people**.
- **Participants** should write the 5 names of those they have introduced themselves to on a piece of paper.

Step 3: Stop the exercise after five minutes.

- **Let** each student open their piece of paper
- **Ask** who has the paper with “STI” on it?
- **And** ask the person to come forward and to call out a name on their list.
- **Tell** everyone that shaking hands and introducing themselves represents having sex.
- **Continue** until someone says that all the people on his/her list have come up front. Now ask the others if they have the name of someone on their piece of paper who has not come up front yet.
- **Now** ask the person with the “Consistent and Correct use of Condoms” to come forward.
- **Ask** the participants: “Should this person be in this group?”
 - The answer is “NO” because they have been using condoms.
- **Ask** the person with “Condom use but sometimes not after drinking” to come forward. Ask “Should this person be in this group?”

- Answer: Yes, because their condom use is not consistent.
- **Now** ask the person who remained abstinent to come forward. Ask “What group should she or he be in?”
 - Answer: the student should not be in the group that is at risk of an STI.
- Finally, ask, who is at risk of being pregnant.
 - All the young women in the STI group.

Discussion

- **Ask** the participants what they learned from the exercise.
- **What** would happen if each person had more than 5 names on their sheet of paper?
 - **Answer** it would be easier to transmit the STI.

Exercise 3: Sexual Networks

STI/HIV Transmission

Maxwel	Maxwel is known for having multiple partners simultaneously. He is now dating Elsa and Jane
Komen	Komen is Jane’s sugar daddy. He is married to Martha and has children.
Helen	Helen knows Komen from work and he is her sugar daddy.
Martha	Martha is married to Komen.

Step 1:



- **Let's** say Jane has an STI and Komen has convinced her that he will marry her in order not to use condoms.
- **Who** else might also have an STI, Why?

Step 2: Komen's wife, Martha, is pregnant. Is her baby at risk?

Step 3: What if Elsa has an STI and she doesn't use condoms with Maxwell.

But Jane insists on using condoms every time she has sex. Who is at risk of having an STI?

Step 4: Discuss: Are any of these relationships common at your school?

Tip for Peer champions:

Explain to participants:

The following situation shows how STIs and HIV are transmitted from one person to another in a short period.

The only way to protect yourself, if you are having sex is by using Condoms Consistently and Correctly.

Away:

- **What** is the most important thing that you have learned from this activity?
- **Think** of a behaviour that you would like to change. Who can help you make a promise to start to change it?
- **Note:** This can be any behaviour such as speaking up more in class, studying more for exams etc. Ask a friend to help you.
- **Tell** to your friends that when they need any information about sex, pregnancy, STIs or HIV to contact: Counselling teacher or the nearest health facility nurse.

Activity 6: Understanding Healthy & Unhealthy Relationships

Overview

Activity 6 will get youth thinking about different types of relationships they have in school and their community. In general, relationships can be split into two categories:

- **Healthy** relationships: built on trust and mutual respect
- **Unhealthy** relationships: where one person is trying to take advantage of the other.

Essential Skill Developed: Resisting Peer Pressure

Objectives

By the end of this session, participants will have:

- **Participated** in an exercise about different kinds of relationships.
- **Made** a chart showing the causes and consequences of different types of relationships

Timing: 45 minutes

. **Anchor:**

- Think of a well-balanced ship that is moving efficiently through the water.
- How is this like a healthy relationship?
- Now think of a ship that has all the cargo loaded on one side and is unable to maneuver to avoid rocks.
- How is this like an unhealthy relationship?

Exercise 1: Qualities of a Healthy Relationship

- Read the five Qualities of a Healthy Relationship.
- Ask the participants to give examples of real-life of people they know who have demonstrated each of the qualities.
- For **example**, my uncle shows respect for my aunt by helping with the work at home.

Five Qualities of a Healthy Relationship:

- Respect
- Open Communication
- Understanding
- Sacrifice
- Caring

Discussion:

- **Think** of one great relationship you have.
- **Are** these qualities present?
- **Let's** hear the word or phrase that explains why it is healthy. Just shout it out!
- **Which** of these qualities do you sometimes find difficult to show to a friend?
- **Do you** find any of the qualities missing or lacking in your relationships? Why?

Exercise 2: Building Healthy Relationships



- **Make** groups of 3-4 participants.
- **Write** on a large piece of paper one of the qualities, such as “Understanding,” of a healthy relationship.
- **On** as many rays as you need, write ways to demonstrate this quality in a relationship with a friend.
- **For example**, one way to show “Understanding” is not to pressure me to go out when I need to study.

Discussion:

1. **What** surprises you about what you see on the papers?
2. **What** would be different if these qualities applied for a healthy relationship with a parent? Or with a teacher?
3. **What** would be the same?
4. **What** questions do you have about any of these?

Tip for Peer champions:

- When they are completed (about 10 minutes) post these charts on the wall.
- Everyone should be invited to stand in front of the papers to debrief their work.
- After the group has a few minutes to read the work, ask the debriefing questions.

Exercise 3: What makes relationships healthy or unhealthy?

Make groups of 3-4. Read the following examples and decide if they represent a healthy or unhealthy relationship.

1. **Your** friend pressures you to drink.
2. Your friend respects your decision not to drink.
3. If I don't give up, I can usually convince my friends to do what I want."
4. **My** friends don't make fun of me because I'm still a virgin.
5. **I trust** my girlfriend not to have sex with someone else.
6. **I have** expectations of gaining something from my relationships.
7. **I make** clear & honest communication with my boyfriend /girlfriend.
8. **Our** relationship exposes us to risk.
9. **A sugar** daddy tells a form two girl "we don't need a condom, I'm a family man."
10. **I started** having sex because I didn't want to lose my boyfriend/girlfriend.

Away

- **Read** the following quotation: ***"A relationship is what you put into it."***
- **What** does this mean?
- **Take** a minute and think of one friendship you have that you would like to improve.



- **What** quality do you want to work on in this relationship?

- **Complete** the sentence below.

I will work on _____
(Write one quality of a good relationship here)

with _____

and _____



Activity 7: Circle of Friends

Objective:

At the end of the activity participants will have recognized different behaviors common among their friends and understand who has the most influence on their own actions and decisions.

Essential Skill Developed: Resisting Peer Pressure

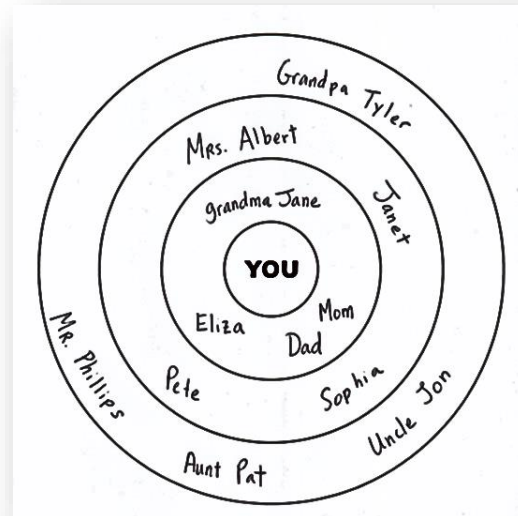
Timing: 40 minutes

Anchor:

- **Think** about your closest friends.
- **What** makes your friendship fun and interesting?
- **Does** anything you do together involve risks? (List the replies on a flip chart.)

Exercise 1: Circle of Friends

1. **Draw** three large circles that have the same point for the center (see the illustration) on a paper or on the board, to signify the circles of friendship.
2. **Explain** what your illustration represents using yourself as an example.
 - Write your own name in the innermost circle.
 - Write the name(s) of your closest friend(s) in the second circle.
 - Write the names of your casual friends— friends you know well enough to talk to or have lunch with, but not as close as your close friends – in the outer circle.
 - Write the names of your acquaintances – people you speak with sometimes, but do not consider as being friends – on the outer part of biggest circle.
3. **Ask** participants to make their own friendship circles:



Peer champions Note: Allow participants 5 - 10 minutes to complete their own "Circle of Friends."

4. Ask:

- **How** did you decide which friends were in Circle #2?
- **How** did you decide which friends were in Circle #3?
- **Do** you have any friends who used to be in Circle #2 and now are in circle #3?
- What happened?

5. **List** the criteria for each circle on the flip chart.

Discussion:

- **Do** you find it easy to communicate with your friends clearly and honestly? E.g. can you tell your friend when you are hurt or angry? Why?
- **Peer** pressure is one of the main reasons participants get involved in risky situations on campus. Why are we particularly vulnerable to peer pressure from our closest friends?
- **What specific actions can you take** the next time someone pressures you to do something you are not comfortable with?

Away

- ***Do** you have any close or casual friends that you admire and who might also pressure you to become involved in risky behavior?*
- ***Draw** a line around their names on your Circle of Friends*
- *Every month, ask yourself, “Am I becoming more like the friends that I admire? and “Am I becoming stronger in my ability to stand on my own two feet and resist peer pressure?”*



Activity 8: Bridges

Overview

Participants will understand better that abstinence and faithfulness are like bridges across a river in life. It is always easier to cross the river if you have the help and support of a good friend.

Essential Skill Developed: Making Good Decisions

Objectives:

By the end of this session, participants will:

- **Describe** the three methods of preventing STIs: abstinence, faithfulness, and condom use
- **Choose** the best way for them to prevent unwanted pregnancy.

Timing: 50 minutes

Materials

- Three wooden or metal “bridges.” Each piece of wood or metal should be about 8 feet long, 2 – 3 inches wide and 2 – 3 inches thick (see the illustration). When the bridge, or the piece of wood is placed on the ground, a participant should be able to walk on it if they are very careful and balance well. Otherwise they will fall off.
- If wooden or metal bridges are not available, draw a line that is 8 feet long and ½ inch wide on a piece of paper. This can also serve as a bridge.

Anchor:

- ***Take** a minute to think about ways to you can prevent STIs and the challenges that each way presents.*

Exercise 1: The Abstinence Bridge

Step 1

- **Put** flip chart papers on the floor and explain that the papers represent a river with a lot of dangerous animals in it.
- **Ask** some participants to draw some dangerous animals on the paper.

Step 2

- **Put** a “bridge” (a thin piece of board) across the river.



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- **Ask** for volunteer participants to try to walk across the bridge without falling in the river.
- **After** 6 or 7 participants, have tried, explain: “this bridge represents abstinence.”
- **Ask:** What does this tell us about abstinence?
- **Possible answer:** it’s hard to remain abstinent without any help.

Exercise 2: Help from a Friend

- **Put** a second “bridge” across the river about one meter from the first.
- **Ask** for 2 volunteer participants of the same sex to try to walk across the bridges while supporting each other.
- **After** 4 - 5 participants have tried, explain: “the 2nd bridge also represents abstinence.”
- **Ask:** what does this tell us about having a friend or several friends help us remain abstinent?
- **Possible answer:** it’s easier to remain abstinent with a friend’s help.
- **What if** you had four bridges that represent abstinence. Would it be harder or easier to cross the river?
- **Possible answer:** It would be easier. The more support you have from friends, the better.

Exercise 3: Faithfulness

- **Still** with two “bridges” across the river ask for a volunteer couple (of different sexes) to try to walk across the bridges while supporting each other.
- **After** 4 - 5 have tried ask: “What do these bridges represent?”
- **Possible answer:** faithfulness – if a couple is mutually faithful they can remain STI free.

Exercise 4: Peer Pressure

- **Still** with two “bridges” across the river ask for a volunteer couple (of different sexes) to try to walk across the bridges while supporting each other.
- **Now** while the couple crosses the bridge, a third person should push him or her until they fail into the water.
- **Ask:** “What does the third person represent?”



- **Possible answer:** negative peer pressure or a sugar daddy.

Exercise 5: Alcohol

- **Have** another couple each spin around for 10 seconds, then
- **Still** with two “bridges” across the river ask them to try to walk across the bridges while supporting each other.
- **Ask:** “What does the spinning around represent?”
- **Possible answer:** Drinking. It is an easy way to fall into the river.

Away:

- ***Think** about which bridge you want to cross.*
- ***How** can you be sure to that no one will push you into the water?*
- ***Can** you think of other bridges situations? For example, how would you set up bridges to show a young woman and a sugar daddy?*
- ***Play** the bridges game in your neighborhood with friends.*

Activity 9: Risky Behaviors

Objective:

At the end of the session, participants will be able to identify risky behaviors and know how to avoid getting involved in them.

Essential Skill Developed: Boosting Self-confidence

Key message:

Boosting your self-confidence is an easy way to avoid risky behaviors and protect yourself from STIs and unwanted pregnancy.



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Overview: Participants will:

- **Review** the Risk Assessment for College Participants
- **Discuss** facts about risky actions in Kenyan High Schools and on campuses.
- **Understand** the relationship between alcohol and risky actions.

Timing: 45 minutes

Anchor

- *Think of your friends. Is anyone involved in risky behaviors?*
- *What happens after someone gets drunk and then has sex?*

Exercise 1

- **Divide** the participants into teams of 4-5.
- **Explain:** The questions below are on an HIV Risk Assessment for college participants.
- **Ask** each team to read the statements on the College Risk Assessment and decide which 3 they think present the most risk for high school women and men.
- **Give** the teams 10 minutes to discuss and write their answers.
- **Ask** each team to present its answers. Keep a tally of the totals.
- **Now** compare the student's Top 3 Risks to the results of the assessment.

Discussion:

1. **What** surprised you about these results?
2. **Name** a few common ways that participants get into risky situations because of their friends.
3. **List** ways that men force women to have sex.
4. **Some** experts say that "Love and trust" are very dangerous on college campuses. What does this mean?

Exercise 2: Six facts to think about:

Fact #1: College women are more likely to be HIV+ than men. Why?

Question: Some women say they are fed up with men exploiting them. Do you agree?

Fact #2: Almost over 50% of participants arrive on campus as 1st year participants at zero or low risk.



Question: But these figures start to change by second semester freshman year. How do you think they change?

Fact #3: Participants' risk levels rise each year they are on campus – this means they are having unprotected sex with more partners.

Question: What steps will you take to be sure that your risk doesn't increase as you continue your studies?

Fact #4: A number of men say they have forced a woman to have sex and majority of women report having man pressure there to have sex.

Question: What should a woman do if her boyfriend tries to force her to have sex?

Fact #5: Using a condom the first time you have sex and every time after that is the easiest way to protect yourself against STI infection or unwanted pregnancy and lead a successful life.

Question: Girls, what will you do if your boyfriend tells you, "You are the only girl I've ever loved. Trust me we don't have to use a condom."

Exercise 3: Why Does Your Risk Increase After Drinking?

Ask a volunteer to turn around 10 times and then try to put a condom on a model penis. Let other participants try this activity.

Discussion:

1. **Was** anyone successful in putting the condom on the model?
2. **If** not, what was the reason? What do you learn from the exercise?
3. **How do** you think drinking alcohol affects condom use?

Away:

- **Are any** of the risky actions that we discussed in this activity common at your high school?
- **What** will you say the next time your friends encourage you to participate in a risky action.



Activity 10: Using a Condom Correctly

Note: This activity is only for out-of-school youth,
not high school students.

Overview

This session teaches participants why, how and when they should use a condom. As part of any lesson on condoms it is essential to have a step-by-step demonstration.

The most important message is that participants need to use condoms consistently and correctly to fully protect themselves!

Essential Skill Developed: Resisting Peer Pressure

Objectives:

By the end of this session, participants will have:

- Watched a condom demonstration and practiced putting a condom on a model
- Practiced negotiating on using a condom
- Decided where they can get a condom.

Timing: 45-60 minutes

Materials:

- A penile model
- Male condoms
- Pamphlets on “How to Use a Condom.”

Anchor

- *Some people say that learning to use a condom increases the likelihood that participants will have sex. Do you think this is true?*
- *Let’s discuss.*

Exercise 1: Myths and Truths about Condoms



Tip for Facilitators:

If you are not comfortable or not sure how to demonstrate correct condom use, then ask someone to help you.

1. **Give** each student a piece of paper and ask them to write one idea that comes to their mind when they think of condoms.

2. **Encourage** the participants to write either a positive or a negative idea.

3. **Ask** each student to put his paper in the box or basket that is placed in the middle of the room.

4. **Then**, ask each student to come forward one by one, take a piece of paper from the box, read the statement out loud, and say if the statement is a myth or truth.

Exercise 2: Learning What a Condom is Like.

1. **Give** one condom in its packet to each student. Ask the participants to check that the condom has not expired.

2. **Explain** how to open the packet. Now ask them to take out the condom.

3. **Have the participants stretch the condom as much as they can.**

4. **Ask** if they can pull it over their arms or feet or blow it up.

Tip for Peer champions:

As the statements are being read, use the Condom Pamphlet to help decide if the response given by each student is correct.

Discussion:

1. **After** this exercise, who thinks condoms break easily?

2. **How** did you feel when you first opened the condom packet?

Exercise 2: Learning to Use a Condom Correctly

1. **Demonstrate** the correct use of condom to the participants. Use the condom pamphlet as a guide.

2. **Divide** the participants into groups of 2 or 3 and give them new condoms, and ask them to put it on the penis model themselves.

3. **After** they practice ask one group to demonstrate the correct use of a condom on the penis model in front of the class.

4. **Hand** out the Condom Pamphlet and go through it step by step once more with the participants.



5. **Remind** participants that condoms should always be stored in a cool, dry place.

- Oil-based lubricants like Vaseline, creams, or oils will cause the condom to break and should never be used.

Discussion:

1. **What** was challenging about this activity?
2. **Were** you unsure of the order of any steps? Why?

Exercise 3: Condom Negotiation

1. **Divide** the participants into groups of 2 people each.
2. **Explain** that there are 2 roles in each group:
 - **The man** - who does not want to use condoms
 - **The woman** – who knows it's dangerous to have sex without a condom
3. **Explain** that the **man** will try to convince the woman that he doesn't have to use a condom. Some of the statements below might be helpful.
4. **The woman** should respond to the man's arguments.
5. **The** negotiation should last 3 – 5 minutes.

Discussion:

1. **Ask** "What were the best reasons you heard for using condoms?"

2. **Ask** the women what it felt like to have to argue with your boyfriend about condom use?
3. **When** should a couple discuss condom use?
4. **Who** should suggest condom use – the guy or the girl?
5. **Think** about how you would start a conversation about condom use.

Lines men use to convince women it's not necessary to use a condom.

- "But I know I'm not infected with any diseases"
- "Are you suggesting that I'm cheating on you?"
- "But we have never used condoms before"
- "Using a condom makes me lose all the feeling"
- "If you want me to use a condom, I'll just go somewhere else"
- "Condoms have that sticky stuff that actually spreads diseases – so I don't use them"
- "A condom doesn't show that there is love between us."
- "Condoms are too much of a hassle"

Away:

- *Give participants new condoms and tell them to show their friends and share what they have learnt.*
- *Ask participants where the nearest condoms outlets are.*

