



# HEALTHY CHOICES FOR A BETTER FUTURE! II

**Adaptation of a CDC “Program That Works”  
Making Proud Choices: A Safer Sex Approach to HIV and Teen  
Pregnancy Prevention**





## ACKNOWLEDGMENTS

The *Healthy Choices for a Better Future I Program (HC I)* is an adaptation of the U.S. based *Making A Difference Program*. The original *Making A Difference Program* was developed in the United States by the Jemmots

HC was adapted in Kenya through a collaborative effort of the Kenya Medical Research Institute (KEMRI), the Institute of Tropical Medicine (ITM) in Antwerp, Belgium and the US Centers for Disease Control and Prevention (CDC). Funding for the adaptation was provided by the President's Emergency Plan for AIDS Relief (PEPFAR) through CDC Kenya. The adaptation process was led by a team of program experts including Dr. Hilde Vandenhoudt of ITM; and Chris Obong'o, Gillian Njika, James Ogonji, Beatrice Oyugi, Leah Oduor, George Habil, Geoffrey Okumu and Jane Abidha of the Kenya Medical Research Institute. Dr. Lorrie Garvin, Dr. Pam Bachanas of CDC, and Lynet Gueits participated in these efforts.

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We intend to keep this manual as current as possible to maximize its use over time. To achieve this objective, we welcome your input. Please contact Kim Miller or Jennifer Galbraith via e-mail at [obongoc@gmail.com](mailto:obongoc@gmail.com) and [jgalbraith@ke.cdc.gov](mailto:jgalbraith@ke.cdc.gov) respectively with any comments, questions, suggestions, or concerns.



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## ABOUT THE FACILITATOR MANUAL

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With this manual in hand, facilitators can bring the *Healthy Choices for a Better Future I (HC I) Program* alive! The Facilitator Manual is specifically designed for use by certified HC facilitators to guide them in delivering *HC I* to adolescents aged 10-14 years. This manual contains the entire curriculum for the intervention. Additional program materials, including posters, comics, and the participant handbook, are also needed to deliver the intervention. In order for this program to be effective in improving adolescents' knowledge and skills, facilitators should deliver the program as it is described in this manual. It is important for facilitators to follow the order in which the manual is laid out, not to omit any content or activities, and to deliver all eight modules as they are described in consecutive weekly sessions. More details on how to use the manual are contained in the section, "How to Use the Facilitator Manual."

This manual and the associated *HC I Program* materials were adapted from US evidence based program Making A Difference. The adaptation was conducted for use in Kenya by a team comprising the developers of the original intervention, program and field experts and representative from the local community. This version of the Facilitator Manual contains cultural references, examples, and stories specific to the Kenyan setting.



## INTERVENTION OVERVIEW

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The *HC I Program* is a community-based, group-level intervention for adolescents aged 10-14 years. The intervention curriculum focuses on:

- Raising adolescents' awareness about the sexual risks they face today;
- Improving sexual safety by identifying risky settings
- Enhancing communication and negotiation skills

HC I is delivered to small groups of adolescents through a series of four consecutive weekly sessions covering two modules in each session. Each session lasts between 2-2.5 hours and builds upon the foundation laid in the previous session. Group sessions comprised of 12 - 16 participants are led by two trained HC facilitators (one male and one female). By the end of the program adolescents should have knowledge and skills to make healthy sexual decisions and to avoid risky sexual behavior.

Participatory learning preferences were considered in the development of HC. Interactive activities, games and other fun exercises have been built into the curriculum to motivate adolescent participation. In addition, the three modes of learning; auditory, visual and practice opportunity have all been incorporated. The program thus uses a variety of strategies to help adolescents build their knowledge and skills to practice abstinence and other safer sex practices. Some of the strategies used include:

- **Icebreakers** to build group cohesion and comfort
- **Posters** that convey the key messages of HC through culturally-relevant examples
- **Comics** to build risk-awareness and outcome expectancy
- **Group discussions** and **brainstorming** to explore key messages of HC, generate ideas, and promote self-reflection



- **Role-plays** with peers to build effective communication and negotiation skills
- **Homework assignments** completed with a parent/trusted adult to provide opportunities to use new information and skills

A group-based approach was chosen for this program because it was felt that the group process could offer adolescents significant help in gaining knowledge and building skills. Being in a group offers opportunities for participants to learn from and share with others, and to feel that they are not alone in the challenges they face as adolescents. Groups can also provide appropriate role models. In addition, group-based approaches have the potential for more cost-effective service delivery than one-on-one approaches.



## SESSION-BY-SESSION OVERVIEW

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The eight *HC I* modules outlined below cover numerous topics and skills. Our hope is for this intervention to become more than a sum of its parts and that it will motivate adolescents to make a difference by practicing abstinence and other safe sex strategies.

### **Module One: Getting to Know You and Steps to Making your Dreams Come True**

- Provide an overview of the program.
- Increase personal comfort in participating in the program
- Introduce group members to each other.
- Establish group rules.
- Increase ability to identify realistic goals for the future.
- Increase confidence about making healthy choices for a better future, making a difference and being responsible.

### **Module Two: Knowing Your Body and You**

- Increase knowledge about physical, emotional, and sexual development associated with puberty.
- Review about why teenagers have sex
- Increase awareness of the benefits of abstinence

### **Module Three: All you Want to Know About HIV**

- Increase knowledge about HIV/AIDS and HIV risk-associated behavior.
- Identify behaviors that place people at risk for contracting sexually transmitted diseases, including HIV infection.

### **Module Four: Skill Building for Safer Sex Practices**

- Strengthen positive attitudes towards abstinence and condom use





- Reduce negative beliefs and attitudes that foster risky sexual behaviors.
- Increase skills in avoiding/dealing with risky situations
- Increase skills in saying no using SWAT
- Enhance ability to resist situations that place people at risk for sexually transmitted infections, pregnancy and HIV

### **Module Five: All you Want to Know about Pregnancy and Sexually Transmitted Infections**

- Increase knowledge about sexually transmitted infections.
- Increase perceived vulnerability to STIs and pregnancy.
- Increase understanding of the consequences of teen pregnancy.

### **Module Six: SWAT Review and Refusal Skills Practice**

- Increase communication, negotiation and refusal skills regarding abstinence.
- Enhance ability to resist situations that place people at risk for STIs, like HIV and pregnancy.
- Increase sense of responsibility in negotiating abstinence

### **Module Seven: Responding to Peer and Partner Pressure**

- Increase refusal and negotiation skills regarding abstinence.
- Increase communication and negotiation skills for negotiating abstinence
- Enhance ability to resist situations that place people at risk for STI infection including HIV and pregnancy.

### **Module Eight: Role Plays: Refusal and Negotiation Skills**

- Increase communication, negotiation, and refusal skills regarding abstinence



- Enhance ability to resist situations that place people at risk for unplanned pregnancy and STIs including HIV.
- Enhance sense of pride and responsibility in negotiating abstinence



## HOW TO USE THE FACILITATOR MANUAL ---

This Facilitator Manual provides detailed information on how to facilitate the HC I sessions. It includes information on what materials are needed for each session, how much time should be spent on each activity, and detailed instruction on how each activity should be conducted. However, reading the Facilitator Manual is not sufficient preparation to facilitate HC I sessions. Before delivering HC I, facilitators must attend a HC Training of Facilitators and be certified as a HC facilitator.

### Contents of the Manual

#### *Introduction*

The first part of the Facilitator Manual introduces the program. It gives an overview of the intervention, including a module-by-module overview that provides a summary of the main activities for each module and the key messages to be delivered. Information is provided for facilitators about how to be an effective facilitator, and (as you are reading now) how to use the Facilitator Manual to deliver the sessions.

#### *HC Sessions*

The Facilitator Manual is used by facilitators to deliver each of the four sessions of the *Healthy Choices Program*. Each activity is described and laid out in an easy-to-follow format.

#### *Module Overview*

The module overview, which is found at the beginning of each module, helps facilitators prepare for each module. The overview includes a summary of the



goals that should be achieved during that module, as well as the specific learning objectives targeted by the module's activities. A module preview briefly describes the content that will be covered during the module and lists the strategies and methods to be used by the facilitators during the module. The module overview also lists the materials to be used during the modules, the total instruction time needed for the module, and the time allotments for each activity.

### *Activities*

Each activity begins with a box containing details about the rationale for the activity and the materials and time needed to complete it.

*It looks like this...*

#### **Preparing For The Activity:**

##### **Rationale:**

Providing participants with a general overview of the program will foster excitement and enthusiasm about participating

##### **Materials Needed**

Ruth comic

##### **Time**

5 minutes

This is followed by the activity procedure, which describes the steps to take and the messages to convey during the activity. The procedures are numbered and provide easy to follow action steps for the facilitator.

*The procedures appear like this...*

## PROCEDURE

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1. Put up the pre-labeled newsprint “What Does it Mean to be Responsible”



Apart from what to do, the procedure also includes scripts of what the facilitator should say at certain points. These scripts do not need to be read verbatim (paraphrasing is acceptable), but facilitators should stick closely to the scripts and convey the messages that are contained within. Facilitators may choose to share additional information with participants; for example, sharing personal stories about their own experiences with making safe sexual decisions may make adolescents more comfortable sharing their own stories and can improve group cohesion. However, adding information or message to the curriculum such as religious views or personal values is not appropriate, as it may alienate participants with differing views or practices. Scripts are in gray boxes with black text.

*The scripts look like this...*

2. Introduce the program by saying,

The name of our program is “*Healthy Choices for a Better Future.*” We designed this program because we care about the lives of young people and want to give you all the means you need to make healthy choices and make the right decisions about sexuality.

In this program we will talk about HIV the virus that causes AIDS, other sexually transmitted infections (STIs), and teen pregnancy, which are having a negative impact on youth. More adolescents today are getting infected with HIV and other STIs than ever before. We are concerned about the things teenagers do that place them at risk for HIV infection, other STIs and unplanned pregnancy.



In addition, notes to the facilitator are provided in a gray box with italicized black text. These are important additional instructions related to a procedure, which the facilitator should take note of while conducting the procedure.

*Facilitator's notes look like this...*

**FACILITATOR'S NOTE**

*Be sure to post the group rules on the wall at all times during all 5 sessions.*

A number of tools are used during the intervention, including comics, posters, and participant handouts. Comic scripts are placed in a box for the facilitator's reference. When comic scripts appear in the manual, the facilitator should follow the instruction in the procedures to direct participants to the right comic story and lead a follow-up discussion.

*Comic scripts appear like this...*



**OSCAR'S STORY**

Father:	Good morning Oscar. You look very worried today, what is the matter?
Oscar:	Morning father. I .....I am ok ( <i>whispering</i> )
Father:	You don't look, ok. You can talk to me, what is it?
Oscar:	I don't know what is happening to me. I woke up feeling a bit wet in my pants and on checking, I discovered some sticky fluid at the tip of my penis and also on my underwear.
Father:	You don't need to be worried, what you experienced is called a wet dream.
Oscar:	A wet dream? What is that father?

Father: When you release semen or sexual fluid in your sleep it is called having a wet dream.

Oscar: I think something may be wrong with me. I don't even remember what I dreamed about so why did the sperms come out?

Father: Having a wet dream is a normal part of growing up and should not worry you. I also had them when I was young. It just shows that your body is now mature.

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Posters are used throughout the intervention to provide a visual display of key messages. When the procedures call for the facilitator to reference a poster, a model of the poster appears in the Facilitator Manual.

*A small version of the poster appears like this...*



Participants are provided with handouts that reinforce the information and messages delivered during the sessions. This includes copies of all of the HC posters. Participant handouts can be given as a bound manual at the beginning of the intervention, or as loose handouts that can be placed in a binder that the program provides. Facilitators should reference the specific handouts when used during the session.

## TIPS FOR FACILITATORS

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### Qualities of Effective Group Facilitators

The facilitators' skills in delivering *HC* are even more important than the content. The enthusiasm facilitators provide and how they relate to the participants in the

group is critical to the program's success. Listed below are some of the qualities of effective group facilitators.

***Skilled in handling groups***

- Provide a supportive learning environment
- Value what participants bring to the group
- Able to handle sensitive issues and handle conflicts
- Non-judgmental
- Aware of the influence of their own values and attitudes

***Skilled communicator***

- Able to facilitate discussion
- Able to observe and listen
- Approachable

***Displays Warmth***

- Able to establish warm relationships with group members
- Speak well of everyone
- Like and trust group members rather than fear them
- Foster trust from participants

***Well Organized***

- Have objectives and goals clearly in their mind
- Have information well-categorized so it can be retrieved in response to questions
- Acknowledge what they don't know (the facilitator is not always the expert)
- Use time well
- Use multi-media devices (e.g., flip charts, audiotapes)
- Start and end on time





### ***Enthusiastic***

- Enthusiastic about the content of the program
- Enthusiastic about people
- Enthusiastic about the process

### ***Able to Conduct Role Plays***

- Able to model skills
- Able to help participant practice skills

### **Important Points for Facilitators to Remember**

- Acknowledge and respect diversity of participants
- Build on the existing skills, experiences, and knowledge of adolescents rather than assuming they are coming from a position of inadequacy.
- Do not act as the expert (the job of a facilitator is to act as a guide and assist the learning process).
- Do not push your own values on participants.
- Respect participants' differences.
- Provide information and help adolescents learn specific skills.
- Help the group move along; make sure the curriculum is followed and the group does not digress too much from what it should be doing.
- Provide a lot of encouragement to the adolescents
- Relax and have fun!

### **Sharing Responsibility**

*Healthy Choices* utilizes two facilitators per group who should equally share responsibilities for delivering the program. They should divide responsibilities prior to the session (e.g., decide who is going to lead which sections, who will write on the flip chart, etc.). Facilitators should also help each other keep time.



Following each session, they should discuss the session, what they did well, and what (and how) they could improve next time.

### **Time Management Strategies**

One of the potential problems with facilitating this program is in managing time and keeping appropriate pace of activities. It is the facilitator's role to make sure time is managed well as they move from section to section. Each activity in the curriculum has a time guideline listed in the Module Overview and at the beginning of the activity. It is important to realize that these are time estimates and that the exact time for each section will vary from group to group. However, facilitators can use these time estimates to determine if they are roughly on track to complete the session within the 2-2.5 hour period.



# MODULE ONE

## Getting to Know You

### Goals

*The goals of this module are to:*

- Provide participants with an overview of the program.
- Increase participants' personal comfort in participating in the program
- Introduce group members to each other.
- Establish group rules.
- Increase participants' ability to identify realistic goals for their future.
- Increase participants' confidence about making healthy choices for a better future.

### Learning Objectives

*After completing this module, participants will be able to:*

- Know the ground rules of the intervention and are committed to respect them
- Know the themes of the intervention: making healthy choices for a better future, making a difference and being safe
- Describe the benefits of “making healthy choices for a better future”
- Describe at least one career goal they wish to achieve in the future and can develop strategies to avoid, eliminate or overcome obstacles towards achieving those goals
- Feel comfortable to take part in the program

### Module Preview



The first module: 1) Informs participants about the program; 2) Helps them become comfortable, cohesive and productive in groups; 3) Generates enthusiasm about making healthy choices for a better future 4) Promotes the goal of protecting themselves and their community; and 5) Gives them ideas about how they can examine their own goals, and obstacles that might stand in the way of reaching them.

### Strategies/Methods

- Mini lecture
- Talking circle exercise
- Group discussion
- Brainstorming
- Goals and dreams exercise

### Materials Needed

- Ruth comic
- Pre-labeled Newsprints:
  - **Group Rules**
  - **Healthy Choices for a Better Future! Making a Difference! Being Safe!**
  - **“What Some Say” written on left side and “What We Think” written on the right side**
  - **Goals (write “Goals” on the left-hand side of newsprint and “Obstacles” on the right side).**
  - **Solutions to Obstacles**
- Posters:
  - **Goals and Dreams Timeline**
  - **Safari of Life**



- **Teen Characteristics**
- **Be Safe**
- Goals and Dreams Timeline Handout for each participant
- Pencils

### **Material Packets:**

- 3 Packets of straws
- Cellotape

### **Preparation Needed**

- Hang the pre-labeled newsprints (see Facilitators Note).
- Hang posters

### **Instructional time**

65 minutes

<b>Activity</b>	<b>Minutes needed</b>
A. Welcome and Program Overview	5
B. Talking Circle	5
C. Creating Group Rules	5
D. “Healthy Choices for a Better Future” Brainstorm	15
E. What Does It Mean To Be A Teen Today	10
F. Goals and Dreams	15
G. Obstacles & Solutions to Your Goals and Dreams	10

### ***FACILITATOR’S NOTE***

*Before the program begins, label the newsprint for the activities in the Modules you will be covering in the day’s sessions (i.e. Group Rules, Healthy Choices for A*



*Better Future, Making A Difference! Being Safe! What does it mean to be a teen today? Goals and Dreams, Obstacles to Goals and Dreams, etc). In a logical order, tape the pre-labeled sheets of newsprint to the wall (folded so that the titles are covered by the bottom half of the newsprint). Unfold them one at a time, as needed.*

**Activity A****Welcome and Program Overview****Preparing For The Activity:****Rationale**

Providing participants with a general overview of the program will foster excitement and enthusiasm about participating in the session.

**Materials Needed**

Ruth comic

**Time**

5 minutes

## PROCEDURE

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1. Welcome the participants and introduce yourself.
2. Present the purpose and format of the program by saying,

The name of our program is “Healthy Choices for a Better Future.” We designed this program because we care about the lives of young people and want to give you all the means you need to make healthy choices and make the right decisions about sexuality.

In this program we will talk about HIV the virus that causes AIDS, other sexually transmitted infections (STIs), and teen pregnancy, which are having a negative impact on youth. More adolescents today are getting infected with HIV and other STIs than ever before. We are concerned about the things teenagers do that place them at risk for HIV infection, other STIs and unplanned pregnancy.

This program will give you the knowledge and skills you need to make healthy choices and to protect yourself from HIV, other STIs and unplanned pregnancy

In this program we will share what we know and how we feel about HIV, and sexually transmitted infections and teen pregnancy. These are important things to think and talk about when trying to stay healthy. And of course, a very exciting topic, which we don’t want to miss are relationships; what are boys and girls doing together, when they fall in love...that’s interesting, hmm? And maybe even more important, how boys and girls can talk to each other about sex, how can they be safe...

Usually you don’t talk much with adults about these topics, right? Maybe you talk about it with your friends, your siblings or you have heard some information on the radio...or seen something on television. We want to give you the right



information so that you can protect yourself. And that you can make informed choices!

Let's start with some a question:

- What are the things that adolescents are worried about when it comes to their sexual health?

3. Pause to allow participants to answer.

4. Then say the following,

Those are very interesting answers, thank you for your contributions. During the next four weeks we will discuss together how we can stay safe, healthy and happy. [Name of co-facilitator] and I, [name of facilitator] will take you through this journey. To make the program interesting and fun, we have included role-plays, exercises and games that we hope you will enjoy. Although the information is serious and important, I hope we can learn together and have a good time.

Other young people like you have participated in a program similar to this. They had a good time, learned a lot and said they would recommend it to their friends. We hope you will like it too.

Does anyone have questions?

5. Answer any questions the participants have about the purpose or format of the program.

6. Summarize by saying,

Now that you have some idea of what to expect, let's get started with learning how to make healthy choices for a better future

**Activity B****Talking Circle****Preparing For The Activity:****Rationale:**

Opening with the talking circle encourages participants to feel like important contributors to the group and gives them an opportunity to express their thoughts and feelings.

**Materials**

Ruth Comic

**Time**

5 minutes

## PROCEDURE

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1. Have participants sit in a circle format. Participants should sit close to each other. Then introduce the activity by saying:

We want to do an activity that will help us know each other. To do this, we will use the talking circle, which gives everyone a chance to introduce him or herself. We will use the Talking Circle to introduce ourselves to each other and to talk about what we learn in this program. When you are finished speaking, the person on your left will have a turn to speak.

If you do not wish to speak you may say, "I pass," and then the next person will go. Let's try the Talking Circle by using it to introduce ourselves to each other. I will speak first and when it is your turn please share with us your **name**, your **age**, **an activity you like doing** and **what you expect from this program**.

2. Model the talking circle by beginning with yourself,

My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old.

I like to \_\_\_\_\_ (share something, a favorite activity you like doing).

I am expecting \_\_\_\_\_ from this intervention (what you expect to get out of it)

3. Encourage each participant to speak and to say something they like doing. The objective is to get everyone to say something about him or herself.

### ***FACILITATOR'S NOTE***

*The facilitator should encourage that each participant says a new thing. Ask each participant who repeats what has already been said to add something new to his/her statement.*



#### 4. Summarize by saying,

During this program, we will get to know more about each other and what is important to each of us. We have also included a story that we will use throughout the program.

In the story, Responsible Ruth is the main character. She is 15 years old; she has just done Kenya Certificate of Primary Education exams and is waiting to go to high school; she likes reading and playing with her friends. Other characters in the story are Jane, Handsome Hillary, Outgoing Oscar, and Jovial Jennifer.

Jolly Jane is 16 years old in HC I, Jolly Jane was 2 years older than R Ruth; she left school in standard 6 because she or her parents couldn't pay fees (check if this matches with HC I; she likes dancing.

Handsome Hillary is also 16 years old; he has just completed his KCPE exams but will not be going to high school because he cannot pay his fees.

Outgoing Oscar is 17 years old. Oscar left school in class four because he got sick and couldn't continue attending school; he likes playing football and dreams to be a renowned carpenter one day.

Jennifer is 15 years old and she was in Ruth's class that did KCPE the previous year. She is very jolly and likes making jokes.

We will learn more about Ruth and her friends as we continue.

#### ***FACILITATOR'S NOTE***

***As you introduce the characters, use the storyboard to show the participants their pictures.***

**Activity C****Creating Ground Rules****Preparing For The Activity:****Rationale:**

Group rules increase trust among group participants and help facilitators provide structure when discussions become difficult or awkward. Developing rules as a group builds cohesion and increases the likelihood that the rules will be followed.

**Materials**

Pre-labeled newsprint:

“Group Rules”

**Time**

5 minutes

## PROCEDURE

---

1. Begin this activity by unfolding the pre-labeled newsprint entitled, “**Group Rules**” and say,



In new situations with new groups of people it helps to have some rules or guidelines to follow. Let’s see if we can think of some rules that can make our time together fun and productive.

2. Have participants brainstorm a list of rules or guidelines for the group to follow. As the participants offer guidelines, write them on the newsprint entitled “Group Rules”.



### ***FACILITATOR’S NOTE***

*Some groups may feel uncomfortable suggesting rules. In situations like this, the facilitator should give examples like “raising our hands before we respond to questions” to give a picture of the kind of rules required.*

3. After they have generated some rules, use the list below to add or revise their suggestions so that their list includes the items below.

### **Group Rules and Guideline Suggestions**

**CONFIDENTIALITY:** When people share private information in this group, it should be kept private. If for example, someone says he or she would like to go home to cry when people hurt his or her feelings; it would be a violation of the group rules to discuss or joke about this outside the group. We will no talk about any personal issue we discuss inside this group with people outside the group.

**NO KILLER STATEMENTS:** Show respect for others even when you disagree with them. If someone says something you disagree with, it would be a violation of the group rules to say, “That’s stupid” or “you are wrong.”

Instead you should tell him/her that you have a different idea, belief or attitude and share it. All questions are important. There is no such thing as a “silly question.”

**BE SUPPORTIVE OF EACH OTHER:** We will be discussing important and sometimes personal information about making choices and risky behaviors. At times you may talk about yourself, your peers, and your partners. **Everyone in this room has had different experiences.** It is important that we respect these differences by **not laughing at anyone or making statements that put people down.**

**USE “I STATEMENTS”:** When we talk about personal subjects, we sometimes make assumptions about how others feel. In this group, it is important to talk about how YOU feel, think or act and not about how you think “all teens” or “all your friends” feel, think, or act.

**RIGHT TO PASS:** all group members have the right not to respond to any question they do not wish to address.

**LISTEN TO OTHERS**

**DON’T INTERRUPT OTHERS WHEN THEY ARE SPEAKING**

**ALLOW EVERYONE TO PARTICIPATE:** There are no right or wrong answers so everyone should feel free to participate.



**ALL QUESTIONS CAN BE ASKED:** There is no such thing as a stupid question and if you don't understand something you should feel free to ask at any time. We will try to address all questions. If a question is too personal or outside the topic of our discussion, we will try to answer during break or after the session.

**ENCOURAGE ALL TO ATTEND ALL SESSIONS:** It is important for you to attend all the sessions as they will be building on each other. Please try to come on time for each session. We will have a lot of fun learning together.

4. Ask the participants if they have any other suggestions they would like to add.
5. Summarize by saying,

You did a great job generating a good list of group rules for us to follow as we work together. This list will stay up on the wall today and I will post it during our times together.

I am excited and feel that we can work well together and respect each other by following our group rules. I look forward to working with this group.

### ***FACILITATOR'S NOTE***

*Be sure to post the group rules on the wall at all times, and pack the group rules poster with the other posters at the end of the day. The group rules should be posted on the wall throughout all the sessions of the program.*





**Activity D****What Does It Mean To Be A Teen Today?****Preparing for The Activity****Rationale**

Exploring how teens view themselves will help participants to build self-esteem and guidelines for practicing abstinence and using condoms.

**Materials**

Pre-labeled Newsprint divided in half with:

“**What Some Say**” written on the left side and

“**What We Think**” written on the right side

Poster:

**Teen Characteristics**

**Time**

10 minutes

## PROCEDURE

---

1. Hang the pre-labeled newsprint: **“What Some Say”** and **“What We Think”**
2. Say the following,



When we started, we briefly discussed what worries you with regard to your sexual health. As a teen, knowing what is best and doing the right thing each and every time can be a challenge. Sometimes in making healthy choices, there are things that get in our way. The way we feel about ourselves has a huge effect on the way we treat ourselves and others, and on the kinds of choices we make. Let’s begin this activity by sharing what you feel it is like to be a teen.

### Answers may include:

- Scary
- Different
- Confusing
- Proud
- Popular
- Good
- Creative

3. Say the following,

At home, in school, on the radio and in the community we hear and see many images of teens. What are some things that adults say teens should do to be safe?

4. Elicit responses from the group. Write the responses on the **“What Some Say”** side of the pre-labeled newsprint.



### Answers may include:

- Stay in school



- Be respectful
- Abstain

5. Ask the following,

How does what adults think or feel make you feel?

6. Elicit responses from the group.

7. Say and then ask the following questions,

Sometimes adults have specific ideas about what teens should do to be safe. Sometimes their ideas are positive and encouraging, sometimes their ideas are negative, discouraging, often based on misinformation or prejudice. But this is only half of the picture. Let's look at the other half of the picture. What things do YOU think teens should do to be safe?

8. Elicit responses from the group.

9. Write these responses on the other half of the newsprint, **“What We Think”**

**Answers may include:**

Be a good student, respectful, adventurous, smart, full of energy, creative, hardworking.

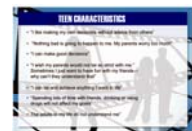
10. Refer to the **“Teen Characteristics Poster”** and say the following,

Now let us look at some of the beliefs that teens may have that can influence whether a teen is safe or not.

Here are some characteristics of teens (read the characteristics). Which one of these characteristics sounds like you?

Which of these characteristics are positive and can help you to be safe?

Which of these characteristics can lead to difficult situations?



11. Encourage each participant to add to the discussion.
12. Summarize the activity by saying,

Adolescence is a time when teens usually begin to make choices on their own. If you learn the skills to make healthy choices for yourselves, it increases the chances that you will remain healthy during your journey toward adulthood. Let's work together and use positive qualities to learn how to make healthy choices that can help us to be safe.



## Activity E

# Brainstorming About Healthy Choices for a Better Future! Making a Difference! Being Safe!

### Preparing For The Activity:

#### Rationale

This activity introduces the theme of the program: “Healthy Choices for a Better Future! Making a Difference! Being Safe!” The emphasis on being safe and making a difference provides a motivation for engaging in health protective behavior and for encouraging others to do the same.

#### Materials Needed

Pre-labeled newsprints:

**“Healthy Choices for a Better Future! Making a Difference! Being Safe!”**

Poster:

**Healthy Choices**

#### Time

15 minutes



## PROCEDURE

---

1. Tape the **“Healthy Choices for a Better Future! Making a Difference! Being Safe!”** newsprints on the wall.
2. Introduce the activity by saying,



The title of our program is “Healthy Choices for a Better Future” and its main themes are “Making A Difference and Be Safe.” For this next activity, we are going to do some brainstorming. In brainstorming, you just say whatever comes to your mind about a particular issue or question.

3. Then ask, (*ask each question separately*)

- What does it mean to make healthy choices?
- What does it mean to make a difference?
- What does it mean to be safe?

4. Have participants brainstorm answers to these questions. Record their answers on the **“Healthy Choices for a Better Future! Making a Difference! Being Safe!”** newsprint.
5. Thank the participants for brainstorming then summarize their responses by saying,



Healthy Choices for a Better Future means making choices that will enable you to avoid getting any STIs including HIV, or unplanned pregnancy and to achieve your goals and dreams in the future.

Making a Difference means acting on your dreams and goals. Taking action.  
Making positive changes.

To be safe is to avoid behaviors that will put you at risk of getting HIV, STIs and unwanted pregnancy.

This is quite a lot to digest isn't it? But don't you worry, throughout the rest of our journey together we will talk more about making healthy choices for a brighter future.

6. Direct participants attention to the “**Healthy Choices**” poster and say,

We will now go through the poster together to see how we can make healthy choices in order to have a better future.

Who would like to read out the characteristics of *making healthy choices*?

Who would like to read out the characteristics of *being safe*?



## HEALTHY CHOICES

### Making Healthy Choices:

- Feeling proud about yourself
- Having clear goals and having a plan on how to reach them
- Making the right choices: Being safe from unplanned pregnancy and STIs including HIV by abstaining or using a condom every time you have sex.  
Being safe from being pressured into unwanted sexual activity by avoiding risky situations (or effectively saying NO)

### Being Safe:

- Abstaining from sex
- Being faithful to one sexual partner who's HIV status you know
- Using a condom every time you have sex



- Knowing your HIV status
- Male circumcision
- Avoiding risky situations
- Talking to friends and family members about our choices

7. Then ask,

What are the benefits of making healthy choices?

Facilitators should ***make sure*** answers include:

- Feel better about yourself
- Accomplish your goals
- Reduce your risk of HIV, other STIs, and pregnancy
- Have a healthier body
- Have healthier relationships
- Stay out of trouble
- Make people feel proud about you

8. Introduce sex and abstinence by saying,

We will now discuss some terms that we will frequently use during this program.

What do you understand by the word **sex**?

- Which words do you use to refer to sex?
- Which kind of sexual activities do some adolescents engage in?

9. Thank participants for their responses then say,

Thanks for those great answers; we will agree that for the rest of the program we will talk about having sex as **having sexual intercourse**. This can include the following scenarios: when a penis is inserted in a vagina (also called vaginal sex), when a penis is inserted in the anus (also called anal sex), or when a penis is



inserted in the mouth or the tongue is inserted in the vagina (also called oral sex). We can agree to use the word (common term used by the group) \_\_\_\_\_ for sex.

Another word we want to define is abstinence. What does **abstinence** mean to you?

10. Allow participants to respond then continue by saying,

**Abstinence** means **not having sex** at all. It is **100% effective** in protecting you from sexually transmitted infections, unplanned pregnancy as well as transmission of HIV to your partner.

11. Then say,

The last word we will define is a condom. Can anyone share with us what a condom is?

*Allow participants to respond then say:*

**Condom** is a sheath that is worn on an erect penis just before penetration. It avoids **exchange of fluids from the private parts** which can put you at risk for sexually transmitted infections, pregnancy or transmission of HIV. If you engage in sex, condoms can prevent unplanned pregnancy, and sexually transmitted infections. Condoms also prevent transmission of HIV and sexually transmitted infections to your partner.

### ***FACILITATOR'S NOTE***

*The brainstorming on terms to be used will be a question and answer section: Most will know what a condom is, and can define abstinence...etc. but let them talk, and just clarify if a correction is necessary. Use the information in the manual to check for key words (**in bold**) that should be mentioned, and bring them up if they are not mentioned.*



## 12. Continue by saying,

We believe that you can make a difference and be safe. We want to emphasize that abstinence is the surest way you can protect yourself from HIV, STIs, and unwanted pregnancy. However, if you choose to have sex, use a condom, each and every time so that you prevent HIV, STIs and unplanned pregnancy.

Respecting yourself and being aware of the things that place you at risk for HIV, STIs and unplanned pregnancy is an important part of reducing your risk and making healthier choices for yourself, your family and your community.

You need to remember yourself and your people; love yourself and love your people. Use this love as a guide to your actions and decisions and as an important strategy for preventing the spread of HIV, STIs and pregnancy. So let's get started on learning ways to make Healthier Choices for A Better Future!!!!

## Activity F      Discussing Our Goals and Dreams

### Preparing for the Activity

#### Rationale

Encouraging the participants to start thinking about their future now, and helping them understand that their present behavior will have an impact on their future. This will help them focus on what they need to do now in order to achieve their goals.

Focusing participants' attention on the possible obstacles that they may face in trying to achieve their goals may encourage them to develop strategies to avoid, eliminate, or overcome those obstacles.

#### Materials

Pre-labeled newsprint:

Goals (write “**Goals**” on the left-hand side of newsprint and “**Obstacles**” on the right )

Posters:

**Goals and Dreams**

**Safari of Life**

Goals and Dreams Worksheet for each participant

Pencils for each participant

#### Material packets:

3 Packets of straws

3 rolls of Cellotape

**Time**  
20minutes



## PROCEDURE

1. Hang the “Goals and Dreams” and “Safari of Life” posters.
2. Say the following,



This next activity will help us take a closer look at our goals and dreams in the future. I am going to divide you into groups for this next task.

3. Separate the group into three smaller groups and give the following directions;

Your task is to work with members of your group to form the tallest and strongest building that you can. I am going to give each group some materials so that you can create the tallest building. Make sure that your building stands on its own without your support---without you holding it. You have 3 minutes to finish the task.

4. Distribute one packet of straws and one roll of cellotape to each group.
5. Walk around the room to observe the building process.
6. When 3 minutes are up, have the groups stop building.
7. Ask the groups to move away from their building and allow the building to stand on its own----even if it collapses.
8. Walk around the room affirming each group for its effort, and acknowledging the group with the tallest building.
9. Ask the following questions:

What made it hard to make the building?

10. Wait for responses. Next say,

What made it easy?

11. Wait for responses.

## 12. Next say

When you build, you must first begin with a strong foundation before you can even build the first floor. If the foundation you construct is not strong enough to support the weight of the building, the building will eventually collapse.

## 13. Walk around the room and try to tip each building over, to show that the building must have a strong foundation or it will collapse.

## 14. Say the following,

In order for you to reach your goals and dreams, you will need a strong foundation too. Without a strong foundation, there can be no building in the future. The way you can develop a strong foundation is to develop a solid plan of your future goals and have the end result of those goals in mind.

Because writing down your goals and dreams is such an important step in making them come true, that is what we are going to do, write down our goals. By writing down your goals, you begin to realize how important it is to make a plan for reaching your goal, and what necessary steps you must take to get you to that destination.

So let's take a moment to think about our career goals.

15. Referring to the **“Goals and Dreams poster”** distribute the **“Goals and**

**Dreams” worksheet** and give the following instructions:

Start by writing today's date and your name on the handout.

16. Now ask participants to choose one goal and to write it on their **“Goals and Dreams worksheet.”**

## 17. Next to that goal, have them write two things that they must do to achieve it.



18. While they are working on this, unfold the **“Goals”** newsprint.
19. Have each participant **share one career goal, and write these goals on the left side of the “Goals” newsprint**, leaving space on the right half for items to be added in the next activity.
20. Compliment participants on their answers and say,



You can reach your goals by planning, organizing, and making healthy choices. Remember, you are capable of doing whatever you put your mind to. Hold on to your Goals and Dream Worksheet and keep it as a reminder of what you need to do to achieve your goal. We can make one of your life goals a project and each week we will set a small goal that will help us work towards achieving that bigger goal. Each week these small steps will add up and move you closer to your big goal.

21. Refer to the **Safari of Life** poster and say,



Now, I want you to look at the poster on the wall. What can you see in this picture?

22. Elicit responses from the group.
23. Then say the following,

As you can see there are 3 different roads. The young man is trying to figure out which route to take in order to reach his goals on this “Safari of Life”. Each road leads to a different destination. As you can see, there are several different detours on each side of the road. On the way to achieving your goals, there can also be some detours. Some of these detours are things we can’t control, but many are things we can control. The choice to engage in unsafe sex or other risky behavior such as taking drugs and alcohol can detour you from your planned “Safari of Life,” and make it harder to reach your career goals.



24. Then ask the following question about the **Safari of Life** poster

Think about some obstacles that can divert us from our planned route before we reach our goal. Obstacles are things that may get in the way of our goals; in other words, obstacles are things that may weaken the foundation of our buildings and prevent us from reaching our goals. What are some obstacles that may hinder us from achieving our goals?

25. Write their responses on the right side of the newsprint under “**Obstacles**” with a different color marker.



Answers **may** include:

- Sexually Transmitted Infections
- Pregnancy
- Education related challenges/ lack of school fees
- Peer pressure
- Limited resources
- Lack of professional care
- Loss of parents

26. Then say the following,

Now that we have listed some obstacles to our goals, let’s think about some of the ways we can overcome these obstacles.

27. Read each obstacle out, one by one, and wait for the participants to brainstorm on ways to overcome that obstacle. Make sure that abstinence and condoms are mentioned.

28. Record their responses on the **Solutions to Obstacles** newsprint.



29. Then say,





The positive qualities that you have as individuals can also help you to overcome some of these obstacles. Let's think of the positive qualities you have and how these may help to overcome some of the obstacles that you mentioned. What are some of these qualities?

**Answers may include:**

- Smart
- Friendly
- Responsible
- Determination/hard work
- Humor
- Strength
- Compassion
- Responsible

30. Allow participants to respond then say,

All of these things that you have listed about yourself are what make you special. These good qualities will help you overcome obstacles that may get in your way. If you use them, you can achieve your goals despite obstacles and create a better future. Having a good character and making healthy choices could further motivate your family members to pay your school fees and offer any other necessary support to help you achieve your goals. It is important that you remember that by following your goals and making healthy choices you can make a difference!!!

31. Ask for a volunteer or lead the group in a brief energizer as you transition to the next module.



## MODULE TWO

## Knowing Your Body and You

### Goals

*The goals of this module are to:*

- Increase participants' knowledge about physical, emotional, and sexual development associated with puberty.
- Review information about why some adolescents have sex
- Increase participants' sense of self-control for sexual risk behavior

### Learning Objectives

*After completing this module, participants will be able to:*

- Identify the physical, emotional, and sexual development that occurs during adolescence and be confident about their own development
- Explain what menstruation and wet dreams are
- Identify reasons why some adolescents have sex
- View safer sex as being responsible
- Identify how to exercise self-control and practice safer sex
- Identify a buddy and other trusted people who they can comfortably share with and practice communication about a realistic goal for the week

### Module Preview

The second module 1) helps participants explore the changes that occur during adolescence; 2) examine why young people have sex 3) examines how to exercise self-control and practice safe sex and 4) motivates participants to communicate with buddies and other trusted people about their feelings and needs



### Strategies/Methods

- Drawings
- Comic
- Group Discussion
- Brainstorming
- Worksheet

### Materials Needed

- White board marker
- Posters:
  - **Physical Changes During Puberty**
  - **Internal and External Genitals (Millicent and Joash)**
- Handouts:
  - **Internal Genitals (Millicent and Joash)**
- Pre-labeled Newsprints:
  - **Why Some Adolescents Have Sex**
  - **Barriers & Solutions**
- Life Size Outlines (male and female)
- Ruth Comic
- Buddy Cards

### Preparation Needed

- Put up pre-labeled newsprints and posters
- Prepare copies of handouts for all participants

### Instructional Time

55 minutes



<b>Activity:</b>	<b>Minutes needed</b>
A. Changes During Puberty	20
B. Why Do Teens Have Sex	10
C. Can Teens Say No?	15
D. “Buddies Exercise”	10



**Activity A****Changes During Puberty (Female Version)****Preparing For The Activity****Rationale:**

Learning more about the physical and emotional changes of puberty helps participants develop more confidence dealing with the changes in puberty.

**Materials Needed**

Ruth Comic

Poster:

**Physical Changes During Puberty**

**Internal Genitals** (Millicent and Joash versions)

Life Size Outlines (male and female versions)

Handouts:

**Internal Genitals (Millicent)**

**Internal Genitals (Joash)**

**Time**

20 minutes

## PROCEDURE

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1. Begin the activity by saying,

What we want to do now is talk about changes that take place in our body and mind as we grow up during adolescence. We will also look at the different reasons why some teens have sex and how we can protect our health and be safe.

2. Continue by saying,

But first I want to hear from you what you know about puberty?

3. Allow participants to respond and then say,

Puberty is a period of transition, you are no longer a child, but not yet an adult. All the changes that take place in your body during puberty are caused by hormones. Hormones are chemical products that are produced in all kind of places in your body. They move around in your body through your blood, from the place where they are produced to the place where they have to do their work. Girls generally begin puberty earlier than boys. Puberty can begin as early as age 9 or as late as age 16 and it is completely normal whichever age it starts.

4. Put up the two life size outlines (male and female versions) and ask for volunteers to draw on each picture where physical changes occur during -

I have two pictures of a human body. One is of a young girl and one is of a young boy. I need volunteers to come up and mark or draw for us on the pictures where changes occur during puberty. Feel free to ask for help from other participants as you do this.

5. Invite participants to mark/draw on the two outlines. As they do this, encourage them to say out loud the parts they mark and the changes that take place in those parts.

6. Use the “**Physical Changes During Puberty**” poster to reinforce and clarify their responses. Be sure to explain changes occurring in each part.



7. Commend participants and continue by saying,

Good job! This shows how much you know about the changes that take place during puberty.

During puberty it is not only your body that changes. During puberty, the brain starts to make a special type of hormones which send messages to the genitals, to start producing sex hormones. These sex hormones then inform the testes of boys to produce sperm cells, and the ovaries of girls to release an egg.

The sex hormones are also responsible for the changes in your body and the changes of your feelings and moods. All of these changes that your bodies are undergoing can also affect how you feel from one minute to the next. Perhaps one minute you are laughing about a funny story and then the next minute you are sad. What are some of the emotional changes you have noticed?

Answers **may** include:

- From calm to angry
- From talkative to quiet, shy, embarrassed
- From confident and self-assured to insecure
- From feeling happy to feeling down (or depressed)
- From feeling dependent to independent for oneself

8. Commend participants for the responses given and continue by saying,

Thank you for those wonderful responses. Some other emotional changes that young people go through during puberty include being angry at their parents,



rebellion and wanting to keep to self - not feeling like hanging out with their friends/peers.

**9. Summarize the exercise by saying,**

All these changes that we experience during puberty are completely normal. However, they happen at different times for different people. It does not matter if your body starts early or late with changing. It can be annoying though if you are the first one or the last one in your class or group whose body starts changing, because young people like to tease each other with the changes that are happening. Knowing that these changes are normal and that each person takes his/her own time to go through these changes will help you gain more confidence in your body.

During puberty there is a lot of worrying about friends. It is possible that some of your friends get interested in the opposite sex, while you have no interest whatsoever in such things. You may feel an outsider, or jealous, and that is also normal. Many friendships survive puberty but there are also friendships that dilute.

**10. Continue by saying,**

As you can see there are many changes that young people experience as they prepare to become an adult. It is important that you know your body and take good care of it. Part of learning about your body is to understand some of the unique changes that boys experience in becoming men as well as some of the unique changes that girls experience in becoming women. We now want to spend some time and discuss physical changes that are specific to boys and changes that are unique to girls. We will also look at the names and functions of the body parts where these changes occur. We are going to do this by reading two stories.

11. Put up the two posters “**Internal Genitals**” (Milicent and Joash versions) and ask for volunteers to name the parts marked on each poster by saying,



I have two pictures of the genitals. One is of a girl and the other of a boy. As you can see in the picture, there are parts marked and labeled with numbers. I need volunteers to help us name the parts that are marked. Please feel free to ask any questions as we do this.

12. Go through the parts marked on the “**Internal Genitals**” posters starting with the female version and remember to point out the external parts not marked on the poster using the text below.

***FACILITATOR’S NOTE:***

*Make sure to highlight the following organs if they are not marked by participants:*

***Female:***

*External genitals: vagina, clitoris, inner lips, outer lips*

*Internal genitals: ovaries or egg stores, womb, egg tubes, opening of the womb, vagina*

***Male:***

*External private parts: penis with tip (glans), foreskin, opening for urine, testis (sack of ball)*

*Internal private parts: urethra (urine tube)*

13. Commend participants for a job well done and explain the changes occurring in each reproductive organ by saying,

That was a GREAT job! You have done a very well in naming the external and internal genitals of boys and girls where changes occur during puberty.. Let us

look at each of these parts in more detail. We will start with the external female genitals. These are difficult to see because they are between the legs.

They include:

Inner lips, outer lips and clitoris; the outer lips protect the vaginal opening. The inner lips and the clitoris are sensitive.

If you could look inside the body of a girl, you would see the vagina, cervix, womb, two fallopian tubes and two ovaries.

**Vagina:** it is a tube of approximately 20 cm long, with an elastic lining of soft skin. The opening of the vagina is bigger than the opening for urine. It is the corridor between the womb and the outside of the body.

**Ovaries:** they are 2 and both ovaries are the size of a passion fruit. The eggs are already there from birth, but they only start to ripen during puberty.

**Fallopian or egg tubes:** they are the tubes through which the egg travels to the womb.

**Womb or uterus:** is a strong hollow muscle that is connected to the egg tubes and the vagina. This is the place where the baby develops (it is the size of an upside down pear).

**Cervix:** is the part of the uterus that connects to the vagina. During pregnancy it stays closed to protect the developing baby (foetus).

14. Allow participants to raise any questions about the female genitals.

15. Answer any questions raised and proceed to the male genitals.

Let us now look at the male genitals. The external male genitals are easy to see, because they hang between the legs

The scrotum is the sac of wrinkled skin that covers the two testis or balls

The penis (add local names) consists of soft tissue and blood veins.

Urine exits the body through the small hole at the tip of the penis

The tip of the penis is also called glans.

All boys are born with a piece of skin that hangs over the top of the penis. When boys are circumcised, this skin is removed. Although a circumcised penis looks different from an uncircumcised one, they function in the same way and equally work well.

If you could look inside the body of a boy, you would see two testes or balls, and a series of tubes and glands that are connected.

Testes or balls: The testes are soft and elastic, and are protected by the scrotum. In the testis the sperm cells or spermatozoa are produced. This process starts during puberty and continues throughout life.

The sperm tubes connect the testis with the urine tube and transport the sperm cells. Semen is the fluid that contains the sperm cells and other products that keep the sperm cells alive and allow them to swim.

In boys the urine tube is the corridor for urine from the bladder to the outside, as well as the corridor for the semen to the outside. The release of semen is called ejaculation.

16. Distribute copies of the two “**Internal Genitals**” handouts to all participants and encourage them to discuss the private parts and changes that occur to them with their buddy and caregiver after the session.



17. Continue to the next exercise by saying,

We are doing GREAT and I am very proud of you. Now that we know the body parts where changes occur during puberty, we are going to read two stories that will help us understand the experiences that young people like us go through as these changes occur.

18. Distribute the comic and direct participants to **“Millicent’s Story”**.

19. Ask for two female volunteers to read a part in the Millicent story. The volunteers should choose from which of the two characters, (Millicent or Ruth) they want to represent.

20. Introduce to the volunteers and the rest of participants pictures and character description of Millicent and Ruth.

21. Read aloud the introduction.

### Millicent’s Story

Millicent, Ruth’s younger sister wakes up one morning to find her underwear and nightdress stained with blood. She is worried that she may be sick. Just as she gets a ‘kanga’ to tie around her waist to hide the stain, Ruth walks into the room

22. Have volunteers read the rest of the story,



### MILLICENT’S STORY

Ruth: Good morning Millicent.

Millicent: Morning sister (*fumbling with the ‘kanga’*). I think I am unwell. I woke up and my nightdress was stained with blood.

Ruth: There is nothing wrong with you. Congratulations you have just started your first menstrual period and you are now a young woman who is capable of getting pregnant and having a baby.

Millicent: Is this normal, won’t I lose too much blood and become weak?

- Ruth: Yes it is very normal. I also started having my periods at about your age and it will not make you become sick or weak.
- Millicent: I will not leave this room today because my clothes will get stained and everyone will laugh at me.
- Ruth: Having a period is nothing to be embarrassed about. However, you will have to use pads to absorb the blood and to protect your clothes from getting stained.
- Millicent: Yes, but what will happen if I start my period in church or at the market place?
- Ruth: Your periods will come approximately once a month. It's good to prepare yourself by carrying your pad for protection when it starts. There are two kinds of pads that you can use. You can use pads made out of rags, and these can be washed every time they get soiled, or you can use disposable ones, which need to be dropped in a pit latrine and dustbin after use. It is also important that you take good care of your body. You should wash yourself every day with water and soap.
- Millicent: Does this mean that I am now a grown woman?
- Ruth: Well, you are certainly on your way to becoming one. You are capable of getting pregnant if you have sex.
- Millicent: I am not ready for motherhood yet and I want to be like you Ruth. I want to wait until I finish my studies and reach my goal of becoming a nurse in future.
- Ruth: That is good my sister, the healthy choice to make is to take good care of yourself in order to achieve your goal. I have decided to abstain from sex and you can do the same but if you decide to have sex, remember to always use a condom to prevent getting HIV, STIs and unwanted pregnancy.

**Millicent:** I will abstain from sex until am ready and thanks sis for explaining this to me.

**Ruth:** You're welcome Millicent. Please know that you can always come to me if you have questions, even questions that seem embarrassing to you. You are my younger sister and I am here to help you. And remember, all the changes that you are going through now are normal and part of growing up.

23. Commend volunteers for a good job by saying,

You did an excellent job reading. Now let's discuss what we have just read.

24. Then ask the following questions,

**What happened to Millicent?**

**Answer:** Millicent got her periods.

**What causes the bleeding in girls that is referred to as “having your period”?**

During puberty, hormones are produced that trigger the ovaries to start releasing one egg every month. The egg will travel from the ovary to the womb through the fallopian tube. Every month the womb (uterus) prepares itself for a possible pregnancy. The lining (or the wall) of the womb thickens for the preparation of a baby in case of pregnancy. If the girl doesn't get pregnant, the thickening leaves the body through the vagina as blood. This is called “menstruation” or “having a period”. Periods will come approximately once every month.

**How did Ruth react?**

**Answer:** Ruth assured Millicent that her experience was normal

25. Summarize Millicent’s story by saying,

Now that we have read an example of the changes that can happen specifically to girls during puberty, let us also look at what can happen to boys during puberty.

26. Direct participants to **Joash’s Story**.

27. Ask for two male volunteers and let them choose the character (Joash and Oscar) they want to represent.

28. Introduce to the volunteers and the rest of participants pictures and character description of Joash and Oscar.

29. Read out the introduction section of “**Joash’s Story**”.

### Joash’s Story

Joash, Oscar’s younger brother wakes up one morning looking worried. He is worried because his penis is hard and swollen and there is sticky fluid at the tip of his penis and on his underwear. When Oscar walks into the room, he finds Joash embarrassed and his eyes are downcast. To Joash’s surprise, Oscar walks in smiling.

30. Have volunteers read the rest of the story,



### JOASH’S STORY

Oscar: Good morning Joash. You look very worried, what is the matter?

Joash: *[Reluctantly]* Morning Oscar. I...I am ok.

Oscar: Come on Joash. I am your friend; tell me what’s going on. You don’t look ok...

Joash: Well, I don’t know what is happening to me. I woke up feeling a bit wet in my pants and on checking, I discovered some sticky fluid at the tip of my penis and also on my underwear.



- Oscar: You don't need to be worried, what you experienced is called a wet dream.
- Joash: A wet dream? What is that?
- Oscar: When you produce semen or sexual fluid in your sleep it is called having a wet dream.
- Joash: I think something may be wrong with me. I don't even remember what I dreamed about so why did the semen come out?
- Oscar: Having a wet dream is a normal part of growing up and should not worry you. I also had the same experience about four years ago. It just shows that your body is now mature.
- Joash: Does this mean that I am a man now?
- Oscar: You are certainly on your way to becoming a man. You can make a girl pregnant if you have sex with her but I don't think you are ready to become a father yet. Therefore, you should avoid having sex. However, if you decide to have sex then you should use condoms every time you have sex so that you can avoid getting HIV, STIs and unplanned pregnancy. This will help you reach your goals.
- Joash: No, I wouldn't like to become a father now. I first want to finish school, go to the youth polytechnic like you and train in carpentry before I can think of becoming a father. Thank you for explaining all this to me bro, I'm glad we had this conversation.
- Oscar: My pleasure Joash. Please know that you can always come to me if you have questions, even questions that seem embarrassing to you. You are my brother and I am here to help you. And remember, all the changes that you are going through now are normal and part of growing up.

31. Commend volunteers for a good job by saying,

You did an excellent job reading. Now let's discuss what we have just read.

32. Then ask the following questions,

**What happened to Joash?**

**Answer:** Joash had a wet dream

**What are wet dreams?**

**Answer:** Wet dreams are the uncontrolled release of semen from the penis during sleep. They are caused by sexual excitement from dreams, and/or physical stimulation like rubbing against bedding or even having a full bladder. It does not necessarily mean that you are thinking about having sex.

**At what age do you think boys start experiencing wet dreams?**

**Answer:** Just as different people mature at different ages, boys may experience wet dreams at varying ages. Not all boys have wet dreams and that's okay too, it doesn't mean anything is wrong with you. If you do have a wet dream, there is no need to worry or feel guilty because it just means your body is maturing sexually, which is a step towards becoming an adult.

**How did Oscar react?**

**Answer:** Oscar assured Joash that his experience was normal

**What would you do if what happened to Joash happened to you?**

**Answer:** I would feel very good, feel embarrassed, or feel proud. I would talk to my brother about it

33. Summarize the activity by saying,



I hope you had nice time learning about the changes that take place during puberty. There are many changes that take place in our bodies during puberty. Some of these changes we can see while others are internal and we may not be able to see them.

Sometimes these changes cause a lot of concern and worry among young people. Understanding that these changes are normal will help us make healthy choices about our life.



**Activity B****Why Some Teens Have Sex?****Preparing for the activity****Rationale**

Exploring the various reasons teenagers engage in sexual intercourse will help participants understand why adolescents have sex and can help them think about making healthy choices regarding sex.

**Materials Needed**

Pre-labeled newsprint:

**“Why Some Teens Have Sex”**

**Time**

10 minutes

## PROCEDURE

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1. Put up the “**Why Some Teens Have Sex**” newsprint.
2. Introduce the activity by saying,



We have had a good time and enjoyed looking at the changes that occur during puberty for boys and girls. As these changes occur, boys and girls may start experiencing sexual attraction to one another. Boys may start developing a tender liking for girls and girls may also feel attracted to boys. As a result some teens may start getting closer to the opposite sex while others may even start experimenting with sex. What do you think are some of the reasons why some teens have sex?

Answers *should* include:

- To express love
- To feel loved, needed
- To keep a boyfriend/girlfriend
- To experiment
- For pleasure
- To feel more grown up
- In exchange of money and gifts
- Because of peer or partner pressure

3. Commend participants for the responses and continue by saying,

As we can see from the list, sometimes adolescents have sex for reasons other than love such as to feel loved and needed or to get money/gifts in exchange for sex. When adolescents have sex for such reasons, they may end up hurting themselves. Later, we will look at some of the consequences of sex and how adolescents like you can have safer sex.

But first, let us discuss the following two reasons for having sex: because of peer or partner pressure, and to get money/gifts in exchange. We like to discuss these with you because adolescents have told us that these are common reasons for having sex.

4. Circle the two reasons on the **“Why Some Teens Have Sex”** newsprint and continue by saying,



Let us start with having sex because of peer or partner pressure. But first we need to understand what peer or partner pressure means. What do you understand by the term peer pressure?

5. Continue by asking,

Thank you for those answers. What do you think can happen to an adolescent who has sex because of peer or partner pressure?

What is the difference between how girls and boys experience peer pressure to have sex?

6. Pause to allow participants to respond then say,

Adolescence is a time when we feel more close to our friends and age-mates. Unfortunately, friends and age-mates do not always give healthy advice. Many young people like you have sex because they want to be like their friends. Others also have sex because their partner has insisted. When you have sex to please your friends or your partner, you may not feel good afterwards. Instead you may feel used. Adolescents who value themselves do not need to have sex with someone to feel accepted by their friends or to sustain a relationship.

7. Pause to allow participants to respond then say,



The second reason we want to discuss is having sex to get money or gifts. What do you think can happen to a teen who has sex to get money or gifts?

8. Pause to allow participants to respond then say,

Thanks for those wonderful responses. When you have sex to get money or gifts you may not have the ability to say no to anything that you don't agree with. You may not be able to negotiate condom use. This will place you at risk of catching a sexually transmitted infection including HIV or an unplanned pregnancy. The money and the items you get may help you now, but may also put your health at risk. You may later regret that you had sex in exchange for money or gifts and feel angry with yourself.

9. Then say,

Now I am going to go around the room and have each of you complete a sentence for me about your attitude towards sex.

10. Go around the group and have each participant complete one of the following incomplete sentences. It is not necessary for each participant to respond to each statement, but try to get several different responses to each sentence:

- How do you feel about having sex just to express love?
- How do you feel about having sex just to feel loved and accepted?
- How do you feel about having sex to keep a boyfriend/girlfriend?
- How do you feel about having sex just to experiment or to know how it feels?
- How do you feel about having sex just for the pleasure?
- How do you feel about having sex just to feel more grown up?

- How do you feel about having sex just because of peer or partner pressure?
- How do you feel about having sex just to get money/gifts?
- How do you feel about having sex because you have no hope of living long?

#### 11. Summarize as follows,

We have seen that adolescents have sex for various reasons. We have also seen that having sexual feelings or experimenting with sex during puberty is a normal part of development. But it is also important to remember that having sex can result in serious consequences such as HIV, sexually transmitted infections and unplanned pregnancy. These consequences can get in the way of your goals and dreams. Remember that the healthy choice to make is to abstain from sex until you feel ready. If you decide to have sex, always remember to protect yourself and your partner by using a condom every time you have sex.



**Activity C****Can Teens Say No?****Preparing for the activity****Rationale**

The activity provides an opportunity for participants to explore attitudes towards sex and assess perceived self-control in different types of relationships.

**Materials Needed**

“Hilda goes to the Disco” worksheet

Pencils

**Time**

15 minutes

## PROCEDURE

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1. Begin this activity by saying,

We have looked at some of the reasons why some teens have sex. In the next activity we are going to look at some of our beliefs regarding sex. We will divide ourselves into five small groups to read the story of Hilda and her friend Joseph. This is a fun exercise and I hope you enjoy the story and completing the exercise.

2. Divide the group into five smaller groups.
3. Describe Hilda and Joseph to the participants.

Happy Hilda is a 15 year old girl who loves fashion and is always looking at magazines.

Joseph is a 17 year old boy who is a football player and also loves politics.

4. Hand out the “**Hilda goes to the Disco**” Worksheet to each pair and continue by saying,

I am going to read the Hilda story aloud and you will work together in smaller groups to answer the questions below the story. Each group will answer a question corresponding to their group number, group 1 question 1 and so on.

5. Read out the “**Hilda goes to the Disco**” story and instruct each group on the question to answer.

### Hilda goes to the disco

- **Directions:** Happy Hilda is 15 years old and a friend of Ruth. She has a boyfriend called Joseph who is 17. They usually visit each other and they have a nice time together. Hilda and Joseph have had sex in the past but they used a condom. Tonight they are both at a ‘disco matanga’ in the neighboring village. Joseph is dancing with Hilda and holding her very tight. Things are starting to



get hot and heavy and the two of them decide to leave the disco so that they can be alone. Since they know that Joseph's brother is still at the disco, they go to his hut and continue with the touching and kissing. Hilda tries bringing up the subject of condoms but Joseph doesn't even want to listen... How common is this scenario in your community?

- What do you think could happen to Hilda and Joseph?
- How easy or difficult is it for Hilda and Joseph to stop once they have started touching and kissing?
- Can they stop to look for a condom?
- Would you be able to say no to sex if you had already started touching and kissing? Why or why not?
- Why do you think it is important for teens to exercise self-control?

6. Allow the groups time to respond to the questions then have

7. Process the activity by going through all the questions with the whole group. A representative from each group should read their question and share their answer with the rest of the group.

8. Compliment participants and continue by saying,

That was great! As we can see from Hilda's story, sometimes you may be under pressure to have unsafe sex when you are not ready. Saying no in such situations may be difficult.

Other adolescents may find it easy to say no depending on who is pressuring them. Is it for example a boyfriend, an older partner or someone in authority?

(Ask each question below separately)

How easy or difficult would it be to say no to someone older than you?

How easy or difficult is it for a girl to say no? What about a boy?

How easy or difficult is it for you to say no to your partner?

What about when you are being forced physically, how easy or difficult would it be for you to say no and get out of that situation?

**9. Summarize the activity by saying,**

We have seen that many adolescents find it difficult to say no to unsafe behavior. But having sex when you are not ready, or having sex without a condom may put your health at risk. If you find yourself in a situation where you are being forced to have sex, it is important that you get out of the situation as fast as you can and tell an adult that you trust about it. It is never acceptable to force someone to have sex.

## Activity D

## Buddy Exercise

### Preparing For The Activity:

#### Rationale:

Providing teens with an opportunity to practice communication with their buddies on sexuality issues can boost their confidence in discussing sexuality with peers, partners and other trusted adults.

#### Materials Needed

Pre-labeled Newsprint:

**“Barriers on the left and Solutions on the right”**

Poster:

**“Weekly Goal”**

Handouts:

**Buddy card**

**“Buddies Exercise” worksheet**

**“Weekly Goal”**

#### Time

10 minutes

## PROCEDURE

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1. Introduce the activity by saying,

It is important that you talk to your friends and to trusted adults about sex and relationships and about other issues. We are going to help you with this. First you will need a buddy or a friend. You need to choose among the group members a friend who lives near you, so that it is easy to meet and discuss during the week. To find your buddy we are going to sing and move around the room. As we do that, look for your buddy and move closer to him/her. Once you have identified your buddy, give each other a hand. When I say STOP, and you have found your friend, I would like to see pairs holding each other hands. Is that clear?

2. Ask one of the participants to lead in a well-known song. If no participant is willing to lead in a song, lead the song and have the participants dance around and identify their buddies.

### ***FACILITATOR'S NOTE***

*In groups with odd numbers, have one group of three buddies. In such groups, move around and help groups of three in exchanging buddy cards as you complete procedure 4 below.*

3. Once everyone has identified a buddy, say STOP and give out the buddy cards.
4. Asking participants to continue standing while holding hands with their buddies and provide instructions for filling the cards by saying,

I have given you a buddy card. On the card, fill in your name, what you like doing and the name of your village/estate. Once you have filled all these, give your card to your buddy and have him/her give you his/her card. This card will help you know your buddy better and also give you directions on how to find your buddy after the session.

5. Supervise to ensure that everyone has filled and exchanged their buddy cards then distribute the **“Buddies Exercise”** worksheet.
6. Provide instructions for the **“Buddies Exercise”** by saying,

Now that we all have a buddy, let’s discuss the first home work that you will do together with your buddy. It is about your dreams and goals.

Who would like to read out the questions on the buddy’s exercise worksheet?

7. Pause to let a volunteer read aloud all the questions on the buddy’s worksheet
8. Point participants attention to the **“Weekly Goal”** poster by saying,

At the end of each session, you will be required to identify a goal you want to achieve by the time we meet again in the next session. In today’s buddy’s exercise, this is question number 1. To help you set a weekly goal, let us look at the weekly goal poster. This poster will help you understand how to develop and fulfill a weekly goal. Can I have a volunteer read aloud the first point on the poster?



9. Pick volunteers to read each point on the **Weekly Goal”** poster one after another. Use the text below to explain the points as they are read out

**Important to You:** you need to pick a goal that is important to you, and one that you are committed to. It should be a goal that if achieved, will help improve your life in a positive way. For example, you can set a goal of thinking positive about yourself at least once every day. If you pick a goal that you have a genuine interest in, it will be easier for you to achieve it.

**Realistic:** a realistic goal is one that you can achieve. Avoid setting goals that are too complicated and impossible to achieve. Set goals that are not too hard and not too easy to achieve.

**Specific:** a goal that is brief and clearly stated.

**Easy to measure:** and easy to tell when you have accomplished it. You should try to have at least one weekly goal.

10. Ask if there is any questions and continue by saying,

Remember, you can come up with any goal you can think of. Use the points on the Weekly Goal poster to help you set a goal every week. When you meet with your buddy, share with him/her the goal you have identified.

In the second part of the buddy's exercise, you will be required to discuss with your buddy why you have chosen this goal, and how you plan to reach this goal *[Point to question number 2 and 3 on the buddy's exercise worksheet as you explain this]*. Together, you will also discuss the possible problems you may encounter and how you plan to overcome them.

11. Distribute the copies of the “**Weekly Goal**” handouts.



12. Continue by saying,

Have we all understood the buddies exercise?

Is there any question about the buddies exercise?

13. Answer any questions the group has about the assignment.

14. When you are finished answering questions about the homework, ask,

What do you think about doing home work with your buddy?

What do you think might get in the way, or be a ‘barrier’ to completing the homework with your buddy?

**Answers may include:**

- I wouldn't know what words to use.



- I'd be embarrassed.
- I never had that kind of conversation with my buddies.
- I might not know all the information.
- (She or he) is too busy.
- There are too many interruptions or distractions.
- There is no privacy to talk about these things.
- Buddy(s) may think it is inappropriate to discuss such things.

### ***FACILITATOR'S NOTE***

*The facilitator should encourage that each participant says a new thing. Ask each participant who repeats what has already been said to add something new to his/her statement.*

15. Record their answers on the pre-labeled newsprint in the “**Barriers**” column and say the following,



Now that we have a list of barriers, let's try to figure out what some solutions may be. It is important that you do the assignment together with your buddy. Please do not do the homework by yourself. Now let's brainstorm some solutions to these barriers?

16. Write the solutions participants' offer on the right hand side of the Barriers pre-labeled newsprint in the “**Solutions**” column.

17. Let participants sit down and thank them for their input by saying,

It can sometimes be quite difficult to talk with our buddies.

**To make the exercise easier for you, here are some other POSSIBLE SOLUTIONS:**

- Think about all the things you want to say with your buddy in advance

- Practice what you want to say
- Make an appointment or set up a time to talk later if both of you are busy
- Go someplace alone with your buddy
- Wait until you and your buddy are comfortable and relaxed, and then start the conversation
- Recognize that it is okay to feel embarrassed

See, there are solutions to the barriers. We can talk to our buddies about anything including our goals and also about sexual health issues like abstinence, HIV and pregnancy prevention as well as use of condoms. When you come back next session we will go over your assignment, and see how well you did!

### 18. Summarize by saying,

We have learned a lot today. We have learned about our goals and dreams, and the changes that take place during puberty. We have also learned about being safe and what it means to be safe. It is important to remember that by following your goals and dreams you can make a difference.



# ***BUDDY CARD***

**Buddy's Name:** \_\_\_\_\_

**Village:** \_\_\_\_\_

**Favorite Activity:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Buddies Exercise:

1. Your Buddy's name:

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2. Your Buddy's Goal:

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3. What are the obstacles to your buddy reaching this goal?

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4. How would you advise your buddy to be safe and how being safe can help him/her achieve his/her goal:

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**Weekly Goal**

What is your goal for the next one week?

*[Remember to identify a goal that is important to you, one that you are committed to, realistic, not too hard and not too easy, brief, specific, clearly stated and one that is easy to tell when you have accomplished it]*

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## **MODULE THREE**

# **All You Want to Know About HIV**

### **Goals**

*The goals of this module are to:*

- Increase participants' knowledge about HIV/AIDS and HIV risk-associated behavior.
- Help participants identify behaviors that place people at risk for contracting sexually transmitted infections, including HIV.

### **Learning Objectives**

*After completing this module, participants will be able to:*

- Define what HIV is and explain how it is transmitted
- Describe which behaviors are low risk, high risk, and no risk for contracting HIV and other STIs.
- Identify a person's risk of HIV infection as a result of engaging in various sexual and non-sexual behaviors.
- Are motivated to abstain or use condoms to avoid transmission of HIV, STIs and pregnancy

### **Module Preview**

The third module clarifies myths about the causes, transmission, and prevention of HIV and provides the correct information.

### **Strategies/Methods**

- Comic
- Group Discussion



- rainstorming
- Game

### Materials Needed

- Pre-labeled newsprint:
  - **HIV Football Game** divided into two columns
- Poster:
  - **“Knowing HIV Poster” (Facilitator’s Version)**
- Handouts:
  - **Knowing HIV Fact Sheet**
- HIV Risk Continuum Signs
- HIV Risk Behavior Cards
- Ruth Comic

### Preparation Needed

- Put up HIV Risk Continuum Signs
- Hang Knowing HIV Poster
- Make copies of handouts

### Instructional Time

65 minutes

<b>Activity:</b>	<b>Minutes needed</b>
A. Welcome Back, Recap and Review of Homework	10
B. Discussion About HIV/AIDS	15
C. Nancy Story	15
D. HIV Risk Continuum	15
E. HIV Review Game	10





**Activity A****Welcome Back, Recap and Review of Buddies' Exercise****Preparing For The Activity:****Rationale**

To create a friendly and free environment can motivate teenagers to participate in a learning process. This activity will break the tension and provide a free environment for all participants to contribute to the learning process.

**Materials**

None

**Time**

10 minutes

## PROCEDURE

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1. Welcome back participants to the session by saying,

Welcome to another session of Healthy Choices for a Better Future. We learned a lot in our previous session. To start us off today we are going to remind ourselves of what we learned in session one.

2. Re-introduce the talking circle by saying,

We are going to use the talking circle to talk about what we learned in session one. When it is your turn to speak, please share with us one thing that you remember from the last session that was important to you.

3. Start with the person on your left and allow the group members to speak until all group members have had a chance to share what they remember from last session.

### ***FACILITATOR'S NOTE***

*The facilitator should encourage that each participant says a new thing. Ask each participant who repeats what has already been said to add something new to his/her statement.*

Answers ***may*** include:

- What making healthy choices for a better future, making a difference and being safe mean
- Goals and dreams for a better future
- Obstacles to goals and possible solutions to the obstacles
- Puberty and adolescence
- Why some teens engage in sex
- Self-control



4. When all have participated in the Talking Circle, say,

Those were great answers. It looks like you really enjoyed the first session. Does anyone have any questions before we continue?

5. Continue by saying,

I want to thank each of you for sharing. You are doing a wonderful job remembering the information we learnt.

Last week each one of us set a goal that they were to achieve within a week.

Let's continue by sharing how that went...

- What goal did you set? Who achieved his goal? *[Remember to go around the room and get responses from each participant]*

We were also to work with our buddy, and to discuss a few issues on the goal that we set for ourselves. Who managed to meet with his/her buddy?

How did it go?

Who did not manage to meet with his/her buddy? What were the reasons? How can these be overcome during the next week?

Let's look at the exercise that you did with your buddy:

-Who would like to share why they choose a particular goal?

--Which steps did you plan towards achieving your goal?

-Which obstacles did you foresee?

-How did you plan to overcome these obstacles?

- If not successful how would you do it differently in order to achieve your goal(s)?

6. Continue by saying,

That was great!!! I believe we all enjoyed working on our weekly goals. Setting weekly goals is a healthy thing to do because it can help us achieve our long term goals of having a better future.

7. Summarize the activity by saying,

You did a great job with the Buddies Exercise! Let us begin our activities for the day.

### Session 1 Buddy's Exercise:

1. Your Buddy's name: \_\_\_\_\_

2. Your Buddy's Goal:

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3. What are the obstacles to your buddy reaching this goal?

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4. How would you advise your buddy to be safe and how being safe can help him/her achieve his/her goal:

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**Activity B****Discussion about HIV/AIDS****Preparing For The Activity****Rationale**

This activity will help participants to learn the facts about HIV.

**Materials Needed**

Ruth Comic: **HIV Talk**

Poster:

**Knowing HIV Poster**

Handout:

**HIV/AIDS Review Fact Sheet**

**Time**

15 minutes

## PROCEDURE

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1. Introduce the activity by saying,

We are now going to read a story about HIV. This story will help us understand the facts about HIV. To do this, we are going to read the Ruth comic. Can you still remember the characters in the Ruth comic?

### ***FACILITATOR'S NOTE***

*Hold up the comic and ask participants to name and describe each of the characters that will be in today's story: Responsible Ruth and Jolly Jane. Clarify as appropriate.*

2. Distribute the comic to the participants and direct them to **“HIV Talk”**.
3. Continue by saying,

I will start with the story, but I first need two volunteers to read the rest of the story. I need a Ruth and a Jane. While you read the story lines, try to move into the shoes of Ruth and Jane and read the lines of your character in an engaging and dramatic way.

4. Read aloud the introduction part of the story by saying,

### **HIV TALK**

It's mid-morning on Tuesday and Ruth and her friend Jane are walking home from the lake where they have been washing clothes. Jane reminds Ruth that a team of youth counselors from a local youth center will be giving a talk on HIV later that afternoon at the social hall....

5. Have volunteers read aloud the dialogue





## HIV TALK

Jane: Oh! Today is Tuesday; remember the local community health worker announced there would be a talk on AIDS today afternoon at the social hall?

Ruth: I have always wanted to know more about AIDS; there is so much conflicting information about it.

Jane: I know that HIV is transmitted through sex but I don't understand how a husband can have it, but the wife doesn't.

Ruth: Maybe you are right, because our neighbor Mr. Ochieng' died of AIDS but the wife looks healthy and I overheard my mother saying that she tested negative for HIV.

Jane: *(looking confused)* So does it mean you can have sex with someone who is infected and not get HIV?

Ruth: I don't understand how that happens, but I have heard that sometimes a baby can get it from the mother.

Jane: So Ruth, can young people like us get HIV?

Ruth: If babies can get it then I think we are also at risk.

Jane: But I think that can only happen if you have sex with an older person .....but how can I know if he is infected just by looking?

*(As they approach Jane's compound)*

Ruth: There is really a lot I want to know and I can't wait for that talk. I want to know how I can protect myself from getting HIV. I hope you will pick me up so we can attend the talk.

Jane: Yes, my friend I will pick you up in the afternoon.

*(Jane gets home to hang the clothes as Ruth rushes on to her home up the hill)*

6. Commend volunteers for the reading by saying,



You did an excellent job reading. You should be proud of yourself. Let's discuss together about the story.

7. Then ask,

What did Ruth and Jane talk about in the story?

What questions did Ruth and Jane have about HIV?

According to the story, what are some ways HIV is transmitted?

**Answer may include:**

- HIV being transmitted through sex
- One partner being HIV positive while the other is negative
- A baby getting HIV from the mother

***FACILITATOR'S NOTE***

*Make sure all ways of transmission of HIV are discussed and address the myths about HIV that were mentioned.*

8. Then ask,

- Can young people like us get HIV?
- Can you tell if someone is infected just by looking?
- How can you protect yourself from HIV?

8. Draw participants' attention to the **Knowing HIV Poster** by saying,

To learn more about HIV, we are going to look at the Knowing HIV Poster.



9. Ask the questions in the **Knowing HIV Poster**. Allow participants the opportunity to answer the questions and provide them with correct information. Answer the questions with the information below.



## Knowing HIV Poster (Facilitator's Version)

- 1) What is HIV?
  - **HIV, Human Immunodeficiency Virus, is the virus that causes AIDS. HIV passes from person to person through blood and sexual contact.**
- 2) What is AIDS?
  - **AIDS, Acquired Immunodeficiency Syndrome, is caused by the Human Immunodeficiency Virus (HIV). On average, it takes about 10 years to develop AIDS after infection with HIV.**
- 3) How are HIV and AIDS different?
  - **HIV is the virus which infects the body. It weakens the immune system. AIDS is the disease that results from damage to the immune system. With AIDS, the body is unable to fight off infections, which lead to many rare, life-threatening diseases.**
- 4) What is the immune system?
  - **The immune system is a collection of white blood cells and chemicals that act as the body's defense against disease agents and other things that can make people sick**
- 5) What behaviors put people at risk for HIV infection?
  - **Unprotected sex with an infected person,**
  - **Sharing needles, razors or any sharp objects with an infected person,**
  - **From an HIV infected mother to baby (either during pregnancy, at birth or through breast feeding)**
  - **Blood transfusion with blood of an infected person**
- 6) Through what 4 body fluids is HIV known to be transmitted?
  - **Blood, semen, vaginal secretions, and breast milk**
- 7) How is HIV not transmitted?
  - **Mosquitoes, touching, shaking hands, kissing, sharing eating utensils, living in the same house with someone who has HIV.**

8) How can you best prevent HIV?

- **Practicing abstinence (avoiding any sexual activity that involves contact with blood, semen, and vaginal secretions), is the 100% effective way to avoid HIV.**
- **However, if you choose to have sex, using condoms correctly every time you have sex is the best way to prevent HIV.**
- **Never sharing needles, razors or other sharp objects of any kind.**

9) Who can get HIV?

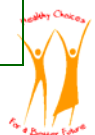
- **Anyone can get HIV if they engage in risky behavior. Anybody who gets in contact with blood, semen or vaginal fluids from a person who is HIV-infected can get HIV**

10) How can you know if you have HIV?

- **A person may look very healthy and not even know that he/she has the HIV virus. The only way to know is to go for an HIV-test. You can learn your HIV-status at a VCT center. Early symptoms of AIDS may include severe or prolonged fever, swollen lymph glands, lingering fatigue and persistent night sweats. In the later stages of AIDS, people have trouble with movement, memory, diarrhea, unintentional weight loss, and general weakness.**

11) What is VCT?

- **VCT stands for Voluntary Counseling and Testing. VCT services provide a convenient way to learn your HIV status. If you decide to go for CT, you will meet a counselor who will talk to you in a private and confidential place. Before the test, the counselor will ask you some questions to assess your readiness for the test and prepare you for the results. The test itself takes about 15 minutes. After the test, you will also receive post-test counseling to help you deal with the test results. It is a convenient way to learn your HIV status. Knowing your HIV status is beneficial for many reasons:**



- **Those who test negative can access to information that can help them to maintain behavior to prevent acquisition of HIV**
- **Those who test positive can learn how to live longer, healthier lives and prevent transmission to others. They can also gain early access to HIV-specific care, treatment and support as well as referrals for other health services. Knowing your status also helps you to plan for the future.**

12) Can a couple who has been having sex have different HIV test results?

- **A couple may have one of three HIV test results. The majority of couples will test both HIV negative; some will test both positive. Some however, may have different HIV test results. One partner may test positive while the other tests negative. We call this “discordant results”. There are many factors that influence whether HIV is transmitted from one person to another. You can best compare it to getting pregnant. Some couples get pregnant during the first time they have sex together. Other couples may have to try for 5 years. The only way to know whether you have HIV or not is to go for VCT, and if you have a partner with whom you are having sex, it is important to go together as a couple. It is also important to take action immediately you learn you are in a relationship where one partner is positive and one partner is negative. Together you can reduce the risk of HIV in your relationship through the consistent and correct use of condoms. One partner can stay negative; the other partner can receive support and live longer and healthier.**

13) Is there a cure for AIDS?

- **There is no cure for AIDS. However, there are now drugs available that help you live longer and better. These drugs are called anti-retroviral drugs. But you will have to take the drugs every day for the rest of your life. It is much better to prevent HIV infection by practicing abstinence. If you choose to have sex, practice safer sex by using condoms, every time.**

14) How does male circumcision prevent HIV?



- **Male circumcision is the removal of the foreskin – a sleeve of skin covering all or part of the head of the penis. Circumcision is widely practiced by people from many different cultures and religions for reasons of tradition and health. Studies have shown that circumcision lowers a man’s risk of acquiring HIV by about 60%. While circumcision reduces a man’s chances of becoming infected with HIV and some STIs, *it is important to know that circumcision is not fully protective. A circumcised man must still take measures to protect himself and his partner from infections.***

10. Then ask,

The characters in the story we just read, Ruth and Jane, are about your age. Do you think any of them is at risk for HIV? Why or why not?

12. Distribute the **Knowing HIV Fact Sheet** to the participants.

13. Summarize the activity by saying,

All of us can be at risk for HIV infection if we participate in certain behaviors.. By learning the facts about HIV, we can share accurate information with our family and friends. This is one way that we can indeed make healthy choices and make a difference.

**Activity C****The Nancy Story****Preparing For The Activity:****Rationale:**

Reading about a 15-year-old who is HIV positive will help to increase participants' perceived vulnerability to HIV infection. The activity also aims at increasing confidence in going for VCT and learning one's HIV status.

**Materials Needed**

Ruth Comic: **Nancy's Story**

**Time**

15 minutes

## PROCEDURE

---

1. Introduce the activity by saying,

We have just read the story about Ruth and Jane and how they were excited to learn more about HIV. We are now going to continue with the story and listen to their discussion after the HIV Talk.

2. Distribute the comic to the participants and direct them to **“Nancy’s Story”**.
3. Continue by saying,

I will start with the story, but I first need two volunteers to read the rest of the story. I need a Ruth and a Jane. While you read the story lines, try to move into the shoes of Ruth and Jane and to read the lines of your character in an engaging and dramatic way.

4. Introduce to the volunteers and the rest of participants pictures and character description of Millicent and Rose.
5. Read aloud the introduction part of the story by saying,

The Nancy Story

Ruth and Jane are coming back from the HIV talk. They are discussing that during the talk, Nancy, a 15 year-old girl who was Ruth’s classmate gave a moving testimony on how she got HIV. Nancy was the lead singer in Ruth’s class during their days in Primary School. Ruth and Jane are deeply moved by Nancy’s story and it is the focus of their discussion on their way home.

6. Have volunteers read out the dialogue



### NANCY STORY

Ruth: I still find it hard to believe that Nancy is HIV positive.

- Jane: I am also shocked, Nancy is only 15, and I didn't think it was possible for such a young person to get HIV!
- Ruth: And all this time she used to be such an energetic netball player above you are mentioning that she was the lead singer in her previous class in the school, she looked so strong and full of life. I wonder if she will still be able to achieve her dream of playing in the national netball team.
- Jane: I doubt if she will be able to. But I didn't hear clearly, whom did she say she got it from?
- Ruth: No Jane, she didn't say the name of the person. She just said an older man who worked at the local post office lured her into having sex. She said the man convinced her by promising to buy her all nice things she would ever want. Little did she know that the man was infected with HIV!
- Jane: How did she find out that she is HIV positive because according to me, she still looks healthy and it's hard to believe she is infected?
- Ruth: She must have gone for VCT at the youth center. Remember the youth counselors said they provide VCT services to young people like us at the youth center.
- Jane: I am truly moved by that story my friend. I noticed tears streaming down her face as she was explaining that we should be careful to avoid getting HIV.
- Ruth: Yes, she said we should abstain and if we decide to have sex to use a condom every time and she also emphasized the importance of knowing your HIV status.
- Jane: I remember that she mentioned that even if you have sex with somebody who has not had many partners you should always use a condom.

Ruth: Jane, I suggest we go to the VCT center to know our HIV status.  
What do you think?

Jane: I think that's a brilliant idea my friend

*At this point it starts raining and they both start running home*

7. Commend participants for the reading by saying,

You are very good readers and your voices are wonderful! Let's now discuss the story together.

8. Process the story by asking,

- How did Nancy get HIV?
- How did you feel when you learned that Nancy was living with HIV?
- How will HIV affect Nancy's dream of playing in the national netball team?
- Are there young people your age who are HIV infected in your community?
- Which ways did Nancy advice Ruth and her friends to use to prevent getting an STI, including HIV?

9. Continue by saying,

We have learned a lot from the story. We have seen how Nancy was promised many nice things. As a result of these promises she gave in to sex and she acquired HIV. HIV infection can happen to anyone who engages in risky behavior; even young people like you can get HIV through sexual intercourse. It is important to note that when you have sex with someone who is much older or powerful than you, you are at higher risk of getting STIs including HIV or getting pregnant because you may not be in a position to negotiate condom use.

The healthy choice to make is to abstain from sex or to use a condom if you decide to have sex. We want you to make healthy choices, if you choose to have sex, choose to use a condom.



10. Then ask,

- How did Nancy learn that she had HIV?
- Who of you has ever gone for an HIV test?
- For those who haven't, how do you feel about going for an HIV test now?

11. Continue by saying,

The only way to be sure whether you have HIV or not is to go for VCT. As we said earlier, VCT stands for Voluntary Counseling and Testing. If you decide to go for VCT, you will meet a counselor who will talk to you in a private and confidential place. The counselor will ask you some questions about your risk/sexual behavior and will assess your readiness for the test and its results, either a HIV-positive result or a HIV-negative result. The test itself takes about 15 minutes. After the test, you will also receive post-test counseling to help you deal with the test results. At the youth center, you will find youth counselors who will help you in a youth friendly way. You will feel comfortable to get the services.

Why is it important for a teen to learn his/her HIV status?

12. Pause to let participants respond then summarize by saying

HIV has no cure. However, there are drugs that can help you live longer if you have HIV. Learning your status can help you plan better how to stay healthy if you have the virus. If you do not have the virus, you will also be able to plan better how to be safe.

### ***FACILITATOR'S NOTE***

*It is recommended that participants get an opportunity to get counseling. If it is possible, arrangements can be made to have youth counselors available on site during the last session. This would enable participants to access voluntary*



*counseling after the session and to learn their status. If this arrangement is not possible then participants should be referred to appropriate health facilities within the community.*

**Activity D****HIV Risk Continuum****Preparing For The Activity:****Rationale:**

Actively identifying the risk level for a variety of sexual and non-sexual behaviors allows participants to internalize the information and facilitates learning.

**Materials Needed**

1. HIV Risk Continuum Signs
2. High, Low and No Risk Behavior List
3. HIV Risk Behavior Cards

**Time**

15 minutes

## PROCEDURE

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1. Tape the HIV Risk Continuum Signs on the wall like the diagram below:



2. Introduce this activity by saying:

We have just learned the facts about HIV. Remember, HIV can be prevented if people do not engage in risky sexual behavior. Unfortunately some people do not know the levels of risk for certain sexual behaviors. Therefore we are going to play a game in which you will have to determine how risky certain behaviors are with respect to HIV infection.

We will work in pairs. Each pair will be given a number of behaviour cards. You will discuss with your team mate and decide together if the behaviour is a red light, an orange light or a green light, and stick the card under that light.

**The red light** represents **High Risk UNSAFE behaviours**. These behaviours involve direct contact with blood, semen, vaginal fluids or breast milk and can transmit HIV.

**The green light** represents **No risk SAFE behaviours**. There is no direct contact with blood, semen, or vaginal fluids.

**The orange light** represents **Low Risk behaviours**. These involve use of barriers such as condoms. However, there is a small risk of contact with blood, semen or vaginal fluids.

3. Divide the group into pairs.
4. Shuffle the Risk Behavior Cards and distribute them as evenly as possible.

In this activity you will work in teams to read the cards and determine the category each card should be placed under. Once you determine the category the cards should be placed under, work with your partner to tape them underneath the sign. We will discuss your decisions, once everyone is done.

- After all the cards have been pinned up, go through all of them and ask the group members if they agree with the risk levels where the cards have been placed and why. Correct any misconceptions and ensure that all the cards are in the right risk behavior categories. Use this as teaching time.

### ***FACILITATOR'S NOTE***

*HIV Risk Behaviour Cards can be placed between categories because High, Low and No Risk represent a continuum, and some behaviour do not fall completely within any category. The message should be that condoms should be used consistently in all relationships because adolescents may be monogamous for short periods of time. It is important to address the WHY of some of the behaviours e.g. 10, 12, 14, 21 and 22.*

- Summarize this activity by saying:

To protect yourself from HIV infection, it is important to know which behaviors are safe and which ones are risky. Knowing the facts will help you plan ahead and make the choices that protect your health and that of your partner.

Remember, the healthy and responsible thing to do is to abstain from sex or to use condoms if you choose to have sex.

## **RISK BEHAVIOURS**

1) Vaginal sex without a condom

Red Light



2) Vaginal sex with a condom	Orange Light
3) Oral sex without a condom	Orange/Red Light
4) Having sex with multiple partners without using a condom	Red Light
5) Dry kissing	Green Light
6) Having sex with a person who is having sex with other people without a condom	Red Light
7) Romantic conversation	Green Light
8) Sharing eating utensils with someone who has HIV	Green Light
9) Sharing needles and syringes	Red Light
10) Anal sex without a condom	Red Light
11) Self – Masturbation (i.e., touching your own penis or vagina to bring yourself pleasure)	Green Light
12) Wet or deep kissing	Green/Orange Light
13) Playing sports with someone with HIV	Green Light

14)	Having sex with multiple partners and using a condom	Orange Light
15)	Bathing together	Green Light
16)	Flirting	Green Light
17)	Sexual Fantasy	Green Light
18)	Touching someone with HIV	Green Light
19)	Body rubbing/grinding (with clothes on)	Green Light
20)	Hugging	Green Light
21)	Having sex with only one person ( <b>i.e., monogamy</b> )	Green/Orange/Red Light
22)	Having sex with someone when you are under the influence of alcohol/drugs	<b>Orange/Red Light</b>

**Activity E****HIV Football Game****Preparing For The Activity:****Rationale:**

This activity is a way to review and reinforce the information about HIV transmission covered in this program. It is also a fun and high-energy activity that allows you to transition to the next module.

**Materials Needed**

Pre-labeled newsprint:

**HIV Football Game**, divided into 2 columns

**Time**

10 minutes



## PROCEDURE

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1. Tape the **“HIV Football Game”** newsprint on the wall.
2. Introduce the activity by saying,

We are going to play a game called HIV Football Game. This game will review everything we have learned today regarding HIV.

3. Divide the group into two teams. Use the newsprint to keep score.
4. Provide the rules of the game by saying,

Imagine that we have just had 90 minutes of exciting football and both teams are still nil-nil. We are now going into the penalty shoot-outs and each team will be awarded a number of penalties. In our HIV football game, the penalties will be in form of questions. If you answer a question correct then you will have scored a penalty for your team.

- Each team will get the chance to shoot a penalty through answering a question.
- The person responsible for answering the question will rotate so that each team member gets a turn
- Team members can help with the answers but the team can only take 10 seconds to answer the question
- If the answer is incorrect or not given in time, the other team will have a chance to answer the question for bonus goals. If they don't get it, I will give the correct answer. Only correct answers can earn teams penalty goals
- We will get goals as a team

The team that will have scored the highest number of goals at the end of the game will be declared the winner

5. Keep score on the newsprint.



6. Use the questions at the end of the activity for the game. Correct answers are provided in bold type. Correct answers of True/False questions are indicated in parentheses.
7. At the end of the game, declare the team with the highest goals the winning team.
8. Summarize by saying,

Wow! What a game! You all know a lot of information. Remember that HIV can be prevented and use all the strategies you have learned to make healthy choices for a better future. It can make all the difference!!!



## HIV FOOTBALL QUESTIONS:

*The questions are in pairs and the facilitator should only ask two questions from the same pair at any time.*

### ***Questions for Number 1***

**Team A:** What does AIDS stand for?

*Acquired Immunodeficiency Syndrome*

**Team B:** What is the cause of AIDS?

*A virus (HIV)*

### ***Questions for Number 2***

**Team A:** Which body system does HIV damage?

*Immune System*

**Team B:** What happens to persons with AIDS that usually does not occur to in people who are healthy?

*They become sick more easily*

### ***Questions for Number 3***

**Team A:** Name three body fluids through which HIV is transmitted

*Semen, vaginal secretions, blood, and breast milk (**any three**)*

**Team B:** What is the most common way through which HIV is transmitted?

*Unprotected sex*

### ***Questions for Number 4***

**Team A:** Yes or No. Which of these can transmit HIV?

*Sharing an eating fork with an infected person (no)*

*Sharing needles with an infected person (yes)*

*Being around someone who is HIV positive (no)*

***[A group only moves to the next number if they get all three answers correct]***



**Team B:** Most children who get HIV acquire it in which 2 ways?

1. *From their infected mothers during pregnancy or childbirth*
2. *Through breast milk*

**[They have to get both answers correct]**

### ***Questions for Number 5***

**Team A:** (T) or F. Sex without a condom increases your chances of getting HIV

**Team B:** (T) or F. People without any symptoms of illness can transmit HIV to a sexual partner

### ***Questions for Number 6***

**Team A:** T or (F). You can get HIV like you catch a cold, because HIV can be carried in the air

**Team B:** (T) or F. Sexual abstinence is the only 100% sure way to prevent pregnancy and sexually transmitted diseases

### ***Questions for Number 7***

**Team A:** T or (F). You cannot get HIV from sex if you have sex with only one person during your whole life

**Team B:** T or (F). Persons infected by HIV through using sharp objects are not likely to pass the virus to sex partners unless the partners also share with them a sharp object

### ***Questions for Number 8***

**Team A:** Name two non-sexual ways HIV is passed

- *By sharing sharp objects*
- *From an infected mother to her fetus or newborn child*

**Team B:** Name three types of sexual practices in which HIV is passed

- *Anal sex*



- *Vaginal sex*
- *Oral sex*

### ***Questions for Number 9***

**Team A:** Name two ways to help prevent sexual transmission of HIV

- *Abstinence*
- *Using condoms every time you have sex*
- *By not sharing needles or any sharp objects*
- *Male circumcision*

**Team B:** Which 2 behaviors increase your risk for HIV? [**Any two**]

- *Having sex without a condom*
- *Using alcohol/drugs which could impair your judgment and make you have unprotected sex.*
- *Having sex with multiple partners.*

### ***Questions for Number 10***

**Team A:** T or (F). If you give blood, you are at risk for getting HIV

**Team B:** (T) or F. Being infected with HIV makes you more likely to get other diseases

### ***Questions for FINISH***

**Team A:** What is the name of our program?

*Healthy Choices (for a better future)*

**[Note: *Healthy Choices is enough to push the team home*]**

**Team B:** Name at least one benefit of using condoms.

*Avoiding pregnancy; avoiding STIs, and HIV; have a better chance of achieving future goals.*

**[Note: *any one of the above points is enough to push the team home*]**





## MODULE FOUR

## All You Want to Know About Pregnancy and Sexually Transmitted Infections (STIs)

### *Goals*

*The goals of this module are to:*

- Increase participants' knowledge about sexually transmitted infections.
- Increase participants' perceived vulnerability to STIs and pregnancy.
- Increase participants' understanding of the consequences of unplanned pregnancy.
- Increase participants' knowledge of contraceptives.

### **Learning Objectives**

*After completing this module, participants will be able to:*

- Identify the signs and symptoms of the most common STIs.
- Identify how STIs, including HIV, are transmitted.
- Acknowledge one's risk for contracting an STI or getting pregnant.
- Express positive feelings toward pregnancy prevention.
- Identify negative consequences of unplanned pregnancy.
- Distinguish myths from facts about pregnancy.
- Identify correct information about contraceptives.
- Know where to seek further information about contraceptives and how to get them if needed.

### **Module preview**

The fourth module 1) Helps participants realize that they are vulnerable to STIs and HIV; 2) Helps them understand the importance of protecting themselves



against STIs including HIV infection and pregnancy; 3) Helps participants identify their personal level of risk for STIs, HIV infection and pregnancy; 4) Illustrates how pregnancy can impact the lives of young people and 5) Helps participants examine myths and facts about pregnancy and contraceptives.

### **Strategies/Methods**

- Brainstorming
- Group Discussion
- The Transmission Game
- Comic

### **Materials Needed**

- Masking Tape
- Pre-labeled newsprints:
  - **“Symptoms of STIs”**
  - **“Consequences of STIs”**
  - **“Risky Situations”**
- Index Cards for “The Transmission Game” pre-labeled with A, C, S or U (1 “S”, 2 “C” 1-2 “A”, 5-6 “U”)
- Agree/Disagree signs
- Ruth comic: **Jennifer’s Story**

### **Preparation Needed**

- Put up the pre-labeled newsprints
- Prepare index cards for Transmission Game (depending on the size of the group).

### **Instructional Time**

70 minutes





<b>Activity</b>	<b>Minutes needed</b>
A. STI Brainstorm and Discussion	10
B. The Transmission Game	10
C. Jennifer's Story	20
D. Contraceptives	10
E. Myths and Facts about Pregnancy and Contraceptives	15
F. Buddies' Exercise	5

**Activity A****STIs Brainstorm and Discussion****Preparing For The Activity:****Rationale:**

Providing information on STI transmission and symptoms gives participants the necessary information they need to prevent the spread of STIs. In addition, it provides a common ground for discussing attitudes and concerns about STIs and increases perceived vulnerability to infection as well as motivation to avoid infection.

**Materials Needed**

Pre-labeled newsprints:

**“Why You Should Avoid STIs”**

**“How do people get an STI?”**

**“Symptoms of STIs”**

**Handouts:**

Symptoms of STIs and their consequences

**Time**

15 minutes

## PROCEDURE

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1. Begin this activity by asking participants what the STI stands for.
2. Once participants respond with the correct answer, say the following

We just discussed a lot about HIV. We will now talk about other infections that we can get by engaging in unprotected sex. The infections I am referring to are Sexually Transmitted Infections.

4. Ask participants to brainstorm on ALL the STIs they know about or have heard of. Answers should include Chlamydia, gonorrhea, syphilis, genital herpes, HIV and trichomoniasis.

### ***FACILITATOR'S NOTE***

*Some of the participants may use descriptions to identify the STIs. Use the descriptions to try and determine what disease the person is describing (e.g. walking difficulties in which one walks with the legs apart is commonly used to describe gonorrhea). English names will be used to accompany the descriptive symptoms, as there are no existing Luo names for the STIs. Although many people think lice and yeast infections are STIs, they are not. Pubic lice can pass from one person to another during close body contact and sharing clothing. Yeast infection initially occurs because of changes in vaginal conditions. They can then be passed between sexual partners during unprotected sexual activity.*

*It is also possible that participants may not know about STIs especially the younger ones. In that case, the facilitator should go ahead and explain what STIs are and that anyone who engages in unprotected sexual intercourse can get an STI.*

5. Have the participants brainstorm on all the signs and symptoms of STIs. Write those answers on the newsprint. The list should include:
  - Sores, blisters, warts or pimples near the genital area or mouth



- Unusual discharge (in color, texture, amount or odor) from penis or vagina.
- Pain or itching in the pubic/genital area.
- Burning when urinating.
- Pain in the abdominal area (in women)

### ***FACILITATOR'S NOTE***

*Be sure to point out that having any of these symptoms doesn't necessarily mean that one has an STI; they could be symptoms of other diseases. However if a person has had unprotected sex and presents any of these symptoms it is very important that he or she go to the health provider for a check up.*

6. Now say,

As you can see, there are a number of STIs that present with different signs and symptoms. If you or your partner have any of these signs and symptoms, don't ignore them and seek advice from your health provider. It is also important to note that a person who has an STI may not have any symptoms. The person may not even know that he or she has an STI.

How do people get an STI?

**Answer:**

By having unprotected sexual intercourse

Let the participants answer the question, then say,  
STIs affect adolescents and young people more than any other age group. If you have unprotected sex and suspect that you may have acquired an STI it is very important that you seek treatment. You will be given medicines or injections, usually antibiotics. Remember, you must finish your treatment so that you are

completely cured. It is also important that your partner gets treated. Otherwise you can contract the infection again after finishing your medicines. You will have to tell your partner about the STI. As long as you are on treatment it is advisable not to have sex. If you cannot avoid sex, you should use a condom.

3. Continue by saying,

How can you prevent getting an STI?

Answers **should** include:

- Abstain from sex
- Use condoms every time you have sex

4. Then say,

We know how STIs are transmitted. We know the signs and symptoms. However, STIs often do not cause symptoms and a person may not even realize that he/she has an STI. We now know how to avoid getting an STI. But what are the consequences of STIs?

Let's brainstorm about some of the long-term physical and emotional consequences of getting an STI.

5. Unfold the newsprint entitled “**Consequences of STIs**”. List the group's responses underneath. Encourage all participants to respond.



***FACILITATOR'S NOTE***

*The facilitator should encourage each participant to contribute. Ask each participant who repeats what has already been said to add something new to his/her statement.*

Answers **should** include:

- Your boyfriend or girlfriend may leave you

- Embarrassment
- Baby born with STI or hurt by STI
- Chronic pelvic pain (gonorrhoea and Chlamydia)
- Cervical cancer (genital warts)
- Pregnancy outside the womb (Chlamydia)
- Blindness (syphilis-if left untreated)
- Paralysis (syphilis- if left untreated)
- Not being able to have children (if Pelvic Inflammatory Disease (PID) is not treated, the tubes may close and make one unable to have children); also men can get infertile!

6. Now say the following,

There are some important facts about STIs that I wish to emphasize:

**STIs increase the chance of HIV infection.** STIs cause a disruption of the normal lining of the genital organs. When one has an STI, one is more likely to get infected by the HIV virus during unprotected sex because the HIV virus can enter the body through these lesions and infect the person with HIV.

**STIs hurt women more than men.** If a woman has sex with an infected man, she is twice as likely to get an STI than if a man has sex with an infected woman.

Women are less likely than men to notice symptoms if they have certain STI.

Therefore; a woman is less likely to know that she has an STI. Women also suffer more consequences than men. This includes: cervical cancer, chronic pelvic pain and transmission of STI to her baby.

**Not all STIs are curable.** For example HIV and genital herpes are not curable.

7. Then ask,

1. What makes it difficult to tell your partner that you have an STI?

**Answers should include:**

- Partner becomes angry
- You may feel embarrassed, ashamed, you might be afraid of losing your partner
- He/she may think that you had sex with another person

2. If you got an STI with whom would you be angry?

Elicit answers until someone says: **“myself”**.

8. Summarize as follows:

If a person is concerned about having an STI, it is very important that he/she goes to the health provider and gets a check up. There is no need to be ashamed to seek help. Know that you are doing the right thing by seeking treatment. Remember that the doctor will maintain confidentiality and will not tell others about your condition.

You now know the basic information that will allow you to avoid getting an STI. Remember how STIs are transmitted, some of the signs and symptoms, how to avoid STIs and what to do if you suspect that you have an STI. Part of acting responsibly and making healthy choices is being informed. You are now informed about STIs so be responsible and abstain from sex or use condoms every time you decide to have sex to prevent getting STIs.

**Activity B****Transmission Game****Preparing For The Activity:****Rationale:**

Participating in an exercise that highlights how easy it is to get an STI should break down/reduce participants' feelings of being invulnerable and should increase their motivation to practice safer sex

**Materials Needed**

Lettered index cards (C, U, A and S)

Pencils

**Time**

15 minutes



## PROCEDURE

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1. Ask the rhetorical question,

Who can get an STI? Don't answer. Just think about it. We are going to participate in an activity that will help us answer this question.

This activity is not intended to identify anyone in person, it is strictly an exercise. It should not be taken personally or used against a member of the group.

### ***FACILITATOR'S NOTE***

*The following activity helps participants understand the potential ease of transmission of an STI or HIV if safer sex is not practiced. Be aware, however, that it can be a very sensitive activity. Some participants might have had an STI, might be HIV positive or have family members who are. Others might worry about being wrongly identified as HIV positive.*

2. Say the following,

This activity is not intended to identify anyone in person, it is strictly an exercise. It should not be taken lightly or used against a member of the group.

3. Distribute cards and pencils to all participants. Each card has a letter on the back of it. Each letter means something different. **DO NOT** discuss the meaning of the letters with the participants at this time:

**C** = Condoms

**U** = Unprotected Sex

**S** = STI including HIV

**A** = Abstinence

4. In a group of ten, distribute cards so that only one person has a “S”, two participants should have an “A”, two participants should have a “C” and the



remaining participants (five) should have a “U”. [**Keep this approximate ratio if the group members are larger or smaller**]

5. Explain the following instructions:

- a) Listen very carefully
- b) Write your name on the side of the index card that has the letter on it.
- c) I would like everyone to stand and have a pencil or pen in your hand.
- d) You are going to walk around the group as you sing along until I say “Stop”
- e) Then you will stop in front of the person closest to you.
- f) The two of you will discuss a question I ask you (found in the box below).
- g) At the end of each question (30 seconds to 1 minute), you will sign each other’s cards on the side without the letter on it and return the card to the original owner.
- h) We will continue this procedure for six brief discussions.

6. Read each of the following unfinished sentences, following the procedure you just described. Lead a song as participants dance around the room. After the first question, have the participants move to a new partner. Repeat steps d-h five more times (for smaller groups, four partner exchanges may be enough).

1. If I told my partner that I wanted to abstain he/she would....
2. If I decided to abstain from sex, I would be able to....
3. I could convince my partner to abstain if....
4. If I walked around with a condom in my pocket, my partner would think...
5. I could convince my partner to use a condom if I...
6. You can make using condoms fun by...
7. If I ask my partner whether he/she is having sex with other people, he/she might...
8. If I had to encourage my partner to use a condom he/she would...

9. People do not like to use condoms because...

7. When the six unfinished sentences have been discussed, ask all participants to have a seat and then read the following directions:

- a. This has been an exercise involving “verbal intercourse”, but we are going to pretend that it involved “sexual intercourse”.
- b. The person (or people) who has a “S” on his/her card please stand. Unfortunately, for this activity, you have a disease (HIV or another STI) and anybody with his or her name on your card has possibly contracted the disease.
- c. [Say to the person with the “S”] read the names on your card. Everyone whose name is read please stand.
- d. [Say to those who just stood up]. All the people who have an “A” on their card can sit down because you practiced abstinence, the surest way to avoid STI, including HIV.
- e. [Say to those who just stood up]. All the people who have a “C” on their card can sit down because you used a condom and used it correctly.
- f. [Say to those still standing]. All of you with a “U” on your card can remain standing because you had unprotected sex. You took a chance and had vaginal, oral or anal sex. You did not use a condom, and now you are possibly infected with whatever your partner had!!!
- g. [Say to those who are still standing] I would like each of you to read the names on your cards written after the name of the person who had a “S”, and those whose names are called, please stand up.
- h. Repeat steps d, e and f until all participants with a “U” card are standing.

8. Count the number of people standing and ask the group to consider what would happen if they continued to have unprotected sex with new partners.

9. Ask the remaining people who are standing to sit down.

10. Ask the person (or people) with the “S” card,

How did it feel to imagine you had been infected with an STI?

11. Ask the person with the “U” card,

How did you feel about possibly being infected?

12. Ask the person with the “C” card,

How did you feel?

13. Ask the person with the “A” card,

How did you feel?

14. Ask the participants,

What did you learn from this activity?

### ***FACILITATOR’S NOTE***

*The facilitator should encourage that each participant says a new thing. Ask each participant who repeats what has already been said to add something new to his/her statement.*

### **Try to elicit the following answers:**

- One person can infect many people by passing the disease-causing germs e.g. viruses to someone who passes it on to the next person
- STIs can be spread through unprotected vaginal, oral and anal sex
  - People have sex, not only with their partners, but also with their partner’s past sexual partners
  - It doesn’t feel good to have an STI

- Using a condom can prevent STI transmission.
- You can't tell by just looking at someone who is infected and who isn't

13. Emphasize the following:

Even though this was just a game, it highlights how fast and casually STIs including HIV can spread. The best way to avoid infection is to abstain from sex or **use a condom** every time you engage in sex.

14. Take the cards back and formally remove the disease from the person with the “S” card to avoid any future stigma saying,

This was just a game. So \_\_\_\_\_ [name of the person(s) with the “S card] I take this card and the disease back from you. No one here is infected.

15. Summarize as follows,

Let's reflect again about my first question, “Who can get an STI?” [*allow them to respond*] we have learned that STIs are a threat to us all.

STIs among adolescents are real. It's important that you understand that if you have sex without a condom, you are putting yourself at risk for infection. The more you know about STIs, the better prepared you are to protect yourself from infection.

Protecting yourself from infection is your responsibility. Only you can choose to use a condom every time you have sex and only you can choose to reduce your risk. And this is a healthy choice for a brighter future.

**Activity C****Jennifer's Story****Preparing For The Activity:****Rationale:**

Presenting and reinforcing information about pregnancy can promote further discussion. Seeing how pregnancy can impact the lives of individuals can help increase prevention planning.

**Materials Needed**

Ruth comic: **Jennifer's Story**

**Time**

15 minutes

## PROCEDURE

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1. Introduce the activity by saying,

We are now going to talk about adolescent pregnancy. We are going to read a story about Ruth and her friends

2. Distribute the comic to participants and ask for volunteers to represent Ruth, Jane, Oscar and Jennifer by saying,

I will start with the story, but I first need four volunteers to read the rest of the story. I need a Ruth, a Jane, an Jennifer and an Oscar. While you read the story lines, try to move into the shoes of Ruth, Jane, Jennifer and Oscar and to read the lines of your character in an engaging and dramatic way.

### ***FACILITATOR'S NOTE***

*Hold up the comic and ask participants to name and describe each of the characters that will be in today's story: Responsible Ruth, Jolly Jane, Outgoing Oscar and Jennifer. Clarify as appropriate.*

3. Read out the introduction part of the storyboard.

Jennifer is a 15-year-old girl who sat her KCPE exams with Ruth last year. She had sex for the first time with her boyfriend, Odhiambo who is also 15 years old and they did not use a condom. After missing her periods thrice, she went for a test at the local youth friendly health center. Unfortunately she found out that she is pregnant. She has been trying to hide it from everybody but today after church she meets Ruth and her other friends who ask her why she has been keeping to herself lately. She decides to tell her friends what has happened to her...

4. Have the participants read and act out the dialogue.



## JENNIFER'S STORY

Ruth: Hey there is Jennifer. I wonder if everything is OK with her. We have not seen her for a while.

Oscar: Ah! I am not surprised, you girls sometimes like keeping to yourself.

Jane: Stop talking like that Oscar, you never know she could be having a problem. Let's hurry and talk to her.

*(They all rush to reach Jennifer)*

Ruth: *(To Jennifer)* hi my friend, is everything okay? You seem to be so withdrawn these days!

Jennifer: Actually I have something to tell you, I am 5 months pregnant. Odhiambo persuaded me to have sex and even though it was the first time, I got pregnant. I have been trying to keep to myself because I am afraid what my mother will do when she finds out.

*(Jane starts shifting around uncomfortably)*

Jane: I'm also suspecting that I could be pregnant. I have been having sex with Hillary and we have never used a condom; the last time we had sex was during the disco matanga at the funeral at Mzee Olado's home. I have not had my period since then and I'm wondering if I could be pregnant.

Jennifer: Oh no! Not you too. The way you are talking, you are definitely pregnant.

Ruth: And what will happen to you now?

Jennifer: I can stay in school for the time being until I deliver... I wonder what will happen to my plans to go and study fashion design. My parents are very disappointed and ashamed of me. Odhiambo denies any responsibility and wants nothing to do with me.



Ruth: I feel so sorry for both of you. However, Jane you should visit the health centre for a pregnancy test. I heard that sometimes a girl might miss her periods, but that doesn't necessarily mean that she is pregnant.

Jane: Will you come with me to the health centre Ruth?

Ruth: Yes my friend, we can go in the evening.

*After school, Ruth and Oscar accompany Jane and Hillary to a youth friendly health centre. They wait outside as Jane goes in for the test.*

Hillary: I'm so terrified; I don't know what results Jane is going to come out with from the test. If she is pregnant I would not even be able...

Jane: *(excitedly)* I'm not pregnant. The test was negative.

Hillary: I'm so relieved; I don't know what I would have done. However this was a lesson to me, from now we are going to use condoms. I really like Jane and would not like her to blame me for messing up her life. She wanted me to use a condom, but I convinced her because all my friends seem to be having sex without a condom and they were pressuring me to do the same. Now I know the risk of having sex without a condom.

Jane: I also have myself to blame; I should have been more firm in my resolve to always insist on using a condom.

Ruth: I plead with you my friends, if you decide to have sex, use condoms always because if you don't, you risk getting pregnant, getting an STI including HIV. This might stop you from reaching your future goals.

Oscar: Let us all make a pact to abstain or use condoms every time we have sex. We will all support each other in doing this.

Jane: Yes, let's do that. Others should not influence us into engaging in unsafe behavior. We should always keep our focus on our future goals.

Ruth: I hope to become a respected teacher and I will abstain from sex so that I can achieve my goals.

*They all thank the clinician and bid her goodbye and leave. It's now getting rather late and they all hurry home.*

*Seven months later Jennifer had her baby. Ruth, Jane and Oscar go to visit her*

Ruth: Hi Jennifer, how are you? How is the baby?

Jennifer: I am fine and so is the baby but he is asleep now. How are you doing? And how about the plans you had for joining the youth polytechnic?

Oscar: (*happily*) we are fine. Ruth is already at Lwak Girls and she just came back for mid-term break. My father has also registered me for a carpentry course at the youth polytechnic.

Jennifer: (*sadly*) I wish I could turn back the clock. Life is so difficult for me. I was in labor for 16 hours and because my body was not fully developed, it was all so painful, and finally they had to operate on me to save the baby who would have died otherwise. After my parents paid the hospital bill they said that I am now on my own. Things are so difficult; I have to take odd jobs in the village so as to buy necessities. The baby needs milk every 2-3 hours, and I can hardly sleep at night because he cries so much.

Ruth: We are very sorry for you my friend. Will you be able join form one next year?

Jennifer: No I will not be able to because there is nobody to pay my fees now or even look after my baby. All my dreams of becoming a fashion designer ...Please do not make the same mistake I made, concentrate on your goals and avoid situations where you can be forced to have sex against your will.

Jane:           It's getting late and we have to leave now, we'll come back to visit you.

*As her friends leave she looks at them truly understanding that her life is different now that the baby is here.*

5. Then ask the following questions,

- What happened in the story?
- What choices did Jennifer make?
- How did Odhiambo react to the news that she was pregnant?
- How did Jane and Hillary's views change after the pregnancy test?
- How would getting pregnant take you off the safari of life?

6. Summarize the activity by saying,

As you have seen, getting pregnant can change your life dramatically especially if you did not plan for it. Therefore, it is important to abstain or use a condom correctly every time you have sex. Using a condom correctly during sex will protect you from getting pregnant. So be responsible and make the healthy choice to use a condom every time you have sex. It can definitely make all the difference!!! You can also use modern contraceptives which we will talk about in the next activity.

## Activity C Contraceptives

### Preparing For The Activity:

**Rationale:**

This activity focuses attention on individual responsibility for the prevention of pregnancy by using contraceptives.

**Materials**

Samples of contraceptive pills, emergency contraception and condoms (including female condoms)

Pre-labelled newsprint:

**“Contraceptives”**

Poster:

**Contraceptives**

**Time**

10 minutes

## PROCEDURE

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1. Tape the pre-labelled newsprint “**Contraceptives**” and introduce the activity by saying,



We have seen that it is possible for adolescents to get pregnant or to make someone pregnant through having unprotected sex. We have also seen how getting pregnant can change an adolescent’s life. Let us now see how an adolescent can prevent getting pregnant. How can an adolescent who chooses to have sex avoid getting pregnant?

Answers **should** include:

Use condoms every time he/she has sex;

Use contraceptives

Have sex during the safe days

### ***FACILITATORS’ NOTE:***

*Using contraceptives should be mentioned as one of the ways to prevent pregnancy. If it is not mentioned by participants then the facilitator should define contraceptives as methods used to prevent pregnancy.*

2. Continue by saying,

If you are going to have sex, you should be concerned about unplanned pregnancy and sexually transmitted infections.

What are some methods that adolescents use to prevent pregnancy?

3. Record their responses on the newsprint then direct their attention to the “**Contraceptives**” poster and point out the following contraceptives,



- Birth Control Pills

- Depo-Provera Shots
- Implant (Norplant)
- Condoms (including female condom)
- Emergency contraception or morning after pill

***FACILITATOR'S NOTE:***

*As you describe the contraceptives, show them to the participants.*

4. Pick a volunteer to read aloud the contraceptives listed on the **Contraceptives** poster then continue by saying,

If used correctly and consistently, condoms prevent both pregnancy and sexually transmitted infections while the other contraceptives only prevent pregnancy.

There is the oral contraceptive pill. It contains hormones that prevent ovulation or the release of an egg. A woman must take one pill at approximately the same time each day as prescribed to be fully protected.

The emergency contraceptive pills (commonly called morning after pill) need to be taken as soon as possible after a woman has had unprotected sex (for example if the condom burst during sexual intercourse or if the woman has been sexually assaulted). She will have to take one pill immediately after unprotected sex and repeat the dose 12 hours later. This is an emergency measure and should not be considered as a regular form of family planning.

Another hormonal method is Depo-Provera. It is long-acting hormone and given by injection. A woman has to receive a new injection of the product every 3 months to prevent pregnancy effectively.

Norplant is another hormonal method which consists of rods that are placed under the skin of a woman's upper arm and can prevent pregnancy for at least 5 years. All these are very effective methods to prevent pregnancy if taken as prescribed. Does anyone have questions?

5. Respond to any questions then say,

If you decide to have sex, you should discuss with your sexual partner and your health provider about the best contraceptive method for you.

6. Give the participants a chance to ask questions then say,

Why do you think many adolescents who have sex prefer not to use contraceptives?

7. Pause to let participants respond then continue by saying,

It is true that many adolescents who have sex do not use contraceptives. One of the reasons why this happens is because they fear going to a health centre to ask for contraceptives. However, it is important for you to see a health provider as he/she can counsel you about the different types of contraceptive methods and the ones that would best suit you. You can go to any health centre near you especially those that advertise youth friendly services. Some medicines and contraceptives do not work well together so it is important to see a doctor if you want to use oral contraceptives.

8. Summarize as follows,

People have lots of ideas about contraceptives and preventing pregnancy, some are based on facts, others on myths. If you are going to have sex, you have to make the healthy choice to prevent unplanned pregnancy by using contraceptives. It is each person's responsibility to protect him or herself. Using contraceptives is the responsibility of both partners.

Thinking about contraceptives in advance will help you to make a healthy choice when the need arises. We also understand that the personal values of one group member may be different than the personal values of another group member. For example, some people do not believe in using contraceptives because it may be

against their religion; other people may have no beliefs against it. The bottom line is that most people who have sex need a way to prevent pregnancy and STIs including HIV.

Remember in order to reach your goals and dreams; the healthy choice is to abstain from sex until you are ready. However if you do decide to have sex, then the responsible thing to do is to use effective methods of protection every time you have sex.



**Activity D****Myths and facts about Pregnancy  
& Contraceptives****Preparing For The Activity:****Rationale:**

This activity helps participants distinguish between myths and facts about pregnancy. Adolescent pregnancy is a subject with which they are familiar but they continue to have misconceptions.

**Materials:**

Handout:

**Myths and Facts About Pregnancy**

**Time**

10 minutes

## PROCEDURE

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1. Introduce the activity by saying,

Do you remember the story we about Ruth and her friends to discuss the topic of pregnancy. If you recall, Jennifer became pregnant the first time she ever had sex. It changed her life for good. Jane also suspected that she might be pregnant because she had missed her period. We later learned that missing your period doesn't necessarily mean you are pregnant. Now let's play a game that will help us take a closer look at some of the other myths and facts related to pregnancy and contraception.

2. Explain the directions,

- a) I will go around the room and read a statement to each of you.
- b) Please tell me if the statement is a myth or a fact.
- c) And try to explain why it is a myth or fact. If you are not sure, someone else may help you to answer.

3. Read the following statements. Supplement the participants' explanations with those provided after each statement or have other participants give the information.

### Myths and Facts Statements About Pregnancy

1. **You can get pregnant by kissing or swallowing semen (MYTH)**

The only way a woman can get pregnant is if the sperms enter her vagina and womb and fertilize an egg. This usually occurs during sexual intercourse, but sperms can also enter a woman's vagina if a man "comes" when his penis is near the entrance to the vagina, but not inside.

2. **If a girl misses her period, she is definitely pregnant (MYTH)**

This is not true! When girls first start having periods, they often have irregular cycles and may even skip a month or more in between their periods from time to time. However, if a girl has had sex without a condom or a contraceptive and she misses a period, she could be pregnant (Remember Jane in the story we just read). The best advice for her is to see a doctor right away to check.

3. **A girl can get pregnant if she has sexual intercourse standing up (FACT)**

If a boy and a girl have sex something magical happens. Sperms from the boy go up from the vagina into the womb and the tubes. They swim like mad to be the first one entering the egg. And if this happens; the girl is pregnant. There are no exceptions to this rule. There are no safe positions or safe times for having unprotected sex without risking pregnancy.

4. **A girl cannot get pregnant if she has sex during her ‘safe days’ (MYTH).**

The ‘safe days’ are not 100% safe, and one can still get pregnant. To know which are the safe days, one should first know the duration of the menstrual cycle, for example from the first day of the last period to the first day of this period; the duration varies from person to person and is usually between 26 and 31 days. Release of the egg usually happens in the middle of the cycle. A week before and a week after the approximate day of the release of the egg is considered to be the fertile period, or the period when one can become pregnant (also called the unsafe days). The other days are called the safe days. It is less likely that one gets pregnant during the unsafe days, but not impossible. Therefore relying on the safe days alone is NOT safe to avoid pregnancy.

**5. A girl can get pregnant the very first time she has sexual intercourse (FACT)**

Of course she can! It happens every day, much to the surprise and disappointment of many young girls (Remember Jennifer in the story we read earlier). Pregnancy can also occur before a girl has had her first period. Adolescents may not realize that their bodies are already releasing eggs. Abstain from sex until you are ready for it and protect yourself against pregnancy by using a condom and another contraceptive. You can get pregnant even if you have sex just once.

**6. If you take a lot of hot tea just after sex then you can prevent getting pregnant (MYTH)**

You are NOT safe if you drink any strong liquids that people say will prevent pregnancy or induce abortion. You are NOT safe if you wash your vagina with vinegar, coke or other fluids. All these are myths. The only way to avoid getting pregnant is to abstain from sex, or to use condoms and/or modern contraceptives.

**7. Withdrawal or pulling the penis out of the vagina before the man ejaculates is an effective way to avoid pregnancy (MYTH).**

No this is NOT safe! It is a way that makes many teenage girls pregnant. A fluid called pre-cum or pre-ejaculate comes out of the penis before ejaculation. Each drop contains thousands of sperms. Even if the penis is pulled out of the vagina before ejaculation, pre-ejaculate inside the vagina has enough sperm to start a pregnancy.

**8. The first semen in boys cannot make girls pregnant (MYTH)**

Occasionally pregnancy can occur even before a boy has had his first wet dream so it does not matter whether it's the first semen or not. If he has

unprotected sex, he is at risk of making a girl pregnant.

**9. If you use contraceptives now, you will become infertile (MYTH)**

Contraceptives will only prevent you from unplanned pregnancy for the period you are using them. When you stop using them, you will be able to conceive and have a normal baby as they do not stay in the body beyond the time they are used.

**10. If you take the pill, you basically have a mini abortion every month (MYTH)**

Contraceptives will only prevent unplanned pregnancy but will not destroy a foetus if fertilization has already taken place.

**11. Contraceptives may have some side effects (FACT)**

While the majority of girls and women who use contraceptives experience no side effects; some women experience side effects such as a little bleeding between periods; weight gain, nausea, breast tenderness, headache, mood changes. Most of these side effects improve after three months. However, if the side effects remain you should ask advice from your health provider, and change to another reliable method.

4. Distribute the handout, **“Myths and Facts About Pregnancy”** to participants and summarize by saying,



Good job! You really showed that you now know the facts about pregnancy and contraceptives. The more you know about the consequences of unprotected sex, the better you can make healthy choices. You can protect yourself against unplanned pregnancy and STIs and avoid transmitting HIV by correctly using condoms along with another contraceptive every time you have sex.

**Activity E****Buddies Exercise****Preparing For The Activity:****Rationale:**

The exercise raises teenagers' awareness of risky situations in their community and their everyday activities.

**Materials Needed**

Handout:

**Session 2 Buddies' Exercise**

**Time**

5 minutes

## PROCEDURE

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1. Introduce this activity by saying,

Today's "Buddies Exercise" will help you identify - together with your buddy – the risky situations in your community. Before we look at the exercise, let's define a risky situation.

What is a risky situation? *[Pause to let participants answer]*

A risky situation is one in which you may find yourself engaging in sexual activity without planning to do so or having sex without a condom. This can either be through your consent or through physical force.

Let's review the assignment together.

2. Distribute the **Session Two Buddies' Exercise**.
3. Read the **ENTIRE Session Two Buddies Exercise** and questions aloud to participants.
4. Explain the procedure for doing the exercise by saying,

You will read the story again together with your buddy. After reading the story, you will respond to the questions on the exercise sheet together. Remember to record responses to these questions and carry the sheet when coming for the next session.

4. Ask the participants,

Are there any questions about the exercise? *(Pause for responses.)*

Does everyone understand what he or she is being asked to do? *(Pause for*

*responses.)*

**5. Remind participants of their weekly goals by saying,**

We agreed during our first session that we will be identifying one goal to achieve every week. You can think about a goal related to what we learned today such as to join a support group or start exercising. It could also be any other goal you feel you want to achieve. Remember to pick a goal that is clear, realistic, specific and easy to measure.

Remember to write your goal at the top of your homework sheet. We hope you will have time to share with us your goal and how you went about it next week.

**6. Pause to let participants identify their weekly goals. Answer any questions the group has about the exercise and summarize the activity by saying,**

We have learned about STIs and pregnancy. We have seen how STIs are transmitted and how we can prevent getting them. Remember that STIs and unplanned pregnancy can be prevented by practicing safe behavior. The healthy and safe choice to make is to abstain from sex or to use a condom every time you have sex to prevent HIV, STIs and unplanned pregnancy. This can make a difference!!!



## Session Two Buddies Exercise

**My weekly goal:**

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**Directions:** Read the story with your buddy and discuss a possible ending to it. Then discuss and answer the questions below it. Bring the completed exercise to our next session.

*Mzee Ogonji's son is getting married and there will be a party at his home this evening. There will be music and dancing. Jane loves dancing and will be attending the disco matanga with her boyfriend Hillary. She is trying to convince Ruth to accompany her together with some girls from the village.*

Jane: I'm so excited about the party tonight; you know the way I love dancing?

Ruth: I will only attend for a few hours just to get a glimpse of the bride to be.

Jane: I will dance all night until the music stops.

Ruth: I need to prepare supper early if I am to attend the party so I should leave now.

Jane: Ok, Hillary and I will pick you up later in the evening on our way to the party.

*They go their separate ways and agree to meet later.*

*Later in the evening, Ruth, Jane and Hillary go to Mzee Ogonji's home for the party. There are many people from the village and a lot of eating, drinking and dancing is going on.*

*Ruth and Jane are dancing together when Hillary comes over with two bottles of beer in his hand.*

Hillary: I have brought you people some drinks.

Ruth: Is that beer? No, thanks, I don't take alcohol.

Jane: Come on Ruth, everyone else seems to be drinking, why can't you just try some? It won't kill you!

Ruth: No I don't want any, I'll just take my soda and I wish you wouldn't drink either.

Hillary: *(to Jane)* will you dance with me?

Jane: But of course my darling.

*As they dance, they hold each other tightly and as things begin to get hot and heavy, Hillary whispers to a rather tipsy Jane.*

Hillary: Why don't we go to my hut, I want to be alone with you.

Jane: *(giggling)* yesssssss....let's go.

**Questions:**

1. What do you think happened when they got to Hillary's hut?

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2. What do you think may happen to Jane?

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3. What are other situations that might lead to similar things happening to Jane? (Places, context, people, etc)

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4. What is it about these situations you think that may be risky?

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5. What can you do to avoid such situations?

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6. What would you say or do if you were in such a situation?

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## MODULE FIVE

## Skill-Building for Safer Sex Practices

### Goals

*The goals of this module are to:*

- Reduce negative beliefs and attitudes that foster risky sexual behaviors.
- Increase participants' skills in avoiding/dealing with risky situations
- Increase participants' skills in saying no using SWAT.
- Enhance participants' ability to resist situations that place them at risk for sexually transmitted infections, pregnancy and HIV.

### Learning Objectives

*After completing this module, participants will be able to:*

- Recognize risky situations (or situations that can lead to high risk sexual behaviour)
- Demonstrate SWAT to negotiate for abstinence and condom use
- Know where (or whom they can talk to) they can get help if they find themselves in a risky situation.

### Module preview

The fifth module 1) encourages participants to develop positive attitudes towards abstinence and condom use; 2) helps participants identify and practice skills necessary to avoid risky situations and 3) provides opportunities for participants to develop and practice refusal skills.

### Strategies/Methods

- Forced choice
- Brainstorming
- Group Discussion
- Problem-solving exercises

### Materials Needed

- Posters:
  - **“SWAT” Poster**
  - **Saying NO Effectively (Negotiation and Refusal Skills Chart # 1A, 1B)**
- **“While They Are Out”** (Effective and in-effective versions)
- **“Agree” “Disagree” signs**

### Instructional Time

60 Minutes

<b>Activity</b>	<b>Minutes needed</b>
A. Welcome Back Talking Circle	5
B. Situations That Increase My Risk for HIV and Buddies’ Exercise Review	10
C. What I Think About HIV/AIDS and Safer Sex-Forced Choice	15
D. Introduction to SWAT	15
E. While They’re Out	15

**Activity A****Welcome Back Talking Circle**

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**Preparing For The Activity:****Rationale:**

To recap what was learned in the previous session and provide a supportive environment for all participants to contribute in this session

**Materials**

None

**Time**

5 minutes

## PROCEDURE

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1. Welcome back participants to the session by saying,

Welcome to another session of Healthy Choices for a Better Future. We learned a lot in our previous session. To start us off today we are going to remind ourselves of what we learned in session two.

2. Re-introduce the talking circle by saying,

We are going to use the talking circle to share what was important to us. When it is your turn to speak, please share with us one thing that is important to you from the last session.

Answers *may* include:

- HIV, its mode of transmission and how to prevent it,
- Behaviors that increase risk for HIV
- STIs, different names of STIs, how STIs are transmitted
- Pregnancy and its consequences
- Myths and facts about pregnancy

3. When all have participated in the Talking Circle, say,

Those were great answers. You are doing a wonderful job remembering the information we learnt.

4. Continue by saying,

Last week each one of us set a goal that they were to achieve within a week. Let's continue by sharing how that went...

- What goal did you set? -

- If not successful how would you do it differently in order to achieve your goal(s)?

***FACILITATOR'S NOTE***

*All the participants should share their weekly goals.*

5. Continue by saying,

That was great!!! I believe we all enjoyed working on our weekly goals. Setting weekly goals is a positive thing to do because it can help us achieve our long term goals of having a better future.

6. Summarize the activity by saying,

You did a great job remembering what we learnt last week and sharing your goals.



**Activity B****Situations That Increase My Risk  
for contracting HIV****Preparing For The Activity:****Rationale:**

If participants become more aware of the day-to-day situations that can put them at risk for unplanned sexual activity, they will be more likely to plan ahead to avoid those situations.

**Materials Needed**

Pre-labeled newsprint:

**“Risky Situations”**

Poster:

**“Risky Situations”**

**Session 2 “Buddies’ Exercise”**

**Time**

10 minutes

## PROCEDURE

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1. Introduce the activity by saying,

Are we all ready for the next activity? We will look at situations in our day-to-day life that are more likely to lead to unsafe sexual behaviour.

- What does a risky situation mean for you?

2. Allow participants to respond then continue by saying,

To discuss more on risky situations, we will go through the buddy exercise from our last session which was about Jane's situation. We requested you to discuss Jane's situation with your buddy. How did you like the exercise with your buddy? What did you learn from this exercise?

3. Pause to let participants respond then ask the following questions,

- Is the story about Jane something that happens in this community? How?
- How many of us have ever attended a party or taken alcohol or both?

4. After eliciting responses from the group, continue to review responses from the **Buddies' Exercise** by asking,

- Let us now review some of the responses from the homework.
- [Question 1 in the Buddies' Exercise] What do you think happened to Jane?
- [Question 3 in the Buddies' Exercise] What other situations do people like you experience that can lead to unplanned or unsafe sexual intercourse?

5. Record responses to question 3 from the **Buddies' Exercise** on the pre-labeled newsprint "**Risky Situations**"



### ***FACILITATOR'S NOTE***

*The facilitator **should** look out for places, context, etc as mentioned by participants.*

Answers **should** include:

- Drugs and alcohol
- Receiving money/gifts
- Disco matanga
- Cross generational relationships (Being in relationships with people who are older than you)
- Casual sex (Having sex with someone you have just met or someone you do not know well)

6. Continue by asking,

- What is it about these situations that may be risky?
- What can you do to avoid these situations?
- What would you say or do if you were in such a situation?

7. Commend participants for the responses by saying,

It seems that you are enjoying discussing homework with your buddies. Your responses are excellent and it shows that you are learning a lot from the sessions.

8. Draw participants attention to the **Risky Situations** poster by saying,

To help us remember some of the things we have said today about risky situations; let us look at the “Risky Situations” poster.



9. Go through the risky situations in the “**Risky Situations**” poster and re-emphasize information about each of the risky situations. Use the information provided below.

### Risky Situations Review

1. Drugs and alcohol

**Drugs and alcohol can impair your judgment and prevent you from making healthy choices. Using drugs and alcohol can make you engage in sex when you are not prepared, it can make you engage in risky sexual behavior such as having sex without a condom, or sometimes even engaging in violent sexual activity.**

2. Receiving gifts/money

**Accepting gifts or money may put you at higher risks for STIs including HIV infection because people may give you gifts expecting sex in return. You may not be in a position to say no to unwanted sexual advances or even negotiate condom use once you have accepted the money/gift. The healthy choice to make is not to accept anything from strangers or from people whose intention you do not know. Before you accept a gift from anyone, find out any intentions behind the money/gift and if you will be required to give sexual favors in return.**

3. Disco matanga

**At a disco matanga, you may feel a lot of pressure from your peers or siblings to engage in sexual behavior, even if you are not ready for it. There could also be drugs and alcohol that further compromise your decision making and put you at a higher risk for unsafe sex.**

4. Cross-generational relationships (Being in a sexual relationship with somebody who is five years older than you or more)

**If you have a relationship with a partner who is much older, your ability to negotiate for abstinence or condom use may be compromised. Often older partners can buy you gifts or money and will expect sexual favours in return. Having a partner of your age makes it easier for you, you share the same interest and it's easier to discuss about when and how to have safer sex. Older partners are also more likely to have other partners or have an STI or HIV, and can put your health in danger. Also, they probably can argue better and may try convincing you to do something you are not really up to.**

#### 5. Casual sex

**Having sex with someone you have just met or someone you don't know well can be very risky. This is because you don't know that person's sexual history, including if he/she has a sexually transmitted infection or not. You cannot tell that someone is healthy just by looking at them. It is a serious decision to enter into a sexual relationship with someone and you should take time before making that choice.**

#### 6. Multiple sexual partners

**Having multiple sex partners is an unsafe behavior that can increase your risk of getting sexually transmitted infections including HIV and unplanned pregnancy.**

#### 7. Isolated/hidden places

**It is important to avoid walking alone in an isolated place where somebody could force you to do something against your will, for example having sex. Such places are for example, walking alone at night or idling alone in the market. In such situations, you should shout for help, run away and tell someone you trust about what has happened.**

### 10. Summarize the activity by saying,

Remember that the above situations can compromise your ability to make healthy choices. The healthy and responsible thing to do is to avoid these risky situations that can increase your chances of having unsafe sex and getting HIV, STIs or unplanned pregnancy. It is important to plan ahead of such situations in order to protect yourself.

## Session Two Buddies Exercise

**Directions:** Read the story with your buddy and discuss a possible ending to it. Then discuss and answer the questions below it. Bring the completed exercise to our next session.

*Mzee Ogonji's son is getting married and there will be a party in his home this evening. There will be music and dancing. Jane loves dancing and will be attending the disco matanga with her boyfriend Hillary. She is trying to convince Ruth to accompany her together with some girls from the village.*

Jane: I'm so excited about the party tonight; you know the way I love dancing?

Ruth: I will only attend for a few hours just to get a glimpse of the bride to be.

Jane: I will dance all night until the music stops.

Ruth: I need to prepare supper early if I am to attend the party so I should leave now.

Jane: Ok, Hillary and I will pick you up later in the evening on our way to the party.

*They go their separate ways and agree to meet later.*

*Later in the evening, Ruth, Jane and Hillary go to Mzee Ogonji's home for the party. There are many people from the village and a lot of eating, drinking and dancing is going on.*

*Ruth and Jane are dancing together when Hillary comes over with two bottles of beer in his hand.*

Hillary: I have brought you people some drinks.

Ruth: Is that beer? No, thanks, but I don't take alcohol.

Jane: Come on Ruth, everyone else seems to be drinking, why can't you just try some? It won't kill you!

Ruth: No I don't want any, I'll just take my soda and I wish you wouldn't drink either.

Hillary: *(to Jane)* will you dance with me?

Jane: But of course my darling.

*As they dance, they hold each other tightly and as things begin to get hot and heavy, Hillary whispers to a rather tipsy Jane.*

Hillary: Why don't we go to my hut, I want to be alone with you.

Jane: *(giggling)* yesssssss....let's go.

**Questions:**

1. What do you think happened when they got to Hillary's hut?

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2. What do you think may happen to Jane?

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3. What are other situations that might lead to similar things happening to Jane?  
(Places, context, people, etc)

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4. What is it about these situations you think that may be risky?

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5. What can you do to avoid such situations?

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6. What would you say or do if you were in such a situation?

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**Activity C****Forced Choice: What I Think About  
HIV/AIDS, Abstinence and Safer Sex****Preparing For The Activity:****Rationale:**

Examining attitudes and beliefs about HIV risk behavior will help participants focus on factors that can keep them from practicing safer behavior.

**Materials Needed**

“Agree” “Disagree” signs

**Time**

15minutes

## PROCEDURE

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1. Tape the “Agree” and “Disagree” signs to opposite sides of the room.
2. Begin this activity by saying,

For this next activity, we are going to share our thoughts on HIV, abstinence and safer sex. We may find that we all have different beliefs about HIV, abstinence and safer sex. Our beliefs about these issues can affect whether we choose to protect ourselves, practice abstinence or ignore the issue all together. It is important to know what we think so that we can make healthier choices.

3. Divide participants into pairs.
4. Distribute an Agree/Disagree worksheet to each participant and say the following,

On this worksheet there are 7 statements. I will read them and you will decide if you agree, or disagree with each statement. Think carefully about why you agree or disagree with the statement and write, “Agree” or “Disagree” beside each statement. When you are finished, we will discuss the responses in the large group.

5. Read each statement and ensure each participant writes either agree or disagree against each of the statements on their worksheets.
6. When all statements are read out, you say,

Now, I will repeat each statement. You must choose between these two signs, whichever comes closest to how you feel. Please take your worksheet and **stand under the sign that reflects best how you think about each statement. Please stand under the Agree sign if you agree, or stand under the Disagree sign if you disagree** with the statement.

Then I may ask some of you to explain why you agree or disagree with the statement. Does anyone have questions? Are we ready to continue?

7. Read the Agree/Disagree statements one at a time. When everyone has chosen his/her position, have 1 or 2 participants explain why they are standing where they are. Give participants an opportunity to change their position after listening to the explanations of others.

#### ***FACILITATOR'S NOTE***

*If everyone stands under the same sign, ask the group members why they think no one chose the other option. If only one person stands under a sign, compliment him or her for having courage to make a choice that differs from the group and carefully ask the person why he or she made that choice. Be sure the person clearly understood the statement. **Give everyone a chance to change their minds after the explanations and before you move on to the next statement.***

*During the activity, bolster the attitudes supportive of condom use and respond to those unsupportive of condom use by using the information provided after each statement.*

8. After reading the 7 statements, have the participants take a seat and say,

In this activity, we saw that some of us agreed and some of us disagreed with the statements that were just read. So let me ask you a couple of questions:

- How did it make you feel to have responses that were different from the responses of others in the group? (Pause for responses.)
- Did you think about changing any of your answers to match those of the group? Why, or why not? (Pause for responses.)

**FACILITATOR'S NOTE**

*The facilitator should encourage that each participant says a new thing. Ask each participant who repeats what has already been said to add something new to his/her statement.*

**9. Summarize as follows,**

This activity showed us that different people can have different opinions and beliefs. You may have a different opinion about sex, HIV, and condoms than your boyfriend or girlfriend. But the facts about HIV/AIDS remain the same. Here are some facts we can agree on: HIV can be transmitted when having unprotected sex through exchange of semen, vaginal secretions or blood. Abstaining from sex or using a condom whenever you have sex will help you to protect you health and that of your partner. It will reduce your chances of getting an STI, an unplanned pregnancy or a re-infection with HIV. It will reduce your partner chances of getting an STI, and unplanned pregnancy or getting HIV.

### Agree or Disagree Statements

1. It is very hard to convince a sexual partner to use a condom **[Even though it might be hard, it is important to do it in order to protect yourself]**
2. If you choose to be sexually active, condoms are the best way to prevent pregnancy, HIV and STIs. **[Using condoms correctly and consistently is the best way].**
3. People do not like to use condoms because sex does not feel as good when you use condoms. **[Sex can still feel great with condoms. You can also make sex fun by using condoms. We'll learn this later on today].**
4. Girls cannot refuse to have sex after receiving a gift from a boy/man. **[Accepting a gift from someone does not mean you want to have sex with that person. Before you accept a gift from someone, it is important that you know who the person is and what their intentions are for giving you the gift].**
5. If you know your sexual partner very well, you do not need to worry about getting HIV. **[Knowing your sexual partner very well does not mean you are safe. You need to use condoms; then you do not have to worry].**
6. Using a condom during sex means wasting sperms. **[Using a condom means protecting yourself from HIV, STIs and unplanned pregnancy. Getting sperms into a girl does not make the girl any more beautiful; neither does it provide any benefit for the boy.]**
7. Boys cannot say no to sex when their girlfriends want to have sex with them **[Boys who are responsible and have a goal they want to achieve will not engage in sex when they are not ready even when their girlfriends are pressuring them to do so].**

## Activity D Introduction to SWAT

### Preparing For The Activity:

#### Rationale

Learning the SWAT technique provides participants with strategies for refusing unsafe sex practices. It also builds skills and self-efficacy in negotiating for safe sex.

#### Materials Needed

Posters:

“SWAT” Poster

Saying “NO” Effectively (Negotiation and Refusal Skills Chart #1A, 1B)

#### Time

15 minutes

## PROCEDURE

1. Tape the “SWAT” poster and the “Refusal Skills” Charts # 1A and 1B posters on the wall, and say the following,



We have talked about risky situations that can increase our chances of getting STIs including HIV, and unplanned pregnancy. We have also talked about risky situations that can increase your chances of getting HIV, STIs and unplanned pregnancy and how to avoid these situations. But what do you do when you are faced with a risky situation that you simply can't avoid? For example, how do you say No when someone is pressuring you to have unsafe sex?

Talking about sex can be difficult. However, it is very important that you talk with your boyfriend or girlfriend about your decision to abstain from sex or to use condoms when you have sex. Talking openly and honestly prevents misunderstandings.

We are going to work on a strategy for talking to your boyfriend or girlfriend about abstaining or using condoms without blaming, arguing or getting into a fight. The strategy is called the **SWAT** technique.

2. Explain the following,

The **SWAT** technique has four steps. Let's review the first step of the **SWAT** technique.

3. **Cover** the last 3 steps with a blank sheet of newsprint, as you review the “S” of **SWAT** by saying,

The “S” of the **SWAT** technique means “Say No” to unsafe behavior, refuse to participate in unsafe behavior.



Now, let's look at the Characteristics of "Saying No Effectively" on Chart #1A.

4. Refer to the **"Characteristics"** of the **"Say NO Effectively"** chart, (**Chart 1-A**) **Poster** and read each characteristic until they have all been completed. As you read the characteristic, **model the behavior**.
5. Once you have demonstrated the **"Characteristics"** of the **"Say NO Effectively"** chart, (**Chart 1-A**) **Poster**, read each characteristic out loud and ask the participants to stand and demonstrate the characteristic together.



## NEGOTIATION AND REFUSAL SKILLS - CHART #1A

### *Say No Effectively*

#### Characteristics

- Use and repeat the word "no" often
- Send a strong nonverbal "no" with your body language, (for example, use hand and body gestures to emphasize the point)
- Project a strong business-like tone of voice.
- Show you are in control.
- Look directly at the person's face and eyes. Don't put your head down.
- Stand straight and tall. Don't fumble with things.
- Use a serious facial expression
- Don't send mixed signals (such as smiling while you are saying "no")

6. Refer to the **Say "NO" Effectively, Chart 1B** poster. Say to the participants,



Now, each of you will get a chance to "act out" an example of saying **"No" Effectively, Chart 1B**. We will go around the room, and when it is your turn, stand up and read your example "in character." That is, say it like you mean it. If you like you can also make up your own **Say No Statement**. Either way, act out



the sentence using the characteristics we just went over. Ready? (Participant name), you can start.

***FACILITATOR'S NOTE:***

Have each participant stand and read aloud one of the examples below with feeling, until all of the examples have been read. Start again from the beginning to give all participants a chance to model “saying no effectively”. The participants can also make up their own Say No statement. If the statement does not sound convincing, ask the participant to do it again and be more certain, more powerful in his or her delivery.

7. Go around the group and have each participant stand up and read aloud one of the examples below like they really mean it, until all the examples have been read. Remind the participants they can also say “No” using their own words.

**NEGOTIATION AND REFUSAL SKILLS - CHART #1B**

**“Say No” Effectively**

**Examples**

- No! I’m not ready to have sex yet!
- No! I won’t have sex without a condom!
- No! I don’t want to touch you there!
- No! Stop trying to unbutton my clothes!
- No! I’m not going to have sex with you!
- No! I really mean ‘NO’!
- No! I do not want you to touch me there!
- No! I want to protect myself. We have to use a condom.

8. Summarize by saying,

Very good! Now you know how to Say No, and really mean it. Did it feel good?

[Allow participants to respond] Great!

Learning how to say “No” is an important part of dealing with risky situations and stopping them from becoming riskier. Use the S of SWAT to say No if you feel you are not ready to have sex at all. If you choose to have sex, you should use the S of SWAT to say no to pressures for unprotected sex.

However, there are situations where saying NO will not help you, for example you are being forced to have sex against your will. In such situations, you should shout for help, run away and tell someone you trust about what just happened.

In the next activity, we will practice how to use the ‘S’ of SWAT by doing some role-plays. We will learn what to say to abstain, not have sex without a condom, and ultimately protect ourselves against HIV, STIs and unwanted pregnancy

Remember, we are learning to use the tools that will help us make “healthy choices for a better future!!!”

**Activity E****While They're Out****Preparing For The Activity:****Rationale**

The scripted role-plays help participants identify and practice the skills necessary to clearly say “No.”

**Materials Needed**

Scripted role-plays:

- 1) “While They are Out” (Ineffective)
- 2) “While They are Out” (Effective)

**Time**

15 minutes

## PROCEDURE

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1. Introduce this activity by saying:

In this activity, we are going to do some role-plays that will help us practice saying no. Remember as you watch the role-plays, you should pay attention to see whether each actor is “saying no” effectively. You should think about the “S” of the SWAT technique that we have just learned.

2. Identify a male and female participant to read the first role-play. Assign the young man the part of **Walter** and the young woman the part of **Leah**. Give each of them a copy of the scripted role-play, “**While They’re Out**” (**ineffective version**).

### *FACILITATOR’S NOTE*

*This role-play is being used to model what all participants will eventually practice. Select two participants who have shown strong verbal skills. For Leah, the participants should be assertive. Ask a young woman who will be a strong role model for the others.*

3. Introduce the role-play by saying,

The first role-play we are going to watch is about a young girl, Leah who is at home alone as her parents are away. Her boyfriend, Walter comes over and tries to force her into having sex without a condom. Before we start, let me read the introduction.

4. Read the setting,

#### **Setting the Stage:**

Leah is a 15-year old girl who goes to school with Ruth, Jane and Oscar.  
Walter is her 17 year old boyfriend.

Leah: Your parents have gone away on safari and will return late. Your friend comes over hoping to sleep with you. You want to have sex with him but you want to use condoms. You know that he doesn't like condoms. You really just want him to stop pressuring you to have sex without a condom.

5. Have the assigned participants read their parts.

### While They're Out – Ineffective Version

**Walter:** Why are you stopping now?

**Leah :** Because I cant do this

**Walter:** Yes you can, I love you and I want to show you how much you mean to me.

**Leah:** I know but am scared, I don't want to get pregnant or worse still to get a disease

**Walter:** What are you talking about; you think I can infect you?

**Leah:** No, am just scared.

**Walter:** You don't have to be scared my darling, just trust me nothing bad is going to happen to you

**Leah:** Yeah, I know you can't hurt me...you would never try to get me pregnant or give me an STI. Sorry I freaked out for a minute.

**Walter:** I love you. Nothing bad is going to happen.

**Leah:** You're right.

*They keep kissing.*

6. After the role-play, ask the entire group the following,

- a. Did Leah say no?
- b. Did Leah give a clear reason why she wanted to stop? How?
- c. What would you have done differently if you were Leah?

7. Then introduce the second role-play by saying,

Now we are going to watch the same story but the lines are different.

8. Then have the same two participants (or another pair of volunteers) read, “**While They’re Out**” (Effective Version). Whisper to **Leah** to be firm.

### While They’re Out – Effective Version

**Walter:** Why are you stopping now?

**Leah :** Because I cant do this

**Walter:** Yes you can, I love you and I want to show you how much you mean to me.

**Leah:** I know but am scared, I don’t want to get pregnant or worse still to get a disease

**Walter:** What are you talking about; you think I can infect you?

**Leah:** I am not saying that. I am just saying I feel scared.

**Walter:** You don’t have to be scared my darling, just trust me nothing bad is going to happen to you

**Leah:** No, I cannot have sex with you without a condom. We can still have fun and pleasure if we use a condom. We will also protect ourselves from any infections. I am sure you also like that. Let’s get a condom.

**Walter:** You are right. Where can we get some condoms?

**Leah:** We could try the health centre or the shops.

*They head for the health centre to get condoms.*

9. After the role-play, thank the role-playing participants and ask them to return to their seats. Then ask,

- a. Did it seem hard to get out of the situation and say no?
- b. (To the actors) did it seem hard to get out of the situation and say no?
- c. What made it hard (or easy)?

- d. Did Leah say no?
- e. Did Leah give a clear reason why she wanted to stop? How?
- f. What would you have done differently if you were Leah?

10. After participants respond, ask the following questions,,

- How was it different from the first version?
- Why was Leah more successful in the second version?
- Which version showed that they loved and respected themselves and each other enough to practice safe behavior?

11. Summarize as follows,

We just had a chance to practice “**saying no**” in ways that tells the other person we are just not ready to engage in unsafe sex. Remember the “S” of the SWAT technique so that you can make healthy choices and refuse unsafe sexual behavior that may place you at risk for STIs including HIV. We will learn more about the SWAT technique in the next activities.

## MODULE SIX

## Developing Condom Use Skills

### Goals

*The goals of this module are to:*

- Increase participants' understanding of barriers to condom use and increase their strategies for reducing those barriers, including how to make condom use fun and pleasurable.
- Increase the participants' communication and negotiation skills so that they can negotiate condom use with a sexual partner.
- Teach participants the steps for correct use of a condom.

### Learning Objectives

*After completing this module, participants will be able to*

- Demonstrate steps for correct use of a condom.
- Identify ways to make condoms a more pleasurable part of the sexual experience.
- Identify barriers to using condoms and other safer sex behaviors.
- Demonstrate ability to respond to excuses a partner may give with statements in support of condom use.

### Module Preview

The sixth module 1) enhances participants' ability to use condoms correctly and 2) explores positive aspects of condom use.

### Strategies/Methods

- Brainstorming



- Group discussion
- Exercises
- Forced choice
- Condom demonstration

### **Materials Needed**

- Pre-labeled newsprints:
  - “Sex is more fun when condoms are used because...”
  - “Condoms won’t ruin the mood if...”
  - “Reasons Against Condom Use
  - “Reasons For Condom Use
- **Condom Use Pictures**
- Markers
- Masking tape
- Lubricated condoms (2 per participant or pair of participant, plus demonstration condoms)
- Penis model (s)
- Paper towels
- Small paper bag (to dispose of condoms)

### **Preparation needed**

- Put up the pre-labeled newsprints

### **Instructional Time**

55 minutes

<b>Activity</b>	<b>Time needed</b>
A. Discussing Condoms and Learning the Skills to Use Them	20
B. How to Make Condoms Fun and Pleasurable	10
C. Reasons For and Against Condom Use	20
D. What to Say if My Partner Says	10
E. Buddies Exercise	5

**Activity A****Discussing Condoms and Learning  
the Skills to Use Them**

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**Preparing for the activity****Rationale**

By becoming more comfortable touching condoms and by practicing correct condom use strategies, participants will more likely to use them consistently and correctly in their personal lives and feel responsible doing so.

**Materials**

Condom use pictures (5 or 6 sets)

Lubricated condoms (2 per participant or pair of participant, plus demonstration condoms)

Penile model (s)

Paper towels

Small paper bag (to dispose of condoms)

**Time**

20 minutes

## PROCEDURE

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### ***FACILITATOR'S NOTE***

*Some religions and individuals do not believe in condom use. Therefore, it is important to acknowledge that and make sure that participants are aware that condom use skills are the focus of this activity.*

1. It is very important to begin the discussion with some clarifying remarks about the purpose of the activity.

For the rest of today's session we are going to focus on how you can be safe when you have sex. Some of you may have had sex in the past and some of you may feel that you are just not ready to have sex, yet. Regardless of which of these situations is true for you. It is important to know how to use condoms, so that you can be safe in the future. This does not mean that we are promoting sexual activities among teenagers. We just want you to be informed and prepared.

The purpose of this activity is to present factual information about condoms and how to use them, because advance planning will help you make responsible decisions if the need arises.

Some religions and individuals do not believe in using condoms. Your beliefs will become an important part of your decision making. So let's begin.

2. Ask the group to define "condoms"

What is a condom?

3. Allow participants to respond then say,

A condom is a thin latex (rubber) sheath that slips snugly over an erect penis and catches the semen sperm when the man ejaculates. There is also the female condom which is worn in the vagina by the woman during sexual intercourse. It

also catches semen when the man ejaculates. Condoms offer protection against both pregnancy and sexually transmitted infections, including HIV.

4. Ask the group to brainstorm some of the nicknames or slang terms for condoms. Do not write them down. Say,

What are all the names for condoms that you can think of, including nicknames or slang terms?

**Examples:**

- ‘juala’, cds, gumboot, socks,

5. Ask the group to brainstorm on brands and types of condoms. Say,

What brands and types of condoms can you think of?

**Examples:**

- Trust, Sure, Trust Studded, Raha, GOK, Durex

6. Then ask,

Where can you get condoms from?

Answers may include: clinics, chemists, public washrooms, shops and supermarkets, youth center

7. Next say,

There are many places where you can access condoms free of charge such as in clinics, in public washrooms, in restaurants. You can also buy them at the chemist, local shops or supermarkets.

8. Explain the following,

We are going to learn a lot about condoms in this session.

We are going to learn how to use condoms correctly. Some of you may not have seen or touched a condom before. We're going to practice using condoms, so that you will know what they feel like and how to use them when you are ready to use them.

9. Divide participants into groups of 2 or 3 and distribute the condom use cards.

Then say,

Each group has pictures showing the different steps of correct condom use. The pictures are all mixed up. Your task as a group is to discuss and arrange the cards in the correct order. We will then go through the steps together.

***FACILITATOR'S NOTE***

*As the group is doing the exercise, walk around and provide help as necessary.*

10. After 2 minutes, ask the participants to stop the exercise and say,

Thank you for doing the exercise. You can leave your cards as they are so that we go through the correct steps together.

11. Begin the condom demonstration by showing the strength and the size of condoms. Use the following steps:

- a. Open a package, take the condom out.
- b. Put it over your hand to show them how strong it is and how it can accommodate any penis size. Roll the condom up your arm, being careful with sharp objects. If it tears on your nails or jewelry, use this as a teachable moment about being careful with sharp objects.

12. Demonstrate correct condom use (using a penile model) by following the steps for condom application outlined in the box below. Participants should not have

a penis model at this time. They should be watching the facilitator model the procedure. *[Facilitators should read the instructions aloud as they demonstrate the procedure.]*

#### ***FACILITATOR'S NOTE***

*The ideal way to demonstrate proper condom use is to use a wooden penile model. If a model is not available demonstrate by using your fingers. Also, be sensitive to the comfort level of your participants during this activity.*

13. Start by asking,

When does a condom need to go on a man's penis?

#### **Answer:**

As soon as the penis is erect, and before the penis touches the partner's body

#### **Steps for Effective Use of Condoms**

1. Check expiration date on condom package
2. Push (squeeze) the condom to one side and open the package, being careful not to tear the condom.
3. Check to be sure that the condom is on the proper side to roll down the penis correctly. Look closely. Condoms only roll in one direction.
4. Pinch the condom by the last ½ inch at the tip, making sure to squeeze out air inside the tip of the condom (this makes the condom less likely to break).
5. While you hold the tip of the condom squeezed, place the condom on the tip of the erect penis, before any contact between the penis and the partner's genitals, mouth or anus. A man who is not circumcised may pull back his foreskin before putting on the condom.
6. Unroll the condom to the base of the penis. .
7. After ejaculation, hold the condom firmly by the rim at the base of the penis and withdraw (pull out) the penis while the penis is still erect. [**Ask:** Why?

**Answer:** If he stays in and the penis gets soft, the condom may come off inside his partner and allow sperm to enter].

8. Remove the condom by rolling it off. Do this well away from your partner's body. [**Ask:** Why would you need to do this? **Answer:** So that the sperm (ejaculate) that is inside the condom won't get on or in his partner.]
9. Discard the condom: Wrap it in tissue and dispose of it safely by throwing in a pit latrine or burning.
10. Never re-use a condom. If you want to have sex again, always use a new condom.

14. After modeling the steps, divide the group into pairs. Give each pair a condom and a penis model.
15. Read each step one by one and have each pair demonstrate that step. Let the participants practice putting condoms on a penile model.
16. After one participant from each pair has demonstrated correct condom use. Repeat the process with the other participant from each pair. Each participant must model the behavior.
17. Introduce the next exercise by saying,

Now we are going to see if you can put on a condom properly while in the dark or when under the influence of alcohol.

18. Ask for two volunteers preferably a male and a female
19. Blindfold the first volunteer
20. Turn around the second volunteer several times until he/she is drowsy

#### ***FACILITATOR'S NOTE***

*While turning the volunteer around, be careful not to cause any physical harm*

21. Give a condom and a penile model to each of the two volunteers and ask them to put on the condom following all the steps



**FACILITATOR'S NOTE**

*There will be lots of giggling and nervous behavior. The participants will have lots of fun. They will probably ask many questions. Supervise each participant because teens have trouble putting condoms on properly, and will sometimes unroll them backwards or not put them on the entire length of the imaginary penis.*

22. Collect the condoms and packaging in the paper bag.

23. Give participants paper towels to wipe their hands.

**FACILITATOR'S NOTE**

*Participants will react as if the condoms are very messy; so it is important to help them see that sex is messy anyway, with semen and vaginal secretions clinging to the penis and dripping from the vagina. Using condoms is just a different type of mess, but you are better protected.*

24. Reinforce condom information by asking the following questions. Answers are provided.

**a. Can condoms stretch to fit any size penis?**

Yes, though condom sizes vary SLIGHTLY from brand to brand.

**b. Is it OK to keep a condom in your pocket?**

Yes, but ONLY for short periods of time. Prolonged exposure to any heat source (including body heat) can damage condoms.

**c. Should you use condoms after their expiration date?**

Throw away safely unused condoms once the expiration date passes or use them to practice your condom use skills.

**d. Should you put on more than one condom for one sexual act for more protection?**

Putting on more than one condom increases the risk of the condom breaking due to friction. One condom if properly used can give you maximum protection from HIV, STIs and unplanned pregnancy.

**e. What would you do if a condom breaks?**

If a condom breaks, it is important for you and your partner to see a health provider to get emergency contraception to prevent pregnancy.

**25. Summarize as follows,**

To protect yourself and your partner from sexually transmitted infections, including HIV infection, you should:

- Use a condom every time you have sex
- Keep a supply of condoms at hand
- Get used to condoms, so they are natural and fun. Keep practicing until you become a pro!
- Talk to your partner about using condoms
- Do not use alcohol or other drugs because they affect your judgment.

**Condoms make sense.** Condoms help to protect **both partners** from pregnancy and STIs including HIV. However, you must use them correctly every time you have sexual intercourse.

**Activity B****How to Make Condoms Fun and Pleasurable**

---

**Preparing For The Activity:****Rationale:**

Helping participants see how they can make condom use fun and pleasurable for themselves and their partner encourages consistent use and a sense of responsibility.

**Materials Needed**

Pre-labeled newsprint:

**“Condoms Can Be Fun...”**

**Time**

10 minutes

## PROCEDURE

---

1. Unfold the newsprint entitled, “**Condoms Can Be Fun...**”
2. Introduce this activity by saying,

How would you complete this unfinished sentence?

“Condoms can also be fun when having sex because...”



3. Record their responses on the newsprint.
4. Add the following ideas to their list if the participants did not already mention them.

Sex is more fun when condoms are used because...

- You talk about them in advance
- You can make up or think of a sexual fantasy using condoms
- You can act sexy/sensual when putting condoms on
- You can hide one on your body and ask your partner to find it
- You can tease each other sexually while putting on the condom
- You feel more relaxed and can really enjoy yourself
- You can tell your partner that using a condoms makes a man
- Condoms make the erection last longer.
- You can have the condom open and ready to use
- You can use different colors and types/textures
- The woman puts the condom on the penis.



### ***FACILTIATOR’S NOTE***

*Emphasize the strategies for how to make condom use more pleasurable.*

*Remember that some of the young people may not be sexually active and that for them, this discussion may not make much sense.*

*Emphasize that you are not encouraging sexual activity among teenagers.*

5. Then say,

Once you get used to condoms they become a natural part of having sex.

6. Then ask the group the following question. Encourage everyone to respond.

How confident are you that you can use a condom when you have sex?

**Answers may include:**

- Become skilled in putting on condoms so that you don't fumble
- Make sure you have condoms before you get romantic
- Eroticize condom use with partner (make it sexy)
- Have condoms close by to eliminate fumbling
- Prepare the condom in advance

7. Summarize as follows,

Once you both agree to use condoms, do something positive and fun. Get condoms together, you can even get different brands. Plan a special day when you can experiment. Just talking about how you'll use all of those condoms can be a turn on. Remember, the healthy choice is to always use condoms if you decide to have sex.

**Activity C****Reasons For and Against Condom Use****Preparing For The Activity:****Rationale**

Pointing out the positive aspects of condoms – by changing negative statements about condom use into positive ones- may reinforce the need to use condoms correctly and consistently, as well as build self-efficacy. This activity also sets the foundation for role-playing and responsible decision -making skills.

**Materials Needed**

Pre-labeled newsprint:

**Reasons For Condom Use**

**Reasons Against Condom Use**

**Time**

10 minutes

## PROCEDURE

---

1. Introduce this activity by saying,

There are many reasons why people do or do not use condoms. Some of them are pros (reasons for condom use), others are cons (reasons against condom use). We call the reasons that prevent people from using condoms, “Barriers to condom use” and the reasons that motivate people to use condoms “Facilitators to condom use.”

2. Unfold the 2 sheets of newsprint, labeled **“Reasons For Condom Use”** and **“Reasons Against Condom Use”**.



3. Ask participants to brainstorm all of the **“Reasons For Condom Use”** (all of the positive reasons) for using condoms, and list their answers on the newsprint.



Make sure their list includes:

- Condoms can prevent sexually transmitted infections, including HIV.
- Condoms can prevent pregnancy
- Condoms make you feel good about yourself
- You know you are safe when you use condoms.

4. Ask participants to brainstorm all the **“Reasons Against Condom Use”**. (all of the negative things or barriers) to using condoms.

Make sure the answers include:

- Condoms are not available
- Condoms ruin the mood and the pleasure
- Condoms don’t feel natural
- Condoms cost too much

- My partner doesn't want to use condoms
- I'm embarrassed to bring up the subject
- My parents might find them
- I'm embarrassed to go to the store to buy them
- My partner would think I don't trust him/her if I asked him/her to use condoms.

5. Explain the following,

Since we are young people who respect ourselves and want to protect ourselves, we are now going to find responses in favor of condom use for each reason against condom use.

6. Demonstrate by reading one of their con/barriers by turning it into a pro.

**Example**

**Reason against condom use:** Condoms don't feel natural

**Reason for condom use:** Having an STI won't feel natural either.

7. Then, give each member of the group a chance to change a reason against condom use into a reason for condom use.
8. Cross each reason against off the list as it is changed into a reason for condom use.
9. Next say,

What if your partner says no to using condoms?

**Answer**

Then you should postpone having sex with your partner until you both agree to use them.

10. Then ask,



Do you need to use condoms even if you are involved with only one person?

**Answer**

Yes, even if you believe that neither of you has ever had sex with anyone else and that you know each others' HIV status.

11. Summarize as follows,

Good job. Remember, regardless of what reason your boyfriend/girlfriend gives you for not using a condom, you need to be prepared to give a response in favor of condom use. The healthy choice is using a condom every time you decide to have sex.

**Activity D****Buddies Exercise**

---

**Preparing for the Activity:****Rationale**

Discussing how to obtain condoms with their buddies gives participants a chance to come up with strategies to obtain condoms.

**Materials Needed**

Handout:

**Buddies' Exercise****Time**

5 minutes

## PROCEDURE

---

1. Introduce this activity by saying,

We have learnt a lot about condoms. Today's "Buddy's Exercise" will help you to come up with strategies for obtaining condoms. Let's review the assignment together.

2. Distribute the **Session Three Buddies Exercise**.
3. Explain the procedure for doing the exercise by saying,

You will discuss and outline the condom procedure with your buddy and record it on the homework sheet. Remember to carry the homework with you when coming for the next session so that we can review it together.

4. Ask the participants,

Are there any questions about the exercise? (*Pause for responses.*)

Does everyone understand what he or she is being asked to do? (*Pause for responses.*)

5. Answer any questions the group has about the exercise and remind them to set a weekly goal.
6. Summarize by saying,

We have learned a lot today about condoms. Remember it is you who has to protect yourself. The safest choice you can make is to abstain from sex so that you are more focused on your goals. If you decide to have sex then the healthy choice to make is to use condoms every time you have sex to prevent getting STIs including HIV and unintended pregnancy. This can make a difference!!!

**My weekly goal:**

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**Session Three Buddies Exercise**

With your buddy, discuss and outline **How would you go about obtaining condoms** (list all the possible options).

*You should also obtain a few condoms and carry to them to our next session.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_



## MODULE SEVEN

## Introduction to Negotiation Skills

### GOALS

*The goals of this module are to:*

- Increase the participants' communication and negotiation skills so that they can negotiate condom use with a sexual partner.
- Enhance participants' ability to resist situations that place them at risk for HIV/STI infection and pregnancy.

### Learning objectives

*After completing this module, participants will be able to:*

- Identify strategies for negotiating condom use with their partners.
- Demonstrate body language and strategies for negotiating safer sex with a partner.
- Express pride in sticking to their decision to abstain from risky sexual behavior and use condoms correctly and consistently

### Module Preview

The seventh module: 1) Increases participants' motivation to practice safe sex; 2) Builds skills to negotiate safe sex; 3) Allows participants to rehearse negotiation skills and receive feedback; and 4) Reinforces participants' sense of pride in choosing safe sex.

### Strategies/Methods

- SWAT Technique
- Exercises

- Scripted Role-plays
- Talking Circle

### **Materials Needed**

- Posters:
  - **Refusal Skills Charts (# 1A, 1B, 2, 3 and 4)**
  - **“SWAT poster”**
- Scripted Role-Plays:
  - **“Your Christmas Day Gift” (Ineffective and Effective Versions)**

### **Instructional Time**

60 minutes

<b>Activity</b>	<b>Minutes needed</b>
A. Welcome, Recap & Review of Buddies’ Exercise	15
B. Understanding Peer and Partner Pressure	15
C. Reviewing SWAT	15
D. Christmas Gift	15

**Activity A****Welcome Back, Recap & Review  
of Buddies' Exercise**

---

**Preparing For The Activity:****Rationale**

To create a friendly and free environment can motivate teenagers to participate in the session. This activity will break the tension and provide a free environment for all participants to contribute to the learning.

**Materials Needed**

**Session 3 Buddies' Exercise** handout

**Time**

15 minutes



## PROCEDURE

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1. Welcome back participants to the session by saying,

Welcome to the last session of Healthy Choices. To start off today's session we are going to remind ourselves what we learnt last week.

When it is your turn to speak, please share with us one thing that you liked from the last session.

2. Start with the person on your left and allow the group members to speak until all group members have had a chance to share what they remember from last session.

### ***FACILITATOR'S NOTE***

*The facilitator should encourage each participant to contribute. Ask each participant who repeats what has already been said to add something new to his/her statement.*

Answers ***may*** include:

- Situations that increase my risk for HIV
- SWAT Technique
- How to use condoms correctly
- How to make condoms fun and pleasurable

3. Continue by saying,

That was great. In the last session, you each choose a weekly goal to achieve. You were also given a buddy's exercise.

Let us first hear your weekly goal and how you went about achieving it. I will start from my right. Each person will share with us their weekly goal and their experience.

4. Start with the person on your right and allow each participant to speak until all participants had a chance to share their weekly goal for the last week and their experiences.
5. Continue to the buddies exercise by saying,

I can see that you are now doing very well with your weekly goals. Weekly goals can help you get closer to your long term goal of a brighter future. Remember to continue setting weekly goals and discuss with your buddy even after the program. Now I would like us to review the second part of the buddy's exercise that you were given last week.

6. Go around the room and have different buddy pairs say the steps they identified for obtaining condoms. Try to get responses from each buddy pair. Ask if there was someone who really obtained condoms. Ask if the person is willing to share that experience.
7. When all the questions have been answered, thank participants by saying,

You have all done a great job. You should be proud of yourselves. You will see that you now have all the information and skills to use condoms correctly and consistently every time you decide to have sex. This is a healthy choice to make for you to achieve a brighter future!

### Session Three Buddies Exercise

With your buddy, discuss and outline **How would you go about obtaining condoms** (list all the possible options).

*You should also obtain a few condoms and carry to them to our next session.*

1. \_\_\_\_\_

2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____

**Activity B****Understanding Peer and Partner  
Pressure****Preparing for the Activity**

**Rationale:** If participants understand how pressures from their peers can affect their decision-making and behaviors, even when the pressures are mild, they will be better equipped to resist those pressures.

**Materials Needed**

Peer Pressure Worksheets

Pencils

**Time:**

15 minutes

## PROCEDURE

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1. Say the following,

In this activity, we will look at attitudes about peer and partner pressure and how peer and partner pressure may influence your sexual decisions.

2. Ask the following questions,

Before we start talking about peer and partner pressure, it is important that we know what it means. What does peer/partner pressure mean? (Answers should include: when friends or partners force you to do something you really do not want to do)

Sometimes our friends or partners can pressure us to do things we really don't want to do. What are some of the things our friends make us do? (Answers should include: smoke, skipping school, drinking, having sex)

3. Elicit responses from the group. Then ask,

Why do we do these things if we really do not want to do them?

4. Elicit responses from the group.

5. Say the following,

Those were good answers. Remember what you said for this activity. I am going to hand out the Peer and Partner Pressure Worksheet. On this worksheet there are 6 statements. I want you to read them and decide if you agree with them or disagree with them. Then you will write why you agree or disagree in the space below the statement. The statements are short so I will give you 5 minutes to work on them. When you are done with all 6 statements, you will talk about what

you wrote with the person sitting next to you. When you are finished talking with your partner, we will talk about your responses in the large group.

6. Hand out the Peer and Partner Pressure Worksheets.
7. Give participants 5 minutes to work alone on the sheets.
8. When 5 minutes is up say,

Okay, time is up. Now get into pairs and talk about what you wrote on your sheets.

***FACILITATOR'S NOTE:***

*You may have to assign pairs or help them get into pairs. If you notice some are not able to read well, you may need to read the worksheet out loud. Walk around monitoring that students are writing the reason Why? not just "Agree/Disagree".*

9. Give participants 5 minutes to work in pairs.
10. When 5 minutes is up call time and ask the following questions:

1. Which statements did you agree with? Why?
2. Which statements did you disagree with? Why?
5. Did you think about changing any of your answers to match your partners? Why or Why not?

11. Summarize the activity as follows,

There are many pressures on teens to have sex. Sometimes the pressure comes from your friends and sometimes from your partner. It takes hard work to resist peer and partner pressure. However, when you want to be safe, the healthy choice is to make decisions for yourself and not to follow others. .

I want you to think back to everything that you have learned. It will help you to act in a responsible way and abstain from sex or use condoms, if you to are having

sex. In the next activity, we will review SWAT and practice how to handle pressuring situations.

## Peer and Partner Pressure Worksheet

*Read each statement carefully. Write AGREE if you agree with the statement or DISAGREE if you disagree with the statement. Then write why you agree or disagree in the space below the statement.*

1. It's hard to avoid having sex when all your friends are having sex. So I might as well have sex too.
2. Teens who have sex are more popular than teens who don't have sex.
3. Girls don't pressure boys to have sex with them.
4. Older guys pressure younger girls to have sex.
5. It is easy to say "no" to sex when pressured by a girlfriend or boyfriend.
6. My friends will make fun of me if I tell them I don't want to have sex yet.



**Activity C****Reviewing SWAT****Preparing for the activity****Rationale**

Reinforcing negotiation strategies with participants, builds skills and self-efficacy

**Materials Needed**

Posters:

**SWAT poster**

**Refusal Chart 2, 3 and 4**

**Time**

15 minutes

## PROCEDURE

1. Hang the “SWAT” poster and the “Negotiation and Refusal Skills Charts 1-4”.



2. Then ask,

Who can remind us what SWAT stands for?

3. Allow the participants to respond then proceed by saying,

Now that we have talked about the pressures that you may face from your peers or partners, it’s important to review how to respond to that pressure. Let’s review our key strategy on how to refuse risky situations, like unsafe sex. The strategy is **SWAT**. It is a strategy that you can use to negotiate abstinence or negotiate condom use, if you are already having sex. I know we have discussed the “S” part of the SWAT technique already, but let’s just quickly review it so that we are really comfortable saying NO in the role-plays.

4. Read each item under the “**Characteristics**” section of the **Say NO Effectively** chart (**Chart 1-A**) until they have all been completed.

### Negotiation and Refusal Skills - Chart #1A

#### Say No Effectively

##### Characteristics

- Use and repeat the word “no” often
- Send a strong nonverbal “no” with your body language, (for example, use hand and body gestures to emphasize the point)
- Project a strong tone of voice.
- Look directly at the person’s face and eyes. Don’t put your head down.

- Stand straight and tall. Don't fumble with things.
- Use a serious facial expression
- Don't send mixed signals (such as smiling while you are saying "no")

5. Demonstrate how to use those "characteristics" by modeling only the **first** example from the "**Say No Effectively Examples**" (chart 1-B) section of the chart.

## Negotiation and Refusal Skills - Chart #1B

### "Say No" Effectively

#### Examples

- No! I'm not ready to have sex yet!
- No! I do not want to have sex without a condom!
- No! I don't want to touch you there!
- No! Stop trying to unbutton my clothes!
- No! I'm not going to have sex with you!
- No! I really mean 'NO'!
- No! I want to protect myself. We have to use a condom

6. Then say to the participants,

Now, each of you will get a chance to read an "example" on the **Saying "No" Effectively** chart. Since we have done this before, I know you are able to say these statements like you really mean it.

7. Go around the group and have each participant read aloud one of the examples like they really mean it, until all of the examples have been read. Participants may also want to use their own examples. Encourage this.
8. Explain the following,

Next we will review **Refusal Skills Charts # 2, 3 and 4**, which illustrate the other steps of the SWAT technique: **W**, which is to explain **Why**; **A** which is to suggest an **Alternative**; and **T**, which is to **Talk it out**.

Let's start with **Chart # 2, "Why-Give Clear Reasons to Support Your Choice"** it shows examples of reasons you might give for why you are saying "no" to unsafe sex. We will go around the group and I would like each of you to read aloud an example of a "why" statement. You may choose to develop your own "why" statement. When you say the statement, say it like you really mean it.

9. Go around the group and ask each participant to read aloud an example from **"Refusal Skills Chart # 2**, until all the examples have been read.

## Negotiation and Refusal Skills - Chart #2

### Why-Give Clear Reasons to Support Your Choice

#### Examples

- No, I am not ready for sex yet
- I want to protect myself with a condom every time I have sex
- No, I won't risk my future goals by having unprotected sex
- Condoms help prevent STIs, including HIV infection.
- I'm not ready to be a parent yet

10. Now following the same procedure with **Refusal Skills Charts #3**. Say the following,

Let's move on to **Chart #3, "Alternative — Suggest Something Else"** which is the **"A"** part of the SWAT technique. The Chart shows examples of alternative actions you might suggest instead of engaging in unsafe sex. We will go around the group and I would like each of you to read aloud an example of an alternative

action statement. You may choose to develop your own alternative statement. When you say the statement, say it like you really mean it.

11. Go around the group and ask each participant to read aloud like they really mean it an example from “**Refusal Skills Chart #3** like they really mean it, until all the examples have been read.

### **Negotiation and Refusal Skills - Chart #3**

#### **Alternative-Suggest Another Action**

##### **Examples**

- Let’s go buy some condoms right now.
- Let’s get out of the house. It makes me uncomfortable.
- We can hold hands, hug or kiss, but we cannot have sex now.
- Let’s choose some things that will feel ok for both of us since we don’t have a condom.
- Let’s go get something to eat.

12. Now follow the same procedure with **Refusal Skills Charts #4**. Say,

Okay. Now let’s work on the last part of SWAT, Chart #4, which is the T of “**Talk it out—Discuss Your Feelings**,” The chart gives examples of how you might discuss your feelings about safer sex and using condoms. Once again, we will go around the group, and I would like each of you to read aloud an example of a “talk it out” statement. You may choose to develop your own “talk it out” statement. When you say the statement, say it like you really mean it.

13. Go around the group and ask each participant to read aloud an example from **Refusal Skills Chart #4**, until all the examples have been read.

## Negotiation and Refusal Skills - Chart #4

### Discuss Your Feelings

#### Examples

- I feel like you don't really care about me when you pressure me like this.
- I'm not ready to have a baby. I would feel better if we used a condom.
- I'm glad you agreed to use condoms. I feel like you really care about me.
- You really turn me on when you touch me, but I won't have sexual intercourse without a condom.
- If you can't respect my feelings, then I'm prepared to end this relationship.
- Our future goals and dreams are more important than a moment of unsafe pleasure, so I'm glad we decided to use condoms.

14. Say the following,

That is the SWAT technique. Are there any questions about SWAT?

15. Answer any questions.

16. Summarize as follows,

Great! Now that we have reviewed the SWAT Technique you will use it in the role-plays that we will do for the rest of our session today.

#### ***FACILITATOR'S NOTE***

*Be sure that participants understand that when using the S.W.A.T. technique, some people may use all of the steps in the order listed on the poster, from S to W to A to T. Others may go back and forth using the four steps in a different order. For example, a person may say "no" first, then give alternatives, then talk it out, and*

*then explain why. The sequence of the steps does not matter as long as all four steps are used during the role-play conversations.*

**Activity D****A Christmas Gift****Preparing For The Activity:****Rationale:**

Strengthen participants' ability to deal with risky situations e.g. expecting sex in exchange of money.

**Materials Needed**

Scripted Role-Play “**Your Christmas Day Gift**” (Effective and Ineffective Versions) for each participant

**Time**

15 minutes



## PROCEDURE

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1. Introduce this activity about transactional sex by saying,

Sometimes people may use money or gifts to persuade others into having sex. However this puts them at risk for unplanned pregnancy, STIs and HIV. It is important to remember how to avoid all these situations.

When a girl and a boy are friends and they like each other, it does not always mean that they like doing the same thing. One of them may want to have sex while the other may not be ready. The one who wants to have sex may pressure the other and when this does not work he/she may ‘persuade’ the other one with gifts or money.

The story we are about to read is about a young girl who was not ready to have sex. Let’s see what can happen when one person tries to pressure the other into having sex by buying him/her gifts, taking him/her to the market or even giving money.

2. Hand out to each participant a copy of **“Your Christmas Day Gift-Ineffective Version”** and ask for 2 volunteers to represent Julliet and Daniel.

### ***FACILITATOR’S NOTE***

*This role-play is used to model what all participants will eventually practice.*

3. Once everyone has a copy, read **“The Setting”**.

Setting the Stage:

Julliet is a 13 year old girl while her boyfriend Daniel is 15 years old. They live in the same estate with Ruth, Jane and Oscar.

It is Christmas Day. Julliet and Daniel are going to watch a video show at the market. Julliet knows that at some point having sex will be discussed. Daniel has been asking Julliet to have sex with him for some time now but she says she is

just not ready for any of it. She decides to tell Daniel that she wants to wait to have sex.

4. Have the volunteers read their parts as they act it out.

### Your Christmas Day Gift - Ineffective Version

**Daniel:** Merry Christmas dear. Here is a gift for you; I bought you a pair of slippers, though I was hoping our gifts to each other would be more than something purchased from the shop.

**Julliet:** Do you mean you were hoping we would have sex?

**Daniel:** Yes. You don't have to worry nothing will happen to you

**Julliet:** Oh! Dan, you are moving so fast.

**Daniel:** We have been dating for a while. I have just given you a new pair of slippers and what better way to show me your appreciation than to have sex with me?

**Julliet:** I just have some doubt...I'm scared.

**Daniel:** You are always going to be scared, but the important thing is that we love each other.

**Julliet:** (Reluctantly) I guess.

*They stop talking and begin to have sex.*

5. After the role-play thank the role-playing participants and ask them to return to their seats.

6. After the role play, ask the group if they saw the **SWAT technique** demonstrated by asking the following questions,

- What was ineffective about this role-play?
- Did Julliet say "no" [*she never said no*]
-

- Did Juliet give clear reasons? [*She did not give clear reasons. In addition, she expressed doubt in her decision*]
- Did Juliet suggest alternative action? [*She failed to offer alternative actions. In addition, she focused on an imaginary event rather than on what's happening now*]
- Did Juliet talk it out and use language that protected the relationship? [*Juliet did not talk it over*]
- Did Juliet seem prepared to leave a potentially unsafe situation? [*No, Juliet finally gave up and gave in*]

7. Now, hand out “**Your Christmas Day Gift**” – **Effective Version** and ask for 2 volunteers to represent Daniel and Juliet.

We are now going to read a second version of the Juliet and Daniel story . It starts the same

8. Have the volunteers read their parts as they act it out.

### **Your Christmas Day Gift - Effective Version**

**Daniel:** Merry Christmas dear. Here is a gift for you; I bought you a pair of slippers, though I was hoping our gifts to each other would be more than something purchased from the shop.

**Juliet:** Do you mean you were hoping we would have sex?

**Daniel:** Yes. You don't have to worry, nothing will happen to you

**Juliet:** Oh! Dan you are moving so fast.

**Daniel:** No, I'm not. I have just given you a new pair of slippers and what better way to show me your appreciation than to have sex with me?

**Juliet:** I am grateful for the gift and I like you, but I need you to be understanding and be patient. I do not want to have sex with you now because I want to achieve my goals. I am not ready to have sex.

I want to have sex with you but only when I'm absolutely sure-when I'm not scared or in doubt.

**Daniel:** Well, I don't want to feel like I'm pressuring you to do something you don't want to. It's important that you're sure. So, I guess I'll wait until you are ready.

**Julliet:** Thanks, for understanding. I really like you and I'm glad that you are willing to wait.

*They hug and head to the market center.*

9. After the role-play thank the role-playing participants and ask them to return to their seats.

10. After the role-play ask the following,

- What do you think made this role-play version successful?
- How was it different from the first version?
- In this version, why was Daniel unable to convince Julliet to have sex?  
*[Answers may include: Julliet was able to say what she wanted. She was assertive and took control]*

11. Wait for the participants to respond.

12. Summarize as follows,

You had some really great observations. We just had a chance to practice saying no to unsafe behavior.

Remember the SWAT techniques and refusal skills so that you can be safe and use them whenever you need to discuss abstinence or condom use.



## MODULE EIGHT

## Role-Plays: Enhancing Refusal and Negotiation Skills

### Goals

*The goals of this module are to:*

- To increase participants' communication and negotiation skills regarding condom use.
- To enhance participants' ability to resist situations that place them at risk for unsafe behavior leading to STIs, like HIV, and pregnancy.
- Enhance participants' sense of and responsibility in negotiating safe sex.

### Learning Objectives

*After completing this module, participants will be able to:*

- Identify strategies for negotiating condom use with a sexual partner.
- Demonstrate body language and strategies for negotiating condom use with a partner.
- Express pride in sticking to their decision to abstain from risky sexual behaviors and using condoms correctly and consistently.

### Module preview

The eighth module 1) allows participants to practice condom negotiation skills; and 2) allows participants to practice communication and negotiation skills with their partner.

### Strategies/Methods

- SWAT Technique

- Scripted Role plays
- Review Game
- Talking Circle
- Certificate Ceremony

### **Materials Needed**

- Posters:
  - **SWAT Poster**
  - **Negotiation and Refusal Skills Charts (1A, 1B, 2, 3 and 4)**
  - **Role-Play Guidelines Poster**
- Role-Play Handouts
- A pair of dice
- Road to a Better Future Game Board
- Markers to move on the game board
- Certificates

### **Preparation Needed**

- Hang SWAT Poster, Refusal Skills Charts 1 – 4, Observer Checklist poster, and Role-Play Guidelines.
- Prepare certificates by writing out the participants' names.

### **Instructional Time**

65 minutes

<b>Activity</b>	<b>Minutes needed</b>
A. Enhancing SWAT: Partner Role-Playing	40
B. Road to a Better Future-A Review Game	15
D. Talking Circle and Certificate Ceremony	10

**Activity A****Enhancing SWAT****Preparing For The Activity:****Rationale:**

This activity allows participants guided practice in negotiating safer sex with a partner and resisting peer pressure in a controlled and safe environment. This practice increases their skills and feelings of confidence about safer sex negotiation and the likelihood that they will use these negotiation skills in real life situations. Those not participating directly in the role-play have the opportunity to identify helpful strategies and coach those in the role-play.

**Materials Needed:**

Posters:

**SWAT Poster**

**Refusal Skills Charts (1 – 4)**

**Role-Play Guidelines Poster**

Role-Play Cards

**Time**

40 minutes



## PROCEDURE

### FACILITATORS' NOTE

*If you have 8 pairs of participants, have the last pair of participants present Role-play A which was originally done by the facilitators.*

***Make sure everyone participates in a role play.** If you have an odd number of participants, you may have to ask some participants to volunteer more than once. You can also use your knowledge of the participants to put them in pairs or “coaching groups” that will effectively play the roles.*

*If you are not satisfied with the participants' responses, it is up to you to let other participants give a response or to offer responses of your own.*

*Your job is to be sure that important issues are addressed and that participants feel they can confidently use their skills. Give suggestions and help, as need arise.*

*Do not allow disagreement to continue for too long or for anti-condom attitudes to win.*

*If time allows, you may wish to have participants replay the role-play showing alternatives, let the audience help out, or play the role with one of the players.*

*What is important is that participants practice communicating even when the situation is difficult. In real life, one of the hardest things to do is to fully explain yourself and be understood.*

1. Post the “SWAT” posters before beginning this activity.



2. Introduce this role-play activity by saying,

Now we are going to use the skills we have been practicing in more challenging role-plays. As we have done in previous sessions, we are going to do role-plays that can help us to practice how to handle a situation that is new, difficult, or in some way stressful. You should do your best to feel and behave like the person

whose role you are playing. You are trying to behave in a way that will help you and everyone else learn. Let's review some Role-play Guidelines.

3. Review the guidelines below. Remind the group to also use the **“Refusal Skills Charts.”**

- Read your role-play scenario carefully
- As a pair, agree on which character each of you will play. It is okay for a girl to play the character of a boy and for a boy to play the character of a girl
- Read the description of your character carefully and get into the shoes of your character
- Read the role of your character carefully and think about how that person would really behave in such a situation.
- Practice together with your partner how you are going to role-play your scenario
- Do your best to stay in the role throughout the entire role-play.
- Really try to feel and act like the person you are playing.
- Don't let comments and laughter distract you.
- Try things that you usually not do, just to see how it feels.

4. Direct participants to the *Role-Plays* on their participant handbook.

5. Ask for volunteers or pair up the participants for each of the role plays then say,

Each of you will get a role play script. You are going to use these role-plays to practice talking to your friends and peers. Once you get your scenario, read together and agree on what character each one of you will play. The characters you will play have a name and a description. I will give you about 5 minutes to read your role-play script with your partner, prepare and practice how you will perform the role-plays.

6. After 5 minutes, invite the participants back to the larger group and say,

I hope you enjoyed practicing the role-plays together. Now I will give a chance to each pair to come and demonstrate to us how you handled your scenario. But before we begin, my colleague and I are going to demonstrate the first role-play scenario. I will play the part of Charles, the person being pressured and [co-facilitator's name] will play the part of Yvonne. As we do this, we want you to observe how we are using the refusal skills in the SWAT strategy. Let us start with Role-Play A.

7. Start by saying,

As you watch the role-plays, check to see if the SWAT skills are demonstrated. Focus on the character that is pressured, in this play it is Charles. The rest of you can “coach” us if we get stuck in the role-play. Remember that no one says ALL the right things in every conversation. But we can always go back to our partners and say more things about our thoughts and feelings another time.

8. Begin by reading the scenarios for both characters. The role-play should last for 2-3 minutes.

## Role-Play A

**Theme: Male & Female: Loss of Trust and Sexual Pleasure through condom use  
(Yvonne and Charles Talking)**

**CHARLES** – you and your girlfriend (Yvonne) are at your place and things are getting intimate. You bring up condoms and suggest that you think you should stop and look for some. She is getting angry with you and saying that you must think she is dirty.

But you want to use a condom because you respect yourself. Your health is important to you and you want to protect yourself because you are worth it.

*Your task is to convince Yvonne that sex can be just as pleasurable with condoms.*

**YVONNE**– you and your sexual partner (Charles) are in his hut and you are starting to hug and touch each other. He tells you that he wants to use a condom, and you are beginning to get angry. You don't want to use a condom because you don't think sex will feel as good.

Does he think you have been sleeping around? Besides you don't think condoms feel good and truly believe they'll ruin the mood.

*Your task is to convince him to have sex without a condom.*

9. After 2-3 minutes of the role-play, use the questions below to discuss participants' comments on *Role-Play A*. Encourage everyone to give input.

- Did Charles say "NO?"
- Did Charles say "Why?"
- Did Charles give an "Alternative?"
- Did they "Talk it out"?
- What methods/strategies did Charles use to get his message across?
- Were there any misunderstandings or breakdowns in communication?
- Did these characters seem realistic to you? Why or why not?
- How would you have handled the situation differently?

10. Summarize **Role-Play A** by saying,

Condoms don't have to ruin sex. There are different techniques that can make condom use pleasurable and fun. It is important to talk about condom use ahead of time, before any touching or kissing begins. People have expectations in certain situations if something happens that you don't like, tell your partner.

11. Continue to the next volunteer pair and introduce *Role-Play B* by saying

**Role-Play B** is a conflict where Richard, is pressuring her girlfriend, Linda to have sex without a condom. Linda is the pressured character so focus on her. The goal of this role-play exercise is for Linda to be safe and make a healthy decision to use a condom.

12. Read aloud *Role-Play B* script and have the players present the role-plays,

## Role-Play B

**Theme: Male & Female: Resisting partner pressure to have unsafe sex (Linda and Richard Talking)**

**RICHARD** – you have been dating Linda for a few months. You really like her and think this might be serious. You feel ready for sex. You have come from the zonal sports competitions with Linda and are walking home together. You decide to use this opportunity to get Linda to have sex with you. She is willing to have sex with you but is insisting on using a condom. You tell her that you are clean and don't need to use a condom.

*Your task is to convince Linda to have sex without a condom.*

**LINDA**– you and your boyfriend, Richard have been going out for four months now. You have been spending time together.

It is a Friday afternoon and you and Richard are from Kilimani primary school where you had gone to watch zonal sports competitions. Richard is trying to get you to have sex with him. You want to be safe and use a condom but he doesn't want to.

*Your task is to try to resist Richard's pressure to have sex without a condom.*

13. After 3-4 minutes of role-play, review by asking,

- Did she say "No?"
- Did she say "Why?"
- Did she give an "Alternative?"
- Did they "Talk it out"?
- What could she have done differently?
- Was Richard able to convince Linda? Why? Why not?
- What methods/strategies did Linda use to get her message across?
- Actors (Linda and Richard), what pressures was your character feeling?
- Why is it important to resist pressure to have unsafe sex?

14. Summarize **Role-Play B** by saying,

Sometimes you can be under pressure to have sex without a condom. It is important to remember that it takes honest and open communication to keep a healthy relationship. Condoms can help prevent STIs, HIV and unplanned pregnancy. The healthy choice to make is to use a condom every time you have sex. This can make a difference and help you reach your goals for a better future.

15. Continue to the next volunteer pair and introduce *Role-Play C* by saying

**Role-Play C** is a conflict where a female, Rose is under pressure from her girlfriend's brother, Japheth to get into a risky situation. The goal of this role-play exercise is for Rose to be safe and resist pressure to get into a risky situation.

16. Read aloud *Role-Play C* script and have the players present the role-plays,

## Role-Play C

**Theme: Male & Female: Resisting unsafe behavior in a risky situation (Japheth and Rose Talking)**

**JAPHETH** – You have admiring your younger sister's friend, Rose. You have been looking for an opportunity to spend some time with her alone but you have not succeeded. Today she has come to visit your sister and luckily for you, your sister is away on an errand.

You come up with a plan to spend some time with Rose.

You plan to convince her to join you in your 'simba' [*this is the boys' hut which is separate from the main house*) as she waits for your sister.

*Your task is to convince her to come into your hut.*

**ROSE** - you have gone to visit your friend, but her older brother, Japheth tells you she has gone to the market. You decide to wait for her. Japheth tells you to go and wait for her in his 'simba' [*this is the boys' hut which is separate from the main house*]. You have heard stories of girls being forced to have sex in 'simbas'

*Your task is to resist Japheth's pressure to get into a risky situation.*

17. After 3-4 minutes of role-play, review the group's responses by asking,

- Did Rose use the SWAT technique?

- Did she say “No?”
- Did she say “Why?”
- Did she give an “Alternative?”
- Did they “Talk it out”?
- What could she have done differently?
- What did Rose think would happen if she went into the ‘simba’?
- Was Japheth able to convince Rose? Why? Why not?
- Were there any misunderstandings or breakdowns in communication?
- Why is it important to resist pressure to get into a risky situation?

18. Summarize **Role-play C** by saying,

Sometimes you might experience pressure to get into a risky situation. It is important to know which situations can expose you to unsafe behavior and to avoid them.

Which other situations can expose you to unsafe behavior?

*[Pause to let participants respond].*

Always remember to avoid these situations. However, if you find yourself in a risky situation, be sure to resist the pressure by using SWAT.

19. Continue to the next volunteer pair and introduce *Role-Play D* by saying

**Role-Play D** is a conflict where a female, Monica, pressuring her female friend, Jenipher, not to use condoms. Jenipher is the pressured character so focus on her. The goal of this role-play exercise is for Jenipher to be safe and make a healthy decision to resist pressure to have unsafe sex.



20. Read aloud *Role-Play D* script and have the players present the role-plays,

## Role-Play D

**Theme: Two females: Fear of Break up if request for condom use (Monica and Jennifer Talking)**

**MONICA**— you and your close friend, Jennifer are going out with friends James and Ken, who are a few years older than you.

You and James have had sex a couple of times and never used a condom. You think you might lose him if you ask him to use a condom.

Your friend Jennifer is getting very close to having sex with her boyfriend Ken. She wants to start using condoms.

You tell her that sex feels much better without condoms (even though you've never tried them).

You're afraid that if she insists on using a condom she might lose Ken.

*Your task is to try to convince Jennifer to have sex without using a condom.*

**JENNIFER** – You have been dating Ken for a few months. You really like him and think this might be serious. You have decided to have sex with him, but you really want to use condoms.

Your best friend Monica is dating his best friend James and she doesn't think you should mention condoms to Ken because you might lose him.

You know Ken has never discussed condoms before, but he'll have to if he wants to have sex with you. You won't do if otherwise.

Besides, you learned how to make condoms feel better.

*Your task is to resist Monica's pressure, but not lose her friendship. She should be using condoms too.*

21. After 3-4 minutes of role-play, review the group's responses by asking,

- Did Jennifer use the **SWAT** technique?
- Did she say "No?"
- Did she say "Why?"
- Did she give an "Alternative?"
- Did they "Talk it out"?
- What could she have done differently?
- What methods/strategies did Jennifer use to get her message across?
- Actors (Jennifer and Monica), what pressures was your character feeling?
- Would anyone have handled this situation differently?
- Did the role-play seem realistic to you?

22. Summarize **Role-Play D** by saying,

If you value your best friend and care about his/her as a person, you should help him/her make safe decisions. You can even teach your friend how to make condoms pleasurable.

23. Continue to the next volunteer pair and introduce *Role-Play E* by saying

**Role-Play E** is a conflict where James is pressuring **Paul** to take alcohol/drugs. **Paul** is the one to be observed, so focus on him. The goal of this role play exercise is for Paul to resist pressure to take bhang' and not to engage in unsafe behavior.

24. Read aloud *Role-Play E* script and have the players present the role-plays,

## Role-Play E

### Theme: Two males: Avoiding pressure to take alcohol/drugs (Paul and James Talking)

**JAMES** – you and your friends have been drinking and taking bhang’ (marijuana) as a way to have fun. You have been trying to convince your friend Paul to do the same but so far you have not succeeded. Today, he is telling you that he will be meeting his girlfriend later in the day. You know that he has never had sex with her.

*Your task is to convince Paul to take bhang’ so as to have the courage to force his girlfriend to have sex in case she says ‘no’.*

**PAUL** – you are aware that most of your friends drink, take bhang’ (marijuana) and engage in unsafe behavior. You are telling them that you are meeting your girlfriend today. They know that you have never had sex before. They are trying to convince you to take some bhang’ to give you the courage to force her into having sex if at all she says ‘no’.

*Your task is to say no to your friends’ pressure to take bhang’ and engage in unsafe behavior.*

25. After 3-4 minutes of the role-play, review the group’s responses by asking,

- Did Paul use the SWAT technique?
- Did Paul say “No”
- Did he say “Why?”
- Did he give an “Alternative?”
- Did they “Talk it out”?

- What could he have done differently?
- What did Paul think would happen if he took bhang' or forced his girlfriend to have sex?
- Was James able to convince Paul? Why? Why not?
- Were there any misunderstandings or breakdowns in communication?
- Actors (Paul and James), what pressures were your characters feeling?
- Why is it important to resist pressure to take alcohol/drugs?

26. Summarize **Role-Play E** by saying,

Alcohol/drugs can impair your judgment and cause you to make unhealthy choices in your life, especially when it comes to sex. Peer pressure doesn't help either. The healthy choice is to avoid alcohol/drugs because these may lead you to engage in unsafe behavior. You can also make a plan to avoid people or friends who engage in risky behavior.

27. Continue to the next volunteer pair and introduce *Role-Play F* by saying

**Role-Play B** is a conflict where a female, Rhoda, wants to abstain from sex. Rhoda is the pressured character, so focus on her. The goal of this role-play exercise is for Rhoda to respect herself and resist pressure from Christine.

28. Read aloud *Role-Play F* script and have the players present the role-plays,

## Role-Play F

**Theme: Two females: Peer pressure to have sex  
(Christine and Rhoda Talking)**

**RHODA** – your friends have been having sex and they are always talking about it. Christine, who is the most vocal of your friends, has been asking questions about you and David. You get the feeling

Christine wants you to have sex with David. You don't feel ready to have sex.

*Your task is to resist peer pressure to have sex.*

**CHRISTINE** - You and your other girlfriends have been having sex with your boyfriends. You frequently talk about the nice times you spend with your boyfriends. You have noticed that every time you and your friends talk about having sex, Rhoda keeps quiet or walks away. You know that she likes David but suspect that Rhoda might be still be a virgin.

*Your task is to convince Rhoda to have sex with David.*

29. After 3-4 minutes of the role-play, review the role-play by asking,

- Did Rhoda say “NO?”
- Did she say “Why?”
- Did she give an “Alternative?”
- Did they “Talk it out”?
- What could she have done different?
- Actors (Rhoda and Christine), what pressures were your characters feeling?
- Were there any misunderstandings or breakdowns in communication?
- Which decisions would you make in a situation like this?
- Would you risk losing your friend in order to protect yourself and respect your decision?

30. Summarize **Role-play F** by saying,

The fact that you feel good about your choice to abstain from sex does not mean that everyone around you will support your choice. Always remember that you are

your most important person. Choosing when to have sex is a decision you should make when you feel comfortable and ready.

**31. Summarize the entire activity as follows,**

Wow! You have really learned a lot in this program. Your role-plays show that you have picked up quite a few skills also.

We hope that you will remember and use your knowledge and skills whenever the need arises.

Remember to make healthy choices for a better future because the choices that you make now will determine your ability to reach your goals for the future.

## **Activity B** **Road to A Better Future- A Review Game**

### **Preparing for the activity**

#### **Rationale**

Game-playing reinforces all the information learned throughout the entire program with the hope that the knowledge, positive attitudes and skills will translate into behavior.

#### **Materials Needed**

- Road to A Better Future Game Board
- A pair of dice
- Markers of different colors

#### **Time**

15 minutes

## PROCEDURE

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1. The facilitator will explain the following:

We are about to play a fun game called the Road to A Better Future. This game will help us see how much of the HIV information you remember. It will be lots of fun.

2. Divide the group into two teams, team A and team B. Each team will have a different colored marker that will be used to move on the game board.
3. Refer to the game board and explain the following,

Each team now has a marker. Your marker represents your team. The objective of the game is to get your marker to reach the **HOME** on the board before the opposing team.

4. Place the dice into your hand and start explaining the rules of the game,

1. Each team will choose a team member to roll the dice. The team that rolls the highest number will go first
2. Both teams will begin at the start marking on the board. The marker will be used to mark your spot as you move towards **HOME**.
3. After we determine which team will go first, a member of the team will roll the dice. I will read a question and the team should discuss the answer they want to give. The member that rolled the dice should answer the question after talking with the team. Team members responsible for saying the answer will rotate, so that each team member gets his or her turn.
4. If the answer is incorrect, the other team will get a chance to give the



correct answer and move further along on the road. **If the question is of the True/False variety, the other team must explain why the answer given is wrong, in order to move on the board game.**

5. If someone other than the person chosen to speak *calls out* the answer, the team receives no points.

6. Only correct answers can earn points and allow you to move your team's marker.

5. Have each team roll the dice to see who goes first. Then have the winning team roll the dice again to determine how many spaces they can move, if the question is answered correctly.
6. Ask a question. Always allow the team only 15 seconds to talk it over, then seek an answer.
7. If correct, have the team move their marker the number of spaces that are on the dice. Then have the next team roll the dice. If the answer is incorrect, give the other team an opportunity to answer and move the number of space on the dice.
8. Try to get through all the questions. The game goes quickly and is stimulating for participants. Stop the game after 10 minutes.
9. At the end of the game say the following:

Wow!!! What a game! It doesn't matter who won, because both teams showed that a lot of information was learned and remembered. The most important thing is you have learnt a lot about pregnancy, STIs including HIV and how to apply the communication and negotiation skills that we have learnt. The safe thing to do in order to prevent STIs including HIV and unplanned pregnancy is to use condoms correctly and consistently and encourage others to do the same.

We all need to be careful and prevent STIs including HIV and unplanned pregnancy as best we can. We now have knowledge, skills, and confidence, which will let us make healthy choices for a better future!!!!

10. Ask the group if they have any questions about what they learned from today's activities, and thank them for participating in the game.

### Question Cards

Use the following questions during the game. **If true/false questions are answered incorrectly, the opponent can explain why the answer was incorrect to move further on the board.**

1. What are 2 things that could possibly happen to you if you engage in unsafe sex now?

**Pregnancy or STIs including HIV**

**Not achieving your goals in life**

2. What happens to a person with HIV that usually does not occur to people with a healthy immune system?

**They get sick easier**

3. What are the most common ways HIV is transmitted?

**Sexual contact**

**Mother to child transmission.**

4. What is the best way to prevent pregnancy and STIs including HIV?

**Abstinence**

5. Which other method can you use to prevent pregnancy and STIs including HIV?

**Using condoms every time you have sex**

6. What are some of the negative consequences of contracting an STI?

**Infertility**

**Health complications**

7. What can happen if you use drugs/alcohol?

**When you are under the influence of drugs or alcohol, your thinking is clouded and you make poor decisions; you will less likely think about using a condom when you are under the influence of alcohol/drugs.**

8. What are ways to make condoms fun and pleasurable?

**The woman helps the man to put the condom on the penis**

**You have a sense of humor and make jokes**

9. (True/False) Having an STI could make you infertile.

**True. One of the consequences of STIs is infertility.**

10. (True/False) You can get HIV like you catch a cold, because HIV can be carried in the air.

**False. HIV is not borne by air, water, hairbrushes or eating utensils. It is transmitted in semen, blood, vaginal secretions and breast milk.**

11. (True/False): If I use drugs or alcohol, I am at risk of getting an STI including HIV infection or getting pregnant by engaging in sexually risky behaviors.

**True. When you are under the influence of drugs or alcohol, your thinking is clouded and you make poor decisions; you will less likely think about using a condom when you are under the influence of alcohol/drugs.**

12. (True/False): Young people like you can get pregnant or get STIs including HIV.

**True. If you have sex without a condom you are at risk of getting pregnant, or STIs including HIV.**

13. (True/False): If I practice safe sex, I will avoid getting pregnant or STIs including HIV.

**TRUE. If you practice safe sex you are less likely to get pregnant or make your girlfriend pregnant, and you are less likely to contract an STI including HIV. However, the only 100% effective way of avoiding pregnancy and STIs is through abstaining from sex.**

13. True/False): STIs always cause symptoms.

**False. A person can be infected with an STI and not even know it. Often STIs do not have symptoms. That is why it is important to avoid getting an STI.**

14. Name two benefits of HIV testing.

**If you test negative you can learn how to remain HIV negative**

**If you are infected you can learn how to live positively**

15. Name three benefits of using condoms.

**Will avoid contracting HIV**

**Will avoid contracting other STIs**

**Will avoid an unplanned pregnancy**

**Will be able to focus on goals and dreams**

16. Name 3 contraceptives that you can use to prevent pregnancy.

**Pills**

**Injectables**

**Condoms**

*[These are harder questions meant to be asked the closer you are to the end.*

*For each indicate whether True or False, and explain why]*

17. You do not need to use condoms if you trust your partner.

**False.** It is a matter of caring for yourself and for your partner. Even if you trust each other you should use condoms to prevent pregnancy and STIs including HIV.

19. Name the technique you should use to tell someone you want to practice abstinence or to use condoms and explain the first 2 steps.

**SWAT**

**1. Say No! to unsafe behavior**

**2. Explain Why you want to be safe**

20. **Yes or No.** Which of these can transmit HIV?

Stress - no

Kissing - **no**

Having sex with a boy you really like- **yes**

21. Yes or No. Which of these can transmit HIV?

Touching someone who has AIDS - **no**

Using the same eating fork as someone who is HIV+ - **no**

Being around someone with AIDS- **no**

22. Name the technique you should use to tell someone you want to practice abstinence or to use condoms and explain the last 2 steps.

**SWAT**

**3. Provide Alternative things to do**

**4. Talk it out, to ease tension and strengthen your relationship**

23. What are at least 3 things you can say if your boyfriend or girlfriend wants to have sex without a condom, but you don't?

**1. Sex without a condom is too risky; I could get HIV and other STIs.**

**2. I am not ready to be a parent.**

**3. I have goals and I am not willing to risk my future**

**Activity C****Talking Circle and Certificate Ceremony**

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**Preparing For The Activity:****Rationale:**

This activity provides participants a sense of closure to the program. It also serves as a certificate ceremony.

**Materials Needed:**

Certificates

**Time**

10 minutes

## PROCEDURE

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1. Ask participants to form a tight circle with their chairs. We will use the talking circle to have the group close and say goodbye.
2. Introduce the activity by saying,

Welcome to the last activity in “Healthy Choices for a Better Future”. We have had a nice time learning together and I am sure each of us is going to use the information we learned. Each of you is going to receive a “Healthy Choices Certificate.” When I call your name, please come forward and as I hand you a certificate, share with us how the things you learned in the group will help you achieve your dreams for a Better Future.

3. Call out participants’ names in alphabetical order. As each of the participant’s names is called to receive his/her certificate they will explain what he/she has learnt from the curriculum and how this will help him /her to achieve their goals.
4. Thank the participants for their attendance and let them know how much you enjoyed working with them. In closing say,

We have spent a lot of time together talking about abstinence, safer sex, HIV, STIs, pregnancy, and about making healthy choices. Thank you so very much for your participation and commitment to this program. I hope you now realize that everyone, including yourselves, is at risk for HIV, STIs, and unplanned pregnancy. The healthy and safe thing to do is to abstain from sex or to use condoms every time you decide to have sex to avoid getting HIV, STIs, and unplanned pregnancy. This is a safe thing to do and a healthy choice that will help you achieve your dreams for a better future. Remember it can Make all the Difference!!!!