

III.

Eleven Developmentally Appropriate Skill-building Activities for Young People (Young Children/Pre-adolescents/Adolescents)

III. ELEVEN DEVELOPMENTALLY APPROPRIATE SKILL-BUILDING ACTIVITIES FOR YOUNG PEOPLE (YOUNG CHILDREN/ PRE-ADOLESCENTS/ADOLESCENTS)

➤ What Is the Purpose of This Section?

This section contains eleven classroom activities which use participatory, interactive teaching methods. *Because these activities focus primarily on skill-building activities, it is important to first establish a knowledge base that students can use to effectively support the activities.*

➤ Who Are These Activities For?

Students and school-aged children (young children, pre-adolescents, and adolescents)

➤ How Long Will It Take To Implement This Entire Section?

It should take about nine hours to complete all the activities in this section, though the time may vary depending on the audience. However, the activities are meant to stand alone and be used with students at different developmental phases.

➤ What Skills Do these Activities Help Build?*

Young Children

- Fundamental skills for healthy interpersonal communication 25 minutes
- Practical and positive methods for dealing with emotions and stress 25 minutes

Pre-Adolescents

- Skills for communicating messages about HIV prevention to families, peers, and members of the community 35 minutes
- Skills for communicating clearly and effectively a desire to delay initiation of intercourse 60 minutes
- Skills related to help-seeking and for interviewing to increase knowledge about sexuality 90 minutes
- Skills for communicating about sexuality with peers and adults 45 minutes
- Skills for critical-thinking about consequences of making Decisions 45 minutes
- Skills for problem-solving to make healthy decision in life 45 minutes
- Skills for communicating to refuse to have sexual intercourse 60-75 minutes

Adolescents

- Skills for assessing risk and negotiating for less risky alternatives 60 minutes
- Skills for appropriately use health products, e.g., condoms 30 minutes

**From Preventing HIV/AIDS/STI and Related Discrimination: An Important Responsibility of a Health Promoting School (WHO Information Series on School Health)*

➤ **What Activities Are In This Section?**

- ACTIVITY 9: Talking with Our Family and Friends (Develop fundamental skills for healthy interpersonal communication)
- ACTIVITY 10: What To Do When I Feel.... (Acquire practical and positive methods for dealing with emotions and stress)
- ACTIVITY 11: Getting The Right Information Out (Communicate messages about HIV prevention to families, peers, and members of the community)
- ACTIVITY 12: It's Okay to Wait (Communicate clearly and effectively a desire to delay initiation of intercourse)
- ACTIVITY 13: What's Risky and How Do I Stay Safe? (Assess risk and negotiate for less risky alternatives)
- ACTIVITY 14: All About Condoms (Appropriately use health products, e.g., condoms)
- ACTIVITY 15: I Need to Know (interview to increase knowledge about sexuality)
- ACTIVITY 16: Growing Up (communicate about sexuality with peers and adults)
- ACTIVITY 17: The Choices We Make (critical-thinking about consequences of making Decisions)
- ACTIVITY 18: Healthy Decisions (solve problem to make healthy decision in life)
- ACTIVITY 19: Refusing to Have Sex (communicate to refuse to have sexual intercourse)

➤ **Related Forms/Worksheets Found In This Manual:**

- Worksheet 8: Questions/Statements You Might Hear About HIV
- Worksheet 9: What Someone Might Say to Persuade You to Have Sex
- Worksheet 10: Questionnaire
- Worksheet 11: Growing Up
- Worksheet 12: What can Mpho do?
- Worksheet 13: I Don't Want to Have Sex
- Fact Sheets
- Revision Forms for Activities 9-14

ACTIVITY NINE: OUR FAMILY AND FRIENDS

Purpose:	To help students understand the importance of communicating with friends and family in a positive way. Students will think about the ways in which <u>what</u> they say, and <u>how</u> they say it, can make a difference in how another person feels or reacts. They will also understand the importance of communicating with an adult if something or someone makes them nervous, frightened or uncomfortable.
Skills:	Healthy communication skills for young children, including decision-making skills and interpersonal skills
Age Group:	Young children
Methods:	Case studies, group discussion
Materials:	Case studies
Time:	25 minutes
Overview:	In this activity, young students are presented with four different situations and then asked for their ideas on what the people in these situations should say or do, and why.

CHECK LIST - *Before You Begin.*

- Read the activity completely and carefully.
- Prepare overheads and gather or duplicate any materials you might need.
- Assess the usefulness, relevance and appropriateness of the activity for the students you plan to teach.
- Consider whether the methods, skills and knowledge taught in this activity can be applied to participants' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask students to think about ways they might want to change the activity (e.g., coming up with some additional stories to read aloud) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice, discussion and role plays.
- Let students know in advance that you will ask for some volunteers at the end of the practice session to demonstrate examples of healthy communication and decision-making skills.
- Be sure to let students know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION TO ACTIVITY: *5 minutes*

- You might start this activity by saying:

“We’re going to read four very short stories about boys and girls who find themselves in different situations. As you listen to the stories think about the kinds of feelings and thoughts the boys and girls might have.”

- Guiding questions are listed below each situation. After reading each story, engage students in a conversation using the guiding questions.

NOTE TO TEACHER:

Try to help students understand that it is important for them to think before they say anything, and that what they say to someone can make that person feel better or worse. At the same time, students should understand that if something or someone makes them feel scared, nervous or worried, they should tell a family member or adult who cares about them.

FOUR STORIES AND CLASS DISCUSSION: *20 minutes*

- Read aloud situation #1.

Thabane is walking with his friend Bongani when they see Siphon, another boy in their class, walking towards them. Siphon has been sick lately, so he is coughing and sneezing. As he gets closer to them, Siphon begins to say “Hi, Bongani and Tha—”, but before Siphon can finish, Bongani says loudly so Siphon can hear, “Hmmp, I don’t want him to get me sick. Quick, Thabane, let’s get out of here before he gets too close.”

- Ask the students:
 - How do you think Siphon felt when he heard Bongani say that? Why?
 - What do you think Thabane can do or say to Siphon to make him feel better?
 - What could Thabane do or say that would make Siphon feel even worse?
 - What do you think Thabane can say to Bongani to try to make sure he doesn’t say something like that to someone else?
- Read aloud situation #2.

Itumelang is with her friend Tsietsi. They are outside their school when two other boys, Molefe and Thabo, ask Tsietsi if he wants to play football with them. Tsietsi says yes and looks at Itumelang. Itumelang says, “I want to play too! My brother taught me how.” But Molefe laughs and says, “You? You’re just a girl! You can’t do anything as well as us boys!”

- Ask the students:
 - How do you think Itumelang felt when Molefe said that?
 - Do you think what he said about girls is true? Why or why not?
 - What do you think Tsietsi could do or say to Molefe to make Itumelang feel better?
 - What could Itumelang say to Molefe?

- Read aloud situation #3.

Chipo is waiting for her auntie to pick her up from school. A man that she does not know comes over to her. He is as old as her father. He asks her who she is waiting for, and she tells him she is waiting for her auntie. “Oh, I know your auntie,” he says. “We are good friends. Why don’t you come with me, and we can meet her down near the market.” He is smiling and looks friendly.

- Ask the students:
- What do you think Chipo should do? Why? (Explain the importance of not going anywhere with strangers, etc.)
 - What can she say to this man?
 - When she sees her aunt, do you think she should tell her about this man? What do you think she can say?
 - Who else do you think she should tell about this man?

- Read aloud situation #4.

Tsakani and Tinyiko are sitting outside the steps of Tsakani’s house. Tinyiko says, “I’m bored; there’s nothing to do here. Maybe I’ll just go home.” Tsakani says, “I know what we can do...I took a cigarette from my uncle’s jacket yesterday. What to try it with me?” Tinyiko is not sure what he should do because he heard from his mother that cigarettes are not good for you. Tinyiko doesn’t say anything, so Tsakani says, “Don’t be boring! Are you scared?”

- Ask the students:
- Do you think Tinyiko should smoke the cigarette? Why or why not?
 - How do you think Tinyiko is feeling?
 - What do you think Tinyiko should say to Tsakani?

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

“When we are talking with our friends and people in our family, it is important for us to think about what we are saying and how we are saying it before we actually speak. Sometimes we say something quickly without thinking about how it will make someone else feel. Sometimes it will make them feel bad or angry even though we didn’t mean it to. At the same time, we need to make sure that if somebody or something is making us feel uncomfortable, scared or nervous, we let another adult who cares about us (like your parents, sisters and brothers, or an aunt or uncle) know about this.”

ACTIVITY TEN: WHAT TO DO WHEN I FEEL...

Purpose:	To help younger students build skills for dealing with negative emotions in a positive way; to help them understand what they can do when experiencing feelings of anger or sadness
Skills:	Acquire practical and positive methods (by building decision-making skills and emotional-coping skills) for dealing with emotions and stress
Age Group:	Young children
Methods:	Brainstorming, small group discussion, case studies
Materials:	Chalkboard or flipchart, chalk or markers, case study
Time:	25 minutes
Overview:	Students are asked to list things that make them feel bad and things that make them feel good. They then hear a story about Tapiwa, a young girl, and what she did when she felt sad and angry about something. Then, students think about other things they can do when they are feeling unhappy that could make them feel better.

CHECK LIST - *Before You Begin.*

- Read the activity completely and carefully.
- Prepare overheads and gather or duplicate any materials you might need.
- Assess the usefulness, relevance and appropriateness of the activity for the students you plan to teach.
- Consider whether the methods, skills and knowledge taught in this activity can be applied to students' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask students to think about ways they might want to change the activity (e.g., another situation to use in place of Melissa's Story) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice, discussion and role plays.
- Let students know in advance that you will ask for some volunteers at the end of the practice session to demonstrate some ways they practised to deal with emotions and stress.
- Be sure to let students know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION AND CLASS DISCUSSION: *5 minutes*

- You might start this activity by saying:

“We all have different feelings that can make us feel good or bad. When we are feeling angry at someone or worried about something, for example, we don’t feel very good. When we are doing something we like and having fun with friends, we feel good.”

- Ask students to answer the following questions, and write their answers on the board:
 - What are some things that make you feel bad?
 - What are some things that make you feel good?

TAPIWA’S STORY: *15 minutes*

- Continue by saying:

“These are great answers! Sometimes when we’re angry or sad, we do things that make us feel worse instead of better. That’s because we might not always know what we can do to feel better. I’m going to read you a short story about Tapiwa. She had a day when she felt both good and bad. Let’s see what she did.”

Tapiwa was seven years old. She was living with her mother and father and three brothers and sisters. It was her sister’s birthday, so her mother was going to cook a nice meal for the family. Tapiwa was very happy because she loved to eat a lot of food! But later that day, her mother told her and her brothers and sisters that she was not feeling well. She needed to rest and would not be able to cook dinner that day. Tapiwa and her brothers and sisters all felt sad and a little angry because they were looking forward to the meal.

Her sister Vonghi cried behind the house and refused to talk to anyone. Her brother Zuze yelled, “You’re always sick! It’s not fair!” and ran out of the house.

Tapiwa and her other brother Tatenda decided to do something that could make themselves and other people feel better. They got a piece of paper and some markers, and made two cards: A card for their mother and a birthday card for their sister Vonghi. When they finished and gave their mother and Vonghi the cards, Tapiwa and Tatenda felt much better. Vonghi also looked happier, and their mother promised to cook a nice big meal as soon as she felt stronger.

- Next ask students the following questions:
 - How did Tapiwa feel about the birthday meal her mother was supposed to cook?
 - How did she feel when she found out that her mother could not cook because she felt sick?
 - How did her brothers and sisters feel?
 - What did her sister Vonghi do?

- What did her brother Zuze do?
- What did Tapiwa and her brother Tatenda do?
- Who felt better afterwards?
- What else do you think Tapiwa could have done to make her and other people in her family feel better?

WHAT YOU CAN DO (CLASS DISCUSSION): 5 minutes

- Continue by saying:

“Now let’s look at some of the things that you said make you feel bad. Together let’s think of some of the things you can do by yourself or with friends or family that can help you feel better when these things happen.”

- Ask the class to come up with suggestions on what they can do. Praise all ideas.

ACTIVITY CLOSING: 5 minutes

- You can end the activity by saying:

“We all have times when we feel bad and don’t know what to do about it. So, sometimes we’ll do things that just make us feel worse. We won’t talk to anyone, or we’ll yell or throw things. But, you’ve just come up with some great ideas about things you can do when you’re feeling angry or worried that can make you feel better without hurting anyone else. You might do something that makes you happy, like play jump rope or football with your friends, or you can talk with someone, like a friend or someone in your family, about how you feel and what you can do. Talking with someone can help you understand that you are not alone and that there are people who might be able to make you feel better.”

ACTIVITY ELEVEN: GETTING THE RIGHT INFORMATION OUT

Purpose:	To practice communicating about HIV/AIDS to family members, friends and other community members in an accurate and effective way
Skills:	Effectively communicate messages about HIV prevention to families, peers, and members of the community by developing communication and interpersonal skills
Age Group:	Pre-Adolescents
Methods:	Responding to questions through role playing
Materials:	Worksheet 8: Questions/Statements About HIV, fact sheets
Time:	35 minutes
Overview:	This activity should follow a learning session on basic information about HIV/AIDS, modes of transmission, and what can be done to prevent infection. Students are paired into groups of two to practice answering questions they might hear when talking to friends or family members about HIV.

CHECK LIST - *Before You Begin.*

- Read the activity completely and carefully.
- Prepare overheads and gather or duplicate any materials you might need.
- Assess the usefulness, relevance and appropriateness of the activity for the students you plan to teach.
- Consider whether the methods, skills and knowledge taught in this activity can be applied to students' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask students to think about ways they might want to change the activity (e.g., additional statements and questions you might hear about HIV) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice, discussion and role plays.
- Let students know in advance that you will ask for some volunteers at the end of the practice session to demonstrate communication and interpersonal skills necessary to convey messages about HIV prevention to family, peers, and members of the community.
- Be sure to let students know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION: *5 minutes*

- You may want to start off by saying to the class:

“Now that you’ve learned about what HIV/AIDS is, and how we can get it or pass it on to others, you have a lot of information that could be useful to other people. There is not only one setting where HIV education can be communicated—so it’s important for everyone in the community to be educated about this disease. If they hear that you are learning about HIV at school, they might come to you with some questions. Even if they don’t know you’re learning about HIV in class, you might hear things outside the classroom that people are saying about HIV that you know are not correct. It’s important for people to get the right information so that they can protect themselves and also treat people who have HIV with respect. You can help make sure that people you know and love have the right information. But first, we’re going to practice here so that you feel ready to communicate information about HIV to your family and friends.”

WHAT WOULD I SAY? (ROLE PLAYS): *20 minutes*

- Give each group Worksheet 8 which includes a list of possible questions or situations that students may encounter outside of the classroom. Ask students if there are any other questions they would like to add to this list.
- Divide the class into pairs. Ask students to take turns reading a question or statement with the other student trying to answer or correct it. Tell the students to provide feedback to one another on how they felt when their questions were answered or their statements corrected.

Note to teacher: The size of the class will determine how to best divide the students. You may need to divide into small groups of 3-4 rather than pairs. You may also want to consider whether it will be more effective to use mixed gender or same-gender pairs.

WORKSHEET 8

Questions/Statements You Might Hear about HIV:

- What is HIV?
- What is AIDS?
- How does someone get AIDS?
- Who can get HIV?
- How do I know if I might be HIV infected?
- I’m too young to get AIDS.
- I don’t think I should hang around her too much; I heard she is HIV positive.
- I heard there’s a cure for HIV.
- It’s harder for a girl to get HIV than it is for a boy.
- I don’t think he has AIDS—he looks too healthy.
- I feel nervous using the toilet after she has because I’m afraid I’ll get HIV.
- **Ask students to add their own**

- Go around the room while students are role playing these questions to make sure they have the correct information.

NOTE TO FACILITATOR:

Students may want to try one round using fact sheets and other materials, and one round without using any materials to see how much they remember on their own.

CLASS DISCUSSION: 10 minutes

- After about 15 minutes, reconvene the class and ask for volunteers to describe how they responded to the questions or the statements. Get feedback from the class to see if any of them responded differently or if they have any suggestions. Some questions you might ask:
 - Were some of the questions harder to respond to than others? Why?
 - What did you do to make sure the person wouldn't get angry with you?
 - How did you respond to someone with the wrong information without sounding too critical? Without making them angry?
- Praise the efforts of the volunteers and the entire class.

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

“By communicating HIV information to our family and friends, we can play a big role in making sure they stay healthy. We can also play an important role in making sure that we live in a community where people with HIV are supported and respected. When people have the right information about HIV and how it is passed from one person to another, they may not be as scared or nervous about interacting with people who have HIV.”

ACTIVITY TWELVE: IT'S OKAY TO WAIT

Purpose:	To enable young people to communicate a desire to delay sexual intercourse
Skills:	Communicate clearly and effectively a desire to delay initiation of intercourse by building communication, negotiation and decision-making skills
Age Group:	Pre-Adolescents
Methods:	Brainstorming, role-playing, group discussion
Materials:	Chalkboard or flipchart, chalk or markers, Worksheet 9: What Someone Might Say to Persuade You to Have Sex
Time:	60 minutes
Overview:	This activity allows students to brainstorm reasons why it is okay to delay sex; they will then practice developing communication skills to defend these reasons.

CHECK LIST - *Before You Begin.*

- Read the activity completely and carefully.
- Prepare overheads and gather or duplicate any materials you might need.
- Assess the usefulness, relevance and appropriateness of the activity for the students you plan to teach.
- Consider whether the methods, skills and knowledge taught in this activity can be applied to students' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask students to think about ways they might want to change the activity (e.g., additional statements and questions you might hear about HIV) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice, discussion and role plays.
- Let students know in advance that you will ask for some volunteers at the end of the practice session to demonstrate skills necessary to communicate clearly and effectively a desire to delay initiation of intercourse
- Be sure to let students know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION AND WHY IT'S OKAY (BRAINSTORMING): 10 minutes

- You might start this activity by saying:

“There are lots of good reasons why you should wait before having sex. But, some people might also feel pressured by friends or boyfriends and girlfriends to have sex soon. Let’s think first about some of the reasons why it’s okay not to have sex right now.”

- Ask the class to list reasons why it is okay to wait until you are older to have sex, or to decide not to have sex for a while even if you’ve already had sex with someone before. Remind students that there is no right or wrong answer, and you just want the group to come up with things they might have heard. Write their responses on the chalkboard or flipchart.

NOTE TO TEACHER:

If the class is large, it might be helpful to divide into smaller groups. Also, depending on the comfort level of students in talking about this topic with one another, it might be helpful to divide up by gender. If smaller groups are used, ask for a volunteer to serve as recorder of the group’s ideas.

Reasons students may mention:

- You don’t want to get pregnant.
- You don’t want to get HIV and other STIs.
- Parents expect you to not have sex.
- You don’t feel ready to have sex.
- The other person is drunk.
- Someone is forcing you to have sex or is getting violent.
- Your religion says you shouldn’t have sex until you are married.
- You don’t love the person.
- You feel pressured by an older person or someone in an authority role.

WHAT SOMEONE MIGHT SAY: 15 minutes

- You might then say:

“Even with all these good reasons, you might still feel pressure from another person or other people around you to have sex. For each of the reasons we just listed in our groups, let’s think of something someone might say to try to convince you that this is not a good reason. Let’s also think about how someone might act in that situation.”

- Ask students to take out Worksheet 9 and, in the column provided, to write down some examples of what someone might say to them to try to persuade them to have sex.

Responses Students May Give:

Reason to Delay	What someone might say to you to try to persuade you to have sex
<ul style="list-style-type: none"> You don't want to get pregnant. You don't want to get HIV or an STI. Parents expect you to not have sex. You don't feel ready to have sex. Your partner is drunk. Someone is forcing you to have sex or is getting violent. Your religion says you shouldn't have sex until you are married. You don't love the person. You feel pressured by an authority figure. 	<ul style="list-style-type: none"> You can't get pregnant the first time you have sex. I'm sure I don't have a disease—do I look sick to you? Your parents will never know. Everyone else is doing it—do you want to be the last one? Come on, have a drink. It will get you in the mood. You're my girlfriend, so you have to do what I say! No one will ever know, so it doesn't matter. You won't get another chance like this. You should listen to what I say.

- Keep the energy level up, but try to make sure you cover all the different reasons.

WHAT I COULD SAY BACK: 15 minutes

- Opposite each "line" on the worksheet, have the students write down what they could say or do in response.

What someone might say to you to try to persuade you to have sex	What can you say or do in response?
<ul style="list-style-type: none"> You can't get pregnant the first time you have sex. I'm sure I don't have a disease—do I look sick to you? Your parents will never know. Everyone else is doing it—do you want to be the last one? Come on, have a drink. It will get you in the mood. You're my girlfriend, so you have to do what I say! No one will ever know, so it doesn't matter. You won't get another chance like this. You should listen to what I say. 	

LET'S PRACTICE: 10 minutes

- Once a list of responses has been created, break students into groups of three, and have them practice these responses with each other (ask students to take turns serving as the observer).

NOTE TO FACILITATOR:

Students may want to write the "lines" and the "responses" into their worksheets before beginning the role plays.

- Before they begin, ask them to also think about the importance of the following:
 - **Use body language.** Non-verbal expressions (eye contact, standing tall, being serious) can reinforce your message.
 - **Be clear about what you don't want to happen. Use the word "No!"** to demonstrate that this is not what you want. (e.g. "No! I won't have sex, even if we use a condom!")
 - **Try to explain** why you won't do something.
 - **Suggest alternatives.** If you still want to be in an intimate relationship with this person, suggest other things you can do while still staying safe (e.g. kiss and hug; go to a movie).
 - **Communicate your feelings** to the other person. Use "I" statements (e.g., "I really like you, but I just don't want to have sex without a condom") vs. "You" statements (e.g., "You are so selfish!")
 - **Find alternatives to talking** if a situation gets violent or uncomfortable (e.g. Try to leave the room. You should also let a friend or family member know).

CLASS DISCUSSION: 10 minutes

- After the groups have had time to practice their responses, ask them to share their experiences with the rest of the class.
 - Which situations or statements were the hardest to respond to? Which ones were the easiest? Why?
 - Do you think the other person was convinced? Why or why not?
 - Do you think these situations are realistic?
 - Are there any other things you could have said or done?
- Also, remind students that sometimes there are things they can **do** so that they **don't find themselves in a potentially risky situation**. For example, they might go out with a group of friends who they think might help prevent them from getting into a risky situation. Ask for other suggestions about what they can do to keep themselves in a safe situation at all times.

Possible examples:

- Go out with a group of friends.
- Avoid places that seem dangerous.
- Don't go anywhere alone with someone you don't know well.
- Let family members know where you will be before going out.

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

"It's not always easy to make the best decisions for ourselves, especially if we are feeling pressured by someone else to do something. But, we've just seen through this activity that there are things we can do or say if someone is trying to make us do something we don't want to do, or don't feel ready to do, like having sex."

ACTIVITY THIRTEEN: WHAT'S RISKY AND HOW DO I STAY SAFE?

Purpose:	To provide students with knowledge to assess the level of risk of specific behaviours and to develop skills to effectively negotiate safer sex
Skills:	Assess risk and negotiate for less risky alternatives by building decision-making, communication, and negotiation skills
Age Group:	Adolescents
Methods:	Game, role playing, group discussion
Materials:	Index cards, chalk or markers, chalkboard or flipchart
Time:	60 minutes
Overview:	Students play a game in which they decide whether specific behaviours would put someone at “no risk,” low risk,” or “high risk” for getting HIV. They then practice role playing situations to negotiate for safer sex.

CHECK LIST - Before You Begin:

- Read the activity completely and carefully.
- Prepare overheads and gather or duplicate any materials you might need.
- Assess the usefulness, relevance and appropriateness of the activity for the students you plan to teach.
- Consider whether the methods, skills and knowledge taught in this activity can be applied to students' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask students to think about ways they might want to change the activity (e.g., additional examples of no, low and high risk behaviours; other possible excuses and responses about using condoms) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice, discussion and role plays.
- Let students know in advance that you will ask for some volunteers at the end of the practice session to the kinds of skills they might use to assess risk and negotiate for less risky alternatives.
- Be sure to let students know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION: *5 minutes*

- You might start this activity by saying:

*"In order to act responsibly and keep ourselves and those we love safe, we need to understand what behaviours are more or less risky than others. There are lots of ways that we can show our affection and love to another person, and we're going to talk about some of those ways."**

*Adapted from Jemmott, Jemmott and McCaffree, *Be Proud! Be Responsible! Strategies to Empower Youth to Reduce Their Risk for HIV Infection*, Select Media, Inc., New York, 1996.

LOW RISK...HIGH RISK: *10 minutes*

- Write the following diagram on the chalkboard or on pieces of paper on a wall

No Risk.....Low Risk.....High Risk

- Divide the class into two groups, and give each group index cards or slips of paper with all of the behaviours listed below and a roll of tape.
- Explain the following to the class:
 - Each card contains a behaviour. It is up to each group to decide whether or not that behaviour would put someone at "no risk," "low risk," or "high risk" for getting HIV.
 - "High Risk" behaviours involve an exchange of blood, semen, breast milk, or vaginal secretions and pose a definite risk of transmitting HIV.
 - "Low Risk" behaviours involve a barrier, such as a condom, but they are activities during which exchange of body fluids may create some danger of transmitting HIV.
 - "No Risk" behaviours involve no exchange of blood, semen, or vaginal secretions and therefore pose no risk of HIV transmission.

High Risk.....Low Risk Behaviours
Write these on separate slips of paper

Vaginal sex without a condom	High Risk
Vaginal sex with a condom	Low Risk
Anal sex without a condom	High Risk
Anal sex with a condom	High/Low Risk
Self masturbation	No Risk
Mutual masturbation	Low Risk
Wet kissing	Low/No Risk
Dry kissing	No Risk
Massage	No Risk
Sharing needles	High Risk
Reusing a needle that was cleaned with water	High Risk
Hugging someone	No Risk
Flirting with someone	No Risk
Sharing eating utensils with someone who is HIV+	No Risk
Touching someone who is HIV+	No Risk

- Give each group a stack of cards or slips of paper with each of the behaviours. Explain that they have five minutes to decide under which category each one falls.
- Afterwards, reconvene the entire class. Go through each behaviour on the list and see if each team placed them in the correct categories.
- Ask students to explain their decisions.

WHAT WOULD WE SAY/DO IF...: *10 minutes*

- Continue by saying:

“Knowing what kinds of behaviour are safe or not safe can help us decide how to stay responsible and healthy for the sake of ourselves, our families and our friends. Sometimes, though, even though we know which activities can put us at risk, we feel pressured by someone else to engage in that activity. Our friends might make us feel that we should have sex with a lot of people, or our boyfriend or girlfriend might not want to use a condom during sexual intercourse. Now that we each have the knowledge of what can keep us safe, let’s think about ways that we can convince others to do the same.”

- Ask students to list excuses that they might hear from someone who wants to have unsafe sex with them (sex without a condom). **You may need to provide an example or two to get started.** Write these excuses on the chalkboard or flipchart.
- When the class has agreed on a list, ask students what they think they could say back to someone who uses each excuse.

TEACHER’S NOTE:

You may want to remind students about the previous exercise and what sexual behaviours are “safer” than having sexual intercourse without a condom.

Possible excuses that students may mention and possible responses:

If they don’t have a condom:

- | | |
|----------------|---|
| Excuse: | I don’t have/can’t get a condom. |
| Response(s): | Let’s do other things that will make us both feel good.
Let’s wait and have sex another time when we have a condom.
I know how we can do other things that feel just as good. |
| Excuse: | I love you—would I give you an infection? |
| Response: | No. But, most people don’t know if they are infected with a STI. We could both have a disease and not even know. |

If they have a condom

- | | |
|----------------|---|
| Excuse: | Condoms kill the mood for sex. |
| Response: | I won’t be in the mood if I’m worried. Feeling safe will make me much more relaxed. |

Excuse: **None of my friends use condoms!**
Responses: Maybe they aren't as responsible as you are.
Maybe they don't know where to get them—you can tell them.

Excuse: **I heard that condoms can get stuck inside you and make you sick.**
Response: I know that's not true. If I condom is put on the right way, it will not come off.

Excuse: **Condoms are for people with diseases—Do I look sick to you?**
Response: Not at all—but a lot of times, you can't tell by looking at someone if they have a STI. I just want both of us to be safe.

LET'S PRACTICE (ROLE PLAYS): 20 minutes

- Continue by saying:

“These were great answers! We're going to take some time now to actually practice saying these responses. That's because even when we know what we want to say in our heads, sometimes it becomes harder to say the words in the right way when we are in the actual situation. By practising, we develop skills that we can use to translate the knowledge we have into action.”

- Ask students to break up into groups of three. Ask them to choose three scenarios that they can role play with each other, and to take turns so that one person serves as an “observer” for each of the scenarios. Before they begin, ask them to also think about the importance of the following:
- **Use body language.** Non-verbal expressions (eye contact, standing tall, being serious) can reinforce your message.
 - **Be clear about what you don't want to happen. Use the word “No!”** to demonstrate that this is not what you want. (e.g. “No! I won't have sex, even if we use a condom!”)
 - **Try to explain** why you won't do something.
 - **Suggest alternatives.** If you still want to be in an intimate relationship with this person, suggest other things you can do while still staying safe (e.g. kiss and hug; go to a movie).
 - **Communicate your feelings** to the other person. Use “I” statements (e.g., “I really like you, but I just don't want to have sex without a condom”) vs. “You” statements (e.g., “You are so selfish!”)
 - **Find alternatives to talking** if a situation gets violent or uncomfortable (e.g. Try to leave the room. You should also let a friend or family member know).
- Give students 20 minutes to practice role playing the three situations they choose. Go around the room and offer feedback and/or praise.

CLASS DISCUSSION: 5 minutes

- After 20 minutes, reconvene the entire class and engage them in a discussion about what happened.
- You might use the following guiding questions:
 - Which situations did you choose? Why?
 - Who is having sex?
 - Which situations were the hardest to role play? Which were easiest? Why?
 - Did you feel that your responses were effective with each other?
 - How might you have changed your response now that you've seen its effect?
 - How did you use body language to convey your message? What body language was most/least effective?
 - What alternatives did you suggest?

ACTIVITY CLOSING: 5 minutes

- You might close the activity by saying:

"It might seem hard at first to try to convince someone to use a condom or to engage in behaviours that are not as risky as sex without a condom. But we've just seen here that there are things we can do or say when we are in different situations that can help us act responsibly and stay healthy for our families and ourselves. You can support your friends by practising these skills with each other and encouraging safe behaviour when you're together."

ACTIVITY FOURTEEN: ALL ABOUT CONDOMS

Purpose:	To increase students' knowledge about obtaining condoms and developing their skills for using them effectively
Skills:	Effective use of health products (i.e. condoms) and increased comfort in talking with others about condoms
Age Group:	Adolescents
Methods:	Demonstration, group discussion, condom use practice
Time:	30 minutes
Materials:	Condoms
Overview:	The class will discuss condoms, controversies that exist about condoms, and how condoms used effectively can help reduce HIV/STIs. The teacher will demonstrate the correct use of a condom and, depending on level of comfort, students will practice putting on and taking off a condom using their fingers as models.

CHECK LIST - *Before You Begin.*

- Read the activity completely and carefully.
- Prepare overheads and gather or duplicate any materials you might need.
- Assess the usefulness, relevance and appropriateness of the activity for the students you plan to teach.
- Consider whether the methods, skills and knowledge taught in this activity can be applied to students' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask students to think about ways they might want to change the (e.g., alternative ways to conduct the condom demonstration including other topics to address) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice, discussion and role plays.
- Let students know in advance that you will ask for some volunteers at the end of the practice session to demonstrate how to use health products (i.e. condoms) and how they might demonstrate comfort in talking with others about condoms.
- Be sure to let students know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION AND CLASS DISCUSSION: 5 minutes

- You might start this activity by saying:

“Sometimes even when both people agree to use a condom, they are not always sure how to use one correctly, or they don’t know where to get one. It may also be hard to get a condom. Let’s talk about condoms before we practice using one.”

- Engage the class in a brief discussion:
 - Do you think most people your age use condoms? Why or why not?
 - Where can you get condoms?
 - Can you talk to your friends about condoms?
 - What have you heard about condoms?
 - Can both boys and girls get condoms?

CONDOM DEMONSTRATION: 25 minutes

- Ask students to turn to their worksheets on correct condom use. Explain that you will now demonstrate how to correctly use a condom, and will then ask participants, if they are willing, to practice using a condom by trying it on their fingers.
- Demonstrate, using your fingers as a model, the correct way to use a condom. After the demonstration continue to engage the group in a conversation on the following issues:
 - How to avoid any breakage during condom use (check expiration date; don’t reuse a condom)
 - How to increase sensuality while using a condom
 - How to get a condom on and off without disrupting intimacy
 - What lubricants should be used with condoms
 - Things they have heard about condoms or any questions they may have about them (e.g., they break easily, they can get stuck inside)
 - The female condom; other options (e.g., spermicide)
- Depending on comfort level, pass condoms around the class. Encourage students to open the packets, examine the different types of condoms and become familiar with them. Have students practice putting on and taking off a condom using their fingers as models.

NOTE TO TEACHER:

Be sensitive to the comfort level of your students. Students who have been raped or abused, for example, may feel uncomfortable during this activity, and should not be required to participate.

- Continue to engage the class in any discussion or questions they may have about condoms, now that they have had a chance to familiarise themselves with them.

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

“AIDS is preventable. If we act responsibly, we can do a lot to protect ourselves and the ones we love. Each one of you is a worthwhile and unique individual who has a lot to contribute to your community. By making informed and healthy decisions now and with each other, you can reach your future goals for both you and your families.”

WORKSHEET 8 - For Students

Questions/Statements You Might Hear about HIV

What is HIV?

What is AIDS?

How does someone get AIDS?

Who can get HIV?

How do I know if I might be HIV infected?

I'm too young to get AIDS.

I don't think I should hang around her too much; I heard she is HIV positive.

I heard there's a cure for HIV.

It's harder for a girl to get HIV than it is for a boy.

I don't think he has AIDS—he looks too healthy.

I feel nervous using the toilet after she has because I'm afraid I'll get HIV.

ADD YOUR OWN:

WORKSHEET 8 - For Teachers

**Questions/Statements You Might
Hear about HIV**

If participants have difficulty coming up with answer to the questions, use the following responses to prompt them

What is HIV?

HIV, Human Immunodeficiency Virus, is the virus that causes AIDS. It slowly makes an infected person sicker and sicker.

What is AIDS?

AIDS stands for Acquired Immune Deficiency Syndrome. It is an illness that occurs in the body when its immune or defence system is weakened.

How does someone get AIDS?

HIV transmission can occur when blood, semen (including pre-seminal fluid, or “pre-cum”), vaginal fluid, or breast milk from an infected person enters the body of an uninfected person. These fluids are often exchanged through sharing injection drug needles, having unprotected sexual intercourse (anal, vaginal, or oral sex without a condom), breast feeding, or any other time fluids come in contact with a cut or sore.

Who can get HIV?

Anyone who engages in risky behaviour can catch the AIDS virus (HIV). It does not matter if you are young or old, rich or poor, big or small, man or woman.

How do I know if I might be HIV infected?

Often there are no symptoms for many years, so you may not be able to tell if you have HIV. Usually the first symptoms to appear are like those of many other common illnesses such as swollen glands, fatigue, weight loss, fever, or diarrhoea. Different people have different symptoms. The only way to find out for sure if you have HIV is to have a blood test.

I'm too young to get AIDS.

There is no age limit on AIDS. Anyone who is engaging in risky behaviour has a chance of contracting the virus. In fact, young girls who engage in unprotected sex are even more susceptible to HIV infection than older women because they are more likely to experience vaginal tearing during intercourse.

I don't think I should hang around her too much; I heard she is HIV positive.

You can't catch HIV/AIDS by coming into casual contact with a person who has the disease. HIV is only transmitted through bodily fluids such as semen, blood, vaginal fluid, and breast milk. It is safe to hang out with a person who has HIV as long as you aren't exchanging any fluids.

I heard there's a cure for HIV.

There is NO cure or vaccine for AIDS. Some medications have been proven to lessen the effects or prolong the life of someone infected with the virus. However, these medications ARE NOT a cure.

It's harder for a girl to get HIV than it is for a boy.

Anyone can contract HIV if he OR she engages in risky behaviour. Activities like exchanging needles for intravenous drug use are equally dangerous for men and women. However, women are more vulnerable to HIV infection through sexual intercourse for both biological and social/cultural reasons. Because they are always the receptive partner and there is more virus in sperm than vaginal secretions, women are exposed to more of the virus more often. Further, it is often not socially or culturally acceptable for women to say no to sex or talk about using condoms with a partner, putting them at higher risk for unprotected sex.

I don't think he has AIDS—he looks too healthy.

You often can't tell by looking at someone if they are infected with HIV. It can take years for symptoms to show up so many people who have the disease actually look quite healthy, can exercise and work normally, and feel good.

I feel nervous using the toilet after she has because I'm afraid I'll get HIV.

HIV can only be transmitted through bodily fluids including blood, semen, vaginal fluid, and breast milk. You can not catch HIV by sitting on the same toilet as someone who has the virus.

WORKSHEET 9 - For Students

**What Someone Might Say
(to persuade you to have sex)**

What Someone Might Say to Try to Persuade You to Have Sex	What Could You Say or Do in Response?

WORKSHEET 9 - For Teachers

**What Someone Might Say
(to persuade you to have sex)**

<p>What Someone Might Say to Try to Persuade You to Have Sex</p>	<p>What Could You Say or Do in Response?</p>
<ul style="list-style-type: none"> • You can't get pregnant the first time you have sex. • I'm sure I don't have a disease—do I look sick to you? • Your parents will never know. • Everyone else is doing it—do you want to be the last one? • Come on, have a drink. It will get you in the mood. • You're my girlfriend, so you have to do what I say! • No one will ever know, so it doesn't matter. • You won't get another chance like this. • You should listen to what I say. 	<ul style="list-style-type: none"> • Yes you can. Once is all it takes. This isn't a joke. I don't want to get pregnant or get an STD. • No, you look good, but sometimes you can have a disease and not even know it. I want to take care of myself and not take any risks. • Maybe not, but that doesn't matter because I'll know. I'm not ready to have sex. • I know that not everyone is having sex. Besides, I really just don't want sex right now. • I don't need a drink, I just don't want to have sex. • No I don't! I don't feel good when I am pressured, so I am leaving. • No, but I'll know about it, and I know I don't want to have sex. • Look, I'm not having sex until I'm older. There will be other chances when I am ready. • I feel OK about myself without sex. I don't need to listen to you to know what I want. I trust myself and I don't want sex.

ACTIVITY FIFTEEN: I NEED TO KNOW

Purpose:	To increase students' knowledge about sexuality, health services or substance abuse that are relevant to their health and well-being.
Skills:	Interviewing skills; skills related to help-seeking
Age:	Pre-adolescents
Methods:	Group work; interviewing; class discussion
Materials:	<i>Worksheet 10: Questionnaire</i> ; pens and/or pencils
Time:	1 hour – 1 ½ hours
Overview:	Students use a questionnaire to gather information about sexuality, health services and/or substance abuse from teachers in their school.

CHECK LIST - *Before You Begin.*

- Be sure to read the activity completely and carefully.
- Prepare overheads and gather and duplicate any materials you will need.
- Assess the usefulness and relevance of the activity for the target population.
- Consider whether the methods, skills and knowledge taught in the activity can be applied to participants' real life situations.
- Clearly describe the purpose of the activity, the skill to be practiced and the methods that will be used.
- Ask students to think about ways they may want to change the activity (e.g., changing or adding new questions) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice and discussion.
- Let students know in advance that you will be asking for some to demonstrate
- Be sure to let participants know before they begin to practice that each small group will be asked to briefly report back their reactions, conclusions and recommendations regarding the activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION: *5 minutes*

- You might start this activity by saying:

“Many times, we do not know how and where to go to get information on things that are related to our health, like HIV, drugs and alcohol, and sex, and where to get health services. Today, we’re going to find out how we can collect correct information about these different things.”

ACTIVITY DESCRIPTION AND INTERVIEW PRACTICE: *15 minutes*

- Explain to students that an interview is a method of gathering information by asking well-prepared questions. You might say,

“To get the information you need, you are going to interview other teachers in the school about questions related to your health. You will use the questions on this sheet of paper, which is known as a questionnaire.”

- Hand out *Worksheet 10: Questionnaire* and a pen or pencil to each student.
- Review all of the questions on the questionnaire with the student. You may want to ask for a student volunteer to read each of the questions.

Worksheet 10: QUESTIONNAIRE

1. Where could I go if I wanted to get more information on different diseases, like HIV?
2. What should I do if I have not been feeling well lately?
3. If I have a family member who I think is using drugs or alcohol too often, who should I ask for help?
4. What should I do if I'm afraid that someone I know is infected with HIV?
5. If I know someone with AIDS who is not feeling well, where can I go to get help for that person?

ASK STUDENTS TO ADD THEIR OWN QUESTIONS:

- 6.
- 7.

- Ask for a few volunteers to demonstrate how to interview another person.

NOTE TO TEACHER:

During these demonstrations, you may want to review the importance of eye contact and body language. Also, make sure that students know to thank the person they have interviewed at the end of each question and at the end of the interview.

- After students have finished practicing asking the questions, divide the class into groups of five or six students.
- Explain that you would like each group to work together to interview other teachers in the school, in order to find the answers to the questions on the questionnaire. Students should designate one interviewer and one recorder for their group for each interview that they conduct. The other students in the group should record additional information in their notebooks as well.

CONDUCTING THE INTERVIEWS: 30 - 60 minutes

Depending on the amount of time students need, the availability of other teachers in the school, and the size of the class, teachers can choose from the following options:

1. Ask students to leave the classroom or learning area, and find other teachers in the school that they can interview. Ask them to return to the learning area or classroom in approximately thirty minutes.
2. Ask students to conduct the interviews as part of their school assignment. They have until the next day to interview other teachers in the school. They will be asked to report back their findings the following day (or whichever day is most suitable).

WHAT WE LEARNED: 15 minutes

- Once students have finished with the interviewing activity, ask them to share their findings. You might ask one or two guiding questions:
 - What was the hardest part about interviewing someone with these questions?
 - Were some questions harder than others?
 - Did you add any of your own questions?
 - Were you able to ask all of your questions? Why or why not?
 - Were you able to get answers to all of your questions? Why or why not?
 - If the person didn't know the answer, what did you do?
 - How was this activity helpful?
 - How will you use what has been learned?
- Summarize on the board some of the things students learned through their interview (e.g., where they can go for health services, substance abuse problems, etc.)

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

“Many times we have questions that we do not know the answers to. By interviewing other people—like the teachers in this school—you can get information about things that are important to your health, including things like HIV, drugs and alcohol, and sex. If the person you ask does not know the answer, you can try to find someone else who does, including a family member, another teacher, or a doctor or nurse. You can also get information in other ways. For example, you can try reading more about the topic.”

ACTIVITY SIXTEEN: GROWING UP

Purpose:	To increase students' ability to communicate about sexuality with their peers and adults.
Skills:	Communication skills
Age:	Pre-adolescents
Methods:	Story-telling, brainstorming, group discussion
Materials:	Flipchart/chalkboard, <i>Worksheet 11: Growing Up</i>
Time:	45 minutes
Overview:	Students are asked to read two stories, to think about how communicating with others, such as their friends, might help the character in the story. They then brainstorm words related to "sexuality" and define what "healthy sexuality" means.

CHECK LIST - *Before You Begin.*

- Be sure to read the activity completely and carefully.
- Prepare overheads and gather and duplicate any materials you will need.
- Assess the usefulness and relevance of the activity for the target population.
- Consider whether the methods, skills and knowledge taught in the activity can be applied to participants' real life situations.
- Clearly describe the purpose of the activity, the skill to be practiced and the methods that will be used.
- Ask students to think about ways they may want to change the activity (e.g., changing the story) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice and discussion.
- Be sure to let participants know before they begin to practice that each small group will be asked to briefly report back their reactions, conclusions and recommendations regarding the activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION: *5 minutes*

- You might start this activity by saying:

“All of us have found ourselves in situations when we felt embarrassed or unsure about ourselves. We may notice some changes in our bodies and we may not be sure what those changes mean. Or, we may notice changes in the way we feel about other people, including feeling attracted to them. We may sometimes feel confused by these feelings. During these times, we may want to talk to a friend or an adult, but we may worry about how they will react.”

TWO STORIES: *15 minutes*

- Ask students to break into groups of two or three. Each group should read the two stories on Worksheet #11, and then take about ten minutes to answer each of the questions that follow the stories.

NOTE TO TEACHER:

You may decide to break the students into same-gender groups. In addition, you may want to remind students after about ten minutes to move to the next story.

Worksheet #11: GROWING UP

Thembi is in the schoolyard with her friend Bongoni who is in standard six. She has her period for the first time, and feel embarrassed about it. She hopes that no one else will notice. Bongoni notices that Thembi is acting strange, and asks her what is wrong. Even though Thembi tells Bongoni nothing is wrong, she feels like everyone at school is looking at her and laughing.

- Do you think Thembi should tell Bongoni that she is having her period? Why or why not?
- What do you think Bongoni will say if Thembi tells him?
- What do you think Bongoni can say to make Thembi feel better?

NOTE TO TEACHER:

When discussing this story, it is important to point out that menstruation for girls and wet dreams for boys are normal, biological processes that occur during puberty.

Thabo is planning to go out with his girlfriend tonight. His friends have been pressuring him to have sex with her, and they tell him tonight is the perfect night. They say that everyone is having sex, so why is he waiting. Thabo is attracted to his girlfriend, but he is not sure that he wants to have sex right now. He wants to tell his best friend Pheto about feeling unsure, but he is afraid Pheto will make fun of him too.

- Why do you think it is hard for Thabo to talk to his best friend?
 - Do you think Thabo should tell Pheto about how he is feeling? Why or why not?
 - What do you think Pheto will say if Thabo tells him he is unsure about having sex?
 - Who else could Thabo talk to?
- After about 25 minutes, ask the students to volunteer their answers to the questions to the whole class.

WHAT IS SEXUALITY? 20 minutes

[This second exercise is adapted from Teenage Health Teaching Modules, *Communicating with Caring*, EDC and MCET, Newton, 1996.]

- You might start this next section by saying:

“Through the two stories, we’ve looked at some of the different issues related to sexuality that people your age may be facing. What are some other things that you think of when you think of the word “sexuality”?”

- Write the word “sexuality” on the board. As students give their answers, create a chart or a web of their words. You may want to draw a line between words that are related.

NOTE TO TEACHER:

If you don’t think students will be comfortable volunteering words in front of others, you can ask each student to write down three words that relate to sexuality and to then give you their list. You can then use their written answers to create the chart or web.

- When you have enough words related to sexuality on the board, lead a discussion about sexuality and what it means to them. You may ask the following questions:
- Which of the words have to do with a person’s physical body?
 - Which of the words have to do with a person’s feelings or emotions?
 - What is the difference between sex and sexuality?
 - Why do some adolescents have sexual intercourse?
 - What do you think it means to have a “healthy sexuality”?

Some key points to make when talking defining healthy sexuality:

- Respecting yourself and taking responsibility for your actions
- Respecting other people
- Protecting yourself and other people against the risks of sexual intercourse
- Thinking about people’s mind and feelings, not just their bodies
- Understanding that everyone’s body grows in different ways.

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

“Sexuality means much more than just sexual intercourse. We’ve seen from the two stories that it involves feelings and emotions as well. Having a healthy sexuality means respecting our bodies and respecting other people. Communicating with others, especially people who care about us like our friends or family members, can sometimes help us to better understand, or feel better about, our sexuality.”

ACTIVITY SEVENTEEN: THE CHOICES WE MAKE

Purpose:	To develop students' critical-thinking skills to analyze complex situations that require decisions from a variety of alternatives.
Skills:	Critical-thinking skills about the consequences of making decisions
Age:	Pre-adolescents
Methods:	Story-telling, small group discussions
Materials:	Flipchart or chalkboard, <i>Worksheet 12: What Can Mpho Do?</i>
Time:	45 minutes
Overview:	Students are read a story and are asked to answer questions about what they think the main character in the story should do. They are encouraged to consider a variety of alternative actions and consequences of each of these actions. They are then divided into small groups and asked to answer similar questions about another story. A class discussion follows.

CHECK LIST - *Before You Begin.*

- Be sure to read the activity completely and carefully.
- Prepare overheads and gather and duplicate any materials you will need.
- Assess the usefulness and relevance of the activity for the target population.
- Consider whether the methods, skills and knowledge taught in the activity can be applied to participants' real life situations.
- Clearly describe the purpose of the activity, the skill to be practiced and the methods that will be used.
- Ask students to think about ways they may want to change the activity (e.g., changing the story) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice or discussion.
- Be sure to let participants know before they begin to practice that each small group will be asked to briefly report back their reactions, conclusions and recommendations regarding the activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION: *5 minutes*

- You might start this activity by saying:

“Many times in our lives, we will find ourselves in a situation where we will need to make an important decision about what we should do next. During these times, it is important for us to think about all the different choices we have, and to consider how each choice can affect what happens to ourselves and others.”

WHAT MIGHT HAPPEN IF...: *25 minutes*

- Read the following story to the students. When you are finished, ask them to think of different things that the main character in the story, Shatho, can do. Write their answers on the board or paper. Once a list of alternative actions has been made, ask them what they think will happen if she does the various things on the list.

Shatho is returning home from school when she sees one of her father’s friends talking with some other older men on the street. He asks her where she is going, and she tells him that she is walking home. “Come, I will walk with you,” he says. Even though she wants to walk alone, she says okay. When they get to an open field, the older man takes her hand. Shatho feels uncomfortable. She is twelve years old, and does not feel she needs to have her hand held. Then the man suddenly hugs her and says “why don’t we stay here a little while and rest.” Shatho is not sure why, but she starts to feel afraid.

- What do you think Shatho is afraid her father’s friend might do?
 - What could Shatho do or say to him? With your group, make a list of different things that Shatho can say or do.
 - What do you think her father’s friend will say or do in response to each of the different things?

NOTE TO TEACHER:

Emphasize that there is no right or wrong answer to any of the questions, and encourage students to think about the consequences of each alternative action.

- Now, assign students into groups of three or four and ask them to read the story on Worksheet 12 with their group. After they have read the story, ask them to make their own list of what the main character can do, and what the consequences of each of the different alternatives might be.

Mpho and her friend Fiona are going to Mpho’s parents’ house to study for a test. Mpho’s parents’ are not home. They are talking and laughing when Baruti, a boy that Mpho likes, stops to talk to them. He asks them where they are going, and Mpho tells him they are going home to study. “Why study now when your parents are not home?” he says, “Let’s go do something fun.” Mpho feels excited that Baruti is paying attention to her. But, she has already promised Fiona that they would study.

- What can Mpho do or say to Baruti? With your group, make a list of the different things Mpho can do or say.
- What do you think will happen if she says or does each of the different things? (What will Baruti do or say? What will Fiona do or say?)

CLASS DISCUSSION: 10 minutes

- Ask for a volunteer to read their list of actions that the main character could take, and what they thought the consequences of each of the actions would be.
- Ask students if they were surprised at how many different alternatives there were for each of the characters.

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

“Every day, we make choices that will affect what happens to us and others around us. By stopping and thinking about the different alternatives we have before we do anything, we can help to make sure that what we do or say leads to the best consequence.”

ACTIVITY EIGHTEEN: HEALTHY DECISIONS

Purpose:	To use problem-solving skills to identify a range of decisions and their consequences in relation to health issues that are experienced by young persons.
Skills:	Problem-solving skills to make healthy decisions in life
Age:	Pre-adolescents
Methods:	Brainstorming, small-group work
Materials:	Flipchart or chalkboard
Time:	45 minutes
Overview:	Students are asked to list some actions a person can take that will lead to negative health consequences. They are then read a story and told to finish writing the end of the story in small groups.

CHECK LIST - *Before You Begin.*

- Be sure to read the activity completely and carefully.
- Prepare overheads and gather and duplicate any materials you will need.
- Assess the usefulness and relevance of the activity for the target population.
- Consider whether the methods, skills and knowledge taught in the activity can be applied to participants' real life situations.
- Clearly describe the purpose of the activity, the skill to be practiced and the methods that will be used.
- Ask students to think about ways they may want to change the activity (e.g., changing the story) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice and discussion.
- Be sure to let participants know before they begin to practice that each small group will be asked to briefly report back their reactions, conclusions and recommendations regarding the activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION: *5 minutes*

- You might start this activity by saying:

“We all make decisions in our lives. Many of the decisions that we make can affect our own health and the health of other people we love.

CONTROLLING OUR HEALTH: *15 minutes*

- Ask students to give you examples of something a person does that can affect how healthy they are. Write their examples on the chalkboard or a piece of paper.

Possible examples that students may mention:

Smoke a cigarette
Have sex without a condom
Ride a motorcycle too fast
Cross the street without looking

- After the list is complete, ask students to think about some of the health consequences that can occur as a result of these actions. Write the health consequences next to each action.

Possible examples that students may mention:

Smoke a cigarette	Get lung disease; get sick
Have sex without a condom	Get HIV and AIDS; get pregnant
Ride a motorcycle too fast	Get in an accident
Cross the street without looking	Get hit by a car or bus

- Ask students to talk about why people may do certain things even when they know it could lead to negative health consequences, and what might make it easier for people to change their behavior.

KABO AND LINDI: *20 minutes*

- Read the following story to students.

Kabo and Lindi are in standard eight. They are starting to feel serious about each other. One day, after school, they go to Kabo’s parents’ house when no one else is home. They start to hug and kiss each other, and Kabo tells Lindi he loves her. She is happy to hear that, but when he says he wants to have sex with her, she doesn’t know what to say. She remembers a friend of hers telling her that everyone is having sex.

- Ask students to finish writing two endings to this story. For the first ending, ask students to have both Kabo and Lindi make decisions that will negatively affect their health. They can choose whatever health consequences they wish, but they must be negative. For the second ending, ask them to change the story, so that health consequences are positive.

- After 20 minutes, ask the students to come together and have a volunteer from each group read their two endings. You may want all groups to read their first (negative) ending first, and then have each group read their second (positive endings).

ACTIVITY CLOSING: 5 minutes

- Close the lesson with a discussion about how people need to think carefully about how the decisions they are making can greatly affect our lives, in both a positive or negative way.

ACTIVITY NINETEEN: REFUSING TO HAVE SEX

Purpose:	To learn skills to refuse to have sexual intercourse.
Skills:	Communication skills
Age:	Pre-adolescents
Methods:	Small groups, role-plays
Materials:	Flipchart or chalkboard, <i>Worksheet 13: I Don't Want to Have Sex</i>
Time:	60 -75 minutes
Overview:	Students are asked to brainstorm reasons why people should refuse to have sex and why people might find it hard to do so. The teacher then demonstrates a role play which students practice in smaller groups. A class discussion on effective communication skills follows.

CHECK LIST - *Before You Begin.*

- Be sure to read the activity completely and carefully.
- Prepare overheads and gather and duplicate any materials you will need.
- Assess the usefulness and relevance of the activity for the target population.
- Consider whether the methods, skills and knowledge taught in the activity can be applied to participants' real life situations.
- Clearly describe the purpose of the activity, the skill to be practiced and the methods that will be used.
- Ask students to think about ways they may want to change the activity (e.g., changing the story) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice and discussion.
- Be sure to let participants know before they begin to practice that each small group will be asked to briefly report back their reactions, conclusions and recommendations regarding the activity.
- Before they begin, ask students if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION: *5 minutes*

- You might start this activity by saying:

“There are many different reasons why someone might try to pressure you to have sex. Even if you know in your mind that you don’t want to have sex, refusing to have sex is sometimes harder than just saying “no” to another person. Today, we’re going to role play some of the ways that a person can refuse to have sex.”

WHY WE SHOULD REFUSE TO HAVE SEX: *10 minutes*

- Ask students to think of all the reasons why people should say “no” to having sex, or refuse to have sex.

Possible reasons that students may mention:

- They don’t want to get HIV or another STD
 - They don’t want to get pregnant
 - They don’t feel ready
 - They don’t want to have sex with that person
- You may continue by saying:

“Those are very good reasons. Now, let’s think of some reasons why it might be hard to refuse to have sex with someone even if you don’t want to.”

- Write their answers on the flipchart or chalkboard.

Possible reasons that students may mention:

- You want to show the person you love them
- You are afraid of what they will say or do if you refuse
- You think everyone else is having sex
- You are afraid to hurt their feelings
- The person says he or she will hurt you if you don’t

ROLE PLAY DEMONSTRATION: *10 minutes*

- When you have finished writing down all the reasons, you might say:

“Those are great reasons. Sometimes, even when we have good reasons, it is still hard for us to refuse to have sex, especially if the other person is pressuring us. Now, we are going to spend some time role-playing what people can do when they find themselves in a situation where they are trying to refuse having sex with someone. I will first read you a role play from Worksheet 13; then, we will break up into groups of three and practice our own role plays.”

- Read the following role play to the class. While you are reading the role play, you can decide whether you want Kefilwe to respond to Glody’s pressure to have sex in a way that is effective or ineffective. Students will be able to discuss afterwards why her refusal to have sex may or may not have convinced Glody to respect her wishes.

Worksheet 13: I Don't Want to Have Sex (Role play script)

Kefilwe and Glody are walking down a deserted road in the late evening. They are enjoying each other's company and flirting with one another. Glody suggests that they walk down a small path and Kefilwe agrees. When they get to an open area, Glody begins to pressure Kefilwe to have sex with him. Even though they have had sex before, Kefilwe does not want to have sex now. She has heard of HIV and AIDS, and does not want to have sex again until she is older.

Glody: Kefilwe, why don't you want to have sex with me?
Kefilwe: It is not only with you. I just don't want to have sex now.
Glody: We already had sex before. Why are you changing now?
Kefilwe: It would be better for the both of us to be safe. We don't want to catch a disease or something.
Glody: You think I have HIV? I cannot believe it!
Kefilwe: I don't think you have HIV. But we can both have an infection and not know about it.
Glody: You are being ridiculous. You walked here with me, so you must want to have sex.
Kefilwe: I already said no. I do not want to have sex with you or anyone else right now. Please respect me and my feelings.

- Ask the students to comment on the way Kefilwe let Glody know that she did not want to have sex.
 - What was Kefilwe's tone of voice?
 - What do you think Glody will say or do next?
 - What do you think Kefilwe should say or do next?
[You may want to suggest some non-verbal alternatives, like leaving the area]

ROLE PLAY PRACTICE: 15-30 minutes

- Ask the class to break into groups of three to practice role-playing themselves. Each group should have two role-players and one observer (they may take turns).

NOTE TO TEACHER: You may choose to make the groups single-gender. Depending on the time, you may want to ask students to either role play the situation in the worksheet or spend some time writing their own short role plays, in which someone refuses to have sex. The latter will add approximately 15 more minutes to the activity. They may also take turns role-playing different parts, so that they know how it feels to be each character.

- Before they begin, ask them to think about the importance of the following:
 - **Use body language.** Non-verbal expressions (eye contact, standing tall, being serious) can reinforce your message.

- **Be clear about what you don't want to happen.** Use the word "No!" to demonstrate that this is not what you want. (e.g., No! I won't have sex with you.)
- **Explain why you won't do something.**
- **Suggest alternatives.** If you still want to be in an intimate relationship with this person, suggest other things you can do besides sex. (e.g., kiss and hug; go to a movie)
- **Communicate your feelings to the other person.** Use "I" statements (e.g., I really like you, but I don't want to have sex right now)
- **Find alternatives to talking if a situation gets violent or uncomfortable** (e.g., try to leave the area; you should also let a friend or family know)

CLASS DISCUSSION: 15 minutes

- Ask each of the small groups to discuss and report their experiences to the class:
 - What kind of situation did your group role play? What issue(s) did your group deal with during the role play?
 - (Observers) How could the conversation/interaction have been more effective?
 - How did people use body language? Did anyone do anything else besides talk? (e.g., leave the scene)
- Ask the role players to comment on how it felt to role play their parts
 - How did they feel in that situation? Was it hard?
 - What effect did the other person's words or gestures have on them?
 - What did they learn about communicating with someone that they do not want to have sex?

ACTIVITY CLOSING: 5 minutes

- You may end this activity by saying:

"Sometimes even when we know what we want in our minds, it is harder to communicate it to another person. Refusing to have sex, especially when someone else is pressuring you, can be very difficult. But, through the role plays, you have seen that there are ways you can communicate what you want or don't want effectively. In some situations, you will need to think about your own safety, and consider some non-verbal actions you can take to protect yourself."

WORKSHEET 10

Questionnaire

6. Where could I go if I wanted to get more information on different diseases, like HIV?
7. What should I do if I have not been feeling well lately?
8. If I have a family member who I think is using drugs or alcohol too often, who should I ask for help?
9. What should I do if I'm afraid that someone I know is infected with HIV?
10. If I know someone with AIDS who is not feeling well, where can I go to get help for that person?

ADD YOUR OWN QUESTIONS:

6.

7.

WORKSHEET 11

Growing Up

STORY #1

Thembi is in the schoolyard with her friend Bongoni who is in standard six. She has her period for the first time, and feel embarrassed about it. She hopes that no one else will notice. Bongoni notices that Thembi is acting strange, and asks her what is wrong. Even though Thembi tells Bongoni nothing is wrong, she feels like everyone at school is looking at her and laughing.

- Do you think Thembi should tell Bongoni that she is having her period? Why or why not?
- What do you think Bongoni will say if Thembi tells him?
- What do you think Bongoni can say to make Thembi feel better?

STORY #2

Thabo is planning to go out with his girlfriend tonight. His friends have been pressuring him to have sex with her, and they tell him tonight is the perfect night. They say that everyone is having sex, so why is he waiting. Thabo is attracted to his girlfriend, but he is not sure that he wants to have sex right now. He wants to tell his best friend Pheto about feeling unsure, but he is afraid Pheto will make fun of him too.

- Why do you think it is hard for Thabo to talk to his best friend?
- Do you think Thabo should tell Pheto about how he is feeling? Why or why not?
- What do you think Pheto will say if Thabo tells him he is unsure about having sex?
- Who else could Thabo talk to?

WORKSHEET 12

What can Mpho do?

Mpho and her friend Fiona are going to Mpho's parents' house to study for a test. Mpho's parents' are not home. They are talking and laughing when Baruti, a boy that Mpho likes, stops to talk to them. He asks them where they are going, and Mpho tells him they are going home to study. "Why study now when your parents are not home?" he says, "Let's go do something fun." Mpho feels excited that Baruti is paying attention to her. But, she has already promised Fiona that they would study.

- What can Mpho do or say to Baruti? With your group, make a list of the different things Mpho can do or say.
- What do you think will happen if she says or does each of the different things? (What will Baruti do or say? What will Fiona do or say?)

Actions Mpho Can Take

What Might Happen

WORKSHEET 13

I don't want to have sex

(Role play script)

Kefilwe and Glody are walking down a deserted road in the late evening. They are enjoying each other's company and flirting with one another. Glody suggests that they walk down a small path and Kefilwe agrees. When they get to an open area, Glody begins to pressure Kefilwe to have sex with him. Even though they have had sex before, Kefilwe does not want to have sex now. She has heard of HIV and AIDS, and does not want to have sex again until she is older.

Glody: Kefilwe, why don't you want to have sex with me?

Kefilwe: It is not only with you. I just don't want to have sex now.

Glody: We already had sex before. Why are you changing now?

Kefilwe: It would be better for the both of us to be safe. We don't want to catch a disease or something.

Glody: You think I have HIV? I cannot believe it!

Kefilwe: I don't think you have HIV. But we can both have an infection and not know about it.

Glody: You are being ridiculous. You walked here with me, so you must want to have sex.

Kefilwe: I already said no. I do not want to have sex with you or anyone else right now. Please respect me and my feelings.

Glody: What might he say?

Kefilwe: What might she say?