

LIGUMA & LISANGO

(IN THE KITCHEN, BY THE COWSHED)

MANUAL FOR COMMUNITY VOLUNTEERS





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Underlying principle of Lisango and Liguma

- ❖ Lisango and Liguma is an activity that was suggested by the school committee and teachers as a way to address some of the current adolescent problems arising due to the OVC situation in the country. The school committee and teachers were concerned about some of the effects of not having parents or sometimes even guardians to guide them at a crossroad time of their life. Adolescent stage can be viewed as a crossroad intersection where any decisions made by the adolescent determine the direction of the child's life.

- ❖ *BSIP will then equip community volunteers willing to take this role of being a "foster parent", which is the purpose of this manual.*

What is a foster parent?

A foster parent is a community member who has a passion for adolescents with the following characteristics (or at least strives to have the following):

- ❖ Someone who is a good role model
- ❖ Good Moral standing and is respected in the community
- ❖ Someone with an interest/passion for children, particularly adolescents
- ❖ Someone who is responsible
- ❖ Someone who is open minded and is willing to learn
- ❖ Someone with a positive self-esteem and self confidence
- ❖ Someone who has the time to be a foster parent
- ❖ Someone who has a non judgmental attitude

The role of a foster parent:

- ❖ The foster parent is expected to guide and mentor a group of adolescents in school through prepared group weekly sessions.
- ❖ The foster parent is also expected to provide individual talks with adolescents where required.

Purpose

- ❖ To equip community volunteers with the knowledge and competency to facilitate mentoring sessions with a group of adolescents.

Target Group

- ❖ This manual is designed for the use of foster parents/mentors.

How to use the Manual

This manual is a guide. It is not to be followed like a step by step activity resource book. It has key points that the foster parents should consider when

planning the group mentoring sessions. It could be compared to an eye opener of each subject. The foster parent then needs to take time in planning each session using his/her own discretion on what should/should not be included in the session according to the needs of the students.



Activity

The suggested activities are just ideas as to what the foster parent could use in that session. He/she is not compelled to use the activity but can decide if the suggested activity fits with the planned session. The foster parent can view the activity like a toolbox in which they can use an activity according to its relevance to the planned session.



Chapter 1 Adolescent Life Changes



Objectives of Lesson

- ❖ The foster parents should be able to discuss the physical changes that occur during adolescents.

- ❖ **The foster parents should be able to discuss the psychosocial effects and dangers that these changes have on adolescents.**

Introduction

Our bodies grow and change throughout our lives. These changes are normal and important. It is normal for young boys and girls to get worried or excited as they observe these changes in their bodies. Each of these changes may give a specific message and help you to start or avoid certain behaviors or practices.

Physical Development

During the teen years, adolescents experience changes in their physical development such as the following:

- ❖ *Gains in height and weight.* Weight gain results from increased muscle development in boys and body fat in girls.
- ❖ *Development of secondary sex characteristics.* During puberty, changing hormonal levels play a role in facilitating growth in the following
 - Growth of pubic hair
 - First menstrual period for girls or penis growth for boys
 - Voice changes for boys
 - Growth of underarm hair
 - Facial hair growth for boys the increased production of oil, increased sweat gland activity, and the beginning of acne.
 - Continued brain development. Teenager's brains are not completely developed until late in adolescence.

How Do These Changes Affect Teens?

- ❖ *Teens frequently sleep longer.* Teenagers need more sleep to allow their bodies to conduct the internal work required for such rapid growth. On average, teens need about nine and a half hours of sleep a night.
- ❖ *Teenage girls may become overly sensitive about their weight.* This concern arises because of the rapid weight gain associated with puberty
- ❖ *Teens may be concerned because they are not physically developing at the same rate as their peers.* Teens may be more developed than their peers ("early-maturers") or less developed than their peers ("late-maturers"). Being out of developmental "step" with peers is a concern to adolescents because most just want to fit in. Early maturation affects boys and girls differently. Adults often assume that early maturing boys are cognitively mature as well. This assumption can lead to false expectations about a young person's ability to take on increased responsibility.
- ❖ *Because of their physical appearance, early maturing girls are more likely to experience pressure to become involved in dating relationships with older boys before they are emotionally ready*
- ❖ *Teens may ask more direct questions about sex.* At this stage, adolescents are trying to figure out their values around sex. They may ask questions about how to abstain without becoming embarrassed or about how they will know when the time is right. They may also have specific questions about methods of birth control and protection from sexually transmitted diseases.
- ❖ *Teens may begin to question and try to find logic in a lot of things.*
- ❖ *Teens may become more adventurous and want to try out new things.*
- ❖ *Teens may value the opinion of their peers more*
- ❖ *Teens become more independent and draw further apart from their parents/guardians.*

What Can You Do?

- ❖ *Don't criticize or compare the teens to others.* Teens are already acutely self-conscious about the way they look. They don't need you to point it out to them.
- ❖ *Encourage teens to get enough sleep*
- ❖ *Provide honest answers to teens about sex.* Teens are in search of knowledge on this subject. If adults do not provide accurate information, teens are forced to rely on their peers or other potentially inaccurate sources. Unfortunately, such erroneous information is often to blame when teens make poor decisions.
- ❖ *Do not be judgmental, listen to them and give accurate answers.*
- ❖ *Be patient with excessive grooming habits.* Teens often spend large amounts of time grooming themselves and obsessing over their physical appearance.
- ❖ Be open and honest
- ❖ Discourage peer negative influence
- ❖ Encourage good decision making in regards to issues that can change the course of their lives such as early engaging in sexual intercourse



Chapter 2 Peer Pressure



Objectives of lesson:

- To understand what peer pressure is
- The dangers of negative peer influence
- How young people can say no to peer pressure

Introduction

When young people enter into the adolescent phase they may find that they care more about what their friends think of them. They may want their peers to approve of their dress sense, talking style, music preference etc. This may be detrimental to the young person if decisions they make are based on the need to impress others. A young person may find themselves engaging in behavior that they wouldn't normally engage in as a means of impressing his/her peers. This lesson will look at the dangers of negative peer pressure and the benefits of positive peer pressure. We will also look at how one can deal with peer pressure.

What is Peer Pressure?

Peer pressure is when one acts/behaves in a way that is influenced by his/her peers (age mates, school mates, class mates). It may lead to young people engaging in behavior that they wouldn't normally consider.

Peer Pressure- During adolescence, peers play a large part in a young person's life and typically replace family as the center of a teen's social and leisure activities. Some kids give in to peer pressure because they want to be liked, to fit in, or because they worry that other kids may make fun of them if they don't go along with the group. Others may go along because they are curious to try something new that others are doing. The idea that "everyone's doing it" may influence some kids to leave their better judgment, or their common sense, behind.

As children grow, develop, and move into early adolescence, involvement with one's peers and the attraction of peer identification increases. As they grow they find it reassuring to turn for advice to friends who understand and sympathize — friends who are in the same position themselves rather than adults.

Wanting to be part of the "in crowd" is a temptation for many kids. Many times association with the "in crowd" may lead to dangerous and less desirable behaviors such as skipping school, smoking, experimenting with drugs, defiance with teachers, and cruel behaviors to the less popular kids.

Who Influences?

We can be influenced by our friends, classmates, people we play sport with. We must make decisions based on what we have calculated/weighed to be right or wrong not what others think. It is often the people that we look up to or admire that influence us. Sometimes it can even be role models. Do you have role models? It can also be the people that you surround yourself with. Who do you surround yourself with, are they good for you?

Positive/Negative Peer Influence

Peer pressure can be negative or positive depending on what the individual is being influenced to do. Negative peer influence is when someone or a group influences an individual's decisions to engage in negative behavior. Positive peer influence is when someone or a group of people influence an individual decision to engage in positive behavior. You can be a bad influence to others if you support bad behavior such as portraying negative behavior as cool. You can choose to be a good influence to those around you by making good decisions and encouraging good behavior. We should all remember that we can be the influencer or the person being influenced.

What to look for in a friend OR the friend that you should be

- 1. Acceptance-** A true friend is one that can accept you for who you are. You do not feel you have to change the way you dress, talk or do to be their friend.
- 2. Ambition-** A good friend is one who wants something positive for their future. It is someone who has positive dreams and is making plans on how to reach those dreams.
- 3. Genuineness-** A good friend is one who will be honest with you at all times. Someone who will be able to tell you when they think what you are doing wrong or when you have hurt their feelings.
- 4. Respect for your beliefs/values-** You want a friend that will respect you and the decisions you make.

How to say "NO" to peer pressure

1. Know your values: Know what your stand is on certain topics and make decisions based on those values e.g. virginity, ,abstinence, smoking, drinking, school, the way you dress, talk etc
2. Dare to be different: If your values are not the same as the majority of people, stand for them, do not be scared to be different, what is important is that you have good reasons of doing what you want to do.
3. Prepare answers as to why you do or do not do certain things
4. Say NO confidently, is assertive and polite.
5. Stick to your decisions unless YOU are convinced otherwise
6. If all the above steps don't work, WALK AWAY!

ACTIVITY

Scenario/Stories

- ❖ Please read the stories/scenarios below. If you have time ask the students to act them out the answer the questions below

Scenario 1

Your classmates and yourself (Zama) decide that you are angry at the teachers and are not going to study for the English exam. They are also not going to do homework for the rest of the week. The teacher notices that the class has not been doing their homework or studying. She decides not to take note of this but continues to give out the test as was mentioned earlier. The day of the exam arrives and she hands out the test. Some of your classmates have been secretly studying and others are just smart they already know the material to be covered in the exam. The exam is written and you and one other person in the class fail. Unfortunately English is the passing subject and because you and the other classmate that failed the exam are required to repeat the class. What will you tell your parents, what about your future?

Questions

- a. Who influenced Zama not to study for the exams?
- b. What were the consequences of her actions?
- c. What could she have done/said to prevent this from happening?
- d. Role Play what she could have told her classmates

Scenario 2

1. It's after dark and you're playing outside. You notice that the cars that are coming your way have their bright lights on. This is blinding to your eyes. Some of your friends decide it would be fun to throw rocks at the cars that bright you with their lights. So a car passes by, with its bright lights on. A friend picks a rock and hits the car. The window gets smashed and the car keeps moving. You and your friends laugh about it and feel good that you gave the driver of the car what he deserves. A second car with its bright lights on comes along and another friend does the same thing. It is now all a joke and you and your friends talk about the incident and how perfectly you scored. Then another car passes and you decide to join in on the fun, you grab the nearest rock and throw it towards the car. The rock lands on the back wind screen and suddenly the car stops. It all happens in a few seconds, when you look around your friends are disappearing to the bushes. As you decide to run away, you trip and by the time you get up the driver of the car is out of the car and the next thing you know he is grabbing your clothes. The man interrogates you about your where about and takes you to your parents. The man requires you, not your parents to pay back the damage done by herding his cattle and working on his farm for the whole year without wage. You also get a serious beating from your father.

Questions

1. What led the boy to hit the car with a rock?
2. Who influenced him, what did the pressure come from?
3. What were the consequences for his actions
4. What could he have done to prevent being influenced?
5. Role Play what the boy could have done or said to prevent peer pressure?

1. **Summary of Scenario-** The decisions that we make as a group or influenced by a group or one person have a direct consequence on the individual self. When the friends or classmates are gone you are left to deal with the consequence of that decision alone.

Some notes:

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Chapter 3

Teenage Pregnancy



Objectives of Lesson:

- ❖ The foster parent should be able to discuss the causes of teenage pregnancy
- ❖ The foster parent should be able to discuss the consequences of teenage pregnancy

Introduction

Teenage pregnancy occurs when a nine year old girl upwards has unprotected sexual intercourse with a male. It's important that youth know that they may physically appear as if they are old enough to engage in sexual intercourse but that doesn't mean that they are ready for the responsibility that comes with it. Teenage pregnancy can result in school dropout, STI's or even HIV/AIDS.

What causes teenage pregnancy?

- ✚ Broken homes- When the child's parents no longer live together but have separated or divorced.
- ✚ Poverty
- ✚ Peer pressure
- ✚ Lack of knowledge to make good decisions.
- ✚ Rape or in consental sexual intercourse
- ✚ Use of drugs or alcohol
- ✚ Parents not spending enough time with their children to teach and advise them about life and pregnancy
- ✚ Watching or reading sexual material
- ✚ Failure to say no
- ✚ Being alone with the opposite sex

The consequences of teenage pregnancy?

- ✚ The girl could drop out of school
- ✚ The girl could not have money for food or even food for the baby.
- ✚ The mother could not get proper ante natal care due to fear of being discriminated at hospitals or clinics or not having the money
- ✚ Both of them could STI's or HIV/AIDS
- ✚ The boy's money could be used for the child's needs, which means he could be forced to drop out of school.
- ✚ Their parents could stop taking care of them
- ✚ The boy could start taking alcohol or drugs or even commit suicide because of the problems of the responsibility of having a baby.



Activity

Story

Mensah, Kofi and Ibrahim are three friends. Mensah is from a poor home. He is very humble, respectful and serious with his school work. The three friends met under a tree to discuss the dancing competition that Mensah won.

Mensah tells his friends about the gifts he received from Abena, the rich girl in the school. Kofi and Ibrahim are happy for Mensah and tell him that this is his chance to get a girlfriend. They tell Mensah that Abena can help with money and other things. Mensah does not agree with them.

Kofi and Ibrahim kept on putting pressure on Mensah. Mensah later on went in for Abena and had sex with her. Abena became pregnant and tried to abort the baby so that she can complete school. She died from the abortion.

Questions for discussion after the story

1. What happened in the story?
2. Why did Abena get pregnant?
3. Why did Mensah have sex with Abena?
4. What are some of the causes of Teenage Pregnancy?



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Chapter 4

Substance Abuse



Objectives of Lesson:

- ❖ Define substance use/abuse
- ❖ To discuss the behavioral dangers of substance use
- ❖ To discuss the physical dangers of substance use

Introduction

Substance use is harmful to the body when taken *excessively*. It may also impair decision making skills and youth may find themselves engaging in certain risky behavior as a result of substance use that sometimes may not be reversible.

What is substance use?

Substance use is the use of substances that are detrimental to the body such as tobacco, marijuana, cocaine and alcohol. **Substance abuse** is then the **excessive use** of these substances.

Smoking-

- It has been proven that smoking causes lung cancer and cancers of oral cavity, larynx, esophagus and bladder.
- Cigarette smoking is one of the major risk factors for high blood pressure and fatal heart attacks.
- Smoking impacts women's health substantially by causing infertility, miscarriages, complicated pregnancies and early menopause.
- Smoking during pregnancy and breast-feeding can have hazardous effects on the baby in early childhood and also as they grow up.
- Smoking is known to cause sperm abnormalities and hence male infertility.
- Nicotine affects the bones, joints and muscles of the body.
- Smoking can cause loss of taste, bad breath, dental caries, stained teeth, mouth sores and receding gums.

<http://www.buzzle.com/articles/dangers-of-smoking.html>

Alcohol

- Impaired judgment and verbal ability
- Physical Violence
- Addiction
- higher risk for heart disease, for liver disease, circulatory problems, peptic ulcers, various forms of cancer
- Long term consumption can lead to permanent brain damage
- Fetal alcoholic syndrome (heavy drinking during early pregnancy)

<http://www.acde.org/common/Alcohol.htm>

Marijuana

- Adversely affects the power of memory and learning.
- Highly increases the risk of heart attack in regular users.
- It has the potential to promote cancer of the lungs
- Difficulties in thinking and problem solving

<http://smoking.ygoy.com/dangers-of-smoking-marijuana/>

Drugs...cocaine

Other Consequences of Substance Abuse

There are consequences associated with substance abuse. For youth, these are usually detrimental to their long term goals of building a successful career for themselves. Below is a list of some of the consequences of drug abuse:

- **A decline in academic performance:** The commitment to academics can decrease due to little time spent towards school work. This can happen particularly when the time that should be used for academics the student is intoxicated. Substance abuse is also usually associated with **absenteeism** from school which may also contribute to the decline in academic performance.
- **Physical Health:**
- **Increases the chances of risky sexual behavior:** Substance use deters the brain from functioning at its optimum best. The DHS study showed alcohol as one of the driving factor of the HIV/AIDS epidemic.



ACTIVITY
Real Life Story

I have smoked before..... *(In a flashback a former smoker tells us how he began to smoke cigarettes and why he has given up.)*

I don't really remember anymore exactly when I lit a cigarette for the first time. I must have been about 15 or 16 at the time. I had been pretending to smoke with chocolate cigarettes from the tuck shop for a long time before. From then on it did not take long before I really placed the first cigarette in my mouth. I think it was after school at the bus stop. My friends and I had regularly smoked one (or two) cigarettes there. We would smoke as long as it took for the bus to arrive. I suddenly belonged to one of the "bigger ones" and then smoked like one too. Suddenly I was in a gang of smokers as if a magnet had pulled me in. I somehow felt safe in the group because I was accepted as a smoker. Apart from that, the "little ones", the younger school children who had formed their little groups a few meters further away, should see that I was a "big one" now. The distinguishing mark for this was indisputably the cigarette in the hand.

It was nothing more than a ritual: a ritual which became an addiction at some point. We were hardly out of school and we would be fishing around in our pockets for the cigarettes and lighter. "Man, lost my lighter yet again"! Doesn't matter, someone will have one."

As time went by, it no longer stopped at the cool cigarette after school. All of a sudden I started to smoke at other opportunities e.g. walking around with friends in the afternoon, when we went to play soccer or when we were just hanging around the market place. Obviously at this point I hadn't started to smoke at home (yet). My parents did not find out for a long time that I smoked.

I did not feel guilty about being a smoker. I did not pay attention to the damage to my health which smoking inevitably did. My worry was the money. I only had my pocket money after all and almost all of that went on cigarettes. Smoking is an expensive addiction! It was probably hundreds of Rands which I literally blew into the wind.

I had already started to smoke when I was alone and not just when I was with my friends. At home I had also started to secretly smoke by the garden away from everybody. Although there wasn't anyone there who I had to act cool in front of. I simply needed the stuff. I was addicted to tobacco. In winter I

would convince myself that the cigarettes would keep me warm. This wasn't true of course but it was simply a good feeling to be smoking.

I know one thing only too well now when I look back at my smoking existence: Smoking is expensive, makes no sense and is a waste. To put it bluntly: I wasted money and breathed in dirt. O.K, I did feel more grown up and I did enjoy smoking because of that at first but I also feel good when I play football or when I am with my girlfriend and I don't need nicotine for that.

I remember a good friend of mine, Tim. Tim was really cool with his jokes and his chaotic stories he was always telling. He had a talent in making people laugh. This lad was really the only one in our gang who didn't smoke! I can remember that clearly. Nowadays I can only say: "Respect, Tim!". Tim was simply cool. He didn't need any cigarettes to prove anything to us.

At some point smoking had started to annoy me somewhat. I suddenly realized that my clothes stank and that my teeth had become a horrible yellow color. I somehow felt really dirty. Above all, the fact that I constantly had to stick a cigarette in my mouth although I wasn't even in the mood, got really on my nerves. Yes well, that's called addiction, isn't it? I was actually addicted for many years! I was addicted to nicotine and probably to the ritual as well: Light - draw - blow out - flick away. For a long time I could not admit to myself that I was addicted to cigarettes. "Me, addicted? No! I only smoke a little bit...and I could easily give up at any time."

Thankfully I have finally managed to get away from the cigarettes now. I am 28 now. I actually wanted to give up a lot earlier but it didn't seem to work. Most people need several attempts before they manage. So many that I could not even begin to count them.

It was definitely a downright shock therapy which helped me give up smoking 6 months ago. My doctor said to me that my permanent coughing is not the result of a cold but more likely to be from smoking. As he looked at my lungs he said that they did not look very good. Then he asked me if I had never heard that there is an increased risk of lung cancer among smokers. It flashed like lightning through my brain: "Damn! I am really killing myself with the smoking. I really have to give up and that's that." I have asked my girlfriend to keep me fully under control. If I should ever buy a pack of cigarettes again she should take them off me and throw them away. Thankfully I haven't

bought another pack since that visit to the doctor. The smoking chapter is closed for me. Forever! And the best thing is that I don't miss them at all. Quite the opposite: I feel a lot freer as a non-smoker because I do not keep having to worry how many cigarettes I have and when I will have to buy a new pack. Apart from that, I save a lot of money, which I can do with to take my girlfriend to the cinema for example. My health also seems to be recovering. My coughing is almost gone and my teeth are becoming whiter again. That really all came from smoking.

When I see people smoking today I always feel sorry for them and think to myself: "I managed it. It certainly wasn't easy to give it up but it was worth it - because I am a non-smoker now!"

Group Discussions

- What leads children and young people to smoke, drink alcohol or take drugs?
- Why do we want to be grown up? Why do people want to be cool?
- What are the disadvantages of smoking/taking drugs/drinking alcohol?
- What can we learn in the story about addiction and stopping drug use



Chapter 5 HIV&AIDS



Objectives of Lesson

- ❖ Define HIV & AIDS
- ❖ Describe how HIV is transmitted
- ❖ Describe how young people can prevent HIV

Introduction

Many young people are getting infected with HIV in Swaziland. Actually, the Demographic Health Survey shows that the highest HIV prevalence rate is between the ages of 15 & 24yrs. Young people need to talk & learn about how they can prevent getting HIV.

What is HIV?

- H- Human
- Immune
- V- Virus

AIDS

- Acquired
- Immuno
- D- Deficiency
- S- Syndrome



How can young people get HIV?

Vaginal Sex

HIV is found in the sexual fluids of an HIV infected person.

For a man, this means the pre-come and semen fluids that come out of the penis before and during sex.

For a woman, it means HIV is in the vaginal fluids which are produced by the vagina.

If a man or a woman who has HIV has vaginal intercourse with another man/woman without using a condom, they can pass HIV to the other person

Some sexually transmitted diseases - such as herpes and gonorrhoea - can also raise the risk of HIV transmission.

Anal sex

Anal intercourse carries a higher risk of HIV transmission than vaginal intercourse. The lining of the anus is more delicate than the lining of the vagina, so is more likely to be damaged during sex, this increases the chances of HIV infection

Oral sex

Oral sex with an infected partner carries a small risk of HIV infection. If a person gives oral sex (licking or sucking the penis/vagina) to a partner with HIV, then infected fluid could get into their mouth. If the person has bleeding gums or tiny sores or ulcers somewhere in their mouth, there is a risk of HIV entering their bloodstream.

There is also a small risk if a person with HIV gives oral sex when they have bleeding gums or a bleeding wound in their mouth. Saliva does not pose a risk.

Injecting drugs

Injecting drug users are a high-risk group for exposure to HIV. Sharing injecting equipment is a very efficient way to transmit blood-borne viruses such as HIV and Hepatitis C.

Mother to child transmission

An infected pregnant woman can pass HIV on to her unborn baby during pregnancy,

Tattoos / piercing

Anything that potentially allows another person's blood to get into your bloodstream carries a risk. If the equipment has not been sterilized before having a tattoo or piercing, there could be a significant risk of exposure if the person before was HIV positive

List ways in which you cannot get HIV

- Kissing
- Sneezing, coughing, sharing glasses/cups,
- Insects
- Injecting
- Protected Sex

Prevention

HIV is passed mostly through unprotected sexual intercourse. The best way for young people to protect themselves from getting HIV is through abstaining and delaying sexual intercourse until they are mature enough to make the best decisions for their health.

- Abstinence for youth - Delaying of first sexual intercourse
 - Abstinence until marriage
 - Secondary abstinence
 - 100% effective
- Protecting yourself from any contact with infected blood/body fluids
- Using sterilized objects such as razors/needles for body piercing
- Prevention of Mother to Child programmes
- Condom Use



ACTIVITY

NEGOTIATING NOT TO HAVE SEX

What you do:

1. Ask the group to split into small groups of 3 or 5. Give each group pens and paper.
2. Each group should then brainstorm phrases and sentences which people use when trying to persuade a partner to have sex. Allocate copies of the "Persuading a partner to have sex" worksheet to those groups who need ideas. Each group should aim to have about ten statements. Allow 10-15 minutes for this.
3. Ask the group to break into pairs. Each pair needs to nominate 'A' and 'B' partners.
4. 'A' partners should start off by being the person who wants to have sex, and should read the first of their ten statements. Partner 'B' should then reply giving a reason why they do not want sex.
5. Partner 'A' continues until all the statements have been read, and partner 'B' has responded to them. This takes between 15-20 minutes.
6. When all the statements have been read, the partners exchange roles.
7. Ask the group to come back together and ask them how it felt when responding to the 'persuading' statements. Useful questions to pose might include:
 - Was it difficult to think of responses?
 - How did it feel to be refusing all the time?
 - Are there other ways to challenge someone effectively?
8. Some 'pairs' may be happy to act out their roles in front of the rest of the group, although no one should be forced to do so. This encourages further discussion.

Likely Outcomes

Young people will have had a chance to experience refusing sex with a partner (or future partner), as well as being refused or turned down. Young people who have not had a sexual relationship will find this exercise as useful as those who already have.

Negotiating sex worksheet

Persuading a partner to have sex

1. "I'll be very careful."
2. "If you really loved me you would."
3. "I haven't got AIDS so you've no need to worry."
4. "I've got some condoms now, so there's no excuse not to."
5. "Everyone else is doing it."
6. "I'll buy you something nice if you let me do it."
7. "I'm really turned on now - if we don't go the whole way I will be in agony!"
8. "There are names for people like you who lead others on."



Chapter 5 Setting Life goals



Objectives of Lesson

- ❖ The foster parents should be able to discuss the importance of setting life goals
- ❖ The foster parents should be able to explain how to draw up a goal plan

Introduction

Setting life goals gives one direction in life. If you know where you are headed to it is easier to realize when you have departed from your main route. Therefore, goals do not only give us direction but also act as a compass of our lives to keep us on the right path and also to take us to where we want to go. Setting life goals begins with knowing what you want and then planning the necessary steps that will give you what you want. In a time period where youth is often misled by things such as alcohol and teenage pregnancy, setting life goals can help youth to give them a reason to avoid being distracted from what they want in life.

Reflection

Ask the group to sit down and relax. Ask them to close their eyes and imagine 15 or 20 years from now. How old will you be then, 30, 35 or 40. What job will you be doing, a doctor, a nurse maybe, a pilot or a businessman. What house do you live in, a big gable 3 bedroom house, or a 5 bedroom house with two toilets, running water and two garages. You wake up every morning to go to the job you like. You have almost everything you need and a bit more to give to others. You have enough money to eat out at restaurants, pizza, kfc, nandos, all your hearts desires. What do you imagine your future to be like? What dreams do you have for yourself. In the next few minutes I want you to think about your dreams, what do you want to achieve in life. What job do you want to do, what car do you want to drive, and what sort of house do you want to live in? Once you have answers to these questions you can open your eyes but don't forget the answers.

Now that you know what you want lets try and see what it is that you need to do to get there? We will draft a plan for your long term goal.

- 1) **What do you want?** What would you like your life to look like five years from now? Ten? Twenty? Forty? Can you see yourself that far ahead? Can you imagine what you'd like to be doing? Where you'd like to live? What your family might look like? What type of career you have? You should be able to envision these things, which will help you set your life goals.

Career, financial, relationship, family, home, friends, personal development, health, appearance, possessions, fun and recreation, travel, spiritual, self esteem and service/community. Some types of goals include: personal development such as emotional, mental, physical and spiritual.

- 2) **How will you get there?** How will you get to your goal from where you are now? Take your career, for example. If you want to become a doctor, you will be required to go through several years of formal education. What do you need to do to reach your goal?
- 3) **Set realistic goals:** It is important to set goals that you can achieve. you may set goals that are too high, because you may not appreciate either the obstacles in the way or understand quite how much skill you need to develop to achieve a particular goal.
- 4) **Give your goals time frames:** Goals fall into varying time periods such as 30 day goals, 6 month goals, 1 year goals, 5 years, 10 years or longer. Make sure you can accomplish what you want in the time frame you set.
- 5) **What can stop you from reaching your goals?** Make a commitment to pay attention to the obstacles that can stop you from reaching your goal and decide what you will do about them.
- 6) **Do whatever it takes:** If you really want to reach your goals, you have to decide to "pay the price". Sometimes there are things you must do that are boring, difficult, risky or scary...it doesn't matter how hard it is; if you want your goal you must still take the action.
- 7) When the going gets hard, don't give up; instead, and try to get creative about new ways to get to your goal.



Activity

Goal _____

Steps to get to goal	How long will it take?	What may prevent you from reaching your goal?	How will you overcome it?	Is it realistic?
1.				
2.				
3.				
4.				

- ❖ The foster parent should be able to discuss the importance of managing time
- ❖ The foster parent should understand and therefore be able to explain how to plan your day using the planner time table

Introduction

Children get educated so that they can finish school, get accepted into a tertiary institution, complete their degrees and eventually get employed and live independent lives without needing the financial assistance from donors and family and community members. One of the obstacles that prevent them from achieving all this (particularly OVC's in child headed homes) is the large amount of house work that has to be done with little time to spend on their books. It is important that youth know that we all have 24hours in which we are required to do all our work and therefore have to structure housework and all other activities in a way that they manage to fit in time for their studies. It is possible to complete both housework and school work, but only if they can manage their time

Illustration:

You will need:

- Two equal buckets
- Some big stones to fill 2 buckets
- Small Stones for 2 buckets
- Sand for 2 buckets
- Water

This is an illustration that can be done outdoors. Get two volunteers to try and fit in the bucket as many rocks, pebbles, sand and water. Give them the following Instructions:

They should fill the bucket in a specific order.

Volur	Volunteer 2
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • First with the rocks • the pebbles • the sand and finally • the water

Summary/lessons we can learn from illustration

That if we start with fitting the big things in our daily lives we can get the more important things done first and then fill the day with the everyday little things. But if we start with the small meaningless things then we will find we have little time to finish the big important things.

Brainstorm together as group:

Ask the group to sit down and relax. Ask them to think about all the things they do in their daily lives

Make a list of them.....

Some possible answers

- | | |
|---|--|
| <ul style="list-style-type: none"> • Bathing • cooking breakfast • cooking supper • studying • doing homework • eating, | <ul style="list-style-type: none"> • Doing house chores • Sleeping • playing sports • washing clothes and uniform, • traveling to school, |
|---|--|

Ask the group to sit down and relax again. This time they should think about their dreams and goals, the same ones they wrote about in the last session. They should think about the things that they need to do on a daily basis to reach those goals. From the list that they have just brainstormed, what can

they say are the **important big things** in life? Once you they have listed those, the ones remaining are the **small less important things** in life.



Activity

The weekly planner

A bulk of time management lies in planning how one will use their time and thereafter discipline in sticking to the planned schedule. Youth can begin by planning the week, and eventually break it down to planning their day. Ask the group to fill in the table below the activities they do in a daily basis in order of importance for the week.

Try to spend about 10-15min a week planning the week ahead. Jot it down on a planner like the one below.

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							

4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							



Chapter 7

Self Esteem



Objectives of lesson:

- ❖ The foster parent should be able to discuss the characteristics of a high and low self esteem
- ❖ The foster parent should have an understanding of how they can build a high self esteem

Introduction

Self-esteem - is how one feels about oneself. How they value themselves.

If children have a low self esteem they are more likely to be influenced by peer pressure. They are not themselves and lose their values in the process. It is important that children, particularly teenagers have a good self esteem so they can reach their goals and refrain from pleasing others behavior.

Body Image

Characteristics of a high self esteem

- ❖ Liking oneself,
- ❖ Knowing oneself and only trying to be oneself
- ❖ Extending kindness and compassion to others because it is done to self first
- ❖ Taking positive risks to learn new things
- ❖ Accepting self even if wanting to change some things about one's personality, habits, etc. It is being able to honestly assess strengths and weaknesses,
- ❖ To take responsibility for choices,
- ❖ To be honest with self when having a problem or making a mistake, and making amends
- ❖ If actions or words hurt another or overstep boundaries,

Characteristics of a Low Self Esteem

- ❖ Views themselves as not good
- ❖ Views themselves as failures and will fail in all endeavors
- ❖ Can never see a positive aspect in any issue
- ❖ Tries to dominate with their opinions
- ❖ One who has no opinions to express.
- ❖ One who is constantly reacting to others
- ❖ Looking at behaviors,
- ❖ Not take caring about physical appearance
- ❖ Being overly concerned about looks, popularity, and name brands
- ❖ Being too concerned with what other people think about them than what they think about themselves.
- ❖ Seeking approval and acceptance
- ❖ Boasting and bragging about oneself

How to build self esteem

We can teach that there is value in each individual, that each is lovable and capable, and it makes a difference that each is in the world, no matter what the circumstances. Another is that poor choices and bad behavior are not who a person is, but, the result of unawareness. We need to separate one's behavior from the essence of who one is. As each person learns and grows from experience, wisdom is gained as well as the ability to make healthy, wise choices.

To help youth is to teach them about self-talk and how to update the negative voice within the mind with positive affirmations that reprogram false, unhealthy beliefs. As one changes the critical voice of self-talk to a loving, positive, encouraging voice, it improves one's self-esteem.



Activity

You can make your group take this test to rate their level of self esteem. If there are any children who have a low self esteem you can ask them to stay after the session so you can talk to him/her.

Self esteem quiz

1. How do you feel about yourself?

- A) You feel proud of yourself
- B) You have your ups and downs
- C) You feel like life is not worth living

2. What do you do when someone says you can't do something because of your gender?

- A) You don't let them put you down
- B) You get hurt but you don't let it show
- C) You get really upset, depressed and run away crying

3. When you are working on a group project what do you do?

- A) You take the lead
- B) You work with others and do your part
- C) You watch others and don't participate

4. What would you do if someone you liked offered you drugs?

- A) You say no and walk away

- B) You say no but stay friends
- C) You follow your friend use the drugs

5. When you see something going on in your school that you feel is wrong:

- A) You go to the principal and fight for your cause
- B) You support the person who is in charge of the campaign and take action
- C) You think if the principal won't change it then why should you care

6. If you are doing poorly in a class in school, what do you do?

- A) You study more and work harder
- B) You just try to pay more attention in class
- C) You think you can't do well and don't try to improve

7. If you have bad thoughts and feelings about something you did at school:

- A) You talk out loud to yourself to convince yourself that the thoughts and feelings aren't true
- B) You ignore them
- C) You just think more bad thoughts

8. When something upsets you:

- A) You talk to people you trust
- B) You hint about the problem but don't tell anyone

C) You don't tell anybody and keep it all to yourself

9. When you're not happy with something you do you think:

A) I know I can do better

B) It's ok, I can live with failure

C) It's horrible, I'm horrible, I hate my life

10 A. When you think about your day you think about:

A) The good things that you accomplished

B) You think about the good and bad things

C) You focus on the bad things

Results

Mostly A's- good self esteem

Mostly B's- Average self esteem

Mostly C's- Low Self esteem



Chapter 8 Hygiene



Objectives of lesson:

- ❖ The foster parent should be able to list & discuss the basics of personal hygiene

Introduction

Personal and general hygiene are the basics about life that we are taught by our parents and sometimes school teachers. Parents and teachers have the role of teaching children about basic general and personal hygiene. However, some children have been unfortunate to have lost a parent, who is responsible for this informal education and thus miss out on this basic education about hygiene. By keeping good hygiene we can prevent from acquiring a lot of diseases and infections.

Hands

Wash hand- Hand washing is the best way to prevent the spread of illnesses. "Germs from coughing, rubbing the eyes, nose and mouth can be spread to other people by the hands. Hand washing helps decrease the number of germs that can be spread." Wash your hands with soap for at least 2min, particularly after using the toilet and before meals.

Keep nails clean and trimmed. "Germs hide under nails

Teeth

Brush your teeth at least three times a day after meals. During the day, fill your mouth with water and swish it around to get rid of anything sticking to your teeth

Tongue

Don't forget to brush the tongue using a toothbrush

Ears

Ears should be washed in the inside and outside. Do not use ear buds or any objects on the outside e.g matches stick

Hair

Wash hair regularly

Clothes

Even if you're not heavily into puberty style sweating, clothes can get stained and dirty so you need to change them often.

Change underwear often.

Keep your shoes clean by brushing, polishing or washing. They will look better, last longer and be less likely to smell.

Feet

Wash your feet well at least once a day. Dry them carefully, especially between the toes where more bacteria collect than anywhere else on your skin

Keep your shoes clean on the inside and on the outside.



Chapter 9

Creating Rapport/ Building a relationship



Objectives of lesson

- ❖ The foster parent should be able to understand how to build a relationship with an adolescent.

Trust

Building trust is a two way process between the foster parent and the child. It is important for both the mentor and the mentee to respect each other, particularly the mentor who should:

- + Be on time for meetings
- + Bring promised information, materials
- + Follow through on promises and contracts that were volunteered

Foster parents also need to understand that it may take longer for youth to trust them. Some of them may come from broken families where adults in their lives have often or frequently let them down. This may problem may manifest itself in behaviors such as missing appointments or angry or sullen behavior. In this sort of behavior we can say that youth are protecting themselves from disappointment. From their perspective, not having a relationship at all seems better than trusting and subsequently losing someone. These young people may come from families where they have experienced the following:

- + People living in the household may come and go
- + Frequent moves occur during the course of a year
- + Food may be unavailable

Confidentiality

The youth may be unsure whether the feelings and information they disclose to their mentors will be passed on to teachers, parents, etc. Early in the relationship, mentors must provide reassurance:

□□Nothing that the youth tells the mentor will be discussed with anyone else except the Mentor Site Coordinator.

□□If the foster parent feels it is important to involve another adult, it will be discussed first with the youth.

□□If there is threat of physical harm to the youth or to others, the foster parent must break confidentiality to seek protection for the endangered person (including the threat of suicide)

Environment

The place or venue of the meeting can also distinguish the level of comfortability that youth may feel in the sessions and subsequently the rapport that is established. The foster parent should try to make the environment as friendly and relaxed as possible. The venue can also be changed frequently to make the sessions interesting. The sessions can be conducted in the school under a tree, at the parents home helping with the dishes or somewhere in nature or anywhere possible with a relaxed environment.

Size of Group

The size of the group also determines how comfortable the sessions can be for the participants. The bigger the group the less participation and again a very small group may limit participation. An average group can be between 15 and 20 youth.

Ice breakers

Icebreakers can play an important role in helping young people integrate and connect with one another in a group environment. Icebreakers can also enhance your teaching by helping to stimulate cooperation and participation. They can provide positive momentum for small group study and discussion by:

- ❖ Helping a new group get to know one another.
- ❖ Helping new members to integrate into a group.
- ❖ Helping young people feel comfortable together.
- ❖ Encouraging cooperation.
- ❖ Encouraging listening to others.
- ❖ Encouraging working together.
- ❖ Encouraging young people to break out of their cliques.
- ❖ Developing social skills.
- ❖ Building a rapport with leaders.

❖ Creating a good atmosphere for learning and participation.



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Chapter 10

Communication Skills



Objective of lesson:

- ❖ The foster parent should understand the basic principles of good communication, particularly with youth.

Introduction

When children reach the adolescent stage the communication lines between them and adults often are broken. Youth need to be listened to and not judged. It is therefore important that adults we learn how to communicate with youth without sounding judgmental. Communication is the act of both listening and questioning. This lesson looks at the basics of good communication.

Listening

Listening: Good communication involves both listening and talking. It involves listening to what the individual is saying and also watching what they are saying with their body. This is called listening to the verbal and non verbal communication. Also when listening, it is important to listen to the emotions that accompany what the individual is saying.

Questioning

Questioning- Good communication also involves asking the right questions. It is appropriate to first rephrase what the person has just said and asking open ended question. Open ended questions allow that the listener get the best of what is being told.

Rules of Communication

1. Make your communication positive.
2. Be clear and specific.
3. Recognize that each individual sees things from a different point of view.
4. Be open and honest about your feelings.
5. Accept your youth's feelings and try to understand them.
6. Be supportive and accepting.
7. Do not preach or lecture.
8. Learn to listen.
9. Maintain eye contact.
10. Allow time for your youth to talk without interruption; show you are interested in what he or she has to say.
11. Get feedback to be sure you are understood.
12. Listen for a feeling tone as well as for words.
13. Ask questions when you do not understand.
14. Set examples rather than giving advice.

Barriers to communicating: A number of attitudes and/or behaviors can serve as barriers to communication.

- Moralizing: Making judgments about a child's behavior, including calling it "right" or "wrong," or telling them what they "should" or "should not" do.
- Arguing: Disagreeing with instead of encouraging the child and giving them options.
- Preaching: Telling what to do in a self-righteous way.
- Storytelling: Relating long-winded personal narratives that are not relevant or helpful to the particular individual.
- Blocking communication: Speaking without listening to the responses, using an aggressive voice, showing impatience, showing annoyance when interrupted. These behaviors often lead to the individual feeling down, humiliated and scared. As a result, the individual may remain passive and refrain from asking questions, or distrust the listener and disregard his/her recommendations.
- Talking too much: Talking so much that the individual does not have time to express him or herself. As the listener, it is important not to dominate the interaction.



Chapter 11

Facilitation Skills



Objectives of lesson:

- ❖ The foster parent should be able to differentiate between teaching and facilitating.
- ❖ The foster parent should know some basic facilitation skills.

Introduction

Facilitation differs from teaching or lecturing. Teaching assumes that teacher knows everything and the learner knows nothing, which is not true. Every learner comes to learn with knowledge. The facilitator then has to incorporate the learner's old information with the new information that they have brought for the learner. This ensures that the learner is active in their learning. If the learner is active in their learning it makes it more meaningful and thus remember it bet.

Let's look at some differences between teaching and facilitating:

Difference between teaching and facilitating

Teacher	Facilitator
1. Teacher starts from their own knowledge	1. Facilitator starts from the knowledge of the group.
2. Teacher follows a pre-set curriculum	2. Facilitator addresses issues identified by the group or their community and adapts new ideas to the needs and culture of the group.

3. Teacher presents new information from the front	3. Facilitator uses practical, participatory methods, eg group discussion and activities in which all members of the group participate.
4. Information flows in just one direction, from teacher to students	4. Information flows in many different directions between the facilitator and individual group members - a genuine exchange of ideas.
5. Teacher is concerned with students understanding the right answer	5. Facilitator encourages and values different views
6. Teacher works for the community and may come from outside the community	6. Facilitator works with the community and may come from within the community.
7. Teacher brings extensive knowledge of the subject	7. Facilitator draws out and builds on the knowledge of the group, and knows where to find further information on the subject.
8. Teacher has a formal relationship with the students, based on their status as a teacher	9. Facilitator is considered as an equal, and has relationships based on trust and respect.

Characteristics of a good facilitator

A good facilitator has certain personal characteristics and skills that encourage group members to participate in a discussion or activity.

- ❖ patient
- ❖ understanding
- ❖ accepting
- ❖ inclusive
- ❖ an encourager
- ❖ an enabler
- ❖ affirming of everyone's knowledge
- ❖ sensitive to the needs of others
- ❖ willing to learn from mistakes

- ❖ dynamic, a motivator
- ❖ a good listener
- ❖ good at summarizing others' ideas
- ❖ confident
- ❖ a good communicator
- ❖ be well prepared whilst remaining flexible
- ❖ think and act creatively
- ❖ deal with sensitive issues and manage people's feelings
- ❖ encourage humor and respect
- ❖ negotiate with and influence others
- ❖ keep to time without being driven by it

1. DEALING WITH DIFFICULT QUESTIONS

Do not be afraid to say that you do not know the answer to a question! Instead say you will get back to the group with more information.

You can also re-direct the question. This is done redirecting the question to the participants and let them try to answer the question.

2. MANAGING CONFLICT

Acknowledge the conflict. Try to establish the cause of the conflict, if it is related to the topic in question; help lead the participants to a place of agreement while encouraging mutual respect. If it is unrelated to the topic, and only involves several group members, encourage them to resolve this disagreement later outside of the group setting.

3. HANDLING DOMINANT PEOPLE

Give them responsibility within the group. Limit the number of times each person can speak so that each member is treated equally.

4. WORKING WITH SHY PEOPLE

- ❖ Encourage them individually, within and outside of the group. You can also try to establish reasons for their silence.
- ❖ Give notice of the topic before the discussion, so that they have time to prepare.

- ❖ Give them responsibility for note-taking and feedback.
- ❖ Place them in a supportive group.
- ❖ Give them time, sometimes they need time to settle into the group and to feel comfortable to share their views.





Chapter 12

Participatory Methods



Objectives of lesson:

- ❖ The foster parent should be know the different types of participatory methods
- ❖ The foster parent should know the importance of using participatory methods when facilitating

Introduction

When conducting sessions with young people, it is important to make it as participatory and interesting as possible. Youth learn better when they can take part in their learning and can connect what they are learning to their real lives. These are some ways that you can use to involve youth when conducting sessions with them.

When using the methods below it is important to plan in advance what you want the participants to learn. This should be brought up on the method used. It shouldn't just be drama, song or a story for entertainment, the participants should learn something from it.

Drama

You can teach a lesson and then ask participants to make a drama piece. You can also ask them to do a drama piece and then ask the participants questions that provoke a discussion that will bring out the points that you want them to learn.

Songs

A song can also be used to enhance what has been learnt in a lesson.

Story telling

A story can be told to which questions for discussions then follow.

Questioning

Questions can also be used to evoke discussion and to involve the participants. The type of questions asked should be considered. It is better to use open ended questions.

Open ended questions are questions that get people to give their own opinions not a yes or a no single response. They allow people to express their own ideas without fear of giving the "wrong answer".

Closed ended questions are questions which draw out a specific, short answer or a Yes/No answer. Avoid using closed ended questions.

Rephrasing -If the participants are quiet and don't seem to answer your question. You can ask the same question in a different way.

Probing is to ask follow up questions to get more information. It is to get more details from the story.

Group work

The participants can be split in groups. Once in their groups you can then give them instructions to which they discuss in their groups and then report back to the rest of the class.

Buzz Groups

These are groups of 2/3 people sitting next to each other. The facilitator asks a question and gives the participants a few minutes to discuss them in groups to which they then report back to the bigger group.



CHAPTER 14

HIV Prevention Minimum package

PHINDA'S STORY

1. Phinda is 28 years old. He works as an electrician. He is fit and healthy; he has never liked cigarettes, and he plays football twice a week. He is funny and kind and has many friends.
2. Phinda goes to a friend's party, where he meets Thabile. Thabile is HIV+, but she doesn't know this. Phinda and Thabile talk for a long time. She is charming and pretty and laughs at all his jokes. She asks him to come home with her, and he accepts. Later Thabile tells Phinda that she is taking birth control pills, so he doesn't need to worry about contraception.
3. They have unprotected sexual intercourse.
4. After three months, Phinda develops enough antibodies to the virus; now an HIV test would show him to be HIV+. He has a mild fever for two days, but many people have been sick this season, so he guesses that he just has a mild case of flu. Soon he feels perfectly healthy again. Phinda continues to work as an electrician, eventually starting his own business.
5. Three years later, Phinda meets Bethu, who works in the post office.
6. Phinda and Bethu fall in love and decide to get married. Bethu has never had any sexual partners. Phinda doesn't even consider getting an HIV test because he doesn't think he has ever been exposed to the virus.

7. After they have been married for six months, Bethu contracts HIV from Phinda. Seven weeks later, she is no longer in the window period. She has HIV antibodies in her blood, but she doesn't know she has HIV because she feels healthy and has no reason to suspect that Phinda has given her the virus.
8. After 2 years, Bethu becomes pregnant. Bethu and Phinda name their first child Sakhile. Sakhile is born weak and sickly.
9. Bethu is very worried about Sakhile's health. Although she cares for him carefully, Sakhile does not grow quickly or gain much weight.
10. When Sakhile is 18 months, he is still sick. Whatever Bethu tries to do, he does not get better. Two months later, Sakhile dies. Bethu is very sad. Although she has no symptoms herself, she begins to suspect that she and Phinda may have HIV, because she cannot think of any other way to explain her child's illness. She asks Phinda to get an HIV test with her, but he refuses, saying that he feels well.



11. Phinda has been working very hard to provide for his wife and child. He begins to feel sick. He feels tired all the time; he has very little appetite. Bethu asks him again to go with her to get tested for HIV, and this time he agrees. They go together to the clinic. When they get their results back, both find that they are HIV+. The counsellor helps them to realise that they can live productively and happily with the illness. She explains that they can remain relatively healthy if they maintain a healthy lifestyle, with a balanced diet and enough rest and begin a course of anti-retro viral therapy.

12. Phinda makes sure to rest and eat well. After a month, he feels healthy enough to work again.

13. Two years later, Phinda gets sicker. Although he follows the counsellor's advice, he finds himself getting worse. His HIV has developed into AIDS. Phinda no longer has only a virus; instead, he also now has a disease. His immune system has become so weak that he cannot fight off new infections. He has diarrhoea almost constantly and loses weight rapidly. He can still go out, but he gets tired very quickly. Then Phinda gets pneumonia and dies.

14. Bethu grieves the loss of her husband and child. But she also keeps the future in mind. She knows she needs to take care of herself. She has to stay w *Take Notes* rd about ART programme and how it can help.



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OVERVIEW

Growing evidence in the form of national and other regional reports shows that children and adolescents are still getting infected with STIs and HIV during early sexual encounter. This has serious repercussions for our country if it is left unattended. The ministry of Health has put adolescent sexual health in the fore of its services so that young people can have access to quality information on adolescent issues. The ministry of Education on the other hand has put the guidance and counselling activities in schools to assist reach to all children with correct information on similar issues. This is done alongside partner NGOs and other stakeholders. The key objective of this lesson is to increase the knowledge of HIV and prevention to adolescents in schools. Bantwana is amongst the partners that have incorporated the HIV prevention to contribute to the national effort of reducing HIV prevalence among the youth.

Name of site:

Date:

Name of Facilitator(s):

<p>ACTIVITY - This is the activity you will put in your attendance register.</p>	<p>TOPICS – In learning discussions with the adolescents make sure you bring up these points</p>	<p>RESOURCES, venue, time, flip chart, markers</p>	<p>COMMENTS What key issues were raised, questions, & referrals (if any) e.t.c</p>
<p>1. Abstinence (delaying early sexual debut)</p>	<ul style="list-style-type: none"> ○ Knowing your body ○ Adolescence ○ Sexual behaviours ○ Delaying sexual encounter ○ Dangers of early sexual activity 	<p>Time 35 minutes</p>	
<p>2. Intergenerational sex</p>	<ul style="list-style-type: none"> ○ Explain intergenerational sex: <i>(it when a young person is having sexual relation with an old person. This person can be a male or female) e.g. sugar daddies & sugar moms</i> 	<p>Time 35 minutes</p>	

	<ul style="list-style-type: none"> ○ Dangers of intergenerational sex: (
3. Risks of multiple concurrent sexual partner	<ul style="list-style-type: none"> ○ Is having sexual relations with different people (people that you engage in sexual intercourse) ○ It is very risky because any of them could be having STIs or even HIV. ○ It is always important to stick to one partner when you start having a relationship 	Time 35 minutes	
4. Male circumcision	<ul style="list-style-type: none"> ○ What is circumcision ○ Why and when is it done ○ Benefit of circumcision ○ Dispel myths through discussions ○ Where circumcision is done 	Time 35 minutes	
5. Give information on HIV Testing and Counselling	<ul style="list-style-type: none"> ○ What is HIV Testing and Counselling (HTC) ○ Where to access HTC services: <i>(HTC can be done at clinics near you)</i> ○ The importance of HTC: <i>(HTC is important because you get to know your HIV status and you can receive other services like ARVs that help you not to get ill with AIDS)</i> ○ Who can access HTC: <i>(anyone)</i> ○ What are the processes involved when accessing HTC: <i>(Sometimes the health care worker will ask you to test for HIV-we call this Provider initiated HTC or Voluntary HTC where you go to do an HIV test on your own)</i> <p>Understanding HIV results</p>	Time 35 minutes	

